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ASSESSING KEY PERFORMANCE INDICATORS IN GOVERNMENT SECONDARY SCHOOLS OF MATABELELAND REGION IN ZIMBABWE

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ABSTRACT

Key Performance Indicators are a necessary guide to any organisation that needs to achieve its objectives. Hence to successfully measure performance, the organisation needs to identify Key Performance Indicators and this can only be done through an assessment of the organisation's core activities. This paper, therefore, sought to identify and analyse Key Performance indicators in government secondary schools in Zimbabwe. The thesis used mixed method research methodology, adopting pragmatism as a research philosophy. A case study method was used, multi-cited in the three provinces of Matabeleland Region namely Matabeleland South, Matabeleland North and Bulawayo Metropolitan provinces. Purposive sampling was used to identify the sample of 16 schools, 23 education officers. Document analysis, observation and interviews were the research techniques used to collect data. The findings revealed that although there was a number of Key Performance Indicators used to measure performance, not all of them had strong correlation with O level results. The heads needed to critically identify Key Performance Indicators that were an actual measure of school performance, and from these a performance score card check could then be developed so as to monitor performance over a period of time.

Contribution/Originality: The study contributes in the existing literature of Key Performance Indicators with special reference to secondary schools. Statistical significant correlations are calculated and the study originates a formula of correlation of key performance indicators. The paper's primary contribution is that key performance indicators vary in their level of significance and hence bring out the indicators with a strong relationship with performance.

1. INTRODUCTION

Key Performance Indicators (KPIs) are the key issues to be monitored by the school heads if the schools have to be successful. In other words it is not about the existence of these items in the schools but it is about monitoring, maintainance and quality interaction with the identified items that result in quality performance. The paper was guided by the following research questions:

- How is school performance in government secondary schools measured?
- What are the prime Key Performance Indicators in a secondary school?
- How can Key Performance Indicators in a secondary school be identified?
- How can Key Performance Indicators be monitored to sustain performance?

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2. LITERATURE REVIEW

A topic cannot be fully researched without establishing the extent to which previous researchers have found out about theparticular topic. Thus any successful and effective research is anchored on past found knowledge about the topic under study

2.1. Performance Indicators in Secondary Schools

Defining KPIs, Wu and Lin (2008) in Wu and Chen (2012) reveal that KPIs are " an analysis, summarisation and selection of factors that are critical to the successful operation of organisations or departments." Klipfolio (2014) define a key performance indicator as" a measurable value that demonstrates how effectively a company is achieving key business objectives". Key Performance Indicators are, therefore, quantifiable measures of performance used by organisations to evaluate success at reaching set targets. They are derived from the organisation's strategic goals and mission hence in this paper Key Performance Indicators will be taken to be drives used to measure organisational development, school performance and school position in terms of effectiveness (Price Waterhouse Coopers, 2007). According to Wu and Lin (2008) organizational goals can be broken down into small quantiafiable targets and these form the KPIs. In this paper, school performance will be taken to reflect;

> ... the effectiveness and efficiency of the schooling process. Effectiveness, in a general sense, refers to the accomplishment of the school's objective while efficiency indicates whether these objectives were accomplished in a timely and costly manner (Maslowski, 2001).

As these definitions show, effectiveness and efficiency can, therefore, be judged according to the school's objectives. The school in this case is the organisation and it has both organisational and departmental goals. In this paper government secondary schools will be taken to mean government-owned education institutions offering education from Form1 to Form 4 ('O'Level) or to Form 6 ('A'Level). 'A' Level government secondary schools are also called High schools whilst those offering education to Form 4 ('O'Level) only are simply, referred to as secondary schools.

Each and every school comes up with goals that are mearnt to guide performance. It is these goals emanating from the greater mission of the school that lead to the identification of KPIs. The school output and outcome are thus assessed through the analysis of each KPI achieved. Schools might have a similar environment but it is the school head who directs the school towards the achievement of goals through productive utilisation of the indicators hence the variation in performance from school to school. Studies on performance indicators in various countries including Zimbabwe can be analysed with the hope of coming up with what would be considered to be Key Performance Indicators to guide Zimbabwean government secondary schools.

Wallace Foundation (2009) identifies the following as the core components of school performance:

- High standards for student learning
- Rigorous curriculum (content)
- Quality instruction (pedagogy)
- Culture of learning and professional behavior
- Connections for external communities
- Performance accountability

The Key Performance Indicators in the above study place emphasis on the learning process. This is through identification of indicators like high starndards of learning, rigorous curriculum content and quality instruction. All these factors are based on the actual student learning process. Whilst there is mention of community involvement, there is no mention of internal relationships perhaps through teacher involvement or health and student discipline. There is mention of performance accountability which could be given a very wide interpretation. Is it academic performance or co-curricular performance? Nsubuga (2010) contends that; "performance refers to both behaviors

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and results, and adjusting organizational behaviour and actions of work to achieve results or outcomes". From Nsubuga (2010) point of view behaviors are the outcomes and the long time effects. These behaviors could be observed long after children have left school. Nsubuga thus reiterates the fact that performance should;

> not be defined in terms of test scores, examination results, student's ability to socially apply what is learnt and the rate at which the students move on to higher institutions of learning, but should consider the achievements of the school in other areas like equipping the learners with the requisite skills for survival" (Nsubuga, 2010).

From this observation, it is therefore, not enough to judge school performance by the test scores or examination results. According to Nsubuga (2010) there are other areas beyond these scores that have to be considered. The trend in Zimbabwe is to judge school performance by pupils' performance in Zimbabwe School Examination Council Examinations. A secondary school, that has a pass rate ofabove 50 percent at 'O' Level and above 70 percent at 'A' level is rated as having a high school performance rate. At 'O' level such pupils would have scored Grade C or better in five or more subjects.

According to Nsubuga (2010) Uganda views school performance through diligent teaching that leads to good results. Some activities that also lead to good performance in Uganda are as follows:

- Setting adequate written practical exercises
- Effective marking
- Prompt evaluation of all exercises
- Observation of academic regulation of instructions

However, Nsubuga further insists that school performance should go beyond the factors mentioned above to include factors in the affective domain and the psychomotor skills. Nsubunga further cites discipline as core to good school performance. Due to an increase in the numbers of pupils in schools, there has arisen a need to institute responsible leadership in secondary schools, leadership that would ensure that the school discipline is maintained. It is interesting when Namirembe (cited in Nsubuga (2010)) argues that; "many secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities but as a result of poor leadership". Comparing these identified indicators to the Wallace list; one can conclude that there is similarity in the emphasis of quality of instruction. General emphasis is on classroom practice bringing in high standards of student learning. High student learning comes by through rigorous curriculum ever relevant to the needs of the learners. In the Nsubuga (2010) study, not much is said about community involvement whereas the Wallace report identifies connection with the community as a key performance indicator. One would conclude from the Wallace study that there is a campaign for a positive relationship between the school and the community.

The Malaysian perspective of school performance emphasizes good management (Iyer, 2011). Whilst all stakeholders have a role to play in ensuring school effectiveness; the head is seen to play a key role. According to Iyer (2011) the following are some of the key performance indicators;

- Effective teaching and learning
- Academic performance
- Staff job satisfaction
- Less disciplinary problems
- Fulfillment of aspiration through focused professional development

These factors are seen to be accomplished through a "strong, purposeful and involved principal, shared vision, effective evaluation and monitoring, positive learning environment, and parental involvement" (Iyer, 2011). Once a strong, purposeful and involved principal is effectively positioned, then all the other issues fall into place.

This is in line with Mitgang (2012) who quotes a report by researchers from the universities of Minesota and Toronto claiming that "to date we have not found a single case of a school improving its student achievement record in the absence of talented leadership". If school performance goes beyond mere examination scores perhaps

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there is need to consider Ching- Shan and Chen school performance indicators. Wu and Chen (2012) state that, according to Porter (1991) educational indicators are divided into three categories. These are input indicators, process indicators and output indicators. These indicators assist in the assessment of performance and educational outcome. From a research carried out at Taiwan schools (Wu and Chen, 2012) bring out the key performance indicators in Table 2.1.

Table-2.1. Key performance indicators in Taiwan schools.

Dimension	Performance indicators
Input dimension	• Educational background to include: ✓ attendance rate ✓ transfer rate ✓ dropout rate ✓ student teacher ratio ✓ teacher turnover ✓ qualified teachers versus temporary • Educational resources
Process dimension	• Leadership and management ✓ educational background of the principal ✓ Continuing education ✓ Self-assessment ✓ Standard- operation procedure • Curricular and teaching ✓ Teacher educational background ✓ Curricular development • School culture and features ✓ Professional groups ✓ School image and reputation ✓ Teacher participation in research • Parental involvement and support ✓ Parent donation ✓ Routine involvement in parent- teacher conferences ✓ Parental involvement
Output dimension **School assessment outcome**	• Student learning performance ✓ School and off campus awards ✓ Teacher instruction and research performance • Overall school performance- reputation

Source: Adopted from Wu and Chen (2012)

This study gives a comprehensive list of key performance indicators grouped into categories. The major factors include school culture, teacher development approaches, curriculum and parental involvement. The school background comes in as an interesting issue when issues of attendance rate, transfer rate, dropout rate and teacher turnover rate are mentioned. The height of these would mean something about the school climate which has the head in the driving seat.

Stability might also mean something about the leadership of the school. These, therefore, get to be key issues in this study of school leadership. Other studies above could have covered school background in the form of school discipline without being explicit.

Mahroum *et al.* (2013) also carried out a study on performance indicators in secondary schools. They approached parents, school administrators and teachers and administrative personnel and tasked each group to identify indicators that they believed were most effective in measuring school performance. The heterogeneous groups of day one recorded the following KPIs:

- Tailored education
- Student's well being

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- School- authority relations
- Parent- school relations
- Health and safety
- Financial management in schools
- Facilities
- Extra-curricular activities
- Cultural identity
- Community engagement
- Academic results
- School leadership and management
- Qualification of teachers
- Graduate student profile

In day two the heterogeneous group identified the following KPIs:

- Tailored education
- Students' well being
- Quality of teaching
- Qualification of teacher
- Graduate student profile
- Financial management in schools
- Facilities
- Academic results
- School leadership management
- Parent school relations
- Fees
- Health and security

From the two categories it could be drawn out that the major indicators were the following:

- Academic results
- School leadership and management
- Qualification of teachers
- Graduate student profile
- Parent school relations
- Fees
- Health and safety

Wu and Chen (2012) mentioned the element of qualified teachers versus temporary teachers and in this study the same issue is brought out as qualification of teachers. The qualification of teachers is considered important to school performance. In Zimbabwe, urban schools are usually fully staffed with qualified teachers except for cases where teachers go on leave. In such cases, temporary teachers are employed on contracts for definite periods of time. These temporary teachers usually are not holders of a teaching certificate but would be graduates with non-teaching degrees or holders of 'A' Level or 'O'Level certificates. In rural areas there could be more temporarily employed teachers than in urban areas. These temporarily employed teachers are usually moved from one school to the other in order to alleviate a need.

In the Mahroum *et al.* (2013) study there is also mention of graduate profile similar to what Nsubuga (2010) observed to be outcomes observed long after the student has left school. If a healthy graduate profile is observed by the community the school would be said to be performing well. Where are the graduates of this school found? Are they found in institutions of higher learning or in the streets? Hence this combines both the output dimension and

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the outcome dimension. A new element mentioned in this study is the element of fees. In day one of the Mahroum *et al.* (2013) study, this was mentioned as financial management in schools but it is finally endorsed as 'fees'. It would be interesting to know the perspective from which the element of fees is mentioned.

In Zimbabwe, the school assessment instrument used to date (ED 04/26) identifies the following factors in monitoring school performance:

- Planning and documentation
- Administration and organisation
- Physical infrastructure and assets
- Degree of teacher involvement
- Professional growth and development
- School culture and ethos
- Public school relations and communication
- Financial management
- Health and safety.

(ED 04/26)

Furthermore the Principal Director's circular minute 23 of 2010, from the Ministry of Primary and Secondary Education, on the Guidelines for the nomination of schools for the Secretary's Merit Award (C/360/2, 2010) identifies the following criteria to be considered in the choice of schools that distinguish themselves from other schools through high level performance;

- Quality of education shown by a pass rate above the national average in the last 4 years
- Articulation of the school's vision, mission statement and client's charter.
- Physical environment including buildings and conducive environment
- Administrative offices
- Communicative offices
- Discipline and school ethos
- Customer care
- Technical/ vocational education
- HIV/AIDS and life skills
- Culture
- Sports
- Stakeholder involvement
- Child friendliness

The new indicators brought by the assessment instruments are HIV/AIDS and life skills. Previously in other studies there was mention of health and safety. The element of technical/vocational education is distinctly brought out and so are sports. In previous studies there was a mention of curriculum without giving any detail. This shows emphasis in practical subjects towards provision of a wholesome curriculum. What should be noted is that this is the highest award in the Ministry of Primary and Secondary Education. Each year a school per province is identified, 'in recognition of the sterling work' that it has done. The sterling performance would be in the issues identified in C/360/2, (2010).

It is from the factors discussed above as indicators for school performance that key performance factors to be considered in this research were identified and these included:

- School appearance
- School discipline
- Stakeholder involvement
- School resource management

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- School academic performance
- Curriculum awareness
- Technological availability
- Professional growth and development
- Administration and organisation
- Health and safety
- Extra- curricular activities
- School climate
- Graduate profile
- School results

School leadership was then studied in relation to the above factors with the view that school leadership could either enhance or hinder school performance through association with the above factors.

3. METHODOLOGY

Mixed method methodology was used in this research and this methodology involves the use of both qualitative and quantitative research methodologies. This could involve the use of both methodologies in all stages of the research (implementation, interpretation, and presentation) or at particular stages, culminating in fully integrated mixed method or partially integrated mixed methods research within a single project (Bryman and Bell, 2007; Saunders *et al.*, 2012).

Choice of mixed research methodology was influenced by its fundamental principle as stated by Johnson and Onwuegbuzie (2004) who states that: "Researchers should collect multiple data using different strategies, approaches and methods in such a way that the resulting mixture or combination is likely to result in complementary strengths and non-overlapping weaknesses."

The use of the mixed method methodologies also as recorded in Johnson and Onwuegbuzie (2004) " added insights and understanding that might have been missed when only one single method was used, increased the generalisability of results and produced more complete knowledge necessary to inform theory and practice" Having chosen to use the mixed research methodology the researcher then needed to choose how the research methodology was to be applied. For example- with qualitative research objectives one can collect qualitative data and perform quantitative analysis or with quantitative objectives one could collect quantitative data and perform qualitative analysis. With the mixed methodology research one also needs to make a choice whether one paradigm will be largely dominant or whether to conduct the two concurrently. In this study the qualitative research design was largely dominant. This study was guided by qualitative objectives. Both qualitative and quantitative data were collected and both qualitative and quantitative analysis done.

3.1. Research Method

A case study method was used in this research. Thomas and Nelson (2001) define a case study as a "form of descriptive research in which a single case is studied in depth to reach a greater understanding about other similar cases." The single case chosen can be an individual, a programme, event process or an organization. The single case can be multi-sited or within site (Creswell, 2007). The single case chosen for this research was a multi-sited case of Matabeleland Region government secondary schools. Not all government secondary schools were studied but a sample per province was used. Purposive sampling was used to identify the respondents.

Whilst a single case was studied, what gave depth to the case study research method was the identification and examination of the many components of school performance that were thought to have an impact on the situation under study (Burns and Grove, 2001). This was done after rigorous analysis of performance measurement criteria from the Wallace Foundation report (March 2009) the Zimbabwe Ministry of Primary and Secondary Education

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assessment instruments, BSPZ assessment instrument and the Principal Director's circular minute 23 of 2010 on the guidelines for nomination of schools for the Secretary's Merit Award.

This paper used the exploratory case study. A multiple sources of information together with a variety of data collection techniques were used to collect data. This further assisted the researcher to capture data from as many variables as possible thereby facilitating the triangulation process. Analysing data from a variety of techniques gave depth and strength to the research study and use of many techniques was meant to ensure the validity and reliability of the study.

It should also be noted that this case study examined the chosen KPI's within their context of real life environment. Leedy (1997) observes that this specific research process is all about "watching people in their own territory, and interacting with them in their own terms". This facilitates phenomenon descriptions, explanations and evaluations. As a result data is gathered from a wide range of sources. Hence in this study, interaction with all school stakeholders in the natural school setting was attained.

3.2. Population

For the purposes of this study, the population comprised only government secondary schools in the three provinces. The number of government secondary schools in Matabeleland Region as at the time of the study was as shown in Table 3.1.

Table-3.1. Number of Government Secondary Schools in Matabeleland Region.

Province	Number of Government Schools
Bulawayo Metropolitan	34
Matabeleland North province	7
Matabeleland South province	11
TOTAL	52

The percentage population of government secondary schools per province in Matabeleland region are shown in relation to each other in Figure 3.2.

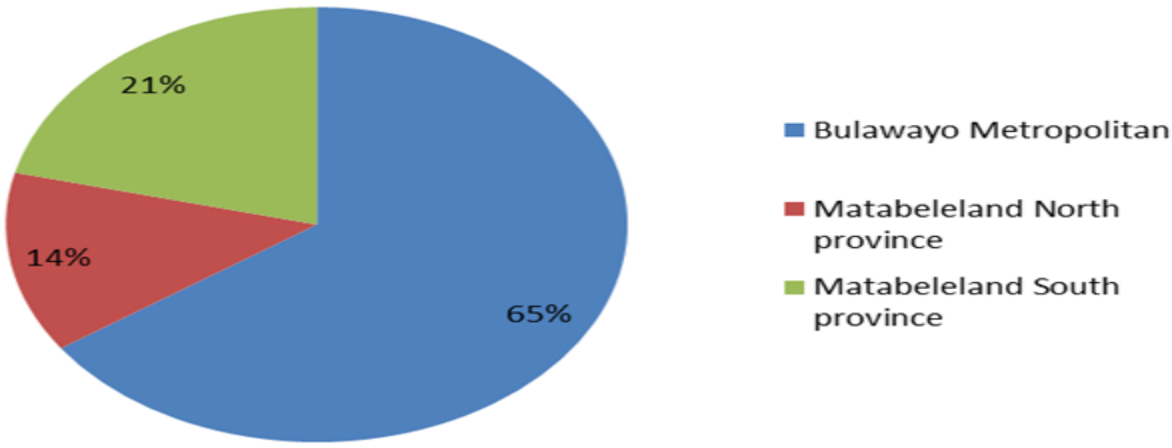

Figure-3.1. Numbers of Secondary Schools in Matabeleland Region.Government

3.3. Sampling

Purposive sampling was used to sample the actual schools from each province. Purposive sampling is a non-probability sampling method where the researcher makes a deliberate effort to identify the participants for the study. The researcher was guided by her judgement based on the objectives of the study and based on the knowledge gained about the topic understudy. According to Tongco (2007) "the strength of the method actually lies in its intentional bias." This is because once the criterion is set the researcher was able to include the very units

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that were needed in the study even if they were dotted across the region regardless of distance. Purposive sampling was also used because it identifies experts in the field; people knowledgeable about the area under study. Both the inclusion and the exclusion criteria were set as follows:

Exclusion criteria included the following;

- Non-government schools
- Government schools with secondary education up to form 4.
- Government schools with a head that had less than five years in that same school.
- Government schools outside Matabeleland region

The inclusion criteria included the following characteristics:

- Government high schools in Matabeleland region
- High schools offering a balanced curriculum
- Government high schools with one substantive head in the past five years
- Government high schools offering secondary education to A'level

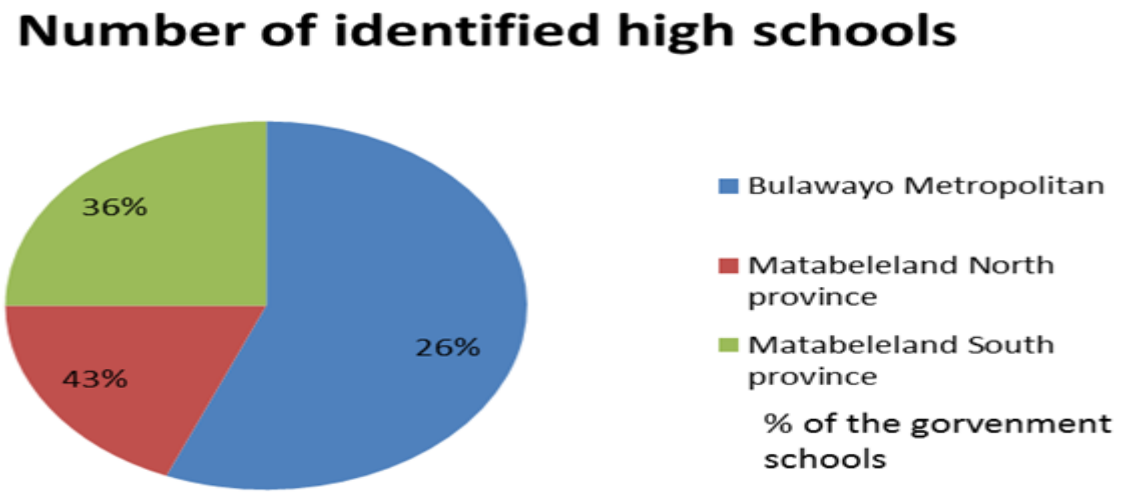

Figure-3.2. Government High School Sample Compositions

The other key informants were Education Officers, sampled from the administrators in the three regions using purposive sampling. The major criterion used was the number of years in the senior administrative post. Identified candidates were those that had five or more years in the administrative posts and those willing and available to be participants of the study. It should however, be noted that Education Inspectors were a recently introduced post hence their number of years was less than five in some cases. The resultant number of participants is shown in Table 3.2.

Table 3.2. Education Officers' Sample Composition

Officer	N
Provincial Education Directors	2
Deputy Education Provincial Director	1
Education Officers	4
District Education Officers	7
Education Inspectors	7
Better Schools Programme in Zimbabwe (BSPZ) Officials	3
	24

3.4. Data Collection Techniques

Due to the fact that the study involved multiple variables, multiple sources of information were, therefore used. A variety of data collection procedures were also used thereby giving the "greater validity" (Burns and Grove,

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2001). The use of a variety of data collection techniques facilitated data triangulation. Both qualitative and quantitative data were collected in this study through the use of document analysis, observation, interviews and questionnaires and discussion.

3.4.1. Observation

Systematic observation was used in this research. A number of characteristics were observed within the school context. Systematic observation involves "detailed notation of behaviours, events and the contexts surrounding the events and behaviours" (Borg and Gall, 1993). Observation was guided by both an observation schedule and the check lists. Both the schedule and the checklist ensured that the researcher remained alert by recording the same things systematically and in detail.

An observation schedule was constructed to guide the study. This was to ensure that variations in the observation were minimized or possibly eliminated (Denscombe, 2007). This schedule was presented as a frame work for observation by any observer to be involved in the exercise and so that definite behaviors are observed (Thomas and Nelson, 2001). The schedule according to Denscombe (2007) also enables the researcher to;

- Record data systematically and thoroughly.
- Produce data which are consistent between observers, with two or more researchers who witness the same event.

Meetings were held with research assistants identified from the sample. The assistants were chosen by virtue of seniority in the profession and their teacher qualification. Letters requesting them to be research assistants were written to them as individuals. Invitations to a meeting were also sent. Although 16 schools made the sample, research assistants from 14 schools managed to attend the meeting and these were from the districts shown in Table 3.3

Table-3.3. Number of attendants to an observation discussion meeting

District	Number of attendants
Bulawayo Central	2
Khami	2
Reigate	2
Imbizo	1
Mzilikazi	2
Matabeleland South	3
Matabeleland North	2
TOTAL	14

Heads of schools were also consulted during the construction of the instrument. The main objective was to identify key performance factors that could be observable in schools.

A list of items was, therefore, identified for observation (Appendix A). These items, according to Denscombe (2007) needed to be overt, obvious, context independent, relevant, complete, precise and easy to record. The first schedule was done and some items were discarded because they did not meet the above characteristics. Items that were removed from the list of items to be observed were as follows;

- Customer focus
- Teacher motivation
- Conflict management

These items were discarded because it was felt that they would be difficult to observe. The first instrument demanded a percentage mark to be placed for each activity or occurrence observed. The percentage rating was, however, not considered to be appropriate as it would be difficult to the observer to accord a percentage rating after a mere observation with no cumulative pointers. A semantic differential rating scale of 'none, low, medium, high'

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was constructed for use. Upon piloting it was discovered that certain occurrences could not be rated as none, low, medium, high. School appearance could not be rated as none; neither could it be rated as high. Hence semantic differentials of poor, below average, satisfactory, good and excellent were found to be suitable for use.

Semantic differentials were developed by Osgood *et al.*, (1957) cited in Burns and Grove (2001) and Thomas and Nelson (2001) as a means of measuring the connotative meaning of a concept or item. Bipolar adjectives are used and the respondent makes judgment about the given concepts. The technique in a way brings out the degrees of positive and negative perceptions about a given item. Hence in this schedule the two bipolar adjectives were;

Poor / ……. /…….. /……. / Excellent

Specific adjectives were filled in between the two adjectives so as to be specific on the degrees meant for measure. Upon piloting it was thus discovered that below average/satisfactory/good could be used average in between poor and excellent in order to control the interpretation of the schedule.

Upon further piloting of the schedule, two more items were added onto the observation list. The two items were- co-curricular activities and records management. Contextual items for the two additional items were also added as follows;

- Co-curricular activities
  - ✓ Provision of a variety of co-curricular activities.
  - ✓ Clear co-curricular activities.
  - ✓ management of structure and time tables
- Records management
  - ✓ clear filing system by all offices
  - ✓ Updated inventory registers
  - ✓ Updated teachers' records

Finally the observation schedule was ready for use. All the sampled schools were observed using the schedule. The researcher used research assistants in cases where she could not be available. All research assistants were trained by the researcher on how to use the schedule. For issues of validity and reliability two observers were used per school.

3.4.2. Interview

To further solicit information, one-to-one interviews with the Education Officers and Administrators in Matabeleland were conducted. This was to augment information obtained through other research tools.

The verbal communication or conversation was initiated by the interviewer for a specific purpose that was mainly to solicit relevant information from the interviewee (Cohen *et al.*, 2007). According to PGBS (2009) interviews are appropriate for situations where detailed information for in depth insight is required and when the data required is based on emotions, feelings, and other sensitive issues. Interviews were thus appropriate when dealing with the privileged information especially from the Provincial office. The issue of access arose, but once the interviewer gained access to the special client that opportunity got to be of great importance. Interviews yielded better results after the interviewer gained rapport and secured a friendly relationship with the respondents, confidential information that an interviewee could be reluctant to put in writing, was gained.

Open-ended questions were mainly used to ensure that the respondent's "perceptions, beliefs, opinions and motivation" were captured Chikoko and Mhloyi (1995) and these are the questions likely to pose analysis problems. Open ended questions were, favoured as they allowed greater depth in response by the interviewee especially the interviewer was skilled enough to know when to probe and prompt as situations arose during the interview session. Leading questions were avoided but questions that would result in a neutral response encouraged.

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4. DATA PRESENTATION

Having identified and discussed the methodology, this part presents results and the discussion. The chapter presents an "organized compressed assembly of information" (Ghauri and Gronhaung, 2005) drawn from observations and interviews.

4.1. Observation Results from Key Performance Indicators in Matabeleland Region, Government High Schools

This phase displays results from the thirty two observations made on the twenty identified key performance indicators in government secondary schools in Matabeleland Region.

Table-4.1. Results from Key Performance Indicators (KPIs).

K.P.I.S	Below Average	Satisfactory/good	Excellent	Total
School Appearance	9.4	84.4	6.2	100
School Discipline	15.6	84.4	0	100
Evidence of Teamwork	9.4	78.1	12.5	100
Level of Delegation	9.4	81.2	9.4	100
Networking with Community	37.5	59.4	3.1	100
Result Orientation	9.4	78.1	12.5	100
Technological Availability	34.4	62.5	3.1	100
Learning Orientation	18.8	75	6.2	100
Curriculum Awareness	3.1	75	21.9	100
Co-curricular Activities	0	81.2	18.8	100
Power and authority	15.6	71.9	12.5	100
Staff Development	6.2	90.7	3.1	100
Communication Flow	25	71.9	3.1	100
Resource Management	25	65.6	9.4	100
Innovations	34.4	65.6	0	100
Time Management	12.4	81.4	6.2	100
Records Management	3.1	90.7	6.2	100
Planning and Organisation	15.6	71.9	12.5	100
Graduate Student Profile	21.9	75	3.1	100
'O' Level Results	37.5	62.5	0	100

Table 4.4 above shows performance of the schools in the twenty key performance indicators according to the observations done. In school discipline, innovativeness and 'O' Level results no school was observed to have excelled whilst no school was observed to be below average in co-curricular activities. High ratings of below average were attained in the following factors: networking with community (37.5%) technological availability (34.4%) resource management (25%), innovativeness (34.4%), communication flow (25%), graduate student profile (21.9%) and 'O' Level results (37.5%). The high excellent ratings were in evidence of team work (12.5%), result orientation (12.5%), curriculum awareness (21.9%) co-curricular activities (18.8%), authority and influence (12.5%) and planning and organization (12.5%). 'Satisfactory/good' ratings were observed to be having higher ratings in all the key performance indicators.

4.2. Statistically Significant Correlations

Results from Key Performance Indicators (KPIs) were correlated to determine the significance of the identified KPIs on school results as shown in Table 4.2. The correlation coefficients varied from +.65 to +.99 showing that all the identified Key performance indicators had a strong relationship with O level results. Those with the strongest relationship of .9 were networking with community (+.99), technological availability (+.99), innovativeness (+.99), communication flow (+.94), resource management (+.93) and graduate student profile (+.92). When choosing the significant coefficients, the factors with p values less than 0.05 or 5% are considered significant. In this case only three KPIs emerged to be significant. These were technological availability (0.053), innovation (0.055) and

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networking with community (0.007). This, therefore, means that the level of results would increase by 0.05 or 5% for every change in technological availability. Results would also change by 0.05 or 5% for every change in innovativeness and by 0.007 or 1% for every change in networking with the community. This means that an effective head would work towards sound communication with the community and investment on technology that benefits the pupils. This can only be achieved by an innovative head and innovativeness, previously discussed is deeply embedded in an individual.

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Table-4.2. Magnitude of correlations of the Key Performance Indicator

Correlations

		School Appearance	School DIscpline	Evidence teamwork	Level Delegation	Networking with C	Result orientation	Tech Availability	Learning orientation	Curriculum awareness	Cocurricullar activities	Power authority	Staff development	Communication flow	Resource management	Innovations	Time management	Records management	Planning organisation	Graduate student profile
School Appearance	Pearson Correlation	1	0.990436	0.997104	0.999346	0.816816	0.997104	0.868549	0.990673	0.957958	0.966608	0.999948	0.999988	0.960878	0.972271	0.870001	0.999272	0.997733	0.999948	0.976186
	Sig. (2-tailed)		0.088116	0.048461	0.023022	0.391475	0.048461	0.330106	0.087017	0.185256	0.16498	0.006501	0.003166	0.178662	0.150268	0.328236	0.0243	0.042877	0.006501	0.139212
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
School DIscpline	Pearson Correlation	0.990436	1	0.977076	0.9848	0.888599	0.977076	0.928621	0.999999	0.909211	0.922007	0.991793	0.989738	0.989902	0.995238	0.929707	0.99498	0.978905	0.991793	0.996781
	Sig. (2-tailed)	0.088116		0.136577	0.111138	0.303358	0.136577	0.24199	0.001099	0.273372	0.253097	0.081615	0.091283	0.090546	0.062152	0.24012	0.063816	0.130994	0.081615	0.051096
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Evidence teamwork	Pearson Correlation	0.997104	0.977076	1	0.999202	0.770578	1	0.828344	0.977442	0.977002	0.983297	0.996276	0.99747	0.937032	0.951672	0.829986	0.993476	0.999962	0.996276	0.956861
	Sig. (2-tailed)	0.048461	0.136577		0.025439	0.439935	0	0.378566	0.135478	0.136795	0.11652	0.054962	0.045294	0.227123	0.198729	0.376697	0.072761	0.005583	0.054962	0.187673
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Level Delegation	Pearson Correlation	0.999346	0.9848	0.999202	1	0.795424	0.999202	0.850063	0.985099	0.967704	0.975241	0.998925	0.999514	0.950236	0.963181	0.851606	0.997239	0.999514	0.998925	0.967704
	Sig. (2-tailed)	0.023022	0.111138	0.025439		0.414497	0.025439	0.353128	0.110039	0.162234	0.141958	0.029523	0.019855	0.201684	0.17329	0.351258	0.047322	0.019855	0.029523	0.162234
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Networking with C	Pearson Correlation	0.816816	0.888599	0.770578	0.795424	1	0.770578	0.995357	0.887806	0.616957	0.641705	0.822664	0.813936	0.944645	0.929077	0.99507	0.838236	0.776138	0.822664	0.922514
	Sig. (2-tailed)	0.391475	0.303358	0.439935	0.414497		0.439935	0.061369	0.304458	0.576731	0.556455	0.384974	0.394641	0.212812	0.241206	0.063239	0.367174	0.434352	0.384974	0.252262
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Result orientation	Pearson Correlation	0.997104	0.977076	1	0.999202	0.770578	1	0.828344	0.977442	0.977002	0.983297	0.996276	0.99747	0.937032	0.951672	0.829986	0.993476	0.999962	0.996276	0.956861
	Sig. (2-tailed)	0.048461	0.136577	0	0.025439	0.439935		0.378566	0.135478	0.136795	0.11652	0.054962	0.045294	0.227123	0.198729	0.376697	0.072761	0.005583	0.054962	0.187673
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Tech Availability	Pearson Correlation	0.868549	0.928621	0.828344	0.850063	0.995357	0.828344	1	0.927979	0.68984	0.712544	0.873565	0.866073	0.971838	0.960365	0.999996	0.88683	0.833225	0.873565	0.955379
	Sig. (2-tailed)	0.330106	0.24199	0.378566	0.353128	0.061369	0.378566		0.243089	0.515362	0.495086	0.323605	0.333272	0.151444	0.179837	0.00187	0.305805	0.372983	0.323605	0.190894
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Learning orientation	Pearson Correlation	0.990673	0.999999	0.977442	0.985099	0.887806	0.977442	0.927979	1	0.909928	0.922674	0.992013	0.989983	0.989656	0.995068	0.92907	0.995151	0.979256	0.992013	0.996641
	Sig. (2-tailed)	0.087017	0.001099	0.135478	0.110039	0.304458	0.135478	0.243089		0.272273	0.251997	0.080516	0.090183	0.091645	0.063252	0.241219	0.062716	0.129894	0.080516	0.052195
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Curriculum awareness	Pearson Correlation	0.957958	0.909211	0.977002	0.967704	0.616957	0.977002	0.68984	0.909928	1	0.999493	0.954978	0.959373	0.841014	0.864299	0.691963	0.946311	0.975095	0.954978	0.872904
	Sig. (2-tailed)	0.185256	0.273372	0.136795	0.162234	0.576731	0.136795	0.515362	0.272273		0.020276	0.191757	0.18209	0.363918	0.335524	0.513492	0.209556	0.142379	0.191757	0.324468

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Cocurricullar activities	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Pearson Correlation	0.966608	0.922007	0.983297	0.975241	0.641705	0.983297	0.712544	0.922674	0.999493	1	0.963941	0.967871	0.857815	0.879878	0.714601	0.956125	0.981663	0.963941	0.887997
	Sig. (2-tailed)	0.16498	0.253097	0.11652	0.141958	0.556455	0.11652	0.495086	0.251997	0.020276		0.171481	0.161814	0.343643	0.315249	0.493216	0.189281	0.122103	0.171481	0.304193
Power authority	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Pearson Correlation	0.999948	0.991793	0.996276	0.998925	0.822664	0.996276	0.873565	0.992013	0.954978	0.963941	1	0.999885	0.963656	0.974609	0.87499	0.999609	0.996993	1	0.97835
	Sig. (2-tailed)	0.006501	0.081615	0.054962	0.029523	0.384974	0.054962	0.323605	0.080516	0.191757	0.171481		0.009667	0.172161	0.143767	0.321735	0.0178	0.049378	0	0.132711
Staff development	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Pearson Correlation	0.999988	0.989738	0.99747	0.999514	0.813936	0.99747	0.866073	0.989983	0.959373	0.967871	0.999885	1	0.959488	0.971096	0.867538	0.999069	0.998055	0.999885	0.975095
	Sig. (2-tailed)	0.003166	0.091283	0.045294	0.019855	0.394641	0.045294	0.333272	0.090183	0.18209	0.161814	0.009667		0.181829	0.153435	0.331402	0.027467	0.039711	0.009667	0.142379
Communication flow	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Pearson Correlation	0.960878	0.989902	0.937032	0.950236	0.944645	0.937032	0.971838	0.989656	0.841014	0.857815	0.963656	0.959488	1	0.999006	0.972526	0.970748	0.940059	0.963656	0.998081
	Sig. (2-tailed)	0.178662	0.090546	0.227123	0.201684	0.212812	0.227123	0.151444	0.091645	0.363918	0.343643	0.172161	0.181829		0.028394	0.149574	0.154362	0.22154	0.172161	0.03945
Resource management	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Pearson Correlation	0.972271	0.995238	0.951672	0.963181	0.929077	0.951672	0.960365	0.995068	0.864299	0.879878	0.974609	0.971096	0.999006	1	0.961179	0.980488	0.954328	0.974609	0.999849
	Sig. (2-tailed)	0.150268	0.062152	0.198729	0.17329	0.241206	0.198729	0.179837	0.063252	0.335524	0.315249	0.143767	0.153435	0.028394		0.177968	0.125968	0.193146	0.143767	0.011056
Innovations	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Pearson Correlation	0.870001	0.929707	0.829986	0.851606	0.99507	0.829986	0.999996	0.92907	0.691963	0.714601	0.87499	0.867538	0.972526	0.961179	1	0.888183	0.834846	0.87499	0.956243
	Sig. (2-tailed)	0.328236	0.24012	0.376697	0.351258	0.063239	0.376697	0.00187	0.241219	0.513492	0.493216	0.321735	0.331402	0.149574	0.177968		0.303936	0.371113	0.321735	0.189024
Time management	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Pearson Correlation	0.999272	0.99498	0.993476	0.997239	0.838236	0.993476	0.88683	0.995151	0.946311	0.956125	0.999609	0.999069	0.970748	0.980488	0.888183	1	0.994438	0.999609	0.983754
	Sig. (2-tailed)	0.0243	0.063816	0.072761	0.047322	0.367174	0.072761	0.305805	0.062716	0.209556	0.189281	0.0178	0.027467	0.154362	0.125968	0.303936		0.067178	0.0178	0.114912
Records management	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Pearson Correlation	0.997733	0.978905	0.999962	0.999514	0.776138	0.999962	0.833225	0.979256	0.975095	0.981663	0.996993	0.998055	0.940059	0.954328	0.834846	0.994438	1	0.996993	0.959373
	Sig. (2-tailed)	0.042877	0.130994	0.005583	0.019855	0.434352	0.005583	0.372983	0.129894	0.142379	0.122103	0.049378	0.039711	0.22154	0.193146	0.371113	0.067178		0.049378	0.18209
Planning organisation	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Pearson Correlation	0.999948	0.991793	0.996276	0.998925	0.822664	0.996276	0.873565	0.992013	0.954978	0.963941	1	0.999885	0.963656	0.974609	0.87499	0.999609	0.996993	1	0.97835
	Sig. (2-tailed)	0.006501	0.081615	0.054962	0.029523	0.384974	0.054962	0.323605	0.080516	0.191757	0.171481	0	0.009667	0.172161	0.143767	0.321735	0.0178	0.049378		0.132711
Graduate student profile	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Pearson Correlation	0.976186	0.996781	0.956861	0.967704	0.922514	0.956861	0.955379	0.996641	0.872904	0.887997	0.97835	0.975095	0.998081	0.999849	0.956243	0.983754	0.959373	0.97835	1
	Sig. (2-tailed)	0.139212	0.051096	0.187673	0.162234	0.252262	0.187673	0.190894	0.052195	0.324468	0.304193	0.132711	0.142379	0.03945	0.011056	0.189024	0.114912	0.18209	0.132711	

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Results	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Pearson Correlation	0.82398	0.894277	0.778503	0.802955	0.999922	0.778503	0.996485	0.893502	0.626769	0.651264	0.829723	0.821151	0.948682	0.933639	0.996235	0.845003	0.783978	0.829723	0.927277
	Sig. (2-tailed)	0.383498	0.295382	0.431958	0.40652	0.007977	0.431958	0.053392	0.296481	0.568754	0.548478	0.376997	0.386664	0.204835	0.233229	0.055262	0.359197	0.426375	0.376997	0.244286
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

ANOVAc						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	1978.856	1	1978.856	6368.791	0.007977
	Residual	0.310711	1	0.310711		
	Total	1979.167	2			
2	Regression	1979.167	2	989.5833	.	.b
	Residual	0	0	.		
	Total	1979.167	2			

a. Predictors: (Constant), Networking_with_C
b. Predictors: (Constant), Networking_with_C, Level_Delegation
c. Dependent Variable: Results

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4.3. Key Performance Indicators from Interviews

The education officers were asked to identify five key performance indicators expected from a government secondary school. A variety of the key performance indicators were identified. Almost all the interviewed officers identified high pass rate or good results to be the most important. One officer qualified the factor to be 'improved' school results. The other identified key performance indicators were research, ethos and tone, infrastructure and buildings, motivated staff, school discipline, good curriculum, learning resources, clearly stated objectives and co-curricular activities. Amongst these, the most frequently identified were good school results, learning resources and good infrastructure. Other factors identified were highly dependable teachers, clearly defined staff roles, low staff turnover, child friendly environment and supportive stakeholders. These factors were then viewed in light of the observation results in 4.1. The main objective was to establish the leadership factors that would best promote these key performance indicators so as to boost school performance.

5. RESULTS AND DISCUSSION

5.1. Key Performance Indicators as a Measure of Performance in Government Secondary Schools

The Key Performance Indicators from related literature, observations and education officer's views were analysed. Observations key performance indicators were guided by the correlations done to show their relation strength to O' level results and performance.

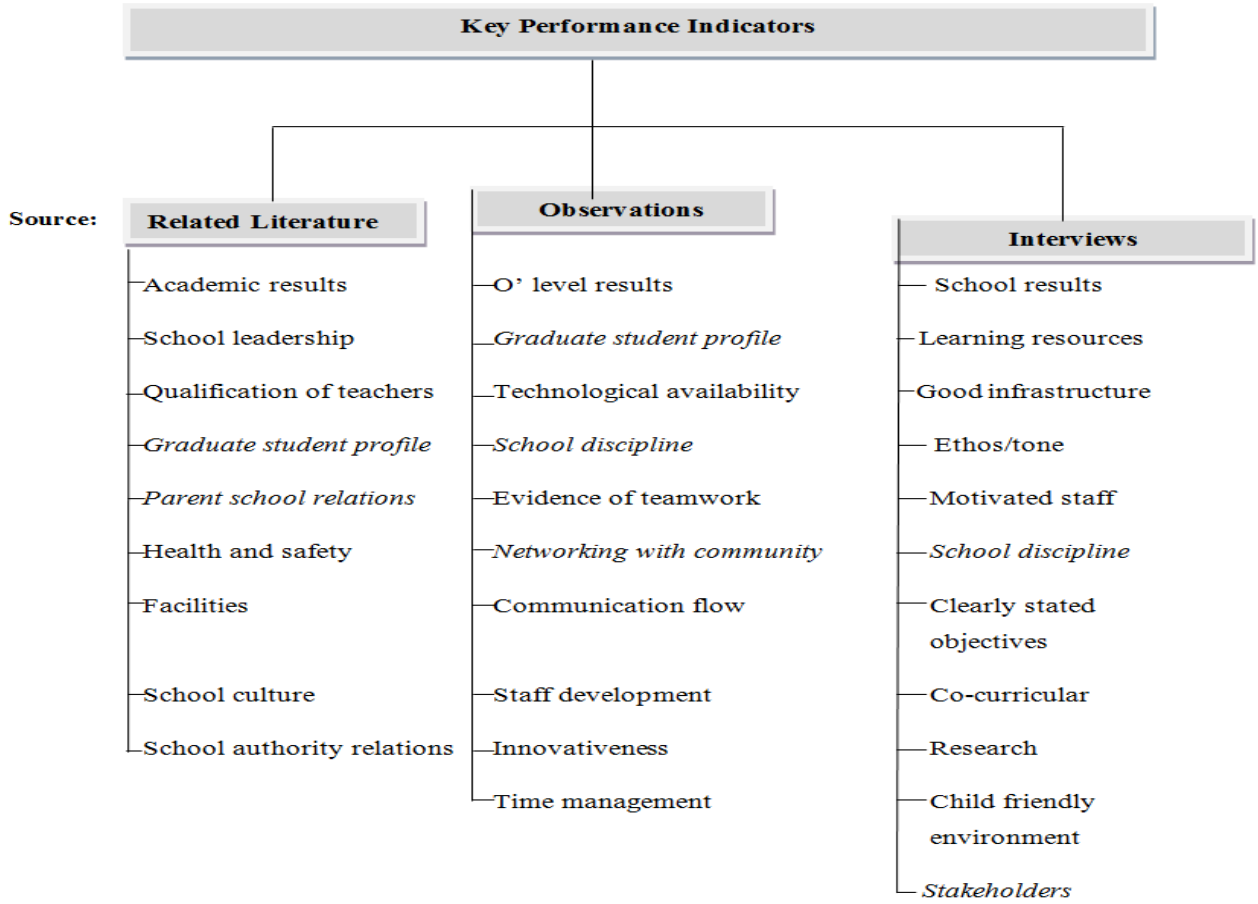

Figure-5.1. Comparative outlines of Key Performance Indicators

The analysise showed that the key performance indicators listed above had a strong relationship with 'O' Level results. Of these, only school discipline and supportive stakeholders were also identified by officers during interviews. Related literature identified graduate student profile, school discipline and parent school relations from the list showing strong relationship with 'O' Level results. Hence the comparative analysis shows graduate student

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profile, parent school relations, school discipline and stakeholders to be the common performance indicators in all three categories.

The Key Performance Indicators show a variety of angles from which performance can be viewed in schools. Lavy *et al.* (2010) observe that key performance indicators depend on the nature of the organization. The private sector organization would identify profit oriented factors and government institutions will emphasize on service delivery. The key performance indicators will also vary depending on the person identifying them. If the person is a manager or supervisor the emphasis will be on the process and if a customer, the emphasis will be on the output. The realisation that the process is important to success endorses key performance indicators rated with great strength like networking with community, technological availability, and innovativeness, communication flow and graduate student profile. Other factors like team work, school appearance, school discipline and staff development also play a significant role too since their relationship was found to be larger than .50.

Teamwork means exhibition of collaborative action. All stakeholders are involved. Teachers, parents and pupils work together as a team hence Senge (1990) suggests the systems approach as a fifth discipline where an organization is viewed through its interrelationships rather than as existing linear patterns. According to Senge (1990) the linear cause and effect results in one way communication and limited feedback. Hence the establishment of teams and communication through teams showed a strong correlation with O' level results.

However, interviews revealed that schools failed to achieve their objectives because of poor communication. This could be communication within teams, or with teachers, pupils, parents and the regional office. The interrelatedness of various levels within the organization is therefore, essential. The leader is the coordinator of the above processes and not all leaders achieve this; managing meaning which canters around an explicit vision. This assists in aligning people to a vision (Bennis and Nanus, 1985) and this is referred to as social architecture. Not all heads can be successful in the creation of this social architecture. It needs heads with special traits and exhibiting special factors which would lead teachers to commitment and compliance. Hence the study sought to establish the traits and leadership factors that were compliant with the described organizational needs especially considering that leaders with "effective communication skills have been found enjoying higher agreement with employees on strategic goals of the organization" (Ali *et al.*, 2014).

Staff development comes as a need for lifelong learning. According to Senge (1990) the leader's role is to lead followers into learning that is generative and that involves fundamental shift of mind. This leads to teachers to be able to embrace change, reflect on performance, consolidate strengths and correct weaknesses. Observing that staff development is key, places a great need for teachers to upgrade their educational qualifications as well. It was observed earlier on that the majority of teachers (64.2%) still had a basic teacher qualification of a Diploma in Education/Certificate in education. This is linked to teacher empowerment which Education Officers felt was important. Teachers were observed to resist this empowerment at times although in some cases it depended on the head. Heads that were leaders were observed to give their teachers responsibility thereby encouraging them to develop themselves professionally. Hence Georgiades and McDonnel (1998) observed that:

> When the organization has a clear sense of purpose, direction and desired future and when this image is widely shared, individuals are able to find their own roles, both in the organization and in the larger society of which they are part. This empowers individuals and confers status upon them because they see themselves as part of a worthwhile enterprise.

The sharing of the vision will not end with members of the staff but extends to pupils giving them a sound graduate profile. Pupils need to have a positive attitude towards their school and towards learning and this can only be injected by a leader who values the role of pupils in school leadership. Officers felt that pupils were to be consulted with the head remembering the saying that "anything for us without us is not ours." The strong

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graduate profile creates a school culture and promotes good school discipline. School discipline was recorded to have a correlation co-efficient of 0.8 with school results.

Strong culture is viewed to motivate pupils to learn (Stolp, 1994) because once the culture is at cross purpose with the school vision one of the two would have to be changed. Interviews observed that the leadership was the one that needed to be changed first so that the leadership would then productively align the vision to the culture or vice versa depending on the situation. Key performance indicators may vary but it is a leader who is innovative even in situations where technological availability is limited who is found to increase everyone's capacity in readiness for the next assignment.

The interviewed officers also identified 'good' infrastructure to be a key performance indicator. Whilst this is so, this was not included in the observation list because the study was on government secondary schools and almost all the government secondary schools had the necessary infrastructure as provided by the government. The observations, however, had school appearance as a factor and this was included so as to place emphasis on infrastructure maintenance. This school appearance recorded a correlation coefficient of 0.5 meaning that it had a moderate relationship with school results. The school appearance could, therefore, not be dismissed but taken to mean that maintenance of the provided structure was essential as a consisted background to school performance.

The related literature brought in an element of fees and this could be related to technological availability which had a correlation coefficient of 0.9. This could also be linked with networking with the community which had a correlation coefficient of 0.7. Once the head establishes a solid relationship with the community, the community pays fees timeously and with an innovative school head, current technology needed by the school will be made available. The community could also donate the items or facilitate the purchase of items from the corporate world. It would, therefore, be interesting to establish whether heads in government school exhibited traits that facilitated achievement of all key indicators so as to benefit from the relationship.

6. CONCLUSIONS

- Emerging from the study was the fact that Key Performance Indicators depended on the nature of the organization and the person identifying the Key Performance Indicators. Hence a variety of Key Performance Indicators in a school situation were identified through interviews, literature review and observations. However, the correlation co-efficient showed that there were some KPIs that had a greater strength of association with O' level results than others. These were technological availability, networking with community, communication flow, innovativeness and graduate student profile. School appearance, level of delegation, learning orientation, planning and organization, records management, staff development, tme management, power and authority also had a significant relationship with 'O' Level results as their co-effients were all larger than .50 (Table 4.5). For this reason, therefore, the challenge remained that of pursuing, monitoring and maintaining the KPIs that would consistently boost school performance.
- There could be a variety of Key Performance Indicators but not all of them have a strong co-relation co-efficient with 'O' Level results. The school head needs to identify the Key Performance Indicators with a strong relationship with 'O' Level results and pursue, monitor and maintain them in order to boost school performance.
- It is, therefore, of great value to the leaders, teachers, and pupils that the school leadership identifies Key Performance Indicators to be pursued by the school. The Key Performance Indicators should be identified in line with the main purpose of the school. According to Rukanda (1997) "schools exist to give instructions to its pupils and if it (sic) fails in this regard then it fails to justify its existence". In Zimbabwe, proof that instruction has been successfully given is measured through a grade C or better in a subject written at O' level. The percentage pass rate per school is, therefore, measured by the

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number of pupils in that school who would have obtained grade C or better in five or more subjects. Hence Key Performance Indicators to be identified are those with a strong association with the O' Level results as done in this study (Table 4.1 and Table 4.2). It is, therefore, recommended that the school leadership guides the school into coming up with a school key performance indicator score card. The school could then make its own self-evaluation at the end of each year and then compare their perceived scores with the O' level results for the year.

In all, this paper suggests a need to understand Key Performance Indicators from a broader perspective, integrating different views to leadership so that the end result is effective school performance.

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APPENDIX A

OBSERVATION SCHEDULE REPORT

LEADERSHIP AND SCHOOL PERFORMANCE IN SECONDARY SCHOOLS 2014

SCHOOL IDENTITY CODE …….

DATE …….

OBSERVER …….

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NO	DESCRIPTION	POOR	BELOW AVERAGE	SATISFACTORY	GOOD	EXCELLENT
1	School appearance					
2	School discipline					
3	Evidence of team work					
4	Level of delegation					
5	Relating and networking within the community					
6	Result orientation					
7	Technological availability and application					
8	Learning orientation					
9	Curriculum awareness					
10	Co-curricular activities					
11	Authority and influence					
12	Staff development					
13	Communication flow					
14	Resource management					
15	Innovativeness					
16	Time management					
17	Records Management					
18	Planning and organisation					
19	Graduate Student Profile					
20	O'level results					

Comments……
……..
……
……

SIGNED …… DATE
……..……

NOTES

1. School appearance	• Clearly marked grounds • Clean and neat surroundings • Well-kept buildings • Clear path ways • Vegetation well maintained • Safe environment for play, rest and movement
2. School discipline	• Orderliness evident • Peaceful ethos observed • Evidence of good manners and respect for authority. • Clean personal presentation by both pupils and staff
3. Evidence of team work	• Ownership of projects and school mission

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	• Sense of belonging displayed by each member
4. Level of delegation	• Work distributed amongst members • Evidence of monitoring and supervision
5. Relating and networking within the community	• Evidence of community support • Community expectations clear and respected
6. Result orientation	• School motto clearly symbolized • Clear goals and objectives • Emphasis on production as an end result
7. Technological availability and application	• Computers and printers available for office use • Computers and printers available for research and learning • Computer education evident
8. Learning orientation	• Emphasis on the process to achieve goals • Strict adherence to time tables • Use of free time for reading and study
9. Curriculum awareness	• Application of the two-pathway approach clear and meaningful • Subject combinations providing sound background for future studies
10. Co-curricular activities	• Provision for variety of co-curricular activities • Clear co-curricular activities, management structure and time-tables
11. Authority and influence	• Evidence of control and respect for authority
12. Staff development	• Teachers engaged in in-service training • Short courses given as staff development • Reading culture amongst teachers observed
13. Communication flow	• Clear staff line relationships • Evidence of being informed of current issues in the school community
14. Resource management	• Availability of resources • Fair distribution of resources • Strict maintenance of resources evident
15. Innovativeness	• Evidence of clear, tangible, unique items and practices that show creativity and originality
16. Time management	• Adherence to time • Smooth flow of events
17. Records management	• Clear filing system by all officers • Updated inventory registers • Updated teachers' class records
18. Planning and organisation	• Smooth flow of programmes • School activities planned, monitored and supervised
19. Graduate student profile	• Where are the graduates of this school found? • Are they found in institutions of higher learning or in the streets?

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