

# **MIDLANDS STATE UNIVERSITY**



**A STUDY TO INVESTIGATE CHALLENGES FACED BY TEACHERS IN THE IMPLEMENTATION OF RESULT BASED MANAGEMENT (RBM): A CASE OF WARREN PARK/ MALBEREIGN DISTRICT SCHOOLS IN HARARE METROPOLITAN PROVINCE.**

**BY**

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**A RESEARCH STUDY PRESENTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT AND LEADERSHIP IN PARTIAL FULLFILMENT OF THE REQUIREMENTS FOR THE BACHELOR OF EDUCATIONAL MANAGEMENT AND LEADERSHIP DEGREE.**

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# APPROVAL FORM

The undersigned certify that they have read, and recommend to the Midlands State University for acceptance a dissertation entitled “An investigation into the challenges faced by teachers in implementing Result Based Management (RBM): A case of Warren Park/ Malbereign District Schools in Harare Metropolitan Province” submitted by Pegie Purazeni in partial fulfilment of the requirements for the Bachelor of Education in Educational Management and Leadership.

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## **DEDICATION**

The research is dedicated to my parents Aleck and Mercy Purazeni, my better half Onayi Gunda, my son Brian, my daughter Tendeukai, my granddaughter Brianna Anashe and my daughter in law Caroline without whose sustaining love and support I would not have completed this study. I say thank you for standing by my side and giving me the needed moral support and encouragement during some of my very difficult moments.

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## **ABSTRACT**

The research study was conducted to investigate the challenges faced by teachers in the implementation of the RBM system. Every teacher has an obligation of implementing the RBM system in order to remain relevant in the education sector. However, implementing the programme is marred by a number of challenges. The purpose of the study was to investigate the challenges faced by teachers in implementing the RBM. Review of the related literature exposed that there were challenges in the implementation of the RBM system in schools. The study made use of the descriptive design in which both the quantitative and qualitative methods were used. Data was collected through a self-administered questionnaire and a structured interview. Teachers from selected schools were requested to complete questionnaires regarding their experience with the RBM system. Heads of schools were interviewed to give their views pertaining the nature of challenges faced by teachers in implementing the RBM system. There were 55 respondents comprised of 50 primary school teachers and 5 heads of schools, four questionnaires were invalid as respondents failed to return them thus ending up with 51 participants. Research findings revealed that teachers faced challenges such as lack of resources, lack of guidance from senior management and lack of knowledge and expertise in implementing the RBM system. The concerns raised by the teachers in this research over the implementation of the RBM have also been echoed by the school heads. From the findings, it can be concluded that the teachers were really facing challenges in implementing the RBM system. The study highlighted the research findings and gave suggestions on how to mitigate challenges of RBM implementation. The researcher recommended that the Ministry of Primary and Secondary Education in conjunction with the Civil Service Commission should intensify workshops so that the implementers of the RBM system are aware of the vision and mission of the program.

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## **CHAPTER 1**

### **THE PROBLEM AND ITS SETTING**

#### **1.1 INTRODUCTION**

The purpose of this study was concentrated on investigating challenges faced by teachers in the execution of Result Based Management in the education system, with specific reference to schools in Warren Park/ Mabelreign District. The RBM system has been implemented by a number of regimes and other public sectors to upgrade their service to clients such as parents, learners, policy makers and curriculum developers to name just a few (Vahamiki et al., 2011). The chapter outlined the background to the study, statement of the problem, research questions, significance of the study, delimitations, and limitations, operational definitions of terms and lastly summary.

#### **1.2 BACKGROUND TO THE STUDY**

##### **Definition of RBM**

Marie et al. (2006) describe RBM as a method which pursues to transform the manner in which organizations function, with the final objective of refining standards. Thomas (2011) concurs that RBM is a complete procedure which strives to change the way organizations and nations measure how they will have performed through planning, setting goals and targets, execution and assessment of the program. Result Based Management is well-thought-out as a modern idea that centers on appropriate and well-timed accomplishment of applicable goals through making plans, employment and marshaling of resources, progress checking, measurement and giving feedback (ibid). Simply put, RBM can be defined as a tool used for checking and gauging the performance of workers using limited resources to attain set goals.

## **Origins of RBM**

Peter Drucker is thought to be the proponent of RBM as Management by Objectives and then Program Performance Budgeting System around 1960 (Rassapan, 2007). This management method was implemented by several republics before the year 2000 making use of diverse forms and terms. For example, olden times has it that as from 1991 to 1996 the management structure concentrated on improving efficiency through the practice of client charters (agreements) and mission statements for institutions and different government departments (Matunhu, 2014). Rassapan (2007) posits that the period between 1998 and 2004 it was controlled by a fresh management system which anticipated workers to formulate goals which could be measured and performance standards as Key Result Area (KRA). The performance of employees determined promotion and salary increments. Presently, RBM has advanced into a proven and acknowledged system for improved national efficiency, usefulness and accountability. RBM system is being implemented by donor agencies globally as well as in Zimbabwe. This management system (RBM) was introduced by the Zimbabwean Government in the year 2005. Madhekeni (2012) concurs that in this country, this RBM approach started functioning in 2005, and five years later the program was launched in the department of education. This contextual information is stated in an article written by a Malaysian advisor. In Zimbabwe the RBM was introduced with the objective to enhance transparency, efficiency, accountability and effectiveness in different occupational sectors. The Government of Zimbabwe RBM programme document (2004) defined RBM intentions as a requirement to redress the challenges associated with lack of resources and enhanced delivery services that satisfy the clientele. The goals of the RBM are to optimise resource usage (Vahamiki et al., 2011), to shift or change control implements to products (outputs) (Radner, 2007), to emphasize outcomes instead of processes underlining the importance of monetary gains (Poate, 2011), proficiency and efficacy in management systems (Hatton and Schroeder, 2007). This was caused by the general populace who wailed over the deteriorating standards caused by civil servants pertaining issues like being accountable for implements given and poor services rendered.

## **Rationale for RBM in Zimbabwe**

Due to success factors in the republic of India, a number of African countries are applying this management tool and Zimbabwe is not exempted (Thomas 2011). It is against this background that the RBM program was implemented in Zimbabwe in 2005 due to some factors. The factors or aspects encompassed a lack of a scheme that managed the performance of employees, lack of a combined effort in supervision and assessment, undistinguishable duties and insufficient harmonization among agencies. According to the Government of Zimbabwe RBM Programme Document 2004, other factors included the lack of capacity development programs mechanisms for workers, insufficient connections concerning the financial procedures and processes that involve budgeting and absence of transparency in organizational policies which would improve combined performance in the system of government. The evil in the service delivery system needed an interfering in its management and this steered to the institution of the RBM system. The RBM emanated as a reaction to the demands of the countries and global sponsors who have interests in the improvement procedures who treasure improved responsibility, efficacy and outcomes (Bester 2012). When working in institutions the workforce has an obligation of “something to show” which can be achieved by means of production of noticeable outcomes that satisfy the clientele (Madhekeni, 2012). The RBM system is a fragment of struggles to increase the responsibility and transparency of implementers in the consciousness of outcomes (CIDA, 2000).

Despite the effort made by the government of Zimbabwe to improve accountability and transparency through RBM, teachers, school heads and other top management officials demonstrated ignorance of RBM. There was malicious obedience of the programme in schools. The teachers in particular were of the view that RBM was better suited in industries not in the education system and that with time, it would go just like other programmes.

I was baffled by the teachers` perspectives and ignorance because I felt if RBM is implemented well, it achieves the objectives thus I decided to undertake a research to look at the challenges faced by teachers in implementing RBM in Warren Park/ Malbereign District. Yes, some authors

like Madhikeni (2012) had written about RBM but he dwelt on the implications and context of RBM in the public sector. Therefore I decided to look at the challenges faced by teachers in implementing RBM in Warren Park/ Mabelreign District.

### **1.3 Statement of the problem**

The institution of RBM by the Zimbabwean government sparked debate among employees since it meant accountability and audit of their performance. The programme puts emphasis on outputs rather than inputs. The teachers and other employees in the education sector have to produce tangible results upon completion of each programme phase so as to continue relevant in the Education system. The program was adopted in the Education system in 2010 to enhance accountability and to emphasize outcomes rather than procedures. However, the feasibility of its implementation and monitoring to ensure service delivery was worth scrutiny. This contextual information prompted the researcher to investigate on obstacles that teachers encounter when implementing RBM.

### **1.4 Main research question**

What are the challenges faced by teachers in implementing the Result Based Management in Warren Park/ Mabelreign District?

#### **Sub questions**

- ❖ What are teachers` understanding of RBM in relation to teaching?
- ❖ How do teachers understand results in RBM?
- ❖ What problems are met by teachers in implementing RBM?
- ❖ How can RBM be improved for it to work in schools?

## **1.5 Aim of the study**

The aim of this research was to identify the difficulties encountered by the educators in implementing Result Based Management system and provide possible solutions to these challenges.

## **1.6 Objectives of the Study**

- ❖ To outline teacher perceptions of RBM in relation to teaching.
- ❖ To expose how teachers` understanding of results in RBM.
- ❖ To reveal challenges met by teachers in implementing RBM.
- ❖ To expose ways of mitigating challenges of RBM implementation.

## **1.7 Significance of the study**

- ❖ The results of the research study provided information that could be useful to the policy makers, curriculum planners, tertiary institutions, teachers and the researcher with greater insight of the challenges faced by teachers in implementing RBM. The collected information might help the policy makers and educational planners on ways and strategies of improving implementation of RBM.
- ❖ The findings revealed the challenges faced by current teachers in implementing RBM in Warren Park/ Mabelreign District. This information is important for planning and performing effective implementation of program reforms in the department of education.
- ❖ The study findings as well as recommendations derived from this research could trigger the teachers and other education staff to reflect their attitudes towards RBM.
- ❖ Moreover, the findings of this study might serve as a resource for future studies adding to the world of knowledge.

- ❖ This study was a benefit to the researcher since the study fulfilled the requirements of the degree program she was pursuing. She also benefited acquiring of knowledge she could employ to accomplish her studies in addition to pursuing other academic studies. In addition, the research helped the researcher to have a deeper understanding on RBM and its implementation realities in the school sector.
  
- ❖ Lastly, but not least, the study might cause the school and the teachers to rethink the value of RBM in schools.

### **1.8 Assumptions of the study**

- ❖ Teachers were aware of the existence of RBM.
- ❖ Teachers had limited knowledge about RBM.
- ❖ Teachers were to accept the research.
- ❖ The teachers were not staff developed on RBM.
- ❖ There were no adequate resource materials for the implementation of RBM.

### **1.9 Limitations**

The study needed a lot of time since the researcher had to move from one school to the other yet the researcher is employed full time. The researcher therefore applied for time off duty to enable her to make necessary movements.

Power cuts experienced in Dzivaresekwa could have slowed down the study since the researcher worked with electric gadgets such as a laptop, a printer and phones which required constant supply of electricity. So during power cuts, the researcher accessed power from the generator at the local clinic within the 2PG camp where she resides.

Attitudes of the respondents could have compromised the research in that these members might not have cooperated or could have decided to give false or misleading information if they thought the study would tarnish their image or that of their school. To curb this, the researcher explained that the findings were private and confidential and that none would be victimized, this gave them confidence.

### **1.10 Delimitations**

The study confined to teaching staff and school heads. The study delimited itself to identifying the challenges teachers face in implementing RBM in primary schools. Although there were many schools within Warren Park Mabelreign District, only a few sampled were involved in the study.

### **1.11 Operational definition of terms**

#### **Result Based Management**

RBM can be defined as a tool used for checking and gauging the performance of workers using limited resources to attain set goals. Thomas (2011) concurs that RBM is a complete procedure which strives to change the way organizations and nations measure how they will have performed through planning, setting goals and targets, execution and assessment of the program.

#### **Inputs**

Inputs in RBM refers to various resources that are required for its successful implementation. Spreckley (2011) describes them as implements dedicated to RBM undertakings and these may include finances, equipment and personnel.

#### **Outputs**

According to UNESCO (2011), outputs are concrete or intangible products emanating from ran interventions. School outputs therefore are products and services provided that are understood after the accomplishment of tasks or interventions such as number of training workshops conducted for the teaching staff indicating evidence that an action has been done.

### **Outcomes**

According to Wimbush (2009), outcomes denote what is finally achieved by an intervention, as different from its outputs which communicate to more direct or instant objectives. Mutually, outcomes portray changes in behavior of organizational capacities.

### **Results**

Results can be explained as changes in condition as a result of cause and effect correlation. According to Spreckley (2011), outcomes refer to effects of conduct or behavior change emanating from stakeholders exploiting outputs.

## **1.12 Summary**

This first chapter described the research background, statement of the problem, sub problems, significance, objectives and scope of the study as well as definition of key words. Chapter two will center on literature review that solicit the four sub research questions.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

#### **2.1 INTRODUCTION**

In this chapter, the research centers on review of literature on RBM implementation. Review of the literature was based on four sub questions namely, what are teachers` understanding of RBM in relation to teaching? How do teachers understand results in RBM? What problems are met by teachers in implementing RBM? How can RBM be improved for it to work in schools? These questions were used as subtopics respectively.

#### **2.2 How do teachers conceptualise RBM? (Conceptualisation)**

Empirical investigations by various researchers identified the aspects disturbing the execution of RBM throughout the countries (Bester, 2007). The rise in concern over challenges disturbing employment of RBM by literature shows a necessity for states, schools and implementers scrutiny for effective execution of the program. Brunnetto and Wharton (2008) identified workforce`s views and attitude as hindering effective RBM implementation. Sharing the same sentiments, Smith (2005) posits that workers` views and conduct affected the execution of an assessment tool like RBM. What are teachers` perception of RBM in relation to teaching? Berg (2006) asserts that workers at the bottom and high level administrators had diverse RBM perceptions. According to Hatton and Schroder 2007, the civil servants have not received or accepted this management tool being of the view that this administration intervention will fail like other national programs. On the other hand, Common (2011) asserts that in developing nations, government workers perceive RBM as a foreign management tool and they showed dislike seeing it as unsuitable or irrelevant.

World Bank (2011) posits that the majority of heads and teaching staff had adverse opinions on RBM, perhaps owing to the manner in which it was presented, that is from high offices to low level workers, a lot of work load it gotten, absence of motivation in the form of incentives, training and support and its alleged insignificance. This clearly chains findings which revealed that teaching staff had adverse attitudes concerning the employment of RBM in the teaching sector due to a number of factors which hamper successful implementation. Not only teachers had this mentality, there were also some authors who were against implementation of RBM system in developing countries such as Zimbabwe. One such author, Derek (2007) criticized the management intervention as useless to both civic and private organizations of several republics. The study by Dereck revealed that RBM execution achieved to increase expenses to the poor nations and to make matters worse, there were no noticeable substantial outcomes. Madhekeni (2012) posits that despite the fact that the majority of public workers were made aware of the existence of RBM concept, a sensation that it was “someone else’s business” was evident. On the other hand, Gabbler (2007) pointed out that the viewpoints of the management tool had not transformed the philosophies of the civic in the third world nations where “business as usual approach” was still experienced. The statement is in agreement with what was obtaining in schools during the study, employees, particularly teachers were not taking RBM seriously as they maintained the status quo. RBM reviews also submitted that the employees were implementing it out of fear of victimization. The notion is supported by Vähämäki (2017) who asserts that RBM reforms first led to staff opposing and challenging it but then to submission and silence, because of fear of consequences.

### **2.3 How do teachers understand results in RBM?**

According to Poate 2011, the organization`s capability of generating a tradition that is dedicated on outcomes influences effective execution of the program. One of the challenges encountered during execution of RBM was absence of familiarity as well as proficiency amongst employees. Mayne (2007) on the other hand asserts that effective execution is reliant on administrators as well as the teaching team having the required body of knowledge as well as capabilities to improve and apply the management tool in own organizations and this appraisal method needs cooperation and unity among implementers, above all, they have to be acquainted with justifications for employing

the program. It was sad to note that teachers did not understand results in the RBM system. Results were taken to mean charts, completed schemes of work, number of lessons delivered and other procedures that are done during curriculum implementation. So these completed tasks were mistakenly taken as results. Understanding results in RBM is a prerequisite for employees for them to effectively implement it. Spreckley (2011) postulate that the intervention aids to shift attention from centering on implements as well as procedures to products or outcomes which are results. In this regard, the employer (Government) has the mandate to give better services to implementers by looking at results and not activities. According to Munyaradzi (2012), benefits of concentrating on production of results comprise improved operation of the program, enhanced sharing of information, enhancement of competences, added genuine programs and beneficial assessment outcomes. The objective of any activity or program in an organization like school is to produce results that satisfy its clients. Melamed (2011) posits that the demand for tangible results in companies and institutions such as schools has been acceptable as an instrument to enhance the manner in which they discharge their duties upon understanding that there was no other approach that businesses could engage to be effective in their field of work. "If it's not results then what?" Melamed (2011) questions, this stresses the need for schools to measure the results of an intervention.

The management approach appeals to the government ministries to put emphasis on concrete outcomes as well as outlining program layout, consumers and requirements and uphold consistent examination and have a point of referencing to move programme and improvement (Hatton and Schroeder, 2007). At the preliminary stage of planning, the RBM ensures there are vital and efficient approaches to achieve results projected. ILO (2011) urges members of the public, workforce as well as administrators to express outcomes as change anticipated. In support of the above notion, UNESCO (2011) emphasizes that results ought to show an improvement all round instead of procedures only. The above sentiments are of the notion that teachers have the obligation to indicate measurable objectives that produce anticipated results in their work plans.

## **2.4 What problems are met by teachers in implementing RBM?**

A review by Radnor and McGuire (2004) hypothesize the execution of the program as a mammoth assignment as nations were encountering problems to make the management tool feasible. The problems being encountered during the execution steered people to question its applicability (Hatton and Schroder 2007). Literature on assessment of progress also acknowledges the existence of impediments during execution of tools like RBM (Armstrong 2012). One of the challenges faced in implementing RBM was absence of expertise in monitoring of the program by heads in schools and other top administrators in the education system who were supposed to be on the lead. The policy was a top down approach, teachers as well as heads were not part of its formulation so this contributed to lack of understanding. So the major challenge experienced was that most of the teachers were not aware of the aims of the RBM, how it worked and what they were expected to do. Perrin (2006) opines that handling RBM prospects are paramount to effective implementation of the program. Unrealistic anticipations that the RBM can achieve in teaching profession is a guarantee to weaken the inventiveness (Mayne 2007). For educators, they lacked guidance and sufficient information about the program from the superiors (top management). In support of the above notion, Mavhiki *et al.* (2013) postulates that absence of obligation by holders of higher offices in the teaching field adversely influence RBM execution. The consultants could show obligation for example, by providing resources precisely for the program as well as monitoring the implementation through supervisions. However, these senior authorities were facing the same fate as teachers of RBM ignorance so could not guide them on something that they did not understand themselves. According to Madhekeni (2012), RBM is punctuated with unsophisticated managerial and procedural incompetence which are the main limitations to effective implementation of the program.

The other challenge identified was resource constraints. Experiences of various jurisdictions showed that a wide range of resources were needed if implementation of the management system was to be efficient and effective. In support of the above notion, Bennendijk (2000) argued that successful RBM execution had been adversely influenced by insufficient implements in several nations which could lead the system to flop during initial phases afore realization of aims. With similar observation, Ole (2001) admitted that policy reforms were crippled by resource scarcities.

Implementation of the system becomes a challenge where there are no resources specifically allocated for the implementation of RBM. Literature reviewed revealed that RBM had purely succeeded in republics with better-quality implements and where training is given preference (Madhekani 2012). Sharing the same sentiments, Muir (2010) purports that there was in common absence or shortage of adequate finance for the program (RBM). Due to shortage of finance, RBM training workshops failed to be implemented completely, therefore, training workshops were restricted mostly to higher office bearers (Madhekani, 2012). The above statements support that teachers were not being adequately trained on RBM system due to financial resource constraints facing the nation.

## **2.5 What strategies can be employed to enhance implementation of RBM?**

Most of the teachers were not aware of the objectives of the RBM, how it worked and what they were expected to do. Perrin (2006) opines that handling RBM prospects are paramount to effective implementation of the program. Unrealistic anticipations that the RBM can achieve in teaching profession is a guarantee to weaken the inventiveness (Mayne 2007). In agreement, Curristine *et al.* (2006) argue that it is imperative to handle prospects at the initial stage in connection with duration of the program to yield tangible outcomes. Supervisors are expected to be the front runners of planning and handling supervisee potentials, for example, generating manageable however stimulating and achievable RBM anticipations. Institutions, district education officers and other higher educational officials have the obligation to clearly outline RBM expectancies and converse them to employees.

The supervisors in the school and top management have the mandate to demonstrate interest, knowledge and support in the implementation of RBM for it to be effective. Therefore, proficiency is a prerequisite for managers (Mayne, 2007). According to Perrin (2002), for effective execution of the program, states like Malaysia took a giant step in ensuring that all the implementers received adequate training. On the other hand, Batool and Batool (2012) claim that the main goal of equipping workforce with knowledge and skills is to enhance their capabilities so as to be able to tackle any mishap during implementation and empower implementers to execute their duties

comfortably. For successful implementation of RBM, it was imperative to train both the supervisors and the supervisee as there was a necessity to acquire information as well as appreciative of program by both implementers. Perrin (2002) contends that without capacity building in RBM, the approach is destined to failure. Sharing the same view, Binnendijk (2000) asserts that to institute supportable plus successful RBM, workforce ought to be exposed to “reengineering” training, procedural support, complementary supervision and implements, among other requirements. Hence, effective execution and support of RBM is reliant on supervisors as well as other implementers of the program having the essential knowledge, skills and capabilities (Wimbush, 2009). In support, Col *et al.* (2006) assert that intensification of RBM training is vital in organizations to enable administrators as well as workforce to know the kind of responsibilities involved and to learn from similar mistakes encountered globally.

There was also a suggestion to propose that giving motivation in any form influences persons to adjust their conduct as well as aiding sharing of information which is imperative to the institutions (World Bank 2011). Sharing the same view, Mayne (2007) posits that incentives in a school lead to desired behavior change. When teachers are not motivated, implementation of RBM is unlikely to yield the expected results. So for successful execution of the program, it’s the supervisor and the employer’s responsibility to motivate the teachers by providing incentives. In concurrence, Mayne (2007) asserts that incentives should be given to deserving members. According to the World Bank (2011), incentives can be employed to influence organizational and individual performance. When incentivizing teachers, the heads of schools and other stakeholders should ensure that the incentives are given in line with outcomes. Mayne (2007) opines that to improve and sustain RBM in a school, teaching staff and other implementers of the program ought to be incentivized according to vital aspects of the program which encompasses development, execution, responsibility and assessment.

Literature had it that most teachers lacked understanding of results in RBM. To mitigate the challenge, the schools and the employer have to clearly outline the objectives of the program. Therefore, institutions require to generate and settle strategies for producing desirable outcomes delineating the goals currently pursued as well as mechanisms for mobilizing implements that is financial,

material as well as human resources including procedures involved to accomplish the mission (Wimbush, 2009). The management in an organization ought to outline the significance for RBM as well as duties for the different stakeholders involved in RBM (Mayne, 2007). This implies that for effective implementation of RBM all the stakeholders have to be involved, participating and suggesting strategies for producing the intended outcomes. In support of the above claim, Hull (2013) posits that the involvement of significant key implementers in development and execution of program remains of paramount importance, guaranteeing a perfect standard for assessing employee production at the same time as achieving a buy-in in the process. In agreement, Kendall (2011) postulates that to improve execution of programs in teaching, it calls for open door policy where the climate is conducive.

The mindset of teachers also ought to be changed for successful implementation of the system. Hamilton (2010) postulates that if management cannot prepare the workforce adequately, it becomes problematic to improve, institutionalize and execute a successful RBM program. In support of this view, Queensland Government (2013) postulates that the chief drive of change management is to protect an obligation to the transformation plus to make certain that the teaching staff's conduct and competences solicit with the adjustment. To achieve this, teachers' perceptions of the RBM system could be transformed through interventions such as intensive training.

## **2.6 Summary**

The researcher reviewed literature using textbooks, journals and other published papers on Result Based Management. Literature review examined teachers' understanding of RBM, teachers' understanding of results in RBM, challenges faced by teachers in RBM implementation and ways of improving RBM implementation. Literature showed that many writers had established almost the same challenges in RBM implementation. The next chapter will dwell on study methodology.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter will focus on the methodology employed in the investigation. Areas looked at were arranged as follows: research design, population, data generation techniques, data collection procedures, validity and reliability, ethical considerations, data management and data analysis and presentation.

#### **3.2 Research design**

Cresswell (2014) postulates that a research design is an intentionally planned organization of settings for analysis as well as gathering of facts in a way which seeks to incorporate applicability to the objectives of the study. The research design embraces the general strategies for gathering information so as to find solutions to the study enquiries or hypotheses (Cohen et al., 2011). The research design ought to include concerns like outlining the participants, source of data, procedures and instruments for capturing information (ibid). The design encompasses, endorsing information, order, analyzing era as well as the technique employed in the research. Research is a procedure in which an investigator attempts to achieve systematically through the assistance of facts, answers queries and strategies for mitigating the challenges (Chiromo, 2009). Cohen et al. (2011) describe a research design as a strategy that provides data in what way the study ought to be executed. To undertake the study, the investigator used descriptive survey strategy.

A descriptive survey encompasses generating alternatives which are steered by the investigator's hypothesis, admission and before consideration (McMillan and Schumacher, 2010). Descriptive survey method was chosen and employed in the research since it gave ample period to clarify the investigation problem as it is a crucial worry for the study. This descriptive survey method aids the investigator to identify topics for other studies (McMillan and Schumacher, 2010).

### **3.3 Population**

Fraenkel and Wallen (2003) view population as a collection of persons of concern to which the investigator intends to generalize outcomes of research. Denscombe (2014) posits that population consist of all persons or objects with the properties a researcher desires to know. Punch (2011) concurs that population is a big group of individuals or objects directed by the study. In this study, the population consisted of all primary school heads and teachers in Warren/Park Malbereign District.

### **3.4 Sample and sampling techniques**

In Warren/ Park Mabelreign District, there were many schools so the researcher did not include the entire population in the study since it is dear and takes time hence the cause for investigators to depend on sample. According to Punch (2011), a sample refers to the elements within the population from whom data is actually gathered and generalizations made, based on this subject of the whole aggregate. In this investigation the sample represented the entire district on all features. The researcher gathered data from the selected participants of the population, the data obtained represented all the people concerned in Warren Park/ Malbereign District. There are various selection methods that can be employed to choose respondents. The investigator utilized simple random sampling technique for choosing schools and teachers then purposive sampling technique for heads. Springer (2010) asserts that simple random sampling is a procedure in which every person belonging to the main group has the same and autonomous opportunity of being chosen to take part in the research. The investigator utilized simple random sampling method since it is does not allow favoritism. On simple random sampling technique, the investigator employed the hat method where she placed papers written in or out then asked teachers to take one paper

from the hat. The teachers who picked a paper written in were selected to participate in the research study. Purposive sampling is a method in which the investigator banks on her decision when selecting respondents in the study (Check and Schutt, 2012). The researcher chose heads of schools by means of purposive sampling method under the guidance of the District Education Officer who knew experienced heads of schools. In this research study, the sample size comprised five school heads and fifty teachers.

### **3.5 Data collection instruments**

An instrument in research is an implement planned to quantify the variables, features, info desired frequently behavioral or mental characteristics (Pierce, 2009). The scholar utilized a questionnaire and a structured interview to collect data for the study.

#### **3.5.1 Questionnaires**

Maddon (2000), explains a questionnaire as a statement which comprises a chain of enquiries which the participants answer by completing it for the investigator to get facts for the research. This implies that a questionnaire can be defined as a method employed to gather data from participants. It contains a number of questions listed on a piece of paper to be answered and the responses are considered as data. Cohen et al. (2011) posit that there are two types of questionnaires which are closed and open ended. Open ended questions facilitated the participants to freely express their emotional state. The advantages of this instrument are that it is cost-effective since it enables investigators to obtain data from a huge collection of persons at a go. This instrument is as well neutral as participants could answer it having no prejudice (Denscombe, 2014). On the other hand, Maddon (2000) asserts that the instrument is free from vagueness, if the principles of clarity in addition to accurateness are considered while gathering information. The other advantage of a questionnaire is for its anonymity, Nachmias and Nachmias (2008) postulate that respondents do not inscribe identification marks and this guarantees genuine responses since respondents would be aware of their anonymity. In this research study, questionnaires were answered individually, this allowed participants the opportunity to give own opinion and this lessened chances of bias as might be the case in group work where participants can influence each

other. In this research, the investigator employed both open and closed ended questions which enabled gathering of quantitative as well as qualitative data (Cohen et al., 2011).

On the negative side, questionnaires have demerits. According to Frazer and Lawley (2000), questionnaires are disputed to be insufficient to gather some forms crucial of information that is, change of emotions and behavior. This means there is no likelihood of finding data on the participant`s variables such as attitude and appearance through observations. To minimize this weakness, the researcher designed the questions in a manner that enabled participants to express their feelings. In support of the above notion, Gibson (2006) posits that researchers could include questions that instruct respondents to describe their feelings by choosing one answer from a five point scale for each of the endorsed emotional terms.

### **3.5.2 Interviews**

An interview is an oral illustration of the list of questions that are planned ahead (Chiromo, 2009). On the other hand Cresswell (2014) asserts that an interview is an organized way of talking and listening to individuals and is a form of data gathering through conversations whereby the investigator or the interviewer will be asking questions directed to the interviewee so as to get data on the study at hand. There are two types of interview guides, one has structured and the other unstructured questions. According to Leedy and Ormrod (2010) a structured interview guide is an instrument that only permits set questions on the list during the session. This gives the researcher the opportunity to track on certain facts as they progress and for further probing for additional data. An unstructured interview guide is a tool that gives an allowance for making additional enquiries and room for answering them (Leedy and Ormrod, 2010). Sharing the same sentiments, McMillan and Schumacher (2010) opine that the investigator could enquire for more information and views since the interview permits flexibility in terms of conversation. Maddon (2000) supports the use of interviews when he asserts that they provide immediate feedback and they also give room for the researcher to have a dialogue with the interviewees face to face. Frazer and Lawley (2000) postulate that the response rate in an interview is higher than in any data collection method. Interviews unlike questionnaires give instant responses. In addition, interviews are used to find

clear explanations on participants' views. In support of the above claim, McMillan and Schumacher (2010) say that interviews give room to the researcher to get clear explanations about what the participants think.

However, interviews have their own disadvantages. Chief among them was highlighted by Cohen and Morrison (2011) who pointed out that structured interviews restrict responses and data gathered may not be dependable if there are errors in the manner in which questions are asked or understood by interviewees. This compelled the researcher to clarify the aim of the research study in a simple and honest manner. In this research, the interviewer gave assurance of confidentiality and anonymity to all the respondents to gain their trust.

### **3.6 Data collection procedures**

Cresswell (2012), revealed that data collection procedures refer to how the primary and secondary data collection tools such as questionnaires and interviews are to be distributed. The researcher first got a clearance letter from her college. Then the investigator proceeded to ask for permission to gather data in her district Warren/Park Malbereign. The researcher distributed the questionnaires physically to the participants. Before distributing them, the researcher first contacted the responsible authorities to ask for permission to include their schools and staff in the research study. In support, Robson (2011) postulates that it will be essential for the researcher to get agreement of participation from an organization so as to gain entrance to projected respondents.

The steps for delivery and collection of questionnaires followed by the investigator in during investigation are listed below as outlined by Cohen et al. (2011);

Firstly, the researcher ensured that all instruments were in print and collection container was prepared. When materials were up to scratch, the researcher contacted the participants by internal post and mobile phone advising them to be present at a meeting. The conference was held at lunch time to protect instructional time. At the meeting, the researcher gave out the instruments to every participant. The covering letter stated the time and date when the questionnaire was expected to be collected. The researcher then compiled a list of those she gave the questionnaires to enable

follow ups. The researcher introduced the instrument and stressed that information supplied would be anonymous and confidential. Supporting the above notion, Nachmias and Nachmias (2008) purport that privacy, anonymity and confidentiality of the participants should be given due consideration. After the meeting, the researcher ensured that all the respondents placed their answered papers in the container before leaving. At that point the researcher thanked all the participants and the school for their cooperation in the study.

On the issue of interviews, the researcher made separate appointments with the five school heads. The interviews were done at their respective places in the spacious, free and quiet rooms they provided. Each interview took about 30 minutes. The researcher asked questions that were on the interview schedule that were related to the research questions. McMillan and Schumacher (2010) assert that the printed questions in the guide would be enquired verbally precisely in the similar order as well as phrasing probing questions where there is need. Before conducting the interview, the researcher first asked for permission from the interviewees to tape record the interview proceedings. Assurance of confidentiality was given to all interviewees. After recording the interview, the interviewer transcribed the data and then gave it to the participants to read through to authenticate the information. When all the procedures were done as well as the instruments were in place, the investigator secured everything for the next process.

### **3.7 Reliability and Validity Issues**

#### **3.7.1 Reliability**

For reliability, each data collecting tool has to consistently measure the aspects for which it was intended. Leedy and Ormrod (2010) concur that the dependability of questionnaires and interviews lies in their capability to constantly produce similar outcomes under similar settings. . On the other hand, Beins (2013) posits that consistency is a matter of whether a specific approach, if used again and again to the identical item, would obtain similar outcomes time and again. In this study, the researcher chose the questionnaire and interview guide for their accuracy in collecting data.

To ensure reliability, the researcher pretested both the questionnaire and the interview guide by carrying out a pilot study with the teachers at her workplace who were not part of the study before the investigation. According to Twycross (2015), the motive for conducting pilot studies is to improve and test the feasibility, duration, cost and adverse procedures of research instruments such as questionnaires and interview guides used in this study. So a pretest was conducted to check if all the questions in the instruments were clear and if there were any omissions. Pilot study helped the researcher to note errors to do with vagueness, applicability or difficulty in the language and attended to them timeously.

### **3.7.2 Validity**

Robson (2011) posits that validity of a questionnaire, interview or any tool judges the degree to which the tool measures what it is intended to measure. This implies that validity entails research conclusions accurately denote the fact the researcher purport to measure. So it requires research instruments that is the questionnaire and interview guide used in this research study to properly measure the conceptions under the study (Pallant, 2011). Heale and Twycross (2015) concur that the word validity denotes the extent to which an experimental measure sufficiently mirrors the actual sense of the conceptions in deliberation. Nichmias and Nichmias (2008) identify various forms of validity but the researcher looked at two which deserve mention in this study namely, content validity and construct validity as follows:

- ❖ Content validity denotes the correctness of the data collecting tool indicating the degree to which it measures the aspects or situations under investigation, which is the content being studied. In this study, the content validity was influenced by the manner in which the questions in the questionnaire and interview guide addressed the objectives of the study. To enhance content validity the researcher ensured that the questionnaire and interview guide included adequate set of items that were in line with the research questions. The more the measure objects portray the sphere of the phenomenon being measured, the higher the content validity (Robson, 2011). The researcher verified content validity by conducting a literature review to define

which content should be included and by asking specialists to assess the instruments (interview guide and questionnaire) representativeness of the content (Pallant, 2011). The questionnaire and the interview guide were piloted at the researcher`s workplace to establish if the instruments measured what they were intended to measure. This gave the researcher an opportunity to make amendments on the instruments where possible.

- ❖ Construct validity- this denotes the degree to which the measurement method is related to philosophy in the field or in other correlated theories (Babbie, 2010). When such relations can be established, the tool is said to have construct validity. The researcher made sure the interview guide and questionnaire items had a link to the theoretical components of the research topic. Pretests of the instruments were done to ensure construct validity.

### **3.8 Ethical Considerations**

In research, ethics are essential since they manage the behavior of an individual conducting the research. Denscombe (2014) purports that research ethics can be described as demonstrating what is morally and legally tolerable when doing research. The respondents` privacy, confidentiality as well as anonymity were regarded crucial in this research (Johnson and Christensen, 2012) owing to their capability of guaranteeing great info confession (Creswell, 2012). The research study involved humans so personal data was considered the participant`s right and dignity so the researcher respected them. During the launching of the study, the researcher followed the principles below:

#### **Getting approval**

The researcher sought permission to carry out research from the Ministry of Education for Harare Metropolitan Region. The investigator commenced gathering information after seeking consent from the District Education Office of Warren/Park Malbereign since the schools used for research were in this district. Robson (2011) postulates that it will be necessary for the researcher to obtain consent from an organization so as to get entrance to the projected respondents. On each school selected for the study, the researcher first asked for consent from the school heads.

### **3.8.1 Getting consent from participants**

The researcher obtained approval from participants to engage them in the research study since they had the right to give consent, refuse or withdraw to participate. After getting consent, it was imperative for the researcher to keep the information supplied private and confidential. Jensen (2000) support the above notion saying the privacy, anonymity and confidentiality of the participants and information must be given due consideration.

#### **Privacy**

Privacy entails that an individual has the right to concede or refuse to be engaged in the investigation which seeks their private affairs (Cohen et al., 2011). In this regard, the investigator had the obligation to inform participants of their rights to agree or refuse to take part in the study. McMillan and Schumacher (2010) concur that the participants reserve the right to pull out of the research at whatever time even when the study is still going without penalties. If the researcher aims to probe more into the private affair of the participants, intentions should be clearly delineated, for example, the aims, goals, duration and risks of the study and informed consent should be sought (Cohen et al., 2011). The participants who chose to be engaged in the study were given a form to sign along with the signature of the researcher to indicate evidence of informed consent.

#### **Anonymity**

Anonymity denotes that the data from the respondents ought not to depict who they are. In this research the participants were considered anonymous. Thus, the respondent`s questionnaire had no identifying personal marks such as name of the school or respondent, address, telephone numbers ,occupational details or coding symbols. To safeguard privacy, the investigator made certain that the locations as well as respondents were not recognizable by coding forenames and locations.

However, face to face conversation could not guarantee secrecy. The only way out was for the researcher to promise confidentiality which she religiously fulfilled.

## **Confidentiality**

Johnson and Christensen (2012) emphasize the requirement for confidentiality of respondents' personalities, and breaking of confidentiality ought to be done through approval of the concerned parties. The researcher knew who had supplied the data and was able to detect respondents from the given data, so she took it upon herself to protect the shared secret. The researcher was obliged to make her position clear explaining clearly to the participants the significance and restrictions of confidentiality in connection with the research. Hence the confidentiality of respondents was preserved through use of numbers and letters representing their actual personalities. According to Nachmias and Nachimias (2008), confidentiality could be secured through attaining signed consent letters specifying non revelation of the study findings, limiting entrance to information that expose participants before any disclosure takes place.

## **Reporting**

In reporting results, the researcher ensured transparency and accountability. The researcher guaranteed accuracy in data gathering through member checking which was employed to allow respondents an opportunity to provide other clarifications, look out for the correctness of the research (Loh, 2013) as well as improve the credibility of the research (Johnson & Christensen 2012). Participants were given transcribed interviews for them to approve whether the information recorded matched with what they supplied (Johnson and Christensen, 2012). When reporting, it is important for investigators to respect the privacy as well as protecting confidential information gained from the respondents. Humiliation as well as damage might manifest from dissemination of information that evidently pin points to a specific person (Robson 2011). The researcher therefore was careful to safeguard respondents engaged in this study.

### **3.9 Data Management**

Data management is described as a managerial procedure which comprises obtaining, authenticating, keeping, guarding as well as processing vital information to guarantee the ease of access, consistency and aptness of the information for its employers (Cohen and Morrison, 2011). In qualitative research, data collected through an interview can be recorded through various ways namely, field notes, transcripts or tape recordings (Cresswell, 2012). In this research, a tape player was employed to capture the conversation reports. The tape recorder was chosen by the researcher because it records and stores correct and fairly comprehensive accounts of dialogues concerning the interviewer and the interviewee (McMillan & Schumacher 2010).

Punch (2011) asserts that data security is critical to safeguarding confidential information respecting privacy of respondents and conforming to applicable procedures and requirements. To ensure security of participants' information, the researcher made sure that all folders of the research instruments that is questionnaires and interview transcriptions were kept using fake (pseudo names) to protect the actual identities of participants. Soft copies were stored in memory sticks and CDs. Data in paper, meaning hard copies (data files) and in electronic form were stored tightly in a secure and locked file cupboards in a protected office block. Use of passwords and pins were utilized by the researcher on electronic devices such as laptops and phones to limit unauthorized access to information.

### **3.10 Data Analysis and Presentation**

According to Beins (2013), data presentation and analysis encompasses the ordering and structuring of data in order to produce knowledge. The study employed the quantitative methodology on data gathered from structured questionnaires and qualitative methodology on data obtained from structured interviews.

According to Cresswell (2014), quantitative is about attempting to measure items in line with to what extend or amount. Quantitative approaches seeks to compute information and make a sweeping statement of findings from a subset of the population in question. The quantitative

methods compute the frequency of a number of opinions and attitudes in a selected sample for example or aggregate results (ibid). The quantitative methodology was chosen because it enabled the research's findings to be generalized to other schools in Warren Park/ Mabelreign District (Cresswell, 2014). Descriptive statistics were used to analyse the data. According to Pallant (2011), facts ought to be presented in description form, meaning proceedings to be told as they occur. Graphical summary was used to present the gathered data from questionnaires. Pallant (2011) asserts that tables as well as diagrams are employed to support enhanced clarity, as well as to give room for interpreting data at a glance. Once data was collected, the researcher checked for mistakes and anomalies and then she presented it tallying with the research questions. Responses from the participants were analysed critically by counting answers of each question from the questionnaire using the tallying method. After that the researcher presented the data through tabulation, calculations of percentages and graphs.

Qualitative is about the class of data and the approaches try to get an insight of the fundamental motives and inspirations for activities and find out by what means individuals construe their knowledge and the sphere all over the them (Cresswell, 2014). In the study, the researcher was the instrument or tool for collecting interview data from heads of schools. According to Cresswell (2012), qualitative survey information could be examined through comparing the occurrence of answers to every question on the investigation paper. The researcher did it physically by means of a frequency table that she put on the excel spread sheet to examine descriptive statistics. Nominal data measurement scale was used. Data collected was classified into categories and codes were assigned for differentiation for labelling purposes (Pallant, 2011). These codes were of equal weighting. A table was used to present data showing school heads' responses on the interview questions.

### **3.11 Summary**

This chapter has put focus on the methodology employed in this investigation. Issues looked at included the research design, instruments, population and sampling procedures, data generation techniques, generation procedures, ethical considerations, reliability and validity issues among others. The next chapter will focus on data presentation, data analysis and data interpretation. Data is presented and analysed in the next chapter so that interpretations can be made.

## CHAPTER 4

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 INTRODUCTION

This chapter focused on the presentation, analysis and interpretation of research findings (gathered data). The aim of the research was to explore difficulties encountered by the teaching staff in implementing Result Based Management.

It was hypothesized that the difficulties encountered by educators in executing Result Based Management was due to limited knowledge and expertise, lack of commitment by senior management, lack of motivation and inadequate resource materials for the implementation of RBM. It was this contextual information that prompted the research to explore and expose difficulties met when implementing RBM system. The chapter shall begin by giving the attributes of respondents first, followed by data analysis based on teachers` understanding of RBM in relation to teaching, teachers` understanding of results in RBM, problems met by teachers in implementing the RBM and lastly, suggestions on measures that can be employed for RBM to work in schools. Data analysis was centered on the aims of the research indicated below:

- ❖ To outline teacher understanding of RBM in relation to teaching.
- ❖ To expose how teachers` understanding of results in RBM.
- ❖ To reveal challenges met by teachers in implementing RBM.
- ❖ To expose ways of mitigating challenges of RBM implementation.

Data was presented as follows:

Section A will present, analyse and interpret information on attributes of participants.

Section B will present, analyse and interpret information on teacher perceptions on RBM in relation to teaching.

Section C will present, analyse and interpret information on teachers` understanding of results in RBM.

Section D will present, analyse and interpret information on challenges met by teachers in implementing RBM.

Section E will present, analyse and interpret information on ways of mitigating challenges of RBM implementation.

Once the research data has been collected, the researcher next processes the data, analyses the results, carefully interprets the findings and finally writes the report study (Creswell, 2014). An analysis of the responses taken from the sample of teachers and heads of schools was put together to enhance meaning and clarity to the data. The findings of the research were outlined at this stage by way of crucial diagrams and tables. The analysis centered on the supposition that the participants supplied their truthful response to questions asked.

#### 4.2 RESPONSE RATE

Category of Respondents	Number of	Respondents	% Response rate
	<u>Target</u>	<u>Actual</u>	
Teachers	50	46	92
School heads	5	5	100

A Questionnaire and an interview guide were used to gather data from the respondents. All in all, fifty inquiry forms were delivered to the participants and 46 were given back and 5 interviews were conducted out of five. This entails that there was a 92% response rate on questionnaires and 100% response rate on interviews conducted.

### 4.3 Attributes of respondents

The researcher sought the attributes of the respondents as she felt they could have a bearing on the findings of the study. Attributes sought were sex, professional qualifications and period of service in the teaching field as depicted on table 4.1.

**Table 4.1: Attributes of participants**

**N=51**

<b>Attributes</b>	<b>Frequency</b>	<b>Percentages</b>
<b>1. Sex</b>		
Male	17	33,3
Female	34	66,7
<b>Total</b>	<b>51</b>	<b>100</b>
<b>2. Teaching experience</b>		
1 – 5 Years	5	9.8
6 – 9 Years	16	31.4
10 – 24 Years	21	41.2
25 + Years	9	17.6
<b>Total</b>	<b>51</b>	<b>100</b>
<b>2. Professional qualifications</b>		
Diploma in Education	38	74.5
Grade C.E	1	2
Degree in Education	9	17.6
Masters in Education	3	5.9
Non-teaching profession	0	0
<b>Total</b>	<b>51</b>	<b>100</b>

Table 4.1 shows that the research sample had more ladies than men. Ladies constituted 66.7% and Males 33.3% respectively. The findings of this attribute clearly confirm that most schools in Warren Park/ Mabelreign District had more female teachers than males. Data gathered was of paramount importance as it enabled to establish that quite a number of institutions had more ladies than men (Makoni, 2011).

On teaching experience, the majority of the respondents (58.8%) showed that they had ten or more years of working in the education department. been in the teaching profession for more than ten years. This means that the RBM was introduced in the education sector in 2010 when they were already in the system so they have more experience with the RBM system to give informed and meaningful responses to aid the research study.

Looking at educational qualifications, holders of diplomas were (74.5%), degrees (17.6 %), masters (5.9%) and no one had non-teaching qualification. It can be safely said the majority of the respondents held diplomas, so should be educated enough to understand information about RBM for the benefit of the study.

#### **4.4 Teachers` understanding of RBM in relation to teaching.**

a) In order to establish teachers` understanding of RBM in relation to teaching, a questionnaire was prepared and administered. The instrument had a single open question which is supported by answers from the closed question. The open ended question sought to investigate respondents` understanding of RBM in relation to teaching. Heads of schools were also interviewed to give their understanding of RBM in relation to teaching. The respondents interpreted the relationship in the way that made sense to them and the responses were categorized as highlighted below:

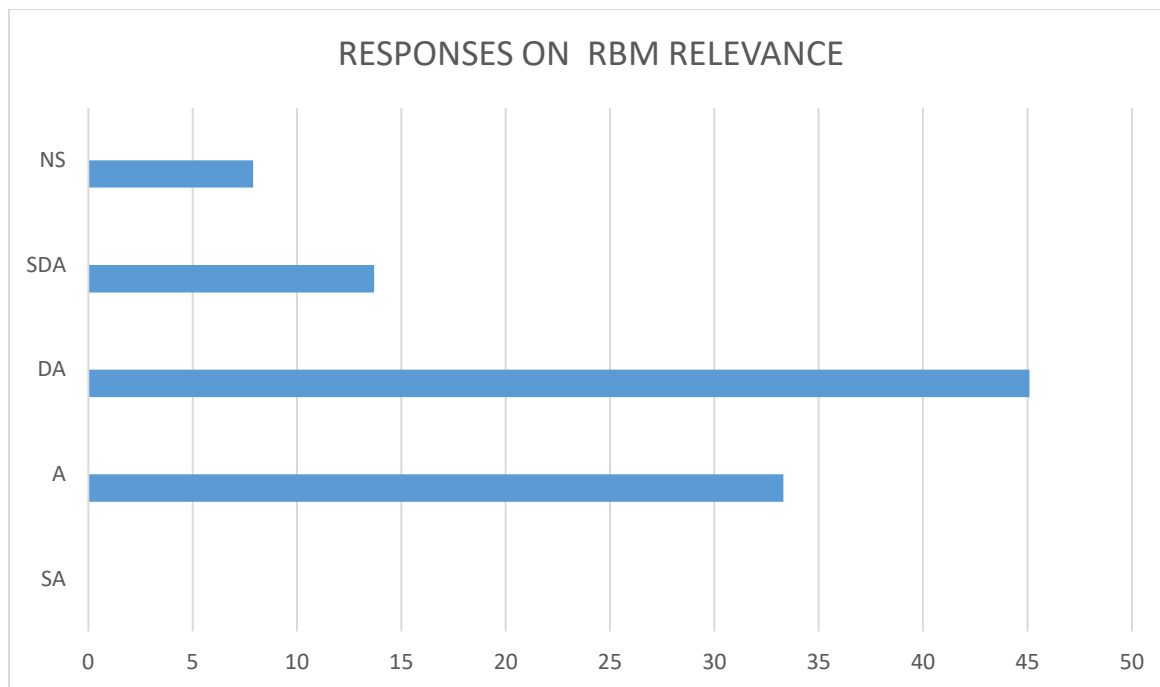
**TABLE 4.2: Responses on teachers` understanding of RBM in relation to teaching.**

<b>Response category</b>	<b>Frequency</b>	<b>Percentage</b>
A management strategy for assessing teachers` performance using set targets to bring intended results.	17	33.3
A system that has brought more workload on teachers.	27	53
RBM and teaching are not related	4	7.8
A system to keep subordinates feel the presence of supervisors	3	5.9
<b>Total</b>	<b>51</b>	<b>100</b>

Table 4.2 indicates that the majority of the participants 27 (53%) were of the view that RBM brought more workload in teaching whilst 17 (33.3%) responded by saying that the RBM is a management system aimed at assessing teachers` performance against set targets, 4 (7.8%) respondent by saying RBM and teaching are not related and the least 3 (5.9%) indicated that RBM was a system to keep subordinates feel the presence of the supervisors.

The RBM was introduced when the majority of the respondents were already in the field but empirical evidence shows as to date that understanding of the programme in relation to teaching is still a challenge. Mayne (2007) on the other hand asserts that effective execution is reliant on administrators as well as the teaching team having the required body of knowledge as well as capabilities to improve and apply the management tool in own organizations and this appraisal method needs cooperation and unity among implementers, above all, they have to be acquainted with justifications for employing the program. Respondent 29 from school C who indicated that RBM has brought more work load wrote explaining his answer: *The system has brought much frustration, there is too much writing and precious teaching time is wasted in completing the complicated and lengthy form and doing some calculations which will yield nothing at the end of the day.*

On part (b), the respondents were asked to answer by putting an (X) on one chosen response on Strongly Agree, Agree, Disagree, Strongly Disagree or Not Sure. Heads of schools were also interviewed pertaining the same issue on teachers` understanding of RBM in relation to teaching.



**Figure 4.1: To what extent do you agree with the following suggested statement?**

**RBM has relevance to teaching.**

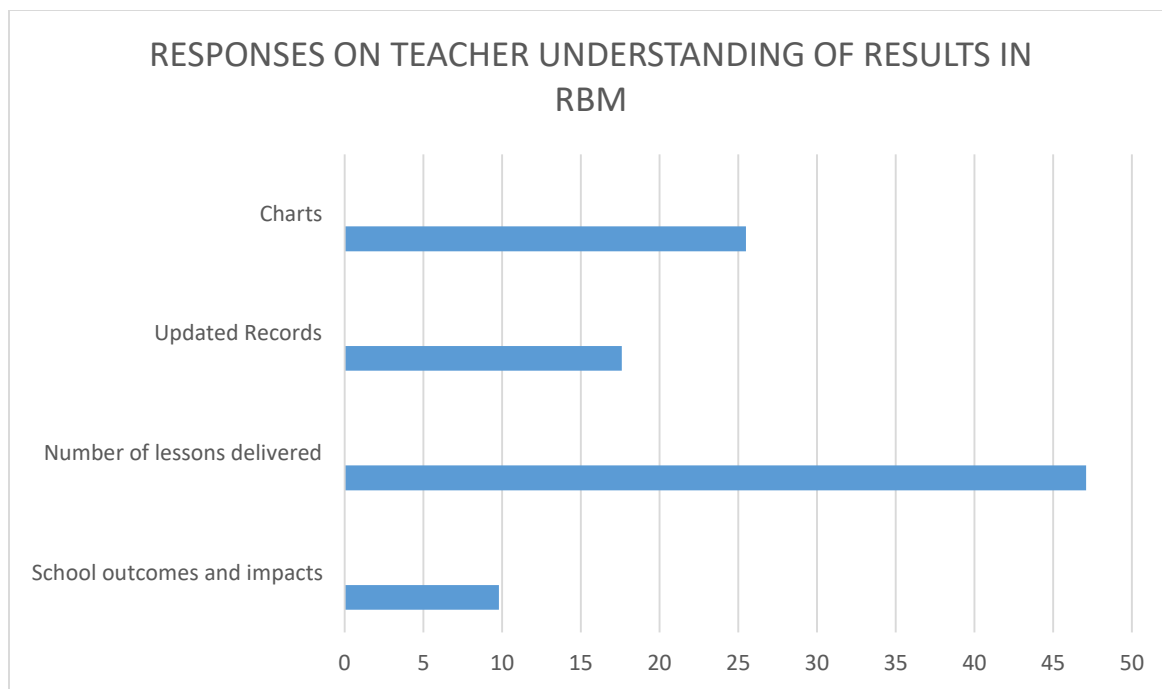
Figure 4.1 depicts information in response to the suggested statement on RBM relevance. Research findings show that the majority of the respondents 30 (59%) that is those who indicated that they strongly disagree plus those who indicated that they disagree responded by saying RBM has no relevance to teaching, 17 (33.3%) of the respondents agreed that RBM has relevance in teaching and 4(7.8 %) indicated that they were not sure.

From the data, one can safely say majority of teachers lack understanding of what RBM is in relation to teaching. This could be due to inadequate or absence of professional preparation of teachers or negative perceptions about RBM which led to breeding of different perceptions about the programme. In support, World Bank (2011) posits that the majority of heads and teaching staff had adverse opinions on RBM, perhaps owing to the manner in which it was presented, that is from high offices to low level workers, a lot of work load it gotten, absence of motivation in the

form of incentives, training and support and its alleged insignificance. Common (2011) agrees that in developing nations where the system has been brought in from the western republics, government workers have shown resentment to the system seeing it as inapplicable.

#### 4.5 Teachers` understanding of results in RBM.

The first question on this part was an open ended one which required respondents to give their understanding of results in RBM. Responses were categorized and highlighted as indicated on the bar graph below:



**Figure 4.2: Responses on teachers` understanding of results in RBM**

N = 51

Figure 4.2 shows responses given on teachers` understanding of results in RBM. A number of respondents 24 (47.1%) indicated that results in RBM are number of lessons delivered, 13 (25.5%) viewed results in RBM as charts, 9 (17.6%) indicated that results were updated records and a few 5 (9.8%) responded by saying results were measurable changes resulting from a cause and effect

chain which were produced by the project`s activities using the project`s resources. The results chain describes how one will go from the current situation to the desired situation.

From the collected data, one can say the majority of the teachers understood results in RBM as completed tasks. Most implementers were not aware of what results were, therefore their focus should be on results and not procedures and activities. Spreckley (2011) postulate that the intervention aids to shift attention from centering on implements as well as procedures to products or outcomes which are the results. The findings were indicative of lack of results culture in schools. This results culture can only materialize where there is team work. Shared vision of the significance of results information is critical as well as clear and well defined roles and responsibilities of the implementers. This notion is supported by Wimbush (2009) who asserts that a results culture is demonstrated in an institution with the taskforce which takes outcomes as the major organizational goal and thrives to perform to its best.

On part (b), the respondents were asked to answer Yes or No on the chosen response.

**TABLE 4.3: Responses on teachers` understanding of results in RBM**

	<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
Do you think RBM system improves percentage pass rate?	No	34	66.7
Do you think RBM system improves percentage pass rate?	Yes	17	33.3
Do you agree that the RBM improves performance in sports?	No	51	100
Is it easy to interpret results in RBM?	No	51	100

Frequency Table 4.2 shows responses given by the participants on teachers` understanding of results in RBM. A significant number of the respondents 34 (66.7%) responded saying the RBM system does not improve percentage pass rate whilst 17 (33.3%) agreed that the system improves

pass rate. All the respondents 51 (100%) responded saying RBM does not improve performance in sports. 51 (100%) of the respondents indicated that RBM results were not easy to interpret.

The research findings reveal that the majority of the respondents were of the view that RBM does not enhance performance in any of the educational activities. One of the respondents, teacher 7 from school A wrote: *No, it has less to do with the improvement of pass rate. Pass rate can be improved by effective interpretation of the syllabus and delivery of lessons and proper assessment of leaner`s work whereas RBM focuses on gathering information.*

Only a limited number of participants indicated that the RBM system improves performance on condition, “if well supervised and monitored.” The finding is confirmed by one respondent who is a head of school E who said, *“Yes, if well supervised it produces good results.”* It can therefore be concluded that most teachers did not understand results in RBM.

#### **4.6 What problems are faced by teachers in the implementation of RBM system?**

In order to establish the challenges met by teachers in implementing the RBM, a questionnaire and an interview guide were used. The respondents were asked to answer Yes or No on closed questions. On open ended questions, the respondents had to respond by writing their response to support the closed questions.

**TABLE 4.4: Responses on heads of schools and teachers` experience with RBM.**

Item	Response	Number	Percentage
Were you trained on RBM?	No	43	84
Do you feel the training you received was adequate?	No	8	100
Does your school have sufficient resources to implement RBM system?	No	46	90
Have you ever received an incentive from employer?	No	41	80

Table 4.3 depicts information in response to challenges faced by teachers in implementing RBM. 43(84%) of the respondents indicated that they were not trained on RBM execution, all the trained 8 (100%) respondents indicated that the training they received was not adequate, 46(90%) of the respondents showed that they did not have adequate resources to implement the system and 41 (80%) of the respondents indicated that they had never received any incentive from their employer.

The few respondents who were trained wrote that the training was not properly conducted as the sessions were short, hurried and generalized. They also indicated that the trainers seemed to lack sound information about the program and its applicability to the education system. The findings revealed that training was not conducted well since its objectives were not met. In support, Madhekeni (2012) asserts that due to shortage of finance, RBM training workshops failed to be implemented completely, therefore, training workshops were restricted mostly to higher office bearers. In other countries such as Malaysia, RBM implementation was effective due to sufficient training. In support, Perrin (2002) asserts that for effective execution of the program, states like Malaysia took a giant step in ensuring that all the implementers received adequate training. The few workshops conducted therefore did not bear any fruits as heads of schools were finding it difficult to support teachers on RBM implementation.

The study also found out that schools did not have adequate resources for implementing the RBM system as indicated by 90% of the respondents. This view is supported by Bennendijk (2000) who argued that successful RBM execution had been adversely influenced by insufficient implements in several nations which could lead the system to flop during initial phases afore realization of aims. For successful implementation of any programme or policy, financial, time, material and human resources play a pivotal role.

The findings of this research reveal that the majority (84%) of the respondents have never received any incentive from the employer even though they do wonders. This is confirmed by respondent 19 of school B who wrote: *“No, I scored 5/6 on several occasions but got nothing as an incentive. There is lack of motivation to implement RBM.”*

**Table 4.5: Responses on the number of workshops attended.**

<b>Item</b>	<b>Number of workshops Attended</b>	<b>Frequency</b>	<b>Percentage</b>
How many workshops have you attended?	0	43	84
	1	5	10
	2	3	6
		<b>51</b>	<b>100</b>

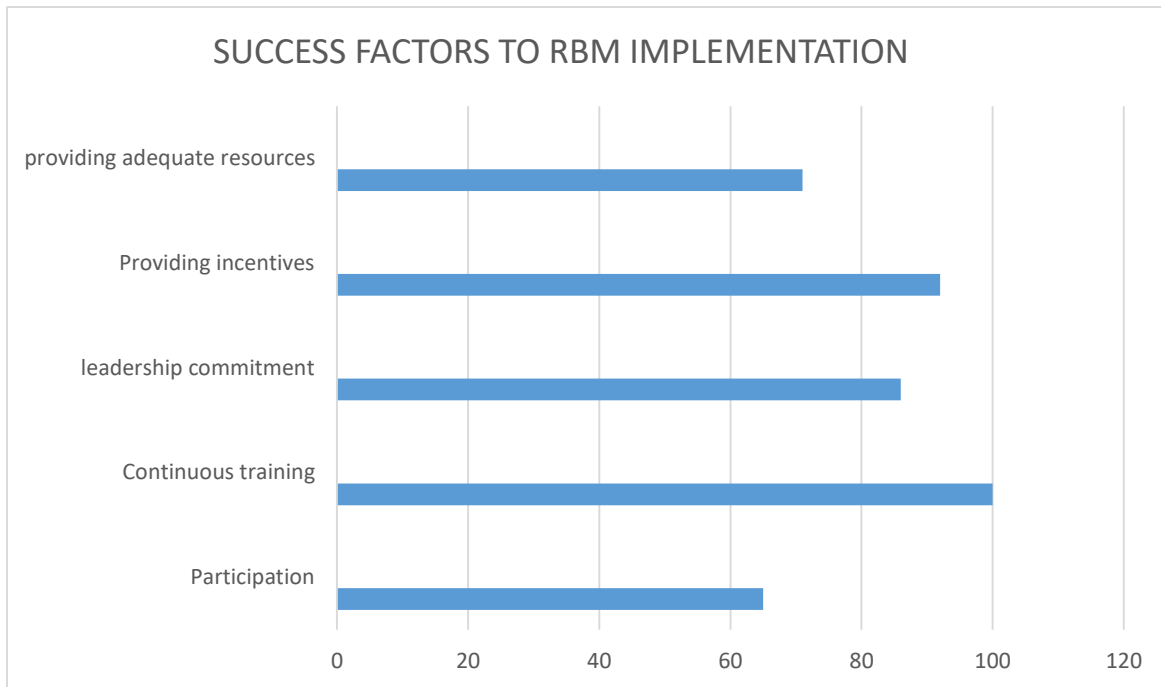
Table 4.4 shows that quite a number of respondents 43(84%) had never attended RBM workshop and only 8 (16%) of the respondents once attended the RBM workshop. 5 (10%) of the respondents indicated that they only attended the workshop once and 3(6%) had attended twice.

According to this study, most of the teachers revealed that they had not yet attended any of the RBM workshops and yet the majority have been in the teaching field for more than ten years. Respondent 36 of school D wrote: *“Not yet... you see... short fall, lack of expertise of both the supervisor and supervisee is attributed to lack of training.”*

This is supported by Muir (2010) who asserts that absence of proper training as well as backing from authorities leads to implementer incompetence during practice. This implies that if school heads and teaching staff are not sustained through workshops and implements, successful execution of the program is affected (ADB, 2006).

#### **4.7 What strategies can be employed to enhance implementation of RBM?**

In order to find out possible strategies to enhance implementation of RBM, the researcher used a questionnaire on teachers and an interview guide on heads of schools. The teachers were asked to write factors that could improve implementation of RBM system. Heads of schools were interviewed on telephone. Responses were categorized and are highlighted as indicated below:



**Figure 4.3: Responses on suggestions that could enhance implementation of RBM.**

N=51

Figure 4.3 depicts common responses given by respondents on strategies that could be employed to improve RBM implementation. 36 (71%) of the respondents indicated that adequate resources are needed to improve RBM implementation, 47 (92%) showed that incentives could enhance RBM implementation, 44 (86%) suggested leadership commitment, all the respondents [51 (100%)] indicated that RBM need continuous training and 33 (65%) indicated that participation of stakeholders would enhance implementation of the program.

From the data gathered on what could be done to enhance RBM implementation, common suggestions raised were provision of resources, provision of incentives, continuous training, participation and leadership commitment. Continuous training being the major factor as highlighted by all the respondents. To develop the RBM capacity of school heads and teachers, it's important to impart necessary skills and enhance acceptance of the program by way of

intensive teaching. Perrin (2002) postulates that in the absence of established performance enhancement programs, the endeavor is destined to ruin.

Respondents who suggested participation as one of the key factors to successful implementation of RBM were disgruntled in that the RBM was a top to bottom approach. Siddique (2010) asserts that, RBM is a participating program that requires implementers to work together and centers on attaining distinct outcomes. Teacher 15 from school B stated that they are just told to implement the program without questions (100 compliance %) signifying that there is no joint ownership (Vahamiki, 2011). School head A said:

*“Participation is critical because we are professionals as well as implementers of the program, so there is need to be consulted on issues that concern us. However, we are perceived to be tabula rasa and yet we can make meaningful contributions.”*

Quite a number of respondents also cited that they treasured monetary incentives for RBM to work effectively. Teacher 39 from school D revealed that implementers who excel should be recognized suggesting to be paid according to individual effort. She reiterated that despite producing good results or getting good ratings, teachers` earnings continue to be a drop in an ocean. According to the findings of this research, both teachers and heads of schools were not interested in implementing the RBM since they are toiling for peanuts. Mayne (2007) agrees when he asserts that monetary or non-monetary incentives in a school lead to desired behavior change.

The majority of the respondents suggested that availability of resources is pivotal to success implementation of RBM. Implying that shortage of implements in organizations is an obstacle in the implementation of RBM system. Ole (2001) argues that dear expenses aligned with the execution of the program have laden several institutions.

Empirical evidence also revealed that the respondents suggested leadership commitment as one of the key factors to enhance RBM implementation. Findings support literature, for example, Mavhiki

et al. (2013) concur that absence of obligation by top management in teaching adversely affected the execution of RBM. This means that supervisors should show interest, knowledge and support in the implementation of RBM. Teachers in particular needed guidance and support from heads of schools, heads of schools also needed support from top management and so on. Muir (2010) asserts that absence of proper training as well as backing from authorities leads to implementer incompetence during practice. Teachers who made this suggestion indicated that school heads did not provide them with essential support hence too busy with other administrative roles leaving matters to do with RBM. In support of the above notion, Radnor and McGuire (2004) assert that guidance and support from superiors during execution of the program was found to be a problem as supervisors used coercive power to make the program go on in their absence.

In the interview when heads were asked if they were giving teachers full support on RBM implementation, head of school E said: *“How can a blind man lead another? I did not receive proper training, I cannot be expected to pass on information that I did not understand myself. Training was rushed and no specific education examples were given.”* This supports literature reviewed, Madhekeni (2012) asserts that due to financial limitations, training of RBM through workshops failed to be implemented completely, therefore, training workshops were restricted mostly to higher office bearers. This means that heads of schools were not giving teachers necessary support due to lack of knowledge and skills in the implementation of the RBM.

These suggestions provided by respondents could contribute to the successful implementation of RBM.

#### **4.8 Summary**

This chapter has looked at data presentation, analysis and data interpretation. The following were discussed, the sex, teaching experience and educational qualifications of respondents. The chapter went on to highlight teachers` understanding of RBM in relation to teaching, teachers` understanding of results in RBM, difficulties encountered by teaching staff in implementing the program and success factors to RBM implementation. Chapter five will dwell on summary, conclusions as well as recommendations.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

Chapter four presented, analyzed and interpreted the gathered data. In this concluding chapter, the entire study is summarized, conclusions are drawn and appropriate recommendations are made. Lastly, the chapter ends with proposals for other researches.

#### **5.2 Summary of the study**

The research was concerned with the challenges faced by teachers in implementing the RBM system. The investigation sought to outline teachers` understanding of the RBM as well as the problems that they met in implementing it. The investigation was directed by the objectives which follow:

- ❖ To outline teachers` understanding of RBM in relation to teaching.
- ❖ To expose how teachers` understanding of results in RBM.
- ❖ To reveal challenges met by teachers in implementing RBM.
- ❖ To expose ways of mitigating challenges of RBM implementation.

Chapter two looked at related literature review through inquiry of textbooks, journals and online sources on RBM. The focus was on teachers` understanding of RBM in relation to teaching, teachers` understanding of results in RBM, challenges teachers face when implementing the RBM and success factors for RBM implementation. According to Armstrong (2012), Literature on assessment of progress also acknowledges the existence of impediments during execution of tools like RBM On the other hand, Brunnetto and Wharton (2008) recognize insights of workers as hindering effective execution of RBM. Perrin (2002) argues that proficiency and a body of

knowledge are crucial for effective implementation of RBM. Lack of establishment of enhanced competences in RBM implementation, the system is destined to flop (ibid).

The descriptive survey was used as it was found appropriate for the study as it enabled capturing the participants` perceptions. Descriptive survey method was selected for the study since it has the following advantages:

- ❖ For its accurateness in describing data on a given phenomenon.
- ❖ Its capacity to collect a lot of information from the sampled respondents.
- ❖ It aids in uncovering fields where further studies are required by proposing supposition as well as lines of investigation.

The population of the study comprised all teachers and school heads in Warren Park/ Mabelreign District. It was this population from whom a sample of 50 teachers was chosen using the random sampling technique and a sample of 5 school heads was chosen by means of administering purposive selection method.

A questionnaire was employed to gather information from a sample of 50 respondents (teachers) and an interview guide was used to collect data from a sample of 5 respondents (school heads). The sample was made up of 35 females and 20 males. Out of 50 questionnaires given to respondents, 46 were returned. In other words this constituted a 92% response rate which clearly indicated that the researcher had a high return rate of the self-administered questionnaires. On the other hand, there was 100% response rate on interviews conducted. In agreement with the outcomes, Frazer and Lawley (2000) postulate that the response rate in an interview is higher than in any data collection method. The researcher also found out that interviews were very effective in the gathering of data.

### **5.3 The major findings of the study**

#### **5.3.1 Personal attributes of respondents.**

Females constituted 66.7% and Males 33.3% respectively. The findings of this attribute clearly confirm that most schools in Warren Park/ Mabelreign Distict had more female teachers than

males. Data gathered was of paramount importance as it enabled to establish that quite a number of institutions had more ladies than men (Makoni, 2011).

### **5.32 Teachers` understanding of RBM in relation to teaching**

The researcher found out that quite a number of respondents find it difficult to align RBM to teaching. This is supported by the majority of the respondents (66.7%) who mentioned that RBM had no relevance in teaching and that it had brought more workload on them. The study can conclude that the respondents had negative attitudes towards the implementation of the RBM system in the education sector. In support, World Bank (2011) posits that most school heads and teaching staff have adverse opinions about the RBM, perhaps owing to top-bottom line of attack employed in presenting it, the hefty loads of work it involves, absence of incentives, shortage or inadequate teaching and backing and its alleged insignificance. Common (2011) asserts that in developing nations, government workers perceive RBM as a foreign management tool and they showed dislike seeing it as unsuitable or irrelevant.

### **5.3.3 Teachers` understanding of results in RBM**

With regards to understanding of results in RBM, the researcher found out that respondents find it difficult to define results. This is supported by a significant number of the respondents (66.7%) who indicated completed tasks as results in RBM. They also indicated that the RBM system did not improve percentage pass rate or performance in co-curricular activities. The study can conclude that RBM had not yet yielded any tangible results in schools. Lack of understanding of results in RBM is a clear indication that schools did not have a results culture. Munyaradzi (2012) postulates that the advantages of concentrating on production comprise improved operation of the program, enhanced sharing of information, enhancement of competences, added genuine programs and beneficial assessment outcomes. In agreement, Spreckley (2011) asserts that the intervention aids to shift attention from centering on implements as well as procedures to products and effect. This means that it is the duty of the employer to provide teachers with proper guidance on RBM expectations. The government could give improved services to stakeholders (implementers) by looking at results not activities. ILO (2011) encourages constituents, workforce and administrators

to express results in the form change desired. Therefore, institutions require to generate and settle strategies for producing desirable outcomes delineating the goals currently pursued as well as mechanisms for mobilizing implements that is financial, material as well as human resources including procedures involved to accomplish the mission (Wimbush, 2009).

#### **5.3.4 Challenges faced by teachers in implementing RBM**

The researcher found out that teachers faced a number of challenges in implementing the RBM system. Lack of training, resources and motivation emerged to be the major stumbling blocks in the implementation of RBM system. This is supported by 43(84%) of the respondents who indicated that they were not trained at all on RBM. In agreement, Madhekeni (2012) postulates that due to financial limitations, RBM training workshops failed to be implemented completely, therefore, training workshops were restricted mostly to higher office bearers. 46(90%) of the respondents indicated that they did not have adequate resources to implement the system. Ole (2001) concurs that dear expenses involved in RBM implementation have laden several governments as well as numerous programs, consequently are affected by unavailability of resources. In agreement, Muir (2010) purports that there is commonly a shortage of adequate financial aid for RBM training workshops and implements. 41 (80%) of the respondents indicated that they had never received any incentive from their employer. The findings exposed that teaching staff was not motivated to execute the RBM system due to lack of motivational rewards. World Bank (2011) opines that rewards could be utilized to inspire the school perform.

#### **5.3.5. Ways of mitigating challenges of RBM implementation.**

The researcher found out that resources, continuous training, leadership commitment, incentives and participation emerged as the key success factors for RBM implementation. This is supported by all the respondents [51 (100%)] who indicated that RBM needed continuous training. Binnendijk (2000) asserts that to institute supportable plus successful RBM, workforce ought to be exposed to “reengineering” training, procedural support, complementary supervision and implements, among other requirements. Col *et al.* (2006) assert that intensification of RBM

training is vital in organizations to enable administrators as well as workforce to know the kind of responsibilities involved and to learn from similar mistakes encountered globally.

47 (92%) indicated that incentives could enhance RBM implementation. According to Mayne (2007), to improve and support RBM institutions, workforce and other implementers of the program ought to be incentivized according to vital aspects of the program which encompasses development, execution, responsibility and assessment.

44 (86%) suggested leadership commitment, Hamilton (2010) concurs that if management fails to formulate a program for the workforce adequately, it becomes problematic to improve, institutionalize and execute a successful RBM program. The school administration has to clarify the significance for RBM as well as outlining distinct and straightforward roles and tasks for each participants in RBM (Mayne, 2007).

With regards to resources, 36 (71%) of the respondents indicated that adequate resources were needed to improve RBM implementation. Consulted literature indicated that the RBM succeeded in republics with enriched personnel and monetary resources (Col et al., 2006).

33 (65%) indicated that participation of stakeholders would enhance implementation of the program. In support of the above claim, Hull (2013) posits that the involvement of significant key implementers in development and execution of program remains of paramount importance, guaranteeing a perfect standard for assessing employee production at the same time as achieving a buy-in in the process. Sharing the same sentiments, Kendall (2011) postulates that effort in quality enhancement in education is attained from open and cautious conversation between the participants.

The study can conclude that if all the success factors highlighted are availed, RBM implementation can be enhanced.

## **5.4 Conclusions**

- ❖ In the study it was found out that most teachers do not understand what an RBM is in relation to teaching. This is because the teachers were not adequately prepared to implement the system. The study also draws the conclusion that teachers and

heads of schools had little, if any understanding of how the system works as the majority indicated that they had never received training on RBM implementation.

- ❖ The study revealed that quite a number of teachers did not understand what results were in RBM. It can be concluded that there was no agreement on a strategic framework for results among the implementers.
- ❖ With regards to study findings, it can be concluded that RBM implementation is marred by several problems that require to be solved for it to work. Some of the challenges highlighted included lack of resources, lack of participation during RBM formulation, lack of guidance from leaders and lack of motivation in the form of incentives.
- ❖ The study also confirmed a close relationship between successful RBM implementation and training. This implies that most challenges being encountered by teachers are as a result of lack of training. This was supported by findings which revealed that all participants (100%) indicated the need for continuous training for successful implementation of the RBM.

From the findings, it can be concluded that teachers were really facing challenges in implementing the RBM system. So the researcher accepts the null hypothesis.

## **5.5 Recommendations**

- ❖ The study reveals that many gaps still exist so it is recommended that the Civil Service Commission and the Ministry of Education should work together to intensify workshops in RBM for both teachers and heads of schools. The workshops should focus on areas such as defining what RMB is, the rationale for implementing it, monitoring and supervision of the system to curb negative perceptions and negative attitudes among the implementers.

- ❖ In view of the above conclusions, it is recommended that when formulating policies the employer should embrace participatory approach to ensure acceptance or ownership of the RBM system by the implementers. This could be achieved through consultations and invite new ideas especially lining up with new technologies to properly manage and improve the efficiency and effectiveness of teachers in a modernizing world.
- ❖ Other findings reveal that teachers lack understanding of what results are in RBM so it is recommended that the Ministry of Education in partnership with the Civil Service Commission should clearly communicate their vision and mission of the RBM to the implementers so that they know what is to be done and how. Resources and professional preparation of teachers and other implementers are also a prerequisite for successful implementation of the program.
- ❖ Since RBM was imported, the study further recommends that the country design locally grown management system most suitable for our Zimbabwean education system.

### **5.7 Recommendations for further research**

- ❖ In the wake of this research, other researchers may investigate on the reasons why RBM system is still adopted in the education system when there is empirical evidence that its implementation is marred by a number of challenges.
- ❖ Further study could be carried out to generate or develop an appraisal system that is more applicable to education sector.

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## APPENDIX 1

### QUESTIONNAIRE FOR TEACHERS

The questionnaire seeks to assist the researcher determine the challenges faced by teachers in implementing the Result Based Management Programme in Primary Schools.

#### **Instructions**

1. You are advised to answer Yes or No by putting (X) on the chosen response.
2. Do not write your name, EC Number, telephone number or name of your school.
3. Your responses are important to the research, so the information you will provide will be treated in strict confidence and anonymity.

#### **Section A: Personal Attributes**

1. Please indicate your sex.

Female	
Male	

2. Teaching experience.

1 - 5 years	
6 -9 years	
10 – 24 years	
25 + years	

3. What is your highest qualification?

Diploma in education	
Grade C. E	
Degree in Education	
Masters in Education	
Nonteaching qualification	

**SECTION B**

**4. Teacher`s understanding of RBM in relation to teaching.**

a) What is your understanding of an RBM?

.....  
.....  
.....

b) To what extent do you agree with the following?

Please complete the following by placing an (X) in one space only on suggested statement (SS)

**Key**

- Strongly Agree      **1**
- Agree                      **2**
- Disagree                **3**
- Strongly disagree    **4**
- Not sure                **5**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total Frequency</b>
RBM has relevance in teaching.						

Explain your answer:

.....  
.....  
.....

**SECTION C**

**Teachers` understanding of results in RBM.**

5 a) What is your understanding of results in RBM?

.....  
.....

	Yes	No
Do you think RBM system improves percentage pass rate?		
Do you agree that the RBM improves performance in sports?		
Is it easy to interpret results in RBM?		

Explain some of your answers:

.....  
.....  
.....

**SECTION D**

**Your experience with implementation of Result Based Management system.**

6 a) Were you trained on RBM?

Yes	
No	

If yes, how were you trained? .....

.....

.....  
.....  
.....

b) Do you feel the training you received was adequate?

Yes	
No	

c) How many RBM workshops have you attended? .....

d) Does your school have sufficient resources to implement RBM system?

e) Have you ever received an incentive from employer for improving results?

**SECTION E**

**Success factors to RBM implementation.**

7. How can RBM implementation be improved for it to work?

- a).....
- b).....
- c).....
- d).....
- e).....

**Thank you for the support you rendered by answering the questionnaire.**

**APPENDIX 2**

**INTERVIEW SCHEDULE FOR HEADS OF SCHOOLS**

1. What is your understanding of RBM in relation to teaching? .....  
.....
2. Is RBM applicable to the school? .....
3. What are results in RBM? .....
4. Did you attend a training program for RBM? .....
5. Is training on RBM continuous? .....
6. Have you ever attended an RBM workshop? .....  
If yes, when? .....
7. How often are RBM workshops held? .....
8. Is RBM system implemented well by the school? .....  
If not, what could be the challenges?  
.....  
.....  
.....  
.....
9. How can RBM implementation be improved?  
.....



# MIDLANDS STATE UNIVERSITY

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## FACULTY OF EDUCATION

## DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP

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### TO WHOM IT MAY CONCERN

The bearer PURAZENI PEGIE is a B. Ed/MED/PGDE student at this University. She / He has to undertake research and thereafter present a Research Project in partial fulfilment of the degree programme.

In this regard, the university kindly requests both your institution and personnel's assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

*W<sup>a</sup>Dzimri, PhD*

.....  
*pp* Dr L Museva

**(Chairperson – Educational Policies Studies and Leadership)**

All communications should be addressed to  
"The Secretary for Primary and Secondary  
Education  
Telephone: 794895/796211  
Telegraphic address: "EDUCATION"  
Fax: 794505



**Reference:** C/426/3 Hre  
Ministry of Primary and  
Secondary Education  
P.O Box CY 121  
Causeway  
**HARARE**

10 June 2020

Purazeni Peggie  
Midlands State University  
Private Bag 9055  
Gweru

Re: **PERMISSION TO COLLECT DATA FOR RESEARCH PURPOSES FROM  
SCHOOLS IN HARARE METROPOLITAN PROVINCE: WARREN PARK/  
MABELREIGN DISTRICT.**

Reference is made to your application to collect data for research from Fundo, Gumbo,  
Mabelreign ZRP, Alfred Beit, and Dzivarasekwa 4 Primary Schools in Mabelreign/Warren  
Park District, Harare Metropolitan Province, on the research title:

**"CHALLENGES FACED BY TEACHERS IN IMPLEMENTING RESULTS BASED  
MANAGEMENT (RBM): A CASE OF WARREN PARK/ MABELREIGN  
DISTRICT SCHOOLS IN HARARE METROPOLITAN PROVINCE."**

Permission is hereby granted. However, you are required to liaise with the Provincial  
Education Director Harare Metropolitan Province, who is responsible for the school which  
you want to involve in your research. You should ensure that your research work does  
not disrupt the normal operations of the school. Where students are involved, parental  
consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary  
and Secondary Education.

S. Mugari

**Acting Deputy Director:** Innovation and Development

**For: SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**

cc: PED – Harare Metropolitan Province

