IMPLEMENTATION OF PERFORMANCE MANAGEMENT BY THE SCHOOL MANAGEMENT TEAM IN PRIMARY SCHOOLS

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DEDICATION

To the Lord Almighty, for His grace and blessings during the entire period of my studies.

To my parents and parents in law, Piet Kobedi Mmale, the late Sinah Phedi Mmale, the late Ramonaka and Stella Dikeledi Pilane, who encouraged me to further my studies, particularly my mother who indeed encouraged me to go and sit for my first masters examinations on the eve of her death.

OPSOMMING

Die grootste oorweging van hierdie ondersoek was die eis om die lewering van gehalte onderwys in skole. Hierdie oorweging het die Onderwysdepartement genoop om maatreëls vir toerekeningsvatbaarheid in te stel wat die drieledige Gehalte Geïntegreerde Bestuurstelsel (GGBS) ingesluit het. 'n Belangrike vereiste van die GGBS is dat die skoolbestuurspan opvoeders moes ondersteun in hul bemagtiging om meer doeltreffend te onderrig en daardeur die gehalte van onderwys aan leerders te verbeter. Een manier om doeltreffende prestasie te bereik is die inwerkingstelling van prestasiebestuur.

Met hierdie oorwegings in gedagte is hierdie navorsing uitgevoer om vas te stel wat prestasiebestuur behels, wat die menings en persepsies van skoolbestuurspanne in laerskole daaroor is en watter aanbeveling gemaak kon word om skoolbestuurspanne te ondersteun in die implementering van prestasiebestuur. 'n Literatuurstudie is uitgevoer om die essensie van prestasiebestuur bloot te lê. Gebaseer op die literatuurstudie is empiriese navorsing vanuit die interpretivistiese paradigma uitgevoer, deur gebruik te maak van die kwalitatiewe navorsingsontwerp en die spesifieke metode van gestruktureerde onderhoude. Deelnemers het bestaan uit lede van die skoolbestuurspanne van drie laerskole in die Rustenburgomgewing (N=11).

Die vernaamste bevindinge van die navorsing het getoon dat deelnemers nie ten volle begryp wat prestasiebestuur behels nie, weens 'n gebrek aan 'n samehangende, stelselmatige implementeringsproses. Deelnemers het egter enkele aspekte van prestasiebestuur soos mentorskap, monitering en afrigting toegepas. Daar is ook onthul dat skoolbestuurspanne probleme ondervind met die inwerkingstelling van prestasiebestuur, veral opvoeders se negatiewe gesindheid daarteenoor. Die navorsing

is bruikbaar as 'n beginpunt in die ondersoek na hierdie aangeleentheid wat nog nie goed begryp word nie en dit dien as 'n grondslag vir verdere navorsing.

Sleutelwoorde: Prestasie, realisering, opleiding, ontwikkeling, evaluering, bestuur en assessering.

SUMMARY

The main concern in this study is the demand for the delivery of quality education in schools. This concern prompted the Education Department to introduce accountability measures that included the three-legged Integrated Quality Management System (IQMS). One important requirement of the IQMS is that the school management team should assist teachers to enable them to teach more effectively thereby improving the quality of education delivered to learners. One way of achieving effective performance is the implementation of performance management.

With the above considerations in mind this research was conducted to investigate what performance management entailed, what the views and perceptions of school management teams in primary schools were with regard to it and what recommendations can be made to assist school management teams in implementing performance management. A literature study was conducted to expose the essence of performance management. On the basis on the literature study, an empirical research was conducted from the interpretivist paradigm, using the qualitative research design and the specific method of structured interviews. Participants consisted of members of the school management teams in three primary schools in the Rustenburg Area (N=11).

The major findings of the research showed that participants did not fully understand what performance management entails there being a lack of a coherent, systematic process of implementing it. However, participants implemented some of the aspects of performance management such as mentoring, monitoring and coaching. It also came to light that school management teams faced difficulties in the implementation of performance management notably that teachers displayed a negative attitude towards

performance management. The research is useful as a beginning in investigating this little understood issue and serves as a basis for further research.

Keywords: Performance, achievement, training, development, evaluation, management and assessment.

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CHAPTER 1: ORIENTATION

1.1   INTRODUCTION AND BACKGROUND

Kganyago (2004:1) states that interest in improving the quality of education has increased nationally and internationally in the past thirty years. This interest resulted in numerous countries' introducing new educational reforms through government policies that focus specifically on school improvement (Harris, 2000:10). A review of the developments in the international arena suggests that in the mid 1960s, the focus was on the production and dissemination of exemplary curriculum materials as a means of improving the standard of education (Dalin, 1998:122). In the 70s it became apparent that lack of consultation and top-down models of authority did not work and thus, the focus shifted essentially to restructuring the distribution of power in schools (Kganyago, 2004:1). Implementation of school improvement strategies required a sensitive combination of strategic planning, equal sharing of power and a commitment to succeed (Hopkins, 1996:59-62).

In the South African education system there was very little planning on the structures, systems, processes and procedures appropriate to South Africa's new needs (Christie, 1998:293-298). In the post-1994 era the Department of Education (DoE) radically shifted the direction and vision of the education system with a series of policy initiatives and new legislation. These changes had clear implications for planning and management in the education system (SA, 1996a:10) and changed the way schools and school-based educators are evaluated. The Wits Education Policy Unit (2005:15) expresses the view that the former system of evaluation made way for an appraisal system that is supportive and developmental. For purposes of ensuring that teaching and learning took place effectively, the concept of the Integrated Quality Management System (IQMS) that incorporates Developmental Appraisal, Performance Management and Whole School Evaluation was introduced (ELRC, 2003).

The changes relating to evaluation in schools may result in confusion among educators especially if changes occur rapidly. Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono and Werner (2002:516) believe that change is a vital and essential component of any growing and developing system. As such we should not blame change because our education system is developing, but strive to assist educators to grow and become increasingly competent in the implementation of change. By and large the provision of quality education depends on the performance of educators. What the teacher achieves in the classroom has a telling effect on the performance of the school. Maldanado and Victoreen (2001:1) express the view that "... it is the teacher and management of classroom instruction that can be indicators or catalysts for learners' achievement". Without the assistance and support that form the central aim of performance management, educators may become demoralised.

Performance management, according to Liebenberg and Van der Merwe (2004:262-263), is a process during which the team leader plans, organises, leads and controls the performance of team members. Haynes, Wragg, Wragg and Chamberlin (2003:75) describe it as "an ongoing cycle, not an event" that involves the continuous action of planning, monitoring and review. Interaction between the team leader and a team member, with an emphasis on one-to-one meetings, characterises the process of performance management (Liebenberg and Van der Merwe, 2004:264). In South Africa performance management is an integral part of the IQMS, stipulating what the school management team (SMT) should do to assist educators in achieving school goals.

The school management team, under the leadership of the principal, is eminently positioned to handle the task of performance management. According to Personnel Administration Measures (PAM) (1999) Heads of Departments (HODs) in a school are responsible for the effective functioning of the department and ensuring that the subjects, learning area or phase and the education of the learners is promoted in a proper manner.

The role of the SMT is to implement performance management with the purpose of improving a school's instructional programme (Davis & Rogers, 2005:3) and to

satisfy educators' developmental needs (Singh, 2005:2). Each member of the SMT conducts the following actions with each member of his/her team (Wragg, *et al.*, 2003:77):

- Discuss and record priorities and objectives.
- Keep progress under review throughout, taking any support action needed.
- Review achievement over the year and evaluate the educator's overall performance.

In terms of the South African Schools Act (SA, 1996b) educators must maintain a high standard of professional ethics and be present to teach their classes, assist learners with their learning difficulties, report on learners' progress and look after their well-being. Through performance management the SMT empowers educators in selecting, designing, planning, implementing and evaluating learner performance appropriately and effectively (Price, 2000:177).

1.2   FOCUS AREA

The focus of this study is on the implementation of performance management in primary schools. Performance management involves monitoring educators' performance and instituting mentoring processes to enable them to perform better, particularly in primary schools where a strong education foundation is very important. This will enable schools to reach their goals of enhancing learner achievement. The study fits within the research focal area because it aims at investigating the implementation of performance management as one of the responsibilities of the SMT that contributes to the effective functioning of the school as an organisation.

1.3   PROBLEM STATEMENT

Although it is clear from the discussion above that performance management can contribute towards the achievement of school goals with regard to teaching and learning and that it is an imperative of the IQMS, indications in schools show that performance management is either ignored or done haphazardly. Legotlo, Maaga, Van der Westhuizen, Mosoge, Nieuwoudt and Steyn (2002:114-115) mention the following features of the negative culture that prevails in some schools that is indicative of a lack of effective implementation of performance management:

- lack of commitment on the part of learners and educators,
- high failure rate and
- poor attendance.

Research by Teu and Motlhabane (2005:15) shows that in some schools in the North-West Province educators did not complete self-evaluation forms as required by the IQMS and were, therefore, not in a position to reflect critically on their performance.

Some of the problems and challenges experienced in schools may be attributed to a lack of effective management. Van Deventer and Kruger (2003:67) hold the view that teachers can only perform their tasks, such as marking learners' books, completing the syllabus, attending to all their teaching periods fully prepared to teach and attending school regularly if a skilled and efficient manager is leading the school. This implies that SMTs should be assisted in implementing performance management.

The effective implementation of performance management is particularly important in primary schools. Primary education provides a solid foundation for education in the learners' formative years. A poor education at this level significantly affects a learner's performance at higher levels. Yet primary education in South Africa is characterised by "poor survival" (Motala, 1995:164). According to Chisholm (2004: 11) South African learners at the end of the first three years of schooling performed poorly in the international arena. Education problems facing primary schools include inefficiency, unqualified teachers and insufficient teaching resources (Motala, 1995: 164). The challenges noted above indicate the importance of focusing attention on the implementation of performance management in primary schools.

1.4   Research questions

From the above discussion the following research questions may be formulated:
- What is regarded as performance management in South African primary schools?

- What are the experiences and perceptions of primary school management teams in implementing performance management?
- What guidelines may be suggested for SMTs to implement a performance management system effectively in primary schools?

1.5   Research aims

The above research questions may be translated into the following aims of the research:

1.   To determine the nature of performance management in primary schools.
2.   To investigate the experiences and perceptions of school management teams in primary schools in implementing performance management.
3.   To set guidelines for enabling primary school management teams to achieve effective performance management.

1.6   RESEARCH DESIGN

1.6.1   Literature study

This will be conducted to contextualise this study by determining the views of different authors on the nature of performance management of educators in primary schools. An Internet search such as Proquest education journals, EbscoHost, Econlit and Eric was undertaken to locate relevant and recent literature on the topic using the following descriptors:

Performance, achievement, training, development, evaluation, management and assessment.

1.6.2   Qualitative Research: Interviews

A qualitative research, involving structured individual interviews was conducted in three primary schools with the aim of determining the perceptions and experiences of the SMT in implementing performance management. When using the structured individual interviews, respondents would be able to expand their views and reveal deeply embedded attitudes and emotions that may not easily surface when other methods are used.

1.6.3 Population and Sample

This study was conducted among primary school management teams in Cluster D, Rustenburg Area Project Office. The population in the whole area of investigation is as follows:

Table 1.1 Total population

Schools	Principals	Deputy Principals	HODs
24	24	23	75

A two-stage sampling technique was used to choose schools and then choose respondents within these schools. The sample will be as follows:

Table 1.2 Sample population

Schools	Deputy Principal / Principal and HODS
3	5 members per school

1.6.4 Method of data analysis

There is no single correct way to analyse the data in a qualitative study. According to Leedy and Ormrod (2001:160), the researcher needs to demarcate the collected data into smaller units and peruse the entire data to get an overall 'sense' of it. The collected data must then be reduced to themes or categories that are easy to analyse. An independent researcher was requested to assist in the identification of themes and categories. Different perspectives reflected in the data were collated, compared and summarised to express aggregated opinions on a theme or category. New categories arising from the interviews were also analysed.

Triangulation was used to ensure the validity of data (Gall, Gall & Borg, 2003:464-464). Responses from transcripts, field notes and draft reports were cross-checked to establish the accuracy of statements. Only data that proves consistent in all these methods were accepted. The researcher used the same procedure throughout the interviews, wrote extensive notes and subjected the data to peer examination to ensure that reliable and relevant data had been obtained.

1.7   ETHICAL CONSIDERATIONS

The necessary permission to conduct research in the area of investigation was obtained from education departments. Respondents participated freely without coercion or obligation and were at liberty to withdraw from the research at any time they wished to, without pressure or penalty. Absolute anonymity of respondents and their schools was maintained. Respondents and the Department of Education were provided with the results of the research on request.

1.8.   CONTRIBUTION OF THE STUDY

The study contributes to a better understanding of performance management in primary schools and will assist school management teams in implementing performance management in their schools. In this way the study will contribute to the effective functioning of the primary schools as organisations. This may also lead to improvement in the academic achievement of learners.

1.9.   Division of chapters

- Chapter 1:   Orientation.
- Chapter 2:   Nature of performance management in primary schools.
- Chapter 3:   Empirical design: Implementation of performance management in primary schools.
- Chapter 4:   Analysis and interpretation of data.
- Chapter 5:   Findings, recommendations and conclusion.

CHAPTER 2: THE NATURE OF PERFORMANCE MANAGEMENT IN PRIMARY SCHOOLS

2.1   INTRODUCTION

Since the democratic election in South Africa in 1994, radical and rapid changes have taken place in the public sector and also in the education system (Hilliard & Kemp, 2001: 10). The most important change for education was the integration of different education departments into a single national department of education (Cronjé & Smith, 2003:220). This planned change was underpinned by notions of equality and redress as ways of bringing about significant transformation in how schools should be managed (Norris, 2001:320). The guiding motive of transformation was the improvement of the quality of education offered to all learners to realise the aim of opening the doors of education to all.

The responsibility of ensuring that schools function effectively and provide quality education to learners was decentralised to the national and provincial departments of education. The responsibility was further decentralised to the schools' professional management structure, *viz.* the school management team comprising the principal, deputy principal(s) and the heads of department, because the performance of the school depends on those responsible for managing it (Van Heerden, 2002:1).

Besides decentralisation, the second aspect that brought about significant transformation was the transition from traditional curriculum and methodology to outcomes-based education (OBE). Taking into consideration that teachers were not trained in OBE at colleges of education and by in-service training, the introduction of OBE was accompanied by confusion among educators (Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono & Werner, 2001:516). It may be argued then that the implementation of performance management greatly contributes to bridging the transition from the traditional to the OBE approach.

In the past, focus in schools was output-oriented, whereas schools today realise that a grater focus on educators' performance and capacity is necessary to remain competitive (Bacal, 1999:2). For this reason, Armstrong and Baron (1999:7) assert

that innovations, creativity and optimal work performance create the difference between an organisation that functions competitively and a stagnant one. Schools as organisations are no exception to this assertion.

Given the above arguments, this chapter explores the nature of performance management by defining key concepts related to it, explaining principles of performance management and discussing its implementation in primary schools. The chapter also explains how performance management can improve the functioning of the school. To this end, the role of school management teams in the implementing performance management at the practical level is also explored to produce a balanced view of theory and practice.

2.2   DEFINITION OF CONCEPTS

To understand the nature of performance management and to lay a foundation for its interrogation, it is necessary to define the following concepts derived from the research topic: *school management team*, *performance* and *management*.

2.2.1   School Management Team

School management teams are instructional leaders responsible for taking the lead in putting their school curriculum into practice and improving it. At all times they ensure that there is a culture of learning and teaching in their schools. According to Heystek (2006:476), a school management team is a group consisting of all educators in promoted posts, responsible for the management of teaching-learning activities such as teaching methods, assessment policies and learning activities in class. In an average school in South Africa, a school management team includes the principal, deputy principal(s), heads of department and senior teachers. In this study the concept of *school management team* refers to a group of appointed educators with expertise or experience in a particular learning area or subject, who ensures that, through proper practice by teachers of those learning areas, expected outcomes are reached.

2.2.2 Performance

According to Lewin, Michael & Zaidi (1997:145) and Langdon (2000:17), performance in a job is a combination of organisationally defined behaviours and outputs. The Thesaurus (1991) and the Webster's II New College Dictionary (2005) define performance as "carrying out" or executing an action, or doing something. Furthermore, Liebenberg (2004:292) defines performance as an effort a team member makes to deliver output in the form of a product or service. From these definitions, it may be assumed that performance is an action or process of performing or doing something, a task, work or function.

The use of standards and matching indicators is common practice in determining how well an individual or an organisation is performing. Indicators, according to Naidu, Joubert, Mestry, Mosoge, and Ngcobo (2008:39), are quantitative and qualitative pointers of how well a school (teacher) is performing in a number of areas, scores and examinations and specify how a school or teacher is expected to perform against a specific standard or requirement. For example, The IQMS defines *quality* in terms of multiple indicators. These indicators are assigned numerical values to determine how well a teacher is doing.

In the context of this study, *performance* refers to the execution of teaching and management tasks or duties by the school management team and educators in the school. With regard to performance of tasks, Coetzee, Van Niekerk and Wydeman (2008:25) declare that educators as leaders, "get things going, keep learners safe, and run the show well enough to be able to actually teach and get learners to learn." This is the meaning attached to *performance* in this study.

2.2.3   Management

Liebenberg and Van der Merwe (2004:263) points out that management refers to certain functions that typically include planning, organising, leading and controlling which a team leader carries out for a specific purpose. The Oxford Dictionary (1993) defines management as a process or instance of managing or being managed. In this study, it appears that a more relevant definition is the one provided by Naidu, *et al.* (2008:5) who see management as a concept that "involves dealing with structures, systems and the culture of a school for effective and smooth day-to-day

operations". It is an action taken by the school management team to create and support conditions under which high quality teaching and learning can take place. It may be interpreted as an act aimed at providing required standards of teaching and learning with the purpose of fulfilling educational needs and achieving the school's expected goals.

2.2 PERFORMANCE MANAGEMENT AND ITS ASSOCIATED CONCEPTS

As a result of the uncertainty that exists about the explanation of the concept *performance management*, it appears necessary to provide a more detailed exposition. Leggat (2009:11) and Liebenberg and Van der Merwe, (2004: 265) emphasise that in some organisations performance management is considered to be synonymous with performance evaluation. Ohemeng (2009:112) argues that many scholars use performance management interchangeably with performance measurement and other forms of performance assessment including performance evaluation, performance monitoring and performance reporting. Although these concepts form part of the generic idea of performance management, the concept itself extends beyond these associated concepts.

A selection of definitions will help clarify this point:
- Performance management according to Oosthuizen (2003:176) entails those activities through which the teaching staff can acquired, be facilitated on and improved by means of management strategies, to bring about increased effectiveness in education.
- According to Jones (2001:3) and Brewster, Dowling, Grobler, Hollard and Warnick (2003:261) performance management entails guiding and motivating educators to reach their potential in accordance with planned organisational objectives.
- Rheem (1995:11), Carstens (1995:25), Du Toit (1999:34), Hord (1995:71) and Liebenberg and Van der Merwe (2004:263) combine the concepts of performance and management and agree that it entails the actions of planning, organising, guiding and controlling that constitute the main tasks of managers for the implementation of performance management.

- Leggat (2009:11) defines performance management as "action, ... which is directed to improving behaviour, motivation and processes."

From these definitions performance management may be defined in terms of the two concepts contained: *performance* and *management*. Management, as indicated earlier, consists of executing the tasks of planning, organising, leading (guiding) and controlling by members of the school so that effective teaching and learning can take place (Van der Westhuizen, 2003:55). Performance refers to the execution of these tasks by school members that enable them to meet or exceed required standards in their teaching and learning duties.

As indicated earlier, the concept of *performance management* is often confused with certain concepts, *viz.* managerialism, evaluation and measurement. A distinction between performance management and these named concepts follows.

2.3.1 Performance management and managerialism

On being appointed in a school, teachers enter into a service contract in which they agree to perform certain duties related to teaching and learning while the employer (Department of Education) offers the employee certain benefits such as remuneration (Roussouw & Oosthuizen, 2004:44). As a result of the service contract, the employer may be reasonably expected to ensure that the employee (teacher) performs as agreed. At school level the employer is represented by the principal and school management team who are charged with the professional management of the school. Depending on the prevailing approach to management, the school management team may adopt a managerial approach or a neo-liberal approach.

Ohemeng (2009:114) is of the opinion that performance management stems from the idea of managerial control and accountability mechanisms, which expresses the end/means syndrome often projected under managerialism. According to Heystek, Nieman, Van Rooyen, Mosoge & Bipath (2008:9) managerialism is based on the principles of control, i.e. that operations should be controlled by management tools and techniques. These authors (pp. 9-10) posit the following major tenets of this approach:

- solutions to problems can be found in management techniques and not in the people at contextual level;
- financial efficiency, through control and good management practices, is more important than the well-being of people; and
- an emphasis on structural goal-orientation and a performance-driven approach.

Performance management is a people-orientated approach that differs from managerialism. Rather, it is more allied to neo-liberalism which allows freedom yet emphasises efficiency. In South African schools, the national Department of Education introduced the developmental appraisal system, which is formative and developmental whereby teachers become fully involved in determining what to teach and how to teach it (Department of Education, 2004:3).

2.3.2   Performance management and performance evaluation

As indicated earlier, performance management and performance evaluation are erroneously taken to mean the same. Performance evaluation is concerned with making judgements about the performance of an individual. Heystek, *et al.* (2008:140) contend that performance evaluation is a formal, structured process that is linked to giving recognition or incentives for outstanding performance and that serves as a basis for promotion within the organisation. It is a system whereby an employer ensures that an employee performs as agreed. Performance evaluation is often carried out as post-control at the end of a specific period, for instance, in a school it is carried out at the end of the year or quarter or semester.

Damane (1996:18) regards evaluation as designed mainly to improve instruction and assist in the development of the professional abilities of staff, as well as to identify their areas of strengths and weaknesses. According to Ncede (1996:22) personnel evaluation aims to give recognition for proven achievement, determining whether a teacher is ready for given tasks; identifying weaknesses with the intention of rectifying them. Emerson and Goddard (1993:193) state that evaluation is the operation of assessing the value, worth or success of a process or outcome; it

involves examining performance against previously established criteria to ensure that those criteria are being met.

In this study, performance evaluation refers to a system of evaluating educators known as the Integrated Quality Management System. Through this formal evaluation system educators' efficiency, effectiveness, impact and sustainability are assessed. The system is used not to find faults, but to predict whether educators are in line with what is expected of them so as to correct mistakes with immediate effect. The system is formative in that information on educators' performance is collected periodically, assessed for purposes of determining areas of weaknesses and strengths, and to draw up a programme for individual professional development.

Performance management differs from performance evaluation. It is carried out continuously during the course of the year and aims at developing the individual to enable him/her to increasingly attain the goals of the organisation. It represents a way of capacitating employees in the workplace (school) through accompaniment by a mentor. It may be likened to professional and cultural accountability, which, according to Naidu, et al. (2008:41) requires a high sense of commitment, responsibility and competence on the part of the teachers. The task of the school management team, in that case, is to ensure that professional standards are set and adhered to by all involved, instead of being enforced by agencies outside the school.

2.3.3   Performance management and performance measurement

Kloot and Martin (2000:233) note that the literature on performance measurement is more extensive than on performance management and indicate that the two concepts differ in terms of their respective objectives. On the one hand, performance management focuses on the individual rather than on the organisation. On the other hand, performance measurement is concerned with the measurement process of the organisation rather than how the information will be used to change and improve the way services are delivered. These authors (2000: 236) conclude that an integrated system that incorporates both concepts would in fact be a performance management system.

Performance measurement is an aspect of performance evaluation and is described by Liebenberg (2004:292) as "the collection of numerical values according to specific rules and procedures." These numerical values are applied to the evaluation of behavioural characteristics and/or work outputs to determine the extent of the deviation (if any) from the required performance standard.

According to Wikipedia (2009) performance measurement is the process whereby an organisation or school establishes the parameters within which programmes and acquisitions are reaching the desired results. This process of measuring performance often requires the use of statistical evidence to determine progress toward specifically defined organisational objectives. Jansen (2003:65) and Ammons (2001:8) state clearly that the performance measurement information is used to assign and prioritise resources to help develop performance targets, and warn managers when current policy or programme direction should change in order to meet the set target.

Alberta Treasury (1996) argues that performance measurement is used in schools to provide information on achievement of outcomes on key aspects of education. This information is generated quantitatively through tests, and qualitatively through observation, portfolios and review of documents to measure whether observable changes are achieved in schools. In terms of the IQMS, performance measurement aims at evaluating an individual for salary progression, grade progression and affirmation of appointment, rewards and incentives (Department of Education, 2004:3).

Lebas (1995:34-35) presents the following model to show how performance measurement and performance management are intertwined:

Figure: 2.1 Model of relation between performance management and performance measurement (Lebas, 1995:34):
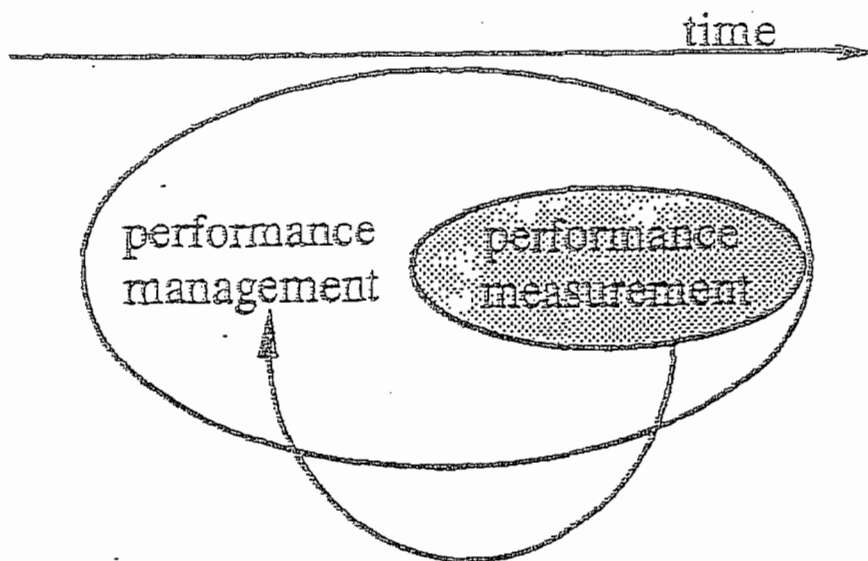
Lebas (1995:34) argues that performance management precedes and follows performance measurement whereby the former creates the context for the latter. The "processes involved in performance management and in performance measurement are not the same but they feed and comfort one another." (Lebas, 1995:34).

2.3.4 Viewpoint

As Ohemeng (2009:112) has indicated, the elusiveness of defining the concept of performance management has led to many commentators describing rather than defining it. This appears to be a reasonable course to follow in this study. It appears at this point that the question of what performance management entails can be answered, based on the discussion above. The following characteristics of performance management may be deduced:

- Performance management is an act carried out by the school management team in ensuring that teachers perform their duties as expected.
- It is an action taken by the school management team, together with the teachers, to create and support conditions under which high quality teaching and learning can take place.

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- Implementation of performance management involves the execution of the management tasks of planning, organising, guiding and controlling with respect to the performance of teaching and learning activities.
- It is a people-oriented activity which aims at capacitating teachers to enable them to increasingly attain the goals of the school by meeting or exceeding set standards.
- It is carried out continuously throughout the year.
- It prepares teachers for the inevitable performance evaluation and measurement.

It is apparent that performance management is not an action conducted on the teachers, but it involves teachers to work collaboratively with the school management team to attain the school goal of providing quality education to the learners and, at the same time, to live up to the expectations of the community.

2.4   BENEFITS OF PERFORMANCE MANAGEMENT

Liebenberg and Van der Merwe (2004:265) and Emerson and Goddard (1993:121) state that management of staff performance in schools is extremely important for determining the effectiveness of the school. Performance management ensures that employees not only do the jobs they were hired to do, but do them well and are proud of the work they perform. Generally, performance management ensures that an organisation, such as a school and all its sub-systems, including processes, departments, teams and individual employees work together to achieve the results desired by the organisation. This implies that the benefits of performance management may accrue to the organisation as a whole or to employees individually.

Liebenberg and Van der Merwe (2004:266) and Davis and Rogers (2005:3) succinctly outline the following aspects to show the worth or the importance of performance management.

2.4.1 Integrates personnel functions

Implementing a formal approach to performance management provides an opportunity to integrate all the personnel functions (Liebenberg and Van der Merwe (2004:266). Schools often make the mistake of allowing their recruitment, induction, training and remuneration function to operate in isolation, e.g., the human resource manager or only the principal and the school clerk doing this job without consulting the heads of different departments in their school (school management team).

2.4.2 Improves communication

Constant communication and interaction with educators will reveal weak points and great achievement will be noticed. Performance management improves communication, as team leaders have to communicate frequently with each of their teams members, e.g. in their subject meeting, individually on their submission dates, during class visits and during feedback sessions. During all those contacts they communicate verbally and even in writing. This improves their communication and enables them to respect rather than fear one another.

2.4.3 Assists in identifying training needs and professional development

The implementation of performance management assists in identifying all the training needs that will professionally develop the educators' potential. Educators and the SMT need to know how to create measurable objectives and observable competencies, how to track performance, how to evaluate performance, how to conduct effective performance discussions and how to give feedback. All these requirements will assist in identifying the needs for training if the educators' performance is well managed.

2.4.4 Saves money

Effective performance management contributes to cost saving and the prevention of error. Team members, from their compiling of a performance plan, know exactly what is expected of them, and they receive the necessary support to perform well. The school need not spend money on travelling and catering for educators to go to outside support. They can spend all their time on delivering the required output.

2.4.5 Promotes job satisfaction and offers security

If the team members receive feedback on performance, it can make an input into designing job content, outputs and standards that contribute to job satisfaction. Performance management offers security in the sense that the goal posts cannot be moved unilaterally, and a uniform approach is implementing throughout the organisation Performance management causes the school to remain focused; the school will be saved from being redundant, having people or educators with or the same qualifications or courses, running short of educators who can deliver subjects that are said to be "scarce" such as Mathematics, Business Economics, Technology, etc. because their posts are being inefficiently filled. This can also assist in recommending educators for future promotions (Davis & Rogers, 2005:3) as their potential in teaching those learning areas will be identified.

2.4.6 Improves skills and performance

The implementation of performance management changes behaviour. The SMT should supply educators with information and objectives needed in their departments so that they can draft their own plans. This will develop the confidence and competence of educators in carrying their responsibilities independently. To this study, skills and performance improvement is important, as people (educators) will willingly work without being pushed. Clarity should be obtained on the duties and responsibilities of the role-players to ensure that implementation is in place.

2.4.7 Concluding remarks

A conclusion may be reached that performance management is essential if schools are to deliver quality education to all learners. Performance management benefits the school as whole and the teachers too. It creates an atmosphere of co-operation and fosters collaboration among the teachers; it improves communication and offers security for the teachers because once the school performs well, its continuance is guaranteed. Teachers benefit by experiencing job satisfaction, improving their skills and continued personal growth. Performance management is, therefore, a worthy cause for the school management team to pursue.

2.5 PHASES AND THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN THE IMPLEMENTATION OF PERFORMANCE MANAGEMENT

As noted by Ohemeng (2009:112) performance management is not an event but a key process by which organisations set goals, determine standards and assign and evaluate work. From the discussion given earlier, it appears implementation of performance management should take cognisance of the management tasks, planning, organising, guiding and controlling. The IQMS practised in South African schools as an evaluation system, appears to follow these phases in the management action, for example, the educator has to develop a personal development plan, the school development team must effect broad planning, record information and give feedback (ELRC, 2003). It appears the IQMS is based on the principles of performance management although it does not specifically use the concept of *performance management*. On both IQMS and performance management the following important contours may be discerned (Liebenberg & Van der Merye, 2004: 267-275):

- planning phase
- guiding phase
- feedback phase
- evaluation phase

All the phases above are discussed below and the role of the school management team in each phase is indicated.

2.5.1 Planning phase
Numerous commentators (Van Kradenburg, 1996:18; Mabale, 2007:43) point out that planning outlines a course of action for the future. It is an act through which an education leader orders a particular reality and prediction for the future. By planning, the education leader provides a map towards achieving school goals. Planning for performance means the leader should be clear on what products or services should be delivered according to which standards (Liebenberg & Van der Merwe (2004:267).

In the planning phase, a performance plan should be developed. A performance plan, according to Liebenberg and Van der Merwe (2004:269), is a document that specifies the tasks that an employee has to carry out, sets out his/her key performance, specifies the expected outputs and also the accompanying performance standards. Developing the plan is usually the duty of the employee's immediate supervisor. In this case, the duty falls on the shoulders of the head of department for the particular teacher. The IQMS provides an opportunity for the teacher to work with the developmental support group (DSG) that assists him/her in overcoming identified weaknesses and enhancing strengths (ELRC, 2003). It is during this opportunity that the head of department and the teacher can work on developing a performance plan.

Liebenberg and Van der Merwe (2004:272) suggests that a performance plan should be developed jointly by the supervisor and the employee as this will assist the employee to understand the contents, roles and responsibilities spelled out in the performance plan. Goal setting, which is a crucial part of planning, requires the manager and staff member to collaboratively develop measurable and attainable job goals (Leggat, 2009:13). A performance plan can be changed from time to time as long as the leader and employee agree on the changes. The meaning of each entry must be well-understood by both the head of department and the teacher. It is imperative that the teacher should be involved in the process in the name of a democratic approach and the requirements of transparency. The teacher should then sign it as a token of accepting the performance plan and to show commitment to the execution of the plan.

2.5.2 The guiding phase

According to Kaplan and Norton (2000:131) guiding is an essential task for implementing performance management. Liebenberg and Van der Merwe (2004:272) and Mabale (2007:46) agree with this notion by stating that guiding performance is the dynamic part the performance management process. This implies that guiding puts into practice what has been agreed upon in the planning phase. It represents the stage of supporting and contributing towards the success of the teacher. One of the key competencies of school leaders is to develop people, i.e., to enable teachers to do their jobs effectively, offering intellectual support and

stimulation to improve work and providing models of practice and support (Khan, Saeed & Fatima, 2009:767).

The guiding phase actually combines the management tasks of organising and guiding. Mabale (2007:45) defines organising as a process that consists of a series of actions to create order and so to fulfil a calling. In organising the school management team brings about order and alleviate chaos. It is a phase in which subject policies are read and resources and duties are allocated. Guidance consists of accompaniment by the immediate supervisor of the teacher, assistance with preparation and support during delivery.

During the guiding phase, various methods are implemented in order to develop and assist the teacher to achieve the objectives. The most common methods for developing teachers and ensuring that they achieve set goals are mentoring, coaching, monitoring, study groups, clustering and school visits (Mosoge, 2008:185-189; Warah, 2001:94-98; King, 2002).

These methods are discussed briefly below.

2.5.2.1 Mentoring

In mentoring an experienced colleague, usually the head of department, gives support and academic leadership to a teacher (Mosoge, 2008:185). Mentoring consists of showing people how those who are really good at doing something actually do it. Fourie and Meyer (2004:2) see mentoring as "a dynamic and reciprocal relationship in the work environment whereby a more advanced and wise career incumbent helps a less experiences person....who has developmental potential in some specified capacity." The head of department, as an experienced and knowledgeable person in the field shows the teacher how the work is done by discussing plans and problems with him/her.

Mentoring means the teacher develops professionally by consulting the head of department for verbal reflections, questions and observations. Before mentoring the teacher, the head of department should interview him/her to get a profile of strengths, weaknesses opportunities and contextual factors that may have an effect

on performance. The mentor serves as an interpreter of the curriculum and a guide to teaching methods. The mentee should observe the mentor's modelling of lessons, observe him/her in action, discuss with him/her and give feedback.

In summary, the mentor performs the following functions in mentoring teachers:
- Advise educator about lesson planning and teaching
- Observes and is observed by the mentee in class
- Becomes a critical friend of the mentee
- Supports the mentee in improving performance.

2.5.2.2 Coaching

Similar to mentoring, coaching aims at guiding an individual or a group of individuals to learn or develop specific skills that are applied and implemented in the workplace (Fourie & Meyer, 2004:5). Tobin (1998) points out that a coach is a tutor who observes the work and actions of the teacher being coached, provides comments on the execution and teaching skills that may be lacking. The coach spends time with the teachers and helps them to master their work and develop their knowledge and skills. In the school situation it is important for the head of department to allow teachers to coach one another because coaching does not imply that the coach has been trained in coaching. This is referred to by Mosoge (2008:187) as *peer coaching* where the coach has received little or no training in coaching skills but is able to coach on the basis of sharing the same training with the educator being coached.

Coaching forms the heart of performance management because the coach specifically critiques the teacher's performance and provides immediate feedback on skills. The coach helps to maximise the teacher's performance by helping rather than teaching him/her.

2.5.2.3 Monitoring

Monitoring is an exercise of observing an employee while he/she performs work (Department of Education and Employment, 2000). Monitoring deals with the continuous appraisal of the performance of work for diagnostic and developmental purposes. It is an action that lies between planning and evaluation. While planning

looks to the future and evaluation to the past, monitoring looks back and forth (Naidu, *et al.*, 2008:192). It may be seen as controlling during the performance of work. Its benefit lies therein that corrective action can take place immediately so that improvements can be made long before the task is completed. Monitoring is, therefore, critical in performance management as it provides opportunities to reinforce good practice or to make improvements to existing practice.

Naidu, *et al.* (2008:192) suggest the following actions for effective monitoring:
- Interviewing learners, preferably in an informal way
- Observation, including observing teaching in action
- Monitoring the educator's work, such as lesson planning and preparation
- Holding regular meetings to discuss curriculum delivery aspects

In a school, monitoring therefore includes class visits. According to Danielson and McGreal (2000:83) classroom observation remains the most practical way of collecting data on teacher performance. This should be done on a mutual basis whereby teachers in a specific learning area visit one another to do class observation under the supervision of the head of department. After such class visits the teachers meet to discuss what has been observed and to make suggestions for improving or strengthening positive points. This immediate feedback is the pillar of performance management.

2.5.3   Feedback phase
In the above discussion it appears that feedback is closely interwoven with methods used in the guiding phase. While it is treated here as separate entity, it should be remembered that this is only for the purpose of presenting a clear discussion rather than separating it from methods of guiding. With goals and indicators having been identified and the employee guided, there is a need to focus on how well the employee has been performing. This is not suggesting that feedback is limited to the usual annual performance appraisals which in any case have little success of enhancing staff performance, but should be a continuous process that focuses on increasing employee motivation and productivity (Leggat, 2009:15).

In a school, as a labour-intensive enterprise, the school management team should focus on the desired behaviour, provide examples and detail on how to improve rather than to hammer the teacher on undesired behaviour or mistakes. Liebenberg and Van der Merwe (2004:274) emphasises that feedback aims at giving recognition for good performance and to take immediate corrective steps if necessary. Ortiz and Arnborg (2005) also indicates that feedback presents prompt responses to changes in the environment, aims at effectively improving performance at all levels and is a way of celebrating success. As a result, Liebenberg and Van der Merwe (2004:274) outlines the following requirements for effective feedback:

- Feedback must be relevant: it should be limited to outputs, work methods and work-related behaviours that have a direct influence on performance.
- Feedback must be specific: the team leader should avoid the use of generalisations and comparing the behaviour of the teacher to other teachers' but should explain clearly where the deviation from standard occurred.
- Feedback must be timely: the team leader should give feedback as soon and as close to the event as possible and refrain from mentioning the deviations when other matters are being discussed or continually making the teacher aware of his/her mistake to a point of harassment.
- Feedback must be honest: whether negative or positive, feedback should be given as deserved and should be directed at the action or performance rather than the person.
- Feedback must be given in a positive atmosphere: a head of department should create conditions that show that he/she wants the teacher to be successful, ever mindful that feedback without trusting relationships can never be successful.

In conclusion it should be pointed out that performance evaluation has no developmental value if the individual subordinate does not receive feedback on performance (Liebenberg, 2004:315).

2.5.4　Evaluation phase

Evaluation is an extension of the everyday task of weighing up the activities of the organisation and the people in it and making decisions about further action. In making a professional judgement, we need to be more objective and think clearly about the judgement we make. Evaluation should enable the school management team to assess action and learn from it.

Emerson and Goddard (1993:193) maintain that evaluation is the operation of assessing the value, worth or success of a process or outcome. It involves examining the performance of individuals and the organisation against previously established criteria to ensure that those criteria are being met.

The aim of evaluation is to look at doing things better and using the evidence to judge the level of competence of everybody across the board. Through evaluation the school management team and the teachers are able to see whether the expected objectives have been reached.

The evaluation phase occurs at three levels: Individual self evaluation, school self evaluation and external evaluation of school and individual teachers (Naidu, *et al.* (2008:48-50).

2.5.4.1 Individual self-evaluation:

Individual teachers assess their own performance by engaging in reflective practice and rating their performance according to set criteria. The evaluation criteria, as indicated, are developed together with the head of department in the planning phase. Teachers critically investigate their practice through introspection and explicit discussion with the heads of department who, in turn,

- Encourage and support the teacher.
- Use emerging information for counselling and teacher development.
- Improve the teacher's understanding of his/her job.
- Increase the teacher's commitment and determination to succeed.

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Individual self-evaluation should not be used for promotion, retention or discharging a teacher but should serve as a springboard for development. Individual self-evaluation is often viewed as being biased in favour of the teacher because it is suspected that teachers overrate themselves. Teachers owe it to themselves to have the will and determination to meet or exceed set standards.

2.5.4.2 School self-evaluation

Although in this study the focus is on the performance of individual teachers, it is accepted that teachers do not perform in a vacuum. The functioning of the whole school serves as a context for the performance of the teachers. In any case, no teacher can be expected to perform well in a dysfunctional school. This type of evaluation is conducted by the school management who selects goals and objectives in accordance with the specific circumstances of the school. However, in setting these goals the school management team should take into consideration the criteria and indicators of, the state and the community. It is these goals and objectives that should form the basis of individual goal setting during the planning phase. School self-evaluation forms the basis for external evaluation as demanded by the IQMS manual on Whole School Development (ELRC, 2003).

The school management team should conduct self-evaluation of the functioning of the school by collecting information from stakeholders via questionnaires, monitoring the progress of learners against the national examinations and by benchmarking.

2.5.4.3 External evaluation

The IQMS forms the major external accountability system for schools in South Africa. This system is based on the following aims (National Handbook for Educators, 2003:4):

- To determine professional competence;
- To assess the strengths and weaknesses with the aim of development;
- To provide support and opportunities for development and assure continued growth;
- To promote accountability; and
- To monitor an institution's overall effectiveness.

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Three integrated systems are used in the IQMS to obtain a holistic picture of the school's performance and the performance of individuals in it (ELRC, 2003):

- Developmental appraisal: This is used to evaluate the performance of individual teachers in the school. It aims at determining the strengths and weaknesses of teachers and then to draw up a suitable plan for improvement. Although the system purports to have development as its main aim the integration of performance measurement in it, and the use of rating scales tempered with the developmental aspects of this instrument.

- Performance measurement: This represents the summative aspect of the IQMS in that individual educators are appraised for salary progression, promotion, affirmation of appointment, rewards and incentives. It usually takes place towards the end of the year with due regard for the performance management process taking place throughout the year.

- Whole School Evaluation: This is an external accountability system that aims at continuously evaluating the effectiveness of the whole school. It is conducted by Regional/District/Area education functionaries who are experts in school management. It focuses on the following aspects of the school (Department of Education, 2006:17):
    o Basic functionality of the school
    o Leadership, management and communication
    o Governance and leadership
    o Quality of teaching and teacher development
    o Curriculum provision and resources
    o Learner achievement
    o School safety, security and discipline
    o School infrastructure
    o Parental and community involvement.

It may be concluded that the evaluation phase presents a look backwards about what was done and how it was done but with the ultimate focus on what should be done in future to bring about improvements. It is also a way determining the success or failure of the performance management process itself.

2.5.5 Remarks

The above phases of performance management indicate that management, which includes the tasks of planning, organising, guiding and controlling, offers a suitable base for the discussion of the area of performance. It presents a new way of managing that resonates with the democratic approach applied in most spheres in the South African education scene. It should be noted that the phases presented above are not cast in stone, nor are they strictly sequential in practice. Thus, the guiding phase constantly involves the setting of new performance plans, as does the evaluation phase.

Moreland (2009:762) concludes that "performance management is all about celebrating teachers' achievements, valuing their contribution to the profession, and helping them to develop their skills and career path." However, for performance management to reach such lofty heights, school managers must recognise that their role in performance management has changed from evaluation of performance to development of their staff (Leggat, 2009:15).

2.6 CONDITIONS NECESSARY FOR SUCCESSFUL IMPLEMENTATION OF PERFORMANCE MANAGEMENT

Implementation of performance management does not occur in a vacuum but within an organisation (school) and the community. Successful implementation of performance management depends on what goes on in the organisation and what the expectations of the community are. Although the literature is scant on the discussion of conditions that are necessary for the implementation of performance management, the following conditions were encountered (Liebenberg and Van der Merwe, 1999:266-267; Naidu, *et al.*, 2008: 44-46; Leggat, 2009:15)]:

- appropriate leadership style

- training
- positive school culture
- financial and material resources
- maintaining positive relationships

These conditions are discussed below.

2.6.1 Appropriate leadership style

The leadership of the school management team is pivotal in the implementation of performance management. In fact, this study emphasises that performance management is the task of the school management team. The overall effectiveness of the school, argues Khan, Saeed and Fatima (2009:766), is associated with the commitment and efficiency of the head teacher (and the school management team) in their role of maintaining and raising the delivery of education service. The school management team should, therefore, create conditions that are conducive to effective performance of teachers by exercising an appropriate leadership style.

Ipinge (2003:2) mentions that current leadership thinking focuses on transformational leadership and instructional leadership. Leggat (2009: 12-13) rightly recommends transformational leadership as the appropriate leadership style for successful implementation of performance management. This author (2009:12) further argues that transformational leaders "transform" their workplaces while transactional leaders work within bureaucratic rules and regulations. According to Sahin (2004:388) transformational leadership raises the level of staff motivation beyond exchanging values found in transactional leadership. Hoy and Miskel (1996:394) assert that transformational leadership occurs when leaders inspire their followers to view their performance from a new perspective and motivate them to look beyond their own interest towards those that will benefit the whole organisation. Transformational leaders seek to achieve organisational goals by promoting the development of the teachers' skills.

In summary, Legatt (2009:13) suggests the following behaviours that should be displayed by the school management team in practising transformational leadership:

- increasing enthusiasm and excitement about the work;
- helping teachers to appreciate each other and helping them to confront and resolve differences constructively;
- helping teachers to coordinate activities, continuously improve and develop their capabilities; and
- encouraging flexibility, objectively analysing processes and learning to collectively about better ways to work together.

Transformational leadership is, therefore, a necessary condition for success in implementing performance management in that it enables school leaders to motivate, encourage, mentor and help teachers to become what they are capable of becoming.

2.6.2 ⟩ Positive school culture

As indicated earlier, performance management does not occur in a vacuum but is highly influenced by the prevalent culture in the school. Liebenberg and Van der Merwe (1999:267) is convinced that if the culture of the organisation is not focused on delivering outputs, chances for successful implementation of performance management are limited. A school with a positive school culture is characterised by a clear vision and a sense of purpose that enable the teachers to carry out the functions of teaching and learning effectively (Naidu, *et al.*, 2008:59). In the case where the school culture is negative, teachers do not think about the value of teaching and teachers will hardly uphold high standards for learner achievement.

According to Neuper (1999:77), a positive school culture is underpinned by a value system that includes:

- **empowerment**: this means decisions are taken on the lowest possible level to encourage teachers to work independently and display initiative;
- **multi-skilling**: teachers are encouraged to obtain as many skills as possible relevant to their core duty of teaching and learning;

- **growth:** teachers consider training and development as important for their teaching and learning and become actively involved in development activities; and

- **freedom of occupational choice:** teachers strive to be good at their work in preparation for possible promotion.

Ohemeng (2009:111) notes that the general culture of a country or even a community influences the internal work culture by facilitating certain job behaviours and inhibiting others. Thus the acceptance of a particular form of supervision depends on the general acceptance of such management styles. This is perhaps why in South Africa, where people have long been subjected to an authoritarian type of management, introducing democratic types of management meets with resistance. The success of performance management starts with an acceptance of democratic values that are characteristic of transformational leadership. It may be concluded that where transformational leadership is practised within a positive culture, implementation of performance management is likely to be successful.

2.6.3   Financial and material resources

For teachers to perform well, resources and material should be available. Teachers cannot be held accountable for poor performance if they are operating in a situation of inadequate resources (Naidu, *et al.,* 2008:46), Teachers should be provided with the necessary material and equipment to execute their tasks with ease. The teacher is also expected to obtain materials on his/her own such as visual resources, vocabulary lists, handouts and photos. It will be ideal if the school could have Internet access, duplicating machines and photo-copies to enable the teachers to obtain teaching materials.

It is a fact that cannot be denied that schools, especially in South Africa, lack resources as a result of historically unequal and unfair distribution of financial and material resources. Some of the schools in poverty-stricken areas are unable to increase their resources through school fees and this impacts negatively on their capacity to improve performance. As Naidu, *et al.* (2008:46) point out, more and better resources do not in themselves make much difference to schooling outcomes,

but the use and management of resources is what matters. Having said that, however, it must be pointed out that the school management team should do everything in its power to provide resources and materials that will enhance teachers' performance.

2.6.4   Positive relationships

The implementation of performance management requires the formation of close relationships between the school management team and the teachers. The success of the actions of mentoring, coaching and monitoring largely depend on positive relationships that are formed between the teachers and the school management team. For example, in coaching, relationships are formed because of the supervisory role of the head of department (line manager) while in mentoring, relationships are formed via matching (Fourie & Meyer, 2004:5).

In South Africa the notion, of relationships between the school management team and the teachers has received more attention because of the change from authoritarian modes to collaborative modes of management. The success of school managers depends on their ability to cultivate, maintain and mobilise a vast array of relationships both inside and outside the organisation (Naidu, *et al.* (2008:114). It is required of the school management team to form close relationships of mutual trust, respect and sharing with all teachers.

Implementation of performance management is retarded by the existence of many misconceptions. Wise (2001:338) maintains that teachers wrongly expect to be trusted to work unsupervised because they are professionals. For instance, teachers may view monitoring as 'spying' on them. Quite often, teachers view performance management with fear or a negative attitude probably because of the lurking consequences of possible failure to meet required standards. Naidu, *et al.* (2008:44) contend that sound relationships are a prerequisite for enabling and empowering educators and staff in the work that they perform. It is necessary, therefore, that teachers should understand what performance management entails and that the school management team should establish trust and fear from victimisation.

2.6.5   Training

From the discussion above it may deduced that misconceptions about performance management should be eradicated by the school management team. Leggat (2009:15) is of the opinion that the skills required for effective performance management are not innate and that training is required to make managers confident in setting viable goals, negotiating development plans and providing coaching and counselling. As alluded to in the previous paragraph, teachers also need to understand what performance management entails. The school management team should encourage teachers to attend in-service training to supplement pre-service training because new expectations are continually been raised concerning content, method, learning rate and materials (Naidu, *et al.* (2008:45).

Naidu, *et al.* (2008:46) suggest the following actions to be taken by the school management team to ensure that effective training takes place among teachers:

- create opportunities to give educators time-off for improving their qualifications;
- search for bursaries for further study and make the information available to teachers;
- encourage teaches to apply for study thus alleviating the situation where teachers improve their qualifications by neglecting their teaching duties; and
- allow teachers to gain content depth by allocating him/her the same learning area over a considerable period of time.

One of the challenges facing schools with regard to training of teachers is the failure of teachers to practise what was learned in training in their day-to-day execution of duties. Mosoge (2008:177-178) contends that the assumption that teachers will apply what was learnt in their training is often proved false and, therefore, suggests the following actions to ensure that learning is transferred to the job situation:

- Embedding professional development in day-to-day demands of teaching;
- Using, where possible and if the school budget allows, substitute teachers to ensure a continuous learning pattern for learners while teachers are busy in workshops;

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- Monitor, follow-up and support teachers in implementing what was learned at the workshops;

- Creating opportunities for teachers to practise what was learned at the workshop; and

- Providing incentives for teachers who implement what was learned at the workshop.

2.6.6   Conclusion

The school management should take cognisance of the above-mentioned conditions that will render the implementation of performance management more successful. As Ohemeng (2009:125-126) notes, leadership is an essential instrument to mitigate the negative influence of lack of experienced staff, poor morale (of teachers) and unwieldy administration as factors that hamper the implementation of performance management.

The greatest challenge facing the school management team is to create conditions that are conducive to successful implementation of performance management. In South African schools, with unequal distribution of resources, lack of capacity both in leadership and teaching expertise, lack of a culture that fosters teaching and learning and poor surrounding communities, the government should make an extra effort to assist these schools if performance management is to be successful. Once this is done, the elusive ideal of providing quality education to all learners irrespective of their background will be achieved.

2.7   CHAPTER SUMMARY

In this chapter the nature of performance management was extensively dealt with. The concepts derived from the title of the study were defined. This was followed by a further consideration of the concept performance management where it was indicated that a more succinct definition of this concept should include the two concepts composing it. A differentiation between performance management and the concepts associated with it, *viz.* managerialism, performance evaluation and performance measurement was made. It was argued that these concepts form part of the generic idea of what performance management entails.

The benefits of performance management were discussed. It was concluded that performance management benefits both the organisation (school) and the individuals in it. This was followed by an explanation of the different phases for implementation of performance management and the highlighting or the roles of the school management in facilitating the process. It was observed that these phases were interwoven in that each phase included other phases as well. It was also indicated that the school managers should recognise that their role has changed from evaluation of performance to development of staff. The conditions required for successful implementation of performance management were then discussed. It was shown that in South Africa, school management are hard pressed to create conditions that are conducive for the success of performance management.

The next chapter deals with the empirical design and methodology of this research study.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In Chapter 2 of this research project, a literature review on performance management is presented. It provides a theoretical framework within which to conduct the empirical aspect of the research. This means that the literature study provides the knowledge base for performance management, which is a prerequisite for interpreting empirical data (Henning, 2004:27). The literature study enables the researcher to find the meaning of and to explain the phenomena in view of what other researchers have already discovered in the research domain.

The aim of this chapter is to discuss the research design and methodology. According to Nieuwenhuis (2007: 70), "a research design is a plan or strategy that moves from the underlying philosophical assumptions to specifying the selection of respondents, data gathering techniques to be used and the data analysis to be done." The discussion will open by revisiting the aims of this research in order to elucidate the suitability of the research design and methodology in this research. Attention will then be given to the discussion of the selected qualitative design and motivation why this design was selected, the interview as a research method, population and sampling procedures and data collection and analysis. A section will be devoted to the explanation of trustworthiness of data while another section will deal with ethical considerations. This will form a basis for subsequent analysis and interpretation of data in the next chapter.

3.2. Aims of the research
The aims of this research were as follows:
- To determine the nature of performance management.
- To investigate the experiences and perceptions of school management teams in primary schools with regard implementation of performance management.
- To set guidelines for enabling school management teams to achieve effective performance management.

While the first aim was attained by a thorough literature study, the second is the focus of the empirical research.

3.3   RESEARCH DESIGN AND METHODOLOGY

The major aim of the empirical research is to investigate the experiences and perceptions of school management teams with regard implementation of performance management. This aim is more suitably investigated by adopting an interpretivist framework whereby knowledge is gained through a description of people's intentions, beliefs, values and reasons, meaning making and self-understanding (Henning, 2004:20). Within the interpretivist framework, the qualitative research design was selected.

3.3.1   Rationale for selecting a qualitative research design

Nieuwenhuis (2007:78) asserts that qualitative research adopts a naturalistic approach that aims at seeking understanding of the phenomenon in its context or real-world setting. In applying this approach the researcher attempts to increase his/her ability to understand, interpret and describe a phenomenon, in this case, the implementation of performance management. De Vos, Strydom, Fouche, Poggenpoel, Schurink, & Schurink (1998:243) point out that the researcher does not attempt to manipulate the phenomenon but uses non-interfering data collection strategies to explore the flow of events and how participants interpret them.

In this research the qualitative design methodology was used to understand the meanings that participants attach to performance management. The use of the qualitative design methodology enabled the researcher to gather non-numerical data, to be immersed and involved in the changing, real-world situation and to record these changes in the real-life context of the participants (Nieuwenhuis, 2007: 79). It also helped participants to understand better than they would otherwise do because the researcher provided them with information in a form that they are familiar with (Guba & Lincoln, 1994:120). The researcher was able to give reports that are rich in detail about the insights from participants' experiences of the world (Stake, 1993:5).

Within the qualitative research design, data gathering techniques or methods include interviews, observations, case studies, an ethnographic approach, grounded theory and discourse analysis (Henning, 2004:40-45). The interview was selected for use in this research for reasons that will be clarified in the next section.

3.3.2. Interviews as a technique in qualitative research

An interview is a communicative event used in our lives mostly for employment, workplace promotions and counselling. Now of late, it is used for edutainment or self-improvement via the mass media (Henning, 2004:51). When an interview is broadcast on radio or television (audio-visual aids), we are able to find out what is going on by listening, observing and eliciting people's innermost experiences and feelings from a distance. This enables researchers to form or formulate their 'generalisations' about categories of experiences and of human conditions. These interviews enable researchers to validate their own experiences to the experiences of the interviewed person (Henning, 2004:52).

In this study, interviews provided in-depth information on performance management because the information is not amenable to statistical analysis. Through this interview, the researcher was able to explore the subjective knowledge, opinions, and beliefs of participants about implementation of performance management in primary schools (Breakwell, Glynis, Sean & Chris, 1999:234). Interviews were used because performance management is an emotion-laden issue that involves the deepest feelings of a person as people are reluctant to acknowledge and face to their mistakes. Moreover, the interview allowed the researcher to observe the surroundings, which are also important in contextualising the responses, and to observe non-verbal language of respondents, for instance, expressions of like (enthusiastic response) and dislike (pulling a face).

3.3.3 Structured interviews

According to Coleman and Briggs (2002:148), three kinds of face-to-face interviews are distinguished, i.e. structured, semi-structured and unstructured interviews. Owing to time limitations and the limited scope of this research, a structured interview was used.

The structured interview is mostly a question-and-answer session (Nicholls, 2000:133), consisting of a list of questions based on the implementation of performance management in primary schools. The interviewer did not deviate from the list or inject any extra questions into the interview process in order to save time and maintain a high level of interest and focus on the part of the respondents. The interviewer, however, encouraged the interviewees to clarify vague statements or to further elaborate on brief comments. Throughout the interview session the interviewer maintained an objective yet empathetic attitude and refrained from making offensive comments or contradicting the respondent.

Nieuwenhuis (2007: 88) suggests the following ways to secure a successful interview and these were observed during the interview sessions:

- The best qualified people (school management team members) were interviewed to provide relevant information.
- The aim of the interview was clearly given to the respondents, and the type of information required was also explained. In addition a letter of permission to conduct the research contained this information.
- The researcher aimed at collecting rich descriptive data on the implementation of performance management and allowed respondents to expand on their views until the data was saturated.
- The researcher's questions did not contain questions needing "yes" or "no" answers. The length of the questions was relatively and only a limited number of questions were asked.
- The range of questions included those probing into experiences and behaviour of respondents to those probing knowledge.
- The researcher adopted a non-threatening stance, using friendly ice-breakers and listened attentively as the respondent answered the questions.

The interview as a technique for collecting data has its advantages and disadvantages. These are discussed in the following section.

3.3.3.1 Advantages of the structured interview

Interview is particularly useful as a pilot study, to test out what people's responses would be to a particular issue. In this research it was used to test the respondents' understanding and approach to the performance management and implementation. Dominick and Wimmer, (1997:139) maintain that an interview may throw a completely different light on an issue than the interviewer had ever considered.

Further advantages may be summarised as follows (Dominick & Wimmer, 1997:137-156; De Vos, *et al.*, 1998:300; Neuman, 2006:301):

- Freedom for the respondent to answer as they like is the most important advantage of using the structured interview, as it gives them (interviewees), a feeling of control in the interview session.
- The interviewer gets the chance of following up on the answers to explore and probe for more information and clarification.
- A structured interview allows for uniformity and systematic gathering of data.
- A structured interview allows for easy coding of data and its interpretation.
- Interviews have a higher response rate then questionnaires.

3.3.3.2 Disadvantages of the structured interview

The following disadvantages of the structured interview were noted and the researcher devised ways to counteract them (Dominick and Wimmer, 1997:137-156; Breakwell, *et al.*, 1999:238; De Vos, *et al.*, 1998:300; Neuman, 2006:301):

- The very freedom for the respondents to answer in ant way they wished had its disadvantages in terms of the amount of time needed to collect and analyse the responses.
- This technique relies on respondents' being willing to give accurate and complete answers. They sometimes appear to be dishonest because of feelings of embarrassment, inadequacy, lack of knowledge on the topic, nervousness, memory loss or confusion.
- Respondents may feel uneasy and avoid sensitive questions.
- Although the interview schedule presents uniform questions to all respondents, there is no uniformity in the way the interviewer asks the