

**THE USE OF STRATEGIC PLAN AS A PERFORMANCE MANAGEMENT TOOL OF  
PRIMARY SCHOOL EDUCATORS IN THE EASTERN CAPE PROVINCE'S  
DEPARTMENT OF EDUCATION**

**By**

**MHAKA S.**

**201205504**

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**SUPERVISOR: Prof Thakhathi**

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## CHAPTER ONE

### INTRODUCTION AND BACKGROUND

#### 1.1 Introduction

Following the dawn of democracy, the struggle facing the newly democratic South Africa was to overcome the legacy of the pre-*apartheid* and *apartheid* eras, segregationist social and education policies, which over many decades had manifested themselves in discriminatory laws and practices, Moloji (2007). The national schooling system of South Africa was characterized by gross inequality, inefficiency, variable quality, low levels of access and minimal information related to a learner performance and the quality of education outcomes. Looking back, over the past two decades the South African government has made concerted efforts to improve the quality of education in the country. South Africa's education is ranked 133<sup>rd</sup> out of 143 in the world according the World Economic Forum.

A well-oiled education system is important for a number of reasons including human development and the maintenance of socially responsive economic and political systems, (Modisaotsile, 2012). Given this perspective, Gervase, Iwu *et al* 2013: 838 hints that an educated population remains the fundamental platform for meeting most of the other Millennium Development Goals (MDGs). With the acknowledgement that the youths of today are the ultimate leaders of tomorrow, most governments invest in their education. In Eastern Cape, maladministration, incompetence and weak leadership have created a hotbed for corruptive infection so deep that it has left millions of pupils learning with, some say, fewer of the basics required to get an education than there were under the apartheid government. The province became a hotbed of chaos as leaners and educators spend most of their time demonstrating than in class. Social media, national television and every channel were singing the same song, "poor quality of education in the Eastern cape". Therefore what better way to solve the problem; than formulating a Strategic Plan to measure performance in the province.

Section 29 of the Constitution of South Africa, 1996, requires education to be transformed and democratized in accordance with the values of human dignity, equality, human rights and freedom, nonracist and non-sexism. The Eastern Cape Department of Education implemented the use of Strategic plan as a performance management tool of primary school teachers in Eastern Cape. The Strategic Plan emanated from the recommendations of the Constitution of the Republic of South Africa 1996. The plan includes measures to solve the problem education in the Eastern Cape Province. The Strategic Plan was introduced as a tool to measure performance management tool for educators in the Eastern Cape. Schools are seen as one of the most important vehicles by which previously disadvantaged communities can overcome and improve their circumstances and reach out for better lives, (Fleisch 2008:77).

To date, the Eastern Cape Department of Education has been, and continues to be, confronted by daunting challenges , amongst of which is a serious challenge of underperformance of schools as evidenced in the performance of the grade 12 learners who pass the grade (EC DoE 2008 ). This sad state of academic outcomes is further expressed by media reports highlighting the nailing scenario that many of our grade 12 learners who pass are also ill-prepared for higher education (Carlisle 2009:6). Paradoxically the same poor state of academic performance is also symptomatic of the primary schools as shown in Annual National Assessment results of 2011. Sadly though, we all come to realize the academic outputs at the end of the year as opposed to continuous update as to how both the educators and learners deliver on their respective mandates to teach and learn. This without any dispute puts a lot of pressure on schools to find creative solutions to make a turnaround.

## **1.2 Problem statement**

According to Modisaotsile, B.M. (2012:1) despite the fact that South Africa has reached MDG2 and spends 18, 5 per cent of its annual budget on education, the education system remains largely in a poor state of affairs.

In fact, over the past five years the country has seen a doubling of the education budget, but still the system has failed to reverse unacceptably low exam results or to improve the standard of teaching. The quality of education remains very poor, and the output rate has not improved. Poor academic output of primary schools in the Eastern Cape remains a critical problem confronting the Education Department. The compulsory introduction of the mother-tongue instruction shows the level of desperation for the turn of status in terms of academic outputs at that level. Studies carried out by educators as far back as 1970 and 1978 show that between 13% and 14% of children underachieve in their studies during their primary school years (Bouwer and Van Niekerk, 1991:39-43). According to Naicker and Waddy (2002: 76) it is not apartheid or lack of money or segregated educational institutions that failed half of South African matriculants. The literature on school management highlights the strategic role played by the school management, led by the school principal, in shaping the success of the school's academic performance. Schools deliver on their mandate if they are properly managed and improve the learning outcomes for the children (Moloi 2005:2). Van Deventer and Kruger, 2007:72 stresses on the need for schools to be managed like all other organizations hence, the introduction of the school Strategic Plan as a tool set out to provide the strategic direction over the next couple of years.

## **1.4 Research questions**

### 1.4.1. Main Question:

- How does the school strategic plan, as a management tool, assist primary school management discharge the performance management task of educators in the primary schools of Eastern Cape Province?

### 1.4.2. Sub questions:

- Are all schools' stakeholders involved in the academic improvement planning processes at schools? If so, are their inputs taken cognizance of?
- What are the working relationships between the school management teams and educators as well as learners to improving academic performance at schools?

- What challenges are there that frustrate the proper performance management of educators?
- Are the SMT team members well equipped in terms of the effective tools to manage the performance of educators?
- To what extent are the parents of learners involved in the academic activities of their children?

### **1.3 Research objective**

- The main objective is to assess the use of the strategic plan as a tool for performance management among schools in EC.

#### **1.3.1 The specific objectives of the study**

- To investigate SMTs' and educators' understanding of the strategic planning process in schools.
- To evaluate the performance management strategies used for educators.
- To assess the impact of strategic planning on educator's delivery.
- To determine the advantages and disadvantages of the strategic planning in the performance of educators.
- To enhance parental participation in the academic life of the school.

### **1.4 Research assumptions**

In conformity to the background provided by the researcher, the following assumptions will underlie the study:

- The effective management of the performance of educators makes a significant contribution in the academic results of the school.
- Performance management of educators and learners does take place at schools.

- There could be many school contextual factors inhibiting the school managers to deliver on their mandate to manage performance in schools.

### **1.5 Rationale of the study**

The use of strategic plan, as a performance management tool, could go a long way in exploring the discharge of performance management of primary school educators in the Eastern Cape. The exercise could go a long way in improving performance management in schools consequently yielding positive academic results. The Eastern Cape Province is on record for poor academic performance due to dysfunctional schools. The cause for concern is public schools are manned with departmentally-employed personnel (SMTs) whose express mandate is to ensure that educators and learners have their performance properly managed so that there is maximum output in terms of academic results. Poor academic results may finger directly at the doors of school managers who seem not to be exercising that responsibility expertly.

The study is undertaken with the express purpose of helping school managers realize the need to have strategic plans in place as a useful tool to manage the performance of educators. There is also an intended benefit to the Department of Education in terms of how it may assist in addressing the challenges faced by school managers in the use of strategic plan when executing performance management at schools. Furthermore the study hopes to uncover factors hampering the performance of both educators and learners in the primary schools. This study was influenced by the performance of the learners as reflected in the SE (DoE, 2008) and the ANA (DoE, 2009) which were conducted nationally in both the Foundation and Intermediate phases. The findings in both reports revealed poor learner performance in reading, writing and numeracy. In South Africa currently the Grade 12 results are used as a measuring stick to assess the overall success of the education system, this study will focus on primary schooling since unarguably is the foundation level in the education system.

## 1.6 Scope of the study

The study will be a qualitative empirical research focusing on the primary schools in the Qumbu District of the Eastern Cape Province. Qumbu is one of the deeply rural districts in the province and still continues to reflect glaring effects of apartheid era. For the purpose of this study, three primary schools, from Circuit 9, will be selected as a sample.

## OPERATIONAL DEFINITIONS AND ACRONYMS

- **A primary school** – refers to an institution of learning where basic education is offered.
- **Basic education** – refers to teaching and learning process that is designed for learners in the Grades R to 9.
- **Effectively managed schools** – refer to schools that produce high academic achievement ( Beare, Cadwell and Milikan 1989 : 201)
- **Educator**- any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education, psychological services, at any public school, further education and training institution.
- **Strategic plan** - Lane, Bishop, and Wilson-Jones (2005:198) define a strategic plan that establishes a vision, mission, and beliefs for the school; the plan establishes the path to accomplish its desired future; the plan provides for a path which allows the community to work together to accomplish these goals, objectives, and activities that constitute the strategic plan; it allows for an understanding of how a school district works, how finances are spent, and identifies the needs of the school district; and allows the school district to set specific data-driven priorities.
- **Performance management** – According to Edis cited by Van Der Walddt, (2007:112) performance management refers to any integrated, systematic approach to improving institutional performance in order to achieve corporate strategic aims and promote the organization’s mission and values.

- **School Management Teams (SMTs)** – is the management body of educators in schools charged by the Department of Education with the day-to-day running of the school. They deal with the professional management of a particular school.
- **Strategies** – this refers to the direction and scope of an organization over the long term, which achieves advantage for the organization through its configuration of resources within a changing environment and to fulfill stakeholder expectations (Johnson & Scholes, 2005).

## **CHAPTER OUTLINE**

This study will consist of the following five chapters:

### **Chapter 1: INTRODUCTION**

This chapter is fundamentally an introduction to the study. It sets to cover the research background, stating the research problem, purpose and objectives of the study, research questions, definition of terms and concepts, assumptions of the study, rationale and significance of the study, and chapter overviews.

### **Chapter 2: LITERATURE REVIEW**

What is entailed in this chapter is a detailed literature review relevant to the study. It is essentially about the theoretical framework of the study which will be guided by the research objectives, questions and hypothesis.

### **Chapter 3: RESEARCH DESIGN AND METHODOLOGY**

This chapter outlines the methodological framework to the study focusing on the broad approach to the research, detailed explanation of the research approach, the sample size, data collection, data analysis, validity and reliability, limitations and ethical considerations.

**Chapter 4: FINDINGS AND DISCUSSIONS**

This chapter presents the findings of the research. The collected data is then subjected to analysis and then interpreted.

**Chapter 5: CONCLUSIONS AND RECOMMENDATIONS**

Chapter 5 contains inferences drawn from the findings of the study discussed in the preceding chapter. Also embedded in the chapter are recommendations and their supportive arguments.

**CONCLUSION**

In summary, the state of education in the primary schools of the Eastern Cape needs a serious strategic focus since it is a foundation of other levels of education like FET and Higher Education. If left unattended, that will have a direct negative bearing on the future citizens' quality of life. This study is worthy of conducting since it is hoped it will unlock how strategic plan is likely to help in the management of educators and learners with a subsequent view to improving the academic results of the Eastern Cape primary schools.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Education Policy Landscape in South Africa**

The post-apartheid era marked the beginning of a journey towards reclaiming human dignity for all in South Africa. This includes societal reconstruction towards ubuntu and its respect for all life, its recognition of the past, its care for present and future well-being, its consciousness of human interdependency, and its philosophy of equality, and social and economic justice. In line with this development, the Constitution of South Africa, 1996 (Act 108 of 1996) requires education to be transformed and democratized in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees basic education for all, with the provision that everyone has the right to basic education, including adult basic education. The year 1996 further marks an important turn in the education system of South Africa. The democratic South African government through South African Schools Act (Act 84 of 1996) established the School Governing Board; and mandates it to set policies and rules that govern the school, and to monitor the implementation of the rules. The SGB gets its mandate from different members (learners, parents, teaching and non-teaching staff) of the school community. An SGB must ensure that the school is governed in the best interests of all the stakeholders. All SGB members must always put the best interests of the school before any personal interests. Closely related to this development, the Eastern Cape Schools Education Act, 1997 (Act No. 1 of 1997) provides for a uniform education system for the organization, governance and funding of all schools and makes provision for the specific educational needs of the Province. It provides for the control of education in schools in the Province and for other matters connected therewith.

#### **2.2 Employment of educators act of 1998**

Chapter 1 (i) (v) of the Act, defines an 'educator' as any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education, psychological services, at any public school, further

education and training institution, departmental office or adult basic education centre and who is appointed in a post on any educator establishment under this Act

It provides for the employment of educators by the state and for the regulation of the conditions of service, discipline, retirement and discharge of educators, and more important for the sake of this study; It regulates the professional, moral and ethical responsibilities of educators, as well as competency requirements for teachers. Chapter 6 (1d) states that the South African Council of Educators establish a code of professional ethics for educators which shall apply to all educators registered or provisionally registered with the Council .

### **2.3 General and Further Education and Training Quality Assurance Act No. 58 of 2001**

The Act made the provision for an internal assessment that forms part of final assessment

- 1) The Council may issue directives for internal assessment to ensure the reliability of assessment outcomes.
- 2) The directives contemplated in subsection (1) must include measures for verification.
- 3) Assessment bodies must monitor the implementation of the Council's directives and report any irregularity without delay to the Council in writing, as well as the steps taken to deal with the irregularity.

### **2.4 State of Education in South Africa and role of strategic planning**

It is important to highlight the challenges faced by South African schools in an effort to develop an efficient education system. The study starts by highlighting a scenario of what is happening regarding educators who teach particularly in black schools. As pinpointed by FW de Klerk Foundation that, the forum highlighted that the poor

education was a result of poor quality teachers. A matter of growing concern is that most South African schools are not functioning adequately, (Bloch, 2009:17). Studies have shown that only half of the pupils enrolled for grade 1 make it to grade 12. Given the severity of the matter the Government as mandated by the Constitution of the Republic of South Africa 1996 found a solution to the matter. That is the introduction of strategic plan to measure performance of educators.

The year 2009 saw the beginning of chaos and mayhem in the Eastern Cape's Education department. Educators and student took it to the streets demonstrating, most of their time was spent outside the classroom and classroom where they are meant to be. This however led the Government to take action as recommended by the Constitution of the Republic of South Africa 1996. As reported by the Mail & Guardian 13 August 2011, "Basic Education Minister Angie Motshekga has told a media conference at a parliament that government's intervention in the Eastern Cape education department has hit "major, major problems".

A study conducted by the HSRC found that almost 20 per cent of teachers are absent on Mondays and Fridays. Absentee rates increase to one-third at month end. Teachers in black schools teach an average of 3, 5 hours a day, compared with about 6,5 hours a day in former white schools.

On a report back to the media Basic Minister of Education Angie Motshekga on her department's recent work on the Eastern Cape, reported that, "You will by now know that our focus on the Eastern Cape came as a result of section 100 1(b) of the constitution.

It remains a unique situation for the department, one that we plan to normalize soon." According to the constitution, a national government department may directly intervene in the management of provincial departments, "when a province cannot or does not fulfill an executive obligation" This intervention can be via directive, according to Section 100 1 (a), or, in terms of Section 1001(b), can entail placing the provincial department under direct administration.

According to the National Planning Commission Report, July 2011 in the SACMEQ1 III (2007) survey of Grade 6 mathematics and reading, South Africa performed below most African countries that participated in the study. An alarmingly high proportion of Grade 6 learners have clearly not mastered even the most basic reading and numeracy skills. Using a categorization of competency levels provided by SACMEQ as a benchmark, learners who have not reached Level 3 in the reading and mathematics tests can be regarded as functionally illiterate and functionally innumerate in the sense that they have not acquired the basic reading and numeracy skills necessary to function meaningfully in society. The report indicates that of the 15 education systems that participated in the study, South Africa has the third highest proportion of functionally illiterate learners (27%), and the fifth highest proportion of functionally innumerate learners (40%). Given these statistics one can conclude that the state of education in the Republic was simply a shame. Thereby leading the government to take a stand by intervening as a result the strategic plan was put in place to measure the performance of educators. The Minister of Basic Education, Ms Angie Motshekga, on Department 2014 Strategic Plan meeting, (2014), said the Department had focused on both long and short term strategies with non-negotiable interventions that would be implemented in the second term.

Mainly the fate of the learners lie in the hands of the educators, as Moloï puts it across, "There is a general acceptance that teacher reliability and punctuality are problems that contribute to a weak culture of teaching and learning and are likely to impact negatively on learner attitudes and discipline".

Hence more reason for a strategic plan to be put in place as a yardstick for the educator's performance.

## CHAPTER THREE

### THEORETICAL FRAMEWORK

#### 3.1 Introduction

##### 3.1.1 Performance management

According to Robinson, R.B. and Pearce, J.A (1995:297), the performance management system needs to be planned in a strategic way if it is to achieve its intended purpose. They suggest the following steps among others, which will result in a strong plan:

- Identify the current and future desired state for the situation.
- From the framework for the function' s purpose
  - ✓ Mission statement
  - ✓ Vision statement
  - ✓ Guiding principles for the function
  - ✓ Client and customers for the function
- Form an implementation plan with itself

Greene, Adam and Erbert (1985:533-534) define strategic planning as a process leading to faster and better adaptation to changing circumstances. It is through strategic planning that organizations, such as schools, can adapt effectively to the large number of changes occurring. Having been an educator for ten years the researcher observed that strategic planning is a problem in many schools. Schools are often managed without planning hence many schools are ineffective and unproductive. The top management of many schools leads as it likes.

They do not have the directives and guidelines of how their work should be done. A strategic planning process allows an organization to develop a vision, focus its work, establish goals, and define a set of measurable outcomes. Strategic planning has been considered a key management tool to help bring together the different actors within an organization to assess problems and articulate and achieve goals (Preedy et al., 1997).

Edis cited in Van der Waldt, (2007:112), provides a definition of performance management by postulating that, it refers to any integrated, systematic approach to improving institutional performance in order to achieve corporate strategic aims and promote the organisation's mission and values. The Performance Management System can be conceptualised in two perspectives, which are the global perspective, which looks into the organizational Performance Management System, and the much more focused perspective, which is the individual Performance Management System. The broad organisational Performance Management System is filtered down into the grassroots of the organisation. This is done with the aid of the individual Performance Management System.

### **3.1.2 Motivation Theories**

The manager has to be able to motivate the people to give their best and remain committed to their task even under stressful circumstances and derive a sense of satisfaction from their work (Clarke 2007:39). That is in this regard the school management has to find a way to motivate, the educators to perform to their fullest capacity.

### **3.1.3 Theory X and Y**

According to Hanson (2003:194 -5) Theory X assumes that workers are indolent and work as little as possible. The Theory further assumes that workers lack ambition, dislike responsibility and prefer to be led. Workers are resistant to change and are indifferent to the needs of the organization.

Hanson (2003:195) further states that because of the above-mentioned assumptions workers must be coerced controlled or threatened with punishment in order to achieve the desired goals. Robbins (2000:72) concurs by stating that Theory X is basically negative in view. The managers who practice this approach have assumptions about workers and base his or her assumptions on those assumptions.

Theory Y assumes that the natural condition of humans is not to be passive or resistant to organizational needs (Hanson 2003:195). The Theory is basically positive. It further infers that capacity for assuming responsibility, ability to direct behavior towards the completion of organizational goals and the potential for personal growth is present in all workers. It states that men and women will exercise self-direction and self-control if they are committed to the objectives of the organization.

### **3.1.4 Scientific management theory**

This management approach is aimed at increasing productivity and makes work easier by scientifically studying work methods and establishing standards (Rue and 2000:26). The principles of the Scientific Management approach according to Hanson (2003:19) are that the manager has to find a basic unit of work in any task through the use of scientific means and measurement. Secondly the most efficient and simplest manner of accomplishing that task has to be defined through the elimination of all wasted motion and resources. Next the procedures and the rules that are required to perform the task should be set for all workers in a prescribed manner.

### **3.1.5 Legal framework**

The Constitution of the Republic of South Africa, 1996 stipulates that, the constitution is the supreme law of the Republic and that law or conduct inconsistent with it is invalid, and further that, the obligations imposed by it must be fulfilled. Section 152 of the Constitution 1996 promulgates the objectives of local government.

It can be argued that it is mainly from this angle that the concept of performance management as the main vehicle to achieve developmental objectives emanates.

Given the foregoing, this study deems it necessary to discuss the relevance of Strategic Planning as a tool for measuring performance in the eyes of the law. In other words it is deemed useful that performance management be understood in the context of various

enabling pieces of legislation, Acts and Statutory provisions. Various Acts and statutory provisions in South Africa signal the intention to establish a solid education system rectifying the inequalities of the past.

### **3.2 Strategic planning**

The Strategic Plan document, (2003) notes that, “Based upon the vision and needs of our learners in the Province and having reviewed the general (economic, social, political, technological) and specific environment of education in the Eastern Cape, a series of management workshops were held to develop a draft plan. This plan was then subjected to scrutiny and consultation with management at provincial and district levels. The Department is engaged in further consultations at school level. A central team collated inputs from these consultations and ensured that the plans were integrated and reasonably aligned with the integrated development plans of the Social Needs Cluster. A consolidation process followed which also involved a follow-up management workshop to evaluate and incorporate inputs from the consultation process”.

According to Naicker and Waddy (2002: 59), strategic planning encompasses six important steps namely, vision, mission statement, priorities, action plans, implementation and evaluation. That is further confirmed by the Center for Strategic Planning (2001) asserting that education strategic planning efforts generally do not vary in terms of content and components, but the strategic planning process will vary widely among schools. The core elements offered of any strategic planning include:

- Vision statement that presets a desired future state in words.
- Mission statement congruent with the vision that identifies purpose.
- Core values that articulate the motivation of the community.
- Statement of critical issues.
- Goals that close the gap between the institution’s current state and its future vision.
- Strategies to achieve each goal.
- Objectives for each strategy.

➤ Measurable indicators of success.

McLaughlin (1993: 95) argues that a school's capacity for reflection, feedback, and problem solving is essential to effectively meet the needs of today's students. Careful planning helps organizations become more introspective and assists them in developing procedures for ongoing evaluation and feedback about their policies and priorities. The study finds that, even when controlling for a variety of factors, there is a strong and consistent association between the quality of school planning and overall student performance in mathematics and reading.

Ijaiya (1998) concurred and opined that improving the quality of the teaching force in schools is seen as the key to raising student achievement. Lee (1987:126) regards performance management as a means of getting better results for organization, teams and individuals by understanding and managing performance within an agreed framework of competence requirements.

In order for the school to achieve academic standards, the school should, under the leadership of a principal; set goals that are owned and implemented by all staff members (Khuzwayo, 2005). Standards are mainly there to force people into performing as expected, and to contribute to the coherent academic practices needed to achieve the set standards. According to Cross and Rice (2000), the academic standards should clearly indicate how well learners should perform in terms of the expected knowledge and skills with regard to the subject content. All those set standards should be enshrined in the strategic plan of the school. Strategic plans may force schools to objectively examine their practices and performance. But little empirical analysis has been directed towards assessing the effectiveness of strategic plans in schools.

A strategic planning process allows an organization to develop a vision, focus its work, establish goals, and define a set of measurable outcomes. According the strategic plan (2003), encompasses six important steps namely, vision, mission statement, priorities,

action plans, implementation and evaluation. Therefore the implementation of this tool in the Eastern Cape education system guarantees change.

The strategic Plan now a legislative document will continue to be improved on an ongoing basis, but is now considered at best an attempt to meet the new criteria. “As the MEC for Education I carry the responsibility of providing education that will produce citizens capable of contributing to the socio-economic development of the country. This can only be achieved by having a strategic plan that will outline the key strategic thrusts of the Department and determine the way in which we will deploy our resources to achieve our objectives”, (Strategic Plan 2003). One can conclude that the strategic plan makes it easier to manage performance for it has guidelines and objectives; it is therefore a yardstick used to measure performance. One of the main priorities of the strategic plan is to step-up the provision of learner and educator material.

In addition, the Medium-Term Strategic Framework (MTSF) for 2014 to 2019 spouses the following six sub outcomes/ outputs for basic Education

- 1) Improved quality of teaching and learning through development, supply and effective utilization of teachers
- 2) Improved quality of teaching and learning through provision of adequate, quality infrastructure and learning and teaching support materials (LTSM)
- 3) Improving assessment for learning to ensure quality and efficiency in academic achievement.
- 4) Expanded access to Early Childhood Development and improvement of quality of Grade R, with support for pre- Grade R provision.
- 5) Strengthening accountability and improving management at school, community and district level
- 6) Partnership for education reform and improved quality.

**Table 2.1 Action Plan Goals on learners' Performance**

<b>GOAL</b>	<b>TARGET</b>
Goal 1	Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3
Goal 2	Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6
Goal 3	Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.
Goal 4	Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.
Goal 5	Increase the number of Grade 12 learners who pass mathematics
Goal 6	Increase the number of Grade 12 learners who pass physical science
Goal 7	Improve the average performance of Grade 6 learners in languages
Goal 8	Improve the average performance of Grade 6 learners in mathematics
Goal 9	Improve the average performance of Grade 8 learners in mathematics
Goal 12	Improve the grade promotion of learners through Grades 1 to 9.

*Adapted from the Strategic Plan 2014/15*

### 3.3 Conclusion

The Strategic is supported by the Constitution of the Republic of South Africa 1996 and the various statutory Acts of South Africa.

It is therefore a plan that was put in place to solve the problems facing the Eastern Cape Department of Education. From the information gathered above, one can safely deduce that the Strategic Plan can measure performance of educators since it has objectives and goals which are to be met every year end.

## CHAPTER FOUR

### RESEARCH DESIGN AND METHODOLOGY

#### 4.1. Introduction

The first chapter introduced the research study and gave a background, to contextualize the study. It highlighted the objectives and significance, of the study. The previous chapter provided for the conceptual, theoretical and legal framework of the Strategic Plan as a tool for measuring performance of primary school educators in the Eastern Cape Department of Education.

This chapter outlines the research design and methodology. It discusses the procedures of how the study will be conducted and the methods that will be used to gather information. The chapter discusses the research design, methodology and methods. It demarcates the research design and methodology in terms of quantitative and qualitative research designs. The chapter therefore seeks to shed some light and to give clarity on the research design and methodology, ethical issues and considerations applied in the research study, scope of the study and the target population.

#### 4.2 Data Collection Methods

Mouton 1996:107 defines data collection methods as a way in which data has been collected or some of its intrinsic properties or is the way a researcher is going to collect data. In this study data was collected through. According to Willemse, (1990:8-11), state data can be obtained by making use of a questionnaire; personal interviewing; observation of events as they happen; abstraction, where the sources of information are documents; and postal questionnaires; if the targeted geographical area or number of respondents is large. In this case the researcher adapted literature survey, data was drawn from relevant documents and previous studies.

During a research, the relationship between the study and the outcome can only be established to the extent that relevant data are available. However the data collection method should be identified in terms of the nature of the required data and the available source.

The research adopts a qualitative research methodology. Qualitative research seeks to describe, decode, translate, and otherwise come to terms with the meaning of naturally occurring phenomena in the social world and thus it is a fundamentally descriptive form of research, (Van Maanen cited in Welman & Kruger, 2005:188). It is based on the naturalistic approach that seeks to understand phenomena in context and, in general, the researchers do not attempt to manipulate the phenomena of interest, meaning to say that research is carried out in real life situations and not in experimental situation. Therefore in this case unobtrusive data collection methods like literature survey are dominant. Hence the use of literature survey to gather the relevant data.

#### **4.2.1 Data Sources**

Literature search, involves the collection of secondary data. Data can be classified by their source; that is primary data and secondary. For the purpose of this study the latter is applicable. Secondary data is however data has been collected and recorded by another person or researcher. During this study a literature search of the available texts, comprising a study of relevant books, journals, papers, legislation and other publications, was undertaken to identify the use of performance management as a strategic planning tool. Data on learners' performance, educator supervision, strategic planning in schools was collected by studying relevant literature from local and international sources. Those literatures serve to lay the necessary theoretical background to the problem and will further contribute towards the compilation of instruments. The literature survey replicates the essential content of the source and avoids too much interpretation.

The following is the list of documents used to gather the used for the required data.

- 1) Public records
- 2) The Media
- 3) Private papers
- 4) Minutes
- 5) Strategies, Policies, action plans
- 6) Visual document
- 7) Research

Like any other method, literature survey has its own strength and weaknesses, and for the sake of progress in the study the researcher tabulated the advantages and disadvantages below.

Strength	Weakness
It saves time, money and effort	Data is usually generated for a purpose other than the specific evaluation issue at hand
Past research may suggest hypotheses to be tested or evaluation issues to be examined in the current study.	Data and information gathered may not be relevant or compatible enough with the evaluation issues to be usable in the study
It identifies specific methodological difficulties and may uncover specific techniques and procedures	It is often difficult to define the accuracy of secondary data
Evaluation questions can be directly answered on the basis of past work and redundant data collection can be avoided	
Sources of usable data may be uncovered, lessening the need to collect primary data	
Can be used as benchmark data to check validity, or as input to the evaluation strategy (when used with primary data)	

#### 4.2.1.1 Document

A document is something that can be read which relates to some aspects of the social world and official documents are intended to be read as objective statements of fact but they are themselves socially produced. Hitchcock and Hughes, (1995:225), posit that documents are written texts which relate to some aspect of the social world. Since they are socially constructed texts, the context of their production must be taken into consideration. According to <http://www.drcath.net/toolkit/document.html>, document analysis is a social research method and is an important research tool in its own right and is an invaluable part of most schemes of triangulation. It refers to the various procedures involved in analyzing and interpreting data generated from the examination of documents and records relevant to the study. Given this therefore one can argue that document analysis as method of data collection involves a lot of studying and serious verification and classification of the information.

Bodgan and Biklen (2007), divide existing documents in educational research into three basic categories: Personal documents, official document, and popular culture. Personal documents are documents created by an individual being studied, might include diaries, letters, autobiographies, and in more recent times e-mails and blogs. Official documents are documents produced by institutions, like schools or districts, either for internal use or external dissemination. This could include memos, minutes from meetings, press releases, brochures, etc. popular culture documents include movies, music albums, books, advertisements and other mass-consumed materials. These materials can allow a researcher to interrogate popular culture, or ask how individuals and groups engage with and make meaning of messages found there.

For the sake of this study the following documents were used, Eastern Cape Department of Education Strategic Plan documents, Mail & Guardian online, Annual Performance Plan, Education Statistics in South Africa, Annual Data release, Constitution of the Republic of South Africa 1996 and various legislature relating to it, different studies undertaken by other scholars.

**Table 2 Documents**

Document Category
Public Records
The Media
Minutes
Research
Private papers
Visual documents
Strategies, policies, action plan

#### **4.3 Data collection procedures**

The researcher solicited permission from the Circuit 9 Manager of Qumbu District to engage in the data collection process from the sampled primary schools. Granted formal written permission to proceed, for such information like the pass rates of the learners could not be accessed on the internet. Therefore the researcher subsequently approached the school managers of the sampled schools with a view to explaining the whole research study and its objectives and also how the gathered information will receive the privacy and confidentiality it deserves.

#### **4.4 Trustworthiness of the Research**

According to seal cited by Golafshani (2003: 601), “trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability. In pursuit of a trustworthy study Lincoln and Guba (1985), provides for four measures to consider; credibility, transferability, dependability, and conformability.

MacMillan and Schumacher (2006:324), are of the opinion that, a qualitative perspective questions whether the researcher by using certain methods, is investigating what he is

saying he is investigating. Still on that same issue MacMillan and Schumacher maintain that, “claims of validity rest on data collection and analysis techniques.

According to Moonsamy, “transferability is the term used to judge the extent to which the findings can be applied to other contexts”. In agreement to that Shenton 2004:70 opine that research findings should enable the readers to compare instances of the phenomenon described in the research report with those that they have seen emerge in their situation.

On reliability Moonsammy, says that, “reliability in qualitative research refers to the consistency and dependability of the researcher’s findings.”

#### **4.5 Ethical considerations**

Bailey (1994:4) posits that being ethical means conforming to accepted professional practices. Likewise Welman & Kruger, (2005: 181) are of the opinion that ethics are explicit codes to which researchers are obliged to adhere to and they come into play at three stages: when participants are recruited, during the intervention or the measurement procedure to which they are subjected and lastly in the release of the results. This therefore means that ethics in a research study set a parameter within which a research study should be conducted. In this regard the researcher adopted good ethical principles such as informed consent, avoidance of harm, right to privacy during the study. According to Leedy and Ormrod (2005: 101), most ethical issues fall under four categories namely: protection from harm, informed consent, right to privacy and honesty with professional colleagues.

#### **4.6 Honest**

According to Wesley J. (2010), all document analysts must protect the *authenticity* – or “truth value” – of their research. An authentic analysis is one that offers a genuine interpretation of reality, or an accurate reading of a particular (set of) document(s). This is referred to as “measurement validity” in the quantitative-positivist tradition, and

“credibility” in the qualitative-interpretivist tradition. For the latter, the objective is less to offer a “truthful” account of the information found in the document, than to provide a believable interpretation of the meanings found therein (Richerson and Boyd, 2004: 410-411). The authenticity of a qualitative analysis, then, relies upon the subjective evaluation of the reader, as opposed to being based against some objective standard (Krippendorff, 2004: 314).

#### **4.7 Confidentiality**

De Vos (2005:61) propounds that confidentiality implies the handling of information in a confidential manner. In this case researchers must maintain the participant’s confidentiality and privacy when releasing or publishing findings. The researcher is obliged to safeguard the information accrued from a study. Participants have a right to remain anonymous and this right should be respected when no clear understanding to the contrary has been reached. Researchers must take all appropriate precautions to protect the confidentiality of both participant and the research data. To ensure confidentiality, no personal information should be revealed. This study however adopted the ethical principle of confidentiality, school names were not disclosed the researcher had to dub the schools A, B, C and D.

#### **4.8 CONCLUSION**

This chapter highlighted that research design and methodology is the cornerstone of the research study. Therefore it must be clearly understood, because failure to identify the research design and methodology for the study will lead to unreliable and invalid findings. The following chapter is going to analyse and interpret data collected from the respondents. The chapter will make use of quantitative and qualitative analysis of data. The researcher will use graphs and pie charts to present the data and detailed explanations to draw conclusions from the findings.



## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4. Introduction

The first chapter introduced the study and gave a detailed background to the study. It also set the scene by providing the research question, objectives, and statement of the problem, purpose and significance of the study. The second chapter provided the conceptual and theoretical framework for Strategic Planning and performance management in the Eastern Cape Department of Education. The preceding chapter dealt with the research methodology and design paving way for data collection, analysis and interpretation process.

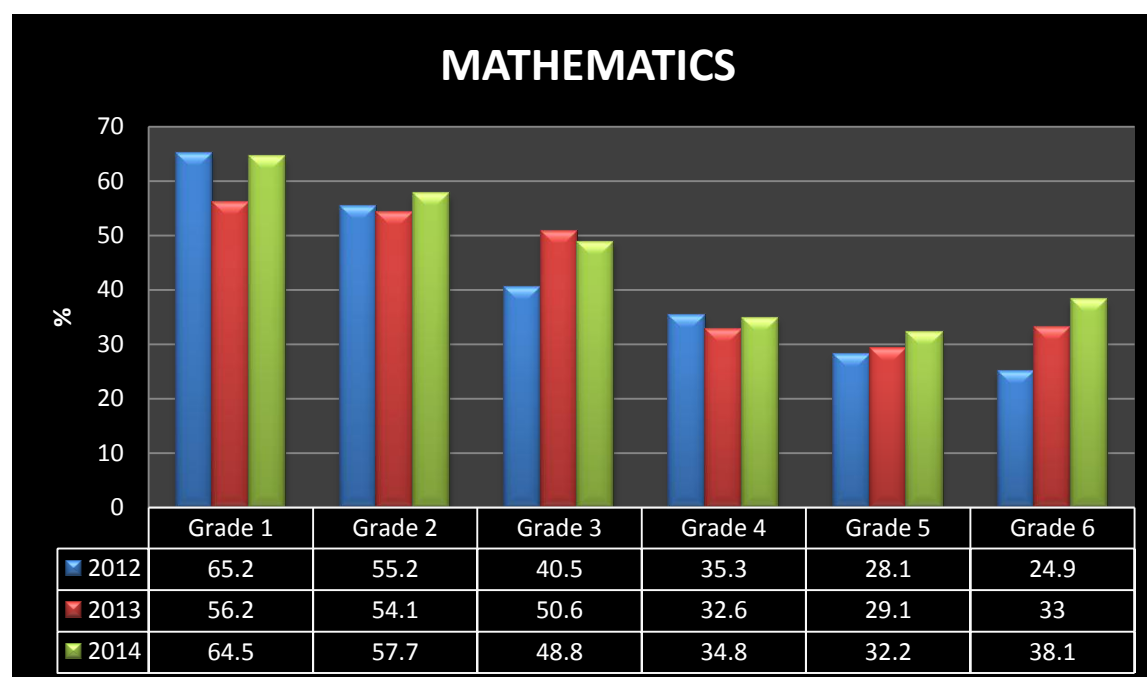
This chapter focuses on the analysis and interpretation of data collected from the different documents. According to Creswell (2009:210) data analysis is an ongoing process and it involves analyzing participant information, and researchers typically employ general analysis steps as well as those steps found within a specific strategy of inquiry. This chapter made use of qualitative and quantitative data analysis.

#### 4.1 Eastern Cape Province Assessment Report

In his second State of the Nation Address held on the 11 February 2010 the President of the Republic His Excellency Mr. Jacob Zuma announced the birth of the Annual National Assessment (ANA) tool when he declared: "From this year onwards, all Grade 3, 6 and 9 students will write literacy and numeracy tests that are independently moderated." The grand idea of ANA is to gauge the extent to which the basic education system is impacting on the critical areas of numeracy and literacy. ANA is a diagnostic tool to help the sector to self-correct. In fact ANA results have become a powerful tool of assessing the health of our basic education system. It was never intended and it will never be used for any other purposes other than its original intent. The improvement of the quality and levels of educational outcomes in the schooling system is a top priority

of both Government and the Department of Basic Education (DBE). The extent to which these outcomes are achieved will be monitored through the administration of the Annual National Assessment (ANA). The ANA written in February 2011 involving almost six million learners in primary schools throughout South Africa represents one of the most significant proactive interventions by Government to strengthen the foundational skills of Literacy and Numeracy among South African learners. This important intervention forms one of the key strategies that the Department has put into place to annually measure progress on learner achievement towards the 2014 target of 60% achievement rate articulated in the Action Plan to 2014: Towards the Realisation of Schooling 2025.

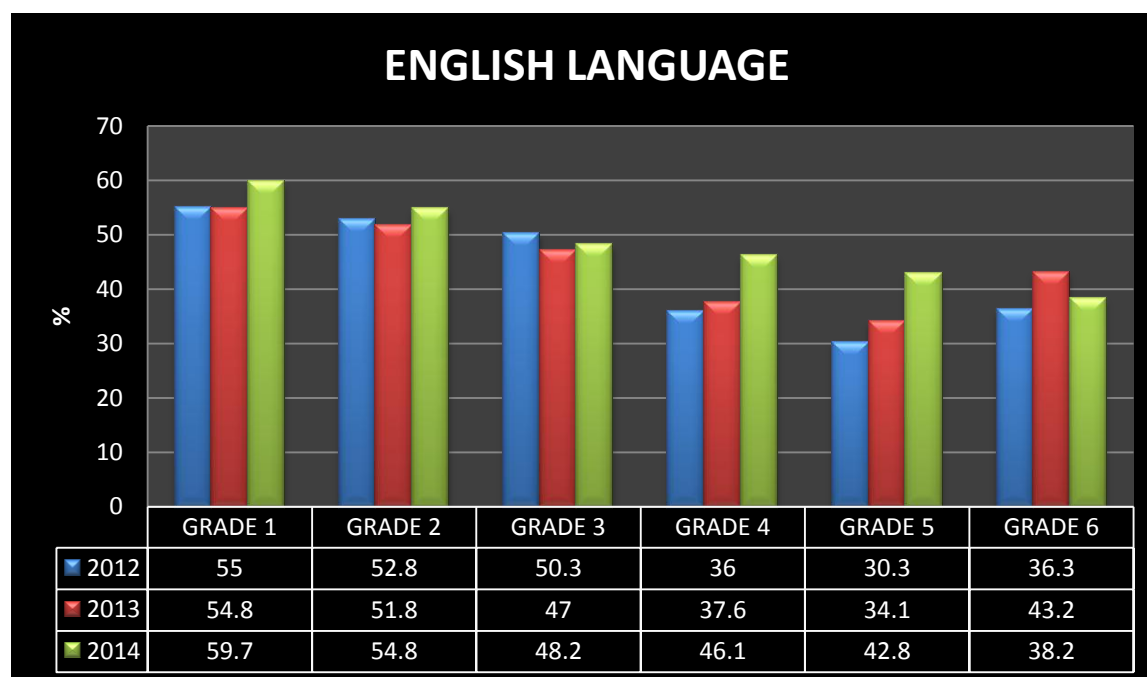
### ANA FOR MATHEMATICS



From the graph, in the year 2012 the lower grades in the Eastern Cape are doing quite well in mathematics than their senior counterparts the Grade 4, 5 & 6 with the Grade 6 having the lowest average pass rate of 24.9%. In the year 2013 the Grade 1 pass rate fell by 9% to 56.2. The same goes for the Grade 2 it also fell by 1.1% to 54.1%. Grade 3 showed a tremendous increase by 10.1% from 40.5% to 50.6. For the Grade 4 the pass rate fell from 35.3 to 32.6. For the Grade 5 the pass rate increased by 1% to 29.1%. Rounding up 2013 with the Grade 6, there is an 8.1% increase in the pass rate making

it 33% average pass rate. The year 2014 saw an increase in the pass rate in 5/6 grades; Grade 1 increased by 8.3% to 64.5%, Grade 2 increased by 3.6%, while Grade 3 decreased by 2.2% to 48.8%, the Grade 4 pass rate increased by 2.2% to 34.8%, Grade 5 increased by 3.1% to 32.2% and lastly the Grade increased by 5.1% to 38.1%. Overall the ANA results from 2012 to 2014 shows an improvement in learner performance in Mathematics.

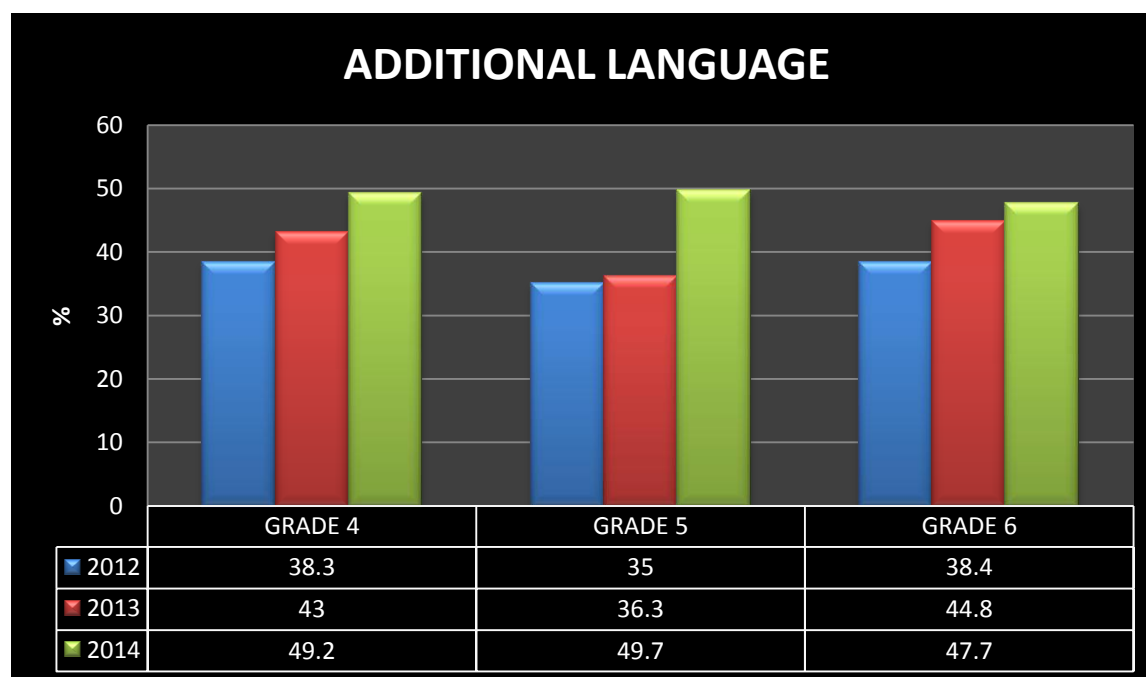
### ANA FOR ENGLISH LANGUAGE



The performance of the lower grades is better than that of the upper grades in the English language. In the year 2012, Grade 1 had a pass rate of 55%, Grade 2 52.8 and Grade 3, 50.3% and for the upper grades; Grade 4 had an average pass rate of 36%, Grade 5, 30.3% and lastly Grade 6 had an average pass rate of 36.3%. This pattern however continues throughout to 2014. In the year 2013 the average pass rate for the Grade 1 dropped by 0.2% to 54.8%, Grade 2 likewise 1% to 51.8% and Grade 3 also dropped by 2.7% to 47%. From the graph in 2013 the upper grades' performance shows an increase; Grade 4 increased by 1.6% to 37.6%, Grade 5 also had an increase of 3.8% to 34.1 while Grade 6 increased by a bigger margin of 6.9% to 43.2. In the year 2014 the pattern keeps repeating itself the lower grades have highest % pass rate than

the upper grades; and this time the lower grades have also increased their performance unlike in 2013. And the upper grades maintained their performance.

### ANA FOR ADDITIONAL LANGUAGE



From the graph it shows that the ANA on additional language was taken by the Grade 4, 5 and 6 only. In 2012 the % pass rate for Grade one was 38.3% and it increased by 4.7% to 43% in 2013 and in 2014 it increased to 49.2%. In 2012 the average pass rate for Grade 5 was 35% and it increased by 1.3% to 36.3% in the year 2013, and it increased again by a margin of 13.4% in 2014 to 49.7%. In 2012 the average pass rate for Grade 6 was 38.4% and in 2013 it increased by 6.4% to 44.8%, and lastly increased by 2.9% to 47.7.

Results from Qumbu district identified as an underperforming district, (Basic education Report 2014) are presented below. Most of the schools are in Quintile 1 meaning they are zero fees schools. From the report it was also highlighted that, schools in were not utilizing their ANA results as a diagnostic tool to improve performance. In some few cases the schools did not have a record of their ANA results. From the report it also showed that teacher and student absenteeism was rife in the schools in Qumbu.

For the purpose of the study the school profiling is provided for in the table below. It is of importance to know the state of the schools so as to be able to get unbiased results.

### Schools Profile

School	Quintile	No of Educators	Enrolment	Pass Rate Improvement over the Years
<b>A</b>	1	5	130	Fair
<b>B</b>	3	9	188	Fair
<b>C</b>	1	9	222	Poor
<b>D</b>	1	7	172	Good

#### School A

According to the Report (2014), the school is a quintile 1 school, it had a staff-establishment of five (one Principal and four Educators) with one Head of Department (HOD) in excess. The school employed one Grade R practitioner and one support staff (general worker). The school had an enrolment figure of 130 learners. The Grade R educator also taught Grade 1 learners; with the Head of Department (HOD) teaching both Grade 2 and Grade 3 learners. The school had only six classrooms:

- Grade R and Grade 1 in one classroom
- Grade 2 and Grade 3 in one classroom
- Grades 4, 5, 6 and 7 in one classroom respectively

Based on the report, given the available resources the educators and the staff were going out of their way to make things work. In other words the educators' performance was impressive. Teacher absenteeism was low, and student absenteeism was very high. The portfolio committee also noted that the school leave register was not well managed and administered.

#### School B

The school is a Quintile 3, primary school offering Grades R to 9. At the time of the oversight, the school had a learner enrolment of 281, a staff establishment of nine

teachers and one and one practitioner for Grade R. The total number of educators at this school is 9. This is characterized by violence students who bully teachers, crime rate at the school affects the learner performance for some teachers are scared for their lives to point out when a learner is wrong. This makes it hard for the Strategic Tool to measure the educator's performance since it is affected by violent learners. However given the history of the school there seems to be an improvement in the learner performance, despite all the violence.

### **School C**

It is a quintile 1 under circuit 9 schools like school B it also offers Grades R to 9. There are 9 educators and the school does not have staff members it is the teachers and the principal who do the administration duties. The school has an enrolment of 122. Most learners are from child headed household and a lot of them from poverty stricken families that the only meal they know is that provided at the school. Given such an extreme of negative effects surrounding the educator's performance, one can safely deduce that there is need for improvement on the Strategic Plan as a tool for measuring performance of the educators. From the school history the school is slowly improving.

### **School D**

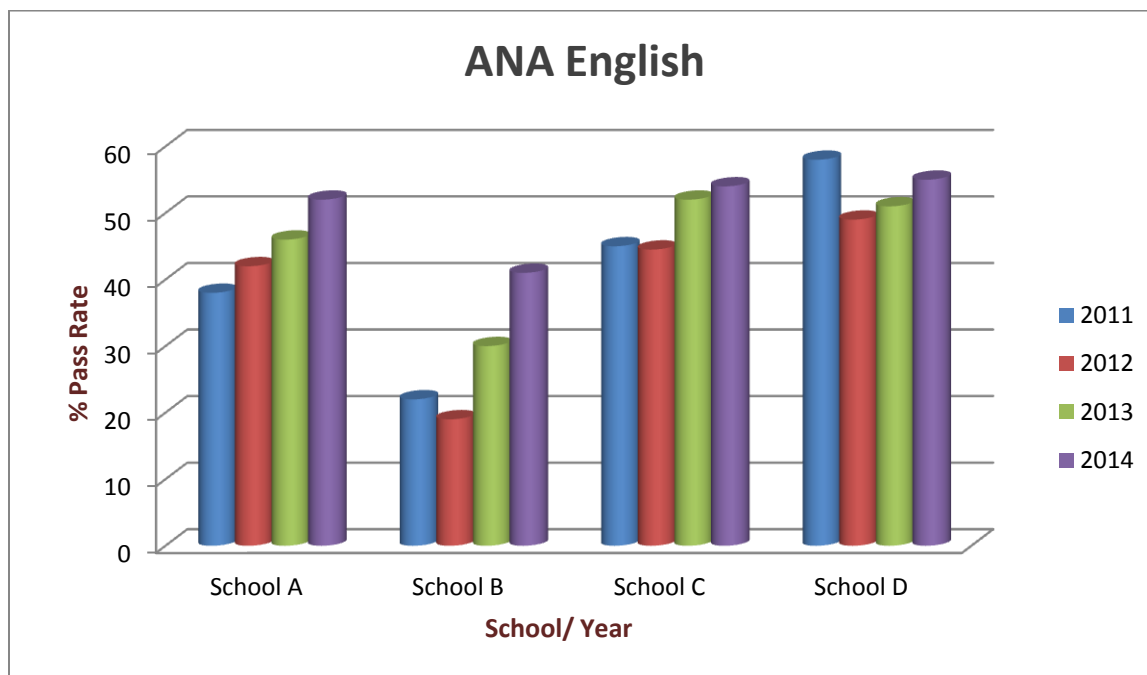
It is a Quintile 1 and falls under circuit 9 and has an enrollment of 172 with 7 educators. Teacher absenteeism at this school is very high. The rate of students who report late for school is very high. In addition to late coming the learners leave school anytime, it seems like the school does not have a strict code of conduct and regulation for learner behavior while at school.

## **4.2 Annual National Assessment For Qumbu District**

Based on the Annual National Assessment Report, more than six million primary school learners from Grades 1 to 6 sat for the first ANA tests in Languages (Home and First Additional Language) and Mathematics in February 2011.

The objective of the ANA was to establish a national standard benchmark by which the education sector could measure levels of Literacy and Numeracy of individual learners as a diagnostic tool for the system. The results were released in April 2011 and showed several weaknesses in the teaching of Numeracy and Literacy that needed urgent intervention. These formed inputs into the National Strategy for Learner Attainment as well as support for learning and teaching. The second Annual National Assessment was conducted on 18 to 21 September 2012. The second ANA results; released on 03 December 2012, show that learner performance in the Foundation Phase (Grades 1, 2 and 3) is encouraging, although the Senior and Intermediate Phases require attention especially with respect to Grade 9 Mathematics.

#### 4.2.1 Annual National Assessment English



Based on the goals of the Strategic Plan of improving the average pass rate of Grades 1-6 learners in English and mathematics. These results show a significant improvement from the year 2011-2014. After the intervention by the government into the state of

Education in the Province there seems to be an improvement in the learner pass rate; however learner pass rate cannot go alone it is a result of teacher commitment and performance.

As illustrated on the graph the overall percentage pass rate of learners in school A kept increasing. Thus one can conclude that educator performance improved after and it can be measured since there are goals to be met and in this case the goals were met. School A showed a tremendous improvement in the performance of the learners. In 2011, the learner pass rate was 38%, the pass rate increased by 4% to 42% in the year 2012, the pass rate kept increasing by 2% to 46% in the year 2013 and lastly an increase in the pass rate is noted in 2014, increase by 6% to 52%.

The same goes for school B it shows an increase in the pass rate for the past four years. In 2011 the school's overall pass rate was 22%, increasing with 7% to 19 in 2012, making a tremendous increase of 11% to 30%, and another hike by 11% again to 41%. Although the school's pass rate is increasing they haven't reached the 50% peg. The graphical illustration also shows that School B has the lowest overall pass rate below 50% compared to the other three schools. But it is the one school that shows highest improvement and increase in the pass rate of the learners.

From the graph School C, in 2011 school C is at 45% and the % fell by 0.5, from the fall it hiked by 7.5% to 52% in 2013 and lastly in 2014 it reached its highest of 54% by an increase of 2%.

School D, starts with a 48% in 2011 and adds 1% to make it 49% in 2012, from there in 2013 there a 3% increase making the pass rate 51% and lastly but not least it declined by 1% to 50%.

Learner performance and educator performance are like two sides of a coin, different but inseparable the one cannot be without the other. For the sake of this study improvement of learner performance in English Language is a goal listed in the Strategic Plan, who therefore can make the goal happen other than the educator.

### **4.3 Qualitative data analysis**

The researcher made use of both the quantitative and qualitative methods and the previous section presented data on quantitative data analysis, while this section deals with qualitative data analysis. Babbie (2007:418) defines qualitative data analysis as the non-numerical examination and interpretation of observations. As highlighted in the previous chapter the researcher collected data using literature survey. In this case the researcher applied qualitative data analysis in order to simplify some issues and derive understandable information out of the gathered data.

#### **4.3.1 Challenges faced when using the Strategic plan as a performance measure for educators**

- Some schools do not keep the ANA results with them
- Learner absenteeism makes it a challenge for the SP to effectively measure the performance of the educator, since it is the learner who is not doing their part. When the learner fails because of missing some lessons it also goes under the educator's performance.
- Learner's background is also another challenge affecting the use of the SP as a measuring tool in the sense that, some learners are from child headed households so with all the family issues they are shouldering it's hard for them to perform well in class and in exams. So when the performance of the learner is low then the general assumption is the educator 'didn't perform well also'.
- Sometimes the government is a challenge, failure to deliver study material and LTSM. The failure of the students will look bad on the teachers even when they were performing well. Therefore this issue of service delivery becomes a challenge for the SP to effectively measure the performance of the educators.

### **4.3.2 How to make the strategic plan an effective tool to measure educator performance**

The SP has to be reviewed and KPI pertaining to educators should be added, for it only makes provision for the KPI for the department. If Key Performance Indicators are provided for the educators, it becomes ease and effective to measure the performance of the educators.

The government has to increase its budget allocation in the Eastern Cape Province, so that the poverty stricken schools can afford to hire staff, (clerk, administration) and computers. This is so information is well archived and recorded, learners' results kept for performance measuring and as a target for improvement.

The Constitution and various statutory governing South Africa, that make provision for education, should be reviewed and a section of the Strategic Plan be added. It should clarify on the implementation of the tool, how it measures the performance of the educators.

The Strategic Plan should provide for incentives and rewards for the educators whose performance meets the goals and objectives of the Plan. In that way the SP becomes an effective tool to measure performance of the educators.

### **4.3.3 To What extent is the Strategic Plan improving the performance of educators?**

Human beings are wired in such a way that whenever there is a measurement criteria, they have an insatiable need to be on top. That is in this case a tool to measure the performance of the educators has been implemented, then all the educators will work hard so as to be the best performing among co- educators. Since the Strategic Plan is not only for Educators but for the Department as a whole and the department's performance is measured from the performance of educators and learner performance.

So if the educators fail to deliver, this will in turn reflect badly on the Provincial Department. As a result the provincial department therefore stays alert, breathing down heavily on the educators to perform well.

#### **4.3.4 The relationship between learner performance and educator performance**

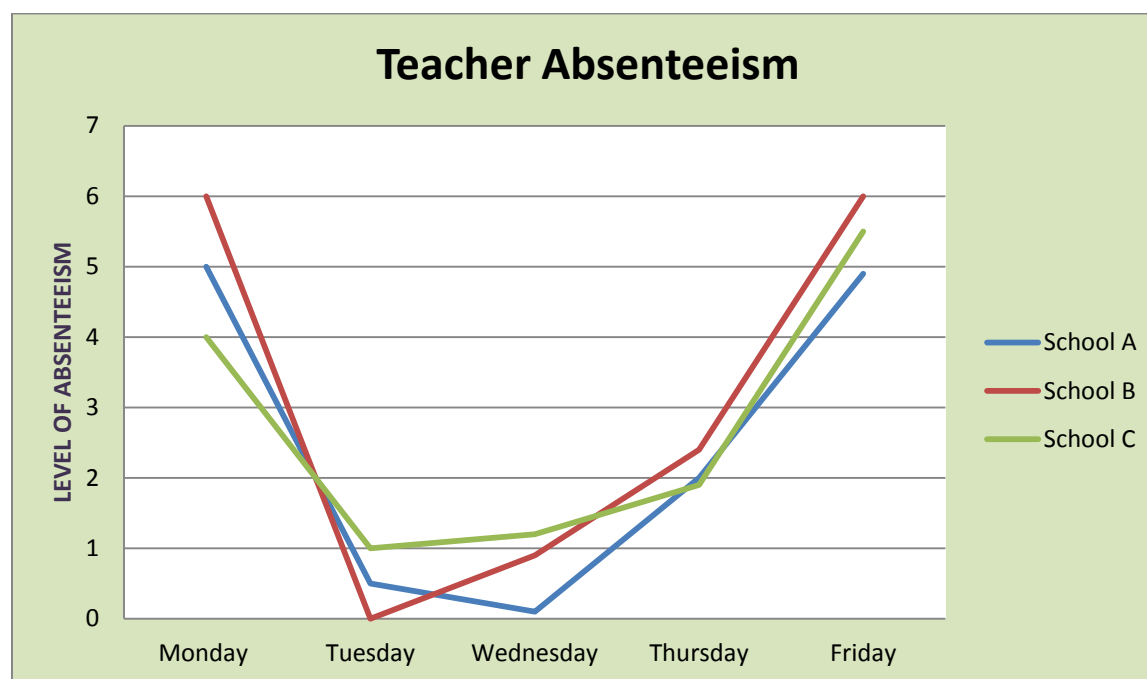
The relationship between a learner and educator is like that of two faces of the same coin they co-exist in other words they depend on each other. The latter needs the later to be who they are and vice versa. Like explained earlier their relation can be best described in terms of a coin, which is they are like two sides of the same coin; different but inseparable. Where a learner is defined by the South African Schools Act of 1996, as, “any person receiving education or obliged: to receive education in terms of this Act; (vii)” and an educator as, “any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education, psychological services, at any public school, further education and training institution”. In simple terms for a teacher to have a job he/ she needs learners for his/her job solely depends on the learners’ availability. For a learner to be called a learner it means they are learning from someone in this case an educator. Therefore these two need each other and from the study it be concluded that their performance affect each other.

#### **4.3.4 Teacher absenteeism**

When an educator is absent it means he / she is not performing his designated duties at all. When an educator is absent it is a step backward in the syllabus movement, for the learners who were supposed to be on another step that day. However the researcher was able to get the clocking register for the staff members, teachers included. The registers where taken from two schools out of the four schools under study. The other two schools did not have or had misplaced the leave register and the clock register. This might however be as a result that the school does not have staff that specializes specifically with office administration work to capture the documents professionally.

From the register it shows that Mondays and Fridays educators are mostly absent. From the register it also showed that every month end very few teachers report for work. During the other days of the week absenteeism is minimal compared to the rate it is on the first and last day of the working week. Mainly the reason given by the educators for their absenteeism is illness, sick child, exam, and funeral. This however relates with the findings of the HSRC, that almost 20 per cent of teachers are absent on Mondays and Fridays.<sup>39</sup> Absentee rates increase to one-third at month end. Teachers in black schools teach an average of 3, 5 hours a day, compared with about 6, 5 hours a day in former white schools.

Out of the four schools the researcher managed to get registers for the three schools and the level of absenteeism is illustrated graphically below.



The above graph is a presentation of the weekly average absenteeism rate of educators, on a scale of 1-10. On all the four schools Tuesdays and Wednesday are the days when educator absenteeism 0-1 out of ten. From the graph it that from Monday to Friday the absenteeism rate of teachers is very high 4-6 out of 10. Thursday is not like the other two days, Tuesday and Wednesday, it is characterised by 2 out of 10; which is

higher than the Wednesday and Tuesday, but lower than the Monday and Friday's 4-6. Given these Statics one can safely opine that the Strategic Plan is a tool for measuring performance of primary school educators.

## **CHAPTER FIVE**

### **SUMMARY, FINDINGS AND RECOMMENDATIONS**

#### **5.1. Introduction**

The previous chapter dealt with the analysis and interpretation of data collected from the respondents. The data was presented diagrammatically using graphs and pie charts. After every analysis there has to be a conclusion and it is in this respect that this current chapter is going to give concluding remarks and make recommendations concerning the research findings.

#### **5.2 Summary**

The South African education is still healing from the apartheid wounds. The healing process seems to take longer than anticipated especially in the Eastern Cape Province. Reason being that the government is more focused on redressing the past imbalances that it lost focus of what exactly needed a balance. As a result education in the Eastern Cape deteriorated and like some scholars would say that it even became worse than it was during the apartheid. The minister of Basic Education refrains from generalising this crisis to the whole of South African education; she opinionated that the crisis is in black schools because the educators in the black school are not hardworking enough like their white counterparts. Based on the HSRC report the, the teachers in black schools teach an average of 3.5 hours per day compared to those in the white schools who

teach an average of 6.5 hours per day. There by giving a different of three years. Emanating from these problems the Strategic Plan was implemented to measure the performance of the educator. This will help to establish were the problem of poor grades is coming from and how to solve it.

The strategic plan is a policy document supported by the Constitution of the Republic of South Africa 1996 and the various statutory surrounding it. That is any stake holder it affects must adhere to its requirements. From the literature, the SP contains mission, vision, objectives and goals among other things. This makes it a viable tool to measure the performance of the educator. If the goals and objectives are not met then the educator's performance was not good at all.

The study employed the qualitative research method, data was gathered through literature survey and that involved thorough examination of documents in order to extract relevant and applicable information to the study; Information that will not compromise the findings of study. However literature survey as a method of data collection was quite challenging for some documents that were essential to the study were not available and at times the available documents were too broad for the study.

From the data one can safely deduce that Qumbu district is characterised by teacher and student absenteeism and this however hinders the performance of the both of them. Due to the poor economic status of the district most schools were declared quintile 1 that is no fees schools. This however leaves one with wondering; why there is absenteeism among learners when they are not paying fees, these learners go against the general view of the society that human enjoy free stuff.

Besides the learners the educators also have the same absenteeism syndrome, given their work load, they have the least number of enrolments as compared to other schools, but are still missing work and sometimes knock off earlier than expected. All this brings us down to the purpose of the study; that is to establish if Strategic Plan is a tool to measure the performance of the educators.

### 5.3 Findings

- Strategic planning in the Eastern Cape department of Education is proving to be a work in progress tool of measuring the performance of educators. As deduced from the data collected the goals and objectives set in the strategic plan are being met. In this case pass rate of the learners is increasing
- There is a great need for improvement of the Strategic Planning system in the Eastern Cape. It is only a yardstick without any judgement put in place, for those who fail to meet the required performance. Based on the data collected it showed that instead of the pass rate to increase in the following year, rather it decreases. Giving the impression that it is just an ordinary document. For it to be effective there has to be consequences if certain objectives and goals are not met by a certain period.
- Of importance to note is that the Strategic Planning is recognised by the Constitution and various acts and statutory frameworks governing the Republic of South Africa.
- The department which is responsible for implementing The Strategic Plan and issues related to it is the Eastern Cape department of Education.
- There seems to be a problem with clarity when it comes to the Strategic Planning. It does not specify the exact code of conduct and performance that is required of the educators. Therefore this makes it complex to measure performance of the educators. Performance of an educator is measured through his/her work that is the learners' performance. The system tackles this performance from the angle of the educator alone it does not focus on the other factors that affect the learner, such as environment, family.

- Literature survey as a method of data collection is limitation to the study. The researcher couldn't access some important documents for instance all the clocking in register for teachers, Annual National Assessment reports, which where password protected on the internet. From the literature review it is noted although literature survey is cheap, data is usually generated for a purpose other than the specific evaluation issue at hand and that data and information gathered may not be relevant or compatible enough with the evaluation issues to be usable in the study.

#### **5.4 Recommendations**

The various statutory and legislation should review the duties of the educators, and pin point specifically on the code of conduct of educators

The Department of Education should adopt the use of Key Performance Indicators for educators .As evidenced in the Strategic Plan 2014/15 Key Performance Indicators are for the Department and not for educators. This however makes it hard to measure performance of educators. Therefore the Strategic Plan must make provision of the Key Performance Indicators for the auditing of performance measurements and annual performance reporting for the educators. Carmen & Conrad (2000:92) are of the opinion that Indicators must be set to capture the health of the institution.

To improve the Strategic Plan, it must adopt a system of openness where by it mandates the schools to come up with an Annual Report to Citizens setting out, in plain language:

- Number of educators and staff at the school, learner enrolment, and the names and responsibilities of Principal, Head of Departments
- performance against targets for: improved learner pass rate, Learner Teacher Support Material , and learner & teacher attendance;
- resources consumed, including salaries and other staff costs, and other operating expenses;

- any income, such as fees for services;
- targets for the following year; and
- a name and contact number for further information.

#### **5.4 1 Performance Criteria**

The S P needs a performance criterion, according to Van der Waldt (2007:121) every measurement system must have a criterion on which judgement can be made. He goes on to provide, three types of criterion that can be used *inter alia*;

*Traits based criteria:* They focus directly on the person and not the job accomplishments. That is they look at the character of an employee at the work environment.

*Behaviour based criteria:* It focuses on the way an employee behaves for instance how well he/she works with colleagues. They are concerned with behaviours that lead to job success.

*Outcomes-based criteria:* They focus on the accomplishments and not the way they were accomplished.

#### **5.4.2 Performance Appraisals**

Like stated earlier that the SP is work in progress, there is room for improvement. And to improve its effectiveness as a measuring tool it has to provide for performance appraisals. According to Riley (1992:85) the purpose of performance appraisals is to identify the quality of an individual's job performance.

#### **5.5 Recommendations for further research**

The following study areas may be considered for future study concerning the performance of teachers;

- Is the learners' performance solely depended on the performance of the educators or there are other factors?
- The effectiveness of the Strategic Plan in measuring the performance of the Eastern Cape Department of Education

## **5.6 Conclusion**

Strategic Plan as a tool for measuring performance is too broad as a measuring tool. Although it measures the performance of educators there is need to review it and make some editions that accommodate educators.

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