

## **Declaration**

I, Lunga Wiseman Williams, a student of Fort Hare University, School of Public Management and Development at Bhishe campus, declare that to the best of my knowledge the work presented in this dissertation, which is submitted in partial fulfilment of the requirements for the Masters degree in Public Administration, is my original work and has not been submitted for examination or a degree at any other university.

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L.W Williams

## **Abstract**

The study is aimed at evaluating the performance management system on the quality of teaching and learning in selected high schools. The development of a country is dependent upon the quality of education that is provided by the government to its people.

By doing the project, the researcher is hoping to achieve the following objectives:

- To evaluate if the performance management system has been able to find out the strengths and weaknesses on the quality of teaching and learning.
- To assess whether the system has provided the support and opportunities for development of educators, and
- To evaluate the impact of the performance management system on the quality of teaching and learning.

The background for the study was undertaken to provide a foundation for the proper researcher that would follow. The research design used both the quantitative method as well as the qualitative method. In the quantitative approach the questionnaires were developed and distributed to fifty educators from five high schools. In the qualitative approach the interviews were conducted with the circuit manager, the school management team members and the school governing body members.

The research has come up with the following findings:

The educators were not properly trained on the performance management system by the department of education.

As a result of the poor training, the performance management system is not implemented properly in the schools.

The schools have developmental support groups as well as the school development teams that are not functioning properly.

The district officials do not visit the schools to monitor the implementation of the performance management system.

The performance management system has failed to improve the quality of teaching and learning in the high schools of Ezeleni area.

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## **Research Topic**

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**TOPIC: The evaluation of the performance management**

**System on the quality of teaching and learning**

**In selected high schools.**

**SUPERVISOR: PROF. NENGWEKHULU**

**INSTITUTION: UNIVERSITY OF FORT HARE**

# Chapter one

## Overview of the research

### Introduction

The performance management system that was introduced in the Education Labour Relation Council in 2003 was seen as an answer that would improve the culture of teaching and learning in the schools of the country. The system was implemented with hope of bringing accountability in education so that the positive impact of the process can be seen on the culture of teaching and learning.

The collapse of the inspection system that was responsible for the effective monitoring and evaluation of teaching and learning in the 1990's led to the drop in the standard of teaching and learning. The inspection system was effective but it was part of the apartheid system that was imposed on the people of the country. There was a complaint from the public that the education system was not addressing the needs of the country. The other complaint was that the system was producing poor results especially in those communities that were formally disadvantaged.

Before 1994 the education policy and system in South Africa was based on a political philosophy of apartheid and a policy of segregation (Behr 1988:14 and Leonard 1970:38). According to Hartshorne (1992:289) the appointment, discipline and dismissal of black teachers was legally in the hands of school boards. These school boards were ineffective and also unrepresentative of the teachers and communities around the school because the members were selected and approved by the

government (The World 1976:4). After 1994 the South African education system had to undergo transformation so that the needs of the country and the imbalances of the past were addressed. The National Minister of Education said in 1995 that the development of a common purpose among principals, educators, and governing bodies with clear and agreed responsibility must be established.

When the democratic government came into power, many policies in education were introduced with the hope of restoring the culture of teaching and learning, but the need for quality public education was still a problem. It was evident that the culture of teaching, learning and management would only be restored when there is accountability in education.

According to Cloete (1993:2) all public institutions perform the following generic functions: policy-making, financing, organising, staffing, determining and rationalising work procedures and controlling. All these generic functions have both an enabling function and utilising function. Public institutions perform functional activities such as education, health, and others. When the personnel have been employed, they must be evaluated to find out whether they are working according to set standards or not.

Firstly, the problem statement will be stated clearly. Secondly, the significance of the study will also be highlighted. Thirdly, the objectives of the study will be stated. Fourthly, the hypothesis will also be given. Lastly, the limitations of the study will be discussed.

## **1.1 The problem statement**

The education system of the country is characterised by the general lack of quality. In January 2004, the District Manager of King William's Town district said the department of education is concerned with the quality and quantity of results achieved in schools. According the Principals' report of 2004, the director said some schools boasted 100% pass rate for grade 12 learners, but these results are lacking quality because of a low percentage of matriculation endorsement as opposed to learners with school leaving certificates.

According to Van der Westhuizen (2002:298) the South African education system, especially the public schools are faced with serious problems such as high dropout rate of learners, and the shortage of educators who are specialists in mathematics and science subjects. The system is also characterised by under resourced schools, poor examination results, the low level of the capability of teachers, and the collapse in the culture of teaching and learning that has resulted in the loss of confidence by the school principals and heads of departments.

In the King William's Town district the Integrated Quality Management System (IQMS) scores of the school-based educators are very high as reported by the district director in the schools report of 2004, especially in those high schools that were formally disadvantaged. The high IQMS scores means the standard of teaching is improving and it is also very high. When the standard of teaching is improving, it must also be reflected in the improvement in the quality of learning by obtaining the learners' assessment results that are of high quality. It means the learners' results of

grade 12 must be characterised by more matriculation endorsement compared to school leaving certificates. The learners' results in the district are telling a different story. They show that they have problems in certain learning areas. The results of the whole school evaluation also indicate that teaching in the institutions is not up to the required standard. The whole school evaluation is not specific to individual educators and it is not reflecting directly to the performance management system of the school-based educators.

According to Nzimande (2003 notes) the teacher performance is directly related to learner performance as measured in matriculation scores. The examination is a public record of performance, and it is a reflection of both educators and the schools performance. The public examinations results determine the enrolments of schools and the amount of funding the schools qualify and the number of educators that can be employed. Schools with persistently poor results will attract fewer and weaker learners. The school will sustain a cycle of substandard results and the parents will not take their children to that school. This is the reason why black township schools are losing children to deracialised white schools who are perceived as offering better results.

According to Jansen (2001:625-638) parental decisions are not based directly on teacher achievement but on the overall contribution of the school to learner achievement. These decisions are not based in grade 1 to grade 11 but on the final examination in grade 12. These decisions are not based on the process of schooling, but on the quality of the final product at the end of schooling. Schools that under perform are listed through publication of their results in national newspapers.

Provinces responsible for schools face pressure from the parents, communities and national government to improve the performance of the schools under their jurisdiction.

Individual learners find themselves under pressure from school principals and teachers to perform satisfactorily, leading to all kinds of bad practices in the schools. Schools register learners on lower grades; they also hold back learners in earlier grades to ensure grade 12 learners are good and will increase their overall percentage pass. Schools also divert students into subject streams that are perceived to be academically less challenging and are likely to deliver better results.

The IQMS scores are misleading but the analysis of the results of the learning areas of the grade 12 learners indicate that they are struggling with the content in some learning areas and their results lack quality. That means there is a problem of what the IQMS is measuring and what the outcomes from the learning of the learners is. The main component of the IQMS that is required for the evaluation of the educators at school is the development support group (DSG). This component is made up of the educator's immediate supervisor and a peer that is elected by the educator.

The problem is that the educator who must be evaluated is the only specialist in that learning area in the school. The educator that must be evaluated will choose a peer who does not know the learning in the institution because the evaluation policy states that a peer must be present in the composition of the DSG. The immediate supervisor also does not know the learning area. In this situation the school must ask for assistance of the subject advisor from the district office that would serve as the

supervisor. The problem is complicated by the fact that the district does not have the specialist in that learning area. The supervisor and the peer who both do not know that learning area are forced to evaluate the educator because within a specified period all the educators of the schools must have been evaluated and their scores sent to the district office. Clearly the evaluation of this educator by the panel is not a true reflection of what is happening in class between the learners and the educator.

The other problem is that both the educator to be evaluated and the peer know the learning area, but the supervisor does not know the learning area. The supervisor is forced to be in that panel because he or she is the only head of departments that is employed in that institution. The supervisor will just sit there and will be dependent on the peer for the results of the evaluation of the educator. The peer may inflate the IQMS score of the evaluated educator so that the peer will also return the favour when the other educator is evaluated.

In the other scenario both the peer and the supervisor know the learning area in which the educator will be evaluated. The supervisor is afraid of telling the truth that the performance of the educator is not satisfactory. The supervisor knows that unsatisfactory performance will make him appear as a cruel person who has denied a fellow colleague a performance increment or performance bonus. The supervisor will also be reported to the workers union and he or she might be isolated by other colleagues. Clearly from the above scenarios the performance management will not have a positive impact on the quality of teaching and learning. It is also clear that the performance management under these conditions is not reliable.

## **1.2 Significance of the study.**

The development of the country is dependent upon the quality of education that is given upon its people. The research will influence the decision-makers of the policies by coming up with some strategies that will be used to improve the performance management system (PMS) of school-based educators. The study will help the system to add a positive impact on the quality of teaching and learning. The research will ensure that the citizens of the country are provided with the public service that is accountable, transparent, and development oriented (The Constitution of the Republic of South Africa, 1996: chapter 10). The result of the study will also help the Eastern Cape Provincial Government in fulfilling the Provincial Growth Development Plan (2004-2014:4) with the following objectives:

- To improve capacity to plan, manage, and monitoring of implementation at all levels of government.
- To gear, reorganise and restructure provincial departments to maximise efficiency gains.

The research will come up with some recommendations that may be applied to other departments so that the performance management system can achieve its main objectives. The study will also serve as a research tool that will be used to conduct further research on the topic of performance management.

### **1.3 The objectives of the study**

By undertaking the study on the performance management system of school-based educators in the King William's Town district, the researcher is hoping to achieve the following objectives:

- To evaluate if the performance management system has been able to find out the strengths and weaknesses on the quality of teaching of educators.
- To find out if this system has provided the support and opportunities for development of educators based on the strengths and weaknesses.
- To assess the impact of the performance management system on the quality of teaching and learning.

### **1.4 Hypothesis**

The performance management system for school-based educators is not effective in evaluating the quality of teaching and learning in high schools in the Eastern Cape.

### **1.5 Limitations of the study**

Since the research will be conducted in the Eastern Cape Provincial Education department, the results of the study will only generalise or apply in that department only, and not to all the departments in the province. The study has been limited to King William's Town area, because it is where the researcher is living and working. The duration of the study and financial constraints of the researcher have also been the contributing factors for the study to be confined in that geographic area.

According to Henry (1990:9) the time and cost prohibit the researcher from collecting data on the whole group or population that is of interest for the particular research.

The study will be conducted on a small population of high school educators of Ezeleni area. Therefore the results of the study will not generalise to the whole of King William's Town district, the study will only generalise to the high school educators of Ezeleni area. Another limitation is that in the study the amount of satisfaction or dissatisfaction with some processes of performance management system of the educators cannot be directly measured whereas the number of educators that are happy or not happy can be counted.

## **1.6 Outline of the chapters**

In this chapter the problem statement as well as the significance of the study that has led to the research has been discussed. The objectives of the study and its hypothesis have also been stated. The limitations of the study have also been discussed. The other chapters of the study are being outlined as follows:

### **Chapter Two**

This chapter provides a theoretical and a conceptual framework of the performance management system. The performance management system is first defined from the views of different authors. The purpose of the system, the methods of measuring performance and who should measure performance are also discussed. The problems that are encountered during the process are also discussed. The performance management system in other countries as well as in South Africa is also discussed.

The PMS in the public sector as well as the legislation supporting the process will also be discussed.

### **Chapter three**

This chapter focuses on the research methodology that will be used to collect the data from the respondents. Both the qualitative and the quantitative research methodologies will be used in the study. Questionnaires with closed as well as the open-ended questions will be used to gather data from the respondents. The semi-structured interviews will also be used to collect data from the respondents.

### **Chapter four**

This chapter deals with the presentation and interpretation of the collected data from the respondents. The responses to the questionnaires and the interviews will be presented, compared and analysed thoroughly.

### **Chapter five**

This chapter is about the findings of the study. Firstly, the researcher will determine whether the research has been successful in answering the research questions of the study based on evidence gathered from the respondents. The researcher will come up with the recommendations that might ensure the performance management system improves the quality of teaching and learning in high schools.

## **Conclusion**

When the performance management system was introduced, it was thought it would improve the quality of teaching and learning in schools. Unfortunately, it did not live up to those expectations because it did not produce the required results. This research would help the policy-makers to identify and resolve some problems that have been encountered during the implementation time of the system. The research has some limitations because it has been done only in the selected high schools of King William's Town. The result of the study will only generalise in the area of Ezeleni.

## **Chapter two**

### **Background of the study**

#### **Introduction**

In this chapter the researcher is providing a conceptual framework about the topic of performance management system. The objectives of the study have played an important role in the type of literature that has been consulted and reviewed.

In this study the performance management concept and its purpose will be discussed. This will be followed by the methods of measuring performance as well as answering the question of who must measure the performance of employees. The steps for the development of the PMS will also be discussed. The problems that have been experience in USA and United Kingdom will also be outlined. The last part will be the discussion of the PMS in South Africa, and in the Public Service of South Africa as well as in the Provincial government of the Eastern Cape.

#### **2.1 Performance appraisal and performance management.**

Before the PMS can be discussed it is better to first discuss performance appraisal. According to Steyn and Van Niekerk (2002:277) performance appraisal is a continuous and systematic process, which is used to assist individual educators with their professional development and career planning. The strength of the authors can be observed when they say that it is used to ensure that in-service training and development of educators matches the complementary needs of both the individual educators and the schools. That means appraisal must distinguish the strengths and the weaknesses of educators. The training and development must be given according to

the strengths and the weaknesses that have been identified in the process. The authors also acknowledge that the appraisal must be about reviewing current practices, so that the setting of targets can be revised. Reviewing of the targets is essential because it helps to redefine the target precisely in terms of the present developments.

According to Swanepoel *et al* (2003:372) and Grobler (2006:262) performance appraisal is a formal and systematic process where the strengths and weaknesses of employees in their jobs are identified, observed, measured, recorded and developed. From the definition it means the employees must be observed fairly and correctly so that the supervisor knows what must be measured. The records must be kept so that both parties know the strengths and weaknesses of the employees. These authors further say the performance appraisal may be used for administrative purposes that serve the following conditions:

➤ Human resource planning

Compiling skills inventories of employees at the workplace and also to obtain information about the new positions that must be created.

➤ Reward decisions

Appraisal results are used as a base for determining the employees that must receive salary or wages increases and to withheld the increment.

➤ Personnel research

The results of this process are used to evaluate the effectiveness of the training process.

According to Cloete (1993:137) performance evaluation is a process, which establishes and lists the performance standards expected from the employees. The

standards are the benchmarks against which the performances of employees are evaluated. These performance standards must be linked to the overall objectives of the organisation. The strength of the author can be observed when he states that the quantity and the quality of the work expected from the employees must be stated in the list of objectives. The weaknesses of the employees must be recorded on paper and the employees must be helped to improve their performance.

According to Cascio (2003:311) performance appraisal is a necessary part of performance management. It is one of the techniques that are used to encourage, motivate and help employees to improve their performance (Foot and Hook, 1999:225). Cascio emphasises that performance management need managers to provide feedback about performance in their employees and the managers must not loose focus on the ultimate objectives of the organisation. The author mentioned the following three things that must be done by the manager:

➤ Define performance.

The manager must ensure that the employees and team members know what is expected from them. The goals that are set must be specific and challenging.

➤ Facilitate performance

The major responsibility of a manager is to eliminate stumbling blocks for successful performances. This can be obtained by providing adequate resources so that the job is done correctly by the right employees and in time.

➤ Encourage performance

The manager must provide enough rewards to employees who have displayed good performance. Employees must value the rewards, and they must be provided in time, and they must be provided in a fair manner.

Spangenberg (1994:14) defines performance management as a set of techniques that are used by a manager to plan, direct and improve the performance of subordinates in line with achieving the overall objectives of organisation. From the definition performance management is a managerial function because the manager must plan it. He or she must steer the organisation in a particular direction. From Spangenberg the researcher can say the success of the organisation depends on the managerial abilities of the manager. When the manager has strong leadership abilities, the organisation will succeed in performing its objectives.

According to Pieters (1997:225) performance management is a process whereby the leader performs the following functions:

Plans by deciding what outputs and standards are needed and the time they are required.

Secondly, the resources are organised according to their required time.

Thirdly, leads by observing the performance, evaluate it, and recommends improvements when necessary.

Lastly, controls the performance of a team by evaluating whether the performance results comply with the set standards.

From Pieters definition it is the duty of the leader to decide the type and the standard of the product and also the time, when the product will be required. It can be said that only the leader is accountable of what is happening in the organisation.

Nel *et al* (2002:516) describe the PMS as a way of managing the performance of employees. They emphasise that line personnel, not human resource personnel, must drive it so that it can be effective. The vision of the organisation must be communicated to all employees, so that it is known and owned by all of them. From these authors it can be said that PMS must be managed by the immediate supervisors of the employees because they are in the better positions of knowing what is happening and required in their units.

The performance appraisal or performance evaluation is done at the end of the term or period. When the aim of the process is complete, the process is also finished. In the PMS the performance appraisal is done continuously. When the initial period of appraisal is complete, there is a performance review which is the feedback between the supervisor and the employee. The review is about redefining the target and to solve any problems that have been encountered in the process.

## **2.2 The purpose of performance management**

According to Armstrong (1999:163) the performance management has the following purpose:

- To help the organisation in achieving sustainable improvements in the organisational performance.
- To enable employees as individuals to develop their abilities, increase their job satisfaction and achieve their full potential to their own benefit and that of the organisation as a whole.

- To develop constructive and open relationships between individuals and their managers in a process of continuing dialogue that is linked to the work actually done throughout the year.
- To provide a framework for the agreement of objectives that are expressed as targets and standards of performance, so that mutual understanding of the objectives and the role of managers and individuals have to play in achieving them, is increased.
- To provide for the accurate and objective measurement and assessment of performance in relation to agreed targets and standards, so that individuals receive feedback from managers on how well they are doing.
- To enable employees with their managers to agree on improvement plans and methods of implementing them, and jointly review training and development needs and agree how they should be satisfied.
- To provide an opportunity for individuals to express their aspirations and concerns about their work.
- To provide a basis for rewarding people in relation to their contribution by financial and non-financial means.

The strength of the author can be noticed when he enlists a number of essential purposes that are necessary for the success of a programme. Both the employees as well as the managers must respect these purposes so that the organisation can benefit from the process.

According to Cascio (2006:332-3) the appraisal process serves the following two main purposes:

- To improve employees' work performance by helping them to realise the full potential in carrying out their organisations' missions.
- To provide information to employees and managers for use in making work-related decisions. It serve the following purposes:
  - ❖ To provide legal and formal organisational justification for employment decisions to promote outstanding performers.
  - ❖ To train, transfer or discipline employees.
  - ❖ To justify merit increases or no increases.
  - ❖ To provide feedback to employees, thereby serving as vehicles for personal and career development.
  - ❖ Help to establish objectives for training programme when the development need of employees are recognised.
  - ❖ Help to diagnose organisational problems as result of the proper specification of performance levels.

From the above purposes, the strength of the author can be observed when he mentioned that one of the purposes of the PMS is to provide for a legal and formal organisational justification for employment decisions. It must be emphasised that the decisions must be fair and consistent. The weakness of the author can be observed when he contradicts himself when he says the purpose of the PMS is also to discipline employees as well as to establish objectives for training programmes when development needs of employees are recognised. Clearly employees will hide their weaknesses if they will be punished and development will suffer.

According to Foot and Hook (1999:246-250) performance management is a process that is concerned with the effectiveness of the individual, the team and the organisation. It serves the following purposes:

- Clear links with the objectives of the organisation.

The objectives for work groups and the individuals are derived from the strategic objectives of the organisations. It is where the groups and the individuals clearly see what they must do to make their contribution to the organisation's overall effectiveness. The objectives and the mission of the organisation must be communicated clearly to all employees so that they can participate in setting the objectives.

- Clear links with job description.

Employees must have clear job description, which they have agreed, and which is reviewed regularly as the job changes.

- Individual development plans

Each employee must have an individual development plan that is designed to give details and provide for activities to enable him or her to achieve those goals. The manager and the employee must jointly design the plan. The manager must provide support and coaching to help the employee to meet his or her goals.

- Ongoing assessment

There must be assessment on a frequent basis as part of an ongoing process. This must involve the manager, the individual and the team. This process is intended to motivate employees and help them to focus on developmental issues. Communication in the

organisation is very important and the organisational culture must be encouraged by the feelings of openness and trust among its fellow employees.

➤ Links between assessment and pay

In a performance management system, the annual performance appraisal is often linked with pay. This scenario is intended to reward those employees who have done well in meeting their objectives. Relating assessment to pay suffer from the problems as in other forms of performance appraisal scheme. There is a potential conflict between the need for employees to talk frankly about their performance and reluctance to do so because it would jeopardise their pay reward. Performance development interviews and performance rewards interviews must be held separately in order to minimise this effect.

Performance management is a strategic and integrated approach to the management and development of people. It emphasises the role of line managers to take responsibility for the management of the performance of the people in their department.

### **2.3 Methods of measuring performance**

The methods chosen and the instruments or forms used to implement these methods are critical in determining whether the organisation manages its performance successfully or not. The performance appraisal methods can be divided into four groups, namely the category rating methods, the comparative methods, the behavioural or objective methods and the narrative methods.

### **2.3.1 Category rating methods**

Under this group there is a graphic rating scale, a non-graphic rating scale and a checklist of critical incidents.

#### **2.3.1.1 Graphic rating scale**

According to Grobler *et al* (2006:270) the rating scale rates the employees on some standards or attribute of work. Traditionally, the focus was on personal traits like friendliness and corporation. Recently, the focus is on work behaviour and outcomes. The rating is done on 1-3 or 1-5 scale, where 1 represents unsatisfactory, 3 for good performance and 5 represents an excellent performance. It is one of the oldest common methods. It is easy to understand, allows for comparisons across individual employees and it is acceptable to users (Swanepoel *et al*, 2003:388).

#### **2.3.1.2 Non-graphic rating scale**

It is more valid than the graphic scale because it contains a short description of each point on a scale. The rater can give a more accurate description of the employee's behaviour on a particular attribute because a descriptor clarifies each level of the rating scale. The scale is quick, easy and less difficult for supervisors to use. Decision-makers find rating scales to be satisfactory for most evaluative purposes because they provide a mathematical evaluation of the employee's performance, which can be used to justify compensation or job changes and to validate selection instruments. The disadvantage of the rating scale is that the rater can easily make halo or central tendency errors. Everyone can be quickly rated very high or average on most items. The other problem is that most rating scales are not related to a specific job.

### **2.3.1.3 Checklist of critical incidents.**

Critical incidents are used in performance appraisal by developing a checklist of critical behaviours related to an employee's performance. The appraisal form may have a number of critical items for one specific job. The supervisor simply ticks when the employee has performed any of the incidents or not done so. The checklist of critical incidents gives different weight to different items to indicate that some items are more important than others. The checklist is time-consuming and expensive to develop because checklists for each job in the organisation must be produced. The problem is that the statements may have different meanings to different raters. The raters do not assign the weight to the factors. These difficulties limit the use of the information when the rater discusses results with the employee, creating barriers to effective development.

### **2.3.2 Comparative methods.**

The most common problems in the performance appraisal system are the appraiser's tendency to assign uniform ratings to employees. Comparative methods are used to differentiate between employees by providing direct comparisons.

#### **2.3.2 1 Ranking**

According to Swanepoel *et al* (2003:353) the employees are ranked from the best performer to the worst performer. It eliminates the problems of central tendency and leniency. The raters judge employees' performance in relation to each other not against an absolute standard. The disadvantage is that the method is not developmental because the employees do not receive feedback about their performance. The method is suitable for small numbers of individuals that must be

compared and it has no common standard of performance to compare employees from various departments.

#### **2.3.2.2 Forced distribution**

It requires the supervisors to spread their employee evaluation in a pre-determined distribution. The supervisor places employees in classifications ranging from poor to excellent. This method also eliminates central tendency and leniency biases. The administrators use it to compare employees from different departments. The information is valid if the departments have equal numbers of excellent, above-average, average and below average employees. This assumption is very difficult to make.

#### **2.3.2.3 Paired comparison**

The procedure needs the evaluator to compare each employee separately with each other. The eventual ranking of an employee is determined by the number of times the employee was judged to be better than the other worker. The number of comparisons required is calculated by the formula  $n(n-1)/2$ , where  $n$  refers to the number of employees to be ranked. For example, for 5 employees 10 comparisons must be made. The method is suitable for smaller numbers of employees. Paired comparisons do not force the distribution of employees in each department.

#### **2.3.2.4 Narrative method**

Most modern performance appraisal methods use critical incidents to make the appraisal performance more job-related than some methods. Normally employees and supervisors compile a list of actual job experiences involving extra-ordinarily good or

bad employee performance. No normal or average work performance is included. Outstanding good or bad performance separates the better employees from the average or other categories of employees. When the list of the critical incidents is completed, a particular method of using these incidents will be chosen.

#### **2.3.2.5 Essay method**

The rater writes an essay describing the employee's performance, specifying strengths and weaknesses. The format of the report may be left to the discretion of the rater, or certain specific points may be discussed. The method is time-consuming and its success is more depended on the writing skills of the raters. According to Grobler (2006:274) the essays are not very useful for evaluative purposes. For example 100 essays describing different employees' performance cannot be easily linked to merit increases and promotions because there is no common standard.

#### **2.3.3 Behavioural or objective methods.**

Behavioural anchored rating scales (BARS) are evaluative because they have mathematical totals that can be easily related to merit increases and promotion probability. They are job-related and more developmental than typical rating scales because the items being evaluated are critical to good performance. The people who know the job and its requirements develop BARS. The critical incidents along the scale help to clarify what is meant by extremely good performance, average performance and below average performance. The critical incidents are more useful in providing feedback to those that are being appraised than to simply inform them of their performance. BARS evaluations are relatively more consistent and reliable because different raters' appraisals of the people tend to give similar results. The

disadvantage is that the system requires time and effort in order to adopt critical incidents to a rating scale format. The system also requires a separate rating scale for each job in the organisation.

#### **2.3.4 Management by objectives (MBO)**

Swanepoel *et al* (2003:389) describe the MBO as a system of management that focuses on setting and integrating individual and organisational goals. According to Harvey and Brown (2001:345) MBO is technique that is used to identify organisational goals at all levels and encourage participation in setting the standards for evaluating subordinates performance. In this method the supervisor and the employee mutually establish and discuss specific goals and formulating action plans. The supervisor also aid and coach the employees to reach their goals. The supervisor and the employee review the employee's performance at preset time the extent to which objectives have been attained. The MBO is not able to appraise whether achievements are really the outcomes of individual excellence or of external factors.

From the above discussion, it can be observed that there is no single method of evaluation that has no limitations. It can be learnt from the fact that there are many different formats from which to choose from that the rater must first determine what he or she want to get from the method. The deficiencies in the design of performance appraisal instruments are mostly related to their reliability and validity as the basic psychometric requirements for any measuring instrument.

## **2.4 Who should conduct performance management?**

The success of performance evaluation depends on two factors, namely the person or people designed to carry out the evaluation, and the method or technique chosen to measure the performance. Cascio (1995:290) the fundamental requirement for any rater is that an adequate opportunity must be made available for performance to be observed over a reasonable period of time. According to Nel *et al* (2008:497) there is a possibility of different raters that are as follows:

### **2.4.1 The immediate supervisor**

According to Nel *et al* (2008:497) the supervisor is probably most familiar with the subordinate's performance and has the best opportunity to observe actual job performance on a daily basis. The disadvantage in using the immediate supervisor as a rater is that he or she may be too lenient in rating an employee in an attempt to make some favours.

### **2.4.2 Peers**

The judgement of peers often provides a perspective on performance that is different from that of immediate supervisors. The potential of friendship bias to skew the feedback value of the information provided is always present. It is important to specify exactly what the peers are to evaluate. It is best to consider peer evaluation as part of a system that includes input from other raters as well.

### **2.4.3 Subordinates**

The reverse appraisals are a useful input to the immediate supervisor's development. Subordinates know well how a supervisor delegates, plans, communicates, and

organises. Considerable trust and openness is necessary if subordinate appraisals are to be valuable. This method can work well in a large organisation where the manager has a large number of subordinates and anonymity of the subordinate is assured.

#### **2.4.4 Self-appraisal**

Cascio (1995:291) believes that the opportunity to participate in the performance management process, when the appraisal is combined with goal setting and the chance to add value to the organisation, improves the ratee's motivation. It also reduces the ratee's defensiveness during the evaluation interview. Self-appraisals tend to be more lenient, less variable, and more appropriate for counselling and development than for employment decisions.

#### **2.4.5 Customer appraisals**

An individual's internal customers, or the organisation's external customers, can provide a unique perspective on job performance in the form of customer appraisals. It must be remembered that the customers' objectives cannot be expected to correspond entirely with those of the individual or the organisation concerned.

#### **2.4.6 360 degree feedback**

360 degree feedback or the multi-rater system of carrying out employee evaluation has revolutionised performance management. It is a questionnaire that asks many people (superiors, subordinates, and peers, internal and external customers) to respond to questions as to how well a specific individual performs in a number of behavioural areas. The feedback is received from all those around the employee in the

organisation, from employee's superiors to the employee's subordinates and peers. In some instances, customers and suppliers are also included as rateres.

The questionnaire normally consists of a number of statements rated on a scale and usually provides opportunity for individuals to also add text to comments. The feedback from respondents is collated into a report that displays actual ratings given for each question and the average response per question and for each competency. The combination of these multiple perspectives offers a more balanced point of view of the employee's overall performance.

360-degree feedback can be valuable if it complies with the following conditions:

- Be thoroughly tested for reliability and consistency.
- Be easy to use, straight forward, and simple.
- Be clearly focused on a specific set of skills, competencies or behaviours.
- Generate clear, detailed and personalised feedback, and
- Guarantee confidentiality.

The 360-degree system has been linked to organisational competency models, so that the feedback is focused directly on the employee's competency areas.

According to Nel *et al* (2008:499) the 360-degree feedback has the following advantages when used properly:

- Individuals benefit from a holistic perspective.
- Individual strengths and weaknesses are identified.
- Critical key areas are re-emphasised and
- The impact of individual's behaviour on others is highlighted.

These authors also mention the following disadvantages that are associated with this feedback:

- The feedback is followed by lack of adequate response from management.
- The process can be bureaucratic and cumbersome.
- The process may lack confidentiality, and this may lead to lack of honesty in providing feedback.

There are many people for measuring the performance of the employees. In order to get the more accurate picture of the measurement, it is advisable to use more than one set and the results must be confirmed or compared to the other set that has been used but has been done by the different group.

## **2.5 Requirements for successful performance appraisal systems**

Specific requirements for an appraisal system as a criterion for judging the work performance of employees are relevance, reliability, discriminability or sensitivity freedom from contamination, practicability and legal compliance (Swanepoel, 2003:376).

### **2.5.1 Relevance**

The appraisal system must be directly related to the objectives of the job and the goals of the organisation. According to Cascio (1998:304) the following processes are necessary to ensure relevance:

- Establish clear links between the performance standards of all jobs and the organisational goals.

- Establish clear links between the critical job elements of each job as determined through job analysis and the performance dimension to be rated on the appraisal form.
- Ensure regular maintenance and updating of job description, performance standards and appraisal systems.

### **2.5.2 Reliability**

The system must produce evaluations or ratings that are consistent and repeatable.

Szilagy and Wallace (1990:535) suggest the following approaches for improving reliability in performance measures:

- Increase the number of items in the rating instrument that measure the same performance dimension.
- Use more than one evaluator in order to obtain multiple observations
- Increase the frequency of observations so that you can see the trend and have a wider picture of what is happening.; and
- Standardise the administration of the appraisal process so that it is clear to everybody.

### **2.5.3 Sensitivity**

Despite being highly relevant and reliable, the instrument must also be able to distinguish between good performers and poor performers. These results are used for developmental or administrative decisions.

#### **2.5.4 Freedom from contamination**

The system must be able to measure individual performance without being contaminated by factors that are outside the employee's control, for example shortage of resources.

#### **2.5.5 Practicality**

An appraisal system must be easy to understand and to use by managers and subordinates. It must be user friendly and manageable in terms of the amount of administration it requires and in terms of its cost effectiveness.

#### **2.5.6 Acceptable**

The support and legitimacy of a system from both managers and employees carry more weight in determining its success. In order to establish a positive attitude towards the system, the eventual end users must be involved in its development, implementation and maintenance.

#### **2.5.7 Legal compliance**

The work performance data is used for management decisions such as promotion, dismissals, employment equity rewards, and others that are realities of the workplace. The performance management system must comply with the requirements of relevant labour legislation.

## **2.6 Steps for the development of the performance appraisal system**

The specific steps that must be followed in developing a performance management system will vary from organisation to organisation. According to Grobler (2006:266) the employers may follow the following guidelines when developing the appraisal system:

- Determine performance requirements.

The administrators must first determine what skills; output and accomplishments will be evaluated during each appraisal. These may be derived from specific job description or they may be uniform set of employee requirements included in all performance appraisals.

- Choose an appropriate method

Many methods may be used to appraise performance. There is no single method that is best for all organisations. The manner in which the supervisor conducts the appraisal is strongly determined by the method. Within an organisation different appraisal methods may be used for different groups.

- Train supervisors

The training of supervisors is important so that they conduct accurate appraisals. They must also communicate the evaluation process to the employees. Unfair ratings may result in charges of discrimination, loss of employee morale and productivity. Inaccurate appraisals lead to poor performance or wrong decisions.

- Discuss methods with employees

Before the appraisal interview, the supervisors must discuss with employees the method that will be used. The discussion must also specify which areas of performance are evaluated, how the evaluation will take place and its significance to the employees.

➤ Appraise according to job standards

The appraisal should evaluate the employees according to predetermined work requirements. Comparison with specific requirements indicates what the employees have or have not done well.

➤ Discuss appraisal with employees

The supervisor must discuss the employee's behaviour that has been observed and documented. Appraisal discussions must not end when the specific evaluative objectives for merit increases or promotions have been met. The supervisor must discuss the appraisal with the employees, giving them the chance to discuss the areas of agreement and disagreement. The supervisor must emphasise those areas where the employee has met or exceeded expectations and those areas that need improvements.

➤ Determine future performance goals

The critical aspect of performance appraisal is the use of goal setting. How specifically or rigidly these goals are to be pursued is determined by the appraisal method used. Setting goals for the employee's future appraisal period is critical because it gives the employee direction for continued or improved performance.

## **2.7 Performance management in other countries**

This part of research is focusing on the experiences of some countries that have implemented the performance management system. The countries that will be examined are the United States of America and the United Kingdom.

### **2.7.1 Performance management in United States of America**

According to Grobler *et al* (2004:260) the number one desire of the human resource executives in USA is to design performance management systems to achieve business goals. Companies are interested in finding ways to get their strategic goals implemented at lower levels in the organisation, especially with the emphasis on total quality management, and on pushing decision-making and responsibility further down the organisational hierarchy.

According to Grobler *et al* (2006:271) a common problem among the appraisers is the tendency to assign uniform rating to employees regardless of the performance. One study of over 7000 managerial and professional employees in two large manufacturing firms in USA found that 95% of employees are crowded into only two of up to six rating categories. The supervisors do not differentiate between the employees, although there is the difference in their performance.

The peer evaluation started at General Electric Company in USA in the 1980's (Grobler, 2006:29). This technique gives the employees the right to have a grievance heard by a panel of three fellow employees and two managers. The panel's decision is final and binding. All the proceedings are confidential and the panellists must be

trained and they are selected randomly from a group of volunteers. The company started this method as a labour-union-avoidance technique.

### **2.7.2 Performance management in United Kingdom**

The studies conducted by the Institute of Personnel management by Lundy and Cowling (1996:305) found that there were major weaknesses in the manner in which the performance management system was conducted. According to Nel *et al* (2001:530) the following problems were identified:

There was no ownership of the performance management system by line managers; as a result they did not show commitment to it.

Line managers perceived the system as a top-down process with no feedback at all.

There was a perception that the human resource departments own the performance management system.

W.E Deming argues that everything in an organisation is done within the framework of a system. He further argues that when the system prevents good work, individuals will not improve no matter how hard they try to do so. According to Cascio (1995:295) the quality of performance management system will only be assured if workers have significant control over the variable that affect the individual performance. The most important criterion in performance must be the measurement of an individual contribution (Meyer, 1998:32).

## **2.8 Performance management in South Africa**

According to Spangenberg (1993:30-34) the survey of the leading South African organisations conducted by the University of Stellenbosch Business School revealed a bad image of the way in which employee performance is managed in the country. The major problems that were identified during the survey are as follows:

- The existence of a negative working culture among the South Africans.
- Changes in corporate strategy did not result in corresponding behaviour change.
- Insufficient line management support for performance management.

The following problems were found about the periodic and formal performance review as reported by Grobler *et al* (2006:263) in the South African organisations:

- Lack of follow-up of performance reviews.
- Over-emphasis on the appraisal aspect at the expense of development.
- Inadequate performance information and
- Inadequately maintained objectivity.

In another study undertaken among the companies in South Africa (Grobler, 2006:263) more than 60% of organisations interviewed did not have a formal performance management system.

### **2.9.1 Performance management in the Public Sector**

Performance management system was first used in the private sector. The primary objective of the private sector is to maximise the wealth of the shareholders, whereas that of the public sector is to improve the general welfare of all the people of the country.

According to Hume (1995:86) the increased use of performance related remuneration in the public sector is a direct response to the following:

- The recruitment and retention problems being experienced due to competition for staff from the private sector.
- The requirement for increased managerial accountability for human resources.

The introduction of performance related pay (PRR) systems in the public sector was aimed at motivating staff by rewarding performance in the hope that the individual performance would lead to improved organisational performance. In the future the organisation would increase service delivery and this would help the organisation to cope with the problems of competition and economic recession.

According to Cheminais *et al* (1998:163) PRR was introduced in the public sector as a necessary consequence of socio-political transformation and as part of organisational change, with the emphasis on devolved management control and a performance culture. According to Armstrong (1994:28) performance management was seen as a vehicle that would provide the following benefits in the public sector:

- Greater clarity of role and objectives.
- Provision of guidance and help in developing abilities and potential.
- An objective and fair basis for assessing performance.
- The opportunity to be involved in the process with advanced information and time for preparation.

These objectives are necessary because the employee and the supervisor must first know what is expected from each individual. The supervisor must also assist the employee in identifying his strengths and weaknesses, and also to develop the employee's potentials. The employee must know what the supervisor will assess and

how the work will be assessed so that the process is done fairly and transparent. The above benefits have a broader objective of motivating the employees towards the improvement of service delivery, and ultimately contributing towards the promotion of the general welfare of the people.

### **2.9.2 History of performance management in the South African public sector**

Before amalgamation and rationalisation of the Bantustans and the former white provincial administrations in 1994, there were many systems and procedures in public service, with detailed rules and regulations on appraisal for different purposes.

Major reforms occur in July 1999 when the new management framework was introduced. The management of departments was devolved to the political and the administrative heads of departments. Each department was allowed to develop its own human resource policies and systems within a framework of uniform norms and standards. Part VIII of chapter I of the Public Service Regulations of 2001 serve as a primary guide in developing and implementing the departmental performance management systems. The regulations require each executive authority to determine a system for performance management and development for employees in each department.

In order to promote the performance management in the national and provincial governments, the Public Financial Management Act (PFMA) number 1 of 1999 and the Treasury Regulations (Section 5.2.2d of 2002) require the accounting officer of an institution to prepare a strategic plan with measurable objectives, expected outcomes, indicators and targets of the institution's programme. In terms of section 40(1) (d) of

the PFMA, the accounting officer must prepare an annual report on the basis of a strategic plan. In terms of section 18.3.1(d) of the Treasury Regulations, the annual report must include information about the institution's efficiency, economy and effectiveness in delivery programmes and about achieving the objectives and outcomes against the measures and indicators set out in the strategic plan for the year under scrutiny.

### **2.9.3 Purpose of the new system**

The main purpose of the system is to improve, attract, retain and develop high quality managers and professionals.

The system must provide a fair and equitable basis upon which to identify underperformance and reward good performance.

It must also provide a framework for performance improvement and development.

It must also create linkages between individual and organisational performance to improve service delivery.

The minister of Provincial and Local government said in 2000 that the aim of performance management framework was to help the national and the provincial governments to systematically detect the following:

- Early warning signal of under-performance so as to enable proactive and timely interventions in municipalities experiencing difficulties.
- Capacity limitations and thereby develop target capacity building and support programmes for local government, and
- Weaknesses in the local government system for continued refinement and improvement.

The system must be results based and it must balance standardisation with flexibility to adapt to standardised management assessment criteria, linked to competency framework, standardised rating scale and personal development plan.

The managers have to enter into performance agreements with the state. These performance agreements shall apply for a financial year and they shall be renewed annually. A minimum of two formal reviews must take place during the year. The criteria upon which the performance of a manager must be assessed shall consist of two components that shall be included in the performance agreements, which are as follows;

Firstly, the key results areas that describe what is expected from a manager in terms of functional job requirements that are derived from outputs in the strategic or operational plan. Secondly, there are core management competencies, which are based, on eleven competencies. Every manager should be assessed against all those core management areas that are applicable to her or his job.

## **2.10 Performance management in the Eastern Cape Provincial Government**

The Eastern Cape is one of the nine provinces in the Republic of South Africa. Geographically it covers 13,9 % of South Africa's surface and is one of the country's biggest provinces physically. It inherited a fragmented public service, which is the result of the apartheid government's Bantustan policy, and sought to align the fragmented parts into an effective public service that serves the people of the province.

The implementation of the performance management system in the Eastern Cape is authorised by the White Paper on Human Resource Management of 1997, which contain the following principles:

The performance management system (PMS) is uniformly implemented across all departments and applies to all employees.

It is developmental in nature and does not punish poor performance and is used as a mechanism to improve performance.

It is based on the integration of provincial policies and departmental plans.

It allows each staff member to align his or her deliverables and activities with the departmental and provincial goals and strategies.

It allows for transparency, accountability, fairness, equity and realignment of departmental team and individual plans to provincial goals.

It provides clarity to all employees on their respective roles.

According to Simeka (2003:10) the province of the Eastern Cape began to design and develop a performance management system in 2003.

According to the Public Service Commission Report of 2004, the performance agreements between the senior managers and the department of education were signed after April 2003. It must be remembered that the performance agreements are essentially intended for performance evaluation. That means there were challenges with regards the implementations of the PMS for senior managers. A common challenge was that the performance agreements did not distinguish between the key result areas and the core management criteria. The performance reviews and appraisals were not conducted according to the requirements of the performance management and development systems. There were problems like the missing records

of performance agreements yet the senior managers were paid their performance bonuses. Even during the training of the senior managers on the performance management system, it is reported that some information was missing and there were some gaps in their training. Clearly when the senior managers are not trained thoroughly about the importance and the value of the new system, they will not support it. Even the implementers of the system will not have the personnel that will motivate and help them when they encounter some problems because the superiors are not part and do not know the new system.

### **2.10.1 Research done on the PMS in the Eastern Cape provincial government**

The research of the PMS in the Eastern Cape has been done by Allen-Ile and Munyaka (2007:404-411) from different departments, which have been selected randomly. The study has been concentrated in Bhisho, the administrative centre of the Eastern Cape provincial government. The primary technique used by the researchers for data collection has been the focus group as defined by Kruger and Casey (2000:68). The five departments that participated in the research are the Department of Sport, Recreation, Arts and Culture, the Department of Agriculture, the Department of Provincial Treasury, the Department of Roads and Public Works and the Department of Economic Affairs.

The perceptions that emerged from the study are outlined under the themes or patterns emanating from the responses of the participants. These themes are as follows:

➤ **Implementation of the PMS in the departments.**

The organogram within the departments show that some posts are vacant and have been vacant for a long time. That mean some sections within the departments are

under-staffed and these positions needed to be filled with urgency. The process of filling the vacant posts must be speeded up and must be implemented effectively.

➤ Responsibilities of PMS champions.

The respondents recommend the democratisation of the public service by using an effective approach instead of the political appointments that causes tensions and dissatisfaction among officials. The respondents say the issue of appointments must be managed adequately because the political appointments defeat the objectives that are set out in the PMS.

➤ Challenges of PMS in the departments.

The effective implementation of the PMS may lead to increased workloads for the managers. The managers need to understand the system so that they can cope and support the new system. Participants also say the deadlines must be met with regard to the performance agreement, especially the top managers so that the other employees can follow the good examples set by their bosses.

➤ Challenges of integrating PMS

The participants say the Office of the Premier must constantly review and improve its communication with other departments because they are the custodians of the system. The government must avoid the frequent use of consultants who have no hands-on experience of the operations of the departments. The consultants do not know what the public officials want.

### **2.10.2 The PMS for school-based educators in the Eastern Cape**

The Collective Agreement number 8 of the ELRC informs the introduction of the performance management system of the school-based educators. It is based on three programmes, namely the Developmental Appraisal System (DAS) that came into being on 28 July 1998, the Performance Measurement System (PM) that was agreed on 10 April 2003 and the Whole School Evaluation (WSE). These three programmes constitute the Integrated Quality Management System (IQMS). The IQMS is informed by Schedule I of the Employment of Educators Act number 76 of 1998. In this act the Minister is required to determine performance standards in terms of which the performance of educators is to be measured.

The main aim of IQMS is to enhance and monitor the performance of the education system through the following programmes:

The purpose of DAS is to appraise individual educators in a transparent manner with the view of determining the areas of strengths and weaknesses, and to draw up programmes for individual development.

The purpose of the Performance Measurement is to evaluate individual educators for salary progression, grade progression, and affirmation of appointments, rewards and incentives.

The purpose of the Whole School Evaluation is to evaluate the overall effectiveness of a school and the quality of teaching and learning.

The above three programmes must be implemented in an integrated way to ensure optimal effectiveness and the coordination of these programmes.

### **2.10.2.1 The purposes of the IQMS**

The IQMS has been introduced to the school-based educators to fulfil the following objectives:

- To identify specific needs of educators and schools for support and development.
- To provide support for continued growth.
- To promote accountability.
- To monitor the institution's overall effectiveness, and
- To evaluate the educator's performance.

### **2.10.2.2 The guiding principle of the IQMS**

The implementation of the IQMS is guided by the following principle:

Fairness must be ensured to the educators. There can be no sanction against an educator in respect of his or her performance before providing meaningful opportunities for development. There is a need to minimise subjectivity through transparency and open discussion. There is a need to use the instrument professionally, uniformly and consistently.

### **2.10.2.3 Responsibilities of individuals and structures involved in the IQMS**

#### **2.10.2.3.1 The Principal**

The head of the school has the overall responsibility to ensure IQMS is implemented uniformly and effectively. He or she together with the SMT or SDT members is responsible for advocacy and training at the school level. The school head must organise the workshop on the IQMS where the individuals will have the opportunity to clarify areas of concern. The principal must facilitate the establishment of the staff development team (SDT) in a democratic manner. The head of the institution is also

responsible for internal moderation of evaluation results in order to ensure fairness and consistency.

#### **2.10.2.3.2 The educator**

The educator must undertake self-evaluation of his or her performance. He or she must identify his or her development support group (DSG). The educator must cooperate with the DSG and the external whole school evaluation team. He or she must attend the in-service training and other programmes that have been identified for his or her development.

#### **2.10.2.3.3 The staff development team (SDT)**

The SDT is made up of the principal, WSE coordinator; democratically elected members of the school management team and democratically elected post level 1 educators. The institution should decide on the size of the SDT.

#### **2.10.2.3.4 Roles and responsibilities of the SMT and SDT**

They must ensure all staff members are trained on the procedures and the processes of the IQMS. They must coordinate all activities pertaining to staff development. They must prepare and monitor the management plan for the IQMS. They must facilitate and give guidance on how DSG's have to be established. They must link developmental appraisal to the school improvement plan. They must liaise with the department in respect of high priority needs such as in-service training, short courses, skills programmes and learnerships. They must monitor effectiveness of the IQMS. They must ensure the records and documentation of IQMS are maintained. They must develop the school improvement plan based on the information gathered during

developmental appraisals. They must coordinate the internal WSE processes. They must ensure that IQMS is applied consistently.

#### **2.10.2.3.5 Developmental support group (DSG)**

The educator must first develop the personal growth plan (PGP) so that he or she is able to prioritise areas of development. The DSG of each educator consists of the educator's immediate senior and the other educator that is known as the peer. The peer is selected by the educator on the basis of expertise that is related to the prioritised needs of the educator. The peer must have the confidence and trust of the educator because he or she will offer constructive criticism, support and guidance.

#### **2.10.2.3.6 The roles and responsibilities of the DSG**

The main purpose of the DSG is to provide mentoring and support. It is responsible for assisting the educator in the development and refinement of his or her personal growth plan, and to work with the SDT to incorporate plans for development of an educator into the school improvement plan. The DSG is responsible for the baseline evaluation of the educator, which is needed for developmental purposes. It is also responsible for the summative evaluation at the end of the year that is used for performance measurement. The DSG must verify that the information provided for performance measurement is accurate.

#### **2.10.2.3.7 The district office**

The district office has the overall responsibility of advocacy, training and proper implementation of the IQMS. It has a responsibility with regard to the development and arrangement of professional development programmes in accordance with

identified needs of educators and its own improvement plan. The district office has a responsibility to moderate evaluation results of schools in his or her district in order to ensure consistency. In cases where the evaluation results of a school are not consistent with the school's general level of performance or where the district manager has reason to believe that the evaluation at a particular school was either too lenient or too strict, he or she must refer the results to the school for reconsideration. The district office should ensure that the implementation process in schools is monitored on an ongoing basis.

### **2.11 The instrument for measuring performance of educators**

The instrument is in two parts. One part of the instruments is made up of four performance standards and is for observation of educators in practice. The other part of the instrument is made up of eight performance standards and is related to aspects for evaluation that fall outside the classroom.

The lesson observation instrument is designed for observation of educators in practice for developmental appraisal, performance measurement and the whole school evaluation. This part of the instrument consists of the four performance standards:

- The creation of a positive learning environment.
- Knowledge of curriculum and learning programmes.
- Lesson planning, preparation and presentation.
- Learning assessment.

Each of the performance standards asks a question and includes a number of criteria. For each of these criteria there are four descriptors, which are derived from the four points rating scale.

This part of the instrument is designed to evaluate the performance of educators with regards to aspects outside classroom observation. It is made of the following performance standards:

- Professional development in the field and participation in professional bodies.
- Human relations and contribution to school development.
- Extra-curricular and co-curricular participation.
- Administration of resources and records.
- Decision making and accountability
- Personnel
- Leadership, communication and servicing of government body
- Strategic planning, financial planning and educational management planning.

Each of the performance standards asks a question and includes a number of criteria. For each of these criteria there are four descriptors.

## **Conclusion**

The literature review that has been presented in this chapter has defined the performance management. It is stated that all the employees of an organisation must be evaluated according to their job descriptions or agreed performance standards and they must be treated fairly and equally. The aim of the PMS is to improve the performance of the employees. Performance management must find out the strengths and weaknesses of the individual employees that will help to choose the kind of development or support that will be given to the employee.

In the following chapter the research methodology that will be used to conduct the research will be discussed in detail.

# Chapter 3

## Research methodology

### Introduction

In chapter two the performance management concept was discussed in detail. The discussion of the concepts and the area covered has been an attempt to contextualise the performance management system. It has also laid the foundation for the practical investigation that has to follow. The literature review has tried to provide some tentative answers to the objectives of the research.

The main objective of the research is to evaluate the performance management system on the quality of teaching and learning. In this chapter the research design that will be used to collect data from the respondents will be discussed. The target population of the research as well as the sampling method will also be outlined. The research technique that will be used in the study will also be discussed.

### 3.1 Research design

According to Thyer (1993:94) research design is a blueprint or detailed plan for how a research study is to be conducted. It is where the variables are operationalised so that they can be measured. It is also where a sample of interest to study is selected, data used as a basis for testing hypothesis is collected and the results are analysed.

Huysamen (1993:10) offers a closely related definition of the design as the plan or blueprint according to which data are collected to investigate the research hypotheses or question in the most economical manner. From these two definitions it can be said that the design is the overall plan for conducting the whole research study.

In the study both the quantitative and the qualitative methods will be used to collect the data from the respondents. According to Mouton and Marais (1990:155-156) the quantitative approach is more highly formalised and more explicitly controlled than the qualitative, with a range that is more precisely defined and which is relatively close to the physical sciences. In contradiction, the qualitative approaches are those in which the procedures are not as strictly formalised, while the scope is more likely to be undefined and a more philosophical mode of operation is adopted.

The views of Reid and Smith (1981:87-89) that say in quantitative approach the role of the researcher is that of an objective observer, and the studies are focused on specific questions or hypotheses that ideally remain constant throughout the investigation can be added. Data collection procedures and types of measurement are constructed in advance of the study and applied in a standardised manner. Interviewers or observers are not expected to add their own impressions or interpretations. Measurements are focused on specific variables that are quantified through rating scales, frequency counts or other means. Analysis proceeds by obtaining statistical breakdown of the distribution of the variables or by using statistical methods to determine associations or differences between variables. Babbie and Mouton (1998:48) endorses the above information when they say the quantitative method measures the properties of phenomenon by assigning numbers to the perceived qualities of things.

According to Miles and Huberman (1994:15) the researcher uses qualitative data to preserve chronological flow, assess local causality and derive fruitful explanations.

Qualitative data is a source of well-grounded, rich descriptions and explanations of processes occurring in local context. According to De Vos (2001:357-358) in qualitative perspective the researcher attempts to gain a first-hand, holistic understanding of phenomena, and data collection get shaped as the investigation proceeds. Methods such as participant observation and unstructured interviewing are used.

In the study both the qualitative and the quantitative methods will be used as stated earlier in this chapter. Mouton and Marais (1990:169-170) state that the phenomena which are investigated in the social sciences are so enmeshed that a single approach can most certainly not succeed in encompassing human beings in their full complexity. If the two approaches can be used complementarily, the researchers can eventually be in a position to understand more about human nature and their social reality.

### **3.2 Population and sampling**

According to Gay and Airasian (2003:102) population is the group of interest to the researcher (i.e. the group to which the results of the study will ideally generalised). In the study the population are the high school educators of King William's Town district. It is difficult to get the information from every high school educator of King William's Town because the district is very big geographically. The exercise will be time-consuming and expensive. The researcher has decided to accept the reality by narrowing the study in selecting the high school educators of Ezeleni area. This choice will save time but the study will loose some generalisation.

According to Alreck and Settle (1995:5) the following three tasks are important when identifying the population:

- The researcher must ensure that the population consists of those people who actually possess the information required for the study.
- Identify all major factors, which would qualify respondents.
- List the criteria for inclusion or exclusion of respondents together with the decision rules to be used.

### **3.2.2 Sampling**

According to Mouton (1996:135) a sample is a portion or subset of a larger group called the population and can be regarded as a miniature version of the population. The selection of a sample is a very important step in conducting a research study, especially for quantitative research (Gay and Airasian, 2003:103). The goodness of the sample determines the meaningfulness and generalisability of the research results. A good sample is the one that is representative of the population from which it was selected.

The sample selected for the study was drawn from the King William's Town district, and high school educators of Ezeleni area. The following points are the reasons for the selection of the schools in that area:

- It would be impractical to include all the schools of the King William's Town district because geographically the district is very big.
- The time factor has forced the study to be confined in that area.
- The performances of schools are measured by the quantity and quality of grade 12 results. Hence the high schools are under pressure to improve their performance.

- It is where the researcher is working and living.

An important factor that must be considered by the researcher is how large a sample should be. Simon and Burstein (1985:412) maintain that the rational way to choose a sample size is by weighing the benefits one can expect to gain from information against the cost of increasing the sample size. The size of the sample depends on the size of the population. Sommer and Sommer (1991:230) identify the following factors in making the decision on sample size:

- Size of the population.

As the theoretical population increases, the sample size will increase and as the size of the theoretical population becomes reduced, the size of the sample also becomes reduced.

- Available resource and time constraints.

Money available for research determines the sample size. If the researcher has enough money to hire a large number of assistants, and hire interviews, the large size can be taken. If the researcher has a longer time for the study, larger sample can be used.

- Strength of the effect (when independent variable has a strong and clear effect on dependent variable, a smaller sample can be used).
- Number of subsets to be compared and
- Refusal and spoilage rate.

Ezeleni has 10 high schools and about 120 educators. For quantitative research the sample to be accepted must at least consists of 10% of a population that has been chosen randomly. In the study 50 high school educators are targeted, and that represents 42% of the population in that area. A cluster sampling method will be used

to select the 50 educators. According to Rath (1991:137) and Gay & Airasian (2003:108) cluster sampling is a method of selection in which the sampling unit contains more than one population element. Five high schools will be selected, once the school has been selected randomly, all the educators of that school will be used for the questionnaires.

### **3.3 The research technique**

The study will use multiple methods that are known as triangulation for the collection of data. The questionnaires as well as the interviews will be used to collect the data from the respondents.

#### **3.3.1 The questionnaire**

For collecting data from the 50 educators, the questionnaire with mostly close-ended and some open-ended questions will be used. According to Wilson and Mclean in Cohen *et al* (2002:245) the questionnaire is a widely used instrument for collecting information that provide structured and numerical data which is able to be administered by a researcher. The information provided by this instrument is straightforward to analyse.

Schmuck (1997:52) reaffirms the above authors' views when he defines questionnaires as printed lists of interrogative or declarative statements that individuals respond to in writing. Bless and Higson-Smith (2000:111) states that using questionnaires is advantageous because they reach a number of respondents at low costs. The researcher's control over the environment is limited and the questionnaires are flexible in what they can measure. The limited control of the

researcher over the questionnaire show that the validity of the results relies more on the honesty of the respondents.

According to De Vos (2001:161) the closed questions enable the results of the investigation to be available fairly quickly. The respondents understand the meaning of the questions better, questions can be answered within the same framework, and the responses can be compared well with one another (Schuerman, 1983:151). By using only the closed questions, important information can be missed because closed questions can never completely provide for the variety of response options, which may exist on any particular subject. The open-ended questions are intended to give respondents some freedom to express their views.

Firstly, the permission to conduct research on the high schools has been asked from the circuit manager (see appendix A). The questionnaires have been given to the educators of selected high schools of Ezeleni area with the help of the principals of the schools (see appendix C). The covering letter asking the cooperation of the respondents and explaining the purpose of the research has been enclosed in the first page of the questionnaires (see appendix B). The questionnaire consists of two sections, section A is dealing with the demographic variables and section B with questions aimed at evaluating performance management system on the quality of teaching and learning in high schools. The questions are based on the objectives of the study.

The questionnaires have been delivered to the respondents individually in sealed envelopes. The respondents have been assured that their responses for the research

will be kept confidentially and their responses will only be used for research purposes. They have been guaranteed that their names will not be used and they need not write them in their responses. Self-addressed envelopes have been included so that the questionnaires may be returned confidentially to the researcher.

### **3.3.2 Interviews**

The research also used interviews as a qualitative method of gathering data from the respondents. The interview method is used to collect information from one SMT member as well as one SGB member from each of the ten high schools. This method will also be used to gather information from the circuit manager. The aim of the interview is to investigate the performance management process from the perception of the participants. The researcher will evaluate the performance management system on the quality of teaching and learning from the respondents' point of view.

Interviews provide descriptive data in the interviewee's own words and they also enable one to access that which is not observable. Semi-structured interviews with open-ended questions will be used to collect data from the respondents. The open-ended questions enable the respondents to elaborate on their responses and they also enable the respondents to express themselves freely as they wish to do so. In semi-structured interview a list of issues for investigation is drawn up before the interview but the interviewer is free to probe beyond the answers given by the respondent (Bless and Higson-Smith, 2000:105). The semi-structured interviews enable the researcher to get personal reactions and specific emotions because they give considerable liberty to the respondents to express their views.

Open-ended questions provide a guard against confusing questionnaire items in that if the respondents clearly misunderstand the intent of a question or indicate that he or she does not understand, the interviewer can clarify matters, thereby obtaining relevant responses (Babbie, 1986:223). The interviewer asks the same set of semi-structured questions to the respondents to eliminate the possibility of bias. The interviews have been scheduled over a period of two weeks and each interview has been allocated an approximate time of 30 minutes. The respondents are planned to be interviewed in a relaxed, non-threatening environment using the less formal approach in order to gather as much information about the topic as possible.

### **3.4 Administration of questionnaires and conducting interviews**

#### **3.4.1 Obtaining adequate response**

The aim of the research is to achieve a high return rate as possible. It is difficult to get 100% return of the questionnaire. The researcher does the following measures to ensure that maximum return of the questionnaires is obtained.

The researcher maintains a direct control of the despatch and return of the questionnaires. All the contacts with the respondents have been reprimanded and they have been told about the significance of their contribution for the success and the reflection of their views. In order to eliminate the low response rate, some interviews have been re- scheduled to fit the respondents' time.

#### **3.4.2 Recording the response**

The task of transcribing responses is complicated by other demands made on the interviewer's attention like asking questions, listening while at the same time looking at the respondent to show him or her that you are paying attention. Recording must be

done with the permission of the respondent. The exact words of the respondents are recorded during the interview using a tape recorder. Recoding is done to eliminate inaccurate note taking.

### **3.4.3 Note taking**

When the respondent does not want to be recorded during the interview, the researcher must use short hand note taking to ensure that every action and words of the respondents are written down. After the interview, the researcher must sit down and write down everything that has been noticed and said by the interviewee before the next interview is done.

### **Conclusion**

In this chapter the research design for the study has been outlined. The research methodologies that will be employed in the study are the qualitative and the quantitative methods. The population as well as the sampling for study are also discussed in detail. The research techniques for conducting the research, which are the questionnaires for educators as well as the interviews for the SMT members as well as the SGB members and the circuit manager, were also outlined.

In the following chapter, the research data will be presented, interpreted and analysed. The gathered information from the research will be presented in various ways such as written formats and tables so that an adequate insight on the influence of the performance management system on the quality of teaching and learning can be obtained.

## **Chapter 4**

### **Presentation and interpretation of data**

#### **Introduction**

In the previous chapter an attempt has been made to outline the research design, methods and sampling that will be used in the study. The research design used has selected both quantitative and qualitative approaches. Questionnaires have been developed and given to educators. The interviews have been planned with SMT members, SGB members, and the circuit manager.

The main aim of the chapter is first to present the data that has been collected from the research design of the study. The other aim is to analyse the data that has been gathered in the research. The data will be interpreted and analysed within the conceptual framework that has been established in chapter two, that is the backgrounds of the research.

In the first phase, the questionnaires have been given to educators. A total of 50 questionnaires have been given to 50 educators from five high schools of Ezeleni area that have been selected randomly. A response rate of 84% (42 out of 50) has been obtained from the educators. This response has been regarded as sufficient in providing data that is reliable. Tabularised presentation of the questionnaire data has been provided to substantiate the interpretation of information.

In the second phase, the interviews have been planned to be conducted with one SMT member well as one SGB member from each of the ten high schools. The interview

schedules were also planned with the circuit manager. A response rate of 70% from the SMT members has been received, while only 60% of the SGB members have honoured their interview schedules. A response rate of 100% has been received from the district office, i.e. the circuit manager. The qualitative evidence has been based in the perceptions, feelings and attitudes of the SMT members, SGB members and the district official.

#### 4.1 Presentation and Analysis of data collected from the questionnaire

In the first phase the results of the questionnaires that have been collected from the educators are presented as follows.

##### Section A: Demographic variables

1) To what gender do you belong?

Gender	No. of educators	Percentage
Male	18	43
Female	24	57
Total	42	100

From a total of 42 educators that have responded to the question, 18 respondents are male while 24 are females. The sample of the respondents is representative because female educators dominate teaching.

(2) Which age group do you belong?

Age group in years	No.	%
20 – 30	0	0
31 – 40	21	50
41 – 50	18	43
51 – 60	3	14
61 – above	0	0

The response from 42 educators indicate that Ezeleni area has no young educators that are between the age group of 20 to 30 years as well as no educators that are 61 years or older. 21 out of 42 (i.e. 50%) respondents are between the age range of 31 - 40 and 18 out of 42 (43%) are between the age ranges 41 to 50.

(3) Which post level do you belong?

Level	No.	%
1	33	79
2	6	14
3	2	5
4	1	2

33 out of 42 (79%) educators are in post level 1, 6 out of 42 (i.e. 14%) are in post level 2, while 2 educators are in post level 3 and only 2 educators are in post level 4.

From the above information it can be deduced that 33 educators are in post level 1 and a total of 9 educators belong to the management of the schools.

4. How long have you been teaching?

Range in years	No.	%	
0 – 5	0	0	0
6 - 10	6	14,3	14,3
11 – 20	27	64,3	64,3
21 – 30	9	21,4	21,4
31 and above	0	0	0

From the 42 respondents, there are no educators who have been teaching for 5 years or less, and there is no educator who has been teaching for more than 31 years. 14, 3% (i.e. 6 out of 42) educators have been teaching between 6 – 10 years while 64, 3% (27 out of 42) educators have been teaching between the age ranges of 11 to 20 years. Only 21.4 (9 out of 42) educators have been teaching in the range of 21 to 30 years from the above results. It can be observed that 36 educators have been teaching more than 10 years, while only 6 (14, 3%) out of 42 educators have been in teaching between 6 to 10 years. All the educators in this area have been teaching for more than 5 years when the IQMS was introduced in schools in 2004. It means the responses of the educators about the IQMS are reliable because they have experience of teaching.

5. How long have you been teaching in this institution?

Range in years	No.	%
0 – 5	9	21,4
6 - 10	12	28,6
11 – 20	18	43
21 – 30	3	7
31 and above	0	0

9 out of 42 (21.4%) educators have been teaching between 0 – 5 years in the institution. 12 out of 42 (28.6%) educators have been teaching between 6 – 10 years in the same school. 18 out of 42 (43%) educators have been teaching between 11 – 20 years in the institution. 3 out of 42 (7%) educators have been teaching between 21 – 30 years in that institution. 0 out of 42 (0%) educators have been teaching 31 and above years in that institution.

6. Please indicate your highest educational qualifications.

Qualifications	N.	%
a) Degree or Diploma	14	33,3
b) Academic degree and professional diploma	15	35,7
c) Honours and senior degree and professional diploma	12	28,6
d) Masters of doctorate and professional diploma	1	2,4
e) Other (specify)	0	0

33.3% of the educators that have taken part in the research have a diploma, while 35.7% of the respondents have academic degree plus professional diploma. 28.6% of the respondents have honours or senior degree plus professional degree.

## Section B

The following questions of the questionnaire for educators have been structured to evaluate the PMS on the quality of teaching and learning in high schools.

1. In what way was the PMS introduced to you?

	N	%
A. By documents only	6	14.3
B. By workshops only	0	0
C. By documents & workshops	36	85.7
D. By other means	0	0

6 out of 42 (14.3%) respondents which is a very low number of the respondents indicated that the PMS was introduced by workshop only to the educators of that area. 36 out of 42 respondents, which is a very large number of respondents that represents 85.7% indicated that the PMS was introduced by the documents as well as the workshops to the educators.

2. How many PMS workshops have you attended since its introduction in 2003?

	N	%
A. 1-2	36	85.6
B. 3-5	0	0
C. More than 5	0	0
D. None	6	14.3

36 out of 42 (85.7) respondents, which is a very large number, have attended 1 or 2 workshops since the introduction of IQMS in 2003. 6 out of 42 (14.3%) respondents, which is a very low number, did not attend any workshops since the IQMS was introduced.

3. How long was the duration of the workshops?

A. 1 day	29	80.5
B. 1-3 days	7	19.5
C. 1 week	0	0
D. More than 1 week	0	0

From a total of 36 educators who had attended the workshop, 29 (80.5%), which represent the majority of educators, indicated that the duration of the workshop was one day. 7 out of 36 (19.5%) respondents, which represent a small number of educators, indicated that the duration of the workshop was between 1 to 3 days.

4. How would you rate the knowledge of the facilitators of the PMS workshop?

	N	%
A. Excellent	0	0
B. Fair	6	16.7
C. Knowledge gaps	18	50
D. Poor	12	33.3

From a total of 36 respondents who attended the workshop, 6 (16, 7%) of the educators said the knowledge of the facilitators of the PMS was fair. That mean they know what they were presenting to the teacher without understanding every pieces of

that information. 18 (50%) of the respondents said the facilitators did show knowledge gaps in their training. That imply they were not sure and confident about the training they were conducting to the educators. 12 (33, 3%) of the respondents indicated that the knowledge of the facilitators of the PMS was poor, meaning they did not know what they were presenting to the educators.

5. After the workshops were you confident that you understand and you will really implement the PMS in your school?

	N	%
A. Yes	0	0
B. No	28	66, 7
C. Do not know	8	33, 3

None of the respondents were confident and sure that they would implement the PMS in their schools. 8 out of 36 (33, 3%) respondents do not know whether they are confident or not and understand the PMS. They were not sure whether they would be in a position to apply the system in their schools. That group was in need of more training and guidance. 28 out of 36 (66, 7%) respondents indicated that they are not confident that they understand the PMS and would implement it. The answer of the group meant that they were in need of more training and support so that they could gain confidence.

6. How is the pace of the implementation of the PMS in your school?

	N	%
A. Good	0	0
B. Average	8	19
C. Poor	24	57
D. Not done at all	10	24

None of the respondents indicated that the pace of the implementation of the PMS in the schools is good. 8 out of 42 respondents indicated that implementation of PMS is average in their schools. 24 out of 42 respondents' perception was that the pace of the implementation of the system was poor. 10 out of 42 respondents indicated that the PMS was not implemented in their schools.

7. Does every educator in your school have a DSG?

	N	%
A. yes	30	71, 4
B. no	6	14, 3
C. do not know	6	14, 3

30 out of 42 respondents indicated that the educators in their schools have DSG's, which meant that many schools in that area are implementing the PMS. 6 educators' response indicated that there are no DSG's in their schools, while the other 6 educators do not know whether their schools have DSG's or not. The last 12 responses indicate that the PMS is not implemented in these schools.

8. Does the DSG in your school know its role?

	N	%
A. Yes	9	21
B. No	12	29
C. Cannot tell	21	50

9 out of 42 (21%) respondents indicated that the DSG's do know their role. 12 (29%) respondents indicated that the DSG's in their schools do not know their roles. 21 out of 42 (50%) respondents indicated that they cannot tell whether the DSG's know their roles or not. The last two groups represent the majority of the respondents, these responses imply that the DSG's are not functioning at all in these schools.

9. Is the performance evaluation of educators in your school takes place annually?

A. Yes	42	100
B. No	0	0
C. Do not know	0	0

All the respondents agreed that the performance evaluation of educators is done in their schools annually.

10. Does the evaluation assess individual performance against identified objectives or key performance areas during the whole year?

	N	%
A. Yes	27	64,3
B. No	9	21,4
C. Do not know	6	14,3

27 (64,3%) respondents indicated that the evaluation assess the individual performance against key performance areas. 21,4% of the response showed that the evaluation process does not assess individual performance against identified objectives or key performance areas. 14,3% of the response indicated that they do not know whether the evaluation assess individual performance against identified objectives or key performance areas.

11. Is the PMS able to identify the strength and weakness of each educator?

	N	%
A. Yes	10	24
B. No	30	71
C. Do not know	2	5

10 (24%) of the respondents indicated that the PMS is able to identify the strengths and weaknesses of the educators. 30 out of 42 (71%) of the responses indicated that PMS is not able to identify the strengths and weaknesses from the educators. 5% of response showed that they do not know whether the PMS is able to identify the strengths and weaknesses of the educators or not.

12. Do good performers as well as poor performance become evident after evaluation?

	N	%
A. Yes	10	24
B. No	32	76
C. Cannot tell	0	0

10 out of 42 (24%) respondents have indicated yes, meaning the evaluation process do distinguish between good and poor performance. 32 out of 42 (76%) respondents have indicated no, meaning the evaluation process do not distinguish between good and poor performance.

13. The individual educator, the peer and the supervisor must agree to the final rating of the educator after evaluation.

	N	%
A. Yes	38	90
B. No	2	5
C. Cannot tell	2	5

38 out of 42 (90%) of the respondents have indicated yes, that mean the educators know that during evaluation the parties that are involved in the process must come together and agree about the final score of the educator. 2 respondents have indicated no while the other 2 respondents have indicated they cannot tell,

meaning some educators do not know how the final score of the evaluated educator is finalised.

14. In the PMS, the good performers are rewarded.

	N	%
A. Yes	6	14,3
B. No	30	71,4
C. Cannot tell	6	14,3

6 out of 42 (14,3%) respondents which represents minority of educators in that area do agree that the PMS is rewarding good performers. 30 out of 42 (71,4%) which is the majority of respondents have indicated that PMS do not reward the good performers. The last 14, 3% of the respondents cannot tell, meaning these educators do not know the objectives of the PMS.

15. In the PMS, the support is given to the poor performers.

	N	%
A. Yes	6	14,3
B. No	36	85,7
C. Cannot tell	0	0

6 out of 42 (14,3%) respondents indicated yes, meaning support is given to the poor performers. 36 out of 42 which the largest group of the respondents indicated no, meaning support such as training and development is not given to the poor performers.

16. Are the results of the PMS used to make the development plan of the educator?

	N	%
A. Yes	27	64,3
B. No	9	21,4
C. Cannot tell	6	14,3

27 respondents have indicated yes, meaning they know that the results of the PMS are used as the base for drawing the development plans of educators. 9 responses have indicated no, and the other group has indicated they cannot tell, meaning these two groups do not know how the development plans of educators are drawn.

17. Does your school have a school development team (SDT)?

	N	%
A. Yes	30	71,4
B. No	9	21,4
C. Cannot tell	3	7,2

30 out of 42 (71,4%) respondents which represents the majority of the educators has indicated that their schools have SDTs, while 9 responses indicate that their schools have no such structures. 3 out of 42 (7,2%) respondents indicate that they cannot tell whether their schools have these structures or not.

18. Is the SDT in your school functioning properly?

	N	%
A. Yes	9	21,4
B. No	27	64,3
C. Cannot tell	6	14,3

9 out of 42 (21,4%) respondents has indicated yes, meaning the SDT of their schools are functioning properly. 64,3% of the responses indicate no, meaning the majority of the educators say these structures are not functioning properly. The other six respondents cannot tell because the SDTs in their schools are not functioning at all or these schools have no structures.

19. Does your school have a school improvement plan?

	N	%
A. Yes	39	93
B. No	2	5
C. Do not know	1	2

93% of the respondents have improvement plans, while 5% of responses have indicated that their schools have no improvement plan. Only one response which represents 2% of the educators has indicated that they do not know whether their schools have improvement plans or not.

20. What is the basis for drawing your school improvement plan?

	N	%
A. Comment of the SMT	9	21,4
B. Personal improvement plans educators	27	64,3
C. Comment of the SDT	3	7.2
D. Report of the principal	3	7.2

9 out of 42 (21, %) respondents indicate that it is done by the SMT, while 64, 3% indicate that it is done from the personal improvement plans of educators. 3 respondents indicate that it is drawn from the comments of the SDT, while the other 3 respondents have indicated that it is drawn from the report of the principal.

21. Does your school develop its educators?

	N	%
A. yes	9	21,4
B. no	30	71,4
C. do not know	3	7,2

9 out 42 (21, 4%) respondents indicate that the schools do develop their educators. 71, 4% of the respondents indicate that the schools are not developing their educators. 3 out of 42 (7, 2%) respondents indicate that they do not know whether the schools are developing their educators or not. That means the group do not know what the development of the educators is and how it is done at school.

22. Does the education district office visit your school to find out how you are implementing the PMS?

	N	%
A. Only once	18	43
B. Sometimes	6	14
C. Never	18	43

18 (43%) respondents indicate that the department has only visited their schools once to find out how they are implementing the PMS. Clearly this is not accepted because the district officials must visit schools and offer them support in the process. The other 18 respondents indicate that the department has never visited their schools to find out how they are implementing the PMS. The district officials do not have the experience and the correct information about the implementation of the PMS in schools. Only 6 out 42 (14%) respondents indicate that the district officials sometimes visit their schools to find out how they are implementing the PMS.

23. Does the district office give your school support concerning the PMS?

	N	%
A. Yes	6	14
B. No	32	76
C. Do not know	4	10

6 out of 42 (14, 3%) responses indicate that the district office do provide their schools support concerning the PMS. 32 (76%) respondents indicate that the district office do not give the schools support about the PMS. This group represents the majority and

the situation is not good for the operation of schools. 4 respondents indicate that they do not know whether the district give their schools the support or not. That means this group has not seen the district officials visiting their schools.

24. Have you seen the district improvement plan?

	N	%
A. Yes	6	14, 3
B. No	36	85, 7
C. Cannot tell	0	0

14, 3% of the respondents say they have seen the district improvement plan but this figure represents a low percentage of educators. 85, 7% of the respondents say they have not seen the district improvement plan. That means the district office does not go to schools and tell them about its improvement plan.

25. Does your district offer skills development courses to educators?

A. Yes	36	86
B. No	5	12
C. Cannot tell	1	2

86% of the respondents agree that district office do offer educators skills development courses, while 12% say the district does not offer skills development courses to educators. 2% responses indicate that they cannot tell whether the office is offering the skills development courses because they do not know that the office is offering these courses.

26. Which skills development courses have you attended?

86 % of respondents, which represent the majority of educators in the area, have attended a variety of courses. Some of the courses are specific for teachers like OBE workshop, school management, NCS workshop and SA-SAMS. Some of the courses that have been attended by the educators are meant for all the employees of the public service. These courses are project management, computer courses, Labour Relations, Customer Care and Service Delivery.

27. Do the courses you attended empower you as an educator?

	N	%
A. Yes	21	50
B. No	15	36
C. Cannot tell	6	14

21 out of 42 (50%) respondents have indicated yes. These are the educators who had attended the courses that are specific for educators and are helping them to develop in class. 15 out of 42 (36%) of the responses have indicated no. These are the educators who attended the courses that are meant for the public service as a whole. These courses have not helped them in class to develop. 6 responses have said they cannot tell because the group have not attended any skills development courses.

28. Has the PMS improve the quality of teaching and learning in your school during the last four years?

	N	%
A. Yes	9	21,4
B. No	33	78,6
C. Cannot tell	0	0

9 out of 42 (21,4%) respondents have said yes, meaning the system has improved the quality of the results in their schools. These few schools in that area say the quality and quantity of their learners' results have been improving yearly for the past four years. 33 out of 42 (78,6%) respondents have indicated no, meaning since the introduction of PMS in their schools there have been no improvement in both the quality and quantity of the learners' results, especially the grade 12 results. In these schools the quality of teaching and learning is getting worse.

## **4.2 Presentation and analysis of data collected from the interviews**

It has already been stated that in this study both the quantitative and qualitative methods of gathering data will be used. In the first phase above, the questionnaires have been designed to gather data from the educators for the quantitative research. In this phase the interviews have been used to collect data from the SGB members, the SMT members and the district officials.

### **4.2.1 Interview schedule for the SMT members**

The following data was collected from the SMT members of Ezeleni area.

How the PMS was introduced to the SMT members?

The respondents' perception is that the PMS was introduced by workshop. There were two workshops that were organised by the district office. The first workshop was meant for training of the SMT members. The subject advisors and the education development officers facilitated the workshop. The facilitators were trained for five days by the provincial department of education. The second workshop was also organised by the district office and it was meant to train all the educators of the district. All the educators were given documents that were outlining what PMS for educators was, how it would work and its purposes.

How did you feel after the training about the implementation of PMS at your school?

The facilitators of the workshop were not confident in their presentation about the PMS. You could read from their presentation that they are not sure about the PMS. The facilitators could not answer all the questions that were asked by the educators about the PMS. The educators were only trained for one day, so no confidence can be

build within that short period of time. It was clear that the process would be implemented with difficulties.

How are the structures of the PMS working in your school?

The respondents all agree that the structures of the PMS that are supposed to be in place for the functioning of the PMS in schools are the DSGs and the SDTs. Every educator in every school has a DSG. This body does not provide mentoring and support to the educator. Every school has a SDT. This body does not ensure that the educators know the procedures of the IQMS. The SDT does not monitor the management plan and the effectiveness of the IQMS in school.

How is the evaluation of educators done in your school?

The evaluation of educators by the DSGs is not done properly. The educators simply give themselves high scores that are not the true reflection of what is happening in class. The peer and the supervisor simply sign the evaluation form without evaluating the educator to ensure that the performance score is the correct reflection of the educator's performance in class. Some of the respondents say the supervisors simply give the educators raw scores that are within the same range so that every educator may receive the performance increment of 1%. It is difficult for the supervisor not to give the educator the satisfactory score even when the educator is underperforming because the workers' unions have made it clear that every educator must get the 1%.

How is the attitude of the educators during the performance evaluation?

There are no tensions that exist between the supervisors and the educators because there is no proper evaluation that is taking place about the individual performance of

educators. The relations between the educators and the supervisors are not healthy because these parties are not doing their job properly when it comes to performance evaluation. The educators do not show a positive attitude towards evaluation.

How is the attitude of the SMT during evaluation?

The SMT members are not happy about their contribution as managers towards the performance evaluation of educators. It becomes difficult for them to do their job properly when the trade unions have dictated to them the type of outcome they want before the job has started. The SMT members' attitude towards evaluation is negative because they know that they are not doing their job correctly.

What has the evaluation process revealed about the educators of your institution?

The evaluation process has not been able to give the correct performance results of the educators. The process has only concentrated on the performance part that is linked with money. The developmental part is suffering because the educators are given high scores that indicate they do not need development. The evaluation process has failed to reveal the strengths and weaknesses of the educators.

What are the challenges of the PMS in your institution?

The responses of the SMT members indicate that educators must be honest and give themselves the performance scores that actually reflect their work. The educators must have courage to accept their weaknesses and be responsible for their development. Some responses further suggest that the DSGs must evaluate the educators professionally and the SDTs must monitor the evaluation process of the IQMS. The PMS must monitor the school's overall effectiveness.

How does your school develop its school improvement plan?

The responses indicate that the SMT and SDT must work together on all matters relating to the IQMS. The DSG must help the individual educator to develop a personal growth plan. The individual personal growth plans of educators in an institution are used by the SMT and SDT to develop the school improvement plan.

What support has the district office given to your school towards the IQMS?

The perceptions of the respondents indicate that the district office has not given the schools enough support towards the IQMS in their schools. The district has provided advocacy and training for the implementation of the IQMS. The office has not yet visited schools to find out how the process is done and offer support. The office simply takes the information of the IQMS that comes to school as it is. The district office does not moderate the evaluation results of schools in order to ensure consistency.

How has the PMS contributed towards the quality of teaching and learning in your school?

The perception of the respondents is that the PMS has not been applied correctly at schools as a result it has not added a positive impact on the quality of teaching and learning. Since the introduction of the PMS in 2004 in schools, the accountability of educators has not improved. In most schools the respondents agree that the quality and quantity of results of learners especially grade 12 have not improved.

#### **4.2.2 Interview schedule for the school governing body members**

The following data was collected from the SGB members of the high schools that have participated in the research.

What do you understand with the term IQMS?

The respond from the SGB members about the IQMS are astonishing because most of them do not know that it stands for integrated quality management system. They do not know that it is a policy, which is meant to evaluate the performance management of school-based educators. Most members of the SGB are illiterate or have primary education.

What is the purpose of IQMS?

The respondents do not know in the first place the meaning of IQMS. These are people who are responsible for the governance of the school, yet they do not know some policies that are operating in their schools. Only few members of the SGB who are educators or have higher education do know that the IQMS has the following purposes:

- To evaluate the performance of educators.
- To identify the specific needs of educators and schools.
- To monitor the school's overall effectiveness.

Is the IQMS applied properly in your school?

The IQMS is meant to evaluate the educators in their work. The principals and the SMT have not reported the progress of the IQMS to the SGB members. The SGB

members are depended on the feedback of the principal or the SMT about the IQMS. Surely the management of the school is not doing a good job when they do not report to the SGB about some of the policies that are operating at school.

What is the attitude of the educators of your school towards the IQMS?

The response is that the members of the SGB are not involved in the process of evaluation. The principal or the SDT members have never reported about the evaluation of educators or the attitude of educators during the PMS. The SGB members do not know the attitude of educators towards the IQMS.

What has the IQMS revealed about the educators of your school?

The SGB members do not know whether the IQMS is operating at school or not. Their perception is that during the past four years the quality of teaching has not changed because the educators are not committed to their work. They are not duty conscious because the educators come to school late and leave early most of the times. Some respondents say educators do not honour the teaching time because you will see the learners moving around the school grounds and the location even though it is not time for break.

Does your school have a school improvement plan?

The parents do not know what the school improvement plan is. The management teams of schools have not told the parents about the plan and its function whereas it is part of the strategic plan of a school. The parents are not in a position to tell whether the school do have it or not. This is amazing because the school improvement plan must be approved by the SGB as stated in the South African School's Act of 1996.

How does your school draw its school improvement plan?

The SGB members do not know who is responsible for drawing the school improvement plan. This is amazing because the governing body must know how the plans are drawn because it is responsible for the governance of a school.

Has the implementation of the IQMS improved the quality of teaching and learning in your school during the past four years?

From the viewpoint of parents the IQMS has not improved the quality of teaching and learning. Educators are not coming to school regularly and do not honour the tuition time of 6 hours per day for the whole week. The learners are not coming to school regularly because there is no body to manage them properly. The leadership of the school is weak and is not performing its functions properly. As the result of the above factors the standard of teaching and learning in these schools has dropped. This has lead to a decrease in the quality as well quantity of the number of learners who passed at school, especially the grade 12 learners.

Does the district give your school enough support?

The district officials are not coming to school regularly to monitor that educators are going to school in time and do their work properly. When the district visits school they do not meet parents and learners to find out their problems about the school. Clearly the district office does not support the schools.

### **4.2.3 Interview schedule for the circuit manager**

The following data was collected from the district officials who participated in the research.

How was the PMS introduced to the schools of your circuit or district?

The circuit manager indicated that the IQMS was introduced by the workshop and documents. The workshops were done twice for the educators. The first workshop was meant for the SMT members and they were trained for one day. The other workshop was meant for all the educators and it also lasted for one day. In these training the educators were given documents that included details about the IQMS.

How do the facilitators conduct the training or workshop?

The facilitators of the workshop were trained for five days and they were experiencing some problems in their training. The circuit manager further agrees that the trainers were experiencing some problems since the PMS was still new. In general the facilitators conducted the workshop satisfactory.

After the training or workshop did you feel confident that the PMS would be implemented successfully in the schools of your circuit or district?

The circuit manager indicated that some of the questions and concerns of the educators were not answered during the training. The facial expressions of educators were telling a story that showed they were not confident that they would implement PMS.

How is the PMS working in the schools at present?

The respondent indicates that all the educators of the circuit have DSGs as confirmed by the documents that are submitted to the district by the schools. The circuit manager cannot confirm that the DSGs are working properly because it is not his or her duty to monitor them. The schools have SDTs as confirmed by the documents of the schools. The respondent says that the SDTs are doing their work properly because the schools do submit the IQMS scores as well as the school improvement plan.

What has the PMS revealed about the educators of your circuit or district?

The circuit manager indicates that the IQMS scores of educators are very high which mean they are doing a good job. The actual results of the learners at school tell a different story, that the quality of teaching and learning is not improving. The PMS has not revealed the strength and weaknesses of educators.

What are the challenges of PMS in your school?

The respondent has indicated that the PMS in schools must identify the weaknesses and strengths of educators. The system must evaluate the performance of educators fairly and professionally. The PMS must evaluate the overall effectiveness of the schools.

How does your district draw its improvement plan?

The circuit manager indicates that the school has to draw and submit the school improvement plan to the district. The district officials must draw the improvement plan of the district using the school improvement plans.

What support does the district give to schools to ensure proper implementation of the PMS?

The respondent has indicated that the only support that has been given to schools about the IQMS is the advocacy and training before the implementation process. There is an IQMS coordinator at the district that is responsible to ensure the process is operating smoothly in schools. The district is very big and there are not enough personnel in the district to monitor and support all the schools. The schools that are visited by the IQMS coordinator are those that have asked for help from the district or those schools that have been identified by the district officials with problems with IQMS.

Does the district office give the schools enough support?

The circuit manager's perception is that there are many schools that must be managed by a single person. These schools include both the primary and secondary schools. The work is being made more difficult by spreading of schools over a large geographic area. The department of education does not provide transport to every circuit manager. There are also not enough resources for all the schools, especial those from rural areas.

## **Conclusion**

This chapter has focused on presenting the data collected during the research by the questionnaire and the interviews. The data has been analysed using the perceptions and feelings of educators, SMT members, SGB members and the district official regarding the evaluation of the PMS on the quality of teaching and learning in selected high schools.

The response to the questionnaires and the interviews were discussed. Through the analysis of the data, the objectives of the study as outlined in chapter one have been achieved.

## Chapter 5

### Findings, conclusion and recommendations

#### Introduction

In the previous chapter the data that has been collected for the research has been presented and analysed using the conceptual framework of chapter two.

In this chapter the research findings will be made. Secondly, the conclusion of the study will be made, and it will be based on the finding of the research. Lastly, the recommendations on what must be done to the PMS so that it can improve the quality of teaching and learning in schools will also be provided.

#### 5.1 Research Findings

The PMS was introduced by both workshop and documents. There were two workshops that were organised by the department of education. The first workshop was organised for the SMT members and the other one was organised for all the educators. The facilitators of the workshop were trained for five days, and they cannot be blamed for not having a good understanding about the PMS. The educators were trained for one day only, surely no policy can be introduced for a short period of time and the department expect everything to be understood by all the educators. The department of education has poorly introduced the PMS to the educators.

The educators at school were not evaluating themselves professionally because they were just giving themselves high IQMS scores. The majority of schools in the area have DSGs and SDTs, which are the necessary structures for the IQMS. The main problem is that the DSGs are not taking part in the evaluation of educators; they just

sign the evaluation forms of educators. The DSGs do not help the educators in finding their strengths and weaknesses so that the educators can be developed professionally. The research has discovered that schools have SDTs that are not functioning properly. The SDTs are not managing the IQMS at schools and ensure that the DSGs are giving the educators the performance scores they deserve. The PMS is not able to find out the strengths and weaknesses of educators. It has also been discovered that the PMS cannot distinguish between good and poor performances. Another important finding is that the schools are not developing their educators.

The research has also find out that the district office hardly visits the schools. That means it is not monitoring the schools and gives them enough support. The research has also discovered that the district office does not know what is precisely taking place in schools. Another finding is that the district does provide skills development courses to educators. These courses are not all specific for educators.

The research has find out that most SGB members do not know the meaning of the IQMS as well as its purpose. These findings are shocking because the SGB is responsible for the governance of a school. It is where the policies and the regulation of school are drawn. Another finding is that the SGB members do not know whether their school has a school improvement plan (SIP) or not. They also do not know who is responsible for drawing the school improvement plan. In terms of the South African School's Act of 1996 the school improvement plan must be approved by the SGB. Surely the SGB members cannot approve the school improvement plan if they do not know who draws it, and how it will help the school to meet its strategic objectives.

The SGB members have come up with the point that the quality of teaching and learning has not improved during the past four years. Instead it has worsened because most of these learners are not doing well at school. Another important finding about the SGB is the following:

- The educators are not committed to their work.
- They are not coming to school regularly.
- They do not honour the tuition time.
- The principal does not control the school properly

The district office does not visit the schools to monitor the quality of teaching and learning. The office does not manage the operation of schools.

The study on the PMS of school-based educators has been done with the hope of determining the following objectives:

- To evaluate if the PMS has been able to find out the strengths and weaknesses on the quality of teaching of educators.
- To find out if the PMS has provided the support and opportunities for development of educator.
- To assess the impact of the PMS on the quality of teaching and learning.

The study has led to the following answers:

The PMS has not been able to determine the strengths and weaknesses of educators during evaluation. The DSGs do not evaluate the educators; instead educators give themselves the scores.

The PMS has not been able to provide support and opportunities for development because the system has not been able to come up with some weaknesses during evaluation.

The PMS has failed to provide a positive impact on the quality of teaching and learning. The learners' results, especially the grade 12 results from Ezeleni area have not improved during the last four years.

## **5.2 Conclusions**

The PMS has not been implemented professional and fairly by educators at school. The SMT and SDT have failed to ensure the IQMS is implemented correctly so that it can fulfil its objectives. The district officials have also failed to visit schools to monitor how the process is operating at school and offer support. The PMS for school-based educators is not effective in evaluating the quality of teaching and learning.

The major problem of the department of education that can be concluded from the district office and the schools is that the leadership of the department does not have managerial accountability. The management at school does not take full responsibility of what is happening at school and ensure that education policies are fully followed. The district officials do not go to schools to ensure that schools apply the policies correctly and help them when there is a problem with non-compliance.

### **5.3 Recommendations**

The research has come up with the finding that the major reason that has led to the failure of the PMS in schools is that it has not been applied correctly. The following recommendation from the educators, SMT members, SGB members and the circuit manager may be applied to the PMS so that it can improve the quality of teaching and learning.

The department of education must organise the personnel that know and understand the PMS so that the educators can be trained on the system. The district office must also employ the personnel that know the PMS so that when the schools encounter problems they can be helped as soon as possible.

The district office must ensure that the circuit managers are also trained on the PMS so that they can also monitor the system in their circuits. The office must decrease the number of schools that are managed by the circuit manager. The office must also ensure that the schools have DSGs and SDTs that are functioning properly and are managing the process. The department of education must ensure that more resources are released to schools to ensure meaningful learning is taking place at school.

The department of education must ensure that the parents serving on the SGB are trained and introduced to all the policies that are operational at schools so that they can govern the schools effectively and efficiently.

The principal and the SMT must manage the professional management of a school. They must ensure that the school policies for example PMS that are responsible for improving the quality of teaching and learning are applied correctly. The principals must manage their schools properly and they must not wait for the district officials to

manage their schools. The district officials must not be afraid to identify problems that are barriers to the quality of teaching and learning in their circuits.

The major challenge that is facing the department of education is the implementation of policies. The second one is the lack of accountability by the managers. Lastly, there is a challenge about the development of personnel. For a PMS to be effective, the research on these challenges must be done so that the process can fulfil its objectives.

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**Appendix A**

P.O Box 2576  
King William's Town  
5600  
22 September 2008

The Circuit Manager  
Department of Education  
King William's Town District  
King William's Town

Sir/ Madam

**Request for permission to do research in the high schools of Ezeleni area.**

I would like to inform your office that I am doing Masters in Public Administration with the University of Fort Hare. My research topic is "The evaluation of the performance management system on the quality of teaching and learning in selected high schools".

I request your office to grant me permission to do interviews and send questionnaires to the school management teams, the high school educators of that area and your office .The research will not interrupt the tuition time in the institutions of Ezeleni area.

Thanking you in advance

Yours truly,  
Williams L. W.

## Appendix B

P.O Box 2576  
King William's Town  
5600  
6 October 2008

Dear Educator

I am currently conducting a research project with the University of Fort Hare. The research is about the evaluation of the performance management system on the quality of teaching and learning in the high schools of Ezeleni area.

I am writing to you seeking assistance in accessing information about your perceptions and experiences regarding the performance management system in your school. The findings of the research will hopefully help in bringing change or improvement in the performance management system into the schools.

Thanking you in advance.

Yours faithfully

Williams L.W.

## Appendix C

### Questionnaire for educators

#### Section A: Demographic variables

Please answer the following questions by making a circle to the letter that is correct or close to the correct answer.

1. To what gender do you belong?

- a. Male                                      b. Female                                      c. other specify

2. Which age group do you belong?

- a. 20-30    b. 31-40    c. 41-50    d. 51-60    e. 61 and above

3. Which post level do you belong?

- a. 1                      b. 2                      c. 3                      d. 4

4. How long have you been teaching?

- 0-5                      6-10                      11-20                      21-30                      31 and above

5. How long have you been teaching in this institution?

- a. 0-5    b. 6-10    c. 11-20    d. 21-30    e. 31 and above

6. Please indicate your highest educational qualification from the following.

- a. 3-year degree or diploma  
b. Academic degree and professional diploma.  
c. Honours or senior degree and professional diploma.  
d. Masters or doctorate and professional diploma.  
e. other (specify)



7. Does every educator in your school have a DSG?  
A. yes                      B. no                      C. do not know
8. Does the DSG in your school know its role?  
A. yes                      B. no                      C. I cannot tell
9. Is the DSG in your school functioning properly?  
A. yes                      B. no                      C. cannot tell
10. Is the performance evaluation of educators in your institution takes place on an annual basis?  
A. yes                      B. no                      C. do not know
11. Does the evaluation assess individual performance against identified objectives or key performance areas during the whole year?  
A. yes                      B. no                      C. do not know
12. The performance management system is able to identify the strengths and weaknesses of each educator.  
A. yes                      B. no                      C. do not know
13. After the evaluation process, good performance and poor performance becomes evident.  
A. yes                      B. no                      C. cannot tell
14. The final rating of the educator during evaluation must be agreed to by the educator, peer and the supervisor.  
A. yes                      B. no                      C. cannot tell

15. In the PMS, the good performers are rewarded?

A. yes                      B. no                      C. cannot tell

16. In the PMS, the support is given to the poor performers?

A. yes                      B. no                      C. cannot tell

17. Are the results of the PMS used to make the development plan of the educator?

A. yes                      B. no                      C. cannot tell

18. Does your school have a school development team (SDT)?

A. yes                      B. no                      C. do not know

19. Is the SDT in your school functioning properly?

A. yes                      B. no                      C. cannot tell

20. Is your school having a school improvement plan?

A. yes                      B. no                      C. do not know

21. What is the basis for drawing your school improvement plan?

A. comment of the SMT              B. personal improvement plans of educators

C. comments of the SDT              D. report of the principal

22. Does your school develop its educators?

A. yes                      B. no                      C. do not know

23. Does the district office visit your school to find out how you are implementing the PMS?

- A. only once      B. sometimes      C. never

24. Does the district office give your school support concerning the PMS?

- A. yes                      B. no                      C. I do not know

25. Have you ever seen the district improvement plan in your school?

- A. yes                      B. no                      C. cannot tell

26. Does your district offer skills development courses?

- A. yes                      B. no                      C. do not know

27. Which skills development courses have you attended so far?

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28. Did the courses you attended empower you as an educator?

- A. yes                      B. no                      C. cannot tell

29. May you support your answer in no. 28

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30. Since the introduction of the PMS in 2004, did the process improve the quality of teaching and learning in your school during the past four years?

A. yes

B. no

C.

31. may you support your choice in no. 30

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32. What do you think must be done to the PMS in order to improve the quality of teaching and learning in our schools?

## **Appendix D**

### Questions for the SMT members

1. How the PMS was introduced to the SMT members?
2. How did you feel after the introduction of the PMS about its implementation at school?
3. How are the structures of the PMS working in your school?
4. How is the evaluation of educators done in your school?
5. How is the attitude of the educators during the performance evaluation?
6. How is the attitude of the SMT during evaluation?
7. What has the evaluation process revealed about the educators of your institution?
8. What are the challenges of the PMS in your institution?
9. How does your school develop its school improvement plan?
10. What support has the district office given to your school towards the IQMS?
11. How has the PMS contributed towards the quality of teaching and learning in your school?
12. What do you think must be done to the PMS so that it can improve the quality of teaching and learning in our schools?

## Appendix E

### Questions for the school governing body members

1. What do you understand by the term IQMS?
2. Do you know its purpose?
3. Is the IQMS applied properly in your school?
4. What is the attitude of the educators of your school towards the IQMS?
5. What has the IQMS revealed about the educators of your school?
6. Does your school have a school improvement plan?
7. How does your school draw its school improvement plan?
8. Has the implementation of IQMS improved the quality of teaching and learning in your school during the past four years?
9. Does the district give your school enough support?
10. What do you think must be done by educators and the district office to improve the quality of teaching and learning in your school?

## **Appendix F**

### **Questions for the circuit manager**

1. How was the PMS introduced to the schools of your circuit or district?
2. How did the facilitators conduct the training or workshop?
3. After the training or workshop did you feel confident that the PMS will be implemented in the schools of your circuit or district?
4. How is the PMS working in the schools at present?
  - a. DSG?
  - b. SDT?
  - c. School improvement plan?
  - d. Evidence?
5. What has the PMS revealed about the educators of your circuit or district?
6. What are the challenges of PMS in your schools?
7. How does your district draw its improvement plan for the schools?
8. What support does the district give to schools to ensure proper implementation of the PMS?
9. Does the district give the schools enough support?
10. What do you think must be done by the district and the schools to ensure that the PMS improves the quality of teaching and learning in the schools?

