THE PERFORMANCE MANAGEMENT SYSTEM FOR EDUCATIONAL STAFF AT MOTHEO COLLEGE: AN EVALUATIVE CASE STUDY

by

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ACRONYMS

ABET	:	Adult Education and Training
ACOTAFE	:	Australian Committee on Technical and Further Education
ANTA	:	Australian National Training Authority
AQF	:	Australian Qualification Framework
BEP	:	Vocational diploma (brevet d'études professionnelles)
BERA	:	British Educational Research Association
CAP	:	Vocational Aptitude Certificate (certificat d'aptitude professionnelle)
CBT	:	Competency Based Training
CCF	:	College Collaboration Fund
CHESD	:	Centre for Higher Education Studies and Development
CPD	:	Continuing Professional Development
CRTS	:	Commonwealth Reconstruction Training Scheme
DAS	:	Development Appraisal System
DfES	:	Department for Education and Skills
DoE	:	Department of Education
DoL	:	Department of Labour
DWP	:	Department for Work and Pension
ELRC	:	Education Labour Relations Council
ETDP SETA	:	Education Training and Development Practices Sector Education and Training Authority
FET	:	Further Education and Training
GET	:	General Education and Training
HE	:	Higher Education
HR	:	Human Resources
HRD	:	Human Resource Development
HRM	:	Human Resource Management
HRMD	:	Human Resource Management and Development
IQMS	:	Integrated Quality Management System

MTEF	:	Medium Term Expenditure Framework
NAPTOSA	:	National Professional Teachers Organisation of South Africa
NBEET	:	National Board of Employment Education and Training
NBI	:	National Business Initiative
NCFE	:	National Committee on Further Education
NQF	:	National Qualification Framework
NTB	:	National Training Board
OBE	:	Outcomes-based Education
PMS	:	Performance Management System
RITAs	:	Registered Industry Training Agents
RSA	:	Republic of South Africa
SAQA	:	South African Qualifications Authority
SADTU	:	South African Democratic Teachers Union
SETA	:	Sector Education and Training Authority
TAFE	:	Technical and Further Education
UFS	:	University of the Free State
UK	:	United Kingdom
USA	:	United States of America
VET	:	Vocational Education and Training
WSE	:	Whole School Evaluation
WSP	:	Workplace Skills Plan

Summary

Worldwide, including in South Africa, Performance Management (PM) has become paramount within knowledge-producing institutions – not only to survive the extremely competitive and interconnected world we live in, but also to meet the demands for quality, accountability and high-level people power. Performance Management, embedded in human resource management and development (HRMD), has become critical in guiding and supporting the strategic (re-) planning of such institutions.

The PM Project (of which this study forms part, with special reference to Motheo Further Education and Training (FET) College cluster) of the Centre for Higher Education Studies and Development (CHESD) at the University of the Free State was initiated with the purpose of addressing the shortcomings of current PM processes within South African further and higher education institutions. This is particularly significant since PM practices is a relatively recent phenomenon in further and higher education and also because HRMD in South Africa is an underdeveloped and poorly resourced function.

In order to address the above-mentioned complex challenges, the aim of this study was to develop an effective and efficient performance management system (PMS) for the Motheo FET College cluster by:

- undertaking a comprehensive literature and policy review on PM in the higher and further education and training sectors; and
- investigating and critically analysing the existing PMS at the Motheo FET College cluster.

Findings of the above-mentioned formative evaluative case study approach were based on qualitative (i.e. eleven semi-structured interviews with educators) and quantitative (i.e. a questionnaire survey targeting 157 educators) investigations.

The main findings and conclusions from these investigations indicated an urgent need to formally implement an effective and efficient PMS at this institution for human and social development as well as for transformation purposes (where team-building amongst campuses and preparation of staff will be required). In addition, a structured PMS could then guide these educators by ensuring that they are able to keep abreast of developments in their own fields of teaching, as well as of changes in environment, teaching methods and technologies (especially since the merger, and because of multiple legislative demands).

From the literature it has become evident that PM is normally a complicated and delicate matter. In this study the lack of communication between educators and management in terms of performance-related information was identified. In the light of this it is crucial to inject additional resources into management development (alongside the existing staff development and training), in order to prepare members of management to cope with change. It is also essential for educators to increase and enhance their performance and to prevent the loss of quality educators to other institutions.

The perspectives and insights gained from the evaluative case study could guide the managers of the Motheo FET College cluster to develop an effective and efficient PMS, and indirectly to improve the educators' knowledge and skills in becoming and remaining professionals in their respective fields.

Opsomming

Tans is prestasiebestuur wêreldwyd en in Suid Afrika van groot waarde, by alle leerinstellings, ter wille van oorlewing in ‘n kompetisie-gedrewe wêreld. Instellings bly steeds aanspreeklik teenoor kliente vir die lewering van kwaliteit dienste en die opleiding van menslike hulpbronne. Dus, gewortel in menslike hulpbronbestuur en -ontwikkeling, het prestasiebestuurstelsels ‘n kritiese padwyser geword in die strategiese herbeplanning in die leerinstellings.

Aansluitend by die bogenoemde is ‘n prestasiebestuur projek onderneem deur die Sentrum vir Hoëronderwys Studie en Ontwikkeling verbonde aan die Universiteit van die Vrystaat. As deel van die projek verwys hierdie studie spesifiek na die Motheo Verdere Onderwys en Opleiding (VOO) Kollege. Die doel van die oorkoepelende projek was om die tekortkominge in die huidige prestasiebestuurstelsels in Suid-Arikaanse hoër en verdere onderwys uit te wys. Daar word allerweë erken dat prestasiebestuurpraktyke ‘n nuwe tendens in hoër en verdere onderwys is, en dit is ook ‘n feit dat menslike hulpbronbestuur en -ontwikkeling in Suid-Afrika ook ‘n geskiedenis het van onderontwikkeling.

Met die oog op bogenoemde uitdagings was die doelwit van die studie die ontwikkeling en daarstelling van ‘n effektiewe en bruikbare prestasiebestuurstelsel by Motheo VOO Kollege deur:

- ‘n uitgebreide literatuur en beleidstudie oor prestasiebestuur in hoër en verdere onderwys sektore te onderneem, en
- om navorsing en ‘n kritiese analiserig van die huidige prestasiebestuurstelsel by Motheo VOO kollege te doen.

Bevindinge van hierdie formatiewe gevallestudie is gebaseer op ‘n ondersoek met ‘n kwalitatiewe benadering (elf onderhoude met dosente) en ‘n kwantitatiewe benadering (‘n vraelys wat aan 157 dosente uitgedeel is).

Navorsing het bewys dat daar ‘n dringende behoefte is aan die implementering van ‘n prestasiebestuurstelsel vir menslike, sosiale en ook transformasie doeleindes (met spanbou en samewerking tussen die drie kampusse ingesluit). Vervolgens kan ‘n prestasiebestuurstelsel onderigpersoneel bystaan om aan te pas by ‘n veranderende omgewing op vakgebiede, tegnologie en onderigmetodes (veral sedert die samesmelting van die kolleges en as gevolg van nuwe wetgewing).

Die komplekse delikaatheid van ‘n prestasiebestuurstelsel het duidelik uit die literatuur na vore gekom. Die studie het ook die gebrek aan kommunikasie, veral oor prestasiebestuur, tussen bestuur en onderrigpersoneel uitgewys. In die lig hiervan is dit belangrik dat addisionele hulpbronne vir die opleiding en ontwikkeling van bestuurslede verleen word om te verseker dat hulle die personeel kan bystaan en effektief kan bestuur in ’n veranderde omgewing. Vervolgens kan dosente hul prestasies verbeter en sodoende verhoed dat bekwame personeel verlore raak omdat ander sektore vir hulle beter opsies bied.

Die gevolgtrekkings en bevindinge kan dit moontlik maak vir die bestuur van Motheo VOO kollege om ondermeer ’n effektiewe en bruikbare prestasiebestuurstelsel te ontwikkel en te implementeer sodoende ook dosente se kennis en vaardighede te verbeter om professioneel te wees in hulle velde.

CHAPTER 1
INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The application of performance models has become widespread practice in higher education (HE) on a worldwide basis, as confirmed by Mapesela and Strydom (2004). The reason for this is locked up in the increased legislative demand for accountability and quality assurance (i.e. overall improvement in teaching, research and service). However, the different international and national HE systems are directed by different combinations of goals which depend on the specific national contexts, the balance of accountability, markets and trust within these specific contexts such as the stimulation of internal and external institutional competition, the verifying of the quality of new institutions, assigning of institutional status, justifying the transfer of state authority to institutions and justifying international comparisons (Brennan 1999; Trow 1998). These common goals of accountability and improvement in teaching and research directly relate to the enhancement of staff performance. Therefore, it is evident that Human Resource Management and Development (HRMD) is embedded in HE, as highlighted in its aim to create a workforce that is trained, motivated and equitably rewarded (critical in the development of human capabilities), and also paramount in overall transformation and social development (Mapesela & Strydom 2004).

In addition, Middlewood and Lumby (1998) stress that an increased focus on HRMD in the last decade has shown a consciousness of the performance priorities of educational organisations and a growing realisation that optimal, rather than merely adequate levels of organisational performance, depend on the effective management and development of human resources (HR). This confirms the above-mentioned views that higher education institutions (HEIs) are not immune to expectations of performance in a highly competitive world. Furthermore, Mapesela and Strydom (2004) state that HRMD should aim to

create and maintain a workforce that performs effectively in pursuing the institution's mission and strategic priorities. Accordingly, the benefits of performance improvement in an institution address issues regarding the institution's mission and strategic priorities (e.g. quality, accountability, productivity, capacity building etc.). Specialists in this field such as Brennan (1999) and Neave (1998) have determined that the introduction of a performance management (PM) model to HE is not only regulated by national performance expectations but also by the nature of the individual institution. All institutions aim to serve the interests of their people, community and nation. The needs driving the introduction of a performance management system (PMS), therefore, are different as a result of cultural traditions, principles and points of departure.

It was thus sensed it would be of value to investigate the PM of educational staff within the Further Education and Training (FET) sector in South Africa. Worldwide FET history has shown that this sector, in comparison with the school sector and HE, has always been treated as less important when it came to funding and relevance. However, due to legislative demands the current FET sector has experienced radical change in developing and increasing own responsiveness. In order to make the necessary transitions it is crucial for both the institution and staff members to take responsibility to improve their own standards of performance. However, the road we have to travel in South Africa, though complicated, has already been travelled in England, Australia and Germany, amongst other countries (see 3.2). FET in South Africa has much to learn from the experiences of these countries.

This chapter provides an orientation to the study in which the PMS at a college cluster in the Free State was evaluated. The discussion commences with an overview of the problems experienced within the FET sector in general and with the management of the performance of educational staff more specifically. The problem statement informs the main research question and consequent aim and objectives of the study, as spelled out in 1.3.

Thereafter, the evaluative case study design followed is explained, with particular emphasis on the literature and policy review which preceded the actual empirical investigation. The demarcation (1.4) and significance of the study (1.5) as well as its limitations (1.7) are indicated. In section 1.8 important terminology is clarified. The chapter concludes with an indication of the organisation of the study in the different chapters.

1.2 PROBLEM STATEMENT

On a worldwide basis, managing the performance of educational staff has become a critical factor in developing and maintaining an institution's competitive edge. In South Africa in particular, all knowledge-producing institutions have a crucial role to play, not only for the development of human capabilities (2.6), but also for social development and transformation. The challenges of and demands for reconstruction, social transformation and development which institutions have to face are tremendous. Within this context, the FET sector is not excluded from meeting the new priorities and needs of South Africa. New legislation, which steers the whole transformation process, also impacts on the academic staff of FET institutions [(cf. RSA MoE 1995; RSA MoE 1998a; RSA MoE 1998b; RSA MoE 1998c; RSA MoE 1998d; etc.) 2.6].

The transformatory nature of the FET sector, as demonstrated in the above-mentioned policy documents, as well as the recent developments in the new landscape of the merged FET colleges, places new demands on this sector to demonstrate quality, equity and accountability. Of major importance in this regard was the establishment of the Education, Training and Development Practices (ETDP) Sector Education and Training Authority (SETA) in May 2000 with its mandate to raise the levels of skills and qualifications of people employed or seeking work in the Education and Training and Development (ETD) sector. This is even more crucial for the Free State Province, which faces great socio-economic challenges due to the unequal development and

resource distribution of the past (RSA MoE 2002). In 2002, 152 South African colleges merged, forming fifty key providers of FET for the country. At this stage there is no clear plan with measurable and meaningful outcomes regarding PM in the FET sector and this sector is still waiting for instructions. Even before the merging, however, the college system did not meet the needs of this country in terms of relevance, access or quality (see 3.3).

To plan strategically within this context with regard to HRMD is both complex and difficult. At this point organisational change is part of the development of a highly skilled workforce for the region. Therefore, human resource management (HRM) is of paramount importance within this fairly unique FET context. Although there are development systems and policies with useful guidelines and requirements that do try to improve, reform and revitalise academic staff in HE, most of them fail to deal with the real needs of academic staff (Woodhouse 1999; Coens & Jenkins 2000; Franzen & Orr 2002). These policies and guidelines regarding PM systems often fall short of addressing the context-specific problems experienced by institutions and educators. Many PM systems were also found to be inadequate in dealing with the real needs of educators. It is for these reasons that efforts are needed to address certain shortcomings of current PM processes within South African higher and further education.

In response to the above-mentioned need, the Centre for Higher Education Studies and Development (CHESD) at the University of the Free State (UFS) initiated the Performance Management Project, which was partially funded by the National Research Foundation (NRF) with the aim of contributing towards the establishment of effective and efficient PM systems in the region. The researcher became involved in the project as a member of the project team. Her research targeted the Motheo FET College cluster in the Free State Province of South Africa. In the past the Free State Province had 15 FET colleges which merged in 2002 to form four multi-campus FET institutions, namely Goldfields, Motheo, Maluti and Flavius Mareka. For the purposes of

this case study, the focus will only be on the Motheo FET Cluster, which - according to the total headcount – is the biggest cluster in the Free State Province (viz. 13 631 learners out of a total of 28 711 learners).

In order to comprehend the PMS for educational staff at Motheo FET College, this study will commence with a macro-perspective view encompassing performance management (PM) in both HE and FET sectors, as embedded in the HRMD, as discussed in Chapter 2. This perspective will be followed by the broader international and national views of the context of the FET band, which will provide a meso-perspective on the historical background, legislation and current transformatory practices of FET (see Chapter 3). Against this background, the research problem will be investigated on the micro-level, which will include the development of an effective and efficient PMS for educational staff in the Motheo FET College cluster, taking into account staff training and development as well as annual performance reviews, as described in Chapters 4 to 6.

1.3 THE RESEARCH QUESTION, AIMS AND OBJECTIVES

As indicated above, the study forms part of a larger project in which the focus falls on PM systems in the various HE and FET institutions in the Free State region. The following research question originates from the problem statement and explains the direction of the proposed research project (Wilkinson & Van der Westhuizen 2004):

> *How does one develop an effective and efficient PMS for educational staff in HE as well as in FET institutions, taking the following into account: recruitment and retention; staff training and development; equal opportunities; regular reviews of staffing needs; annual performance reviews for all staff; and courses of action for tackling poor performance?*

The aim of this research project was then narrowed down for this particular study, and stated as follows:

> *To develop an effective and efficient PMS for educational staff in the Motheo FET College cluster, taking into account staff training and development as well as annual performance reviews.*

The following objectives were formulated in order to fulfil this aim:

- To undertake a comprehensive literature and policy review on PM in the HE and FET sectors.
- To investigate and critically analyse existing PMS at the Motheo FET College cluster (supported by broader comparative perspectives).
- To suggest guidelines for the development of an effective and efficient PMS for educational staff in FET at the Motheo FET College cluster, taking into account staff training and development and annual performance reviews.

1.4 DEMARCATION OF THE STUDY

This study was undertaken within the field of Higher Education Studies. The focus is on PM as one aspect embedded in the boarder area of HRMD. The college sector of the FET band and more specifically, the Motheo FET College cluster in the Free State, served as research setting. Educational staff, including the management at this college, provided the study population.

1.5 SIGNIFICANCE OF THE RESEARCH

The importance of an effective and efficient PMS through HRMD has already been mentioned (1.2), and in order to ensure that the study is significant, it is necessary:

- to conduct research in this area because by examining the current policy and practices in the FET sector, the needs and preferences of institutions and educators can be identified;
- to guide the management of Motheo FET College regarding PM as at present no PMS is in place at the institution and educators need support and development to ensure quality education in this sector; and
- to provide educational staff with clarity on the importance of HRM and their own professional development in HE/FET.

Permission to undertake this research was granted by the Sub-Directorate: Institution Research and Independent Schools Subsidies (IRRISS) (4.3.1.1), in accordance with the Free State Department of Education (DoE) conditions which apply when research projects are approved. One of these conditions is that a complementary copy of the research be placed in the Education Library. Thus, after a final analysis and interpretation of data the research results will be submitted to the DoE. This ensures that the research findings will be available for the benefit of the entire Free State DoE.

Thus it is hoped that this study will serve as a stepping-stone in providing recommendations for the introduction of PM practices in this institution, and will also stress the merit of improving both individual and institutional performance (e.g. where excellent performers in the institution can be rewarded accordingly and poor performers can be supported to improve their potential). Findings from the study may also be valuable to HR practitioners and academics at other South African institutions that are battling with the development and implementation of PM systems.

1.6 RESEARCH DESIGN AND METHODOLOGY

Outlined below are the research design and methodology employed in this study.

1.6.1 Research design

Preliminary findings revealed that a formative evaluative case study approach favouring the qualitative paradigm would be most appropriate to the aims of the envisaged study. Indeed, the strengths of this design are that it yields high construct validity, in-depth insights and establishes a good rapport with research subjects (McMillan & Schumacher 2001; Mouton 2001). These strengths also contributed towards the enhancement of the description of the existing PMS, a complex phenomena involved, the advancing of the case study as a single entity, and examined in depth (in this case that of the Motheo College cluster) (McMillan & Schumacher 2001) (see 4.3.1).

As indicated above, a formative evaluative case study design was regarded the most suitable for the aims of the envisaged investigation. Also this approach aimed at improvement-orientated rather than summative or judgement-orientated research. The reason for this approach was to improve the current state of the PMS in the Motheo FET College while addressing its strengths and weaknesses (see significance of the study 1.5). A combination of qualitative (semi-structured interviews) and quantitative (questionnaire) research methods and techniques were employed in this case study. This triangulation, i.e. multiple measures of the same phenomena (Neuman 2003), increased the validity and reliability of the results. It was furthermore desirable that the design should allow for possible adaptations in the methodology during the research process. During this study the questionnaire was not originally part of the research design but was later included to expand, enhance and clarify the interview results (5.1).

1.6.2 Data collection methods

Data collection in this study took place by means of literature and policy reviews, semi-structured interviews and a questionnaire survey.

1.6.2.1 Literature and policy reviews

The literature study provided the basis for the first phase of the study. Furthermore, it provided the researcher with an overview of a certain discipline through an analysis of trends and debates regarding PMS, and it highlights the importance of HRMD. Some of the strengths of a literature study are that it provides the researcher with a good understanding of the issues and debates in the area of research, it casts light on earlier investigations relevant to the topic, and indicates how other researchers have dealt with similar situations. Another strength is that the study can provide a framework for future studies (Mouton, 2001).

Although a literature study is usually a narrative interpretational analysis of existing research, this process can be used in both quantitative and qualitative research. In quantitative research specific guidelines are followed to present the findings, and highlight understanding of the current knowledge and rationale for the study (4.3.2.2). In qualitative research, on the other hand, discussions and criticism of the literature are presented in the text of the study (4.3.2.1) (McMillan & Schumacher 2001).

As part of the NRF Project in 2003, the CHESD provided the researchers in the project with a reading list on HRM with specific reference to PM. This reading list was helpful in analysing the literature in categories such as HRM, PM, staff appraisal/assessment, staff development, and South African HRM policies related to HE/FET. Also, different research methodologies used in the HRM field became evident through the literature review which was mainly based on the resources taken up in the reading list. It became evident that

case studies, surveys, policy analyses and evaluation studies had mainly been employed in studies related to PM systems.

Although the literature, including the policies and methodologies, provided useful insights regarding HRM and PM systems, gaps in the literature still appeared. Since the new FET landscape was only constituted in 2002 and is still a 'new kid on the block' in education, this by implication suggests that not much research has been done in South Africa in the FET field. Therefore, research is necessary to develop and support the FET colleges (see 2.3 & 2.5) where the focus is not only on financial resources, but also on educator (human) development.

Even though the FET sector in this country is still young, many documents that were reviewed relate to each other and to the specific topics of this study (staff development and training in 3.6.2 and 5.3.1.2, capacity building efforts from unions in 2.5.1, international support in the Australia–South Africa Links Programme between 1997 and 1999, etc.) The unique situation in the HE and FET sectors and the complexities of implementing a PMS are also discussed and highlighted in the literature.

In addition, references were evaluated for coverage and currency, which implies that the latest work in the subject area is included (Galvan, 1999). Since the early nineties PMSs have been implemented in many developing countries. Thus the PMS is a relative 'new' feature in the strategic planning of institutions, which is also illustrated by the number of HE and FET institutions that have undergone institutional renewal worldwide, as well as in South Africa (see Chapter 3). Since legislative demands regarding HE and FET institutions, as well as their goals, change continually (see 1.2), the reviewing of the latest work in the subject area ensures significance of the study material.

Not only did the literature study provide a basic body of knowledge, the theories, principles, concepts and approaches for the research were also uncovered. In general, reference to HRM, PMS, staff training and development, legislation and from there more specifically to the FET sector became evident. Having used the Galvan (1999) guidelines to conduct the review, McMillan and Schumacher (2001) identify primary and secondary sources of literature. Primary literature may be defined as sources with more detailed, technical data, which contain the full text or theory of research reports. Examples here are empirical studies published in journals, research reports and dissertations. In this study primary literature sources (Chapters 2 and 3) were used after an overview of the main definitions and developments (secondary sources) on the topic had been given (1.8). Although primary sources are highlighted, secondary sources are also often helpful when research is undertaken (4.4.1.1). Secondary literature may lead one to take another look at previous research, and it synthesises theoretical and empirical studies. Further it may give a quick outline of the developments of the topic. Examples of these sources are professional books, quarter and annual reviews and encyclopaedias. In this study the internet was found to be most useful, and by using keywords, data bases could be accessed with information on matters such as international systems in Germany, France and Finland, as well as teacher training and reviews.

Official documents and policies were used to review and evaluate the existing PMS at the Motheo FET College and also to examine the prescribed data from government and provincial sources. Both the DoE and the Bloemfontein Campus Development and Training Officer supplied the researcher with the relevant documents. Examples of these policy documents were the Free State provincial government's policy framework (2.3.4), Integrated Quality Management System (IQMS) (2.5.1) and the PM documents (4.4.1.1). Various websites provided additional information concerning unions and staff appraisals (see archival research as secondary data source 4.4.1.1).

1.6.2.2 Interviews

Semi-structured interviews (see 4.4.1.2; 5.3.1) with educators from the Bloemfontein, Hillside View and Thaba 'Nchu campuses of the Motheo FET College cluster were conducted. The aim was to analyse, describe and evaluate the existing PM at the institution. The selection of participants for individual interviews at these institutions was done according to a purposeful maximum variation strategy involving 11 educators) (see 4.4.1.2). The involvement of the different campuses of the Motheo FET College cluster presented the researcher with diverse perspectives regarding PM in the specific cluster.

1.6.2.3 The questionnaire survey

After completing the interviews the researcher continued with the compilation and distribution of a quantitative questionnaire. This was undertaken for the purpose of gaining insight as well as to complement the interview data relating to the PMS at Motheo FET College. The focus areas for investigation were dealt with by using open and closed-ended questions regarding personal and professional details, general views on PM and rewards, existing PM processes at Motheo and strong and weak points in PM (see Appendix F; 4.4.2; 5.4). A total of 175 questionnaires were issued to the three campuses, 157 were distributed and 75 were completed and returned. A response rate of 48% was thus obtained (4.4.2.1). In the case of the questionnaire survey purposeful non-probability sampling (McMillan & Schumacher 2001:173-175) was undertaken, with convenience sampling a determining factor as the questionnaire distribution was undertaken by Heads of Departments on the three campuses (Bloemfontein, Hillside View and Thaba 'Nchu Colleges).

Triangulation contributed to the validity and reliability of data collection in the case study (e.g. both data and method triangulation were used (see 4.3.2.3; 5.6).

1.7 LIMITATIONS OF THE STUDY

The most challenging aspect of the study was the fact that the researcher was not employed at the Motheo FET College. Support and input from management as well as colleagues is often more open and personal when the respondents are acquainted with the researcher. The situation, however, placed the researcher in a position of objectivity. Not knowing the personal environment of respondents, the researcher was not involved in the various undercurrents at the FET College, and emotions/attitudes such as positivity, negativity, resentment, excitement were discovered during interviews and also through the questionnaires (5.4 & 6.6).

On the negative side, being an outsider meant that the researcher had no powers of intervention or authority, and respondents did not feel obligated to complete the questionnaires, most probably regarding the task as just additional work.

A further limitation was the fact that although certain elements of a PMS were traceable there was no official PMS in place. The research was thus hindered by a lack of information regarding aspects of PMS (e.g. recruitment, retention, reviews, action to tackle poor performances, equal opportunities, and so on).

1.8 CLARIFICATION OF TERMINOLOGY

The following terms need clarification because of their particular interpretation in the context of this study:

- **Annual performance appraisal / review**

An appraisal or review is a mechanism through which professionalism can be evaluated and improved and by implication also the quality of the employee and his work (educators will improve their teaching and learning skills). This

forms part of the larger process of PM (see 2.2), which consists of a formal meeting once a year to review an educator's performance according to a specific development plan. It provides a core for assessment and against this an educator and his/her mentor can reflect on the past performances and set goals for the future (see 2.5).

- **Continuing Professional Development (CPD)**

  Continuing professional development is to maintain, improve and broaden knowledge and skills at work (Teachernet 2005). In this study CPD is relevant to all educators. CPD also promotes lifelong learning. Benefits of CPD include the empowerment of educators to take responsibility for their own development therefore assisting career and professional development (Go Wales 2006).

- **Educational staff**

  For the purpose of this study the term "educational staff" includes all the "educators" employed at the Bloemfontein, Hillside View and Thaba 'Nchu campuses of Motheo FET College who participate in the activities of student teaching and learning. Both terms are used in the study. This concept will also be used interchangeably with the term academics.

- **Further Education and Training (FET)**

  Further Education and Training (FET) represents one of the three bands on the National Qualifications Framework (NQF) reflecting education and training sectors in South Africa. FET focuses on learners in grades 10, 11, and 12 at school or studying at a college or non-governmental organisation (Jacobs, Vakalisa & Gawe 2004). For the purposes of this study FET refers to the college sector (see 3.3, 3.5).

Due to the fact that different terms are used internationally for FET, the FET concept in this study will use the following terms interchangeably, namely Vocational Education and Training (VET), Vocational Training (VT) and Vocational Education (VE). In addition, guild training in the Middle Ages and systems of vocational and technical training are regarded as the predecessors of today's FET/VET.

- **Human Resource Development (HRD)**

HRD focuses on the people (educators), the most important asset of the institution. Through managing the development and support of employees, an institution can increase productivity as well as promote overall wellness. Policies, programmes and practices in a PMS need to encourage and sustain the employee to develop and utilise skills. This includes effective training and development of educators as well as assessment in the institution for quality performance (see 2.3)

- **Performance Management (PM)**

PM is a formal management process for harnessing and directing measuring, evaluating and rewarding human effort, competence and talent in realising an institution's mission and vision within a framework of core values. Joubert and Noah (2000:18) broaden this definition by including areas such as "staff development and training, recruitment, retention, reviews, actions to tackle poor performance, equal opportunities etc." Performance in this case study means that educators need to perform in their unique institutional environment, and these performances require the best of abilities of the educators (see also 2.2 and 2.5).

- **Staff development and training**

In this study staff development and training refers to the provision of training to improve skills as well as to the performance of educators in the workplace (see 2.4). It includes the gaining of skills in the institution and is connected with quality improvement, customer satisfaction, keeping pace with technology and globalisation of teaching and learning.

1.9 DIVISION OF CHAPTERS

The first chapter of the dissertation serves to outline the research rationale and the approach adopted in investigating the research problem.

Chapter 2 presents a holistic view of PM, including the history of PM as well as an outline of the importance of HRD and the role thereof in Higher and Further Education institutions. Then areas and various phases of PM are discussed. Staff training and development and the responsibility of individual staff members are mentioned. This chapter concludes with the points of view of the unions.

In Chapter 3 an overview of international systems of FET is given. The history and main features of FET in England, Germany**,** Finland, Switzerland, France, and Australia are followed by a description of FET in South Africa. A comparative perspective on FET systems worldwide follows, and then an effective FET strategy is stressed. The chapter ends with a report on the importance of PM in FET/VET.

Chapter 4 highlights the research methodology and procedures employed in this case study. This chapter covers a contextual background, data collection techniques, both quantitative and qualitative methods, and triangulation.

Chapter 5 consists of a reflection on and discussion of qualitative and quantitative research results, and at the same time highlights the triangulation results from the interviews as the first data collection method

from educators. Questionnaires are included as a complementary and expansion-orientated method.

Chapter 6 contains a summary of findings, conclusions and recommendations relating to the PM system at Motheo FET College.

1.10 CONCLUDING REMARKS

From the discussion in this orientation it is apparent that HE and FET are not protected from the worldwide competitiveness and global trends which have caused PM systems to become an indispensable part of an effective organisation. PM as part of HRMD aims to improve performance in order to address the needs of various stakeholders in HE and FET concerning new legislation, quality and accountability. The implementation of a PMS is thus unavoidable if an institution wishes to reap the benefits associated with an effective institution and effective educator performance.

Despite the expectations of government, community and stakeholders in HE and FET to respond to the global and national forces, it is important to keep in mind that all institutions differ. Institutions serve various communities and different enterprises (i.e. even in the same town goals of institutions may differ). This implies that HRMD should seek out information about the needs of the institution and design PMS strategies and programmes to enable the success of the institution. However, in practice, the obtaining of such information, regarding the needs of an institutions and the designing of a PMS remain challenges.

The above exposition gives an indication of the enormous challenge and importance of implementing an adequate PMS for HE and FET in South Africa. One such a step in that direction was the CHESD research project which reported on insufficiencies and shortcomings of the current PMS. This study

will endeavour to pinpoint some of the problems currently being experienced in the Motheo FET College.

FET institutions are confronted on a worldwide basis with challenges such as insufficient funding and the seemingly lesser status of this sector. The researcher seeks to engage with the current PMS at Motheo FET College and to analyse the views of educators on the research topic. Chapter 2 will therefore commences by considering PM from a holistic point of view.

CHAPTER 2

A HOLISTIC VIEW ON PERFORMANCE MANAGEMENT

2.1 INTRODUCTION

Worldwide, including in South Africa, the world of work is constantly changing. Change has become a characteristic of our society, and people have to learn to cope with it. Responding to change requires the ability to learn, to adapt and to solve problems effectively. Therefore, it is necessary to develop skills, knowledge and attitudes to cope with the rapidly changing work environment and to sustain excellence in an increasingly competitive world of work.

In this chapter, the main discussion will revolve around perspectives on PM, embedded in HRMD. Although accountability and overall improvement of teaching, research and service are common goals of HE/FET performance models, the particular combination of goals depends on the national context. Furthermore, achieving a state of balance would not only require an enabling environment, but would also necessitate an equipped, willing cadre of academics. In terms of the latter, the PM areas, the four components of PM, and the phases of PM will be highlighted. Thereafter, staff development, individual responsibility, annual reviews and perspectives from unions will be discussed.

2.2 HUMAN RESOURCE MANAGEMENT

The following discussion on HRM highlights the essence of the term and considers the relations between PM and HRM.

2.2.1 A definition of human resource management

The online encyclopaedia defines HRM in any organisation as the management of personnel and the process of making sure the employees

(not the customers) are as productive as they can be. “Human resources” is simply an elaborate way of saying "people” (Gurunet 1999).

In considering the history of HRM it is evident that the term has also changed its focus over the past few decades, as has PM (2.3.1). Previously, the emphasis was on the scientific management of workers (e.g. constant supervision and threat of dismissal while all employees received the same remuneration despite their amount of effort). However, interest has shifted to the HR (people) approach. Focusing on people in the organisation is the key to quality and meaningful improvement (1.1). The need currently exists for effectiveness and efficiency within all the divisions of an organisation. This implies that people need to work together towards achieving the objectives of that organisation. Investopedia (Gurunet 1999) confirms that, as companies reorganise to gain a competitive edge, HR play a key role in helping companies deal with the fast-changing competitive environment and the greater demand for quality employees.

The importance of HRM is acknowledged not only nationally but also internationally. The Prime Minister of Malaysia, Dr Mahathir Bin Mohamad, stated in 1991 that the “...most important resource of any nation must be the talents, skills, creativity and will of its people. Our people are our ultimate resource” (RSA DoE 1997b). Locally this necessity is reflected in the current legislation, and in demands from industry and the public. “The ultimate human tragedy is that if we do not develop our potential, it will waste away. Like any living thing, if we do not feed it, it dies. Unfortunately there are so many people in South Africa today whose potential is dying because it is not being nurtured” (Lipkin & Parker 1999).

2.2.2 Performance management embedded in Human Resource Management

From the above it is apparent that PM, embedded in HRM, operates in an environment of continuous change (2.1 & 2.2.1). In order to respond suitably, HE/FET institutions need to invest in their people.

Coens and Jenkins (2000) expand on this discussion regarding the importance of individual performance. They claim that there are a few top performers and a few under-performers in any organisation, but that the majority of employees in the system function averagely. To address the competency gap that exists between the employees and their level of performance, the attention of management is required. This links with the view of Middlewood and Lumby (1998), who suggest that a strategic perspective on managing HR is essential if the performance of the individual is to be successfully integrated into organisational effectiveness. Despite all this clear beneficial evidence (in terms of generating lasting rewards as a result of organisational investment in training of individuals) the majority of South African firms only spend 2.7% of their wages on training their workers, while a country like Japan spends 10% on training (Hofmeyer 2000). This finding highlights not only the relatively weak tradition of HRM in South Africa, but also the overall growing need to develop HRM strategies.

With regard to the above, it is noted that quality performance is expected from a whole organisation (all the individuals with creativity, technology and other attributes). It is further clear that PM (2.3) is an integral ingredient of HRM (2.2).

Focusing on people investment, therefore, can generate lasting rewards for an organisation and can lead to greater productivity of individuals. The HR function within organisations is unique to each organisation and sometimes even to specific departments (Grobler, Wärnich, Carrel, Elbert, & Hatfield

2002). In terms of uniqueness reference is made to FET institutions concerning the external and internal environments in which they function and have their individual HRM elements.

2.2.3 Human resource management elements in Further Education and Training

Strydom, Fourie and Van Niekerk (2003) identify four organisational elements (i.e. functions, levels, areas, issues) in relation to external and internal environments in the FET institutions. In the external environment, clients (students, industry, government), labour unions (2.5.1), employers, competition, society and so on are present, whereas the internal environment includes the *functions* in an institution such as teaching, learning and service. Furthermore, the *levels* on which the institution operates are institutional, departmental or unit or individual level. *Areas* cover the main institutional operations management, in particular governance, finances and curriculum planning. Lastly the *issues* refer to the challenges facing the institution at a particular time. In this study (see 1.2) issues such as merging, implementation of policies and equity are relevant.

These complicated elements (viz. functions, levels, areas, issues) of HRM link with and contribute towards the success of PMS, namely staff development and training (2.4), annual performance reviews (2.5), remuneration, labour relations and recruitment.

Vital to the development of the PMS is the understanding of the different PM areas, components and phases.

2.3 PERFORMANCE MANAGEMENT

This section provides a brief description of the background and context of PM, and then indicates how HRMD (2.2) and PM fit together.

PM is a formal management process for harnessing and directing measuring, evaluating and rewarding human effort, competence and talent in realising an institution's mission and vision within a framework of core values (1.8).

Within this context PM, embedded in HRMD, refers to a set of processes or a system which is required to optimise both institutional and individual performance. In order to accomplish that, it requires HE/FET institutions to reform their missions, and to address the changing working environment, many new challenges confront HRM and PMS in their endeavour to steer these institutions effectively. This implies the need not only for dynamic, strategic and more effective institutional and staff management where investment in HRMD is essential, but also the need to impose accountability and improve service provision.

Bearing this in mind, HE/FET institutions have a critical role to play in the development of HR. In recent publications it has been stated that Africa cannot generate sustainable socio-economic development without investment in human development. PM, as an integral component of HRM, plays a crucial role in the general growth and well-being of an institution. If PM were to become an integral part of HE/FET professional development it could help restore the culture of teaching and learning and skills development which is currently high on the agenda of educational goals in South Africa. Successful organisations in the 21st century will be organisations that build PMS with HRD into jobs at all levels.

2.3.1 Historical overview

In order to understand the development of PM systems over the last century, the paradigm shift in organisational management needs to be reviewed. During the course of the mid-20th century, PM aimed to improve individual workers' productivity under the guidance of Taylor's Principles of Scientific Management. These techniques were used around the world, from Henry Ford's automobile factories, to organisations situated in the Soviet Union.

However, interest shifted to the HR (people) approach after the classic Hawthorne studies in the United States of America (USA) during the 1940s (Grobler *et al*. 2002). Later, in the 1970s, behavioural research began to consider people as a resource. A new management paradigm followed, and the focus moved from manufacturing to service in organisations. The empowerment of workers with problem solving and innovation skills rather than simply controlling them was the next step. The entire organisation, managers included (up until this point only managers applied the PM process), as well as non-human factors such as technologies and work environment, participated in the PM process. Performance management became very important to governments, to non-governmental institutions, and to HE and FET institutions during the early nineties.

Another important historical view of performance is as a study field, dating back to the sixties with the main focus on theatre, the performing arts, expressivity etc. The artistic dimension of performance also emphasises people (embedded in HR) as performers. In this regard PM needs to combine not only scientific PMS but also the creativity, innovation and elements of surprise (diversity) from the human involvement, especially in HE/FET, where academics have long enjoyed and need their freedom within disciplinary spheres. It is worth mentioning that current academic staff development systems are trying to establish, improve, reform and revitalise academic staff. Despite that, most of these PMS systems fail to address the real needs of academic staff, or to sustain their interest and support for development work (Woodhouse 1999; Coens & Jenkins 2000; Franzen & Orr 2002).

Furthermore, it has become evident that PM by its very nature will continuously change. Because PM is designed to monitor and outline the performance of an organisation in reaching its goals, as the organisation changes its strategies, so must the PMS (Pestrak 1999). The people are required to perform in changing environments regardless of where the change comes from. This emphasises the challenge of HRM today.

2.3.2 A closer look at areas of performance management

Borders between the definitions, requirements, functions and concepts in the PM field are diverse. While the world of commerce and industry shares issues such as returns on investment, earnings per employee, market share and new products, the world of HE/FET concerns itself with teaching and learning, research, community service, student and client satisfaction, and the global knowledge society (Mapesela & Strydom 2004). Thus, neither literature nor practices provide a commonly agreed definition for PM (Klingebiel 1999). Apparent from the above is that the needs of sectors differ, which requires that the context (i.e. the balance between accountability, markets and trust within the particular context) should be considered within PM.

For the purposes of this study, within the FET sector, Heathfield's (2000) definition is the most appropriate when describing PM as the process of creating a work environment or setting in which people are able to perform to the best of their abilities. PM is a whole work system that begins when a job is defined as needed and ends when an employee leaves an organisation (1.8).

Many writers and consultants use the term PM as a substitute for the traditional appraisal system. According to Heathfield (2000), the term should be used in a broader work system context. The PMS should also include the following actions:

- Develop clear job descriptions.
- Select appropriate people with an appropriate selection process.
- Negotiate requirements and accomplishment-based performance standards, outcomes, and measures.
- Provide effective orientation, education, and training.
- Provide on-going coaching and feedback.

- Conduct quarterly performance development discussions.
- Design effective compensation and recognition systems that reward people for their contributions.
- Provide promotional/career development opportunities for staff.
- Assist with exit interviews to understand why valued employees leave the organisation.

Even though diverse opinions are held regarding the definition of PM, the relevance of the term in different sectors is clear. Although the term PM contains an element of novelty, especially in FET institutions (see 5.3.1.1), the importance of the process became evident during the research. Words such as staff development, appraisal, evaluation, recruitment, retention and quality are included under the PM umbrella.

During the course of this study, various definitions of and certain keywords, activities and phases related to PM emerged. PM is a *management process*. As seen in the history of PM, it came into existence as a part of a management process (2.2.1). Furthermore, the different components of an institution, from finances to people, need to be managed. For the purposes of this study, the academic and educational staff is the resource from which the institution expects performance. The *improvement of the individual* is another key issue (2.4.1). Academic staff needs to be acquainted with the mission and objectives of the institution. With the support of the institution individuals improve themselves to become successful in their own career paths. Then the *development of the institution* follows, where individuals work in teams as dedicated professors, senior lecturers and junior lecturers of a department, towards institutional aims and objectives. The approach of an institution necessitates managing human resources. For example, through measuring, monitoring and enhancing the academic staff, *results* will be achieved (Martinez 2001).

Following the above phases, Mapesela and Strydom (2004:15) establish three basic PM activities for HE institutions. The planning of performance activities occurs in a time frame of a performance period. During this period, performance goals are set, job responsibilities are defined and workloads are agreed upon, followed by feedback, support and development opportunities. At the end of the period, a formal appraisal follows.

The three above-mentioned PM activities should be strategically embedded within the broader HRMD. These include:

- Social responsibility – the beliefs of the institution regarding the people who have been appointed to work in the institution (in this study, the educators). Issues such as individual needs of educators, quality of working life, equity and so on, are part of the social responsibility.
- Employment – the positions and number of educators the institution requires, including equal opportunities and security.
- Pay – remuneration and benefits are discussed with the employee.
- Promotion – rewards regarding career prospects within the institutions.
- Training – provide the necessary training as well as financial support for staff development.
- Industrial relations – acknowledgement of unions and communicative procedures regarding objections, authority, discharge of educators (see 2.5.1) (Middlewood & Lumby 1998; Mapesela & Strydom 2004).

A PMS with these HRMD areas calls for policy formulation in each area as well as the consideration of the individual institution's needs and environment.

2.3.3 Performance management components

Although it is obvious that the fields of commerce and HE/FET are entirely different, the components that are relevant in the commercial world are also relevant in HE and FET. According to performance consultants Joubert and

Noah (2000:18-19) there are twelve components that are essential for constant success in PM. They are:

- *Focus* – all the academic staff must be clear about the mission, vision, strategic objectives and values of the organisation.
- *Balance* – planning and measuring performance is also crucial for the HE and FET sectors. The reason for this is that their clients (e.g. students, communities, government and the private sector) need to be satisfied. Planning plays a vital role.
- *Stretch* – establishing objectives and targets requires a great effort. Educators work with the future workers of our community and play a major role in the creation of our new society. Thus, educators are required to be efficient in their work, and to have relevant and achievable targets and objectives.
- *Mobilisation* – people are continuously mobilised through challenges, reviews and results.
- *Latitude* – traditionally, academics functioned "freely" within their disciplines. Nowadays, academics need to respond to the new approaches to knowledge and demands of the labour market.
- *Contracting* – compensation and access to resources must be bound to contracts with regard to both part-time lecturers and full-time academic staff. Dealing with unions and their members also forms part of the contracting function.
- *Motivation* – employees need support and recognition.
- *Measurement* – specific, accurate measurements improve the value of contributions.
- *Appraisal* – a value or score should be placed on the achievement of the individual.
- *Feedback* – induces positive or negative behaviour changes.
- *Money* – individual performance is appreciated and paying educators is a sign of acknowledgement.
- *Caring* – invisible compensation for loyalty and commitment.

Insights into the definition, activities, components and essential factors of PM identify one of the qualities of PM in HE and FET. This, according to Mapesela and Strydom (2004:13), is a necessity for well-formulated institutional policies and planning strategies to guide the PM process. A parallel view on a well-formulated PM policy already presented itself in the above-mentioned activities (2.3.2) and HRMD areas.

2.3.4 Performance management phases

A useful document for this study has been the *Free State Provincial Government: a provincial policy* (Free State Provincial Government 2003). The document, which addresses PM phases, is applicable to the public sector and can be effectively implemented in HE and FET, in dealing with their own challenges. The flexibility and instruction manual of the policy are functional to different sectors in HE and FET (Van der Westhuizen & Maharasoa 2004). Figure 2.1 illustrates the schematic overview of the PM phases.

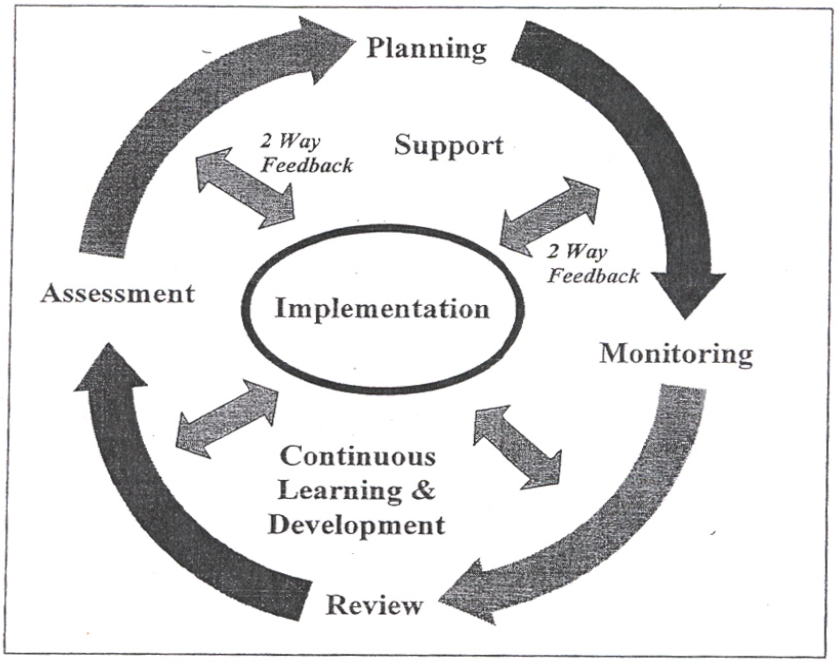


Figure 2.1 Overview of performance management phases (Free State Provincial Government 2003)

The four phases in the figure include performance planning, performance monitoring, performance review and performance assessment. This is a circular process and the one phase derives from the other. All four phases influence the implementation and success of the PM process.

Firstly, there exists a *performance planning phase.* It is important to understand that a PMS has a major influence on the wellness of an institution and on the employees' potential. Under these circumstances the provincial government emphasises strategic planning. Planning needs to be done in advance. Planning includes competency profiles or written standards, job descriptions, job requirements and specifications and identifying training and development needs by way of a skills audit (Free State Provincial Government 2003). As the result of different planning needs in HE and FET it is suggested that pass rates, learner support, classroom management and lesson planning may be applicable in the FET environment.

Secondly*, performance monitoring,* in the view of the provincial government, indicates continuous monitoring. This requirement presumes that both the supervisor and the employee are aware of progress, needs and gaps in the current implementation of PM. From this stage the review follows.

The *performance review* rates performances in categories from 1 to 5, from unacceptable performance to outstanding performance. Arising from the rating, not only rewards (i.e. cash bonuses/pay progression/promotion) but also correction of poor performances (Free State Provincial Government 2003) should be forthcoming. The main aim of the review from this perspective is to improve performances (see 2.5).

Fourthly, there is the *performance assessment* phase, also known as performance appraisal. Outcomes may be positive or negative as mentioned above. This phase requires a great deal of support from the supervisor, while

feedback ensures that the roleplayer learns from the problems, gaps, and challenges as well as the achievements. In the HE and FET areas, specifications such as levels of students, class sizes, preparedness and loyalty are external factors beyond academic control during PM. These factors need to be taken into account. As already mentioned the four phases flow from the one to the other and relate to feedback (Free State Provincial Government 2003; Van der Westhuizen & Maharasoa 2004). Annual performance reviews are typically intended to give feedback on performance.

It is evident from Figure 2.1 that feedback/two-way feedback is prominent in the four phases. This is based on openness, honesty and trust on the part of both the supervisor and the employee. The purpose of the feedback is to enhance the employee's self-concept. Furthermore, it improves and motivates the employee's commitment to effective performance. Lastly, feedback is useful to address behaviour (Free State Provincial Government 2003). Supported by the notion of improvement and performance of staff, HE and FET institutions need to train and develop their people. Improving performance is the purpose of training and development, although according to Grobler *et al.* (2002), training cannot solve all the problems of ineffective performance. A sound training and development programme is, however, often instrumental in minimising these problems.

2.4 STAFF DEVELOPMENT AND TRAINING

Development and training are seen as key factors in the institution's strategic, business and operational goals. Learning and development mean interest in knowledge as a means of developing human and intellectual capital as a source of sustainable competitive advantage for an institution while the term "training" refers to a staff member gaining skills that are used in the workplace (see 2.3. performance planning) (Grobler *et al.* 2002).

On-going staff development and training in HE/FET is essential for quality education. No pre-service training can prepare educators for a lifetime in an institution. Development and training in particular enable educators to keep pace with and anticipate the changing nature of the workplace. Therefore, effective development and training programmes need to support educators to update their skills. Lifelong learning is a prerequisite for successful job performance.

2.4.1 Responsibilities of individual staff members

Staff development cannot be effective without the active and purposeful participation of staff. As already mentioned, educators have a responsibility to develop their skills and enhance their performance. In everyday life people develop through a natural process of learning and becoming, but as educators they need to plan for opportunities and make use of them. Educators are encouraged to identify their own training needs, and to seek opportunities to gain or to re-skill themselves, as well as to provide feedback on the usefulness of development and training. Educators need to take personal and proactive responsibility for their own careers to ensure future employability and advancement.

An additional technique for educators to develop themselves is to become reflective regarding their own teaching. They need to reflect on their own methods, student profiles and resources in their classrooms and then ask "How can I improve or do things better?" In this way they will be evaluating themselves and identifying weaknesses. Educators are responsible for learning and teaching in classrooms as well as for improving quality and learner performance. Teaching portfolios are one way of reflecting on one's own teaching performance. The portfolio is also used as a tool to establish individual goals and evaluate the achieving thereof. Briefly, the portfolio is documented evidence on quality teaching, compiled by an educator (Abraham, Forson, Skead, Smart & Van der Merwe 1999).

Another self-assessment technique is to design a self-assessment report as part of the performance appraisal process. The institution requires educators to complete this. Educators grade their own strengths and weaknesses before the inspection process. The process should be seen as developmental and not labelling (Griffiths 2000).

In identifying goals, aspirations and weaknesses, an educator is engaging in career management or career pathing. The institutions need to support educators with training and they will then benefit in achieving institutional goals. Educators are professionals and work as a team in the institution. Therefore, the educator of today and of the future needs to be multi-skilled to be effective and efficient.

2.4. Worldwide trends

Staff development and training are important focuses not only nationally but also internationally. As will be noted in Chapter 3, FET systems in England, Germany, Finland, France, Switzerland and Australia realised the importance of staff development and training and have improved their systems over the past two decades (see 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6). A significant example of a renewed staff development and training programme comes from Lancaster University, in the United Kingdom. This institution defines staff development as a range of processes enabling knowledge and skills development as well as staff attitudes and behaviours to be effective work-wise. The university achieves its objectives while the individual employees improve career paths. Each member at Lancaster University is responsible for his/her own development and makes the best use of learning opportunities. An induction process is part of a new member's development. The Pro-Vice-Chancellor is responsible for overall strategic staff development, while directors of the Higher Educational Development Centre supervise the actual staff development. They work closely with the Director of Personnel. Heads

of Departments employ the policies for development, and faculty Deans and Heads of Divisions monitor staff appraisal activities, individual and annual development reviews (Jackson 2003).

2.4.3 South African development and training

However, when it concerns training, South African has lagged behind the rest of the world due to economic and political influences (see 3.3, 3.5). Nevertheless, since the late 1990s policies and legislation regarding FET have materialised. From the work of SAQA to the ETDP SETA, it is clear that the Government is committed to institutions regarding legislation. However, once the legislation is in place, it is left in the hands of institutions to implement the development and training. It will become clear through this study that at ground level the implementation of the legislation is poor. Unions criticise the provinces for failing to implement policies and legislation (see 2.5.1, 5.3.1.5), educators blame management, management blames the provinces and so on. The blame in terms of lack of consensus regarding who is responsible for academic staff development is laid at various doors (Mapesela & Strydom 2004:16). This responsibility was addressed at the First Annual Convention on Further Education and Training in October 2000 where the title was "It is time for us to act" (Asmal 2000).

During the above-mentioned convention staff development was identified as one of six priorities in the guide for strategic HRM in Further Education and Training Institutions (FETIs). UNESCO directions for academic staff development, together with the priorities of Grobler *et al.* (2002) underline the importance of training and development in the 21st century.

Quality improvement in programmes is essential. FET institutions need to be competitive and relevant, since customers, learners, government, industry and community demand quality. Therefore, educators must be engaged in upgrading knowledge or re-skilling themselves in different disciplines.

Furthermore, skills in learnerships, a workplace skills plan (WSP), communication and mentoring are necessary for quality in FETIs.

Technology continues to change and institutions need educators with knowledge of the use of information and communications technology. Technology has changed the opportunities available through distance learning, allowing more learners to gain skills. Educators are now all part of a global resource pool of knowledge that ought to be made available where needed.

Customer satisfaction is crucial for an institution. Learners are the clients, and consequently student support is important. At the same time industry, the government and the community are also clients, and development and training should be service-orientated.

These above priorities are not achievable without sufficient staff development and training, and throughout history, the FET sector has been the under-developed and poorly resourced education sector (1.1, 3.3). The Report of the National Committee on Further Education under institutional and HRM emphasises that staff at all levels in the FET field need re-training and re-orientation. The reason for this is specified as "stakeholders needs" in the UNDP (2003) report, and these needs include development needs such as:

- policy, strategy and system management;
- learner assessment, placement, support and development;
- curriculum development;
- management information system;
- staff management, especially equity and equal opportunity;
- community liaison and partnership building with private and public sectors (especially for learnerships); and
- action research capacity for trends and needs in work creation through community, private and public sector enterprises (RSA DoE 1997a).

Staff development and training are aimed at improving the institution's skills and knowledge base in order to better meet the objectives of the college cluster, group or individual educators. If quality educational practice exists, it should ensure that:

- appropriate methods are planned to identify and meet development needs at each level;
- all staff are fully included; and
- appropriate evaluation is undertaken (Strydom *et al*. 2003).

From the above, it is apparent that South African educators need development and training in addition to taking the responsibility for their own career paths.

2.5 ANNUAL PERFORMANCE REVIEWS

A part of the annual PM cycle is performance appraisal, the process of reviewing employee performance, documenting the review, and delivering the review verbally in a face-to-face meeting (Arizona Academic Affairs 2004) (see 1.8, 2.3).

The performance review process is an opportunity for both employee and manager to have an open and honest dialogue about the employee's performance for the past year and to set goals for the coming year. Working together, managers and employees can clarify expectations for one another to keep the department productive and effective. Although discussions should be on-going throughout the year, the annual review is an opportunity to document the achievements and development opportunities for each employee. It is a key tool in support of the partnership between a manager and her/his team and for directing and improving staff effort. A review of job responsibilities can be part of the process. Current job descriptions should be

reviewed and attached to the performance review (Strydom *et al.* 2003; Smith College 2005).

During the course of this study an interesting example arose from the Arizona Board of Regents (ABOR). The University of Arizona Handbook for Appointed Personnel (UHAP) sets forth guidelines for the annual review process for faculty, professional personnel and administrators. Performance reviews for faculty are conducted annually and reviews are initiated in January (Arizona Academic Affairs 2004).

The annual review of all faculties provides a basis for the assessment and development of faculty performance and ensures accountability to the University community and the citizens of Arizona. Its function is both formative and summative: it involves the faculty in the design of its own performance expectations within the context of the unit's mission, and it provides a peer and administrative review process to evaluate the success of each year's work (Arizona Academic Affairs 2004).

Both the University of Arizona and the Policy Framework: Performance and development management system for levels 1-12 (Free State Provincial Government 2003) aim at performance excellence as well as achieving institutional objectives.

2.5.1 A view from the unions

Industrial relations is one of the HRD areas that has flowed from the PM activities already discussed (2.3.2). The acknowledgement of the unions and the part they play in a PMS cannot be denied. They are the representatives of the educators regarding issues directly related to a PMS such as remuneration, dismissals, reviews, development and training.

Interesting views from two unions, namely the South African Democratic Teachers Union (SADTU) and the National Professional Teachers Organisation

of South Africa (NAPTOSA), regarding educator development were considered. These unions raised the serious concern that an alarming number of educators have left the profession due to various reasons.

SADTU held its Fifth National Congress in Durban in September 2002. The theme of the congress was: "Thinking globally and organising locally". A priority for the forthcoming period was educator development. According to the union, this was the way to go (i.e. developing a culture of learning, teaching and service and improving institutions) (SADTU 2003b). These views concur with the previous statements (2.4) regarding the importance of staff development and training.

In working with the DoE and other stakeholders, SADTU has shown support for a development strategy, giving preference to the implementation of the Developmental Appraisal System (DAS). The union believes that the system is essential for accountability and equality if supported by sufficient resources for professional development and improvement of educators. Moreover, the implementation of the DAS is part of the national plan for teacher development. The system is based on the real needs of teachers and was developed in co-operation with teacher unions (SADTU 2003b). From 1994–2000, South Africa lost 17 500 educators per year due to normal attrition and resignations in the profession. Educators need to be recruited, retrained and retooled in the system. They are the most important actors in achieving purposeful learning in FET institutions (SADTU 2003c).

Moreover, the acceptance of Collective Agreement Number 8 of 2003 (ELRC 2003c) by both the unions and the Department was even more vital for educator development. This agreement is an integrated quality management system (IQMS). According to the IQMS, the following three programmes need to be in place to enhance and monitor performance of the education system:

- Developmental appraisal
- Performance measurement
- Whole school evaluation

In addition, SADTU stresses the significance of the Skills Development Act and the significant work done by the ETDP SETA in upgrading educators and challenging the skills gap in education and training.

SAUVSE (the South African Union for Vocational and Specialised Education), affiliated to NAPTOSA (National Professional Teachers' Organisation of South Africa), held various workshops, seminars and courses, especially during 2001. NAPTOSA highlighted the development of educators towards teaching with dignity and acting professionally at all times and having the interests of learners at heart (NAPTOSA 2003).

Further support, in the form of R5 million from the ETDP SETA for training and improving under- and unqualified educators, was allocated to the sector and the ETDP SETA hosted a conference in September 2003 on improving quality of education through skills development. NAPTOSA missed the previous grant allocation, but will apply for the next available funding. However, the union is apprehensive about the effectiveness of Provincial Skills Development Committees. According to the Medium Term Expenditure Framework (MTEF) the provinces failed to budget for skills development. NAPTOSA feels strongly that the Skills Development Act is law, and that employers and provinces must comply with the law. However, NAPTOSA at the same time feels that all is not lost since there are ongoing Medium Term Expenditure Framework (MTEF) discussions regarding development-funding issues (NAPTOSA 2003).

It is also important to note that Education International and UNESCO jointly declared 5 October World Teachers' Day. This was introduced in 1994. The slogan for 2003 was "Qualified Teachers for Qualified Education". SADTU

emphasises that if there is talk of quality in teaching and learning it has to relate to educators; and that the interaction between educators and learners is where learning occurs. In addition, they are of the opinion that for quality in this activity, quality educators are needed. Educators must be regarded as professionals. This highlights the significance of educators as professionals (SADTU 2003a).

In dealing with unions many challenges face the FET, such as the implementation of DAS and the IQMS.

2.6 PERSPECTIVES ON PERFORMANCE MANAGEMENT IN FURTHER EDUCATION AND TRAINING INSTITUTIONS

Although an in-depth perspective on FET will be given in Chapter 3, it is important to note here that institutions no longer function as they did in the past. In the past, they were state-funded and could thus operate within their comfort zones. Today, these institutions are faced with challenges such as new technologies, limited funding, massification, teaching and research reforms, transformation, accountability and new legislation. Internationally and nationally, therefore, institutions are being pressurised to adapt. These institutions need to be managed like businesses, where team-work is paramount (Marais & Strydom 2004). It is essential for HRM to have a strategic plan with corporate objectives, a framework for current and future initiatives and a professional system for managing change (Strydom *et al.* 2003).

Many countries have experienced the same or similar needs regarding HRM in FET. An increased focus on HRM in FET over the past decade shows an awareness of the performance priority of educational organisations, and there has been a growing realisation that optimal, rather than merely adequate, institutions depend on the effective management and development of human resources (1.2). Since 1979, in both England (3.2.1) and Wales, the

government has used HRM to enhance teaching and management performance in schools and colleges. This has been done through initiatives such as the broadening of entry routes into the teaching profession, strengthening of support arrangements for teachers, the introduction of appraisal schemes, guided funding for professional development activities, the development of published performance indicators and an enhanced focus on the role played by associate staff (Middlewood & Lumby 1998). Major restructuring in terms of HRM ensured that the spotlight was on the need of institutions to be effective.

The third South African Human Development Report (UNDP 2003), with the theme of "South Africa: the challenge of sustainable development", not only analysed the complexities involved in meeting challenges, but also stressed the importance of investment in human development. Thus, all FET institutions have a significant role to play not only in the development of human capabilities, but also in social development and transformation (1.2). The challenges of reconstruction, social transformation and development are tremendous, yet the FET sector dare not fail to meet the new priorities and needs of South Africa. The reasons for this lie in the long-term implications such as further skills shortages, related crimes, additional demands from a global economy, and the deepening of inequities from the past. South Africa needs citizens who can contribute towards a democratic country. To summarise: the key is a vibrant FET sector that improves one's life whether it is as a plumber, businessperson or a musician in society.

Relevant legislation which impacts on the academic staff of FET institutions includes the following (3.3):

- The South African Qualifications Act of 1995 (RSA DoE 1995), expects high levels of expertise from academic staff in the planning of programmes through curriculum design and quality assurance.

- The Employment Equity Act of 1998 (RSA DoL 1998a), which entails the redress of staff inequities in both HE and FET institutions – with major implications for human resource planning and management.
- The Further Education and Training Act of 1998 (RSA DoE 1998a) stipulates that staff must be employed in compliance with basic values and principles such as the ability of candidates, the principle of equity, the need to redress past injustices and the need for representivity.
- The Further Education and Training White Paper of 1998 (RSA DoE 1998b) stresses that high failure and repetition rates in the FET sector have resulted in a heavy burden on financial, human and physical resources.
- The Skills Development Act of 1998 (RSA DoL 1998b) compels the planning and provision of human resources development opportunities in the workplace, including both HE and FET institutions.

The above-mentioned policy documents and the new landscape of the merged FET colleges demonstrate the increased demand to plan strategically with regard to HRD (an area which reveals a rather bleak picture in South Africa). The establishment of the ETDP SETA in May 2000 with its authorisation to raise the levels of skills and qualifications of people employed or seeking work in the Education, Training and Development (ETD) sector, needs to be expanded, according to Boshoff's (2001) definition of HRM, which focuses on a more holistic spectrum of human resources such as the obtaining, development and maintenance of personnel.

In addition the ETDP SETA insisted on a Workplace Skills Plan (WSP) at each workplace. The development of this Skills Plan is the responsibility of the Skills Development Facilitator, which should be according to the above-mentioned Plan and focused on the interests of the institution and workforce. For example these plans identify learning that is strategic by linking the skills needed to the priorities of the organisation as well as the society more

broadly (Service Sector Educator & Training Authority 2004). Finally, these Plans should then be submitted to the relevant SETA.

Furthermore, an initiative towards ensuring the systematic evaluation of the educator's performance for purposes of reward and development is to be found in the finalisation of the Education Labour Relations Council's Evaluation Procedure, Processes and Performance Standards for institution based educators (ELRC 2003a). In order to contribute to the further development of FET institutions, the development and implementation of HRM should be aimed at enhancing both individual and organisational excellence (Strydom *et al.* 2003). These authors (2003:6) also add points of departure for HRM within the FET sector, namely:

- client focus (i.e. work with clients in a way that is consultative, flexible and responsive to their needs);
- quality (i.e. establish and maintain clear standards of practice for a fluctuating FET sector);
- accountability (i.e. work according clear purposes and defined outcomes within identified resource parameters); and
- equity (i.e. apply justice, fairness and merit to all HR issues).

In addition, the Free State Province faces similar socio-economic challenges and opportunities as those of most provinces in South Africa due to the unequal development and resource distribution of the past. This province had fifteen colleges which merged to form four multi-campus FET institutions: Goldfields in the Welkom area, Motheo in the Bloemfontein area, Maluti in the Bethlehem, Qwa-Qwa, Witsieshoek and Phuthadijhaba districts and Flavius Mareka in the Sasolburg-Kroonstad area (RSA MoE 2002). For the purposes of this case study, the focus will be on the Motheo FET cluster which is situated in the Bloemfontein area of the Free State Province. This cluster consists of the Bloemfontein, Hillside View and Thaba 'Nchu Colleges and Kagisanong Teachers' Training College. Currently the infrastructure of three

campuses is used, while the Kagisanong staff have been accommodated at Bloemfontein and Hillside View Campuses. In fact, Motheo is the biggest cluster in the Free State Province, according to the total headcount (RSA MoE 2002) (see 1.2).

At this point organisational change aims to develop a highly skilled workforce for the region. Therefore, HRM is of paramount importance within this fairly unique FET context, where the educators at Motheo FET College face the lack of a culture of teaching and learning, the existence of irrelevant programmes as well as new issues due to the clustering (e.g. different management styles, post levels of staff, heavier workloads, leave policies, new colleagues, etc.). The purpose of the case study is to postulate an effective and efficient PMS for educational staff at Motheo FET College (1.3).

As Noruwana (1997) points out, no institution, no matter what level of development and professionalism it has reached, can be fully satisfied with its performance. The best university in the world wants to be better than it currently is, and the goal is to become a lifelong learning institution.

2.7 CONCLUSION

The discussion in this chapter provides an insight into the current world of change, taking into account the already unique environment of HE/FET. The introduction and maintenance of a PMS is essential to guide these institutions through the challenges of the 21st century. A PMS is a vital part of HR and HRMD plays an important role in the implementation of PM. It has become clear that HE and FET institutions cannot function successfully without a strategic plan in HRM.

Furthermore, it is expected of HE/FET to show an overall improvement of performance in student graduation as well as quality of service. Recent evidence has shown educational ghettoes that cannot sustain development

and transformation in Africa, and in South Africa as well. Educators need to skill the learners and also to train and develop themselves (to restore the culture of teaching and learning). This implies the importance of human or people resources through the HRM component, and stresses PM and the value thereof in the success of any institution.

Directly related to HRM is PM through staff development and training. Staff development and training is certainly the responsibility of the institution, but individual educators also need to participate and enhance their own performance. Against this background the next chapter provides a detailed overview on FET sector perspectives.

CHAPTER 3

A FURTHER EDUCATION AND TRAINING SECTOR PERSPECTIVE ON PERFORMANCE MANAGEMENT

3.1 INTRODUCTION

One of the driving principles behind PM is to improve both the quality of educators as professionals and to make a difference in the achievement of the learners. The vital role that educators play in the FET education sector can equip and develop young people and adults with skills necessary to meet the demands of the new century. The fact that the FET/VET system involves a variety of stakeholders – each with their own expectations - complicates the task of educators. The role of educators underlines a demand for PMS systems in order to steer activities in the broader HR field within the transformatory FET sector.

Vocational training, as part of the educational system, has a long history, in some cases dating back to the Middle Ages. FET was not always known by its modern name and in fact started off as guild training. Vocational and technical training may be regarded as historical forerunners of the FET systems of today.

As will become evident from the historical review in this chapter, FET institutions have endeavoured throughout history to respond positively to the needs of government, industry and students. It is therefore ironic that FET should have been held in such low esteem that it became nicknamed the "Cinderella" of education (i.e. the neglected, overlooked and puny educational area). Worldwide, however, the focus on institutional transformation has shifted, and challenges in the FET sector are now being addressed. It has become an increasingly dynamic education sector and plays an important role in broadening education and meeting the skills needs of various countries.

This chapter starts with a description of the FET international experience in England, Germany, Finland, Switzerland, France and Australia. Vocational development in the afore-mentioned countries is then compared with the history and position of FET in South Africa. Finally, the role of PM in FET/VET is addressed.

3.2 INTERNATIONAL SYSTEMS OF FURTHER EDUCATION AND TRAINING

A brief discussion of the FET situation in other countries will contextualise the South African position.

3.2.1 England

Vocational training has a history in England that dates back to the Middle Ages. The Statute of Artificers of 1563 was the controlling standard in the system of vocational training and stipulated the basic directives of apprenticeships. Apprentices were contracted to a master craftsman, and the duration of this training was at least seven years, a minimum age of twenty-four being required to qualify as an artisan. The master craftsmen provided food, shelter and clothing, and the apprentices received the benefit of their master's knowledge (Kruger 1986). The above-mentioned Statute of Artificers (1563), followed by the Poor Law Act of 1601, generated two kinds of apprenticeships, namely the traditional guild training of the medieval period, and the parish apprenticeship model. The latter focused on orphans and illegitimate children, who were trained for lesser, and sometimes even dangerous, occupations. These children worked as farm workers, chimneysweeps, servants and bricklayers (Kruger 1986; Brause & Jurkiewicz 2003).

During the Industrial Revolution in the 17th and 18th centuries many occupations and apprenticeships were replaced by new factory jobs (e.g.

occupations such as engineering, shipbuilding, woodworking, printing and building developed). One of the pros in these new fields of occupations was that both machines and unskilled labour were used to manufacture goods for the mass market. Unfortunately there were also cons, and one of the major issues was that the master craftsman, who watched over his learner's well-being, skills and moral ethics, disappeared. This resulted in a new generation of factory workers, where the factories, mills and mines misused child labour. Although the children were housed, fed and clothed, the intention was to use them but not to teach them the skills of a trade. Then governments began to realise the far-reaching effects on the health and morals of the workers and instituted the pupil-teacher apprenticeship. This system began in 1846, where children of thirteen years could be secured in a five-year apprenticeship. These children were taught in schools up to the age of thirteen, and thereafter received a salary during their apprenticeships. This system of apprenticeships provided an important connection between school and the world of work (Aldrich 1999).

While other countries in Northern Europe were led by England into the industrial domain, England was left behind when it came to the growth of the vocational education sector. Various reasons and excuses were offered for this situation, for instance that the government had the mind-set that it was the responsibility of trade and industry to train workers. It was also common belief that the workshop was the only classroom in which to learn a trade. Furthermore, the training remained practical and dreary without the reskilling of workers in both theory and practice. The successes of the untrained entrepreneurs lessened the necessity for skilled workers. In addition, blame was laid at the door of anti-industrialists, the elite and the intelligentsia (Green 1994).

Today the United Kingdom (UK) includes England, Wales, Scotland and Northern Ireland. In England the Department for Education and Skills (DfES) is in charge of policies on education and training, while the Department for

Work and Pensions (DWP) sees to the employment of educational programmes. In broad outline the education systems of the above-mentioned countries are similar, although each section has its own organisation, administration, control, educational values, names and qualifications.

Within these countries, the local governments consist of democratically elected council members who are responsible for education. Free and compulsory education is provided from ages five to sixteen. Then further education or secondary schooling follows (Eurydice Unit 2003). Further education institutions include sixth-form colleges, tertiary colleges and further education colleges for general and vocational training. Although there are no regulations on curricula, qualifications need to be recognised by the NQF. In other words, qualifications are regulated under the Education Act of 1997 that ensures quality, standards and external accreditation. In addition, all the learning in vocational, further education institutions and on post-secondary level is regulated by the Learning and Skills Act (UK DfES 2000). This is to ensure that proper facilities for the full time and part time education and training of people over compulsory school-going age are available, especially in terms of preparing for vocational qualifications.

In 1995 the British Government announced the Modern Apprenticeship Programme in more than eighty areas such as banking, engineering, construction, retail, information and technology. This programme was designed for 16-year-old school leavers, up to the age of twenty-five. Older students were allowed to enter the programme but their training had to be completed by the age of twenty-five. Students work while they study and they receive a salary. “Key skills” form part of the training and include communication, the application of numbers and information technology (Huddleston 1999). Together with a wider range of other subjects such as manufacturing, science, media, engineering, travel and tourism, skills acquisition in the vocational sector of learning was to be stimulated (Eurydice Unit 2003).

In addition to the programme for sixteen-year-olds, traineeships are also available for 18-year-old school leavers. Employers usually enrol students for a specific profession. Professional institutes provide practical training and thereafter the students receive an accredited qualification approved for funding by the DoE.

Alternatively, the "New Deal" programme cares for unemployed youth between the ages of eighteen and twenty-four. There are four options to choose from if a youngster has been unemployed for more than six months:

- Firstly, full time studies for at least a year can be undertaken.
- Secondly, one may work in the Environment Task Force for up to six months.
- A third option is to work in the voluntary sector, also for six months.
- Finally the youngster may work in the public or private sector with time to attend classes.

The Government subsidises the above-mentioned training and employment expenses, while students and workers in the environment and voluntary sector receive allowances (Eurydice Unit 2003). Moreover young people have access to a career and lifelong learning.

Later in this chapter (see 3.2.6 & 3.4) the influence of the UK on vocational training worldwide will become clear. Besides being the forerunner of industrialisation to neighbour countries such as Germany and France, countries like Australia and South Africa were colonies under Britain. Directly related to the authority of the UK, the various countries used their own cultural traditions and principles to serve the needs of vocational systems they introduced.

3.2.2 Germany

The whole of Europe, and Germany particularly, has a long history of guild and merchant trades. The Trades and Crafts Code was constituted in 1869 to keep order in training. During 1897 the craft industry and chambers of commerce were founded, and training was co-ordinated by the Trade Statute Book (Wikipedia 2005).

Today Germany is respected globally as an industrial giant. Statistics show that it is third in general economic performance after the United States of America (USA) and Japan. Industry is the bastion of their economy, and Germany is one of the world's major providers of industrial equipment. The importance of industries in Germany has supported prospects for skilling and training the population (The Further Education and Training Funding Council 1995).

East and West Germany became the Federal Republic of Germany in 1990. The Republic consists of 16 states with a total population of over 81 million (The Further Education and Training Funding Council 1995). The states operate independently but in accordance with the republican, democratic and social values prescribed by the Government. In the educational sector towns and districts are responsible for their own adult education, buildings and maintenance of schools, as well as the support of vocational training. Although the various states have diverse educational systems, legislation ensures a basic structure for compulsory schooling, qualifications and standards (Eurydice Unit 2002).

In Germany the Dual System is fundamental to German vocational training. This is a system of apprenticeships and prepares young people for a working environment. Most young people who do not continue directly with HE, enter the Dual System after they have completed their compulsory education. The

principle is ‘learning by doing’ which combines part-time education with one to two days a week at a vocational school, with the employer (firm) providing the training (Grollmann, Rauner & Kruse 2001). Germany has three hundred acknowledged training occupations, the most popular being those of motor vehicle mechanic, electrician, machinist/fitter, joiner, painter, decorator, hairdresser, office clerk, sales person or assistant to dentists or doctors. In February 1995, there were about 1.7 million trainees, which accounted for about two-thirds of the young people in Germany. Furthermore, there are about 2.5 million companies in Germany of which half a million are training providers (The Further Education and Training Funding Council 1995).

These companies are legally compelled to register with the chamber of industry and commerce, the craft chambers or chambers for medical practitioners and lawyers. Companies are not forced to provide training but a general belief exists that training is not only to the advantage of the young people, but also to the companies and to the country (Grollmann *et al*. 2001).

The above-mentioned companies provide training at their own expense and are predominantly motivated by a sense of social responsibility. The colleges and companies cooperate under the patronage of the chambers of industry and commerce. Usually the duration of the training is three years. The curriculum comprises of 40% general and 60% technical education, and the Federal Ministry for Economic Affairs sets the standards. Companies pay trainees a trainee salary that is negotiated with the unions and depends on the study field. The pass rate for those who complete their training is about 90%. Trainees who withdraw from the system usually enter another study field. Upon successful completion of an examination the student receives a certificate indicating that he/she is a skilled worker, while a master craftsman receives a certificate of apprenticeship (The Further Education and Training Funding Council 1995).

At the same time the federal scheme makes grants and loans available for students to further their studies in the secondary education system. Learners do not pay tuition or examination fees, and circumstances such as income, savings and parents' income are taken into account. Thus the states assist students if they do not meet the requirements for Government assistance. On HE level there are no fees charged, and access to financial support is restricted. Parents in Germany are legally responsible for supporting their children's education to the age of 27. Of great importance are the measures on the part of the government, industry and the people of Germany to increase the availability of learning for the youth (Eurydice Unit 2002).

As was mentioned, the Dual System is the basis of vocational training; there are other systems, however. Gymnasiums provide education for young people entering HE by means of full time three-year courses and career-orientated subjects. Full time vocational schools prepare students for their work, apprenticeships or for the variety of courses of the Dual System. Additionally, vocational extension schools offer broad general education and vocational training for learners who already have vocational training or years of employment. The technical secondary schools, which emphasise specialised education, offer grades 11 and 12 (Grollmann *et al*. 2001; Eurydice Unit 2002).

Furthermore, adult education is provided by "Volkshochschulen" or adult education centres. Churches, political parties and even trade unions present learning opportunities for the improvement of adult education. Classes are mostly in the evenings and consist of crafts, languages and health education. Besides these, there are further opportunities for continued vocational education, or for improvement of flexibility in respect of technological changes, or to increase promotion opportunities for adult learners. More than ten million adults per year use the many opportunities in Germany to improve their skills where educational collaboration between the systems enhances the

accessibility to learning and increases differentiation in occupations (Eurydice Unit 2002).

In the late 1990s and in 2000 Germany faced the same problems that occurred worldwide such as strikes, restructuring and a drop in exports. Not only technological advances, but also the recession meant that companies began to economise and they did so by training fewer people. In addition, although unemployment has increased, 80% of the German labour force has a vocational or professional qualification and it is even estimated that in 2010 this figure will be 90% (The Further Education and Training Funding Council 1995). Thus the idea of a mutual care relationship between government, industry and the community to empower their youth is a success story in Germany.

Germany is seen as the utopia of FET - and as a giant in the world economy and in performance. Thus the main reason for their successful dual system is locked up in their aim of having a workforce of 90% trained employees in the future.

3.2.3 Finland

In comparison with Germany, Finland has a relatively short vocational training history. Dating back to 1842, vocational training in Finland has its roots in "Sunday" schools. At that time the Czar of Russia issued a declaration concerning the training of craftsmen and manufacturers in Finland. The purpose of the Sunday schools and the declaration was to teach and educate the apprentices and journeymen. Towards the end of the 18th century the different vocational fields slowly began to develop. Before World War II Finnish vocational training concentrated on the agricultural field. It was only after the war that the sector started to expand (Ministry of Education Finland 2004; Begeman & Plate-Cosman 2003).

Today the Finnish system is school-based, with two national languages, Finnish and Swedish (both groups have their own institutions). There are twenty-nine polytechnics in Finland, which provide education in the fields of natural resources, technology and transport, health and social services, culture, humanities and education, administration and business, as well as in the field of hotel management, catering and home economics. These institutions are either municipal or private but are co-financed by the government and local authorities. It is important to note that the Minister of Education negotiates a three-year agreement with each institution on objectives, intakes, projects and performance-based funding (Eurydice Unit 2003).

According to the Ministry of Education (2004) Finland's Vocational training programmes are built into the school curriculum and there are seventy-five vocational qualifications, for instance in physical education, health and social services, technology and transport, culture, health and social services. The collaboration and coordination between polytechnics and vocational training courses are clearly seen in the titles of the schools presenting qualifications. It is distinctive of Finnish vocational education that there are practical workshops in addition to theoretical studies. Vocational education is co-financed by the government and learners receive teaching and meals free.

One of the most serious educational problems of the Finnish government is the early retirement of citizens (many retire at the age of 59). Research results show that inadequate vocational skills are one of the main reasons for this problem (Eurydice Unit 2003). Poor literacy and reading skills add to the lack of participation in adult learning. In order to rectify the problem, the government set up a programme for 2003-2007 aiming at improving vocational qualifications. About half a million working adults have only lower secondary education, and the targeted age group is, therefore, 30-59 years. With this plan the Finnish Government is endeavouring to raise the educational level of the entire adult population (Eurydice Unit 2003).

From Sunday school Finland's FET has grown, and today includes vocational education in two national languages, which provides learning in 75 vocational study fields. However, a key concern is adult learning and early retirement, regarding which the government has refocused its efforts in an attempt to remedy the situation.

3.2.4 Switzerland

As early as 1389, Swiss farmers founded the first Swiss Confederation to defend themselves against the militant Habsburgs, demonstrating the importance of democracy and independence to the Swiss people. Since 1848 when their first Republic was founded, Swiss democracy was instituted in a political system (Kallioniemi, Meyer-Menk & Niemi 2003). Switzerland's experience of democracy is more than four times as long as the next-longest-running democracy ever (Berkeley 2000).

Switzerland is located in the heart of Europe. The country is divided into twenty-six cantons that have the key responsibilities for vocational training. Three linguistic and cultural regions exist, namely French, Italian and German. The geographical location, not surprisingly, influences the various forms of VET systems. The government has more of a mediator role when it comes to laws and regulations on VET. Trade unions such as the Swiss Employer Association and the Swiss Art and Craft Chamber, are all involved and may express their views and opinions on new projects, laws and regulations regarding VET. As mentioned earlier, democracy is important to the Swiss people and therefore all involved groups are consulted on matters concerning VET (Renold 2002; Kallioniemi *et al*. 2003).

VET has three systems of education namely the school, the trial and the dual systems. The trial system is a speciality of Switzerland, consisting of three locations of learning, namely the school, the company and a practical training

centre. For the first weeks the learners attend these institutions and master basic knowledge and skills. In the French part of Switzerland there are more full time schools, while the areas nearer to Germany include the dual and trial systems, which are the main VET systems. Comprehensive schools, however, are more common in the Italian part of Switzerland (Kallioniemi *et al.* 2003).

The Vocational Training Authority is responsible for the entire vocational training system. Every four years the Education Council is elected with one member from the Government as well as eight other members. This Council advises the Government on all aspects of VET. The states also maintain a vocational guidance centre to provide relevant advice to young people and adults, especially in choosing a career or a training course. Currently there are 200 000 (two-thirds) of all young people in training. The annual expenditure of the state on VET amounts to 5,6 million Swiss francs. In a canton like Liechtenstein the state pays the costs of vocational schools and examinations, while the companies pay the learner wages. In addition, the state and companies share the costs of the introductory courses equally. It has been estimated that to train an apprentice amounts to approximately 6 000 Swiss francs a year (Eurydice Unit 1996; Renold 2002).

Renold (2002) points out that the central task of vocational education is to foster young people's professional and market skills. Vocational training is just one part of the whole Swiss educational system, while VET ought to facilitate the switching between professions and educational pathways. Finally, vocational education is a joint task shared by the cantons, professional organisations and the Government.

In addition to the above-mentioned tasks, VET faced new challenges recently, as highlighted during a conference held in Gothenburg in June 2002 on institutions and organisational aspects of VET. The main driving forces to reform vocational education were new forms of learning, lifelong learning, creation of new professions, professional areas, new communications and

information technologies (Renold 2002). Thus it is clear that legislation in this regard has to be modern, innovative and systematic.

Due to the geographical location of their country, the Swiss are influenced by their neighbouring countries regarding VET education. Switzerland is a full member of the Council of Europe and a member of UNESCO. In this regard, although the country is not a member of the European Union (EU), Switzerland actively participates in cultural and education areas of the continent (Eurydice Unit 2000).

3.2.5 France

France is the neighbour on the western border of Switzerland. Important events made the French educational system what it is today. For example, in 1801 Napoleon separated the functions of Church and State. Then in March 1808 Napoleon I decreed the Imperial University of France. This was based on the Jacobean idea that education should be controlled by the State, although it had a central administration which administered appointments, grants, the inspection of teachers and the authorisation to open schools. Furthermore, education was based on a non-religious principle in the French system, even today (Eurydice Unit 2002).

Vocational education in France also originated from guild training, in the same manner as it had in the other European countries. Contrary to the case of Germany, handcrafts were held in low esteem in France, and this affected the status of vocational training. The French education system, as already noted, is a centralised, governmental system. The central Government guides the learners and endeavours to educate them to an academic level, namely that of the B-degree (baccalaureat) (Lindholm, Maetzel, Nyronen & Peters 2003).

A look at the various levels and classification of the different graduations of the French education system provides interesting perspectives. On the lowest

level (VI) are the untrained workers and on the highest level (I) are the people at the *grandes écoles*. Vocational training is on level V and usually leads to the BEP (vocational diploma) or CAP (vocational aptitude certificate) (Lindholm *et al*. 2003). Both the BEP and CAP certificates are 2-year courses. However the educational system lacked programmes to meet the demands of new organisational approaches and technology, and this necessitated reform in vocational training.

Kirsch and Eckert (1999) explained that the demands for skilled workers and rapid changes in technology and industry necessitated major developments in vocational education, and consequently policies began to be reviewed from 1985. Renewal included modernising training, establishing links between school and industry, increasing the number of agreements and creating a vocational B-degree. For the first time the vocational B-degree gave learners access to HE. The aim was to increase the training level for young French learners, ensuring that 80% of a given group would reach the B-degree level by the year 2000. In 1993 another important development for employment and vocational training was that all young people should be offered vocational training before leaving the educational system (Kirsch & Eckert 1999; Eurydice Unit 2002).

In contrast to the above-mentioned developments, centres for continuing adult vocational training were established after World War II. The Government financed these centres with the aim of reconstructing the education of the working population, creating institutions, and offering training for six months. In 1963 the national employment fund was created to re-train workers who had suffered job loss. By 1971 companies paid taxes of 0.8% of total salary costs each year for continued vocational training, which formed the backbone of the French vocational training system (Eurydice Unit 2002).

In 1988 the training schemes were grouped together under one umbrella. The Government identified two groups, the young and the unemployed. The young people attended training and received credits, while the unemployed received training-for-work education. A new training plan was introduced in 1993 where companies' participation rate went up to 1,5% in financing vocational training. In addition, trainees received extra benefits, for instance out-of-work training, specific leave for training and overall accessibility to skills acquisition. All these training activities were aimed at the acquirement of a qualification (Eurydice Unit 2002). The French government noted the value of skilled workers for both early and later stages of life that may influence social and economic factors.

Despite the fact that education is government-controlled and that companies provide vocational training, the French had to shape their educational system in ways that are pertinent today.

The next country, Australia, is one with remarkable features of reform in the process of vocational education.

3.2.6 Australia

Australia is divided into eight States and a Territory, each of which is unique in size and character. The educational system of each state differs from that of the others. In this country Technical and Further Education (TAFE) institutions are the largest source of supply in post secondary education, with eighty-four campuses across Australia. Given the historical colonial background of Australia it is not surprising that their technical education is based on the British system, namely apprenticeships. As early as 1827 the first Mechanic Institute in Hobart was established and in 1833 the Sydney School of Arts was opened. All through Australia similar schools mushroomed and by 1840 cities like Brisbane, Melbourne, Newcastle and Adelaide all

boasted their own institutions, where subjects were taught such as geology, mechanical drawing and chemistry (Goozee 2001).

Another British-contributed example was the establishment of the working men's college in 1865 in New South Wales. This college's main aim was to teach subjects that would extend the knowledge and understanding of students, liberating their minds in this way (Cobb 2000).

The first school of mining was established in 1870 in Victoria and more followed. In the areas around Melbourne there were prosperous regional centres, which were in need of skilled labour. Subjects such as mining, engineering, chemistry, assaying, mathematics and writing were taught (Goozee 2001).

In the time-line of TAFE, 1889 may be considered significant as at this time in history the technical training infrastructures had already been instituted in the different States, and economic and geographic demands and differences assisted in forming the various developments in vocational training (ANTA 2004).

It is important to note that in 1897 an International Conference was held in London on technical education. Already, the opinion had originated that the British technical training system was inferior to that of its European counterparts, and that being the case, the inferiority of the Australian sector was implied. In the early 1900s a number of reports intended to develop and improve Australian vocational training, were issued. The Fink Commission in Victoria in 1899 mentioned the incoherence and lack of aims in technical education, while the Knibbs-Turner Commission in 1905 recommended the reform of technical training in New South Wales (Goozee 2001).

After World War I, in the period between 1930 and 1940, economic depression had a devastating effect on technical education. As the result of

the depression technical education nearly came to a halt, which resulted in much unemployment. However, unemployed school leavers were assisted by the states to attend trade schools. At this time, after the depression, economic prosperity followed and apprenticeships were now used for welfare purposes. In 1941, during World War II, another challenge came the way of vocational training. Workers were trained to provide the country with workmen prepared for war. Other learning opportunities in 1944 included both universities and technical colleges, and most of the students enrolled at colleges that trained ex-servicemen and women to improve civilian job opportunities (Goozee 2001).

Following the war, the Australian population and their economic situation grew rapidly, along with the demand in new occupational directions, away from trade and industry and more towards the para-professional occupations (nurses and teachers). Each state was responsible for its own educational system, but as a result of the fast-growing need for technical, school and higher education, funding soon became a problem. The Commonwealth Government started to subsidise education, although in the early 1970s technical education did not receive financial assistance, while schools and HE did. Vocational training was called the “Cinderella” of education, as previously mentioned, having always had to take the back seat when it came to funding (ANTA 2004).

In the early 1970s the Labour Party took up the reigns of Government. These were in the years of great social change in Australia. Different minority and disadvantaged groups such as the Aborigines and women fought for equal rights and status. Students protested and demanded the abolition of inequalities in education and a society that mirrored the new ideologies. The traditional manufacturing, mining and agricultural industries also started to decline in economic importance and new industries such as communications and banking were emerging. At last, in 1973, the ACOTAFE (Australian Committee on Technical and Further Education) was founded. This happened

because the Government had at last realised that there were 400 000 students under no jurisdiction - not in schools nor in advanced education or universities. Although TAFE was the responsibility of each state, the sector now received Commonwealth funding and the national body ACOTAFE was established (Goozee 2001; ANTA 2004).

The period between 1976-1982 was seen as the golden years for TAFE, while the Fraser Government cut back on funds for higher and state schools' education. TAFE retained their funding because the sector increased labour force skills, assisted in economic recovery and created learning opportunities for the unemployed. The whole sector had changed. The availability of funds made new programmes possible and financial assistance to students, especially the disadvantaged, was made available. This changed student profiles and the quality of education in TAFE improved, while staff development also received attention. By the end of 1982 the Government and the various states had begun to regard TAFE as an integral part of tertiary education.

The late 1980s to 1990s was a time of unparalleled change in the whole spectrum of education. "Skills for Australia" and "Australia Reconstructed" were the documents aimed at changing vocational training. The service industries continued to expand at the expense of mining, manufacturing and construction industries. There was a demand for a highly flexible skilled workforce, and multi-skilling, maximum productivity, production of quality goods, the use of new technology and HRD were the objectives of the Commonwealth Government. For TAFE the "Skills" report had major funding implications. The Government changed the agreement with regard to three different programmes, namely the Capital Grants, Special Equipment, and TAFE Minor Works and Equipment Programme for Traineeships were all amalgamated in the TAFE Infrastructure Programme. States and colleges had to apply for funds by means of proposals, which were then considered on

merit. These changes were made without consulting the states (Goozee 2001).

In 1988 the Employment, Education and Training Department founded the National Board of Employment, Education and Training (NBEET). At this stage TAFE was not represented on the Higher Education Council or the NBEET; as the result, this section of education lost its advisory voice in national planning. The Green Paper and the White Paper on HE in 1980 named TAFE as an associate partner for post-school/tertiary education in Australia. Both these papers proposed closer collaboration between the sections. TAFE now became state funded; each state, however, remained autonomous. This created a great need for consistency in the different training systems (Goozee 2001; Hawke 2001; ANTA 2004).

At a conference held for the Commonwealth, States and Territory in 1989 the National Training Board (NTB) was established, to set national skills standards. All parties agreed to earnestly support, develop and implement the Competency-based Training (CBT) programme. The NTB ensured that legislation came into effect in 1990 that required employers to spend 1% on quality improvement and training. Registered Industry Training Agents (RITAs) advised employers on training and expenses, and certified that the employer had complied with the requirements set by the NTB (Goozee 2001).

During the late 1980s and the early 1990s a large number of changes occurred in the structure of TAFE and in the government milieu. Once again the States and Territories, because of their uniqueness, responded differently to changes and challenges. For instance, Victoria and the Northern Territory kept their systems of institutional autonomy, while Western Australia merged their campuses in Perth into four multi-campuses. In New South Wales, the colleges were merged into eleven institutes. Queensland, on the other hand, introduced a system of separate regions with a senior manager as regional director. One common feature in the States' restructuring of TAFE was to

move TAFE from education to employment and training departments. Not only were colleges encouraged to become entrepreneurial commercial institutions, fees were now charged for services to the industry in upgrading skills (Goozee 2001; Hawke 2001).

The Commonwealth Government maintained their policies on “Skills for Australia” and “Australia Reconstructed” into the 1990s. In 1992 an Australian National Training Authority (ANTA) was set up. It was constituted of members of the Commonwealth, the States and industry. One of the aims was to bring about a national vocational education and training system. Following the establishing of ANTA, TAFE was now part of the larger VET system. In 1993 the Australian Qualifications Framework (AQF) was established to provide a comprehensive system with regard to outcomes, prior learning, lifelong learning and qualifications. A further development for TAFE was the Fitzgerald Report in 1994. This report led to the implementation of a national system, and elements of the then current VET system, for example States and Territory, had to take responsibility for accreditation and standards endorsement (Goozee 2001; ANTA 2004).

In 1996 a new Government, the Liberal-National Party Coalition, assumed office. They introduced a Youth Allowance programme, called “Work for the Dole” and a new apprenticeship system in order to assist students and young people with learning and imbursement. The Youth Allowance required full time studies for unemployed students (”Work for the Dole”), aimed at literacy and numeracy training and participation in government-funded programmes. The apprentice programme had to compete internationally in a broader field of studies. Thus, colleges then needed to make entry levels attractive for learners (Goozee 2001).

In the late 1990s TAFE again changed structurally in the various states and in the Northern Territory. TAFE Tasmania for instance, was an independent body, governed by a board of directors. Each region had its own senior

manager and the institutes were run in a manner similar to university faculties. In Victoria the colleges were merged with universities and schools of mining and a new Department of Education, Employment and Training was established. Three ministers were responsible for the Department. In 1997 the state of New South Wales re-incorporated TAFE into their new Department of Education and Training (DET) where the TAFE identity was maintained in the organisation (Goozee 2001).

Still further challenges emerged in 2000. The Commonwealth funding for VET ceased and the country once more demanded an efficient workforce. The history of TAFE has shown that it has responded to the changes. The VET system of today will do so again, continuing to equip the youth of Australia for the future.

The developmental facts and figures regarding vocational training did not escape the African continent. South Africa was also a British colony, as was Australia, and educational challenges in the FET sector have also made their appearances, demanding the attention of the authorities.

3.3 FURTHER EDUCATION AND TRAINING IN SOUTH AFRICA

Two great discoveries in South Africa marked the beginning of what we now call our FET sector. In 1867 diamonds were discovered in Kimberley and in 1886 gold on the Witwatersrand. The chain reaction of more people, needing more houses, services and better transport, encouraged development in services and the expansion of the railway system in South Africa. There was also the growing demand for skilled workers with technical knowledge in the mining, railways and other growing industrial areas. After the Anglo-Boer War (1899-1902) centra for technical learning were established, such as the Transvaal School of Mines in Johannesburg in 1904, which became the University of the Witwatersrand in 1922. The Pretoria Polytechnic opened in 1906 and the Durban Technical Institute in 1907 (Kruger 1986).

Industrial developments continued in the 1920s. Subjects were expanded from technical disciplines such as woodwork, mechanics, printing, blacksmithing, plumbing and electronics to non-technical subjects such as music, art, agriculture, and domestic sciences. This increased growth brought with it a new status for institutions of technical training and in 1922 the Minister of Education declared both the Cape Technical College and Durban Technical College institutions for HE. Towns competed with each other to establish schools for technical training, and schools in East London, Pietermaritzburg, Port Elizabeth, Pretoria and Johannesburg were incorporated under the Higher Education Act (No 3 of 1923) (RSA DoE 1923). Bloemfontein and Uitenhage opened their own technical institutions in 1924 (RSA DoE 1997b).

The outbreak of World War II had an important influence on the development of technical training. A great need arose for technical personnel, and the concept of technical colleges took on a new meaning. The country needed fitters, welders, machine tool operators, tool smiths, electricians and sheet metal workers for war purposes, for instance. By June 1940 most big cities had training facilities. The last of the mobilisation training was done in June 1948 (RSA DoE 1997b).

The rapid and far-reaching growth in technical training compelled the government to bring direction and order to the system. The De Villiers Commission was appointed in March 1945 to enquire into technical and vocational education. The enquiry results were published in 1948, and constituted a complete study of education in the post-war period. The main suggestion of the commission was that general and vocational education should be integrated. The National Government that came into power in 1948 did not, however, regard these findings as important or imperative enough to warrant a response (Kruger 1986; RSA DoE 1997b).

An important year in the development of technical colleges was 1954. In this year technical colleges became full state institutions under the direction of the Department of Education, Arts and Science. This department designed and planned courses and syllabi, mainly in chemical, electrical and mechanical engineering. New industrial demands necessitated a senior certificate in advanced technological training in nuclear and space knowledge. This led to advanced training and brought about much new legislation in 1967 (RSA DoE 1967). This was the beginning of the Technikons and in 1979 the Advanced Technical Education Amendment Act (No 43 of 1979) was announced (RSA DoE 1997a).

An unfortunate phase in the development of technical training was that of the different racially-based administrations that presided over Africans, Coloureds and Asians. These groups were excluded from the apprenticeship system in the electrical, posts and telecommunications, railways and iron and steel industries, the result being unemployment followed by strikes in 1973 and the rise of powerful trade unions fighting against exclusion (Bird 2001).

In the early eighties the National Party Government was forced towards new initiatives. The Technical Colleges Act (No 104 of 1981) was promulgated and the technical institutions converted to technical colleges (RSA DoE 1981). This was the time of the three-chamber parliament, which implied that legislation was restricted to the House of Assembly. The colleges under the jurisdiction of the House of Representatives or Delegates were administered together with the schools (RSA DoE 1997b). In the same year the Manpower Training Act (No 56 of 1981) was introduced (RSA DoL 1981). For the first time since 1948 the labour market was open to all workers regardless of colour (Bird 2001).

When reviewing the history of FET one realises that fragmentation along political lines hindered the development of vocational training. These discriminatory policies date back to the colonial period. The denial of equal

opportunities to all people, specifically in technical and vocational training, led to an unskilled and under-developed workforce in our country.

The political triumph of 1994 brought no triumph for education. In truth, the FET sector still remained the neglected part of education transformation. Curriculum 2005 and the National Commission on Higher Education received preferential treatment in the educational legislative reconstruction. The FET sector, therefore, received the nickname of "Cinderella" (the neglected one) in the educational sector of South Africa as well.

Great improvements, however, in the development of FET came about in 1998. New FET policies and legislation for national reconstruction and development were introduced via legislative processes (e.g. the FET Act 98 of 1998; the Skills Development Act of 1998; the Employment Equity Acts of 1998) (RSA DoE 1998a; RSA DoL 1998b). The Departments of Education and Labour were engaged in training a South African workforce with skills to meet the demands of the country. In that year the Green Paper on FET (RSA DoE 1998c) and the White Paper on FET (RSA DoE 1998b) explained the context and outlined the goals and objectives of the new education and training system (Asmal 2000).

At the First Annual Convention on FET in October 2000, the Minister of Education outlined the following problems:

- There were 152 technical colleges in South Africa, spread with their satellite campuses across the nine provinces. 43% of the colleges had fewer than 500 full-time equivalent learners.
- The colleges provided for 122 000 full-time learners, but only half of those enrolling (54%) successfully completed their courses.
- The cost to the state for each enrolled full-time learner averaged about R6 500. Thus citizens, taxpayers and learners hoped and demanded to obtain value for their money.

- 86% of these enrolments were in two vocational fields: engineering and business studies. The South Africa society and economy, however, called for a diverse and responsive lifelong learning curriculum.
- 73% of college learners were between the ages of 15 and 24. Adult learners and older workers also needed development and re-skilling.
- 61% of college staff was white. Wider transformation regarding race, gender, equity, institutional culture and ethos was necessary (Asmal 2000).

In the face of these depressing facts it was clear that the college sector did not meet the needs of the people in South Africa regarding equity, expenditure, entrance routes, applicability or lifelong learning, to name but a few. The Government, private sector, international donors and the institutions themselves realised the enormous potential and the giant backlog that needed to be dealt with. The wheels were slowly beginning to turn to change the then technical colleges – and change was desperately needed.

From 2000, quantitative data on FET and labour markets began to be collected from each province. In 2002 the National Quantitative Study of FET Colleges "The New Landscape" was published. This document updated data on the location and distribution of FET colleges, student profiles, programmes offered, staff profiles, equity criteria, and more (4.2). Its purpose was to serve as a tool to support strategic planning and research, to answer questions, to promote communications between campuses, the department and other role players, to indicate economic growth and decline in provinces. This caused the slowly turning wheel to move a little faster towards the implementation of FET legislation (RSA DoE 2002).

In 2002, 152 colleges were merged to form 50 new FET institutions. Although the merger did not change the distribution of colleges, it did change their form. A new FET culture, a stronger infrastructure and reorganising of

the campuses were necessary. The merging symbolised the end of technical colleges and the beginning of the new FET (1.2, 2.6).

In the SAQA lecture series held in April 2003, Minister Asmal declared 2003 as the "Year of FET" (SAQA 2003). On the one hand the enormous potential of FET in terms of an efficient workforce was realised and emphasised. On the other hand, however, FET still only received 2% of the national education budget according to the report of Maja and Meyer (2003). This was a great pity because an effective and efficient FET could help combat and solve socio-economic problems such as poverty, unemployment, crime, AIDS, illiteracy and unskilled people.

It is clear that FET in South Africa is still in its "baby shoes" and faces many challenges and changes. To reform an education system will be a long and hard task but not an impossible one. Thus the many role players involved need to work together in a holistic approach to FET.

3.4 COMPARATIVE PERSPECTIVES ON FURTHER EDUCATION AND TRAINING SYSTEMS WORLDWIDE

The histories and contexts of FET worldwide show similarities and differences which are worth emphasising.

England and the European countries are the older countries in terms of vocational training, and their vocational training dates back to the guild training of the Middle Ages. The fact that England was at the forefront of the industrial revolution contributed to international confidence in the British training methods. This resulted in the European countries' acknowledgement of the successes of the English system and their adaptation of it into their own unique environments (e.g. the French, Swiss, German and Finnish systems employed the original apprenticeship system of England). In addition, Australia and South Africa, both former colonies, have a vocational

training history relying heavily on the English system. Furthermore, the UK has been a model for the South African FET, with regard to structures, experiences and training (Mashilo 2000). Perhaps it is possible to call England the "big brother" of FET.

The needs of World Wars I and II also presented challenges and demands to the FET sector in the above-mentioned countries. Before and during these wars, this sector trained and supplied variously-skilled workers to assist in their countries' needs. After the wars the labour markets changed and the challenges then presented to the countries related rather to unemployed ex-servicemen. In this regard the Australian Government set up the Commonwealth Reconstruction Training Scheme (CRTS) in 1944 to help ex-service men to improve civilian job opportunities (Goozee 2001). Also, the "Percy Commission" was appointed in 1944 in England to examine the new needs and problems presented by the industries with regards to FET (Kruger 1986).

Another common feature, not only in South Africa, but also in England, France and Australia was that vocational training was seen as inferior to HE and GE. Therefore, FET as a study option was unattractive to learners. The discussion document of the DoE (RSA DoE 1997a) suggested that amongst the weaknesses of technical colleges these institutions were associated with training for lesser skills and low wages. This resulted in negative connotations being attached to technical colleges, with employers preferring university or technikon students. The opinion was shared by governments and the public that the slower learner and those who could not go to university or technikon, should rather learn a trade. Thus public perception was that technical or vocational education was second-rate.

Similarly to the case in Australia until the 1970s, the FET sector was under-resourced, under-valued and uncared for. One of the problems was the lack of an identity for the sector (for instance, the role of TAFE was different in

each part of Australia, because of the different interests on the part of states). Furthermore, constant hostility between colleges and universities existed over who should present what study programmes. When professional bodies began to motivate and pressure institutions to upgrade the status of careers, it resulted in the loss of dentistry and engineering courses by TAFE to the universities. In the Murray Report of 1957 it was concluded that university education was more valuable because of the involvement of higher cognitive skills. These theories devalued TAFE, and it confirmed again the FET sector's nickname of "Cinderella" (Goozee 2001).

As previously stated, England had neglected this area of education, claiming that it was trade and industry's responsibility. "The English government palmed off vocational training onto industry, while other European countries developed their own vocational training (Aldrich 1999)". In France, even after the introduction of the new qualification, the vocational B-degree, the low prestige of vocational education could not be concealed (Lindholm, Maetzel, Nyronen & Peters 2003). Recently, however, under Modern Apprenticeship in England, the aim has been to increase the status of vocational education and to bridge the gap between high status academic and low status vocational education (Eurydice Unit 2003).

In contrast, Germany has a historical tradition of commitment by industry, trade unions and the states to the vocational system. This system is very popular and respected by young people and their parents. In addition, the Germans train two-thirds of all young people through workplace learning, company training, schools and gymnasiums. This accounts for the fact that youth unemployment is very low in Germany compared to South Africa (The Further Education and Training Funding Council 1995).

Furthermore, the Germans have the concept of "Bildung" which implies to build or to make yourself into a person through your own efforts. Obtaining "Bildung" through religion, scholarship and a vocation are at least three

routes of worthiness (Putz 2003). Within our own borders, too, this intention has recently been emphasised by Kader Asmal (2000) when he claimed that the most important skill is *learning to learn*. It has been said that we live in a world of change and that narrow vocational skills give an individual little to hold onto in life. Asmal (2000) regards learning as a so-called soft skill among the other skills, yet at the same time the hardest and most important. Individuals need to learn to adapt, to work in teams, to communicate effectively, to innovate and so on.

Currently governments realise the importance of an efficient workforce, and of HRD. Thus, various attempts to further develop and improve their vocational education sectors are presently a priority. In South Africa the ETDP SETA was given a mandate in May 2000, derived from the Skills Development Act, to raise the level of skills and qualifications of people employed or seeking work (RSA DoL 1998b). Australia piloted new programmes in the late 1990s – the Youth Allowance, New Apprenticeships and Training packages were introduced (Goozee 2001). In England the Learning and Skills Act (UK DfES 2000) transformed the organisations responsible for the supervision of the further education sector. Furthermore, the advanced modern apprenticeship and the New Deal were introduced (Eurydice Unit 2003). Even the German economy faced changes in recent years with restructuring, wages, export growth and labour saving costs. Once again, this had an impact on vocational training. All of these changes confirm that the FET sector is important for countries in ensuring they develop a skilled workforce.

The low skills level of adults in certain countries needs investment and efforts to benefit adult needs. If one considers the poor literacy and reading skills of the adult population in Finland it is obvious that it concurs with the situation in South Africa, although it may not be as bad. Disturbing estimates are that as many as 15 million adults are without effective reading and writing skills (National Education Policy Investigation 1993). An important benefit in

Finland is the provision of free education and meals. Although the South African FET strives to develop all citizens to their highest potential, the growth and development of HR is in fact extremely distorted.

It is evident that the countries discussed all have unique, complex and different priorities and needs regarding FET. Even inside the boundaries of one country, uniqueness may be reflected, whether it is in provinces, states, territories or cantons. What is obvious is that there is no "one size fits all" quick-fix system.

Although lifelong learning, globalisation, quality, internationalisation, skills, staff development and so forth are phrases with which education worldwide is bombarded, these demands on FET necessitate a vibrant sector that can equip young people and adults with the needed skills.

3.5 TOWARDS AN EFFECTIVE FURTHER EDUCATION AND TRAINING STRATEGY IN SOUTH AFRICA

FET issues are not easy to resolve, because the problems of youth and adult training are complex and demanding. Furthermore, political and economic events in the past and in the present still result in people falling through the cracks in the system considering access, failure or unemployment and these are mostly learners from disadvantaged groups.

The National Committee on Further Education (NCFE) has the responsibility of transforming FET and creating a quality system that is effective, relevant, efficient and equitable (RSA DoE 1997a). Their mission in FET is to foster mid-level skills, lay the foundation for HE, facilitate the transition from school to the world of work; develop well-educated, autonomous citizens; and provide opportunities for continuous learning, through the articulation of education and training programmes (RSA DoE 1997a).

The NCFE (RSA DoE 1997a) states that the pre-employed, employed and unemployed are the three target groups that need FET. Also relevant is the strategic importance of FET in:

- providing a platform for lifelong learning;
- addressing youth unemployment;
- stimulating economic growth and international reconstruction;
- distributing more equitable life opportunities; and
- contributing to personal development and life competencies.

Different regulations apply to the programme such as the learning programmes between levels 2-4 on the NQF band (1.8). These programmes allow for more specialisation than general education and provide more contact-based skills for learners going into HE or the world of work. In addition, FET now offers more entry and exit points with a range of qualifications at different levels where providers are secondary schools, colleges and industry with different modes of delivery (RSA DoE 1997a:4).

3.6 PERFORMANCE MANAGEMENT IN FURTHER EDUCATION AND TRAINING

Although performance models only became customary in education during the early nineties (1.2, 2.3) it is evident that performance has been part of FET since the days of guild training. Whether the master craftsman trained a builder, fan-maker or chimneysweep, his aim was to qualify his artisans and therefore, to serve the community, people and nation with their skills (3.2). The master craftsman also provided for the learners in terms of protection, moral standards, clothing and food. Even in those days the role of the master was not merely to teach but also to train a workforce and to equip them with skills. From as early as guild training days up to today's highly competitive and interconnected world, educators have had to adapt to changes in their milieu (2.6). In this regard PM, embedded in HRM, is a

requirement needed to optimise both the institution's and the individual's performance.

Performance management (2.3) has diverse definitions in different countries. The concept is a multi-faceted one, with much variation between countries and even within the same country. As a consequence of different features such as legislative requirements, structural organisation, resource levels, demographic profile etc., the complex phenomenon evades a single definition (1.8).

Nevertheless, performance in FET needs to keep pace with globalisation, the integrating of information networks, movement of knowledge and people, trade and so on. International and national involvement needs understanding and skills to enable effective participation in a globalised world. In addition to the generic trends discussed in the preceding section, all FET institutions are facing unique problems in fulfilling their missions and in addressing the needs of clients.

3.6.1 International trends and issues influencing performance management

International FET systems (3.2) have been significantly influenced by the international trends and issues. Loveder (2004) identifies the following international trends in FET which may influence educators' performance:

- Client core – traditionally the students were the clients. Today there is a variety of clients which includes governments, communities, industries, parents, employers and educators as well. In this regard institutions need to understand their stakeholders and they must ensure that they deliver in accordance with the required standard, although performance standards will differ due to variations in the make-up of countries. For example, issues of transformation, work readiness of learners, effectiveness of

training etc. will vary from an industrial country to a more agricultural country.

- Curriculum reform – the composition and delivery of FET/VET. Learning is now customised in time, and can be delivered where and when a learner wants it (e.g. by using e-Learning). Also larger courses may be changed to shorter courses, with hands-on training in a particular skill. For this reason educators need to re-skill themselves in the new developments.
- Workplace reforms – worldwide legislation reforms place emphasis on teamwork and this has resulted in job enlargement in certain institutions. Traditionally academics worked in more isolated environments and with much workplace freedom. Today the educator roles are expanded to diverse new roles (e.g. learning facilitator, industry assessor, consultant, workplace trainer and learning environment manager). Thus educators are obliged to acquire skills beyond those of teaching and learning. Furthermore, additional reforms include changes in knowledge production from the individual in a specific discipline to a team of academics. These emerging realities of workplace reform in the traditional role of educators can also influence performance and productivity. All these changes bring uncertainty to educators concerning performance rewards, staff appointments and evaluation (Mapesela & Strydom 2004).
- Experienced workforce – VET systems in Europe, America, East Asia and Australia are characterised by aging workforces, experienced educators and retired managers. McGrath and Palmer (2004) identify the aging profile of many technical education systems worldwide as a challenge for skills development in the future. The 'know-how' of educators leaving the system needs to be confined and built into HR and part of PMS before they leave.

It is against this background of trends and influences that the role of staff development within PM must be considered.

3.6.2 A perspective on staff development

Staff development as a component of PM in FET plays a pivotal role for the improvement of performance (2.6). As indicated before, educators need to keep abreast in their own teaching fields, and must keep up with changes in technology and teaching and learning methods. Blackwell and Blackmore (2003) stress that there are disagreements regarding important aspects of staff development, and that differences between different countries will arise because of diverse education systems. Education systems have a tendency to be unique. However, during the past two decades in Britain, America, Australia, West Germany and Sweden, research on staff development has centred mainly on structure, role and influence of educational development units (Blackwell & Blackmore 2003). Here again, the new perspectives move beyond the traditional educator roles. Although it is complicated to choose the dominant perspectives on educator development, literature and commentators McGrath and Palmer (2004) focus on the following international themes:

- *Formal training* includes both initial training as well as reskilling of educators.
- *Mentorship* involves a senior member supporting inexperienced members.
- *Careerpathing* is the development strategy regarding educator retention and experience.
- *Exchange programmes* provide opportunities to show educators good practice and understanding of other FET systems (e.g. Tirisano promoted middle management development through practical work-based training between South Africa and the UK, while AusAid supported South Africa with a staff development programme (see 5.3.1.2).
- *Communities of practice* is a new phenomenon (last 5 years) and includes practitioners sharing knowledge, interest and experiences.

- *Information sites and databases* across the world share and network educational matters (Centre for the Development of Vocational Training (CEDEFOP); Centre for Educational Research and Innovation (CERI)).

As mentioned before, it is difficult to make general statements regarding development strategies in regard to performance. Nevertheless, the main focus in Europe was more on new pedagogical skills with learner-centred approaches, and additionally vocational training related to modern technology and workplace was reported. Also skills for networking and teamwork were in demand. Lastly managerial, organisational and communication skills were presented.

McGrath and Palmer (2004) also highlighted that most countries implemented reskilling with regard to the original qualifications. This confirms the strong support for the idea that initial training cannot be expected to sustain an educator throughout his/her entire teaching career. A country such as Germany requires a teaching and industry–specific qualification before an educator is offered employment. However, in England no formal teaching qualification was required before 2001. Today their focus is on the quality of educators around organisational objectives (PM imbedded in HRD) and educators are required to have a teaching qualification. Similar to the quality of educator in England, Australia focuses on professionalism in VET. This initiative of ANTA is called 'Reframing the future' (Grady, Hensley, & Haertsch 2003).

In South Africa, FET educators face more challenges regarding transformation than other international communities. Educators are expected to develop an active relationship with economic and social partners in their countries. In South Africa especially, past inequities are addressed. Furthermore, educators teach learners regarding development outcomes such as good citizenship and social sensitivity.

The Scandinavian countries (Norway, Sweden, Finland and Denmark) focus on psychology, subject-specific innovations, e-learning and counselling (Harrebye, Sorrenson, Taalas, Finnbogason, Bjerknes & Petersson 1997) and as a result of the new training environment for educators, the ability to adapt to diverse stakeholders, e-learning and new methodological trends are becoming more significant.

This more specific look at PM within FET/VET education systems seems to reveal uniqueness in countries although similar trends and pressures worldwide are relevant. Additionally, the use of structural and cultural circumstances can be integrated to provide diversity of reform in different countries. However, the assumption that reforms successfully implemented in one country can be easily transplanted into another needs to be challenged.

3.7 CONCLUSION

This chapter has highlighted the fact that the long history of vocational training, nationally and internationally, has been full of stumbling blocks. Despite the many names, forms, major changes and inequities in the past, as well as today's pressures, vocational training has survived and has the potential to develop into a forceful and prosperous sector.

However, it is not difficult to point out uncoordinated and unfulfilled government policies regarding FET. Preference was given to HE and GET as, ostensibly, the more important sectors. "Cinderella", the nickname of vocational training worldwide, emphasises that this sector was viewed as inferior, low priority and neglected with regard to funding, legislation and support. However "Cinderella" has survived through the centuries - not yet the princess but hopefully on her way!

Furthermore, there has been an agreement that PM of educators in FET is critical to provide effective training for millions of youths and adults

worldwide. Educator roles today demand professional development programmes that will help update their skills and increase their effectiveness in their diverse roles in FET.

Against this and the important part that PMS play in the educators' role within the success of FET institutions, it is hoped that a world class workforce will be developed. With the focus of this study on a PMS at Motheo FET College, the next chapter is a qualitative and quantitative enquiry into the existing PMS.

CHAPTER 4

A QUALITATIVE AND QUANTITATIVE ENQUIRY INTO THE EXISTING PERFORMANCE MANAGEMENT SYSTEM AT MOTHEO FURTHER EDUCATION AND TRAINING COLLEGE

4.1 INTRODUCTION

In chapters 2 and 3 the rationale of PM within the HE/FET sectors was explained, as embedded in HRMD as well as the international and national characterising features of FET/VET with reference to PM in this sector. This provided the basis, and a starting-point for this study. In addition, the research methods and procedures used to answer the research question as stated in 1.3 will be addressed in this chapter (see also 1.6 & 1.7).

Chapter 4 also provides the rationale for the qualitative and quantitative enquiry which was employed to gain insights into the present PMS at the Motheo FET College, from the educators' perspective.

In the chapter, aspects such as the contextual background and the research methodology in terms of research paradigms, sampling, research ethics, validity, reliability, research instruments and analysis of data, will be discussed. This is important because it not only provides a blueprint of where and how the research was conducted - in an effort to increase the chances of valid and reliable results - but it also exposes the instrumentation (i.e. it describes the tools and procedures that were used) (Babbie & Mouton 2001).

4.2 CONTEXTUAL BACKGROUND OF MOTHEO FURTHER EDUCATION AND TRAINING COLLEGE

As mentioned in Chapter 1 (see 1.2) the 15 technical colleges in the Free State were merged into four multi-purpose FET institutions in accordance with the Further Education and Training Act of 1998 (RSA DoE 1998a). This new landscape outlined by the DoE national landscape task team, was only

formally constituted in 2002. It may therefore be stated that these institutions are still in their infancy (3.3).

The Motheo FET College merger included the Bloemfontein, Hillside View and Thaba 'Nchu Colleges and the Kagisanong College of Education, all in the city of Bloemfontein and its surrounding areas. This college is geographically located in the central part of the Free State Province, with Bloemfontein as the capital city, and was the biggest of the mergers in the province according to the total headcounts regarding learners (see 1.2) (CCF 2002).

4.2.1 Teaching staff profile

In respect of a total of 671 teaching staff in the province, 261 educators were employed at Motheo FET College. Table 4.1 indicates the qualifications profile of these educators, whilst Table 4.2 indicates the percentages of educators in terms of race (CCF 2002).

Table 4.1: Qualifications of teaching staff at Motheo College cluster

Higher Degree	Degree / Higher Diploma	Diploma	Un / Underqualified	Not supplied
23	101	57	15	65
8.8 %	38.7 %	21.8 %	5.7 %	24.9 %

Due to the newness of the merger and staff transfers across and between campuses, information regarding the efficient utilisation of staff, as well as their experience and qualifications, was difficult to obtain.

Table 4.2: Teaching staff according to race

African	Coloured	Indian	White	No data
22%	0%	0%	43%	35%

Table 4.2 reflects a sector where historically disadvantaged teaching staff has seemingly been largely excluded from teaching opportunities. As the government aims at the development and maintaining of a culturally diverse educator corps, racial disparities can be regarded as one of the major issues to be addressed in legislation (see 1.2; 2.3.2).

Another important point, as discussed in Chapter 3, is the worldwide emphasis on educator development in the global economy, and the changing needs of society. This emphasis, seen against the Motheo statistics, clearly shows that a wider range of transformation is needed regarding relevance, quality and equity at this institution. Every teaching day, teacher decisions impact on the social and economic prospects of a nation. It is in this context that we need to re-emphasise the need for teacher development, especially when statistics indicate that 85 000 teachers in South Africa appeared to be un- or underqualified (SADTU, 2001).

4.2.2 Programmes offered and enrolments

For the purposes of this study, the enrolment figures in Tables 4.3 and 4.4 provide insights into the programmes being offered at this institution (CCF 2002).

Table 4.3: Enrolments at the Motheo College in vocational fields 2000 (CCF 2002)

Art Music	Business Studies	Educare and Social Studies	Engineering	General Education	Utility Studies	Grand Total
2%	50%	4%	34%	7%	2%	100%

According to the above data, Business and Engineering Studies attract the majority of student enrolments. A lack of diversity in the FET curriculum is evident, even though the South African economy and society are calling for a responsive learning curriculum (3.3). This implies that institutions (educators) need to network with stakeholders to develop market-relevant programmes. This will necessitate educator development in new courses and programmes and the support thereof (see 2.4).

Table 4.4: Enrolments at the Motheo College in non-DoE programmes 2000 (CCF 2002)

Art Music	Business Studies	Educare and Social Studies	Engineering	General Education	Utility Studies	Grand Total
0%	3%	0%	27%	68%	2%	100%

The non-DoE programmes include all short courses, mechanical skills, some computer courses, Haircare, and Grade 12. New FET institutions need to provide learning programmes for all. According to the Quantitative Overview of South Africa Technical Colleges (RSA MoE 2002) only 7% of full-time learners study non-DoE programmes. Clearly, further opportunities for institutions to develop non-DoE programmes should be presented.

It is also important to note that almost 100% of the learners are in the age category of youth, aged from 17 to 24. Compared to the Australian TAFE where 61% of the learners are older than 24 years, South Africa lags far behind (Goozee 2001; CCF 2002). FET institutions in South Africa certainly need to develop opportunities not only for young people fresh out of school, but also for unemployed youths and adults in our towns and townships.

4.2.3 Merging

Merging is an energy-sapping event in any organisation, and involves the development of a new corporate identity and the building of effective communications systems (Kruger 2000). Complications resulting from the clustering, for example the introduction of different management styles, varying post levels, heavy workloads, new colleagues and varying leave policies, to name but a few, created an unique and uneasy situation in Motheo FET College cluster

At the same time, merging has created an opportunity to transform into an institution that can play a major role in developing knowledge and skills in the Bloemfontein area. The Further Education and Training Act (No 98 of 1998) (RSA DoE 1998a) provides for greater institutional autonomy and financial control while the Education White Paper 4 (RSA DoE 1998b) broadens the mission and responsibility of the FET institutions. However, these institutions are currently under provincial authority and are still closely associated with the policies of the GET. This includes the application of PM, the way it is administered and the way it is applied (Marais & Strydom 2004) even when only elements of PM are present.

At this early stage in the development of the institutional landscape it is thus not surprising that the new institutions are not much more than mergers of existing institutions. Strategic leadership as well as human and financial

resources are needed to ensure the success of the merger and to support the development and expansion of FET Colleges and staff (HSRC 2004) (see 1.2).

In many respects the 'old colleges' before 2002 were the heirs of an era where change was necessary. The sector, however, did not make the changes or face the challenges. The 'old' college sector failed the learners, the country and the community by not creating opportunities for the new knowledge economy (Asmal 2000). The significance of this study in terms of the Motheo FET College, as already stated (see 1.5), thus provides not only a framework against which to understand where PM is going, but also an important starting point. The first priority is therefore to understand the current PMS in the Motheo FET institution, and then to provide a foundation for further investigation.

4.3 TOWARDS A RESEARCH DESIGN AND METHODOLOGY FOR THIS STUDY

Neuman (2003: 17-18) states that social research is "an exciting, important process that real people conduct ...it is not disembodied, abstract principles or arcane techniques ... it is a living, breathing body of discovery and knowledge creation". In this research a case study design was used to examine in depth the features of a PMS through the eyes of educators at the Motheo FET College.

4.3.1 Case study design

A case study is not a methodological choice, but the choice of an object to be studied (Stake 1994). The case study approach allows a more thorough analysis of a particular issue (e.g. a PMS in this study) and takes account of the complexity and diversity of the issue (1.6).

More importantly, the working definition of the case study changes as the researcher makes progress. We live in a society where the world changes, institutions change, educators change, and so do PM systems (see 2.3, 3.6.1).

The emergent design of the case study allows for possible adaptations in the methodology as the researcher progresses. In addition, instead of a summative or judgemental-type orientation, this approach was well-suited to the formative and developmental (improvement) nature of PM.

A formative evaluative case study design (see 1.6.1) was regarded as the most appropriate research design for this study (see 1.6). Thus, Bassey's (1999:58) prescriptive definition and fundamentals of case study research served as the basis namely, that it be:

- conducted within a localised boundary of space and time (i.e. a singularity) –
- into interesting aspects of an educational activity, programme, institution or system;
- mainly in its natural context and within an ethic of respect for persons (see 4.3.1.1);
- in order to inform the judgements and decisions of practitioners or policy makers, or theoreticians who are working to these ends; and
- such that sufficient data are collected for the researcher to be able:
  - to explore *significant* features of the case;
  - to create *plausible* interpretations of what is found;
  - to test for the trustworthiness of these interpretations;
  - to construct a *worthwhile* argument or story;
  - to relate the argument or story to any relevant research in literature;
  - to convey *convincingly* to an audience this argument or story; and
  - to provide an *audit trail* with which other researchers may validate or challenge the findings, or construct alternative arguments.

In terms of an application of the above-mentioned definition, this study focused on one phenomenon, that of PM. Further, an endeavour was made to understand interesting aspects of this institution (i.e. Motheo FET College), and an effort was made to include the views of the educators (practitioners)

employed in this institution. It was also necessary for the researcher to be aware of ethical and legal criteria that should be addressed, and to be sensitive with regard to these.

A summary of the case study with respect to the purpose of this project (1.3) as well as the contextual background provides an overview of the lessons learned and the challenges posed (Chapter 6), and attempts to promote a better understanding of the problem statement (1.2).

4.3.1.1 Ethical issues to consider

Ultimately, the upholding and defence of the ethics of research begins and ends with the researcher (Neuman 2003). For example, as the researcher starts planning a topic of research (e.g. in this study the PMS of educators at Motheo FET College), there is a constant ethical dimension (with regard to permission to be obtained, informed consent, privacy, confidentiality and so on) which must be considered. Sound ethical practices need to be built into the research design. Although research codes, rules and principles on ethical conduct exist (for instance on websites and in books dedicated to research ethics), it is still the researcher's responsibility to act in a moral and professional way (Neuman 2003).

After consultation, permission for access to the institution was obtained from both the "caretaker manager" of Motheo FET College and the DoE (Appendix A). Letters were drafted and, with the proposal enclosed, were sent to the mentioned campuses of the institution. Permission to carry out research was obtained after the research topic had been registered by the Education Development and Professional Services Directorate on 27 June 2003.

The Institution Research Registration and Independent Schools Subsidies (IRRISS) of the DoE in the Free State supplied the researcher with general

guidelines, protocol and conditions that normally apply in this province (Appendix B).

The research proposal, for instance, was to be in accordance with the ethics of educational research, there was to be a relevant topic, and sensitivity towards all participants (educators) was to be maintained. No unreasonable tasks were to be expected from respondents and also the research needed to be in accordance with the national curriculum.

Furthermore, the general guidelines specified that the DoE was to approve the research before the institutions were approached. Research was not allowed during the last school term. The researcher needed to take care not to disrupt institutional programmes. It is also noted that the researcher was responsible for language editing and layout of the questionnaire, in adherence to the requirements of the DoE. A written acceptance of these conditions was to be acknowledged by the researcher.

After the research project was approved, conditions such as confidentiality applied and also the researcher was not allowed to make comments to the media without approval from the Head: Education. The researcher had to make all arrangements with campuses regarding the conducting of interviews and answering of questionnaires herself. Additionally a copy of the dissertation as well as a separate summary (2-3 pages) was to be forwarded to the DoE.

4.3.2 Theoretical perspectives on qualitative and quantitative research

The combination of qualitative and quantitative research methods employed and then consolidated by triangulation are discussed in the section below.

4.3.2.1 Qualitative research

Qualitative researchers read widely, and perform a large number of tasks from interviewing to observing to interpreting documents. Furthermore, they represent a belief system and work in overlapping paradigms. All of this results in researchers' reflections about the world that they have studied. Such researchers are known as "*bricoleurs"*. The *bricoleur* produces a *bricolage*: a pieced-together set of practices that provides a solution to a problem (Denzin & Lincoln 1994; Neuman 2003).

Not only does the qualitative method humanise problems and data, it also makes things come "alive" (Davidson & Rincones 2003), as in this study where the researcher was able to provide a holistic view of PMS and specifically the situation in Motheo FET College. From this point, the researcher attempted to access the emotions and feelings of respondents and thus obtain an insider's perspective (emic) (Davidson & Rincones 2003).

- Characteristics of a qualitative approach

A valuable starting point may be found in Maykut and Moorehouse (1994), who describe the characteristics of qualitative research mainly as *exploratory and descriptive*, with the focus in this case study, for example, on PMS in the FET education sector at Motheo College. Current policies and patterns of the PMS at Motheo and the DoE are considered and attitudes and beliefs of educators towards the PMS phenomenon are described. Furthermore, the impact of the PMS on educators is determined (McMillan & Schumacher 2001). In addition, weaknesses are addressed in an attempt to improve a successful PMS in the FET milieu (1.7).

Another characteristic of qualitative research is that data collection takes place in a *natural setting* (Maykut & Moorehouse 1994). The researcher attempted to understand the FET sector and the educators in terms of their

own world. This case study took a closer look at the Motheo FET cluster (as mentioned in 4.2.3) consisting of the Bloemfontein, Hillside View and Thaba 'Nchu Colleges, and the Kagisanong College of Education. Kagisanong staff were accommodated at the Bloemfontein and Hillside View campuses.

Yet a further characteristic of qualitative research emphasises the *human as instrument* (Maykut & Moorehouse 1994:46) with the researcher both the collector of data and the "culler of meaning" from that data. Gaining the participants' point of view and providing them with the opportunity, at the workplace, to share their own perceptions on PMS at Motheo FET College cluster was important. The researcher in this study had to become very much involved with educator views by being simultaneously an observer, participant and interviewer, while recording and interpreting data.

4.3.2.2 Quantitative research

The quantitative researcher on the other hand, presents data in the form of statistical results. The measuring of a social phenomenon then takes place by means of the assigning of numbers, as also applied in this case study. The research design refers to the subject: educators, the research site relevant to Motheo FET College and the data need to answer the research question (i.e. analysing PMS for educational staff). Results in this study also consist of statistics as obtained from questionnaires. The value of the results depends largely on the quality of the measurement. Therefore, two important criteria for quality in quantitative research are validity and reliability (Babbie & Mouton 2001; McMillan & Schumacher 2001). This validity and reliability can be enhanced by means of the process of triangulation.

4.3.2.3 Triangulation

Triangulation is used in both quantitative and qualitative social research, and implies the observation of something from different angles or viewpoints. Applied to social research, this means that it is better to look at something

from several angles than to look at it only one way (Neuman 2003). Also Meijer, Verloop and Beijaard (2002) believe that social science uses the word triangulation metaphorically (i.e. in practice the researcher selects different types of measurements that complement one another).

- **Outlining the types of triangulation**

Multiple and diverse researchers use this term. For example, Miles and Huberman (1994) distinguish five kinds of triangulation in research. The first type mentioned is triangulation by data source. This implies that data is collected from various persons at various times and various places. The second type is through observations, interviews and documents; this is known as triangulation by method. The third type is triangulation by the researcher, which includes the use of different investigators. Fourthly, by using different theories, results can be explained. The last type of triangulation is the combining of data types, for example quantitative and qualitative data.

Generally, when the researcher chooses between these diverse types of triangulation, the choice depends on the purpose of the study (e.g. in this study it was to gain sufficient information and insight into the current PM system of the Motheo FET College). In addition, a researcher may use more than one type of triangulation. For instance the multi-method triangulation according to Kopinak (1999) is the gathering of information pertaining to the same phenomenon through more than one method, mostly in order to find out if there is a convergence. In this study triangulation by data source and method were used.

- **Triangulation by data source**

In terms of this method a researcher can obtain multiple measures of the same phenomenon. It is thus more likely that diverse aspects may be seen, when measuring is done by means of different data sources (Neuman 2003).

With reference to this study, educators from different educational, cultural and socio-economic levels and from different campuses were interviewed at different times. Combining the above-mentioned interviews with the unstructured interview data (4.4.1.3) as data source (e.g. unions and the DoE) a better understanding of the PMS could be formed.

- **Triangulation by method**

Furthermore, qualitative and quantitative research approaches were combined. This method is called triangulation by method or measure. It can be used simultaneously, parallel or sequentially. This study combined a qualitative style with a literature study (1.6.2.1) followed by policy reviews (1.6.2.1, 4.4.1.1), then qualitative interviews (1.6.2.2, 4.4.1.2, Appendix C) and lastly a quantitative questionnaire was employed, which included a qualitative component (1.6.2.3, 4.4.2.1, Appendix F). In this way (method triangulation), methods complement each other to enrich the study. This study is now fuller and more comprehensive because of the use of other data collection methods. Although the methods are very different, the social researcher collects material, analyses the data and examines the patterns that appear. At the same time complementary strengths from different viewpoints measure the same research problem (Neuman 2003).

4.4 DATA COLLECTION TECHNIQUES

Researchers use multiple methods and multiple sources of data to study human behaviour (Punch 2000:174). For the purpose of this case study, data was collected through a combination of both qualitative (i.e. archival research via documentary information and policy reviews as well as structured interviews – see Appendix C) and quantitative (i.e. a questionnaire – see Appendix F) techniques.

Neuman (2003) rates qualitative research (4.4.1) as *soft data* (e.g. impressions, words, sentences etc.), while quantitative research (4.4.2) is

hard data in the form of numbers; the emphasis is on detailed planning prior to data collection and analysis. Although the style and the nature of data differ, it is best if the two methods are used in complementary ways. Each has its strengths although in different ways (linear versus non-linear paths), and each provides insights into social research.

In terms of this study, data collection firstly involved the archival method. Through documentary information and policy reviews, the existing PMS was described, analysed and evaluated. The archival method provided a clear picture in terms of organisational changes that the FET sector had gone through and was still experiencing. Furthermore, this technique provided a theoretical underpinning for the structured interview and the questionnaire.

In this study the Vice-Rector: Business Studies of Hillside View Campus gave the researcher information on current practices and also nominated four interviewees. At Bloemfontein Campus the Vice-Rector: Academic provided the researcher with useful information and referred the researcher to the Faculty Heads of Business and Management Studies respectively. They identified interviewees and scheduled the four appointments.

Lastly, after several unsuccessful, cancelled appointments, a senior lecturer at Thaba 'Nchu helped to organise three interviews. As indicated above, four interviews were conducted on each of the other two campuses.

In addition, the Quality Systems Manager of the cluster provided the researcher with information on the merging of Kagisanong Campus with the other three campuses. Furthermore, documents and insights on staff training and development were received from the Staff Development Officer at Bloemfontein Campus.

Then, the questionnaires were personally distributed by the researcher to all the Heads of Department at the three campuses. The letters of permission

from the DoE, a letter from the CHESD assuring the respondents of complete anonymity as well as an incentive chocolate were included. The respondents were granted ten days in which to complete the questionnaires. An extended week was granted to complete the forms and then the researcher collected the forms from the departments.

4.4.1 Qualitative data collection

In this section broader descriptions of the data collection methods employed are provided.

4.4.1.1 The archival research method/secondary data sources

Firstly, documentary information and policy reviews were analysed and reviewed to gain insights into the current practices and legislations regarding PMS systems. Documentation from the campuses was only available at Bloemfontein Campus. The other documents were obtained mostly from the Directorates of FET and ABET as well as the Organisational and HR Development. Interesting articles and information were available specifically on the international situation of FET. The documentary sources were compared with the interviews and questionnaires for data analysis. This documentation allowed the researcher to become *au fait* with the major issues and then to provide a body of knowledge concerning PMS. The following documents were included in this study:

- Official class visitation forms (Bloemfontein campus).
- Lesson observation forms (Bloemfontein campus).
- DoE documents on staff appraisal for educators.
- The ELRC's Resolution 1 of 2003: Evaluation procedures, processes and performance standards for institution-based educators (ELRC 2003a).

- The ELRC's Resolution 3 of 2003: Protocol and instrument for use when observing educators in practice for the purpose of whole school evaluation (WSE) and development appraisal (DAS) (ELRC 2003b).
- The ELRC's Resolution 8 of 2003: Integrated Quality Management System (IQMS) (ELRC 2003c).
- The Free State Provincial Government's policy framework on performance and development systems for levels 1-12 (Free State Provincial Government 2003).

4.4.1.2 Semi-structured interviews/primary data source

Interviewing as data collection takes place by means of informal conversations, in-depth interviews, focus group discussions, telephonic and e-mail types of interviews. The latter can also be structured or unstructured. This is also an observations data collection technique for the qualitative design (McMillan & Schumacher 2001).

In this study, after the document and policy reviews, the second data collection strategy involved the conducting of semi-structured interviews with individual educators (N=11) from the three different campuses (Appendix C). These semi-structured interviews consisted of open-ended questions that were planned to be fairly specific in their intent, and to satisfy the three tenets of qualitative case study methodology i.e. describing, understanding and explaining (Tellis 1997; McMillan & Schumacher 2001; Mouton 2001). Probing and clarification techniques were also employed during the interviews to encourage participants to express themselves clearly and to introduce a good measure of objectivity and uniformity.

Within each setting a purposive sampling technique was employed, and informed educators at the Motheo FET College cluster as well as officials from the Free State DoE were targeted for selection. Therefore, a purposive maximum variation strategy was used for selecting candidates to take part in individual interviews. The involvement of the DoE together with the different

campuses comprising the Motheo FET College cluster provided the researcher with diverse opinions of PM at the above-mentioned college. In this way the researcher managed to get hold of *information-rich* (Patton 1990) candidates and documents (1.6.2).

An *interview schedule* (a detailed set of questions) was used during the interviewing of the educators at the Motheo FET College (Appendix C). In order to ensure uniformity one-on-one interviews were conducted at the various campuses, with this standardised schedule (see Appendix C). Nevertheless, whether the researcher chose an interview schedule or a less structured guide, the questions were open-ended and designed to elicit the information needed for the study.

An interview schedule (as mentioned above) was used for all the individual interviews in order to ensure uniformity. The following questions were asked during the interviews:

1. How is performance management organised in the institution?
2. Are there priority areas in the institution (e.g. annual performance reviews, staff training and development)?
3. How is the academic staff consulted and communicated with, in connection with performance management?
4. How often is the performance management of academic staff reviewed?
5. Are learnerships of the ETDP-SETA included in performance management of academic staff?
6. If learnerships are not included, why aren't they?
7. If learnerships are included, how are they included?
8. What do you regard as the strong points in the current performance management system?
9. What are the weak points in the current performance management system?

Patton (1990) identifies different types of questions aimed at the disclosure of information during in-depth interviews. According to the same author knowledge questions explore what an interviewee knows about the topic. In this part of the study the researcher used the interview questions to explore PM. Therefore, it is important to note that during these interviews the questions intended for the educators (Appendix C) were generally knowledge questions. These questions provided an overview to clarify current performance practices within a particular campus (Bloemfontein, Hillside View and Thaba 'Nchu). Furthermore, the questions identified certain priority areas in the institutions from the educators' point of view. Then the occurrence of formal communication related to PM was analysed and included the issue of how often reviews were conducted at the different campuses. The next questions covered learnerships, their existence, reasons for and relevance at the Motheo FET institutions. Furthermore, respondents were asked to share their views on strengths and weaknesses of PM at the institution. These last two interview questions may be viewed as opinion/value questions (Patton 1990), and the reason for including them was to reflect and elicit recommendations and strategies for addressing especially the weak points in the current system.

Another essential technique used during interviewing was probes. The aim of these was to provide the qualitative researcher with a deeper understanding and richer information of the phenomenon that was being studied. Probes are not written into an interview schedule but are used whenever the researcher sees an opportunity (Patton 1990). "What is meant by "*window dressing of educators*?" "*Favouritism often plays a role." "Pay is a demotivator if not adequate.":* these were some of the responses from the Motheo FET College educators on which the researcher needed clarification and therefore probes were used.

4.4.1.3 Unstructured interview

Besides the semi-structured interview, a contributing technique to data gathering is the unstructured interview, which is essential when searching for additional information. Although some researchers use this type of interview as their main or only data collection technique, this researcher used this technique especially for the various Directorates of the DoE, the Quality Systems Manager and the Vice-Rectors of the institution. No formal interview schedule was used here and that is why the unstructured interview was important to the researcher mainly to obtain viewpoints, opinions and perceptions. Through the use of one open-ended question, data is gathered from participants (Maykut & Moorehouse 1994). Particularly, telephone conversations whilst making appointments with the DoE and Heads of Departments, as well as words, concepts and questions were used to generate ideas for the researcher in exploring the PM phenomenon.

Furthermore, in qualitative research the researcher is inclined to keep field notes of the fieldwork. Dates, names, telephone numbers, contents, the length of interviews, data and refusals were written down. For the duration of this study, notes were kept, from the first appointment with the caretaker manager of the institution, visits to the DoE, documents received, and so on. The researcher could then return to records, and at the same time maintain a record of the information, in itself a form of quality control (Mouton 2001). This is also known as an audit trail.

Information from the semi-structured and unstructured interviews was supplemented by a quantitative data collection technique (i.e. a questionnaire survey).

4.4.2 The questionnaire survey

In this study a questionnaire survey was chosen as the quantitative data collection technique to gain insights into the PMS of academic staff at Motheo FET College. It is generally acknowledged that the questionnaire is the most widely used data collection technique to gain information for social research. The fact that it is economical, everyone answers the same questions and it ensures anonymity, increases the popularity of the technique (McMillan & Schumacher 2001).

Supported by the early initiatives of qualitative data collection techniques namely the literature review, policy review (1.6.2.1, 4.4.1.1) and the interviews (4.4.1.2, 4.4.1.3, & 5.3), these introductory investigations offered valuable piloting opportunities. This provided initial ideas of the patterns and responses that were likely to appear in the questionnaire.

4.4.2.1 Questionnaires

In the NRF research project, a basic questionnaire was provided to the researchers by the CHESD. The sample questionnaire was adapted to the circumstances of the FET institution. The questionnaire consisted of three sections applicable to the Motheo FET College sector (see Appendix F) namely:

- personal and professional details of educators (section A);
- a general view on PM and performance rewards (section B and C); and
- existing PM processes and their strengths and weaknesses at the institution (section D).

A key aim of the questionnaires was to investigate educators' attitudes on the subject of PM as well as to extract more detailed views complementing the already obtained information.

In order to explain the research project a covering letter, assuring the anonymity of educators and indicating the time it would take the respondent to complete the questionnaire, was included. The UFS supervisor and the researcher co-signed the letter (Appendix D). The basic questionnaire was kept short and simple with pages and items numbered, examples given and enough space provided for answers, according to guidelines such as those recommended by McMillan & Schumacher (2001:258-260).

The questionnaire connected background, profile and demographic information in open as well as closed-form questions. Closed-form questions were appropriate, particularly in profiling educators according to categories such as years employed at the institution, age group, post level and faculty in which presently employed (Appendix F section A). Open form questions, on the other hand, generated individual responses from educators and pointed out the weaknesses, recommendations and so forth (McMillan & Schumacher 2001).

The sampling for the questionnaire survey also took place purposively, with convenience sampling the determining factor. Questionnaires were distributed to all the Heads of Departments to distribute to educators, as it was not possible to make personal contact with each educator at this FET institution. A total of 175 questionnaires were issued (figures supplied by Human Resources Hillside View Campus) of which 157 were distributed among educators (see 5.3 and Table 5.1).

4.5 ANALYSIS, INTERPRETATION AND REPORTING OF DATA

The researcher processed the responses from both the semi-structured and unstructured interviews into a matrix in terms of the trends identified in the data, such as communication, staff training and development, actions to tackle poor performances, etc. (5.3.1.2).

The quantitative data analysis was processed by the Computer Centre of the UFS. The questionnaires were prepared for this analysis according to prescribed guidelines, such as those recommended by Babbie and Mouton (2001). (See Appendix F for a copy of the questionnaire). In this study computer data was processed into categories presenting frequencies, percentages, valid answers, response rates and a cumulative percentage. This not only assisted the researcher in evaluating and identifying the research results (5.3) but also in interpreting the main trends in the current Motheo FET College. In addition, graphs, charts and tables were drawn in order to provide a condensed picture of the data.

The next chapter (Chapter 5) aims at interpreting and reporting the data as well as an overview of the possible significance of the research (see 1.5).

4.6 TRUSTWORTHINESS OF THIS STUDY

Reliability and validity are vital elements in research, and ideals all researchers strive for. Both are important in establishing the truthfulness and credibility of the research (Neuman 2003). In qualitative studies, researchers often refer to "trustworthiness" instead of validity and reliability (Maykut & Moorehouse 1994:145).

Validity is a situation-specific concept and depends on the purpose, population and situational factors according to which the measurement takes place. In the course of designing questionnaires or any other data-collecting technique, validity is essential. The educators used in the study have certain qualities that can be described in terms of variables e.g. staff category, number of years employed, age group, gender, etc. If the results from the study can be generalised to other people (educators), this is called population external validity, while internal validity refers to the control over unrelated variables that may be a source of error in the study.

Several types of variables can influence quantitative studies. For example, if educators are engaged in a salary dispute with the government at the same time as the researcher distributes the questionnaires on PMS, this could influence results. This is called a history event affecting the research (McMillan & Schumacher 2001). External validity or generalisation is not a prerequisite for qualitative studies undertaken in a specific context. The focus falls rather on extending the understanding of a specific phenomenon with the possibility of applying elements of the new understanding to similar contexts (McMillan & Schumacher 2001).

Compared to validity*, reliability* refers to the evenness of measurement, to the level where the scores are similar over different forms of the same data collection technique (research results, Chapter 5) (McMillan & Schumacher 2001).

The following strategies were employed in an effort to enhance the validity and established *trustworthiness* in this study:

- the triangulation methods employed, as discussed earlier in the chapter (see 4.3.2.3);
- prolonged and persistent fieldwork to ensure the match between findings (5.2 & 5.3) and participants' reality. In view of the above numerous phone calls from one Directorate (DoE) to the other, and to the different campuses, as well as various visits and interviews, were conducted;
- the obtaining of literal statements from participants and quotations from documents. Additionally, section D of the questionnaire (Appendix F) elicited personal opinions from educators;
- precise record-keeping including data management techniques. Numerical values from questionnaires, the summarised results and assessing the results (1.6.2, 5.3); and

- detailed descriptions of people and situations. Profiling educators in terms of male/female, age, staff category, years employed, etc. (Maykut & Moorehouse 1994; McMillan & Schumacher 2001).

Respondents were also assured of the anonymity of all their responses and all ethical guidelines were strictly adhered to. The researcher is therefore convinced that within limitations which could not be avoided (see 1.7, 6.6), the data collection and findings in this study can be regarded as valid, reliable and thus trustworthy.

4.7 SUMMARY AND CONCLUDING REMARKS

As revealed in the previous two chapters, PM as part of HRMD, and the history of FET worldwide from as early as the Middle Ages, have formed the point of departure for this study. This was also the foundation of the research question (1.3) which informed the direction of the research process.

In understanding the research approach followed in the study, it was necessary to explain the reasons why a case study design representing both qualitative and quantitative strategies was chosen. In addition, the most important elements of the research undertaken and the methodology employed were exposed, including the contextual background, ethical requirements, the data collection techniques, triangulation, validity, reliability and trustworthiness. In the next chapter, the research results which flowed from the methodology employed, will be discussed.

CHAPTER 5

RESULTS AND FINDINGS OF THE EMPIRICAL STUDY

5.1 INTRODUCTION

In this chapter the researcher will be linking up with the previous chapter by means of the analysis and interpretation of the collected qualitative and quantitative data of both the interviews and the questionnaire survey. In this way the second objective of the study will be realised, namely to investigate and analyse existing PM systems at the Motheo FET College cluster (see 1.2). The educators at this College formed the target population of the study and therefore, the participants/respondents were involved in both the interviews and the questionnaire survey.

Interviews, which included open-ended questions (Appendix C; 4.4.1.2), were employed as the main instrument for data collection. Questionnaires (Appendix F; 4.4.2.1) were used to "fill in the gaps". According to McMillan and Schumacher (2001) the mixed method research type (i.e. purposeful sampling followed by qualitative and then quantitative methods) is complementary and expansion-orientated. "Complementary" refers to the elaboration, enhancement, illustration and clarification of the results of one method with another, while "expansion" extends the broadness of the results by using different methods or questions.

5.2 REPORT ON THE RESEARCH FINDINGS

One of the objectives of this study was to investigate and analyse the current PMS at Motheo FET College through the 'eyes' of the educators. The findings of the research will enable the development of a PMS to develop an effective and efficient PMS for educational staff in FET at the Motheo FET College cluster (1.3)

The interview schedule was divided into nine questions (4.4.1.2; Appendix C) which allowed a closer look at the current PMS and its strengths and weaknesses.

5.3 ANALYSIS AND INTERPRETATION OF DATA OBTAINED FROM THE INTERVIEWS

Three semi-structured interviews with individual educators from the three different campuses were conducted. The interviewees included four educators in different departments (faculties) from each of the Hillside View and Bloemfontein campuses and three educators from the Thaba 'Nchu campus. The main purpose of the interviews was to clarify the context of PM at institutional level, to identify the strengths and weaknesses of the PM system, and then to elicit recommendations (see 6.5) for addressing possible weaknesses. Furthermore, the interviews could supply the researcher with an information base regarding PM trends at the Motheo FET College.

Questions 1, 3 and 4 elicited data regarding the institution, communication and consultation in terms of the PMS (Appendix C; 4.4; 5.3.1.1). This information was significant since it provided the researcher with information on educators' conceptualisation of PMS systems, and it indicated the way academic staff were communicated with, in terms of the system.

The intention of question 2 (5.3.1.2) was to determine the institutional priority areas in the institution, indicated through educators' views.

Questions 5, 6 and 7 were concerned with learnerships of the ETDP-SETA. These questions required information on whether, why, and how SETAs are incorporated in the PMS of Motheo FET College.

Question 8 and 9 referred to certain strong and weak points (5.3.1.5; 5.3.1.6) relating to the PMS. Educators were probed on what they regard as strong and weak points in the current PMS at the Motheo FET institution.

The analysis, the findings and the interpretation are considered valuable, (4.6) particularly concerning the lack of a formal PMS and in understanding the huge effect of the merging of institutions. Furthermore, it has become clear that the educators work in a milieu where guidelines regarding career pathing are needed and more than just examination results are required to interpret performances (2.6).

5.3.1 Interpretation of the semi-structured interviews

The results were divided into categories as indicated below.

5.3.1.1 Consultation and communication regarding the Performance Management System

Discrepancies exist with regard to the conceptualisation of the PMS within the Motheo FET College cluster. Although the educator interviewees were unaccustomed to the term, senior management and faculty head interviewees were aware of and informed about it. In order to assist the educators to express their views, a clarification of the PMS concept was provided by the researcher. Both of these interviewing groups then confirmed that a formal PMS was absent on all three campuses of the above-mentioned college cluster. The two vice-rectors interviewed were very conscious of this lack of a PMS. The main reasons provided were union opposition and interference (e.g. unions argued that the PMS used in the past was based on an authoritarian management style, which ignores human rights. Thus they regard it as an illegal and unfair system for educators. Furthermore, when educators were labelled “poor educators” no implementation action or monitoring followed for improvement purposes) (2.6).

In addition, only the Bloemfontein campus had developed Lesson Observation and Official Class Visit forms. Despite these initiatives, the respondents pinpointed the fact that the merging process had impacted negatively on the effectiveness of these activities. This resulted in feelings of insecurity about the future amongst educators as well as a lack of commitment to the system. Although the system was applied, many educators did not complete the above-mentioned forms due to a lack of faith in the new cluster and its future. It was also pointed out that four panel members should be present during lesson observations. Educators criticised the 'lack of competence' (in their specific subject disciplines) of panel members evaluating educators.

Another issue with regard to lesson observations and class visits was the lack of a formal, written feedback system. However, educators verified that they had received personal feedback after the informal class visits, such as discussions on problem areas in their educational practice; this was only in a developmental capacity, however, and was not followed up or monitored. Although this feedback was perceived positively by educators (i.e. short term value), in the long term it could not be regulated and monitored in a follow-up process because there was no system in place.

The only communication channels open with management appeared to be during registration and examination periods, and when general and subject meetings were conducted. Memos or notices on the boards were also used. It was indicated that during the meetings management emphasised general expectations in terms of performance from educators, and general feedback on institutional events was provided. Additionally at these meetings examination results or statistics were discussed and remedial action was decided on if necessary, for instance in cases where there was a serious discrepancy between year marks and examination marks or when the failure rate of a group of students was very high. Furthermore, in these meetings educators also discussed new ideas on how to improve their own and

students' performance. The researcher did not receive any information as to whether this was monitored or followed up.

5.3.1.2 Institutional priority areas

The FET College institutions have to respond to various policies (see 1.2; 3.5) which are imposed by the South African government, where the emphasis is on a professional educators' corps. According to the Personal Administration Measures (PAM) 3.2(d), educators are required to attend programmes for professional development for up to 80 hours per year. This is also referred to as the INSET programme. During the interviews the following priority areas were identified at the Motheo FET College cluster:

- **Staff development and training**

  Staff development and training are aimed at improving the institution's skill and knowledge base in order to better meet the objectives of the college cluster, group or individual educators. If quality educational practice exists, it should ensure that:

  - appropriate methods are planned to identify and meet development needs at each level;
  - all staff are fully included; and
  - appropriate evaluation is undertaken.

- **Current practices**

  All the interviewees at the Motheo FET College cluster confirmed that despite the absence of a formal PMS, staff development and training was a priority area. Friday afternoons were set aside for staff development programmes, which were organised by a staff development officer. This demonstrates not only this cluster's positive

attitude towards professional development, but also their investment in HR. In addition, the researcher received documentation on a staff development policy developed by the Bloemfontein campus**.** This policy included the aims and responsibilities for staff development, priorities, the composition of the committee, and tasks of the staff development officer. The staff development committee consisted of the Rector, Vice-Rectors, Faculty Heads and Staff Development Officer. The aims of this policy were the following:

- Assisting staff to work more effectively towards meeting the roles, aims and objectives of the College.
- Guiding staff to gain acceptance and awareness of new ideas, new delivery modes and new technology.
- Maintaining and increasing job satisfaction.
- Preparing staff for possible future responsibilities.
- Improving and developing the ability of staff to initiate and respond constructively to change, especially that imposed by external pressures.
- Enhancing the standard of performance of all staff members in their current positions.
- Maintaining and improving organisational effectiveness and efficiency.
- Supporting the College's principles of equity.

These aims link the objectives for staff development and training in HRM strategies to the wider priorities in learning and teaching strategies as well as being part of this institution's strategic planning. Unfortunately, since the merger, this policy is no longer in practice. Thus this new cluster requires a new or adapted staff development and training policy in order to encourage the discipline of continuing professional development, which is manifested in the institution's willingness to extend opportunities.

Furthermore, staff development seemed to be a priority at the Bloemfontein campus, as they had implemented an orientation and induction programme for new staff members. The purpose of this programme was to introduce new staff members systematically and gradually to the activities of the institution in order for individuals to render a productive contribution towards the achievement of the aims of the institution.

Both support and academic staff members claimed that they had received the following training (some funded by the DoE):

- Computer literacy training (e.g. Windows, Word, Pastel, etc.) - these classes were presented voluntarily by staff members
- A basic Sotho course
- Invitational learning
- Workshops on outcomes-based education, quality assurance, mentorship, the power of positive thinking, and subject-specific workshops presented by examiners.

Lecturers from the School of Education and the CHESD at the UFS presented invitational learning and quality assurance courses, as well as an outcomes-based education (OBE) course, upon invitation by the campus and funded by the staff development budget of the campus.

Furthermore, the DoE supports this priority area by providing bursaries to educators for further studies. Some participants indicated that they were making use of this opportunity (e.g. in order to qualify themselves in the direction they were interested in, for example Tourism, Pastel, etc.). Other respondents specified that they used this opportunity to expand their skills in order to increase job opportunities, while some were involved in the studying of new subject areas in order to have a more comprehensive teaching portfolio.

- **Action to address poor performance**

The effective management of poor performance requires clear and agreed performance objectives and willingness to address, rather than ignore, poor performance. Furthermore, educators have adopted a passive role and negative connotations (labelling poor educators) to previous appraisals (see 2.5, 5.3.1.1). In the absence of a formal PMS at the College cluster, no indication of measures in this regard were found.

- **Current practice**

At the different campuses of the Motheo FET College cluster staff meetings are held at the beginning of each semester to sharpen the skills of educators on general classroom management, assessment, lesson planning and preparation. In addition, the purpose of subject meetings is to emphasise the importance of the subject file, the work scheme and subject report on the examination results of the previous semester or year. During these meetings the person responsible for the mini- or internal examination is also identified. The faculty head conducts administrative control according to the requirements of the syllabi. These requirements include practical assignments, formal tests after each learning module, aims and outcomes of learning material, the module weight, and so on.

- **Capacity development**

Bloemfontein and Hillside View Colleges as well as Kagisanong College of Education (now part of the Motheo FET College cluster) were part of the Australia–South Africa Links Programme which was run between 1997 and 1999. This project was funded by the Australian government

as part of AusAid. The aim of the project was a collaborative attempt to support staff development within the teaching and learning domains of the South African further and HE sectors. The two main goals in this project were capacity building and the promotion of quality. Both of these goals were also linked with equity. Currently the Links programmes have been set aside. The quality systems manager of the institution stated that the reason for this was that all the new legislation in South African further and HE must first be implemented. At the moment the FET college sector uses SAQA's quality management system requirements for providers together with the UMALUSI (the SETA governing the FET - 'FET shepherds') directives. While SAQA stipulates requirements of quality to which institutions must adhere for accreditation purposes, UMALUSI acts as the quality assurance agent for FET and the GET sectors. Another capacity building action was the National Business Initiative (NBI) (see section 5.3.1.4)

5.3.1.3 Learnerships at the Motheo Further Education and Training College

The information received from the interviewees indicated there were no learnerships at the institution.

At present the DoE (Free State) is organising assessor, moderator and verifier training of Motheo FET college staff, while the ETDP SETA has contributed funds towards moderator training. However, as indicated before, learnerships of the ETDP SETA are not included as yet.

It is noted in the literature review (1.6.2.1) as well as in the section on staff development and training (2.4), that there is an implication that educators need to develop as both FET professionals and subject specialists (3.6.1). This includes teacher training, administrative skills for use in the FET context

and subject-specific training and development for optimal functioning in the FET environment. Due to this complexity of academic roles and the unique problems of FET it will be difficult to identify an educator learnership.

Another factor contributing to the non-implementation of learnerships at the College was rationalisation. The merging of FET institutions meant that staff members were employed at new campuses, while one campus was closed. Learnerships require an increase in staff while at this stage institutions needed to reorganise and strengthen their current infrastructure.

5.3.1.4 Strong points in the current system

It was indicated that staff development and training actions at the Motheo FET College cluster have as goal the enhancement of the skills and knowledge base of all staff in order to meet objectives at organisational, group and individual level.

Class visits and an informal feedback system are the current actions taken by the Motheo FET College cluster in an attempt to tackle poor performance. These actions are the first steps towards integrating competencies and practices.

Capacity building was also strengthened via the NBI. This is a business organisation with more than 170 working companies which have made contributions to help create a world class FET in South Africa. The NBI was also responsible for the design and implementation of the College Collaboration Fund (CCF). Together with the South African government they aim to build a FET sector to provide for the huge skills gap in South Africa. One of the NBI key functions was to enter into a bilateral agreement with the British Council to promote middle management development. Priority was given to black South African and woman managers. In 2000, 24 middle managers from South Africa FET were placed at 19 UK colleges for three

months. This project was called “Tirisano” (working together), and through practical work, mentoring and induction into the British FET, managers were trained. The Tirisano “Fellows” were trained in different individual focus areas, for example programme development, quality assurance, learner support, college management and merging.

In addition, the CCF aims to support the implementation of government legislation in the critical area of HRD. Pioneering work done by the CCF included the completion of the National Situational Analysis of Technical Colleges, a national training needs analysis, workshops for college educators and also the selection of the 19 UK colleges that hosted the Tirisano Fellows. One of the CCF core duties is capacity building in colleges with support from provinces and national structures. Furthermore, the CCF encourages strong relations between FET, industry and the community.

During the interviews it has become clear that the government and business sector seemed to be focused on training and development in the FET. Developmental programmes for college councils have already equipped 1200 senior and middle managers with management skills, and have assisted in building management teams and developing middle managers. At the same time the DoE insists that all educators undergo assessor training and thereafter moderators and verifiers will be trained. Interviewees agreed that skilled educators are the key to helping learners to meet the skills demands of the country.

The above-mentioned processes are all positive responses to the skills shortage in our country and, more specifically, they attempt to address capacity building in the FET.

5.3.1.5 Weaknesses in the current system

Although the importance of staff development and training is realised at the Motheo FET College, a staff development and training policy as well as a functioning system is absent from this cluster, a matter which seriously requires attention. In addition, management development is crucial, especially when considering the transformatory nature of this sector. Thus there is a need to strengthen skills in terms of leadership, staff management and PM. Learnerships, as expected by the Skills Development Act (No 97 of 1998) (RSA MoE 1998d), also require serious consideration.

The lack of performance reviews and appraisal system generates educators who work in an environment without an understanding what is expected of them. Individual and group motivation is minimised and educators receive no incentives or acknowledgement. In addition, without feedback on one's work one doesn't know one's own strengths and weaknesses and no help is received in rectifying problems.

The merging of the institutions did not make things easier: in fact, it brought further complications. After the merging of the FET institutions, management and educators are still adjusting to the new systems regarding the operational procedures. Educators of Kagisanong Teachers' College were incorporated at Bloemfontein and Hillside View campuses, educators had to cope with different management styles, new colleagues and new students, as well as different campus cultures. Even educators who did not move from one campus to another had to make adjustments.

In addition to all of the above, the lack of an appraisal system highlighted the fact that with no assessment tool educators could not be rewarded for good performance. They could also not be assisted if performance was not up to standard.

The lack of communication between management and educators is another matter of concern. The fact that educators are working without feedback regarding their work means that they cannot really know their own strengths and weaknesses. Besides this, management uses examination results, especially at Hillside View campus, as a performance indicator because that is the only indicator they have.

This pinpoints another weakness in the sense that without feedback educators cannot undertake career planning. The educators also do not have the assessment tools to assess past performance and obviously do not plan or adjust for future performance.

All the managers interviewed realised the necessity of a PMS. As pointed out earlier, a few managers do try to implement measures to improve performance but generally speaking, there is a serious lack in this regard. Because of all the upset and problems with unions a few years ago most managers have been waiting for the DoE to complete and implement an acceptable PMS. Another complaint from management regarding appraisals was that educators 'window-dressed' for one lesson only (appraisal lesson) which resulted in possibly one outstanding lesson once a year.

5.3.1.6 Activities to correct the weak points in the Performance Management System of the Motheo Further Education and Training College cluster

The interviewees shared their views on possible ways in which the weak points in the PMS of the Motheo FET College cluster could be addressed. These views are presented in this section.

Educators work in an environment of continual fluctuation and uncertainty. The fact that there is no formal PM system makes the FET institution even less secure. Educators need job descriptions and require knowledge regarding

what is expected of them. Another shortcoming is the lack of communication concerning feedback on work from managers to educators.

Managers' hands seemed to be tied as long as there is no PMS in place. As noted at Bloemfontein campus there was a development appraisal system in place, which had been applied with a positive attitude. Since 1999, however, when the entire situation changed and lecturers began to be moved between campuses, management changed and the resulting newness and uncertainty filtered through to heads of departments who are also not sure of whether old policies are still applicable or whether they are not.

The DoE (Free State) makes use of a document approved by the ELRC (ELRC 2003a Resolution 1) concerning evaluation procedures, processes and performance standards for institution-based educators. The aims of the evaluation procedures are to supply a basis for decisions on salary progression and rewards, to evaluate performance fairly and objectively, to improve the quality of teaching and learning, and to evaluate the educational management. The duration of the evaluation cycle is twelve months, whereafter the performance is measured against the eight standards criteria (i.e. lesson planning; creation of a learning environment; monitoring and assessment of learners; professional development in the field of work; human relations and contributing to school development; knowledge of the curriculum and subject matter; leadership, communication and servicing the governing body, extra-curricular participation).

Resolution 3 (ELRC 2003b) addresses protocol as an instrument for use when observing educators in practice for the purpose of Whole School Evaluation (WSE) and the Development Appraisal System (DAS). The purpose of the WSE is to facilitate improvement of school performance. The school must be able to respond to the needs of the community and public as well as to national goals. The DAS on the other hand outlines processes and structures to identify professional needs of educators (e.g. focusing on the development

of relevant programmes that will enhance professional competence and improve the quality of teaching and learning), while self-appraisal and lesson observation are the core tools of the DAS.

Unfortunately the agreement applies to school levels only, and the FET is still without a PMS. Draft documents on a monitoring instrument for educators at FET colleges were reviewed at the Directorate ABET and FET. At an interview the researcher was informed that the drafts on the table were due to be discussed nationally later that year.

Meanwhile the Collective Agreement Number 8 of 2003 (ELRC 2003c) was obtained from the Directorate HR. This agreement is an integrated quality management system. According to this IQMS (Integrated Quality Management System) the following three programmes need to be in place to enhance and monitor performance of the education system:

- Developmental Appraisal
- Performance Measurement
- Whole School Evaluation

The implementation date of the IQMS could not be confirmed, either by the Directorate of Organisational and HRD or by the Directorate FET and ABET. A respondent from the Directorate ABET and FET confirmed that the agreement was applicable to all educators and hoped that FET institutions would be included.

Another development action is the INSET (in-service training) programme, according to which all educators may be required to attend programmes of up to 80 hours per year for professional development.

5.4 RESPONSES TO THE QUESTIONNAIRE SURVEY

The following discussion deals with responses of the educators to the questionnaire survey. As indicated before, this questionnaire included both quantitative and qualitative elements (Appendix F; 4.4.2.1).

Table 5.1 Questionnaire response rate (N = 75)

Campuses	Hillside View	Bloemfontein	Thaba 'Nchu	Total
Questionnaire distribution	53	84	20	157
No of completed questionnaires returned	23 (44%)	45 (54%)	7 (35%)	75 (48%)

Table 5.1 provides a holistic view of the response rate of respondents per campus. Of the 75 educators who responded from the institution, 45 were at Bloemfontein campus, 23 at Hillside View and 7 at Thaba 'Nchu. Information on the number of educators was received from the Manager HR Motheo FET College, while Heads of Department were requested to circulate the questionnaire. Various disciplines such as Hospitality, Engineering, Business, Management, Secondary and General Studies were included. Although a somewhat disappointing response rate, the views reported in this study represent those of 75 staff members (almost 50%), which is regarded as sufficient for providing a reliable overview of current practices and concerns at the institution.

5.4.1 Personal and professional details

Outlined below are the questionnaire results, complementing the interview results.

5.4.1.1 Profile of respondents

In this paragraph the findings related to section A of the questionnaire are reported.

- **Current staff categories**

Discussion

In profiling the respondents in their current staff categories, it was found that 73% were lecturers, 21.6% were senior lecturers, 4.1% Heads of Department and 1.4% Faculty Heads.

Implication

The number of responses from senior personnel was disappointing to an extent, possibly due to very demanding schedules.

- **Experience**

Discussion

79,5% of the respondents had been employed from 0-10 years at their present post level, and 65.7% were on post level one.

Implication

Based on the specific profile, the alarming statistic indicating that educators do not stay in the FET sector seems to be confirmed. Between 1994 and 2000 South Africa lost 17 500 educators per year (SADTU 2003c). According to Brault and Beckwith (2003): “Clearly, people are more likely to join and stay with an institution ...where growth potential is evident”.

Comment

Due to the rate of loss of educators, the greatest challenge in this regard is the retention of educators in the FET sector. Retention is an important part of the PMS. Heathfield (2000) (2.3.2) emphasises that it is important to understand why valued people leave an institution.

- **Age and gender**

Discussion

In spite of the large percentage of lecturers, in contrast with senior management respondents, there were no significant age group categories. The largest category, 17.8%, consisted of educators between 41-45 years of age and the smallest, 8.2%, reflected both the 18-25 and the 56 years and older groups.

Table 5.2 Composition of staff members in terms of gender

Gender	Educators	Percentage
Female	39	54.9%
Male	32	45.1%
Total	71	100%

The gender distribution was 54.9% female compared to 45.1% male.

Comments

With regard to the age categories, the response represents a range of age groups which is reasonably distributed. However, there is an almost 10% difference in the gender representation, which is an indication of the general gender inequity at this level. According to Asmal (2000) (2.4.3, 3.3) wider transformation regarding race, gender, equity, institutional culture and ethos is necessary in the FET sector.

- **Department**

Interestingly, 57,5% of the educators were in Business Studies. Engineering represented 23,3%, General Studies 5,5%, and 13,7% covered the other divisions of the FET college.

Comments

The above distribution corresponds with the problem as mentioned at the FET Convention in October 2000 (3.3). Business Studies is one of the major vocational fields in South Africa. If diversity is regarded as important, FET should offer training in more than only two major fields (Business Studies and Engineering). One would expect FET programmes to be relevant and responsive (Asmal 2000).

5.4.1.2 General findings on performance management

In this section the findings related to section B of the questionnaire are reported.

Discussion

In surveying the general views on PM, respondents were given the opportunity to comment on aspects such as the objectivity of PM, the impact of performance on the institution and remuneration. This section included both closed and open-ended questions (Appendix F).

A very positive 73.6% was recorded for the question as to whether performance can be assessed objectively. Comments suggested that a proper instrument with specific standards ought to be implemented, since at that time such an instrument did not exist. There were also those who objected to

the fact that student results only were used as a performance measurement. Educators stressed that continuous assessment was needed.

Another positive viewpoint from respondents was that the majority (75.8%) agreed that performance could be quantified, especially if a list of outcomes would be available for evaluation purposes. However, once more the comments regarding an insufficient system or the total lack thereof emerged strongly.

- **Organisation**

Discussion

The majority of the respondents (77%) confirmed the view that the performance of academic/educational staff significantly impacted on the performance of the organisation. Respondents confirmed this with statements such as "*high performance of educators influences the image of an institution. Students would rather attend an institution with good results",* and: *"high performance of educators brings on higher pass rates"*.

Comments

In policy terms the above finding corresponds with the CCF efficiency indicators in terms of building a more accountable FET system with improved pass rates and systematic quality assurance procedures and practices (Gewer & Taylor 2000). One of the aims of merging the colleges in 2001 was to create new, reorganised FET institutions. The CCF efficiency indicators as well as SAQA (RSA DoE 1995) envisage the building of high levels of expertise in academic staff through quality assurance. The Further Education and Training White Paper of 1998 (RSA DoE 1998b) underlines the high failure and repetition rates in the FET sector (3.3), yet it must be remembered that the history of vocational training has already proven that this sector, as the

"Cinderella" (3.1, 3.3, and 3.4), has been sorely neglected and it is difficult to maintain quality without the necessary resources.

- **Management and feedback**

A surprising 83.1% of the respondents agreed that their performance would improve if they were able to discuss their results in terms of agreed objectives with a manager or supervisor. This underlines the fact that these educators function in a system without feedback on their potential strengths and weaknesses. Joubert and Noah (2000), the Free State Provincial Government (2003) and Van der Westhuizen and Maharasoa (2004) (2.3.4) emphasise the importance of feedback. Not only do the local unions appeal for the upgrading of teachers but Education International and UNESCO also stress the importance of quality educators in delivering quality education (2.5.1). One would not expect educators to be able to rectify problem areas or improve on weaknesses when there is no feedback from management regarding the quality of education being delivered in classrooms.

- **Performance Management characteristics**

Discussion

In surveying opinions on PM characteristics respondents were given the opportunity to choose from the following list: "achievement of required results", "acquisition of skills/competencies", "judgement of key behaviours", and "decisions on professional incentives". Respondents could choose more than one characteristic. Of the 160 responses, 35% chose "achievement of required results" and 31% "acquisition of skills/competencies".

Implication

Corresponding with the definition of PM in 2.3.2 (Martinez 2001), both skills acquisition and *achievement of required results* implicate the possible

improvement of an individual's performance. Consequently, through goal-setting, defining job responsibilities and agreeing on workload, both the results and skills may well be obtained (Mapesela & Strydom 2004: 15). It is however argued that these features are personal opinions, and a number of respondents therefore focus on achievement of results; other educators, however, feel that the acquisition of skills is more important. In the end, all of the above aspects form part of a PMS.

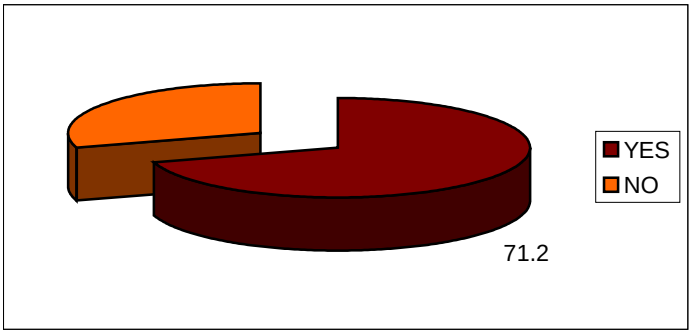
The idea of taking responsibility for improving the quality of one's own work is a key feature of success in PM. Although self-assessment is new to educators, they need to apply this technique to learn about their own strengths and weaknesses, in order to improve quality (see 2.4.1).

- **Remuneration**

The views of the respondents on the question of whether performance should be linked to remuneration are graphically presented in Figure 5.1.

Discussion

Figure 5.1 Linking performances with remuneration



An interesting finding on the question whether remuneration should be linked to performance or not, was that 71.2% felt that it should, while 28.8% felt that it should not (see Figure 5.1). Main reasons given for the first choice were that people need to be rewarded and that money is a motivator. The

saying "*money and kindness will open all gates"* (as quoted by a respondent) seems to be quite applicable. It was further evident that 57% of the respondents felt that remuneration of performance should be linked to individual performance.

Comments

In the survey the need for acknowledgement in terms of bonuses and material incentives became obvious. Heathfield (2000) (2.3.2) urges institutions to reward people for the contributions they make. This concurs with the opinions of Joubert and Noah (2000) (2.3.3), who suggest that individual performance is appreciated and paying educators is a sign of acknowledgement.

Given all of the above, no specific choice was particularly prominent regarding the types of remuneration preferred, such as merit increases, performance bonuses or allowances. It was strongly emphasised, however, that money contributes to motivation and encouragement. Employing money as a motivator might be one possibility of resolving the problem of the high percentage of educators leaving the FET for bigger salaries in the private sector.

5.4.1.3 Existing performance management processes at Motheo Further Education and Training College

The existing PM system was evaluated according to a 4-point scale including the categories *strongly disagree, disagree, agree*, and *strongly agree* (section C) (see Appendices F and G). The analysis of the closed questions in the questionnaire was done by calculating frequencies of responses and expressing these as percentages of the total number of responses (Appendix G).

From the varying opinions of respondents, it was clear that PM was not generally regarded as an effective planning instrument. The Free State Provincial Government (2003) suggested that the planning phases of PM has a prime influence in the wellness of the institution (2.3.4). While Mapesela & Strydom (2004) regarded planning as a basic activity in PM of staff in HE. Workload agreements, defining job responsibilities, setting goals and objectives consist of planning. The majority of respondents (69,8%) indicated quite clearly that the current PM process did not help to improve performance, and neither did they feel that they had a good idea of exactly what type support was required (61,9%). It was evident that there were inconsistencies in the views of the respondents with regard to PMS, however, with 38,4% and 30,1% respectively expressing the opinion that the current process did help improve performance, and that they did have a clear idea of the support that was required.

- **Job expectations**

The views of the respondents regarding their job expectations are summarised in Table 5.3.

Table 5.3 Job expectations

Question	**Agree / Strongly agree**	**Disagree / Strongly disagree**
I know exactly what is expected of me in my job.	75,6%	9.5%
I do not know how I am doing in my job.	20.3%	79.7%
My goals/objectives are unrealistic or unattainable.	22.5%	77.5%

Discussion

The majority of respondents, as many as 75,6% and 79,7% respectively (see Table 5.3), indicated that they not only knew exactly what was expected of them in their work but that they were familiar with what they were doing in their jobs. In a following statement 77.5% of the respondents disagreed that goals/objectives were unrealistic or unattainable.

Comments

According to the findings knowledge of job expectations among respondents was clear. As no formal PMS existed it was not clear to the researcher how educators knew this, because there were no documents available which communicated job descriptions or job requirements/specifications. Doubts thus arise as to whether the educators' skills were up to the required standard (2.5.1, 2.6, 3.3), which is in turn reported as a possible reason for the skills shortage in the country in the South African Human Development Report (UNDP 2003).

- **Management**

The views of the respondents regarding the management of job performance are summarised in Table 5.4.

Table 5.4 Views on the management of performance

Question	**Agree / Strongly agree**	**Disagree / Strongly disagree**
I can rely on assistance from my manager/supervisor in achieving my goals/objectives.	72.2%	27.8%
My manager/supervisor and I agree on my goals/objectives	77%	23%
My manager/supervisor knows	62%	38.1%

what assistance I need to achieve my goals/objectives.		
My manager/supervisor is not trained to assess my performance	37.5%	62.5%

Discussion

Regarding the management of their performance the majority of the educators felt that they were able to rely on assistance from a manager/supervisor in achieving goals and objectives and that there was agreement with management regarding their goals/objectives (72.2% and 77% respectively). Furthermore, 62% of the respondents believed that the manager/supervisor knew what assistance they needed in achieving goals/objectives and they further agreed (62.5%) that their manager/supervisor was trained to assess their performance. However, quite a large proportion, 70.2%, experienced the lack of feedback on performance throughout the year from a manager/supervisor as problematic.

Comments

One of the problems regarding feedback, as reported by respondents, may be attributed to the fact that there was no formal PM system in place. Even though respondents believed in and were positive about their managers and their capabilities, this lack should be regarded as a matter of concern. Managers/supervisors also needed support, and an accurate list of outcomes (in other words, the availability of a proper instrument) to assess educators objectively would be very useful, and would assist them in giving proper feedback to the educators.

5.5 QUALITATIVE DATA ON CURRENT PERFORMANCE MANAGEMENT

The last part of the questionnaire (Appendix F, Section D) consisted of three open-ended questions which focused on the respondents' views on the strong and weak points of the current system, as well as on recommendations regarding ways in which weak points could be addressed. These were the qualitative questions in the questionnaire and corresponded with interview questions 8 and 9 (Appendix C, 4.4.1.2, 5.3)

5.5.1 Strong points in the current system

The development and training opportunities made available to staff were regarded as strong points in the current PMS. Efforts were made, in the form of workshops, assessor and moderator training and even bursaries, to improve organisational, group and individual objectives.

Furthermore, class visitations and the informal feedback system currently implemented by some of the Heads of Department were viewed as a positive step towards integrating competencies and practices. Preparation files and remedial action after examination results were also mentioned as strong points. The preparation files included the overall outcomes of the subject; specific learning outcomes; assessment standards; learning modes; notional hours; and the division of work; while remedial actions involved identifying individual and group errors; and then providing feedback to the learners regarding the mistakes.

Although the questions posed were meant to elicit an indication of the strong points in the current PMS, 26 of the respondents (N=55) pointed out that, in their view, no PMS existed.

5.5.2 Weak points in the current system

Again the majority (N=18) of respondents confirmed that there was no formal system in place. The lack of communication between management and educators was suggested as another weak point. It became obvious that, in the absence of a performance measurement device, members of management often had to rely on examination results of learners as the sole performance indicator. Educators experienced this practice as unfair. Bearing in mind that educators lack an assessment tool for reflecting on past performances, they also do not plan or make adjustments for future performance. Educators confirmed that they did not engage in career planning.

5.5.3 Recommendations resulting from open-ended questions

In analysing the responses, it was clear that the outstanding recommendation made was that a PMS needed to be implemented urgently. Respondents also indicated that training on how a PM system works and how to adhere to it, needed to be implemented at the institution. Besides PM training needs, they criticised the 'lack of competence' of panel members (the previous appraisal systems required a panel of up to four persons to appraise an educator) (5.3.1.1). This emphasised the importance of training in PM systems.

In relation to performance appraisals it was noted by some of the respondents that appraisals may generate consultation opportunities and result in an open door policy with management. In this situation a serious lack of communication between management and educators became evident. Educators were seemingly not well-informed and received very little feedback if any. Educators need an effective communication plan, and furthermore, effective internal communication in a PMS would assist educators in solving problems (see 2.3.4). According to respondents good performances should be rewarded and poor performances rectified. In this regard it was cited by

several respondents that each case needed to be appraised on its own merits. It was also suggested that performance appraisals were time-consuming and 'too much paper work'. Notwithstanding the already-mentioned benefits of appraisals, it would certainly disclose to management the circumstances in terms of educators' milieu. Management ought to take note of and experience the conditions and everyday problems and challenges of both educators and students. Educators need support not only to enhance performance but also to solve problems. Such support might assist in preventing the loss of quality educators to other economic sectors (SADTU 2003c).

Respondents further regarded the development of managerial skills as extremely important. Several of them identified the problem of a lack of leadership and staff management skills across the campuses. They saw it as a necessity for educators to be able to discuss their problems regarding learners or a subject with a competent manager. They also pointed out problems such as attendance, punctuality and certain attitudes of educators that ought to be resolved by competent managers. One of the responses was "*get management into place and let them think why they are here - for the student and to help the lecturers"*.

Educators further suggested that training of educators regarding technology in the fast-changing technological environment was essential.

5.6 TRIANGULATED RESULTS

The next table explains the results (4.3.2.3) triangulated from the qualitative (5.3, 5.4) and quantitative (5.4) data according to the PM areas investigated. The inclusion of both the semi-structured interview and the structured questionnaire not only assisted in the triangulation of results, but also increased the possibility of generalisation to other FET institutions.

Table 5.5 Triangulation of results

Performance Management area investigated	**Qualitative Data: interviews**	**Qualitative Data: open-ended questions in the questionnaire**	**Quantitative Data : questionnaire**	**Conclusion/Summary of findings**
The presence of a structured PMS	Absence of a formal system was reported.	Educators confirmed the non-existence of a PMS.	Educators indicated the current PM did not help them to improve performance.	No structured system is presently employed which leaves educators without a PMS within an unsure working milieu.
Staff development and training	Educators regarded this as a priority area due to the implementing of assessor and moderator training.	Assessor and moderator training were recognised. The development of unskilled staff and also training of staff in the PM area was supported.	Majority of 54.6% felt that the PM process did not help them to identify opportunities for further development and training.	Although development and training were employed, respondents felt that the system was not making a direct impact on their performances.
Communication on performance	Educators mentioned a serious lack of communication regarding their performances, including feedback.	Academic staff recommended that improved communication would help to achieve performance goals.	Educators stated that they did not receive feedback on performance throughout the year. However, they indicated that feedback regarding performance was accurate. Moreover, the majority of educators indicated that communication with a supervisor would improve their performances.	Indications are that educators are left on their own and do not receive any/much feedback from management; thus they are unaware of strengths and/ or weaknesses.
Learnerships	Interviewees indicated that no learnerships were included.	No information.	Educators agreed that learnerships were not included in the planning and implementation of PMS.	No learnerships are available. The reason why learnerships are not included were not indicated although other capacity-building efforts were

				identified
Performance reviews	Elements of reviews done at campuses were sporadic and fragmentary. It was further indicated that performance is assessed according to learners' examination results as major or even sole determinant in educators' performance.	Educators complained about the unfairness of using student results as performance indicator. Reviews were seldom or never done. They felt that for reviews a proper instrument with guidelines is needed.	Educators felt performance could be assessed objectively and it also could be quantified. They also indicated that appraisals were too subjective. Nevertheless, 38% of respondents agreed that their performances were evaluated fairly. Furthermore the respondents felt confident in management competency to review their performance (62.5%).	The absence of a PMS implied that reviews as part of the system cannot be effectively applied if there is no system to monitor reviews.
Rewarding of performance	Educators maintained that there were no bonuses or incentives in the new merged FET institution.	Respondents agreed that money serves as motivation; The people need to be rewarded for good performances; and that educators leave for greener pastures due to higher salaries.	Most educators indicated that remuneration should be linked to performance. They further revealed that individual pay should be linked to their own performance. Only a small group indicated that the department/faculty as group should be rewarded.	It seems that educators feel strongly about linking good performance with rewards, necessarily money but also promotion, and other incentives.
Commitment of management to PMS	Educators claimed that different management styles existed and that implementation of performance elements were not consistent. The interviewees reported on management training for 1 200 senior and middle managers with management skills.	Educators were negative about the commitment of management to the introduction of/adherence to PM systems. The expectancy of educators seemed to be high in this regard.	Respondents were in agreement that the assistance of management in achieving of and agreeing on goals was important However, 56.7% educators perceived that supervisors were not committed to PM.	Educators felt that management skills regarding PM systems need to be addressed. Furthermore, educators cited a lack of commitment regarding performance on the part of management.
Poor performance	Recognition of unsatisfactory performance. Poor performers are without support or methods to improve and correct their	Currently only examination results are used as performance indicators. This is regarded as an unfair practice due to class sizes,	Majority of the respondents reflected knowledge of job performance.	Although it is indicated that educators have knowledge of job performances, only examination marks are used as performance indicators. There is no

	weaknesses. The absence of career planning as part of improving performance.	levels of subjects, and study fields. Respondents felt that poor performance of staff reflects negatively on the image of an institution and that each poor educator has to be dealt with according to his/her own merits, needs and opportunities.		system to implement improvements for poor performance.

Table 5.5 provides insights into the uncertain working milieu of Motheo FET College educators and the absence of a PMS at this institution. Although the institution regards development and training as important, it appears that the implementation thereof has been ineffective and insufficient. In addition educators experience a lack of support and feedback from management.

5.7 CONCLUSION

The major concern of this chapter has been to present and interpret the findings of the empirical investigation which consisted of both qualitative and quantitative data.

The mixed method employed proved to be of a complementary and expansive nature in this study. Interviews (qualitative data) contributed in assessing the opinions of Motheo educators regarding the current PMS. At the same time, the questionnaire survey (quantitative as well as qualitative data) confirmed the interview data and at the same time revealed additional information regarding the current PMS at the Motheo FET College.

The concluding chapter will provide a final summary, as well as a conclusion and recommendations flowing from the research findings.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The outcome of this study has resulted in the identification of a number of shortcomings in the current informal and rather unstructured PMS at the FET Motheo College cluster. This study has attempted to provide a background to the current practices in terms of the changes in the sector, and the consequent changes and adjustments which have had to be made and dealt with in this College. It was shown that change brings a variety of inevitably new challenges (see 3.6, 4.2.3, 5.3.1.5, 5.5.3). These challenges require that institutions reorganise their management processes in order to manage the process of change. While institutions seek to manage change, however, stakeholders (government, community and the private sector) expect performance from institutions, and the performance of educators directly influences the performance of the institution. The introduction of PM systems in higher and further education institutions since the nineties has aimed at steering traditional thinking and working methods of educators into a new professional environment (see 2.3, 2.4, 2.5 & 3.6). A highly competent workforce is regarded as the key to achieving the goals of the institutions (see 1.2, 2.2.1, 2.6).

In the empirical investigation, data was collected on the present PMS at the three different campuses of Motheo FET College (4.4; 5.3; 5.4), while literature (1.6.2.1) and policy reviews were also undertaken (1.6.2.1; 4.4.1.1). The findings of the various types of information collected enabled the researcher to make recommendations (6.5) for the implementation of a PMS at the College.

6.2 AIMS AND OBJECTIVES OF THE STUDY

In view of the research problem a number of questions were formulated regarding the development of an effective and efficient PMS for educational staff in the Motheo FET College cluster, taking into account staff development and training. Annual performance reviews are proposed and this is addressed in this chapter (see 1.2):

In an attempt at answering the research questions, the study addressed the intended outcomes in the following ways:

- A broad literature and policy review on PM in the HE and FET sector was undertaken (1.6.2.1; Chapter 2 and 3; 4.4.1.1).
- The existing PMS at the Motheo FET College cluster was explored and critically analysed (supported by broader comparative perspectives) (Chapter 5)
- The formulation of guidelines for the development of an effective and efficient PMS for educational staff in FET (6.5) at the Motheo FET College cluster is attempted, taking into account staff training and development (1.8; 2.4), as well as annual performance reviews (1.8; 2.5) .

6.3 OVERVIEW

In attempting to attain the formulated objectives, the researcher carried out a literature study on the trends and discussions concerning PM in relationship with HRMD. In addition, policy reviews (1.6.1.2) on DoE, Free State Provincial (2.3.4), Unions (2.5.1), and FET College policies provided insights on current views and legislation regarding PMS. The chapters also addressed other aspects of importance related to the stated objectives (see 1.2) and issues, including the following:

- The history of PM, staff training and development, annual performance reviews and the importance of HRD in PM were discussed in Chapter 2.
- In Chapter 3 the history and situation of international FET/VET in various countries were discussed, followed by an overview of FET in South Africa and the PM in FET/VET.
- A case study research approach was employed in this study where both qualitative and quantitative research methods were used with the aim of adding validity and reliability to the study. A questionnaire survey and interviews were conducted for the purpose of gathering data (Chapter 4).
- In the empirical investigation biographical detail on Motheo FET College educators indicated their staff category, years employed, gender, present post level and faculty in which they were employed (Chapter 5). The results of the questionnaire confirmed the lack of a formal PMS. Evidence was also provided that, although development and training are important, educators need a comprehensive PMS. The optimism on the side of educators regarding the assessment of performance was encouraging, even though they were disappointed in the current inefficient system (5.4.1.2, 5.4.1.3)

The data collected and their interpretation led to a number of conclusions and recommendations which are discussed below.

6.4 CONCLUSIONS FROM LITERATURE/POLICY REVIEW, INTERVIEWS AND QUESTIONNAIRE SURVEY

In an attempt to respond to the research questions, the researcher refers to findings in the literature study in order to draw attention to certain conclusions, while at the same time substantiating the findings with the data obtained from the interviews and questionnaire survey. Keeping the main aim of this study in mind, the researcher endeavoured to attain certain objectives which will be discussed in the ensuing paragraphs.

6.4.1 Effective and efficient Performance Management System

The problem statement (1.2) underlines the important role in FET institutions of human and social development as well as transformation. Without the introduction of an effective and efficient PMS this will not come about (1.1; 1.2; 1.5). The holistic view of PM given in Chapter 2 introduced the changing nature of PM. From the guild training of the early master craftsman to the introduction of the PM systems of the nineties, PM has managed to accomplish goals of improvement in organisations and individuals. Subsequently a closer look at PM (2.3) has shown that certain actions, components and phases (2.3.2, 2.3.3, and 2.3.4) are necessary to create success in a PMS. PM systems consider the importance of HRD - the people potential (2.2).

Adaptations in order to survive in the education sector became clear in the history of FET/VET from the Middle Ages up to the present day in England, Germany, Finland, Switzerland, France, Australia (3.2.6) and South Africa (3.3). It is apparent from the international trends (3.6.1) that each country chooses its own form of PMS to adapt and to reach its goals.

Although literature and policy reviews presented useful guidelines on the PM process in general, the data collection techniques (4.4; 5.2) were aimed at ascertaining the current PMS and its effectiveness and efficiency in the

Motheo FET College cluster. Quantitative and qualitative data gave insights into general results of the PMS (5.4.1.2) and existing PM (5.4.1.3; 5.5).

One of the fundamental elements of PMS is planning. The literature, policy reviews and case study emphasised this. Although the IQMS has been approved by the government and unions for implementation for the educator corps in the GET sector (2.5.1; 5.3.1.6), it could not be confirmed as to whether the FET was included, or in fact when implementation was intended. Managers at the institution and the DoE are seemingly waiting on instructions from the provincial and national management structures. It has become clear that PMS planning should conclude with the implementation of the system. It can also be assumed that unless an instruction regarding the implementation of the IQMS is issued, the policy will make no difference in the performances of educators.

It has also become evident that the problem with inconsistency, a lack of structure and standardisation regarding a PMS was further influenced by the recent merger of the institution making up Motheo FET College. It is emphasised by Marais and Strydom (2004) that standards of performance should be comparable in various departments of an institution with an element of consistency in terms of minimum standards, although these performance standards should also allow for background and circumstance of campuses and institutions.

6.4.2 Educational staff in the Motheo Further Education and Training College cluster

Information on educational staff at Motheo FET College cluster, contextual background (4.2) and the profile of the respondents (5.4.1.1) were gained from both interviews (5.3) and questionnaires (5.4). Documents and policies (1.6.2.1; 4.4.1.1) also provided information such as the Qualitative Overview of the Further Education and Training College Sector – The New Landscape (RSA DoE 2002).

It has become evident that the three campuses differ from one another in distinct ways: they present different types of courses, they have different learner profiles and also differing management styles. It can therefore be deduced that when a formal PMS is in place, it should provide each of the three campuses with the flexibility to adapt the system to their own needs (6.4.1). A major challenge is thus to get the cluster to work together as a team; they must see themselves as one team rather than as different campuses.

Own needs not only reflect institutional needs but also the needs of individual educators. Unrealistic performance objectives may result in unrealistic expectations of educators, their departments and the institution regarding workloads and responsibilities which educators may feel are unfair or biased (Van Tonder & Hay 2004). Consequently it is important to align each educator's performance with the expectations of the institution, and the educator's own opinion. This includes career pathing in PM. Educators need to set individual goals which should become part of the achievement of institutional goals.

6.4.3 Staff development and training

An essential part of PM is staff development and training. In this study the literature and policies (Chapters 1, 2, and 3), the interviews and questionnaire survey (5.3, 5.5) have cast light on the importance of this aspect.

The development of effective PM systems appears to be further complicated by the change in the traditional roles of educators (3.6). Even amongst those educators who have achieved formal qualifications, there are many who are inadequately trained and lack the basic skills necessary for the profession of teaching today. There is no doubt that the application of the principle of lifelong learning, as linked to teacher upgrading and retraining, is essential for educational transformation and the efficient use of HR.

Although assessor training (5.3.1.4) can at least be regarded as valuable in confirming educator practices, educators reported that they found it unrealistic with regard to certain implementation aspects (e.g. time frames and big classes). Another problem area identified was that the presenter and the audience came from different milieus (e.g. an ex-manager of Telkom presented training to educators), which seemingly resulted in a lack of insight into the needs of the specific FET College sector.

A further action presently taken to train and develop educators is the INSET programme. Educators may be required to attend up to 80 hours of professional development per annum (5.3.1.2). This compulsory professional development training in the teachers' own time remains a concern in the absence of a national government policy on teacher development. It seems that the provision of relevant in-service training to teachers and the eighty-hour agreement cannot be enforced.

In addressing the staff development and training needs in FET, greater consideration needs to be given to the introducing of a PMS, embedded in HRM. According to Cort, Harkonen and Volmari (2004) staff development and training is too important to be left to individual teachers' own personal motivation; staff development should be standard and compulsory, especially as initial training is sometimes not sufficient in today's changing environment.

6.4.4 Annual performance reviews

As already mentioned in the literature/policy reviews and in the case study, the performance review (1.8, 2.5) is part of the PM phase (2.3.4). Educators identified the lack of reviews as a weakness in both the interviews and the questionnaire survey. In a summary of the findings of a PM project for academic staff in HE in the Free State region, stated in terms of lessons learned and challenges faced, Van Tonder and Hay (2004) emphasise the establishment of a PM policy that is simple, unambiguous and user-friendly.

Two of the major criticisms launched against previous performance appraisal systems related to the realities that they were time-consuming and 'involved too much paperwork' (5.5.3). Furthermore, previous development appraisal systems have required panels of up to four persons, resulting in complicated logistical arrangements and thus impacting on the availability of HR (i.e. shortage of educators)(5.5.3).

The current practice of lesson observations at Motheo FET College also triggered complaints from both management and educators (5.3.1.5). On the one hand, management protested against the "window dressing" of educators, because a once-off lesson can be planned and organised well in advance to make a particular impression on the panel members. On the other hand, educators criticised the lack of competence (i.e. limited expertise in specific subject discipline) of panel members (5.3.1.1).

Although the DoE as well as the management and educators from the Motheo FET College cluster agreed that it was unfair to use only examination results as performance indicators, the practice continues. Educators continue to function in an institution without a reliable (and objective) instrument for the assessment of their strengths and weaknesses.

6.5 RECOMMENDATIONS

The researcher wishes to make the following recommendations as a result of evidence emanating from this study:

- The introduction of a PMS is a matter of urgency. [The ELRC's system (ELRC 2003c) has been approved and was to be introduced in the GET from 2004.] Introduction of a system adapted to the needs of FET Colleges must be regarded as a priority.
- Educators need to undergo adequate training in the actual implementation phase of the IQMS. The system proposes that within the academic year the educator should undergo lesson observation and

feedback, complete an evaluation of him/herself, and develop a personal growth plan. Marais and Strydom (2004) posit that it is important that staff accept the PMS model, take ownership of the process and become passionate about improving performance; a performance culture needs to be instilled.

- The case study highlighted the complexities of introducing a new system (because of the merger). The researcher recommends endeavours to build a team spirit among campuses, and to prepare staff from all campuses for future developments and further transformation of the FET sector. It is important to keep in mind that during the introduction of new systems all participants should be included, and that communication is crucial. (Inadequate communication in terms of performance-related information was reported. The study also identified the lack of communication between educators and management.) In the light of this it is crucial to inject additional resources into management development (alongside the existing staff development and training), in order to prepare members of management to cope with change.
- The majority of interviewees indicated their needs for acknowledgement, monetary incentives (e.g. bonuses) and rewards. In general, people desire feedback, direction, performance standards and rewards for significant contributions (Marais & Strydom 2004). Furthermore, these educators pointed out a need for staff development and support, required not only to increase and enhance their performance, but also to prevent the loss of quality educators to other economic sectors. All of these factors emphasise the need for a bona fide performance review and appraisal system, as well as the formulation of recruitment and retention policies centred upon development and training.
- The implementation of a PMS in the FET College sector must be accompanied by continuing research on and regular reviews of the effectiveness and efficiency of the system.

- It is noted that at the time of this research project no WSP (2.6) regarding educator development existed. The link between educational staff development, a WSP and the PMS is also a recommendation for further investigation.
- Continuous research into the effectiveness and efficiency of any new system should be seen as imperative, not only as a way of monitoring the implementation, but also as a means of adapting such a system to the unique characteristics of the FET sector.

Although the above recommendations do not cover all aspects regarding PM in the Motheo FET institution, the recommendations selected from the relevant material for this study need serious attention.

6.6 GUIDELINES

The researcher of this study would like to propose the following guidelines to the management of the Motheo FET College:

- The lack of the implementation of the IQMS needs to be investigated. In this regard introducing mechanisms for the implementation of the system at grass root level is important. Ensuring that the FET systems take ownership of the IQMS
- In addition, for this College to operate on an WSP, a Skills Facilitator should be appointed. This Skills Facilitator, with the institutional acceptance, should then submits a WSP to the ETDP SETA, within the specified timeframes. This would not only enable the Motheo FET College to improve their performance and productivity through Skills Development interventions, but also allow them to obtain grants. The WSP 2005/2006 applications will be judged against specified criteria (i.e. whether the WSP was submitted within specified timeframes, this Plan achieved the equity targets and was approved by all stakeholders as well as if the provision of Adult Basic Education is conducted.

- Educators are not assessed or rewarded. It is therefore important to create frequent opportunities to receive performance feedback.
- It is clear that the quality of education depends on the quality of the educators that deliver the education. Therefore the Motheo FET College need to take responsibility for setting up and co-ordinating the professional development activities for educators. Thus staff development should not be a choice or personal motivation of the individual staff member alone, but it should be standard and compulsory, especially as intial training is sometimes not sufficient in today's changing environment
- Educators need to do self-evaluation with a suitable instrument. In addition, feedback in the form of discussions on performance of self-evaluation, lesson observations as well as a personal growth skills plan are suppose to be ongoing monitoring throughout the academic year.
- The provision of PM information to educators via open communication channels nurtures a culture of dialogue and consultation. This focuses once more on the viewpoint that educators and management need to work together to improve performance of educators and the institution.

6.7 LIMITATIONS OF THE STUDY

The research study was not without problems and limitations.

The novelty of the whole FET landscape in South Africa (1.2, 3.5) and also the absence of a PMS, introduced the researcher to an environment characterised by a lack of relevant information and previous research upon which to draw in this education sector.

Furthermore, the fact that the researcher was an "outsider" and not a member of the staff at the Motheo FET College may be regarded as a possible reason for the somewhat unsatisfactory response rate of 48% (1.6, 5.4) to

the questionnaire survey. Nonetheless, the researcher maintains the opinion that valuable information and views were obtained from the educators who did provide feedback via the questionnaires. It should also be noted that the questionnaires (1.6.2.3) were used as a complementary measure to the interviews (1.6.2.2).

The strengths of a case study design methodology are described as high in construct validity; it provides in-depth insights; and it establishes rapport with the research subjects (Mouton 2001) (1.6). A weakness in the methodology was that data collection and analysis were found to be extremely time-consuming. Campuses are situated at some distances from each other, and also outside the Bloemfontein area. Thaba 'Nchu campus is located 75 km from Bloemfontein. This complicated the logistics regarding organising dates for interviews (4.4.1.2), distribution and collecting of questionnaires. Nevertheless, in the context of this specific study, the researcher is convinced that the methodology provided an effective means for sharing in the experiences of the educators in the institution, which can be regarded as a context-specific field.

6.8 CONCLUSION

The study provided an overview of the current system used for the management of the performance of educators in the Motheo FET College. Valuable insights were gained in this regard, but the most profound finding was the urgent need for a formal or structured PMS to be implemented at the College. From the literature it has, however, become evident that PM is normally a complicated and delicate matter, and that PM systems in general have in many cases been found as mostly inadequate for academic staff in that they fail to address the context-specific needs of educators. Such threats must be duly recognised in the development and implementation of any new PMS.

At present FET educators are under pressure because of changes such as the transformation of colleges, the changing nature of clients, and the need for technological growth. There are also new approaches to teaching and learning as well as to the growth of knowledge worldwide. An effective and efficient PMS to guide educators could play an essential role in ensuring that education staff are able to keep abreast of developments in their own fields of teaching, as well as of changes in environment, teaching methods and technologies. It can also guide them in pursuing the necessary knowledge and skills to become professionals in their respective fields.

In brief, it has become evident that the transformation of the FET sector has impacted on the performance standards of the current FET educators. The FET college sector (with special reference to the Motheo FET College cluster), the Free State region and South Africa require quality education as well as constant improvement of the learning and teaching function. It is important to recognise that PM takes time and commitment.

It is essential for the outcome of this study to note that it will be impossible to turn the college system around and to move in the desirable direction unless we have the relevant systems in place. As already mentioned, the FET college sector was only constituted in 2002 and is a new educational sector. It is apparent that the sector changes constantly and that much more research and information in understanding this system and its complexities are vital. FET information and FET research is needed for development and planning purposes so that colleges can make their expected contribution to the community, to commerce and to industry. This Herculean task will most probably not succeed without a carefully developed PMS in place.

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APPENDIX A
FREE STATE PROVINCE REGISTRATION OF RESEARCH PROJECT

FREE STATE PROVINCE

Enquiries :Mrs M V Wessels/
Reference no :16/4/1/21-2003

Tel :(051) 404 8075
Fax :(051) 4048074

2003-06-27

Ms H Venter
PO Box 1173
BLOEMFONTEIN
9300

Dear Ms Venter

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.

2. Research topic: **Establishing an Effective and Efficient Performance Management System for Educational Staff in the Motheo College Cluster**.

3. Your research project has been registered and you may conduct research in the Free State Department of Education under the following conditions:

   3.1 The staff members at the colleges participate voluntarily in the project.
   3.2 The names of the staff members and the colleges involved remain confidential.
   3.3 This letter is shown to all participating persons.

4. You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein.

5. Once your project is complete, we should appreciate it if you would present your findings to the relevant persons in the FS Department of Education. This will increase the possibility of implementing your findings wherever possible.

6. Would you please write a letter **accepting the above conditions**? Address this letter to:

   The Head: Education, for attention: CES: IRRISS
   Room 1213, C R Swart Building
   Private Bag X20565, BLOEMFONTEIN, 9301

7. We wish you every success with your research.

Yours sincerely

MS Rakometsi 04/07/03
Chief Director: Education Development
And Professional Services

cc: District Director: Lejweleputswa

APPENDIX B
DOE PROTOCOL AND RESEARCH GUIDELINES

FREE STATE DEPARTMENT OF EDUCATION

CHIEF DIRECTORATE:
EDUCATION DEVELOPMENT AND PROFESSIONAL SERVICES

SUBDIRECTORATE: INSTITUTION RESEARCH REGISTRATION AND INDEPENDENT SCHOOLS SUBSIDIES (IRRISS)

RESEARCH GUIDELINES

1. INTRODUCTION

Prospective researchers will realise that the Free State Department of Education needs to protect all Free State parents, learners, educators and departmental officials within its jurisdiction area. Therefore, while acknowledging the importance of research in the delivery of quality education, it is essential that all applications to do research are carefully considered before they are registered.
The following information has been made available for prospective researchers in order to prevent the submission of incomplete applications which cause unnecessary delays.

2. NATURE OF RESEARCH REQUESTS TO BE SUBMITTED

Educational research undertaken by:

- tertiary education or research institutions;
- non-governmental organisations;
- students performing group or individual tasks for bachelor,honours,
- masters and doctoral degrees;
- any researcher concerned with intervention in learning and education.

When departmental officials seek advice through research in an endeavour to find solutions to educational problems, such as a high failure rate, he/she should also refer the request to the Educational Planning Subdirectorate. Non-educational requests, for example health or economic surveys, or private sector surveys should also be referred to the same section.

3. TO WHOM REQUESTS FOR RESEARCH MUST BE DIRECTED

The applicant must state specifically whether the application is submitted to only one provincial education department or more than one. If the research is relevant to the Free State Department of Education, applications must be directed in writing to:

The Head
Free State Department of Education
Private Bag X20565
BLOEMFONTEIN
9300
For attention: Chief Education Specialist: IRRISS
Room 1213
C R Swart Building
Tel: (051) 404 8077
Fax:(051) 404 8074

4. WHAT MUST BE INCLUDED WITH AN APPLICATION

Four separate documents must be included:

* a letter of recommendation by the research supervisor/promotor;
* a full explanation of the research project (research protocol);
* all tests, questionnaires, structured interview schedules or frameworks for interviews;
* a draft letter to the principal.

4.1 A letter of recommendation by the research supervisor/promoter

In the letter of recommendation the researcher's supervisor/promoter should confirm that the researcher meets all the required criteria and is enrolled as a student at the tertiary education institution concerned. The degree or diploma for which the research is undertaken must be mentioned, as well as any supporting information concerning the student and/or the research project.

4.2 Research protocol

The applicant must supply at least the following particulars:

4.2.1 title (Mr / Mrs / Miss), initials and surname;

4.2.2 residential and postal address;

4.2.3 telephone and fax number during office hours;

4.2.4 name of tertiary education institution / research institute;

4.2.5 degree course / diploma course;

4.2.6 name of supervisor / promoter;

4.2.7 title of thesis / dissertation / report / project;

4.2.8 concise explanation of research topic;

4.2.9 purpose of the research;

4.2.10 application value the research may have for the Free State Department of Education;

4.2.11 full particulars of persons / sample group with whom research is to be undertaken, e.g. sex, grade, age group, language, residential area, numbers to be involved in research;

4.2.12 precise indication of information and statistics required from the Department;

4.2.13 school term(s) during which research will be conducted (starting and completion dates);

4.2.14 way in which information will be obtained, e.g. questionnaire, interview, standardised test;

4.2.15 whether research will be conducted during or after school hours;

4.2.16 time needed during school hours, if applicable;

4.2.17 how much time will be spent by individual educators and/or learners as respondents in the research.

4.3 Tests, questionnaires, structured interview schedules or frameworks for interviews.

Include the structure of interviews schedules or frameworks for interviews and precise copies of all tests/questionnaires that have been approved by the supervisor/promotor and which will be completed by learners/educators. When standardised tests are used, only the names of the relevant tests are needed. Approval by the supervisor/promotor must be clearly stated.

4.4 A draft letter to the principal

A draft letter to the principal giving a brief summary of the intended research project and requesting permission from the principal to undertake research in his/her school, should be included.

5. CRITERIA FOR DECIDING WHETHER TO GRANT A RESEARCH REQUEST

Research proposals should be in accordance with the following criteria:

- ethics of educational research
- educational accountability
- useful/meaningful/relevant topic
- proper research design
- sensitivity towards all participants
- no unreasonable workload on participants
- in line with the national curriculum policy.

6. GENERAL GUIDELINES

6.1 Research to be undertaken in the fourth school term is usually not approved.

6.2 Qualifications of educators and lecturers are usually not supplied to researchers by the departmental Statistics and Information Support Subdirectorate.

6.3 Questions for respondents on sensitive issues, eg. parents, parental homes, religious denomination and moral issues are usually not allowed.

6.4 Research must preferably be undertaken after school hours. Permission for research to be conducted during school hours will be granted only in exceptional cases, such as when the research activity supports the learning

content, does not put a strain on the learners, or if it is for observational purposes only. Such research should not last longer than five working days.

6.5 If persons from different language groups are approached to participate in the project, questionnaires must preferably be in the relevant languages. Translated documents must then be submitted as well. Translated documents should correspond with the originals in every respect.

6.6 Departmental approval must first be obtained before principals and heads of institutions are approached to be of assistance with the research.

6.7 Principals of schools and heads of institutions registered with the Department may not, without the consent of the Department, authorise the use of confidential information such as learners' cumulative report cards, IQ's or other personal information (including parental information) for purposes of research. All tests and procedures, which the researcher intends to use, must be named in the application.

6.8 Sometimes, especially when research is of a sensitive nature, it will be necessary to obtain parents' written permission before research can be done with their children. The researcher must obtain the permission from these parents or guardians.

6.9 Questionnaires must preferably be completed anonymously.

6.10 Only tests/questionnaires/interview schedules already approved by the supervisor/promoter must be submitted to the Department. Approval by the supervisor/promoter must be clearly stated.

6.11 On request, the Department supplies address lists of different categories of schools but not address labels. Requests for any information from the Statistics and Information Support Subdirectorate will only be considered if the applicant produces the approval document for the research request.

6.12 Language editing and typographical lay-out of questionnaires remain the responsibility of the researcher and must meet the requirements of the Department.

6.13 Applicants must allow the Department a reasonable time to consider the application. Applications must rather be submitted too early than too late. At least three months ahead of the action to be taken at schools is regarded as timeous.

6.14 Researchers must spend as little time as possible at educational institutions, since the Department has to ensure that any disruption caused through research projects is not excessive.

6.15 Applications will sometimes be approved with specific additional conditions.

6.16 Careful attention must be paid to the implications of all conditions, which normally apply. Conditions must be accepted by the researcher in writing.

6.17 Particulars of all requests are entered into a research database at the Educational Planning Subdirectorate. The database serves the useful purpose of networking researchers and prevents unnecessary duplication of research topics. Researchers may access the database.

6.18 Departmental officials and learners are not to be used to conduct surveys on behalf of researchers.

7. CONDITIONS WHICH NORMALLY APPLY WHEN RESEARCH PROJECTS ARE APPROVED.

7.1 The researcher her/himself must make all arrangements with schools, educators and/or learners.

7.2 The researcher should inform relevant District Managers and School Governing Bodies of approved research projects.

7.3 While the Free State Department of Education welcomes meaningful educational research, no principal, educator and/or learner is compelled to participate in the research. The School Governing Body is responsible and accountable for the final decision to grant or deny the research request.

7.4 The school or individuals in a school who offer their co-operation will not receive any special benefit from the Department. By the same token, those who prefer not to participate will not be penalised in any way.

7.5 Normally parents should give their consent before children are involved in a research project. The researcher and not the principal, is responsible for obtaining parental consent.

7.6 No information or comment on the research may be supplied to the media without the permission of the Head: Education.

7.7 All information is to be dealt with in strict confidence. The names of schools and respondents may not be used in the report, dissertation or thesis resulting from the research and it must not be possible to identify participants in the research project, except with the written consent of the respondent.

7.8 School activities may not be encroached upon. The researcher should also keep interruptions to the normal extra-mural school programme to a minimum. The principal should always give his/her consent for the time of day when researchers propose to conduct their research.

7.9 After completion of the research a complimentary bound copy of the final research report must be submitted to the Department, after which it will be placed in the Education Library, Bloemfontein. If a summary has not already been included, a separate summary (not longer than 2-3 pages) of the most important findings and recommendations must be forwarded together with the full findings. This ensures that the research findings are available for the benefit and information of the entire Free State Department of Education.

7.10 A copy of the letter in which permission for the research is given, must be shown to principals of schools where research is to be done, as well as to all other participants.

7.11 Before any research is begun, researchers must write to the Department and confirm their acceptance of all the conditions.

7.12 The researcher may not use the complete list of schools in the Free State to make his/her random sample of schools. The types of schools in the Free State will, for research purposes, be divided into groups and the CES: Educational Planning will allocate a specific group to a specific researcher. Groups of schools should as far as possible be representative of urban, peri-urban, rural and deep-rural schools. The tendency of researchers to focus research mainly on Bloemfontein schools and, thereafter extrapolate their findings for Free State schools in general is discouraged.

Subdirectorate: IRRISS
Directorate: Education Development and Professional Services
Free State Department of Education
January 2003

APPENDIX C

INTERVIEW SCHEDULE

Motheo Performance Management Case Study

Name of Institution:_____

Name of Respondent:_____

Position at Institution:_____

Date of interview:_____

Time of interview:_____

Interview complete: Yes/No

INTERVIEW QUESTIONS

1. How is performance management organised in the institution?

_____

_____

_____

2. Are there priority areas in the institution e.g. annual performance reviews, staff training and development?

_____

_____

_____

3. How is the academic staff consulted and communicated with in connection with performance management?

_____

_____

_____

4. How often is the performance management of academic staff reviewed?

_____

_____

_____

5. Are learnerships of the EDTP-SETA included in performance management of academic staff?

_____

_____

_____

6. If learnerships are not included, why aren't they?

_____

_____

_____

7. If learnerships are included, how are they included?

_____

_____

_____

8. What do you regard as the strong points in the current performance management system?

_____

_____

_____

_____

9. What are the weak points in the current performance management system?

_____

_____

_____

_____

_____

APPENDIX D
QUESTIONNAIRE PARTICIPATION

UNIVERSITEIT VAN DIE VRYSTAAT
UNIVERSITY OF THE FREE STATE
YUNIVESITHI YA FREISTATA

SENTRUM VIR HOËRONDERWYSSTUDIES EN -ONTWIKKELING
CENTRE FOR HIGHER EDUCATION STUDIES AND DEVELOPMENT

26 July 2004

Dear colleague

The purpose of the attached questionnaire is to assess the opinions of academics/educational staff in connection of performance management (PM) at the Motheo FET College. This questionnaire is anonymous to afford you absolute freedom in your answers. The results of this survey will be used by Mrs Venter to obtain her master's degree in Higher and Further Education at the University of the Free State.

Thank you for participating in this survey. It should take you no longer than 20 minutes to complete the questionnaire.

You are welcome to direct any queries about the content of this questionnaire to: **Mrs H. Venter (tel. 051-4364445 or cell 0822583317)**. I would appreciate it if you could complete this questionnaire by the **4 August 2004**.

Kind regards

Dr S.M. Holtzhausen,
UFS, Supervisor

Mrs H. Venter
UFS, Student

APPENDIX E
INCENTIVE FOR QUESTIONNAIRE

Dear Respondent

Please eat the treat.
After completing my Performance Management sheet.

Thank you

APPENDIX F
QUESTIONNAIRE

	For office use only	
		1
		2-4

PERFORMANCE MANAGEMENT AT MOTHEO FET COLLEGE

This survey will assist the researcher in assessing the opinions of academic/educational staff in connection with performance management (PM). Performance management is about getting results. It is concerned with getting the best from people and helping them to achieve their potential. It is an approach to achieving a shared vision of the purpose and aims of the organisation. It is concerned with helping individuals and teams achieve their potential and recognise their role in contributing to the goals of the organisation. In this questionnaire the focus are on staff appraisal and staff development as two of the most important areas in PM.

NB: Please complete this questionnaire by <u>ENCIRCLING</u> the appropriate number, or placing a tick in a block in the shaded area, representing the answer closest to your view, or by writing your answer in the shaded space provided. If insufficient space is provided, please feel free to provide additional information on separate sheets, stapled to this questionnaire. In this event, please be sure to indicate very clearly the number of the item to which you are responding.

SECTION A: PERSONAL AND PROFESSIONAL DETAILS

While your responses to the following questions are completely anonymous, it would be very useful if you provide the personal details requested.

1. Indicate your current staff category			
1.1 Lecturer	1		
1.2 Senior lecturer	2		
1.3 Faculty Head	3		
1.4 Head of Department	4		5
2. For how many years have you been employed in your present post? (Enter the number of years.)			
2.1 0-10 years	1		
2.2 11-20 years	2		
2.3 21-30 years	3		
2.4 31 years and above	4		6

3.	Your age group category? (Encircle the applicable age cohort)		
3.1	18 to 25 years	**1**	
3.2	26 to 30 years	**2**	
3.3	31 to 35 years	**3**	
3.4	36 to 40 years	**4**	
3.5	41 to 45 years	**5**	
3.6	46 to 50 years	**6**	
3.7	51 to 55 years	**7**	
3.8	56 years or older	**8**	7
4.	What is your gender? (Encircle the number of your choice)		
4.1	Female	**1**	
4.2	Male	**2**	8
5.	What is your present post level?		
5.1	Post level 1	**1**	
5.2	Post level 2	**2**	
5.3	Post level 3	**3**	
5.4	Post level 4	**4**	9
6.	In which Faculty/Department/Division are you presently employed?		
6.1	General Studies	**1**	
6.2	Engineering	**2**	
6.3	Business Studies	**3**	
6.4	Other	**4**	10

SECTION B: GENERAL VIEW ON PERFORMANCE MANAGEMENT AND PERFORMANCE REWARD			
1. Can performance be assessed objectively? (Encircle the number of your choice). Please motivate your answer.			
1.1 Yes	**1**		
1.2 No	**2**		11
2. Comments:			
			12-13
			14-15
3. Can performance be quantified? (Encircle the number of your choice). Please motivate your answer.			
3.1 Yes	**1**		
3.2 No	**2**		16
4. Comments:			
			17-18
			19-20
5. Does the performance of the academic/educational staff significantly impact on the performance of the organisation? (Encircle the number of your choice). Please motivate your answer.			
5.1 Yes	**1**		
5.2 No	**2**		21
6. Comments:			
			22-23
			24-25
7. Would your performance be improved if you were able to discuss your actual results (against agreed goals/objectives) with your Manager / Supervisor? (Encircle the number of your choice.)			
7.1 Yes	**1**		
7.2 No	**2**		26
8. Please motivate your answer:			
			27-28
			29-30
9. Which of the following items are included in your concept of management of **performance**? (Encircle the number of your choice. You may, if appropriate, encircle more than one choice.)			
9.1 Achievement of required results	**1**		31

9.2 Acquisition of skills / competencies	**2**		32
9.3 Judgment of key behaviours	**3**		33
9.4 Decision on professional incentives (not remuneration/pay)	**4**		34
Other	**5**		35

10. If "other", please specify:

		36-37
		38-39

11. Do you believe that remuneration (pay) should be linked to performance? (Encircle the number of your choice.)

11.1 Yes	**1**		
11.2 No	**2**		40

12. Please give **one** reason only for your answer to **Question 11** above:

	41

If you chose the answer **NO** to **Question 11** above, please proceed directly to Section C on page 3.

If you chose the answer **YES** to **Question 11** above, please answer the following questions before completing Section C and D.

13. Should remuneration (pay) be linked to the performance of the individual or the team (or Group / Department / Faculty, etc.) within which the individual works, the whole organisation or a combination of these? (Encircle your choice(s). You may, if appropriate, encircle more than one choice.)

13.1 Individual	**1**		42
13.2 Team / Group / etc.	**2**		43
13.3 Whole organisation	**3**		44

14. Please give **one** reason for your answer to **Question 13** above:

		45

15. If you chose more than one answer to **Question 13** above, please indicate the weighting you attach to each of the alternatives (as a percentage):

15.1 Individual performance	**%**		46-48
15.2 Team / Group performance	**%**		49-51
15.3 Whole organisation's performance	**%**		52-54

16. Please consider the following types of performance-based remuneration (pay) for a university and then answer question 16(a).

Definitions:

"Merit increase" means an increase permanently built into basic salary, which affects retirement fund contributions and depends on performance.

"Performance bonus" means a once-off lump sum payment that actually depends on performance. It is most frequently paid annually and it does not usually affect retirement fund contributions.

"Performance allowance" is the same as a performance bonus except that it is paid out on a monthly basis. It depends on performance and it does not affect retirement fund contributions.

16(A) Which of the following item(s) is/are the most appropriate type (s) of performance-based remuneration (pay) for a university? (Encircle the number of your choice. you may, if appropriate, encircle more than one option).

16.1 Merit increase	**1**		55
16.2 Performance bonus	**2**		56
16.3 Performance allowance	**3**		57
16.4 Other ……	**4**		58
16.5 None	**5**		59

17. Comments:

		60-61
		62-63

SECTION C: EXISTING PERFORMANCE MANAGEMENT PROCESSES AT MOTHEO FET COLLEGE

Please indicate to what extent you agree or disagree with the following statements by encircling the appropriate answer number.
In terms of the scale: "1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree"

	Strongly Disagree	Disagree	Agree	Strongly agree		
1.1 I know exactly what is expected of me in my job.	**1**	**2**	**3**	**4**		64
1.2 My manager/supervisor and I agree on my goals/objectives.	**1**	**2**	**3**	**4**		65
1.3 My goals/objectives are unrealistic or unattainable.	**1**	**2**	**3**	**4**		66
1.4 I can rely on assistance from my manager/supervisor in achieving my goals/objectives.	**1**	**2**	**3**	**4**		67
1.5 I regularly (once per term) receive feedback on my performance throughout the year from my manager/supervisor.	**1**	**2**	**3**	**4**		68
1.6 My goals/objectives are measurable.	**1**	**2**	**3**	**4**		69
1.7 My manager/supervisor knows what assistance I need to achieve my goals/objectives.	**1**	**2**	**3**	**4**		70
1.8 I do not know how I am doing in my job.	**1**	**2**	**3**	**4**		71
1.9 My performance is evaluated fairly against the goals/objectives, agreed on in advance.	**1**	**2**	**3**	**4**		72
1.10 The performance appraisals are too subjective.	**1**	**2**	**3**	**4**		73
1.11 The performance management process helps me to identify opportunities for further development and personal career growth.	**1**	**2**	**3**	**4**		74
1.12 I do not see how the goals/objectives I have to reach link to the organisation's mission and strategic priorities.	**1**	**2**	**3**	**4**		75
1.13 The performance feedback I receive is accurate.	**1**	**2**	**3**	**4**		76
1.14 My managers/supervisors are strongly committed to PM.	**1**	**2**	**3**	**4**		77
1.15 My manager/supervisor is not trained to assess my performance.	**1**	**2**	**3**	**4**		78
1.16 We have clear reasons for having performance management (PM) in our institution.	**1**	**2**	**3**	**4**		79
1.17 This institution has a clear sense of direction and purpose.	**1**	**2**	**3**	**4**		80
1.18 Staff in this institution are in no doubt that performance is what matters.	**1**	**2**	**3**	**4**		81
1.19 We have a clear idea of what support PM requires.	**1**	**2**	**3**	**4**		82
1.20 The current PM process helps to improve performance.	**1**	**2**	**3**	**4**		83
1.21 Learnerships of the EDTP-SETA are included in the planning and implementation of PM for future staff.	**1**	**2**	**3**	**4**		84
Comments:						85-86
						87-88

SECTION D: STRONG AND WEAK POINTS IN PERFORMANCE MANAGEMENT

1.1 What according to you, are the strong points that you can indicate in the current performance management system for academic/educational staff of Motheo FET institution?

		89-90
		91-92
		93-94
		95-96

1.2 What according to you are the weak points in the current performance management system for academic/educational staff of Motheo FET institution?

		97-98
		99-100
		101-102
		103-104

1.3 Please recommend certain strategies/activities to correct the weak points in the performance management system for academic/educational staff of Motheo FET institution?		
		105-106
		107-108
		109-110

THE END – THANK YOU FOR YOUR PARTICIPATION

APPENDIX G
Summary of respondent views in percentage

	Strongly Disagree	Disagree	Agree	Strongly agree
1.1 I know exactly what is expected of me in my job.	1.4	8.1	43.2	32.4
	9.5		75.6	
1.2 My manager/supervisor and I agree on my goals/objectives.	5.4	17.6	44.6	32.4
	23		77	
1.3 My goals/objectives are unrealistic or unattainable.	42.3	35.2	18.3	4.2
	77.5		22.5	
1.4 I can rely on assistance from my manager/supervisor in achieving my goals/objectives.	12.5	15.3	50	22.2
	27.8		72.2	
1.5 I regularly (once per term) receive feedback on my performance throughout the year from my manager/supervisor.	35.1	35.1	21.6	8.1
	70.2		29.7	
1.6 My goals/objectives are measurable.	5.6	23.6	47.2	23.6
	29.2		70.8	
1.7 My manager/supervisor knows what assistance I need to achieve my goals/objectives.	8.5	29.6	46.5	15.5
	38.1		62	
1.8 I do not know how I am doing in my job.	35.1	44.6	16.2	4.1
	79.7		20.3	
1.9 My performance is evaluated fairly against the goals/objectives, agreed on in advance.	25.4	28.2	38	8.5
	53.6		46.5	
1.10 The performance appraisals are too subjective.	13.6	33.3	36.4	16.7
	46.9		53.1	
1.11 The performance management process helps me to identify opportunities for further development and personal career growth.	25.8	28.8	31.8	13.6
	54.6		45.4	
1.12 I do not see how the goals/objectives I have to reach link to the organisation's mission and strategic priorities.	20	38.6	21.4	20
	58.6		41.4	
1.13 The performance feedback I receive is accurate.	17.9	31.3	38.8	11.9
	49.2		50.7	
1.14 My managers/supervisors are strongly committed to PM.	25.4	31.3	31.3	11.9
	56.7		43.2	
1.15 My manager/supervisor is not trained to assess my performance.	25	37.5	18.1	19.4
	62.5		37.5	
1.16 We have clear reasons for having performance management (PM) in our institution.	20.8	26.4	31.9	20.8
	47.2		52.7	
1.17 This institution has a clear sense of direction and purpose.	25	27.8	31.9	15.3
	52.8		47.2	
1.18 Staff in this institution are in no doubt that performance is what matters.	23.2	33.3	26.1	17.4
	56.5		43.5	
1.19 We have a clear idea of what support PM requires.	24.7	37	24.7	13.7
	61.7		38.4	
1.20 The current PM process helps to improve performance.	34.2	35.6	17.8	12.3
	69.8		30.1	
1.21 Learnerships of the EDTP-SETA are included in the planning and	27.5	27.5	30.4	14

implementation of PM for future staff.	**55**	**44**