# EVALUATION OF PERFORMANCE MANAGEMENT IN STATE SCHOOLS: A CASE OF NORTH CYPRUS

## DEVLET OKULLARININ PERFORMANS YÖNETİMİ AÇISINDAN DEĞERLENDİRİLMESİ: KKTC ÖRNEĞİ[*]

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**ÖZET:** Araştırma, Kuzey Kıbrıs Türk Cumhuriyeti devlet okullarının performans yönetimi açısından değerlendirilmesini temel almaktadır. Bu araştırma, öğretmenlerin ve sorumlu müdürlerinin performans yönetimine ilişkin algılarının değerlendirilmesini ele alarak KKTC devlet okullarının performans yönetimi ile kaliteyi yakalamasının değerlendirilmesini hedef almasıyla özgün bir niteliğe sahiptir. Araştırmada, nicel araştırma yaklaşımına bağlı anket ile nicel veriler elde edilmiş, veriler SPSS programına bağlı ANOVA ile yorumlanmıştır. Performans yönetimi boyutlarının kıdeme göre anlamlı farklılığı araştırmada dikkate alınmıştır. Çalışma grubunu, 11 devlet ortaokulunda görev yapan 16 sorumlu müdür ve 237 öğretmen oluşturmaktadır. Araştırma sonucunda KKTC ortaöğretim devlet okullarında görev yapan öğretmen ve müdürlerin performans yönetimine ilişkin farkındalığı yaratılarak, kıdem ve performans yönetiminin boyutları olan performans hedeflerinin planlanması, raporlama işlemine ilişkin görüşler, performans değerlendirme, ödül ve ceza, bireysel performans ve örgüt kültürü ilişkisi arasında anlamlı fark olduğu ortaya çıkmıştır.

**Anahtar sözcükler:** kıdem, mesleki gelişim, performans yönetimi, ortaokul

**ABSTRACT**: The research study aims to evaluate performance management in the state secondary schools in North Cyprus. This study is significant by shedding a light on perceptions of teachers and headmasters regarding quality control of schools through performance management. In this research, quantitative research was employed, and a survey was conducted to gather quantitative data through questionnaires. Quantitative data were analysed and interpreted through SPSS program based on ANOVA. 16 head teachers and 237 teachers from 11 state secondary schools participated in the research. The findings revealed that teachers and headmasters gained insights on performance management and its dimensions. In this research, the significant difference between work experience of teachers and headmasters and the dimensions of performance management was revealed. In other words, there is a significant difference between work experience and the dimensions of performance management which are the planning of individual performance goals, reflection on observation reports, performance measurement, reward-punishment and the relationship between individual performance and the culture of the organization.

**Keywords:** work experience, professional development, performance management, secondary schools

## 1. INTRODUCTION

### 1.1 Performance Management in Schools

The atmosphere of schools from the viewpoint of a management process has tensions due to the bureaucratic systems and the professional autonomy. As schools have management units based on their structures and size, these units are performing based on management responsibilities. In this respect, there is the need to consider the bureaucratic system of assessment, evaluation, verification, review and appraisal in order to control the professional works in schools (Cutler, & Waine 2001; Fitzgerald, Youngs, & Grootenboer 2003).

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According to Darling-Hammond (1990), schools are agents of the government that can be administered by hierarchical decision-making and controls. Rules and procedures are shaped and transferred based on policies, and teachers and headmasters are the key personnel to implement these rules and procedures. In this respect, the work experience of teachers and headmasters plays a great role in managing rules and procedures within decision making process.

As teachers' professionalism relies on enhancing useful and meaningful knowledge about what it means to be a teacher in their particular context, the terms of performance, management and work experience play a great role in supporting the reflective practice of teachers and headmasters in their work contexts. In this respect, performance management system is needed to evaluate their performance for providing a rationale for a positive framework to improve the quality of teaching and learning (Kagioglou, Cooper, & Aouad 2001; Randall 2009). Performance management provides the recognition of the importance of teaching for the quality in education. In other words, teachers improve the teaching profession by managing their performance (Down, Chadbourne, & Hogan 1999).

Performance management is a demanding topic for human resource development of professionals, and it is especially important to the employees of schools and organisations in their rethinking and redesigning of their performance management systems in order to achieve quality teaching and learning (Buchner 2007; Down, Chadbourne, & Hogan 1999; Rhodes, & Beneicke 2002). As performance management is a process for establishing a shared understanding about what is to be achieved and how it is to be achieved and an approach to managing people toincrease success, it is a closed loop control system which arranges policy and strategy and gains feedback in order to manage the performance of the system (Kagioglou, Cooper, & Aouad 2001; Pretorius, & Ngwenya 2008; Storey 2002).

## 1.2. Definitions of Performance Management

*Mwita (2000) defines performance management as any systematic approach to improving*

*organizational performance. Performance management is defined in many other ways:*

*"the process of delivering sustained success to organizations by improving capabilities of individuals and teams" (Armstrong, & Baron 1998).*

*"is the process by which the organization integrates its performance with its corporate and functional strategies and objectives" (Cheng, Dainty, & Moore 2007).*

*"the use of performance measurement information to affect positive change in organizational culture, systems, and processes, by helping to set agreed-upon performance goals, allocating and prioritizing resources, informing managers to either confirm or change current policy or program" (Amaratunga, & Baldry 2003).*

From these definitions it can be understood that performance management is a systematic process of gaining measurable success indicators to keep schools and organizations in their ongoing performance management process.

## 1.3. Performance Management for Professional Development in Schools

Continuous professional development puts forward the great impact for the need of performance management which is a mechanism to motivate teachers regarding their work experience in order to enhance teacher professional development and performance in schools. An attempt to restructure and re-culture school atmospheres initiates the accountability and productivity of teachers' work. This provides great insights for performance management in schools because performance management bridges the needs to manage teachers' performance and it is also used to get a rationale stance for professional development and feedback in terms of work performance (Crouch, & Mabogoane 2001).

As performance management is an ongoing cycle and a managerial tool to pursue educational purposes, it is also a managerial strategy that consists of three stages. These stages are planning, monitoring and review. In planning, discussing and setting priorities in terms of objectives is crucial. In monitoring, examining the progress is essential in order to open a way for review. In this respect, in the review process, it is taken into account for achievements within the challenging and flexible performance management process (Cutler, & Waine 2001; Haynes, Wragg, Wragg, & Chamberlin 2003).

Education is a life long process which is fed by the achievements of teachers, students and managers in order to enhance its quality. Considering performance management in schools is a powerful evidence to manage achievements and sustain the quality in educational purposes (Barber 2000; Fitzgerald 2000). In this respect, managing performance in schools provides continuity and cohesion in schools' activities (Silcock 2002).

Performance management is accepted as the process of delivering sustained success to organizations by improving capabilities of individuals and teams (Armstrong, & Baron 1998; Waal, Hafizi, Rahbar, & Rowshan 2010), bridging the gap between the dimensions of performance management. These are the planning of individual performance goals, the reflection on observation reports, performance measurement, the reward-punishment and the relationship between individual performance and the culture of the organization and work experience, which provides positive effect to make changes in systems and processes by allocating and prioritizing resources within shared goals. This research study relies on the framework of performance management dimensions which are planning of individual performance goals, reflection on observation reports, performance measurement, reward - punishment and the relationship between individual performance and the culture of the organization. In this research the dimensions of performance management and the work experience of headmasters and teachers were examined based on following research questions:
Q1. What are the perceptions of teachers and headmasters on performance management?
Q2. Is there a significant difference between the dimensions of performance management and work experience?
Q3. To what extent is the performance management system carried out in the secondary schools in North Cyprus?

## 2. METHODOLOGY

This research has a quantitative nature that relies on power of interpretation based on numbers. In this respect, scale results on performance management in state schools shed a light on the understanding of teachers and headmasters in relation to focus. Quantitative research emphasizes quantification in both data collection and analysis within a deductive process. In addition, it relies on a view of social reality as an external and an objective reality that is also appropriate for the focus of this research (Bryman 2004).

### 2.1. Chosen Research Approach

Regarding the nature of the research as a deductive process within the quantitative paradigm, a survey was conducted to examine the perceptions of teachers and headmasters on performance management, to reveal how they manage performance and to determine to what extent the performance management is carried out in the secondary schools through questionnaires (Cohen, Manion, & Morrison 2000).

The rationale behind this chosen approach is that survey design research aims to gather information from defined set of people as population through questionnaires or interviews. Furthermore, survey design research is guaranteed through relevant and manageable research questions that researchers attempt to answer based on a deductive process. In this research, a quantitative approach was adopted in the form of a survey design via questionnaires to examine the perceptions of teachers and headmasters on performance management. The scale has been prepared in

the form of five point Likert Scale (Creaswell 2003). A pilot study was initially conducted to rephrase the statements which proved to be ambiguous.

## 2.2. Study Group and Research Context

The research aims to reflect on performance management in schools in a larger spectrum. The study comprises the administrators (n=77) and the teachers (n=870) who are employed in the 17 secondary schools of the Ministry of National Education, Youth and Sports in North Cyprus. A survey is conducted to determine the significant difference between the dimensions of performance management which are the planning of individual performance goals, reflection on observation reports, performance measurement, reward-punishment and the relationship between individual performance and the culture of the organization and work experience of teachers and headmasters. The purposive sampling was employed in this research because of conducting the research in secondary schools of the educational system. Ethics are also highly considered by looking for volunteer schools and the staff to participate in this research. The researchers used the theoretical study group size table to determine the appropriate study group size for the study. For a population size of 1,000 people, the appropriate study group size was 277 (95% reliability level, alpha=.05, and 5% tolerance) (Balcı, 1995). Then, the headmasters and the teachers to be included in the study group were determined. 237 from a total of 870 secondary school teachers and 16 from a total of 77 headmasters were included in the study group. Table 1 illustrates the study group list of the participants.

**Table 1: The Study Group List of the Headmasters and Teachers**

|  | Frequency | percent | valid percent | cumulative percent |
|---|---|---|---|---|
| Teachers | **237** | **93,7** | **93,7** | **93,7** |
| Headmasters | 16 | 6,3 | 6,3 | 100,0 |
| TOTAL | **253** | 100,0 |  |  |

## 2.3. Data Collection and Analysis

The questionnaire which has a five point scale was administered to volunteer teachers, head and assistant headmasters and teachers to collect quantitative data for analysis. In order to encourage participation and for the answers to be reliable, the questionnaire was handed out right after the seminar on Performance Management which was organized by the Ministry of National Education, Youth and Sports. The introductory information on the questionaire about its aim also enables the researchers to have reliable results. The demographic information of the participants and the information about the schools they work at, take place in the first part of the questionnaire. Table 2 illustrates the dimensions of performance management as a framework for the research study, the number of questions regarding each dimension and Cronbach Alpha reliability coefficient.

**Table 2: Performance Management Dimensions and the Number of Questions**

| Dimension no | Dimensions | Item number | Alpha |
|:---:|:---|:---:|:---:|
| **1** | The planning of individual performance goals | **4** | **,81** |
| **2** | Reflection on observation reports | **7** | **,81** |
| **3** | Performance measurement | **4** | **,80** |
| **4** | Reward – punishment | **9** | **,79** |
| **5** | The relationship between individual performance and the culture of the organization | **6** | **,82** |

As the scale which consists of five dimensions is prepared to analyse how each performance management factor is applied, each dimension is considered to be a subscale. The dimensions of the scale comprises five dimensions, namely the planning of individual performance goals, reflections on observation reports, performance measurement, reward and punishment and the relationship between individual performance and the culture of the organisation.

## 3. FINDINGS

The five dimensions of performance management and work experience of teachers and headmasters were evaluated in terms of their perceptions. The conducted survey revealed the following findings.

### 3.1. Demographic Information

%35,6 (n=90) of the participants are male and %64,4 (n=163) of them are female. In terms of age, % 11,5 (n=29) of participants are 21-25 years old, %25.3 (n=64) of them are 26-30 years old, %20.9 (n=53) of them are 31-35 years old, % 12,3 (n=31) of them are 36-40 years old, %11,9 (n=30) of them are 41-45 years old, %9,9 (n=25) of them are 46-50 years old, %8,3 (n=21) of them are 51 years old.

### 3.2 The Work Experience of the Participants and the Perceptions of the Five Dimensions in Terms of Work Experience

**Table 3: Work Experience of Teachers and Headmasters**

| | Frequency | percent | valid percent | cumulative percent |
|:---|:---:|:---:|:---:|:---:|
| 1-5 years | **81** | **32,0** | **32,0** | **32,0** |
| 6-10 years | **56** | **22,1** | **22,1** | **54,2** |
| 11-15 years | **38** | **15,0** | **15,0** | **69,2** |
| 16-20 years | **36** | **14,2** | **14,2** | **83,4** |
| 21-25 years | **23** | **9,1** | **9,1** | **92,5** |
| 26 years above | **19** | **7,5** | **7,5** | **100,0** |
| **TOTAL** | **253** | **100,0** | **100,0** | |

Table 3 displays that 32% of the participants have fewer than five years of work experience. About 22,1 % of them have between 6 - 10 years of work experience, 15% of them have between 11- 15 years of work experience, 14.2% of them have between 16- 20 years of work experience, 9.1% of

them have between 21-25 years of work experience, and 7.5% of them have more than 26 years of work experience.

**Table 4: ANOVA Results for Work Experience and the Five Dimensions of Performance Management**

| | | sum of squares | df | mean square | F | Sig. |
|---|---|---|---|---|---|---|
| The Planning of individual performance goals | Between groups | 254,581 | 5 | 50,916 | 3,761 | ,003 |
| | Within groups | 3344,297 | 247 | 13,540 | | |
| | Total | 3598,877 | 252 | | | |
| Reflection on observation reports | Between groups | 363,983 | 5 | 72,797 | 2,316 | ,044 |
| | Within groups | 7764,459 | 247 | 31,435 | | |
| | Total | 8128,443 | 252 | | | |
| Performance measurement | Between groups | 313,881 | 5 | 62,776 | 5,363 | ,000 |
| | Within groups | 2891,249 | 247 | 11,705 | | |
| | Total | 3205,130 | 252 | | | |
| Reward-punishment | Between groups | 765,647 | 5 | 153,129 | 2,873 | ,015 |
| | Within groups | 13164,124 | 247 | 53,296 | | |
| | Total | 13929,771 | 252 | | | |
| The relationship between individual performance and the culture of the organization | Between groups | 363,812 | 5 | 72,762 | 4,057 | ,001 |
| | Within groups | 4429,792 | 247 | 17,934 | | |
| | Total | 4793,605 | 252 | | | |

There is a significant difference between the work experience of teachers and headmasters based on the five dimensions of performance management. It is revealed that there is a significant difference between work experience and the planning of individual performance goals ($F_{(4-247)} = 3,76$, $p > 0,05$). In addition, there is a significant difference between the work experience of headmasters and teachers and their reflection on observation reports ($F_{(4-247)} = 2,31$, $p > 0,05$). There is also a significant difference between the work experience of teachers and headmasters and performance measurement ($F_{(4-247)} = 5,36$, $p > 0,05$). Moreover, there is a significant difference between work experience of the participants and the reward-punishment and similarly, there is a significant difference between the participants' work experience and the relationship between individual performance and the culture of the organization ($F_{(4-247)} = 2,87$, $p > 0,05$ and ($F_{(4-247)} = 4,05$, $p > 0,05$).

## 4. DISCUSSION AND CONCLUSION

In performance management system, the schools need to go through a planning process in accordance with their goals in terms of each school's individual and cultural structure. As performance management system begins with the planning step, the planning includes setting performance goals, definition of work, responsibilities, competence, setting qualifications for the employees and generating data for performance measurement. The system of setting goals, which is an important component of performance management system, is important to schools. Performance measurement is a continuous process in which the behaviours and performance of the staff are evaluated and directed. Performance is an important tool to identify the strengths and weaknesses of a person or a group in terms of work (Alpargu 1999). When employees are aware of what is expected from them and more importantly when they take part in the goal setting process, they will be more motivated, and they will do their best in reaching the set goals. This is the main principle of performance management system. For this reason, one of the dimensions of the instrument of performance management is about

performance goals. The dimension which is called  "the planning of individual performance goals'' includes evaluating the performance of teachers in terms of the goals of the organization, how often the administrators consult teachers whilst setting goals, how often the administrators and teachers agree on performance goals, how often the administrators consider the qualifications of the teachers in setting goals and the administrators' regularly planning teachers' goals in accordance with the regulations. 55,6 % of the participants replied "occasionally"  for the dimension of planning of individual performance goals, and the mean is 2,78. However, research and the literature stress the importance of setting goals (Cummings, & Worley 1997; Palmer 1993). Furthermore, it is also important to set goals according to the individuals and school type. When the means are considered, it can be suggested that the teachers in TRNC are more positive towards the planning of individual performance goals. In enhancing teacher performance, to set performance goals and criteria plays a great role (Down, Chadbourne, & Hogan 1999; Grootenboer 2003). The main reason for using the results of performance measurement in performance management is to gather data for rewarding and improving employees.

In performance management system, what should be evaluated and measured must be defined first. The general features of the system are determined by the choice of measurement system and of the people to measure and the areas in which the measurement data are used. A valid performance measurement consists of a comprehensive work analysis in which the important needs and necessities of work are defined. Then, the performance criteria through which the employees are evaluated are developed. According to Williams (1998) criteria are at the same time the performance expectations that the employers would like to be accomplished. With regards to  the questions about the dimension of reflection on observation reports which includes performance goals, the measurement of performance goals on inspectors' reports and how individual performance is important to the Ministry of National Education, Youth and Sports, 66% of the participants replied "occasionally" and the mean is 3.30.

It is known that to err is always possible so far as performance management is concerned. For this reason, employees feel uneasy when their performance is observed and/or evaluated. Thus, during the evaluation process, employees should be told that the aim of the performance evaluation is to improve them. They should always be given feedback and they should be offered an in service training, which will have a positive effect on employees. The goal setting process enables the employees to reach the desired performance, performance measurement helps them understand how close they are to the goals and reward system enables them to repeat their high performance. In the reward system which is also known as the last step in performance management, it is decided how to reward the high performance and   how to improve the performance of the ones with low performance (Tomlinson 2000). To one of the dimensions of our study, i.e., performance measurement tests whether or not teachers' performance is evaluated in accordance with organisational goals, high performance is noticed, feedback is given regularly about performance and low performance is spotted, %62.3 of the participants replied "occasionally" and the mean is 3,11.

Coşkun (2005) states that the main reason for low performance is the lack of motivation and rewarding. In addition, according to Marşap (2000) especially not rewarding the ones with high performance may result in low performance in employees and in resistance towards the measurement system. Furthermore, according to the performance measurement results, promotion and career advancement are also effective in motivating employees (Armstrong, 1996). The performance management has been conducted in several schools in England and it is reported that it works well especially in teachers' individual performance and that the rewarding system (extra payment) motivates teachers and this in turn enhances their performance (Haynes, Wragg, Wragg, & Chamberlin 2003). On the other hand, Barutcugil (2002) reports that in Turkey, rather than extra payment teachers prefer praise. When promotion takes place according to the performance results, the commitment of the employees increases. Gutteridge (1986) acknowledges that promotion takes the first place in individual goals. Research shows that it is important for the employees to trust the people who will evaluate their performance and to believe that they will be fair (Bostancı 2004; Edwards, & Ewen 1996). The participants of this research were positive towards this dimension. The items include whether or not high performance is noticed, feedback is given regularly about performance, low

performance is spotted and penalized, the administrators who notice low performance are objective and rewarding of high performance is good enough. When the teachers' opinions about reward and punishment system are concerned, 61,7% of them ticked "occasionally" and the mean is 3,41.

In order to apply performance management successfully in schools, the culture of the organization should be open to improvement and innovation (Hume 1995). It is important for the employees to be productive and open to learning. A system must be established to generate opportunities for continuous learning, to foster communication and group work to attain information and share it since the main aim is to generate the culture of success (Marsick, & Watkins 1997; Mwita 2000). Motivation has been defined in several ways in the culture of the organization. It is possible to define motivation as the behaviour of an individual willingly to achieve a specific goal. Another definition of motivation is that motivation is the process of generating such good working conditions that employees are encouraged to fulfill their own needs along with those of the organization. Those who feel safe and believe in their jobs are motivated to show high performance (Yüksel, 2006). Commitment and devotion are necessary in employees' success. Commitment and devotion are possible only when they are satisfied with their jobs and when their needs are considered (Öztekin, 2006). The dimension of the relationship between performance management and the culture of the organization consists of teachers' low performance being spotted by their colleagues, teachers' high performance being noticed by their colleagues, the administrators' motivating teachers continuously to show high performance, the administrators' noticing the lack of motivation which may result in low performance and teachers' comments. The findings of this research concerning this dimension illustrated that 60, 2 % of the participants replied "occasionally" and the mean is 3,36.

When performance management dimensions based on work experience of the participants within this research are considered, there is a significant difference between all the five dimensions and the work experience. Performance management is very important in every working context, both in the industry in general and in the education world in particular. It is an important process because it aims to improve the performance and hence the quality of the work delivered. In this study, it is aimed to improve the level of education by improving the teachers' and the headmasters' performance. It is suggested that a three stage performance management tool should be applied in order to shed a light on rethinking of schools in managing performance management systems. Furthermore, via performance management systems, there is an opportunity to improve the quality of teaching and learning (Buchner 2007; Down, Hogan, & Chadbourne 1999; Rhodes, & Beneicke 2002). This research study provides an insight to consider the impact of performance management process for schools and professional development of teachers and headmasters.

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## Genişletilmiş Özet

Bu araştırma, Kuzey Kıbrıs Türk Cumhuriyeti'nde ortaöğretim okullarının öğretmen ve müdürlerinin performans yönetim süreçlerinin değerlendirilmesi ve performans yönetim süreçlerine ilişkin algılarının değerlendirilmesiyle farkındalık yaratmayı temel almaktadır. Bu bağlamda, araştırmada öğretmen ve müdürlerin okullarda varolan performans yönetim süreçlerinin değerlendirmeleri hakkındaki algılarına yer verilmiştir.

Günümüzde performans yönetimi, kurum ve kuruluşların kaliteye ilerleme yolunda bünyelerinde barındırmaları gereken bir zorunluluk olarak giderek önem kazanmıştır. Sıklıkla işletme alanında bahsi geçen performans yönetiminin eğitim kurumlarında benimsenmiş olması yeni ve gerekli bir adımdır. Bu bağlamda, konu kapsamının alan yazısında eğitim kurumları adına sınırlı olması, yapılan araştırmanın özgünlüğünü ortaya koymaktadır. Performans yönetimi, bireysel performans hedeflerinin planlanması ve değerlendirilmesi, bunun yanı sıra örgüt kültürünün performans yönetimi ile ilişkisini kapsamaktır. Buna bağlı olarak bu araştırma, bireysel performans hedeflerinin planlanması, gözlem raporlarının hazırlanması, değerlendirme, ödül-ceza ve örgüt kültürü ilişkisini değerlendirmeyi ve bu boyutlar hakkında farkındalık yaratmayı ele almış, ortaöğretim devlet okullarında görev alan ve çalışmaya gönüllü katılan öğretmen ve müdürlerin kıdemleri ile performans yönetimi boyutları arasında anlamlı farkın değerlendirilmesini vurgulamıştır.

Nicel araştırma niteliği taşıyan bu araştırma KKTC Ortaöğretim kurumlarında çalışan öğretmen ve yöneticilerin anket uygulamasına bağlı performans yönetim süreçlerinin değerlendirmesini ve performans yönetimi süreçlerine ilişkin algılarını ele almıştır. Çalışmada veriler araştırmacı tarafından hazırlanan anket aracılığıyla toplanmış ve çalışma grubunu KKTC Milli Eğitim Gençlik ve Spor Bakanlığına bağlı 11 devlet ortaokulunda görev yapan 16 sorumlu müdür ve 237 öğretmen oluşturmuştur.

Anket içerisinde yer alan performans yönetiminin boyutlarının kıdem ile ilişkisinin yorumlanmasında ANOVA kullanılmıştır. Araştırmanın kendi özgün değeri ışığında, araştırma süreci ile performans yönetimi ve sürecine ilişkin yapılan seminerler ve araştırma anketi farkındalık yaratılmasına yardımcı olmuştur. Araştırmada kullanılan anket, araştırma amacına ilişkin farklı kaynakların araştırma evrenine uygunluğu dikkate alınarak tasarlanmış, aynı zamanda anketin araştırma alanına uyarlanabilirliğini de ortaya koymuştur.

Araştırmada kullanılan anket, ölçme aracının geçerlik ve güvenirlik çalışması kapsamında soru maddeleri ve anlatımların anlaşılırlığı, araştırma amacına uygunluğu ve soruların nicel yeterliliği alınan uzman görüşleri doğrultusunda değerlendirilerek veri toplama aracı araştırmacı tarafından geliştirilmiştir. Anketin güvenirliğini artırmak için anketin içinde yer alan maddeler arasında iç tutarlılık Cronbach Alpha Coefficiency güvenirlik analizi ile test edilmiştir.

Böylelikle, ankette, Kuzey Kıbrıs Türk Cumhuriyeti'ndeki ortaöğretim okullarının öğretmen ve müdürlerinin, performans yönetimine bağlı bireysel performans hedeflerinin planlanması, gözlem raporlarına ilişkin görüşleri, değerlendirme, ödül-ceza ve bireysel performans ve örgüt kültürü ilişki boyutları yer almıştır. Araştırmanın değişkenleri arasında bulunan kişisel bilgilere ve bu kişilerin görev aldıkları okullara ait bilgilere anketin içerisinde yer verilmiştir. Özellikle, bu araştırmada kullanılan anket ile performans yönetimi boyutlarının her birinin okullarda uygulama düzeyi saptanmaya çalışılmıştır. Araştırmada, Anova sonuçlarına yer verilmiş, bu bağlamda öğretmen ve müdürlerin görüş ve algıları kıdemlerine göre değerlendirilmiştir. Buna bağlı olarak, performans yönetim sistemi içinde okulların amaçları doğrultusunda bireysel ve örgütsel yapısına ilişkin bir planlama sürecinin yapılandırılmasına gereksinim vardır. Performans yönetim sistemi aslında planlama basamağı ile başlar. Planlama, öncelikle gerçekleştirilmesi istenen performans hedeflerinin belirlenmesi, bu hedefler çerçevesinde iş tanımları, işi oluşturan eylemler, işlemler, yetkiler, sorumluluklar, işin diğer işlerle olan ilişkileri ve işi yapmak için iş görende bulunması gereken niteliklerin belirlenmesi ve performans göstergelerine ilişkin veri yapısının oluşturulması ve ölçülmesine ilişkin önceliklerin belirlenmesini kapsayan bir süreçtir. Performans yönetim sisteminin planlanması gereken en önemli basamaklarından olan hedef belirleme sistemi okullar için de önemlidir. Performans değerlendirme, örgüt personelinin, davranış ve iş ile ilgili çıktılarının hem değerlendirilip hem de yönetildiği kesintisiz devam eden bir süreçtir. Performans değerlendirme, bir kişinin ya da grubun iş ile ilgili kuvvetli ve zayıf taraflarının belirlenmesi için önemli bir araç

olduğuna göre, çalışanlar kendilerinden ne beklendiğini bilip anladıklarında ve daha da önemlisi kendi hedeflerinin oluşturulmasında rol aldıklarında işlerini sahiplenecek ve hedeflerine ulaşmak için ellerinden geleni yapacaklardır. Yapılan birçok araştırma ve alan yazısı hedef koymanın ve özellikle ulaşılabilir hedefler koymanın önemini vurgularken, bu araştırmada performans hedeflerinin planlanması boyutunun okullarda uygulanma seviyesine %55,6 aralığında 'orta sıklıkta' cevabı alınmıştır ve ortalama ağırlığı da 2.78 olarak belirlenmiştir.

Performans yönetim sistemi içinde neyin değerlendirileceği ve ölçüt tanımlanması gerekir. Değerlendiricilerin ve değerlendirme yönteminin seçimi değerlendirme bilgilerinin kullanım alanları sistemin genel özelliklerini belirler. Geçerli bir performans değerlendirmesi, önemli iş ödevlerinin tanımlandığı kapsamlı bir iş analizinden oluşur. Örgüt kültürü bireysel performansa önem verme derecesi ile ilgili ele alınan raporlama işlemine ilişkin görüşler boyutunun okullarda uygulanma seviyesine verilen 'orta sıklıkta' yanıtının % 66 aralığında olduğu ve ortalama ağırlığının da 3,30 olduğu belirlenmiştir. Performans değerlendirilmesinde her zaman yanılgı payları olduğu bilinmektedir. Bu nedenle performansın yakından izlenmesi ve/veya denetlenmesi iş görenlerde olumsuz duygular oluşturmaktadır. Bu nedenle değerlendirme süresince, performans değerlendirmenin amacının iş görenin gelişimi olması ve bunun iş görene anlatılması, iş görenlere performans gelişimleri için değerlendirme sonucunda geribildirim sunulması, başarısız iş görenlerin hemen gelişim sürecine alınması, değerlendirme sürecine iş görenin katılımının sağlanması değerlendirme boyutunun başarısını artırabileceği gibi iş görenin performansını da olumlu etkileyecektir. Bu bağlamda, performans değerlendirmesi boyutu kapsamında okullarda uygulanma seviyesine verilen 'orta sıklıkta' yanıtının % 62,3 aralığında olduğu ve ortalama ağırlığının da 3,11 olduğu belirlenmiştir. Performans yönetim sisteminin üzerine kurduğu temel ilkelerden biri de yüksek performansı ödüllendirmek, düşük performansı geliştirmek, örgütün hedeflerine zarar veren performansı ise ödüllerden mahrum bırakarak cezalandırmaktır. Ödül temelli olmayan okul gelişim yaklaşımlarında, öğretmenlerin gelişime gerek duymadıklarından dolayı ileriden çok geriye doğru giden düşük performanslı okulların artması olasıdır. Bu bağlamda elde ettiğimiz araştırma sonucunun olumlu olduğunu söylemek mümkündür. Performans yönetiminin ödül ve ceza boyutunun okullarda uygulanma sıklığı ile ilgili alınan öğretmen görüşlerine baktığımız zaman, okullarda uygulanma seviyesine verilen 'orta sıklıkta' yanıtının % 61,7 aralığında ve ortalama ağırlığının da 3,41 olduğu belirlenmiştir. Başarılı bir performans yönetimi için okullarda bir örgüt kültürü için gelişmeye ve yenilenmeye elverişli bir kültür düzeyinin oluşması gerekir. Öğrenmeye hazır üretken bir iş gücünün bulunması iş görenleri geliştirme uygulamalarına yer verilmesi ve bu uygulamaların öğretmenler tarafından da bilinmesi gerekir. Bu bağlamda, performans yönetimi örgüt kültürü ilişkisi boyutunun okullarda uygulanma sıklığı ile ilgili alınan görüşlere baktığımız zaman, okullarda uygulanma seviyesine verilen 'orta sıklıkta' yanıtının %60,2 aralığında ve ortalama ağırlığının da 3,36 olduğu belirlenmiştir.

Sonuç olarak, performans yönetiminin belirlenen beş boyutu dikkate alındığı zaman, bu boyutlar ve ortaöğretim devlet okullarında çalışan ve gönüllü olarak araştırmaya katkı koyan öğretmen ve müdürlerin kıdemleri arasında anlamlı bir fark bulunmuş ve bu boyutlarla ilgili farkındalık yaratılmıştır.

İleriki araştırmalarda, aynı araştırmanın özel okullarda da yapılması ve devlet ve özel okullarda müdür ve öğretmenlerin gerek kıdemleri arasındaki gerekse demografik özellikleriyle performans yönetiminin boyutları arasındaki ilişkinin kıyaslanmasına yer verilebilir. Ayrıca, ileriki çalışmalarda, nicel araştırma yanında nitel araştırmaya da yer verilmesi zengin veri elde edilmesine yardımcı olabilir. Aynı zamanda, anket dışında birden çok veri toplama tekniğine de yer verilmesi araştırma konusunun daha derin anlaşılmasına katkı koyabilir.