

**IMPLEMENTATION OF MANAGEMENT OF PERFORMANCE OF
EDUCATORS IN THE DEPARTMENT OF EDUCATION IN THE
WATERBERG DISTRICT OF LIMPOPO PROVINCE**

BY

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DECLARATION

I, M T Mabitsi, declare that the mini-dissertation hereby submitted to the University of Limpopo for the degree of Masters in Public Administration has not previously been submitted by me for a degree at this University or any other university, that it is my own work in design and execution and that all material contained therein have been duly acknowledged by complete reference.

Signed:.....

Date:.....

DEDICATION

Dedication goes to my beloved parents, Mr and Mrs Ramaboya and Nakedi Mabitsi; my beloved Tshongo; and my children Ramaboya, Mabitsi, Motlatso, Lehlogonolo and Nakedi.

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ABSTRACT

The mini-dissertation takes off by studying the phenomenon of the management of performance of human resources in the Department of Education in Limpopo Province by specifically looking at practice of educators and managers in Waterberg District and how they implement the management of performance of educators in that District.

Chapter one introduced the reader to the central concerns and issues raised in the mini-dissertation. For many years the Department of Education had attempted to implement a performance management system without success and without knowing what were the factors that made such an implementation not succeed and if it succeeded in some ways why it did not succeed to the desired extend. This chapter revealed that the aim of the study was to investigate factors that inhibited the implementation of management of performance of educators and that the research aimed at making recommendations for the successful implementation of the management of performance. Chapter two was aggressive in bringing a league of distinguished scholars who brought as many angles to the phenomenon as they understood and studied it. It brought together relevant and useful literature to the topic under study.

Chapter three outlined to the reader the design of the research as well as the methodology that was used to bring about the realities of the implementation of the management of performance of educators. In order to increase the reliability of the findings a number of methodologies were triangulated. Chapter four was instrumental in analyzing the data and arriving at a scientific truth about what are the factors that affected the implementation of the management of performance of educators in the Department of Education in Limpopo Province.

It is remarkable to note from the analysis of this data the high percentage of educators who are in the Department and are disillusioned by the prospects of a successful implementation of the management of performance of educators.

Chapter five made far reaching conclusions and recommendations about what needs to be done in order to have the management of performance of educators successfully implemented.

1. CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 Introduction

Lussier (1997:141) has identified some time ago that there is a need to implement successfully the management of performance in order to ensure that the human resources perform as they ought to. The management of performance of human resources is a management function. The implementation of management of performance of educators in the Department of Education in Limpopo Province and the District of Waterberg has been characterized by successive failures over a long time. The study sought to investigate factors that affect the implementation of management of performance of educators and to inform the implementers of management of performance of educators in the District of Waterberg of Limpopo Province.

Before the Integrated Quality Management System (IQMS) came into being, there were three Performance Management Systems, namely, Developmental Appraisal System (DAS), Performance Measurement (PM) and Whole School Evaluation System (WSE) that were promulgated after a considerable measure of negotiations between the employer and the employee unions, except for the latter, i.e., Whole School Evaluation system, which was only imposed by the employer. These systems were never successfully implemented by the stakeholders in the Department of Education. In 2003, the Department of Education and the unions representing the employees negotiated an instrument called the Integrated Quality Management System. This system integrates all the systems, namely, Developmental Appraisal System, Performance Measurement and Whole School Evaluation in spite of the differences and conflicting nature of these systems.

This study concentrates on the problems affecting the implementation of performance management in the Department of Education but, in particular, problems affecting the implementation of the Quality Management System .

1.2 Definition of concepts

Developmental Appraisal System avoided being judgmental about the employee's performance, but only concentrated on the employee's areas of strength with the hope that an appraisal of such strengths would engulf the employee's weakness and thereby lead to an improvement in performance. The employees, through their unions and as individuals, expressed their acceptance of this system and even advocated for its implementation, whereas the employer, i.e., the Department of Education, seemed to be less interested in the implementation of the system . This system was eventually not implemented.

Performance Measurement, on the other hand, was overwhelmingly concerned with the measurement of the employees' performance in order to determine whether employees deserved or not an increase on their salaries. Eventually, although this system was not implemented, the incentives were nonetheless awarded to the employees. The reason seemed to be that it was not the employees' fault that the system was not implemented but rather that of the employer.

Whole School Evaluation is a system that was imposed by the Department of Education, in order to make up the short falls that were created by the two systems. There were many areas of school development and/or performance that were left out by the Developmental Appraisal System and Performance Measurement, and the employer felt bound that, with or without negotiating the proposed tool, they were duty bound to evaluate and monitor the performance of the schools holistically. The employer advocated for this system through the various forms of media and to some extent implemented it, although it was met

with fierce opposition by organized labour in the department. This system was eventually not implemented.

1.3 Statement of the problem

The root of the problem for this study is, namely, what are the factors that affect the implementation of the management of performance of educators in the Waterberg District of Limpopo Province's Department of Education. The Department of Education in Limpopo Province is constantly involved in dispute resolution meetings with its employees about the non-implementation of the Performance Management System. In these meetings, the Department of Education raises an argument that it was the employees who failed to implement the management of performance of these employees. On the other hand, the employees are also pointing their fingers at the Department of Education and say it is the department that was supposed to monitor the implementation of the management of performance. At the centre of this argument is the issue of payment of a one percent pay progression that is paid to the employees if they implemented the management of performance and the forfeiture of the same if they did not implement. This is according to Resolution 8 of 2003. The same Resolution also points out that if the employer fails to implement the management of performance of the employees, the employer must pay by default.

1.4 Research Questions

The study poses the following main questions:

- (i) What are the factors or problems that inhibit the implementation of Performance Management System in the Department of Education in Limpopo Province?
- (ii) To what extent does the lack of implementation of the performance management in the Department of Education affect the delivery of quality public education in the province?

- (iii) Are the various systems of performance management in the Department of Education implementable?

1.5 Aim and Objectives of the Study

The aim of the study was, firstly, to investigate the factors that affect the implementation of management of educators in the Waterberg District of Limpopo Province. This is in keeping with basic research. Neuman (1997:22) states that those who seek an understanding of the fundamental nature of social reality are engaged in basic research. Basic research advances fundamental knowledge about the social world.

The aim of the study was, therefore, to understand the factors that affect the implementation of management of performance of educators in the Department of Education, with special reference to Waterberg District of Limpopo Province. Finally, the study aimed at coming up with recommendations that would address the challenges faced by managers and educators in the management of performance of educators.

The specific objectives of the study are as follows:

- (i) To investigate the problems affecting the implementation of the Performance Management System for educators in the Waterberg District of Limpopo Province;
- (ii) To probe into and expose the consequences of non-implementation of performance management in the Department of Education; and
- (iii) To make recommendations on the effective and efficient strategies of implementing a Performance Management System in the Department of Education.

1.6 Hypothesis

Certain circumstances and factors affect the implementation of management of performance of the human resources in the Department of Education in Limpopo Province.

1.7 Ethical Considerations

The researcher was guided by the following ethical considerations throughout the research process:

- The research was conducted objectively and with the highest sense of integrity;
- The researcher respected the right to privacy and anonymity of the respondents, and this was guaranteed in writing before engaging them;
- The research was conducted openly, with the community being aware of what was happening and not clandestinely;
- The researcher made every effort to acknowledge all the sources consulted; and
- The researcher pledged to disclose the findings of the all interested parties and especially the respondents, and this was done in writing.

1.8 Limitation of the Research

This research focuses on the performance management of educators in the Limpopo Province who are based at schools and Colleges of Education. Limpopo Province is a vast province that consists of five Districts and a total of 134 Circuit Offices. As such, it is not feasible to conduct a research to cover every corner of this vast area.

The research, as a result, was conducted in the Department of Education in the Waterberg District. The present researcher believes that although Districts may

be diversified in certain aspects and that necessary caution needs to be exercised in extrapolating information from one District to the others but however , one District can be representative of the other Districts. As such, the present researcher believes that the findings fairly reflect the situation in other Districts.

- ◆ The present researcher requested his supervisor to pave way for him through a letter of introduction.
- ◆ Humbleness was used as a strategy to approach the respondents.
- ◆ Trained enumerators were used to distribute copies of the questionnaire.
- ◆ The present researcher raised funds from his personal savings.

1.9 Chapter Outline

Chapter 1: Introduction and general orientation

Chapter one outlines the background leading to the study, a short historical overview of the Performance Management System and what intrigued the researcher to want to research on the topic.

Chapter 2: Literature Review

This chapter reviews the existing literature to explore what other scholars say about the research topic. It also identifies areas that have not been discovered by previous studies on the topic.

Chapter 3: Research Design and Methodology

This chapter outlines various techniques and research methods that were used during the research. The target groups, as well as the sampling techniques, are elaborated upon.

Chapter 4: Data analysis

This chapter, according to Alberts (undated:7), should record the 'doing stage' of the study. The chapter records all the relevant, measurable, verifiable, storable,

analyzable and convenient data collected. The chapter culminates in the analysis of the collected data and shows how the collected data impacted on the implementation of the management of performance of human resources in the Department of Education. This chapter shows, in an analytical manner, the relationship between the variables.

Chapter 5: Conclusions and recommendations

This is the final chapter of the research in which the main conclusions are drawn and the hypothetical statement is reviewed and tested. The chapter also contains recommendations to the Department of Education and future researchers on the topic regarding the implementation of the management of performance in the Department of Education.

1.10 Conclusion

This chapter covered the orientation and background of the study pertaining to the implementation of management of performance of educators. This chapter laid a firm foundation on which the research is based. The statement of the problem, the aim as well as the specific objectives of the study, were discussed. The definitions of concepts such as *performance*, *performance management* and *Inter-grated Quality Management System* were discussed in order to ground the orientation of the research. The chapter also outlined the ethical considerations to ensure that the researcher remains disciplined within the guidelines of this research ethics. Finally, this chapter presented the structure of the dissertation in the form of division of chapters.

2. CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

According to Schulze (2002:2), a literature review is a systematic, critical analysis and summary of existing literature relevant to the research topic. This chapter therefore comprises a study of existing literature that is relevant to the topic of Management of Performance in the Department of Education, Limpopo Province. Schulze (2002:22) emphasizes that the review of the literature will, amongst other things, serve to sharpen and deepen the theoretical understanding of the study in question. Mouton (2001:87) identifies a number of reasons why a literature review should be conducted, and these reasons include the following: ensuring that the researcher does not merely duplicate a previous study; to find out what the most widely accepted empirical findings in the field of study are; and to ascertain what the most widely accepted definition of key concepts in the field are. Kanyane (2004:2) emphasizes that the review of literature must apply on the root of the problem identified in the statement of the problem.

The literature review in this chapter is basically intended to reflect the earlier viewpoints of various scholars as far as the importance of literature review is concerned. In this chapter, the literature review is arranged thematically according to what the central ideas of the study are and in accordance with the formulation of the problem.

2.2 Terminological Framework

The following are selected terms that are key to the research. They are defined in order to conceptualize this study from the point of view of the Public Administration discipline.

- PERFORMANCE

According to Augarde (1993:322), the term 'performance' means to do something that you have to do or ought to do. Derived from that meaning, the concept is closely related to another concept called 'service delivery'. In Public Administration, these concepts refer to the delivery or the actualization of the mandate entrusted to public service in the form of predetermined objectives that are intended to benefit the public.

- MANAGEMENT

The term 'management', according to Augarde (1993:268), means to be in charge. It implies that there ought to be somebody who is in charge of the process because management, on the other hand, is a conscious, deliberate and purposeful realization of certain objectives. According to Watson (2002,203), the term *management* implies a purposeful coordination of resources (both human and material) in order to achieve a certain set of predetermined objectives.

- PERFORMANCE MANAGEMENT

The term 'performance management' is derived from two terms, namely, 'perform' and 'manage'. It basically refers to the monitoring and coordination of resources so that an institution achieves what it ought to achieve, namely, the fulfillment of the predetermined objectives. In order to achieve these, there ought to be a linkage between the objectives of the public institution with those of individual employees. To sum up, performance management is a process of harnessing all available resource within an institution and ensuring that they perform to the maximum in order to achieve the desired objective.

- DEVELOPMENTAL APPRAISAL SYSTEM (DAS)

Developmental Appraisal System (DAS) is a Performance Management System that was agreed upon between the employer and employees (through their unions). According to ELRC Resolution 8 (2003:3), the purpose of DAS was to appraise the individual educators in a transparent manner, with the view of

determining areas of each employee's strength and weakness, and to draw up programmes for individual development.

- **WHOLE SCHOOL EVALUATION (WSE)**

ELRC Resolution 8 (2003:3) states that the purpose of WSE as a Performance Management System is to evaluate the overall effectiveness of a school – including the support provided by the district, school management, infrastructure and learning resources – as well as the quality of teaching and learning.

- **PERFORMANCE MEASUREMENT (PM)**

According to ELRC Resolution 8 (2003:3), Performance Measurement is a performance management tool that was designed to measure an educator's performance in order to determine the salary progression, grade progression and affirmation of appointments, rewards and incentives.

- **INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)**

The purpose of the signing of ELRC Resolution 8 (2003: Section 1) is to align the different Quality Management programmes, i.e., DAS, PM and WSE, into one system that is called Integrated Quality Management System (IQMS). According to this resolution, the purpose of this alignment is that all the Quality Management Systems will inform and strengthen one another. To sum it up, IQMS is a combination of DAS, PM and WSE, with each maintaining its individual characteristics.

2.3 Issues raised under Literature Review

2.3.1 Fairness of the Management of Performance System

It is stated in Section 23 of the Constitution that everyone has the right to fair labour practices. Section 2 of the constitution states it unequivocally that the constitution is the supreme law of the land and any law or conduct inconsistent with it is invalid, and that the obligations imposed by it must be fulfilled. The

implication of this constitutional provision to the management of performance as a management activity is that the conduct and policies of all those who are involved must be fair and just in all respects. This literature sets the pace for all the other literature in this regard.

It is not surprising that McClain and Romain (2002:47) do not beat about the bush when they state that, in the process of the management of performance of the employees, there is a need that employees should be treated fairly. Managers should, before passing judgment about employees' performance, consider all the relevant and extenuating circumstances.

The Education Labour Relations (ELRC) Resolution No 8 (2003:6) also concurs without equivocation that in the process of implementing the IQMS, there is a need to minimize subjectivity through transparency and open discussion, and to ensure fairness by affirming the rights of educators. It is important to note that Flippo (1984:67) says that there should be an environmental constraint upon the process, i.e., fair employment practices imposed by government. This will ensure that there is no discrimination based on gender, age, race, religion, creed or even economic status of the employees. The Employment Equity Act (EEA), (Act 55 of, 1998:16) echoes the sentiments of Flippo in that it states unapologetically that every employer must take reasonable steps to promote equal opportunity in the workplace by eliminating unfair discrimination in any employment policy or practice.

The EEA further states that no person may unfairly discriminate against an employee, in any employment policy or practice on one or more grounds, including race, ethnic, religion, HIV status, gender, sex, pregnancy status, family responsibility, colour, sexual orientation, disability, conscience, belief, political opinion, culture, language or birth. The Act, however, acknowledges that it is

not unfair discrimination to take Affirmative Action measures consistent with this Act.

The implications of these scholarly views to the management of performance is an overarching one that points towards the need to have a fair and just process of the management of the performance of the human resources in the Department of Education. This need cannot be overemphasized.

2.3.2 The Need for Employee Participation

For any performance management to succeed and achieve its objectives there is always a need that employees must participate in the management process. ELRC Resolution 8 (2003:13) spells out clearly that the individual educator (employee) should develop his own Personal Growth Plan (PGP) together with members of his Development Support Group (DSG). Tyson (1995:143) agrees with this notion when he points out that one feature of culture change is the centrality of a new 'enabling' climate for new employee relationships to grow; new roles to be accepted; and the structure and systems that deliver output to come to the fore.

Gillepsie (1989:93) also concurs with this notion of employee participation in performance management when he says that supervisors must accept more authority and responsibility for the work of their departments, and that they should share responsibility and authority with their employees. He further argues that participative management increases the interaction among those above the supervisor in the hierarchy, those on the same level, and those below them (i.e., subordinates).

According to Keith (1995:163), not only the employer, but other stakeholders as well, would like to exercise an influence on the way each organisation would perform. These will include government, trade unions and individual employees.

All the scholars above agree that there is a strong need for employee buy-in or participation in the management of performance in order for it to succeed.

2.3.3 Performance Standards

Flippo (1984:91) agrees that organisations are systems of relating resources that will make possible the accomplishment of specified ends or goals. Every manager has the responsibility of organizing subordinates into patterns of interactions that will facilitate the accomplishment of these goals. Flippo (1984:92) continues to state that there are generally the primary and secondary objectives that organisations are engaged in and these include product or service objectives, which are concerned with the purpose of the creation and distribution of some goods or service. The 'tangible' representation of this in the Department of Education is the creation of literacy projects in schools and equipping learners with literacy skills. This becomes a standard to which educators, or those who are involved, must perform. These objectives include community and social obligations that are imposed upon business and become business objectives according to Flippo (1984:93). The objectives for which organisations have been established invariably become the standards by means of which the performance of these organisations and performance of individual human resources can be measured and managed.

2.3.4 Impact of Leadership

It is a point worth noting that Draffe and Kossen(1998:298) has observed that management, from CEO to first-line supervisors, sets the tone and has the primary responsibility for establishing a healthy organizational culture. He notes further that, consequently, the actions of managers exert a strong influence over the morale of the workforce. Draffe further notes that morale problems often arise when employees have one set of expectations of how their managers should behave, and the managers have another set. This, Draffe refers to as

role expectations. Role expectation can also create morale problems when employees expect that rules should apply not only to themselves but also to their bosses. The illustration that Draffe (1998:299) paints is, for example, employees would probably think that a rule prohibiting the use of a photocopying machine for personal use should apply equally to everyone. If managers openly use the machine for personal copying but employees cannot, the disregard for organizational rules can create role conflict and discontent amongst the employees. Draffe sets the pace for the need to have an effective leadership in order to enhance performance itself and the management of performance. Mafunisa (2000:79) cannot agree less when he states that it is the duty of super-ordinate public officials to ensure that their subordinates perform their duties competently. To do this, super-ordinate public officials should be aware of their professional roles, which include acknowledging cultural diversity.

The view held by Mafunisa (2000:86) is that the centrality of leadership is the ability to influence others to seek defined objectives enthusiastically. Leadership is the human factor that binds a group together and motivates it towards goals. Mafunisa argues further that subordinates are not automatically directed towards common objectives, but need to be guided in the right direction to have their efforts focused. In order that we should have an effective way of managing the performance of the human resources, Mafunisa argues that the superordinate public officials must have a clear and strong sense of mission, vision and focus. Mafunisa (2000:26) states the argument for the need to have an effective leadership when he asserts that leaders are the primary influencers of ethical conduct in the public service and that they, both formal and informal, are seen as being responsible for the ethical standards that govern the behavior of subordinates in the public service. Super-ordinate public officials need to first set an example or display their ethical behaviour, and then their subordinate might imitate them.

Flippo (1984:576) agrees with this when he asserts that, assuming that research indicates that changes should be made in areas pertaining to personnel, the personnel manager must assume some responsibility for the effective introduction of change. Flippo strongly asserts that, whilst it requires relatively, on the one hand, little authority to implement the training programmes designed to affect the attitudes, it requires, on the other hand, a considerable amount of authority to alter the 'guts' of an organisation - its jobs, technology and operating procedures. Flippo concludes his argument by unequivocally stating that the personnel manager, as an agent of change, needs to be effective and efficient in carrying out his duties. On the other hand, Boulter, Hill and Dalziel (1996:67) enquire as to what are key differences among successful executives that make them successful executives in one place and unsuccessful elsewhere. Their research has identified several enduring differences that spell success and failure. Motivation, time horizon approach to business relationships, bias for action and the approach to exercising authority have spelt success and failure for executives worldwide.

Boulter et al., (1996:63) have noted that people who are successful in one venue may have grave difficulties in another, and that a worldwide manufacturing organisation also found that using the same coercive style was effective at saving the organisation when it was in danger, but counterproductive when creativity was needed for revenue growth and market penetration. This assertion by Boulter and his colleagues sums up the need to have a situational leadership that is responsive to challenges, competent and effective in the management of the performance of the human resource.

According to Lussier (1997:535), the act of ensuring that human resources are performing is a management function. This suggests that it is a key performance area of the managers and supervisors to ensure that the human resources, or the subordinates, are performing as expected. This scholar calls

for managers to play a more supervisory role in ensuring that there is service delivery. On the other hand, Mol (1990:5) notes that the issue of training managers is a problematic issue. He notes that the educational background of most managers in South Africa is in the fields other than the fields they are performing their management function in. He points out specifically that most school principals in South Africa are trained educators and that their educational background is insufficient for management. This observation is by Pretorius (2006:1) who points out that the South African school principal of the future will have special qualification in school management so as to prepare him or her for the job.

It is clear from the readings of the three scholars above that there is a need to have a good quality supervisory structure to drive the management of performance of the human resource in any institution in general, and in the Department of Education in particular. Gillepsie (1989:3) advocates the need to have a good supervisory structure, and he points out that productivity in a group or a firm may vary greatly, depending upon the supervisor and his or her supervisory abilities.

To cement the argument by various scholars for the need to have an effective leadership to drive the process of the management of performance of the human resources in the Department of Education, the South African School Act (SASA) Act No. 84 (1996:516) places the responsibility for the professional management of public schools on school principals, or school managers as they are sometimes called. Professional management here refers to the process of ensuring that there is delivery of the predetermined objectives of the Department of Education, which include the teaching of the provided curriculum.

Equally, the Education Labour Relations Council's Resolution No 8 (1998:64) states that the primary task of a principal is to ensure that the school is managed

satisfactorily (effectively) and in compliance with the applicable legislation, and to ensure that the education of the learners, which is a super-ordinate objective of the Department of Education, is promoted in a proper manner and in accordance with approved policies. In the same breath, the resolution provides that the principal must provide professional leadership within the school (which is effective and efficient). The above-mentioned presentation of theoretical framework created by various scholars, in support of the need to have an effective leadership in the management of performance of the human resources, is a powerful, un-ignorable and appealing 'road sign' that points the direction to which the management of performance of the human resources should take with regard to the leadership that drives the process.

2.3.5 Evaluation

According to Tobin and Wise (1979:163), evaluation is a process of ascertaining or appraising the value of something and, as such, requires that judgment be made. They further state that there are steps that are necessary in this process, which include collecting, organizing, analyzing, reporting and acting. Resolution 8 of the ELRC (2003:28) also agrees that the Development Support Group must discuss its evaluation with the educator and must provide feedback. Phillips (1996:16) observes that in the 1980s, the United States of America struggled to understand the erosion of its position as the world's economic power. International competition, particularly from the Far East, made deep inroads into the steel, automobile, electronics, rubber and other industrial segments of the United States of America. Phillips further notes that declining productivity was singled out as the root of the competition problem. This conclusion has led to productivity improvement programmes emphasizing issues such as participative management, commitment to excellence, improvement, self-directed work, team innovation and value added programmes. Phillips cleverly wrote that the important aspect about productivity is that, before it can be effectively improved, it must be measured.

Along the lines of the foregoing, Tobin and Wise (1979) postulate that, for a successful management of performance of the human resources to exist, there is a need that the performance of the human resources needs to be evaluated so that it can be improved. Phillips (1996:24), on the other hand, concludes that evaluation shows proof of results and the staff or subordinates need to see the results of their efforts. The staff should know how well they are performing and that management must see how well the function is progressing. This is difficult to accomplish without a formal approach to measurement and evaluation.

Drafke and Kossen (1998:131) confirm the view of Phillips in that they too believe that a performance appraisal should be used to determine if the person meeting the job specification is able to perform the work in the job description. Drafke and Kossen (1998), however, raise a critical point in that they caution against the tendency to blame the employee if the results of the appraisal reflect poor performance. They point out that this could sometimes be due to the fact that the job description is outdated or the performance evaluation is inadequate.

Drafke and Kossen (1998:132) identify the following common criteria for evaluation, and state that these criteria may not be explicitly mentioned on the Evaluation Form, but they are usually present in every appraisal.

(a) Attitude

Most of the raters are interested in knowing what the employee's attitude to work is. Drafke and Kossen (1998:132) highlighted that a negative attitude is not a problem in itself but simply a symptom of some other different problems that can be dealt with separately.

(b) Compatibility

According to Drafke and Kossen (1998:132), compatibility refers to the

employee's ability to work with others. The ability of employee to work with others can enhance very greatly the performance appraisal and increases the chances of receiving key assignments and promotion.

(c) Dependability

Some managers, according to Drafke and Kossen (1998), may prefer to work with a dependable average worker to a superstar with erratic attendance. Dependability means that the employee can be relied upon, and this is often rated with attendance, tardiness or ability to complete work on time.

(c) Job knowledge

Job knowledge is important and should rate higher than the other criteria because if the employee does not know the job, obviously, the performance cannot be rated higher.

(d) Efficiency and organization

The two scholars, i.e., Drafke and Kossen, noted that efficiency and organization are related but not identical. According to them, it is difficult to be efficient without being organized, but you can still be organized and be completely inefficient. The aim is to be organized so that you can be efficient.

Drafke and Kossen indicate that the above-mentioned criteria underlie all evaluations and, as such, deserve the attention of all managers who are engaged in performance appraisals of employees in order to improve their performance or simply manage the employee's performance. Wilson (1998:192), on the other hand, cautions against the use of evaluation criteria or performance indicators as they may contain some inherent dangers. Wilson identifies the following negatives about the use of performance indicators:

2.3.6 Distortion of an Individual Motivation

Wilson argues that performance indicators can distort an employee's motivation and behaviour if they are applied mechanically without considering the consequences. An example may be a situation wherein a police force is motivated by a measure of the number of arrests per month. It might be expected that this could lead to an increase of wrongful arrests.

a) 'targetology'

Wilson (1998:192) indicates that 'targetology' is the setting of narrow range of performance targets that managers seek to achieve at the expense of service delivery. An example of this is a situation whereby the police target burglary as a crime because an improvement on this target puts them in the limelight and in headlines of newspapers, at the expense of addressing other forms of crime such as child-molestation and fraud.

b) Short term results versus long term results

When the manager's or the employee's career depends on the achievement of short term results rather than long term results, the tendency is likely to be the prioritization of short term results. The negative consequence of this strategy, according to Wilson, is likely to be underinvestment in innovation and quality.

c) Non-measurable performance area

The problem arises when a non-measurable performance area is deemed to be more important than measurable ones. Wilson (1998:92) warns that the danger might be the oversimplification of the non-measurable area in order to devise something that is measurable for purposes of demonstrating attainment.

d) Omission of client perspective

According to Wilson (1998:193), it is critical to be clear about whose values should influence decisions about performance: the organisation or the taxpayer.

Wilson warns that performance measures that merely satisfy organizational needs may be wholly inadequate in demonstrating that society's needs are being met.

e) Political Considerations

It is a risk that political considerations may overturn a decision based on the logical performance measurement based evidence. In his verbatim words, Sava (1972), as quoted by Wilson(1998:193), says that "even if an optimal location algorithm tells you that the best place for a garbage dump is across the street from a congressman's house, I can assure you that it is not going to be built there".

Wilson (1998:193) concludes his argument by indicating that the development of performance based management poses special difficulties for the public service. There is a tendency to focus on measurement, but ignoring the way quality needs to be judged in the public realm. Wilson argues that it is evident that a well-founded system of performance measurement, fully integrated into the management process of a public service organisation, and to which management at all levels are committed, can, in principle, provide a considerable stimulus to improved performance of the human resources and enhanced delivery of service.

3. CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, the researcher outlines the various research methods that were used to expose and draw conclusions on the issues pertaining to management of performance of the employees. The qualitative and quantitative methods have been triangulated in order to arrive at valid and scientifically verifiable outcomes of the study.

3.2 Research Design

Research design may be defined as the plan of procedures for data collection and analysis that are undertaken to evaluate a particular theoretical perspective. The approach selected by the researcher depends on the objectives and purpose of the study, as well as other concerns, such as the availability of funds and time constraints. On the other hand, Devos *et al.*, in Kanyane (2005:44), states that the definitions of a research design can be ambiguous. It is, for example, the blue point according to which data are collected to investigate the research hypothesis in an economical manner. In order to demystify the ambiguity of the definitions of research design, Mouton and Marais, in Kanyane (2005: 44), say that the objective of a research design is to plan, structure and execute the project concern in such a way that the validity of the findings is maximised. Brynard and Hanekom (1991:27), as quoted by Kanyane (2005:44), research methodology is the how of collecting data and the processing thereof. The research methodology can either be qualitative and quantitative approaches.

3.3 Unit of Analysis

The unit of analysis of this study is the Waterburg District of the Department of Education in Limpopo Province. The Waterburg District is divided into various circuits for easy management and access and this circuits form the sub-units of

the district. Three sub-units or circuits have been targeted and they are Baltimore, Matlalane and Mogalakwena circuits.

The population of the research includes the post level one educators who can be referred to as the foot soldiers or the implementers of delivery of service in the department, principals who are the immediate managers above the post level one educators and the circuit managers who are the coordinators of all activities within the circuits. The circuit managers form a bottle-neck channel that connects the Districts office and the school.

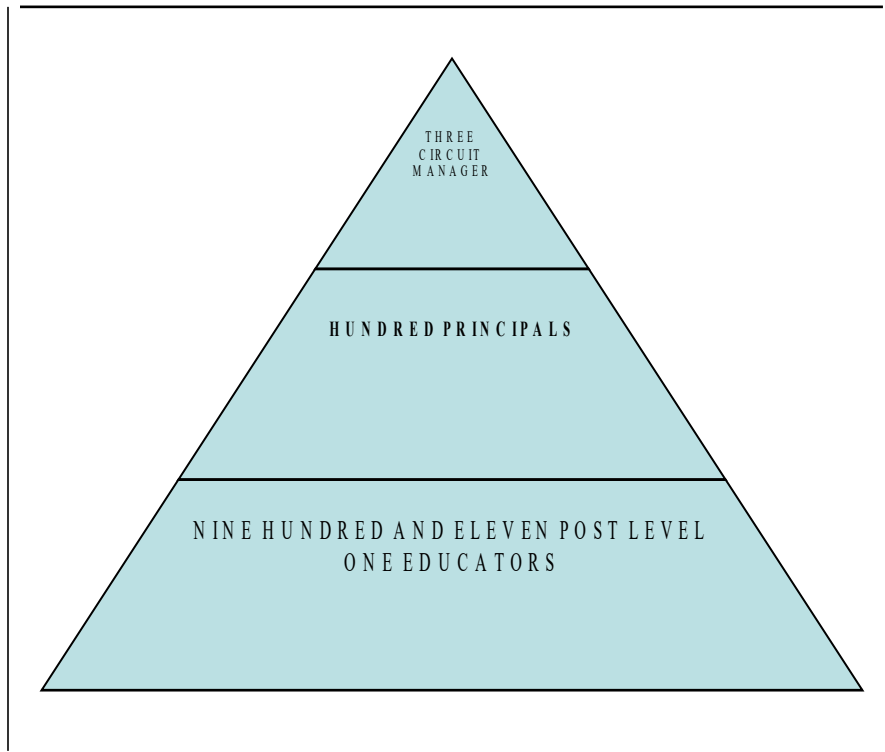


Diagram 3.1

Unit of Analysis

This pyramidal structure reflects the population, distribution and location of the respondents within the unit of analysis. The number of respondents increases with the decrease of authority of the respondents and vice-versa. This

population dynamics influenced the choice of techniques used to gather data in this research.

3.4 Triangulation of Methods

Triangulation is described as data collection in a single research project to increase the reliability of the results, and to compensate for the limitations of each method. Simply stated, triangulation refers to the use of more than one method in data collection. Ultimately, although there are clear differences between the two types of research, Wiersma (1991: 14) points out that the distinction is not a dichotomy but a qualitative-quantitative continuum. Mertens (1998:14) describes qualitative methods as the research methods that are used in research that is designed to provide an in-depth description of a specific phenomenon. On the other hand, Bernard (2000:254), in Kanyane (2005:50), argues that quantitative research designs is typically pre-planned, structured and designed to ensure comparability of data across respondents and sites. In qualitative research, the researcher assigned numbers to observation.

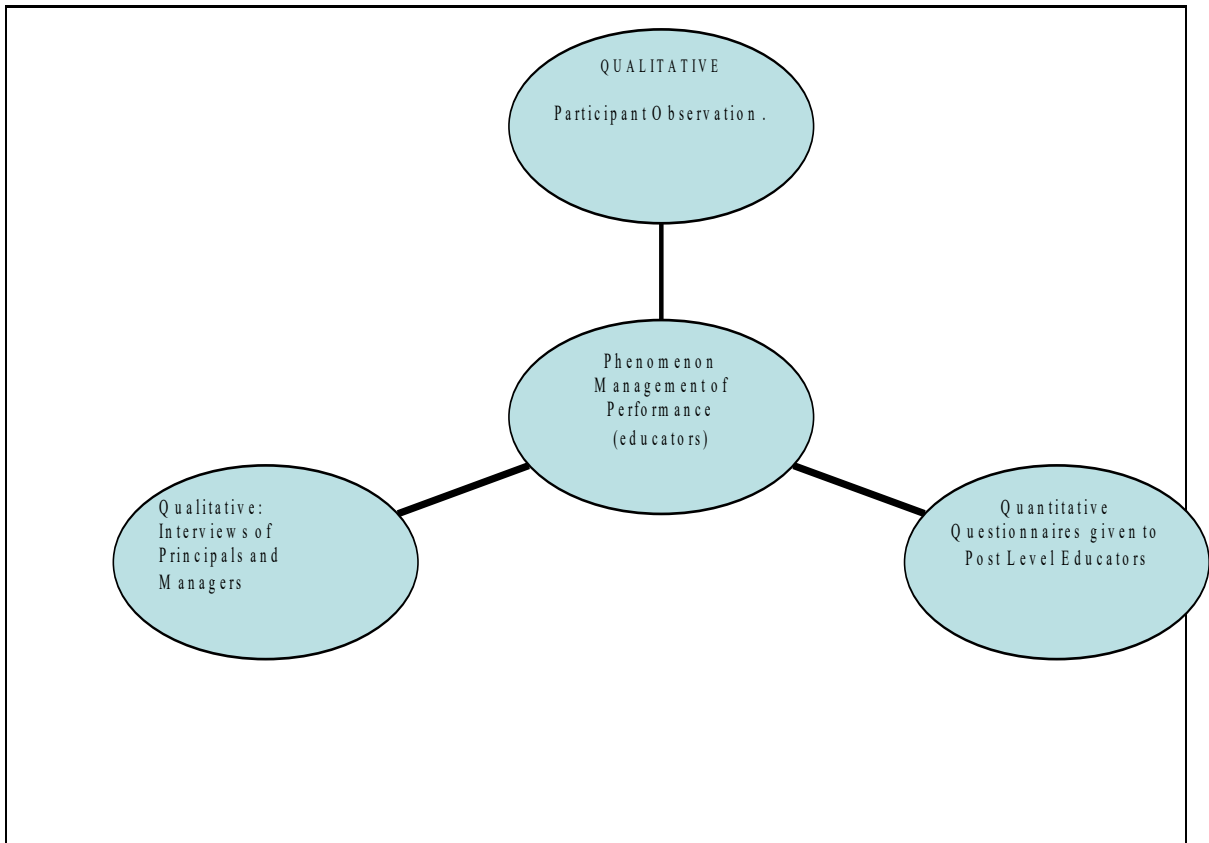


Diagram 3.2 Triangulation of methods

This schematic representation shows the interactive methods of data collection were used to reflect on the phenomenon of the implementation of management of performance of educators. The triangulation of methods has increased the validity and reliability of the findings of the study. These methods are unpacked in the following paragraphs.

(a) Participant observation method

According to Mouton (2003:148), participant observation studies are studies that are usually qualitative in nature which aim to provide an in-depth description of a group of people or community.

Firstly, the researcher observed Reabilwe Primary School where the researcher was employed and stayed for quite a considerable amount of time. This method

was encouraged by proximity of the site or research to the researcher, financial constraints and the easy access to the school community by the researcher. Another factor that motivated for the use of this method is that it provided a natural setting within which the management of performance of employees was carried out. The researcher was able to observe this phenomenon over a period of two years and documented this phenomenon.

From this strategic position, the researcher was able to interact with the Circuit Manager, the school based educators and the principal or management of the school on the subject of management of performance of educators.

Two educators were tasked with the implementation of Integrated Quality Management System were observed in a natural milieu and in a relaxed manner. There were other five other educators who are the implementers of the systems who were also observed. Secondly, the researcher infiltrated the South African Democratic Teachers Union (SADTU). SADTU is one of the powerful influencers of the phenomenon of the implementation of management of performance of employees in the Department of Education. It represents seven thousand educators in Waterburg District alone. It represents about thirty six thousand educators in the entire Limpopo Province. On the 20th of May 2006, the researcher infiltrated a District Workshop of SADTU which was attended by the chairpersons, secretaries and education portfolio convenors of each of the seven branches of SADTU within the district.

The motivation for this choice of approach was also that the researcher as a member had an easy access to this gathering and that this gathering had a potential of dictating to the other educators who remained at schools what direction to take regarding the implementation of management of performance in the Department of Education. The milieu was a natural one in which members of the Union expressed themselves freely within their own habitat as employees.

What is also significant about this gathering was that it was attended to by both the school based educators and principals in their capacities as ordinary members. The observer made important observations which are captured in the ensuing chapter during this workshop.

(b) Interviews

In order to gain more insight into the issues pertaining to the implementation of performance management, the researcher also used interviews in order to solicit raw data and an explanation of the management of performance of educators. The researcher designed ten standardised interview questions which were informed by the statement of the problem objectives and significance of the study as well as the research questions. These questions are attached to the research report as annexure A and are titled 'interview questions for principals and circuit managers'. The researcher intended to interview three Circuit Managers but eventually only two of them could be interviewed due to the unavailability of one of the Circuit Managers. It also appeared that this Circuit Manager was not willing to take part in the interviews because she turned down several requests to interview her.

The researcher also interviewed ten school principals from the three circuits. These principals were chosen using both the purposive and strata sampling techniques. In order for fairness on the sample 10% of the principals from each circuit were interviewed.

(c) QUESTIONNAIRES

The questionnaire was used to collect data from the post level one educators. This technique was influenced by the fact that there are nine hundred and eleven post level educators in the three circuits and the respondents were chosen using the purposive method. Questionnaires were distributed proportionally to these three circuits according to the population of educators in

each circuit. Each educator was given ten questions to respond to and they all responded to all the questions. Their responses are well documented in the ensuing Chapter Four.

3.5 Sampling

According to Schulze (2002:31), the term sample implies the existence of a population or universe of which the sample is a smaller section. The term population, therefore, refers to individuals in the universe who possess specific characteristics. In simple terms, the word *sample* refers to an element of a population that is included in the research.

According to Schulze, purposive sampling is entirely based (2002:35) on the judgement of the researcher. In this research, a Purposive Sampling was done in order to target those educators who have been in the field of education for a considerable amount of time that can reflect on the implementation of performance management in the Department of Education over a considerable length of period. The respondents represent fairly all the levels or ranks within the circuits of Baltimore, Mogalakwena and Matlalanane. The emphasis has been on the information-rich respondents.

According to Strydom and De Vos (1998:197), Stratified Sampling is suitable for heterogenous populations because they include small subgroups. Stratification consists of the universe population being divided into a number of strata that are mutually exclusive and members of which are homogenous with regard to some characteristics. According to Bless and Higson-Smith (1995:93), Stratified Sampling divides the population into different strata so that each target group of the population belonging to one stratum would be included in the sample.

In this research, this sampling technique was used to ensure that each subgroup as reflected in Table 3.4 are represented in the sample. Each subgroup has

reflected its experiences regarding the implementation of performance management in the department.

3.6 Conclusion

It is important to sum up the study, given the methodological issues raised. Given the fact that the researcher is employed by the Department of Education, access to the respondents was relatively easy compared to external researchers. The fieldwork was however demanding in terms of the amount of work and time taken.

A triangulation of the qualitative and quantitative methods was used to solicit data and increase the validity thereof. The fact that not just one method or approach was used guarantees the reliability and validity of the findings. Raw data that were obtained through quantitative methods was explained by the qualitative methods.

4. CHAPTER FOUR: DATA ANALYSIS

4.1 Introduction

In the previous chapter the methods and procedures used to collect data were clearly outlined and discussed in much greater detail. In Chapter four, the instruments and the tactics that were used are described and the findings as well as the results are presented in a descriptive manner as well through the use of tables and charts. The findings of the research are also analyzed. The main objective of using these two tactics was to get to the root of the problem which is 'what affects the implementation of performance management system in the Department of Education'. Interviews were used to gain a deeper insight from the practitioners of the management of performance system in Education. The experiences of educators and knowledge were unearthed in order to inform the research. This chapter accordingly reports on the findings of the research with a view of enabling the study to draw conclusions and make recommendations about the issues raised. The report of the findings is arranged thematically according to the research questions at the two sites, namely, at Reabilwe Primary School and at the Workshop of the South African Democratic Teachers Union (SADTU).

4.2 Qualitative Data Analysis

(a) PARTICIPANT OBSERVATION CONDUCTED AT REABILWE PRIMARY SCHOOL

The researcher observed the educators at Reabilwe Primary School in practice between January 2006 and March 2007. Reabilwe Primary School is situated within the Baltimore circuit in the Waterberg District of Limpopo Province. This school consists of one principal, one deputy principal, three Heads of Department and eighteen post level one educators. The researcher is employed at this primary school as a principal and has been very careful not to influence the

proceedings in any particular manner as he was aware that he was conducting a study in a natural habitat where educators were going on with their duties in the normal course.

In January 2006, one educator and one acting principal had already returned from a workshop which was organized by the Waterberg District on the implementation of Performance Management System for educators which was held in August 2004. These two educators reported back to their colleagues in 2005 in the form of a school based workshop. According to the educators who attended and cascaded the workshop to the others at school level even after attending the District Workshop they still did not understand the process as and they said that it was too complex to be understood in one workshop. The two educators who attended the District Workshop reported that the facilitator of the workshop himself did not understand some of the issues he was training them on. The then acting principal informed the researcher that the District workshop facilitator warned them that if they do not implement the process they will forfeit the one percent pay progression that is rewarded to educators after the successful implementation of the process.

With the help of these educators the school managed to put in place some of the structures that are responsible for the implementation of the management of performance system. The staff elected the Staff Development Team (SDT) which was charged with the responsibility of taking the process of management of performance forward.

The Staff of Reabilwe Primary School managed to elect the SDT which never held a single meeting in order to take the process forward. When the researcher asked the chairperson of the SDT why the SDT was not taking the process forward as they should the answer was " I really do not know why we are not taking the process forward and I have never had time to consider why we are

not having meetings and taking the process forward. I am however aware that it is the wish of everybody in the school to forget about the performance management system and let the department phase it out because it is difficult ". When the researcher asked the chairperson of the SDT about the specific areas of difficulty of the process the chairperson of the SDT responded by saying " Mnr, the whole thing is difficult to understand".

The researcher observed that another important structure of the IQMS namely Development Support Group (DSG) had not been established. According to Resolution 8 of 2003 the DSG should consist of at least a peer (an educator at the same level with the evaluated educator) and an immediate senior of that educator. The researcher observed that it was going to be almost impossible to implement IQMS without this structure. The researcher also observed that for the principal to form his or her DSG he would require a peer and an immediate senior. This has also posed a challenge to the implementation of IQMS in so far as the principal is concerned. The immediate senior of the principal would be the Circuit Manager whereas the peer would be another principal from another school. The researcher observed that it was difficult for each of the three circuit managers to become members of the all the DSGs for all the principals within the area of study.

The other members of the SDT never asked the secretary for a meeting or a workshop to take the process forward. When the researcher asked one member of the SDT about whether he thinks they would meet one day to take the process forward as an SDT she responded by saying "Meneer IQMS will never 'fly' because nobody understands it in the school. Some of the neighbouring schools come here and ask for help on the IQMS and we are not able to help them". From the researcher's observation the Staff Development Team remained dysfunctional between the period January 2006 and March 2007.

The Department of Education never sent a single monitor to evaluate the implementation of the management of the performance system. The department did not even write circulars to the schools to encourage them to begin to implement the contents of the 2005 workshop on IQMS. In the principals meetings although the improvement of the results and in particular the matric results were often discussed there was never a mention of the implementation of the management of performance system. It appeared as if no one ever thought about the connection that exists or may exist between the improvement of the results and the implementation of the performance management system in the Department of Education.

Towards the end of the year 2006 the Department of Education in Waterberg District issued a circular instructing all principals to submit the summative evaluation of the entire educator's performance for the year 2006. By the time Reabilwe Primary School received its circular there were only two days left for the school to close for the December holidays and educators were busy preparing for the end of the year party as they had already submitted their schedules and the learners report for final quarter of the year. The school as a result was not able to submit the summative evaluation and educators were worried that they are going to miss out the payment of one percent pay progression in the following year.

These educators began putting pressure to the School Management Team (SMT) to do something about the summative evaluation and ensure that they don't miss out on the payment of one percent of their salary. When the SMT asked the educators what is it that they can do in two days about the nine months work, the educators' response was "other schools have 'manufactured' the scores and their educators are going to benefit and not them'.

The schools closed for the end of the term without Reabilwe Primary School submitting the summative evaluation scores for the year 2006. During the school holidays the researcher in his capacity as the principal received a call from the Circuit Manager of Baltimore insisting that he must submit the summative

evaluations for the end of the year. When the researcher wanted to know how he would obtain the scores when the educators had already left for holidays the Circuit Manager insisted that the researcher must device the means and catch up with the other schools. Eventually there was an agreement between the principal and the circuit manager that a submission will be made in January 2007.

In January 2007 the principal convened a meeting to finalise the outstanding business of 2006 in the form of compilation of the summative evaluation scores for the year 2006 with a view of ensuring that the one percent pay progression is paid to the teachers. The educators proposed and resolved that the SDT must be beefed up with fresh members and that the scores must be 'manufactured' and be submitted to the circuit office in two days time. The management of Reabilwe Primary School relented and a fresh Staff Development Team manufactured the scores and the principal submitted the summative evaluation in the agreed time. In a days time the researcher in his capacity as principal received a call from the circuit manager congratulating him for the speedy manner in which he has managed to work on the summative evaluation. The researcher was assured that the scores have been forwarded to the District office in order to process the payment of one percent pay progression.

(b) PARTICIPANT OBSERVATION CONDUCTED AT THE SOUTH AFRICAN
DEMOCRATIC TEACHERS UNION WORKSHOP ON IQMS

On the 20th of May 2006 the Western Region of the South African Democratic Teachers Union organized a workshop on IQMS which was held at Mokopane Town in the municipal chamber. The facilitator of the workshop indicated that the purpose of that workshop was to clarify to members some of the difficult areas of the process of performance management system in the Department of Education with a view to facilitate the implementation process. The other purpose, according to the facilitator, was to take stock of the factors that inhibit

the implementation of IQMS in schools with a view to suggest some solutions to those inhibitions.

Designation	Number of respondents per designation	Responsibilities
Branch and Regional Chairperson	8	Control and manage the day to day activities of the Union within geographic area of their control. On average, this consists of 100 schools per Branch.
Branch Secretaries and Regional Secretary	8	Administers the programs of the Union and interfaces with the Circuit Managers at circuits within geographic areas of their control. Determines the time-tables of Union Activities.
Education Portfolio Conveners	8	Educate members on all education matters including performance management systems. Advise the Union on new innovations in the Department of Education. These are the pivots on all education matters.

Table 4.2: Respondents at SADTU's workshop

RESPONDENTS AT SADTU'S WORKSHOP

The table above reflects the number of the respondents who were at the workshop which was organized by the South African Democratic Teachers Union on the 26th May 2006 at the Municipal Chamber of Mogalakwena Municipality. The facilitator of the workshop explained the step by step process of the

management of performance of the human resources in the department. She indicated that the Union was the signatory to Resolution 8 of 1998 and that members were bound to implement the resolution that regulated the process of performance management system. Importantly, the facilitator outline a plan that needs to be followed and explained that each of the stages needed to be done quarterly and at the end a summative evaluation must be submitted to the circuit offices for processing and for the ultimate payment of the one percent pay progression.

The facilitator also explained the documentation that is necessary for the implementation of the process. Members indicated that they understood the presentation but that each time the process is outlined they understand but immediately become confused when they have to implement the process at school level. The members who attended the workshop were asked to enumerate some of the factors which made the implementation of IQMS difficult and they gave the following factors or reasons as the factors that inhibit the implementation of the process.

Five members raised issues which are related to the complexity of the process and in their own words they said: "There is lack of understanding of the process by various stake holders. The system is complex to understand as there is a lot of documentation to fill in and handle and this makes the process cumbersome". One member said : 'There is little time made available to demystify the grey areas of the process". A member attending the workshop also stood up and made a point that: " The process of IQMS cannot even be understood by circuit managers and how do you expect ordinary educators to understand it". They further indicated that there is little time available at schools to report to one another about the processes of implementing the management of performance of educators in schools. One member added by saying what makes IQMS difficult is that it combines Developmental Appraisal System , Whole School

Evaluation and Performance Measurement into one system. The member indicated that these systems themselves could not be implemented because they are difficult and complex to understand when they are still alone and what about when they are combined as one system.

Several members pointed out certain factors which are related to the concept of the role that leadership must play in order to have a successful implementation of the management of performance of the human resources. In one members verbatim words: "The process is led by people who do not have interest in it".

Members stated that the schools that were selected by officials for the implementation of Whole School Evaluation were not selected on the basis of any educationally sound judgment but on the basis of the subjective interests of the officials who selected and mainly constituted witch hunt of those that they did not like. Some members in the workshop indicated that the Department of Education did not provide leadership throughout the implementation stages of this process but were mainly interested in the final submission of the evaluation scores at the end of the year. One member pointed out that there are no IQMS monitors to deal with problem areas throughout the implementation stages and who should ensure that educators stick to the time frames. In the exact words of one member: "The Department of Education simply does not have staff to carry out the implementation of the process of management of performance of its employees".

One member pointed out that "Whilst we are involved in many ways in the various stages of the IQMS we are certainly left out when the Whole School Evaluation is done and we feel that this is not democratic enough". Some of the members corroborated this viewpoint by suggesting that in order to deal with witch hunt which some of the officials are conducting it would be better if the

Union were involved in the selection of the schools to be observed through the Whole School Evaluation.

Members pointed out they are awarding their peers more marks in order to avoid disadvantaging them when it comes to the benefits such as the payment of one percent pay progression and the progression from one grade to another grade if the educator has achieved and achieved rating for three consecutive years. They pointed out that if they do not award high scores for their peers they also would not be awarded high marks by the colleagues when it is their turn.

One member indicated that the internal moderation system is absent in many schools and weak in other schools where they exist. Members pointed out that there are no checks and balances to ensure that the marks awarded for each educator are commensurate with the performance of that educator. Members reported that the marks they award to each other are often disproportionate to their actual performance. They reported that they give themselves more marks than they deserve.

One member in the workshop pointed out that the establishment of the IQMS structures in schools was complicated by the fact that some of the schools are so small that they do not have enough educators to fill up the positions created for by the Resolution 8 of 2003 and that the Resolution is quite about what needs to be done if a school does not have enough people to fill up the structure. The workshop also pointed out that the majority of farm schools are 'two educator' or 'one educator' schools. Where ELRC Resolution 8 of 2003 requires that three people must serve in the structure these schools are not able to complete these structures.

Another member pointed out that it is also problematic to form a Development Support Group (DSG) for the principal. In terms of the Resolution 8 of 2003 any DSG must comprise of a peer and an immediate senior of the educator to be evaluated. This member pointed out that since the principal is the most senior

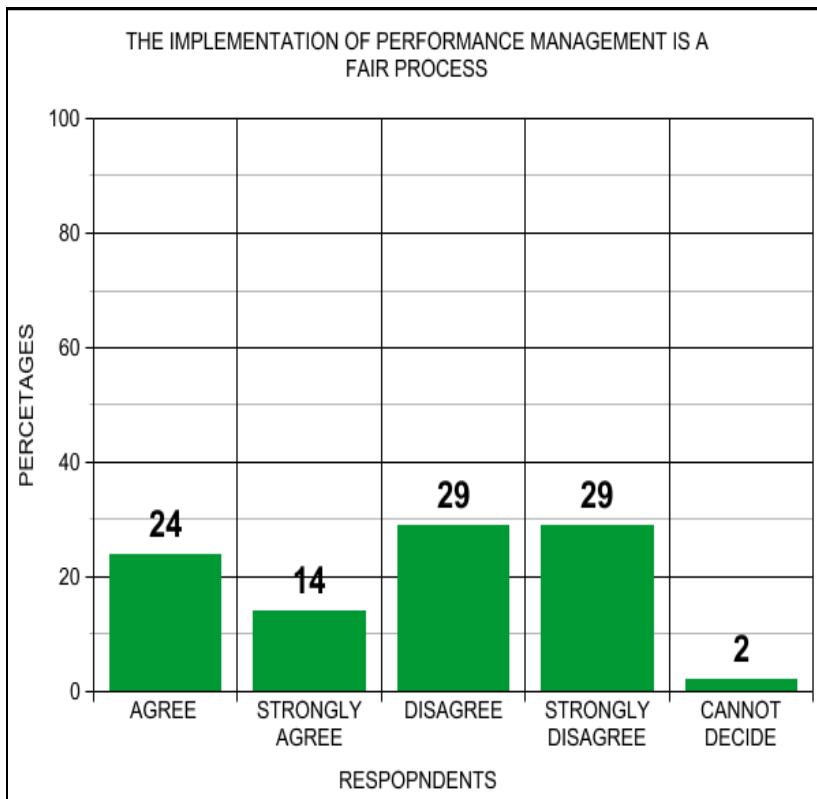
official in a school it will be impossible to get one educator filling that role in a DSG for the principal. This member further pointed out that it is equally impossible to get a peer from the principal within one school if peer means one of the same rank since there is only one principal's post per school.

4.3 Quantitative Data Analysis

FEEDBACK FROM QUESTIONNAIRES ANSWERED BY POST LEVEL ONE EDUCATORS

It is already stated in paragraph 4.2. that the interviews were used as the basic mode of enquiry to unravel the issues under study, namely, to find out what are the factors affecting the implementation of management of performance in the Waterberg District of Limpopo Province, and what follows here then are the responses that the interviews unlocked from the respondents as a way of finding the truth. Several questions were posed to the respondents and the report will, therefore, take a thematic approach arranged according to the questions that were asked. There were ten statements were put to them and they had to state if they agree, strongly agree, disagree, strongly disagree or cannot decide. They were further asked not to choose more than one option. They responded in the following manner.

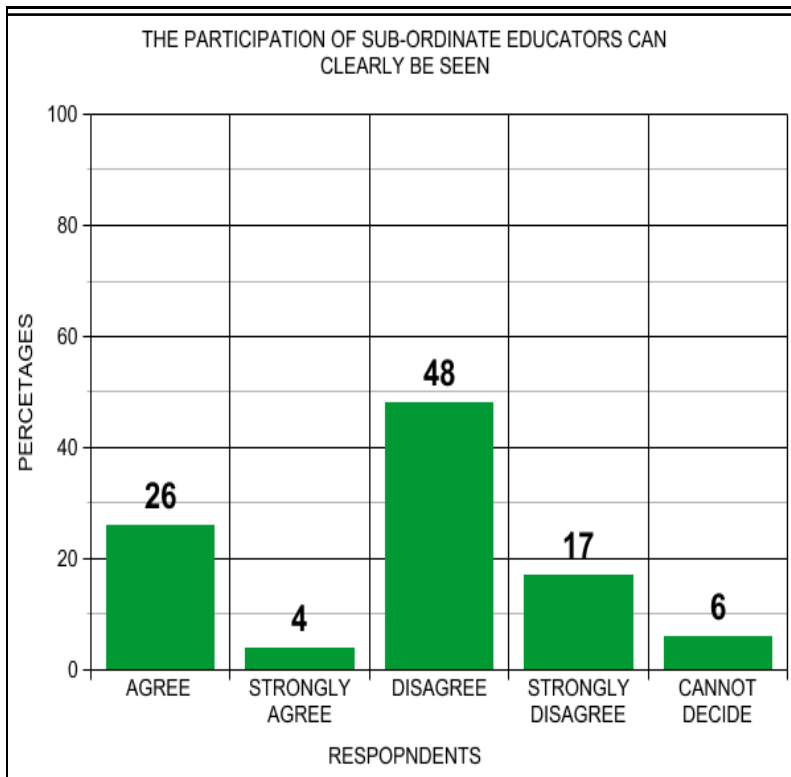
4.3.1 Fairness of the Management of Performance System .



Bar chart 4.1.

A total of fifty four post level one educators responded to this statement in the following manner: twenty four percent of them agreed that the process of managing employee performance is a fair one and fourteen percent of them strongly agreed that indeed it was a fair process. On the other hand, twenty nine of them disagreed that the process was fair whilst another twenty nine percent of them strongly disagreed that the process of managing employee performance was a fair one. Only two percent of them could not make up their minds on whether this is a fair process or not.

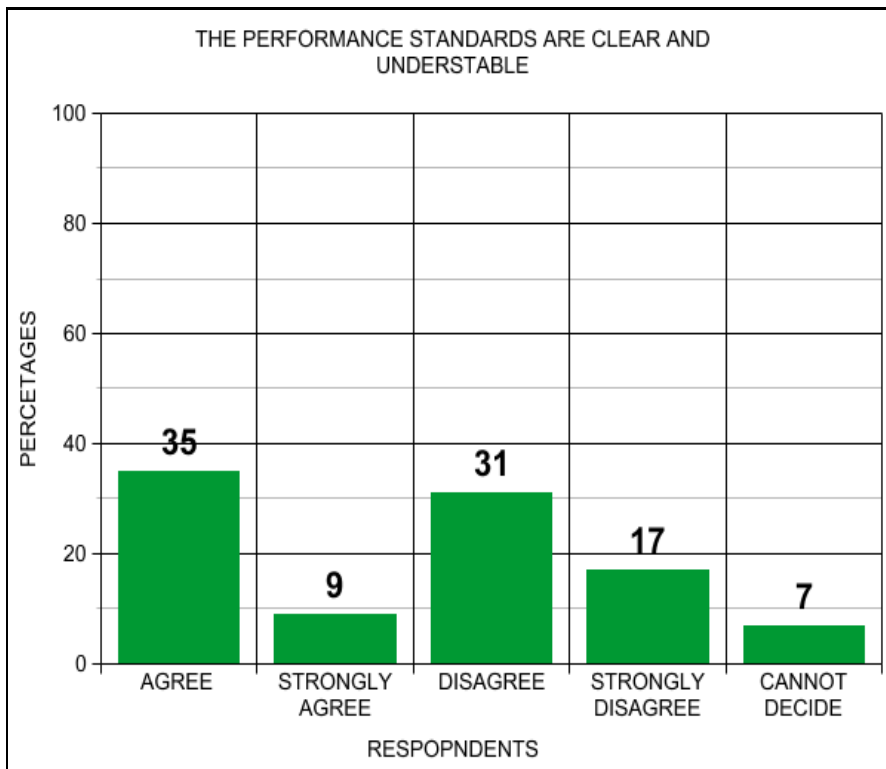
4.3.2 Participation Levels of the Employees



Bar chart 4.2

Fifty four post level one educators were given the statement "the participation of the sub-ordinate educators in the management of their performance can clearly be seen". They were asked to indicate if they agree, strongly agreed, disagreed, strongly disagreed or cannot decide. Forty eight percent of those educators disagreed that the participation of subordinate employees can clearly be seen in this process whilst another seventeen percent strongly disagreed with the statement. Only twenty six percent of those educators agreed that the participation of the junior employees can be seen and four percent of them strongly agreed that the participation of this level of employees is visible. Six percent of the respondents could not decide if they agreed or disagreed that the participation of the sub-ordinates was visible in the process of managing the performance of employees.

4.3.3 Clarity and Understandability of the Performance Standards



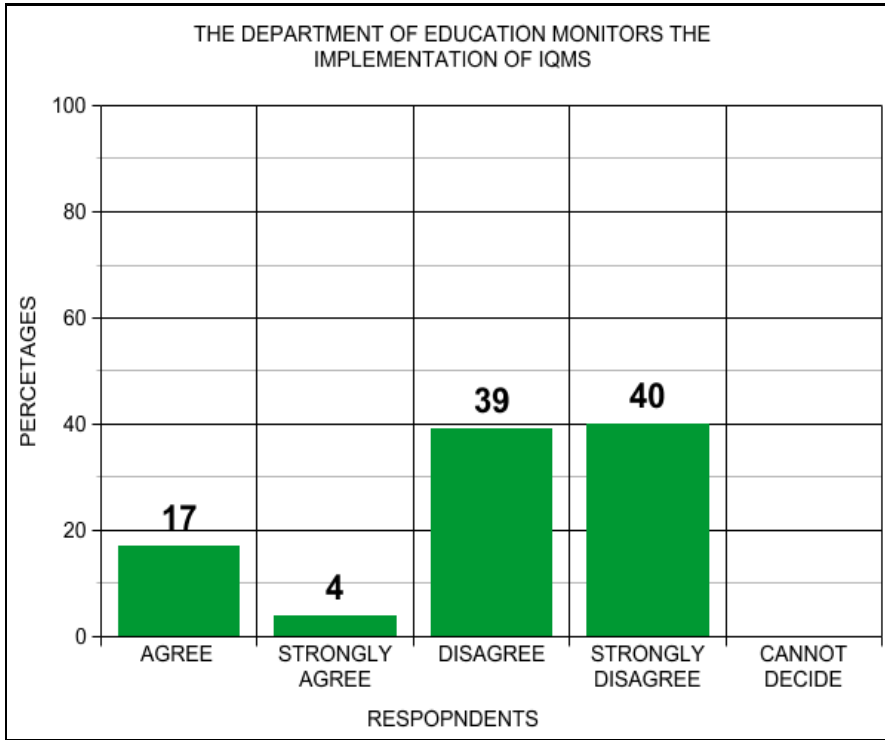
Bar chart 4.3

As in 4.3.2., above the same number of post level one educator were probed to reveal the clarity and understandability or lack thereof of the performance standards for educators which are used to measure the educators' performance during the management of performance of employees. The statement 'the performance standards set out for the educators are clear and understandable' was put to the respondents. Of the fifty four of these educators, thirty one percent of them do not agree that the performance standards set for the educators are clear and understandable and a further seventeen percent strongly disagrees with the statement.

On the stark contrast, thirty five percent of these educators agree that the performance standards are clear and understandable and a further nine percent

of these educators strongly agree that the performance standards are clear and understandable. Seven percent of these fifty four educators could not make up their minds on whether they understood the performance standards set out for the educators or not.

4.3.4 Monitoring of IQMS by the Department of Education

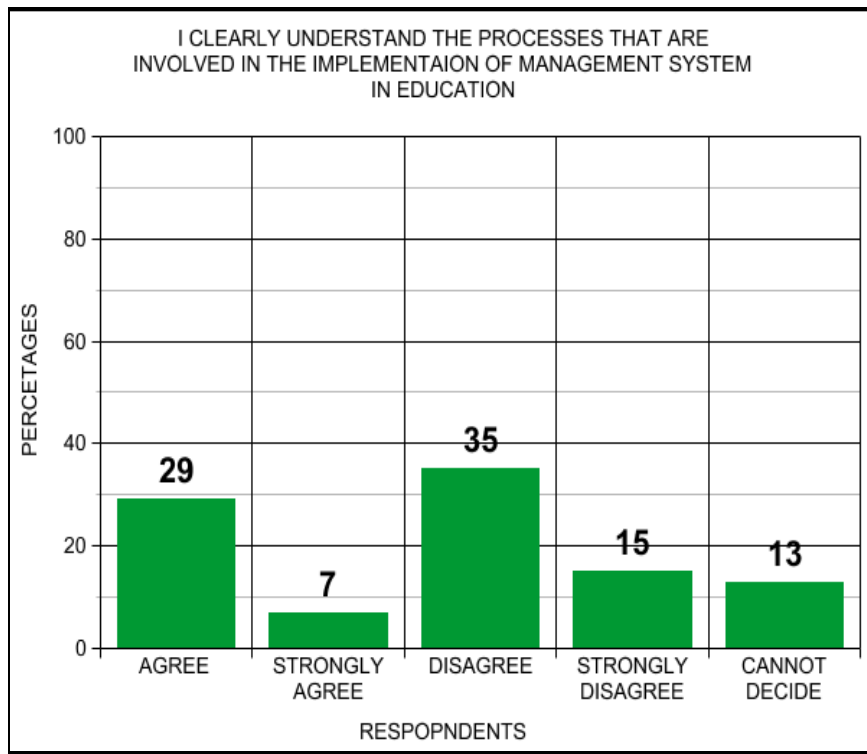


Bar chart 4.4

The statement that was put to the respondents in this instance was that "the Department of Education monitors the implementation of Inter-grated Quality Management system throughout all the stages of the process". A total of fifty four post level educators were asked to respond to this statement and thirty nine percent of them strongly disagreed that the Department of Education monitors the implementation of management of performance of employees and a further forty percent corroborated them by strongly disagreeing that the Department of Education monitors the implementation of this system. Whilst nine percent of

these educators could not make up their minds if there was monitoring by the Department of Education or not seventeen percent of these educators agreed that the Department of Education monitored the implementation of the management of performance of employees and was supported by four percent of them who strongly agree that there was monitoring by the Department of Education.

4.3.5 Level of Educator's understand the Processes



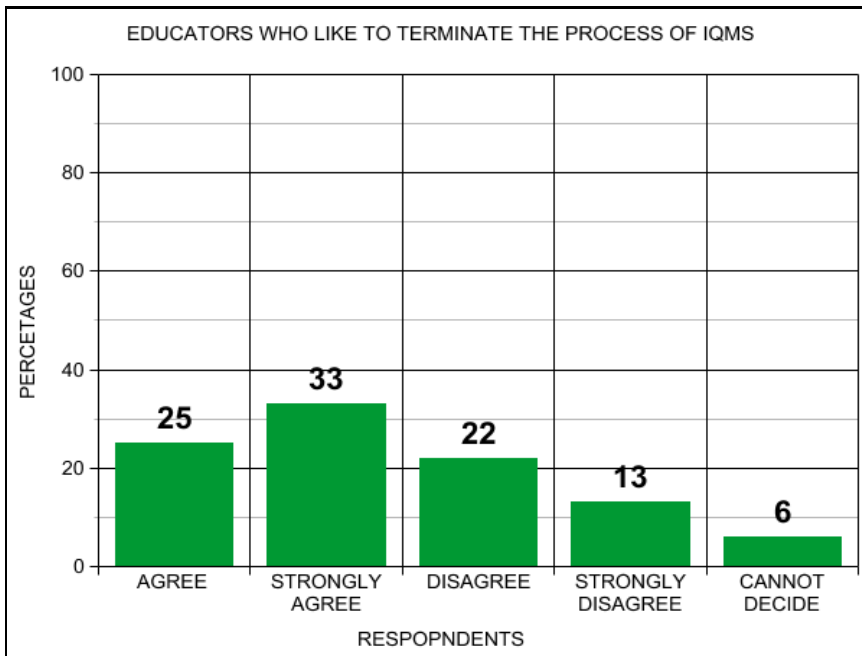
Bar chart 5.5

The study probed the understanding that educators have or lack regarding the processes that are involved in the implementation of the management of performance of human resources in the Department of Education. The statement put to the respondents was "as an educator I clearly understand the processes that are involved in the implementation of the management of employee performance in the Department of Education". Thirty five percent of

these educators disagreed with this statement whilst a further fifteen percent strongly disagreed with the notion that they understood the processes involved in the implementation of the system .

On the contrary, twenty nine percent of these educators affirmed that they understood the process and a further seven percent strongly agreed with the statement that they understood the process involved. Thirteen percent of these educators could not decide if they understood the processes involved in the implementation of the management of performance system .

4.3.6 Willingness of the Educators to Implement the System

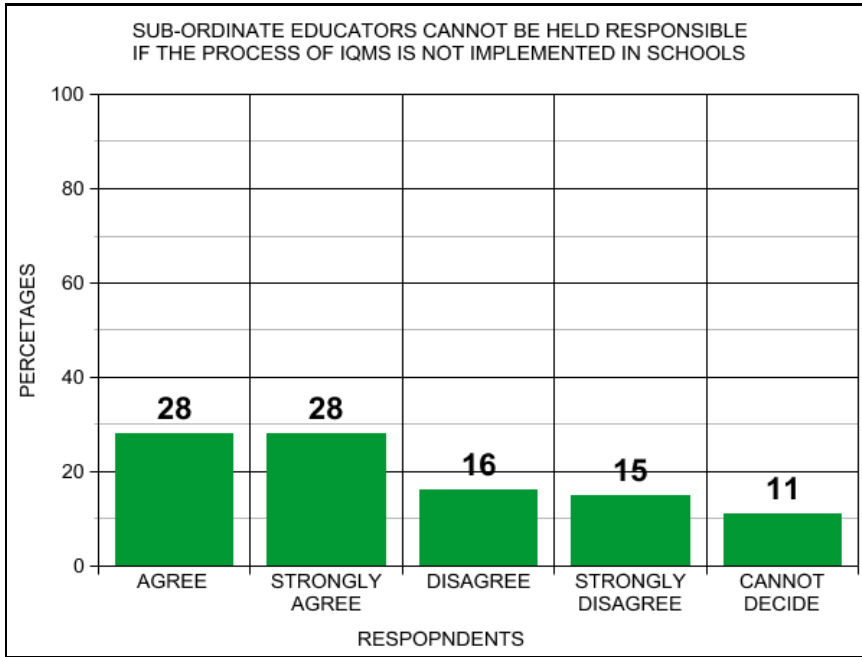


Bar chart 4.6

In order to reveal the willingness of the educators to implement the management of performance of educators in the Department of Education, the researcher put the statement "if I had the power to choose I would instruct the Department of Education to stop implementing IQMS processes". Thirty three percent of the fifty four educators strongly agreed that if they had the power they would halt the implementation of IQMS and are supported by another

twenty five percent who agree also that they would if they had power stop the implementation of IQMS. Opposed to them are the twenty two percent who are willing to implement the process and are supported by thirteen percent of these educators strongly feel that the process must continue. Six percent of these fifty four educators were not certain if they wanted the process to stop or continue.

4.3.7 Accountability of Educators to the Implementation of IQMS



Bar chart 4.7

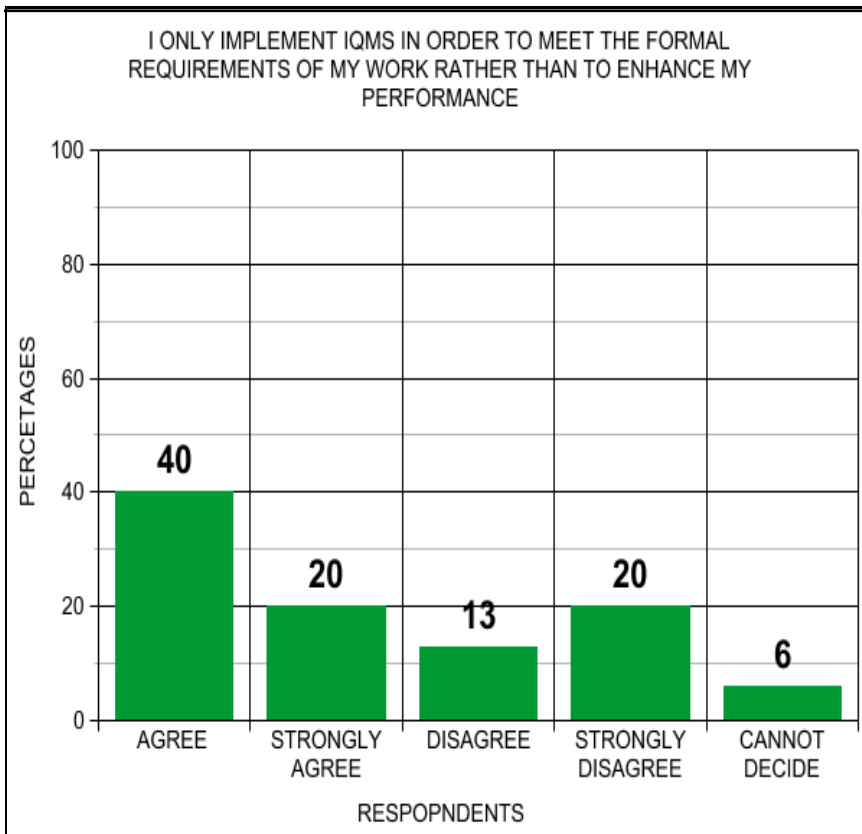
To test if educators felt any sense of accountability and blameworthiness for the non-implementation of the management of performance of educators the following statement was put to the fifty four respondents who are post level one educators: 'sub-ordinate educators cannot be held responsible if the management performance is not implemented in schools'.

Twenty eight percent of these educators strongly agree that educators can not be held responsible if the management of performance of employees was not implemented in schools and this number was supported by a further twenty eight

percent of the these educators who strongly agree that educators are not liable if the process was not implemented in schools.

Sixteen and fifteen percent of these fifty four educators respectively disagree and strongly disagree that educators cannot absolved from blame if the process was not implemented in schools. A further eleven percent of these fifty four educators could not decide if educators carried the liability of the failure of the implementation of the management of performance of educators in the Department of Education.

4.3.8 The Educators Motive for Implementing IQMS

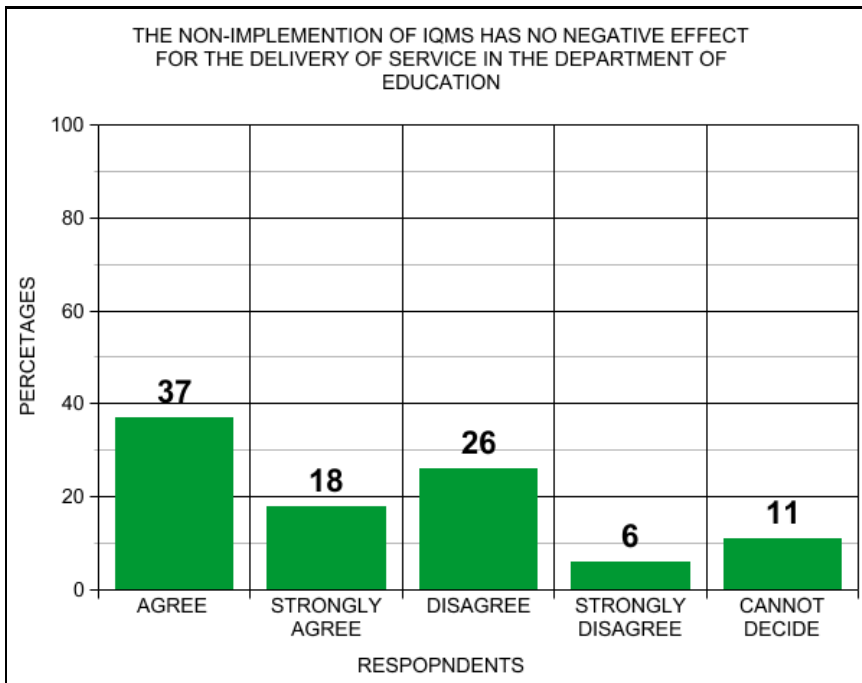


Bar chart 4 8.

Of the fifty four educators who were probed forty and twenty percent of them , respectively, agree and strongly agree that the reasons why they implement IQMS if they have to implement it was merely to meet the formal requirements of their work that to enhance performance as it is the objective of the processes involved in IQMS as contained in Resolution 8 of 1998.

On the other hand, twenty and thirteen percent of these educators respectively strongly agree and agree that the reason why they are implementing the management of performance of employees is to enhance their performance rather than just to merely meet the formal requirements of their work. Six percent of these educators could not make up their minds if they implement IQMS in order to meet the formal requirements of their work or to enhance their performance. If one looks at the bar chart below it becomes clear how educators are positioned regarding the motive for their implementation of this process.

4.3.9 The Consequences for Non-Implementation of IQMS

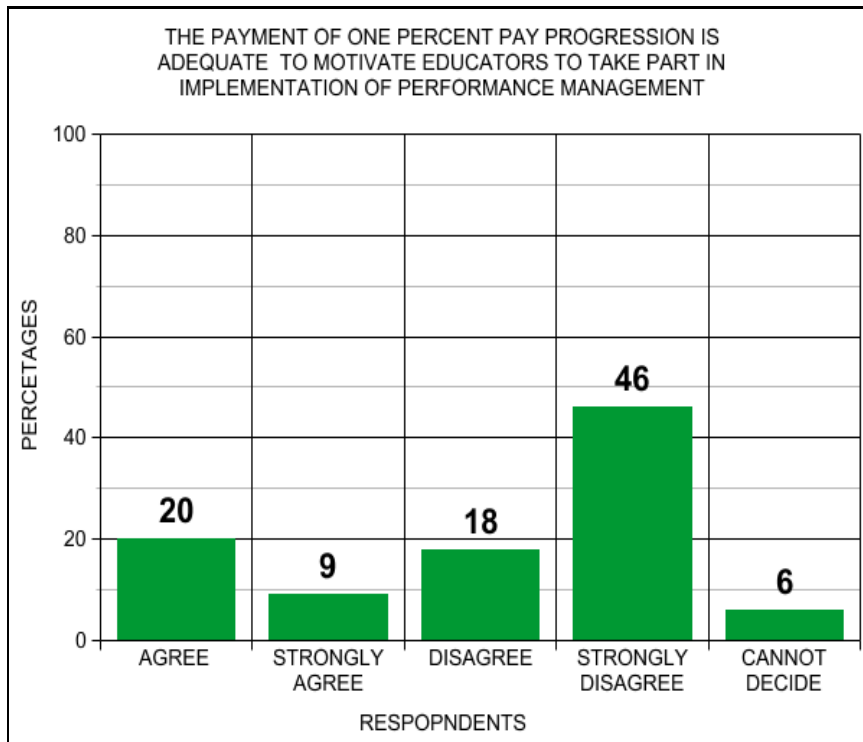


Bar chart 4.9

To check if the educators were aware of the impact that the non-implementation of the management of performance has on the delivery of service which is generally the provision of quality education in public school, fifty four educators were given a statement: 'The non-implementation of IQMS has no negative consequences for the delivery of service in the Department of Education' to respond to.

Thirty seven percent and eighteen percent of these educators respectively agreed and strongly agreed that the non-implementation of IQMS does not impact negatively on the delivery of service in the Department of Education. That means that as far as they look at things there is no correlation between the implementation of IQMS and the output of the Department of Education. In comparison, there is twenty six and six percent of these educators who correspondingly disagree and disagree that the non-implementation of IQMS has no negative consequences for the delivery of services in the Department of Education. An incredible eleven percent of these educators could not make up their minds if the non-implementation of IQMS impacted negatively on the delivery of services in the Department of Education.

4.3.10 Adequacy of the Incentive to Encourage Educator Involvement



Bar chart 10

Educators are paid one percent pay progression for the successful implementation of Inter-grated Quality Management System plus grade progression if they have achieved an achieved rating for three years consecutively. In order to test if this incentive was adequate to drive educators into movement towards the implementation of the system the following statement was put to the fifty four post level educators: "The one percent pay progression paid to educators for successful implementation of IQMS is a sufficient incentive to make them participate in the management of their performance".

Forty six percent and twenty six percent of the respondents strongly disagree and disagree respectively that the one percent paid to educators for the successful implementation of IQMS is an adequate benefit to propel the

educators into implementing the management of performance of the educators in the department. Divergent from this response is that twenty percent and nine percent of these respondents agree and strongly agree respectively that the payment of one percent pay progression is sufficient to steer them into movement towards the implementation of the management of performance of educators in the Department of Education. A further six percent of these educators could not decide if the incentive was adequate or not.

4.4 Analysis of Interviews held with Educators in Management

For the purpose of the report in this section, it should be noted that twelve managers were interviewed. These managers consisted of ten School Principals and two Circuit Managers. Initially it was planned that all the Circuit Managers will be interviewed but due to one the Circuit Manager's unavailability only two of them were actually interviewed. An appointment was made with each one of the respondents and they were interviewed privately – some in their offices and some in their homes. These interviews were conducted face to face and, therefore, the facial expressions of the respondents have further given meaning to what they have informed the researcher.

The main reason of interviewing this category of educators was that they should provide an explanation to some of the answers that were given by the post level one educators, the inputs by SADTU members during their workshop and some of the observations made at Reabilwe Primary School. The personal experiences of these managers have greatly informed the research. The responses the respondents gave is hereunder unpacked in a systematic and in a thematic manner which is guided by the questions they have been asked.

4.4.1 Fairness of the Process of Implementing the Management of Performance

Nine out twelve managers that the researcher interviewed regard the process of management of performance of the employees as not being a fair one. This accounts for seventy five percent of all the respondents. The reasons these educators advance, amongst others, are that: Educators evaluate their friends (peers) and do one another favours so that they do not forfeit the payment of the incentive at the end of the process of implementation. Educators inflate their own marks in order to impress management and obtain the achieved rating for the purpose of payment of one percent pay progression and grade progression which is awarded to educators for the successful implementation of IQMS. The experience of the educator is not taken into consideration when the process is planned and unfolds. All the educators are treated as if they had the same entry date in the Department of Education. The process is burdensome as it demands more work which has to be done simultaneously with other programs which are new also. There is however twenty five percent of the managers interviewed who view the process as a fair one. Their reason is mainly that the department would not have introduced it if it was not a fair process.

4.5 Understandability of the Management of Performance System (IQMS)

Eighty three percent of the managers who were interviewed concur with one another that the management of performance system is not easy to understand and therefore difficult to implement. These managers present a variety of reasons and factors to explain the lack of clarity and lack of understandability of the process of management of performance of educators in the Department. Amongst other things, they state that: These educators stated that there are too many forms to complete and this makes the process cumbersome. The implementation of the process needs more time of both the manager and the sub-ordinate educators and there is just no time available for them as there a lot

of other programs that need the attention of both. The facilitators who facilitated the managers and educators on the process of IQMS did not understand it themselves and have not been able to clarify the process very well. The departmental officials at the Circuit level also do not understand the process and are not able to descend to schools to assist where principals do not understand the process or are stuck. On the other hand, seventeen percent of these managers assert that the process is clear and well structured and only needs more time, effort and dedication by those who are responsible to implement to implement the process. They further argue that the process is well structured and easy to understand.

4.6 Willingness by Managers to Implement the Management of Performance of Employees

Eighty three percent of the managers interviewed expressed that it is not willing at all times to monitor the implementation of management of performance of employees. They cite the following reasons for their unwillingness to monitor the process of management of performance of educators under their management: The management of IQMS requires that you must leave other programmes that you are managing and have prioritized in order to monitor the implementation. They further state that principals have a lot of things to do and these include attending to meetings organized by the department, attending to workshops, attending to meetings in and outside the institutions where they are rendering service. One of the respondents stated that: "t is a waste of time." Managers do not understand the process and cannot be expected to manage something that they do not understand and will not be able to make sound judgment about its proceedings. The Circuit Offices are under-staffed and there is need for personnel to deal specifically with issues of management of performance and that all vacant posts must be filled in order to increase personnel at this level. Seventeen percent of the managers interviewed are

saying that they are willing to monitor the process because it is their responsibility to do so and that they believe that the implementation of management of performance of educators provides them with an opportunity to supervise performance, develop and empower the educators.

4.6.1 Rate of Monitoring by Managers

It is notable that hundred percent of all the managers interviewed state that they hardly ever supervise or monitor the implementation of management of performance of educators under their management. They state as reasons for this infrequent supervision as: The workload of managers at both Circuit and School level is so much that they are not able to devote time to the management of this process. They state that the other programs that they are involved in do not allow them space and time to monitor this process. The Department of Education has many programs which are not planned and synchronized. These programmes happen so haphazardly that they disrupt any conscious planning at the level of the circuit and school. These programs they report that they happen concurrently and according to policy programs of the senior level prevails over the programs of the lower and this makes supervision of IQMS almost an impossibility. In the verbatim words of one manager, "the management of IQMS is a waste of time". "We only think about it when time for submission of summative evaluation comes".

4.6.2 Accountability of Managers for the Implementation of Management of Performance

Fifty eight percent of the managers interviewed contest the idea that it their responsibility as Circuit Managers and principals to ensure that the management of performance of educators is implemented in schools. Some of these respondents argue that: It is the responsibility of the senior educator just below the level of a principal (HOD) who is closer to the implementers (post level educators) and not that of the principal. "The principal must simply delegate"

they argue. It is the responsibility of the manager above the level of a principal (Circuit Manager) to ensure that this process takes place. "I need the support staff in order to be able to properly take responsibility and the moment I am under staffed" one of the respondents argued. One of the respondents stated that: "Despite the fact that I am charged as principal to ensure that this process is implemented I am not willing to take responsibility of ensuring that this process is implemented. I simply do not understand it". It is important to note that on the other hand forty two percent of the managers interviewed are unconditionally willing to accept responsibility for the implementation of the management of performance of educators in schools. These managers indicate that it is their contractual obligation on the one hand and their personal commitment on the other hand that compel them to ensure that this system is implemented.

4.6.3 Is IQMS a mere formality or a process that Enhances Employees' Performance

It is notable that hundred percent of all the managers (principals and circuit managers) that were interviewed concur with one another that the implementation of management of performance of educators is a mere formality than it is a process that enhances the performance of educators. The respondents gave the following reasons for this phenomenon: There is lack of honesty amongst those who just want to submit manufactured scores in order to obtain material benefits in the form of payment of a one percent pay progression on top of their salaries. One the managers indicated that; "We just don't do our work properly". "Overloading of educators with work is the reason why they compromise some of their responsibilities such as proper implementation of IQMS" argued one of the respondents. The process is difficult to understand and be done properly. One of the respondents expressed that there are no government officials who run around the schools to ensure compliance.

4.7 Adequacy of the Incentives to Motivate Educators

Hundred percent of all the interviewed managers expressed the fact that the payment of one percent pay progression after the successful implementation of IQMS is not adequate to motivate educators to engage in the implementation of management of performance of educators. These managers elaborated in the following manner: The payment of one percent pay progression is intended to motivate educators to perform more but it has the opposite effect. People are demoralized precisely because of the payment of one percent of their salary for improved performance. The standard of living is so high that one percent does not become realistic indeed. The payment of one percent does not compare favorably with incentives in the private sector and it is just a drop in the ocean. The amount of work that goes into the implementation of IQMS is not commensurate with the payment of one percent. The payment of one percent pay progression and the number of forms, work and time spent on the implementation of IQMS do not tally.

4.7.1 Non-Adherence to the Management Plan

Various reasons were advanced by the managers interviewed as what affects the adherence of implementers of the management of performance of educators to the management plan that are often drawn to guide the step by step implementation of this process. Amongst others, the respondents have impressed on the researcher that: It is difficult to cope with many activities at school level. These activities are often overshadowed by those activities at circuit level and which are more often than not, not exposed to schools on time. The departmental activities at school level are not synchronized with those at circuit level and often the activities at the circuit level disrupt the activities at school level. The broad departmental plan is not revealed to schools in time but only after they have planned their site activities. There are no follow ups made by the departmental officials to ensure compliance with the time frames. School managers still lack understanding of the process and are therefore not able to

keep pace with the time-table because of this. The uncertainty that grips the managers holds this process at ransom and stagnant.

4.8 The Consequences of Non-Implementation of IQMS

It is noted here that fifty eight percent of the managers interviewed agree that there will be dire consequences for the Department of Education if the management of performance of the educators is not implemented. These respondents agree that there will be a negative impact on the delivery of services in the Department of Education if the management of performance is not implemented. These managers identify the following negative consequences that will come as a result of non-implementation of management of performance of educators: Educators will not develop their skills and their performance will stagnate and never improve. There will be poor results of the learners which come as a result of poor output by educators. The Department of Education will collapse and never be able to provide quality public education as per its mission and vision. On the other polar the forty two other respondents do not agree that there will be a negative impact on the Department of Education if the management of performance of human resources in Education is not implemented. Some of these managers are even of the view that the non-implementation of IQMS in particular will bring positive outcomes. The following are their expressed views: The non-implementation of IQMS will release the much needed time for other activities such as teaching and assessment of learner progress. They, accordingly, argue that the non-implementation will improve the learners' results and impact positively on the Department of Education. Educators teach better if they are not bothered by the implementation of IQMS which at any rate is not part of their formal training as educators. Some of them argue that every generation of educators graduate with a certain mind set which informs the management of their performance and any system that come thereafter clog the system and frustrate them. Why is there a low success rate in implementing the various management of performance system. Hundred

percent of the managers interviewed agreed that there is a low success rate in implementing the various management of performance systems in the Department of Education and attributed this to a number of factors. These factors include the following: There is no specific personnel that is hired to deal with issues of management of performance at circuit level and above who would monitor compliance and provide guidance on a daily basis without having to leave their other real or perceived important tasks. On the other hand, there are no experts to explain the complex processes to the educators and enhance implementation. As a result of this, there is lack of monitoring of the implementation of management of performance of employees. Educators have a negative attitude towards being monitored and supervised. They regard monitoring and supervision as witch hunt, which they associate with the earlier forms of performance management such as the old inspection system which mainly dealt with the enemies of the state and school managers.

The various systems of the management of performance always put teachers under pressure to perform and as a result teachers rejected them in subtle ways and replaced one system by another. This has resulted in the low success rate of implementing the previous management of performance systems.

These various systems were not part of the educators training background when they graduated from Colleges of Education or Universities. They have become a strange phenomenon which is grafted on the teachers' professional development and they do not quite gel very well with them. These managers, on the other hand, impress that despite the fact that teachers were not trained on these management of performance systems, the workshops that are intended to bring them on board are often conducted over a very short time and are not effective.

4.9 Main Findings of the Research and Data Analysis

The following section contains a revelation of the main findings of the research and an interpretation thereof. The section makes an attempt to answer the

research questions posed earlier on in Chapters one and three and suggests the findings regarding the root of the problem raised in chapter one in particular, namely; what are the factor that affect the implementation of the management of performance in the Department of Education , in the Waterberg District of Limpopo Province. This section also analysis these findings with a view to making recommendations in the ensuing paragraph - to the Department of Education in Limpopo and the future researchers on the topic under study. The following are the main findings of the research:

4.9.1 Fairness of the Process

Twenty nine percent of the post level educators that were sampled disagree that the process of management of educators in the department is a fair one. This number is supported by a further twenty nine percent who strongly disagree that this process is a fair one. These two groups comprise a total of fifty eight percent of the post level one educators who do not see the process of management of performance of educators as a fair one.

On the other hand, seventy five percent of the managers interviewed supports the assertion that the process is indeed not a fair process. These managers reveal that educators award more marks to their undeserving friends with a view of gaining material benefits in the form of a one percent pay progression. During an observation of SADTU's workshop on IQMS members pointed out that they are awarding each other more scores in order to avoid disadvantaging themselves when it is their turn to be evaluated. This point surfaces again during a staff meeting of Reabilwe Primary school when educators in that school pressurize their management to 'manufacture' the marks on the grounds that other schools have done so and they are going to benefit. The fact that there is a lot of unfairness premised on dishonesty and lack of accuracy has been well grounded and this finding is validated by various research techniques that have been applied to the question of the fairness of the process.

The ELRC Resolution 8 states that during the implementation of IQMS there is "a need to minimize subjectivity". Mc Clain and Romain (2002:47) have pronounced the need to have employees treated fairly during this process when Flippo advises that there should be an environmental constraint upon the through fair employment practices.

It is argued here that it is indeed not fair to inflate the scores of educators in order to impress upon management and to make a material gain through wrong and corrupt means. If educators in one institution are able to inflate their own marks but other in another institution are not able to do the same it may well be argued that the ground is not even and this may have a demoralizing effect on those who are doing the process fairly. This is surely one of the factors that are affecting negatively the implementation of management of performance for educators. It discourages both the educators and their employer in that the employer will not have courage to pay for something that is clearly fraudulent and therefore wasteful.

4.9.2 The Role Played by Leadership in the Implementation on IQMS

Seventy nine percent of the post level educators argues that there is hardly ever any monitoring activities by the departmental official in order to enforce compliance with the dictates of the management of performance system in the Department of Education. This number is opposed to a mere twenty one percent who say there monitoring done by the Department. On the other hand, the study reveals that fifty eight percent of managers interviewed do not accept that it is their responsibility to ensure that IQMS is implemented in schools. Some argue that it is the responsibility of their sub-ordinates whilst others argue diametrically that it is the responsibility of their superiors to ensure that the system is implemented.

On the other hand, the participation of the researcher in the proceedings of Reabilwe Primary School reveal that the department did not send a single monitor nor did they write any letters to the school encouraging them to implement the process of management of performance except until at the end of the year and during school vacations when the department wanted the Summative Evaluation of the scores achieved by educators.

During a SADTU workshop on IQMS it was pointed out by members in that workshop that the process of IQMS is led by people who do not have interest in it. The members of SADTU argued that the department never sent monitors to monitor the implementation stages of IQMS and ensure compliance with the various implementation stages of this process.

It is not surprising that a whopping hundred percent of school managers and circuit managers agree in cohort that they hardly ever supervise the implementation of management of performance of educators. They impress that amongst other reasons for failing to supervise this process are that they are overburdened with work and that they themselves do not understand the process because of its complexity.

Whereas Mafunisa (2000:79) argues that it is the duty of the super-ordinate public officials to ensure that their sub-ordinates perform their duties competently and Drafke (1998:298) having observed that management, CEO to the first-line supervisors, sets the tone and has the primary responsibility for establishing a healthy organizational culture and that the actions of the managers exert a strong influence over the morale of the workforce it is herein submitted that the case of lack of leadership to steer the management of performance of educators is beyond any reasonable doubt well made. This is corroborated by various angles of study. It is a finding of this study that lack of

leadership by managers and the Departmental officials is affecting the implementation of IQMS negatively.

4.9.3 Educator involvement in the Implementation Management of Performance

The study reveals that sixty five percent of the post level one educators do not regard their participation in the management of their performance as visible and clear. Only thirty percent of the post level educators argue that their involvement is conspicuous to sight. With the same breath fifty eight percent of the post level one educators would discontinue the process of management of performance of educators if they had power and choice. Fifty six percent of these educators do not hold the post level one educators blameworthy if the process of IQMS is not successfully implemented.

At the workshop of SADTU, the study revealed that whilst educators feel that they are involved here and there in the various stages of the implementation of IQMS they are completely left out when one part of the management of performance, namely; Whole School Evaluation, is performed. It is clear from these responses that the participation, commitment and willingness of the post level educators to implement the process of management of performance is fairly low. It is useful to state that Gillespie (1989:93) one of the seasoned researchers and author on public administration issues wrote that participative management increases the interaction among those above the supervisor in the hierarchy, those on the same level and those below them (sub-ordinates). Keith (1995:63) points out that not only the employer but other stakeholders as well would like to exercise an influence on how the organization is run. It is a solid finding of this research that the participation of post level one educators in the management of their performance is defective and does not meet the standard

necessary for the successful implementation of the management of performance system.

4.9.4 Complexity of the Process of Management of Performance

During the workshop organized by the South African Democratic Teachers Union, one of the most powerful influencers in the Department of Education the study revealed that educators lack understanding of the process of management of performance of educators and they view it as complex and cumbersome as there is a lot of documentation to fill in. The study revealed through the observation of this workshop that there is little time put aside by the department to demystify the complex areas of this process.

A survey of the post level one educators reveals, on the other hand, that sixty three percent of post level educators do not clearly understand the processes that are involved in the implementation of management of performance in the Department of Education. A survey of the managers (principals and circuit managers) reveals that eighty three percent of the managers have difficulty in understanding the process and to implement it. This is a significant number considering that managers are the driving force in any organization.

4.9.5 Adequacy of the IQMS Structures

The study has revealed through participant observation that the structures of IQMS are inadequate for the effective and efficient implementation of the process. According to Resolution 8 of 2003, an ELRC Resolution that informs the implementation of management of performance there should be a Development Support Group (DSG) for each and every educator including principals. The DSG comprises of the educator whose performance is managed, a peer of that educator who should be drawn from the same level or rank and an immediate supervisor of the educator whose performance is managed.

The implication in many schools is that the principal will not have a peer from the same institution that he or she is managing and that all the principals in the circuit will scramble for the circuit manager who is always one per circuit to become the immediate peer. This makes it impossible for the principals to establish their DSGs and once it is so these impacts on the example that principals as managers should set for all educators in the school. Once the principal does not take part in the management of performance as an employee this sends a wrong message to all the other educators and it demoralizes them and impacts negatively on the implementation of IQMS.

4.9.6 Adequacy of the Incentive

It is worth noting that sixty four percent of the post level one educators do not agree that the payment of one percent pay progress paid for the successful implementation of IQMS is adequate to steer them into motion in this regard. Six percent of the post level one educators could not make up their minds when only twenty nine percent agreed that the payment of one percent pay progression is adequate to make them involved in the implementation of management of their performance.

It is a significant point to make that hundred percent of the managers viewed the payment of one percent pay progression is not sufficient to motivate the workforce towards the implementation of management of performance. Some argue that it has the opposite effect that the one it was intended for, that is, it demoralizes the educators as they regard it as an insult to the educators. During the study it was found that most educators have a negative attitude towards the implementation of IQMS and would even want to discontinue it if they had power and were given to choose. To trace this negativism, it is important to implore for the wisdom of Drafke and Kossen (1998:132) when they highlight that a negative attitude (of an employee) is not a problem in itself but a symptom of some other different problem that can be dealt with separately.

It is a researcher finding that there is a correlation between the low educator morale for their involvement in the management of their performance and their rejection of the payment of one percent pay progression for the successful implementation of IQMS.

4.10 Conclusion

Let me point out at this stage that it was useful to triangulate the various research methods in order to arrive at the most valid and supported findings of the study. The phenomenon of the implementation of management of performance management was looked at from various angles and the same consistent and therefore valid and scientific findings were reached at. The factors that affect the implementation of management of performance are many and diverse but can be traced back to the Department of Education through lack of leadership provided for the process, complexity of the process and lack of sufficient and adequate incentives to motivate personnel towards implementation of the management of performance of educators. The ensuing chapter will however make an attempt to make recommendations based on these findings as how best the process can be taken forward. The study therefore finds with utmost precision that IQMS is so complex for the educators that its implementation becomes negatively affected. Educators and managers report that they do not understand and can therefore not be expected to implement it successfully.

5. CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

The first paragraph here you need to the short background of the study.

Chapter one introduced the background leading to the research. Of cardinal importance is that this chapter laid down the main objective of the study which is to investigate the factors affecting the implementation of management of performance of educators in the Department of Education in general but in particular in the Waterberg District of Limpopo Province. Hypothetically, this chapter suspected that there was lack of willingness on the part of the employer and employees at different times to implement the management of performance at different times and this hypothesis is tested towards the end of this chapter.

Chapter two examined the available and relevant literature on the topic under study in order to draw the valuable experience of other scholars on the issues under investigation. The literature review was also conducted in order to establish groundwork that has not been discovered by previous studies. Flowing from the review of literature it has become evident that there are certain fundamental and underlying principles that should precede any successful implementation of the management of performance of educators in the Department of Education. The literature review reveals amongst other things that any process of management of performance of employees must be fair in all respects, that the participation of sub-ordinate employees must be deepened in order to have a successful implementation of management of performance, there is need for effective and efficient leadership provided by managers and supervisors in order for the management of performance to be completed successfully and that there is a need for strategic retreat to conduct review of the performance of employees.

Chapter three outlined the research design, a plan of action for this study and procedures for the collection of data. The research has embarked on a triangulation of qualitative and quantitative approaches, the use of questionnaires, interviews and participant observation in order to increase the validity of the findings in this study.

Chapter four presented the findings of the research, which are elucidated by means of bar charts in order to make the responses of the respondents clearer. In the same chapter, an analysis of these findings was done. The chapter answered the research questions raised in chapters one and three. Of critical importance is that the study revealed a low morale on the part of the implementers of the management of performance in the Department of Education which mainly influenced by the complexity of the Performance Management System that the incentives paid to educators for implementing the management of performance is wanting. These situation leads to fraudulent activities by the educators as an attempt to salvage benefits which at any rate they are saying are inadequate.

Flowing from the findings and critical issues raised, the following recommendations are drawn:- Firstly, having uncovered the fact that the process of management of performance is an unfair one to both the educators and their employer with regard to the awarding of undeserved scores to educators by their peers, it is important to suggest a remedy to this anomaly. It is recommended that that there should be strategic reviews in every school where the scores awarded to educators may be reviewed by a panel other the Development Support Group which has awarded the scores. These reviews would enable the employer and the educator to request that such scores be verified if one party deems it necessary. During these reviews, principals may be held accountable if any fraudulent scores are processed to the department for payment of a pay progression.

Secondly, since the study has revealed that the role played by managers and supervisors during the implementation of management of performance of educators is inadequate and causes the implementation of this process to stagnate it is now useful to recommend as a matter of utmost urgency a therapy to this decomposing situation. It is recommended as a matter of extreme importance that a clause be put into ELRC Resolution 8 (1998) which provides that principals and circuit managers should face consequent punitive measures if they fail to ensure that the management of performance of educators is implemented. The ELRC Resolution No 8 may include a clause that recognizes that principals of schools are the main influencers of the implementation of the management of performance of educators in the schools or areas of their jurisdiction. It is further recommended here that Circuit Managers and Principals may be caused to report on a quarterly basis to the District Offices about the progress made in that quarter regarding the implementation processes of the management of performance of educators. The District Offices may appoint personnel that specifically receive and make follow ups on this report and that they themselves may be requested to account on the progress made in this regard.

It is thirdly recommended that there may be Peer Review Committees consisting of three to four principals of other schools appointed by Circuit Managers on an ad hoc basis to manage and monitor the performance of each principal and report to the Circuit Manager on quarterly basis. This, it is hoped that it will decongest the overload of work at circuit level and allow the circuit managers to become meaningfully involved in the management of performance of principals. It will also ensure that the performance of principals is managed and set the pace for the sub-ordinate educators.

Fourthly, it is recommended that the process, documentation and score sheet for Inter-grated Quality Management System be simplified and become user friendly so that they can be understood by everyone involved in the process and be used efficiently, effectively and economically. In addition to this, there should be enough workshops organized and run by people who are effective in order to produce champions who will run the management of performance of educators in schools. These champions should translate into the Staff Development Teams to oversee the implementation of the management system for educators. It may no longer be the case that the people who attend the workshop organized by the department may not be the ones who form the Staff Development Teams. If this is taken into consideration it would ensure that the knowledge gained from such workshops is translated into action.

Lastly and fifthly, the Department of Education may perhaps consider increasing the one percent pay progression for implementation of IQMS to some acceptable percentage which will be reasonable and motivate educators to be involved in the process of management of performance.

The study has revealed that the payment of one percent pay progression and grade progression after three years is not adequate to motivate the educators to enthusiastically be involved in the implementation of IQMS. There is a persistent rejection of the payment of one percent by the majority of educators and managers. This leads to negative attitude towards the implementation of management of performance of educators. The negative attitude expressed against the implementation of IQMS is not a problem in itself but simply a symptom of some other different problem that can be dealt with separately. It is recommended that the Department of Education could consider negotiating with its employees a reasonable incentive in order to motivate educators to implement the management of performance of educators.

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