



**Midlands State University**

**Established 2000**

*Our Hands, Our Minds, Our Destiny*

**FACULTY OF COMMERCE**

**DEPARTMENT OF MARKETING**



**An investigation on the effectiveness of Result Based Management in enhancing quality education service delivery: A Case of Matinunura High School(Gweru).**

BY:

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## **DEDICATION**

This study is dedicated to the Queen and princess, thus my wife Christina and Nyasha. Their love brings meaning and pride to my life.

## **ACKNOWLEDGEMENT**

I would want to extend my profound gratitude to my supervisor for his sterling efforts in guiding the researcher navigate this study.

I also take this opportunity to recognize the efforts of my fellow students for the support rendered in carrying out this study. It was a long road but their emotional, critical and social support helped me to soldier on.

## **ABSTRACT**

The research was undertaken to ascertain the effectiveness of the RBM system in enhancing quality education service delivery. This study was motivated by a decline in public confidence, inconsistent results in terms of pass rate and quality of passes, poor performance in core-curricular activities at Matinunura High School and the institution stands to benefit from the effective implementation of the Result Based Management. The purpose of the study was to ascertain the effectiveness of planning and implementation of RBM to achieve quality education service delivery, determine the effectiveness of administered interventions in the attainment of expected outputs in ensuring quality education service delivery and to establish the key success factors for RBM in attaining quality education service delivery. The literature review was done through inquiry of textbooks, journals, research papers and online sources from different authors on Result Based Management. The researcher used both exploratory and descriptive research designs to carry out the study. The estimated target population was 420 constituting of ordinary level exam classes and upper six students, teachers, administrators at Matinunura as well as education officers where a sample size of 241 was then drawn for this study. Probability and non- probability sampling techniques were employed to draw samples from different targeted groups. The researcher also used questionnaires and interviews to gather primary data of a qualitative and quantitative nature which compelled the researcher to administer quantitative and qualitative approaches of analyzing the gathered data. Secondary data was obtained from the school registers, results analysis, journals and other online sources. It can be noted that the researcher used triangulation of research design, sampling methods, research instruments and data sources to ensure valid and reliability of research results. The researcher were found out that RBM system is difficult to plan and implement as teachers are finding it difficult to translate them into work plans and match resources with the desired results, intervention have not been effective and participation, continuous training and leadership commitment were identified as RBM's success factors. The researcher therefore recommended that a change management system be put in place for RBM to be understood, strengthen interventions as well as promote participation and training to achieve a buy-in. Leadership commitment to be achieved by "building a strong and exemplary leadership which does walk the talk".

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## **ABBREVIATIONS AND DEFINITION OF TERMS**

Key terms used in this study should be understood within the context below:

**NGO** - Non-Governmental Organisations.

**H.O.D** - Heads of Departments.

**EO**-Education Officers and they are involved in staffing and monitoring of personnel.

**Result**- defined as a describable and measurable change in the state due to cause and effect relationship induced by the activity or programme.

# CHAPTER ONE

## **1.0 Introduction**

This chapter provided the background of the study, statement of the problem as well as research objectives. The researcher also identified the significance of the study to the university, institution and researcher. This section also allowed the researcher to establish boundaries of the study and identified the limitations of the study as well as how the researcher managed to deal with them.

## **1.1 Background of study**

Matinunura High School is a government school which is situated in Mkoba 9, Gweru with registration number 17658. The school was established in 1984 with limited infrastructure but today the school boasts of great infrastructure consisting of ten blocks with twenty classes for general purpose learning and six blocks with twelve classes for specialist subjects. The school's commitment to specialist subjects such as sciences and technicals is reflected by construction of specialist rooms, thus four science laboratories, two foods and nutrition classes, two fashion and fabrics classes, two metalwork classes and a computer lab. Matinunura's vision is to be the provider of first class educational, cultural and sporting services and the mission statement is to provide high quality, relevant and affordable education through a balanced curriculum offering both academic and practical subjects, sporting and cultural activities to as many members of the community as possible through both day and evening classes.

The school provides ordinary level, advanced level and the first out of only two schools in Midlands to provide night school. Senga is another high school to be recently awarded a Night School Centre. The institution has a wide curriculum offering twenty ordinary level subjects and twelve advanced level subjects. The education industry is growing in Zimbabwe as witnessed by a high mushrooming of private players in form of private colleges providing ordinary and advanced level. The conventional schools are now facing stiff competition from private colleges who are now producing quality results and attracting skilled personnel. In Mkoba, Budiriro College, Herentials College and Progress College are a force to reckon with hence an exodus of pupils to these institutions.

Matinunura witnessed a sharp decline in initial enrolment from 1424 pupils 2013 to 1159 pupils in 2014 leading to overstaffing at the school as a result of this decline which affected the teacher- pupil ratio. The reduced enrolment shows declining confidence by members of the public to send their children to this school as a “school of first choice”, thus reduced brand preference for Matinunura High School. The pass rate for ordinary level for the past three years were 26.1%, 19% and 26.1%, thus for 2011, 2012 and 2013 respectively. Advanced level results are on a downward trend from 87.3% in 2012 to 80% in 2013, furthermore the quality of passes in 2013 had declined compared to previous years. The school is also performing poorly in co-curricular activities where most of its teams exit at zonal and district competition. Usually when institutions face challenges such as greater appetite for quality education, loss of confidence and general competitiveness, there is an inclination to resort to adopting marketing strategies and amongst the numerous marketing strategies Result Based Management has become a reliable strategy to gain superior quality service delivery. Government wants to ensure that their education institutions are “institution of first choice” to the cross section of their people.

Result Based Management is considered a contemporary philosophy which focuses on suitable and timely attainment of relevant objectives through planning, implementation and resource marshaling, performance monitoring, measurement and reporting (Thomas, 2011). Performance information is instrumental in improving decisions on policy making and performance at various levels within institutions. RBMs involve inputs, interventions, outputs and results. RBMs have been incorporated by NGOs in their programs planning, implementation, monitoring, evaluation and reporting. Koffi Annan, then Secretary General of the United Nations introduced RBMs in UN program to ensure that they achieve their Millennium Development Goals (UNDP, 2010-2011). They are so many countries which have introduced RBM to enhance service delivery in the public service and utilities. These countries include Kenya, Botswana, Malaysia, Mauritius, Namibia, and Uganda amongst others.

According to Madhekeni (2012), RBM riddled with gross administrative and technical incapacities which have been major hindrance to the success of RBM. Further observations show that feasibility study on government’s preparedness to introduce RBM was not thoroughly and extensively carried out. There has been limited combined effort to make RBM system more dynamic and practical in its usage, and in rendering it broad performance

management system (UNESCO, 2011). The numbers of output areas have been increased currently from four to eight output areas of which teachers are still trying to get to grips with. Any standard of measurement would require the participation of all stakeholders in planning to ensure effective implementation. Despite its shortcomings, it remains an invaluable tool for effective public management. The researcher as a full time teacher at Matinunura has observed challenges which the school is facing and this triggered interest to carry an investigation into the effectiveness of RBM system in enhancing quality service delivery in the education sector.

### **1.2 Statement of problem**

The country has an insatiable appetite for quality service delivery in the public sector and education is not an exception. The government has been experiencing a decay in service delivery in the past decade hence they adopted Result Based Management system to enhance performance and accountability. Matinunura has been experiencing declining public confidence, inconsistent results, poor performance in co-curricular activities and the institution stands to benefit from the effective implementation of Result Based Management system.

### **1.3 Research Objectives**

- To ascertain the effectiveness of planning and implementation of RBM system to achieve quality education service delivery.
- To determine the effectiveness of administered interventions in the attainment of expected outputs in ensuring quality education service delivery.
- To establish the key success factors for RBM system in attaining quality education service delivery.

### **1.4 Research questions**

- How effective is planning and implementation of RBM system in ensuring quality service delivery in the education sector?

- Did the administered interventions succeed in building capacity to utilize the RBM system to achieve expected results?
- Does government have the requisite technical and administrative skills to aid RBM system as quality management tool

## **1.5 Significance of the study**

### **To the University**

- The research will provide a body of knowledge which will assist the University to craft new curriculum capturing new trends to ensure that they remain relevant to industry needs.
- Builds competitive graduands who will be competitive in the world of work and hence enhance MSU's image.
- The research will assist future student researchers to build their researches which are related to the current topic under study.

### **To the Institution and industry**

- An analysis of challenges helps in developing training programs in enhancing personnel skills towards successful application of Result Based Management.
- It will help management in designing appropriate communication strategies.
- It will help public officers to design work plans that are result oriented as opposed from activity oriented.
- It will generate confidence in public officers as the approach RBMs from an informed standpoint leading to operational efficiency.
- By consistent application of RBMs principles, government will be able to enhance quality service delivery leading to improved social, economic and political life of the citizenry of Zimbabwe.
- It will become a point of reference for the organization in carrying further investigation to enhance service delivery in the education industry.
- It will help teachers in planning towards Result Based Management, thus be able to break down the concept in their day to day operations.



- It will also assist Matinunura in appraising their staff guided by results produced.

### **To the researcher**

- To gain in-depth understanding of Result Based Management, an invaluable tool for enhancing accountability and quality service delivery in the public sector.
- To obtain vast knowledge and processes in carrying out a research therefore the researcher will be able to use such experience gained in the world of business.

### **1.6 Assumptions**

- Assumed that the teachers were willing to participate and volunteer information to ensure success of this investigation.
- The RBM system would be in use when this investigation is completed.
- Assumed that the declining confidence in stakeholders was due to inconsistent performance as reflected by results in the school.

### **1.7 Delimitations**

- The research was confined to Matinunura High School in Gweru.
- The research participants include students, teachers, H.O.Ds and EOs
- The research cover planning and implementation of RBM, interventions in RBM, training, recruitment, evaluation as well as the key success factors of RBM.
- The researcher considered the period between 2011 to 2014

### **1.8 Limitation**

- The respondents had been skeptical and unwilling to divulge information about RBM system which they viewed as internal and sensitive, therefore the researcher assured them that the data gathered was sincerely for academic purposes only.
- The researcher found out that it would be difficult to get access to information from education Officers (EOs) due to their work commitments therefore appointments were made to meet with the Education Officers when they were free their busy schedule.

- The sample size and actual respondents would not be a reflection of the whole population under study. To curtail this, the researcher summoned the use of approved models of drawing samples in enhancing representativeness.
- The researcher used descriptive research design and exploratory research which yielded certain results, but however the same study may provide a different result if a different research design is administered.

### **1.9 Summary**

The researcher managed to give a background to the problem which prompted the need for carrying out this study. The researcher stated the research's objectives and the significance of the study. The parameters of carrying out this study were established, limitations noted as well as how they are to be overcome to ensure that the results of the study are not compromised.

The next chapter looks to review literature on Result Based Management system.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.0 Introduction**

This chapter hinged on the review of what other authors and experts say about Result Based Management. It provided greater insight into the problem under study, expose what has been noted about the underlying principles of RBM, current successes and challenges being faced by government in operationalizing the RBM system. Review was also done on RBM interventions as well as key success factors of RBM.

### **2.0.1 History of Result Based Management**

The Result Based Management is not really a new concept and its origins go back to the 1950s in the work of Drucker who was the first to introduce the concept of Management by Objectives (MBO). The principles of MBO were to focus on firm's goals and objectives, specific objectives for each member, participative decision making and specific time period (UNESCO, 2011). Organisations become what they focus on therefore institutions which attempts to achieve high level results should focus on them (UNDP, 2011). In the 1990s, the public sector encountered many challenges, amongst them declining public confidence, high demand for superior service and value for money (UNESCO, 2011). Zimbabwe was not immune to the challenges as revealed by the 1989 Public Service Review Commission. This development led to the introduction of Result Based Management in Zimbabwe.

### **2.0.2 Rationale in adopting RBM System**

Mavhiki et al (2013) cites lack of government result oriented performance management culture, insatiable demand for quality public service and deteriorating service delivery in terms of quality, quality and timeliness. Some of the reasons why government introduced RBM system are also militating effective implementation of RBM system of management, thus resources have impacted negatively on the effectiveness of RBM system. According to Madhekeni (2012), a proper readiness assessment was not fully conducted before the initiative's introduction. The author further concedes that RBM system is difficult to implement but that it remains an invaluable tool of effective public management.

Zimbabwean government introduced Integrated Result Based Management (RBM) in 2006 but was adopted by most government department in 2012 (Zvavahera, 2013). The four guiding pillars of RBM in Zimbabwe are integrated development planning, results based budgeting, personal performance system, monitoring and evaluation and E-government. The above mentioned components under IRBM provide the requisite guidelines for planning, implementation, monitoring and reporting on organisational performance. Due to success factors in India, the RBM system is now being exercised in a number of countries thus Malaysia, Mauritius, Namibia, Uganda, Kenya, Botswana and Zimbabwe (Thomas 2011). This is a reflection that this management system is gaining momentum especially with a growing demand for high quality service delivery and accountability in the public sector.

### **2.0.3 Definitions of Result Based Management**

Result Based Management is a current strategic management approach results designed to timely attain desired results with available resources (CIDA, 2003). It is premised upon matching results with resources, continuous monitoring and evaluation as well as ensuring a high aptitude of accountability. According to UNDP (2011), Result Based Management is a broad management strategy aimed at achieving enhanced performance and demonstrable results. This definition is in concert with the above definition in that they both espouse the issue of results, though the UNDP does not stress the aspect of time and resources in their definition. UNESCO (2011) goes on to define Result Based Management as a broad management strategy directed at transforming the way institutions operate, through improvement in performance, programmatic focus and delivery. The system is said to enhance project delivery whilst accountability, efficiency and effectiveness of program management is strengthened. UNESCO and UNDP acknowledges that RBM is a broad management strategy which implies that it must be attacked or approached in a holistic manner if it is to bear sustainable results. The UNESCO definition however seems to be focused on performance, activities and delivery of these activities, of which these are pillars of performance based management as opposed to result based management.

Spreckley (2011) would define Result Based Management as a shift from focusing on inputs and activities to focusing on outputs, outcomes, impact and the need for sustainable benefits.

Spreckley defines RBM by stressing its new area of focus where it is migrating from Key Result Areas which were activity based to a result orientation where results become the focal point for programs. Spreckley definition however is in contrast to the earlier UNESCO definition as it provides the different types of results, thus outputs, outcomes and impacts whilst UNESCO brings the issue of performance of which performance does not always translate into results. However UNESCO's definition seems to be supported by NANGO (2014) on the issue of improved performance when they defined Result Based Management as a management strategy aimed at achieving improved performance and demonstrable results but differ in that the later definition captures the important aspect of results. NANGO highlights that RBM must be designed in such a way that it matches or suites the context it is applied. This implies that results are contextual and may vary due to different environment and circumstances which others are silent about in their definitions. Asian Development Bank (2006) supports this position that emphasis must be placed on results when they said program evaluation is not the same as Result Based Management. CIDA (2003) drew similar conclusions where they highlighted that RBM is not continuous evaluation, compliance and controls as well as performance reporting.

## **2. 1 PLANNING**

According to UNDP (2011), planning elements such as establishing the vision and a results framework is the starting point for Result Based Management. The importance of a vision in RBM planning is also espoused by Mulikita (2007) stresses that the vision must be disseminated to achieve a buy-in from citizens. UNDP and Mulikita noted the significance of a vision seem to differ on the approach as the former talks of establishing a vision which imply participation in crafting a vision whilst Mulikita is biased towards the top-down approach of creating a vision where others must be only roped in through communication to achieve a buy-in. The participatory approach to planning is supported by NANGO (2014) which views planning as a participatory process which helps to diagnose the current situation and ascertain the causes of problems to achieve teamwork, buy-in and making of informed decisions. UNESCO (2014) echoes the same sentiments that Result Based Management is a participatory and team based approach planning which dwells on attaining defined and measurable results. NANGO and UNESCO both agree that RBM requires teamwork but only the former provides the way to creating team planning. Both institutions do not however

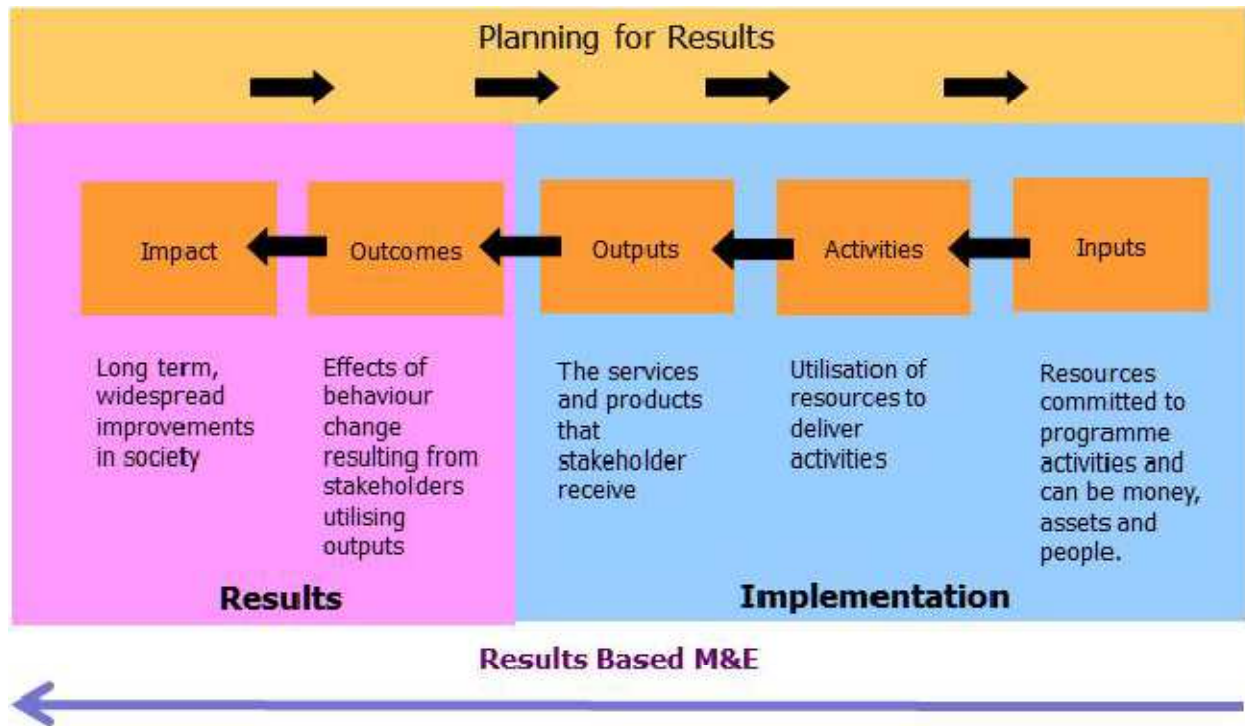
provide the level and extent of participation required to ensure success in RBM planning. International Labour Organization (2011) encourages constituents, staff and managers to define results in the form change desired. UNESCO (2011) concurs by stressing that results should express a change at all levels and not the process itself. The explanations by the above institutions therefore entail that planning involves establishing desired results, identify the target audience and come up with ways to the target audience's needs but it will an oversight to think that the various groups or stakeholders will agree on mutually desired results. (NANGO, 2014) however stresses that the planning process involves analysis of the problem, stakeholder analysis, establishing a results framework and choosing the appropriate implementation strategy. ILO and UNESCO concentrate on the nature and form of results but overlooks how these results are reached at and this is what is recognized by NANGO.

### **2.1.1 Key stages in formulating results**

ICRC (2008) proposes that a stakeholder analysis must precede problem analysis whilst ADB (2006) highlights that situation analysis must commence followed by a stakeholder analysis, but there is agree between these institutions that these processes must be carried out to formulate results. These divergent views bring confusion as to what precedes the other but this study seeks also explore this area of debate. Wauters and Vervloet (2011) referred to this process of situation analysis, cause and effect analysis as visioning. According to ICRC (2008), stakeholder analysis significant in ascertaining and assessing the contributions of key people and or institutions that immensely influence the success of a project or activity. ICRC recognizes that key people must be considered without which sounds vague because the standard for recognizing key people is not provided which presents challenges in applying this to education because all stakeholder are key for its success. ADB (2006) concurs with ICRC when they highlighted that stakeholder analysis helps in identifying interested groups, understand their needs and positions, and ascertain their level of influence so as to come up with mutual benefits so that potential challenges in the implementation can be avoided. The quality of problem analysis is premised upon the stakeholders involved, how they have participated or consulted (ICRC, 2008). This previous statement seems to settling the dust that stakeholder analysis must precede problem analysis so that beneficiaries and key partners can help in defining the problem. These institutions provide a path for creating results but fails to enshrine the issue of cost-benefit analysis in defining results considering that these

processes entails cost of which governments in developing countries are introducing RBM to overcome resource challenges.

### 2.1.2 The Results Chain



*A source from Spreckley, 2011(A Result Based Management Capacity Assessment Toolkit)*

The diagrammatic representation of the results chains shows that planning starts with the results going backwards whilst implementation will start on the other extreme. UNESCO (2001), CIDA (2003) and ADB (2006) refer to inputs as human, financial and institution resource which are utilized to undertake interventions. Activity or interventions refers to work performed through inputs such as technical and other resource accumulated to produce specific outputs, outputs are the products that result from interventions which are paramount to the attainment of outcome whilst a result refers to actual results derived from outputs (UNDG, 2011). Asian Development Bank (ADB) (2006) concurs with UNDG that the result chain consists of five facets that is inputs, activities, outputs, outcomes and results. Recabaso (2011) differed with ADB and UNDG in the interpretation of the results chain where Recabaso considers outputs to be part of implementation process whereas ADG and UNDP views outputs as part of the results. Flint (2003) observes that RBM terms have different

meanings in that what one institution calls an ‘outcome’ is another’s output, immediate outcome or impact. The lack of agreement on these terms as revealed by different authors and institution may affect implementation of RBM. The Results framework might be an overgeneralization of a concept in that it assumes that once one stage is attained then it is natural that the next stage will be attained without realizing that leadership is required to guide the results chain

## **Impact**

Impacts is the starting point for planning and designing the results chain hence ICRC (2008) cited that impacts make up a “big picture” of the desired changes which are being worked towards but which cannot be relegated to activities alone for their attainment. This entails that the results chain is a holistic process which requires detail to be placed on each of the different facets of the process. Spreckley (2011) recognized impacts as society’s long-term widespread improvements whereas UNDP (2011) proceeded to note the changes might be in form of knowledge, skills, behavior and general upliftment of living standards for adults, children and families. They further emphasize that the effects could be technological, socio-cultural, economic, political and institutional or of other types therefore the education being provided must be able to bring out positive developments in the environmental, economic, political, socio-cultural, and technological amongst other spheres of life. ICRC (2008) agreed with Spreckley (2011) that impacts are long term in nature but goes further to categorize these impacts into primary and secondary long-term changes arising out of an intervention. The effects might be positive and negative but efforts must be made by all stakeholders in the education sector to ensure that positive changes are promoted whilst negative effects should be avoided to ensure the quality education is provided to the generality of Zimbabweans.

## **Outcomes**

Outcomes refers to short-term and medium-term results which the Association of Canadian Community Colleges (2012) refers to them as immediate and intermediate outcomes, where immediate outcomes represent an increase in skills, capabilities and awareness amongst the identified beneficiaries whilst intermediate outcomes refers to a change in behavior and



practice of beneficiaries. Adaptation Fund (2009) agrees with the above definition that outcomes are short-term and medium-term effects but the earlier definition is more extensive by providing the different types of short-term and long-term outcomes. Adaptation Fund highlights outcomes in the education sector can be achieved by effective utilization of outputs and collaborative effort amongst partners. According Spreckley (2011), outcomes are effects of behavior change arising from stakeholder utilizing outputs, and this shows that Adaptation Fund and Spreckley agree that collaborative or stakeholder efforts are significant for the attainment of outcomes. ACCC and Spreckley do agree that outcomes involves a change in behavior but differ in that ACCC would define intermediate or medium-outcomes as change in behavior or practice whilst the former suggests that change in behavior is experienced at both short-term and medium term outcomes. However, both did not qualify when a change in behavior becomes an outcome or result.

## **Outputs**

UNESCO (2011) defines outputs as tangible or intangible products arising from administered interventions. Output is the first change that arises out of implemented activities or interventions and ICRC (2008) supports this notion when they said outputs are the first level of results. UNDP (2011) proceed to provide specific products and services by stating outputs as changes in skills or abilities and capabilities of institutions and individuals which are informed by completed activities or interventions. Outputs are instrumental for the attainment of outcomes but the output themselves are a result of an activity or intervention. UNESCO (2011) suggests that this stage involves building the abilities of stakeholders who are to directly concern with the realization of desired outcomes and impacts. Building up capabilities, skills, knowledge and behaviours of implementers and stakeholders would generate motivation and commitment towards the attainment of high level results. The views of UNESCO are supported by CIDA (2006) that outputs entails building skills, knowledge, behaviours and other capabilities in partners to achieve outcomes.

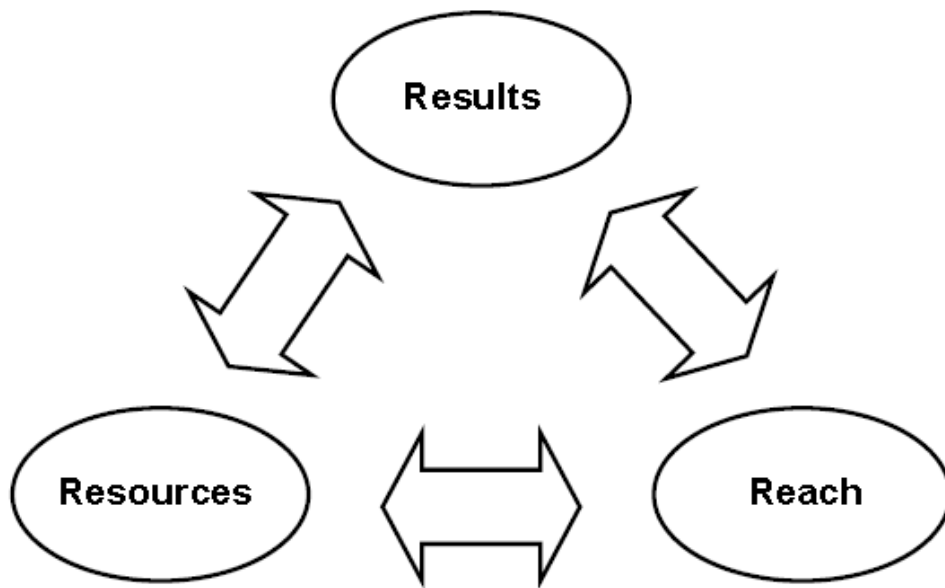
## **Activity**

Besrest (2012) refers to activities as the tasks that are implemented to change inputs into outputs. It can therefore be said that activities relates to actions undertaken to build capacity

and knowledge of stakeholder. Interventions are important in that it is the cornerstone upon all results are premised, be it outputs, outcomes and impacts. An intervention explains what we do in a bid to achieve the desired changes (UNESCO, 2011) and this is in concert with Besrest's explanation that activities or tasks brings out a change or transformation. UNDP (2011) then suggests the various activities such development of curriculum, training, recruiting, action plans and evaluation as some of the intervention which can be taken by stakeholders in the education sector. UNESCO (2011) and UNDP (2011) do agree on training and curriculum development as some of the interventions which can be implemented.

### **Inputs**

According to UNESCO (2007), inputs refer to the resources available constituting of human, financial and institutional resources. Spreckley (2011) concurs with what UNESCO said when they described inputs as resources committed to programme activities and can be money, assets and people. The difference is on the terms used to refer to the resources but both agree that these are resources at the disposal of implementers and Spreckley goes on to give the purpose for which these resources are meant for. ACCA (2012) provides information as an additional resource to human, financial and institutional resources, of which UNDG (2011) supports this claim where they defined inputs as financial, human, material, and technological and information resources directed for the development of interventions. UNDG provides an in-depth description of inputs than these other institutions goes on to recognize time as a resource which others were silent about. The results must be specific, measurable, achievable, and realistic and time bound (UNESO, 2011; Bersrest, 2012). The SMART principle support RBM's 3Rs concept which stress that there must be a match between results, resources and reach (the beneficiaries of the project).



*Find a good balance among the three 'R's*

*A source from UNESCO, 2011 (Result Based Programming Management and Monitoring guiding Principles applied at UNESCO)*

The RBM in the implementation phase helps to ensure and monitor that all available resources continue to support the desired results (2011)

## **2.2 Interventions**

### **2.2.1 Training**

Ameeq and Hanif (2013) as a learning process which encompasses the attainment of knowledge, enhancing skills, ideas, rules and transforming the behaviors and attitudes to enhance employee performance. Batool and Batool (2012) claims that the major aim of training is to upgrade the abilities of the employees so that they can deal with particular situations and enable them to perform the specific tasks with a degree of ease or simplicity. The first definition is somehow exhaustive in that it bring different facets which a training program should cover such as rules, ideas, attitudes and considers training be a process but not an event whereas Batool and Batool are concerned with the major function of skills acquisition. Training is about bringing a change to a desired state otherwise if no change is expected then the training programs should not even take place. UNESCO (2004) proposed

that the initial step in training cycle is the training needs assessment which enables the identification of the current training requirements on potential participants. NERRC (2004) is supporting when they proposed that staff training and development priorities be based on the support needs of teachers and students and be included in the scheme of action for teacher retention.

### **2.2.1.1 Types of Training**

There are generally two basic types of types of training which Ameen and Hanif (2013) described as on-the-training and off-the-job training where on job training is actually conducted when an employee obtain training while doing his her assigned work whilst off-job-training is a form of training where the employees of an organization are requested to attend a training session to learn a task. According to Batool and Batool (2012), training provides a good opportunity to motivating employee contribution and promotes capabilities. Harriet et al (2013) supports the claim by Batool and Batool when they give benefits of capacity building, thus it ensures that stakeholders are knowledgeable about the policy development and programme status. The awareness and competencies generated from training will provide confidence to employees having a positive effect on quality that emanate from job satisfaction. However, capacity building happen to be a time consuming activity when it becomes to uplifting stakeholders' level knowledge to where they can own and manage their own services (Baku and Agyeman in Harriet et al, (2013).

### **2.2.3 Evaluation**

Evaluation is a significant component of RBM which makes great contribution by guiding planning, programming, budgeting, implementation and reporting cycle. Churches (2010) highlighted that assessment is at the heart and defined educational assessment as a process of writing down knowledge, skills, beliefs and attitudes which usually stated in measurable terms. The author proceeded to give the different constituencies where assessment can focus on, thus the education system, class and individual learner. The nature of assessment in education sector would require wide participation and this assertion is supported by Hull (2013) when author said the inclusion of important stakeholders such as teachers and administrators in design and actual implementation of the evaluation system is key in ensuring an accurate measure of teacher performance whilst achieving a buy-in in the

process. This position is also supported by CEDEFOP (2011) when the group stressed that participation would lead to wider acceptance and ownership of the results of evaluation.

### **2.2.3.1 Types of Assessments**

Literature reveals that there are different types of evaluation, thus formative and summative, formal and informal, final and continuous, product and process assessment according to McAlpine (2002). Chu(2010) would cite the types as formative and summative, objective and subjective referencing as well as formal and informal. Both MacAlpine and Churches identified summative, formative, formal and informal assessments but the later cited objective and subjective referencing whilst the former recognized final and continuous assessment as well product and process assessment. From wide reading, the researcher realized that all these other types of research fall into the broad types of assessment which are summative and formative hence the researcher will dwell on these two but showing how these other types relate to these.

### **Summative Evaluation Vs Formative Evaluation**

Churches (2012) described summative assessment as evaluation that takes place after the completion of a project, course or activity whilst formative assessment spans across the life of a project or course. According to Romo (2012), formative assessment has a great advantage in that it enables the teacher and the student to understand how he or she is performing, hence be able to find ways to make improvements before the summative assessment is done. Formative and summative evaluations are usually referred to as “assessment for learning” and “assessment of learning” respectively (Romo, 2012). McAlpine (2002) further shows the distinction between the two by describing formative assessment as designed to help in giving feedback to the learner in the learning process., which assist in exposing areas of further study and thus improve performance in the future, whilst summative is designed to judge the students and overall performance for progression and or external purposes.

Little et al (2009) suggested teacher observations, principal evaluations, classroom artifacts analysis, self-report of assessment and student evaluation. These evaluation tools were also

echoed by Hull (2013) class observations, student surveys, lesson plan reviews, and teacher self-assessments. Hull (2013) also goes on to critic the principal's evaluation in that principals and their designee who are supposed to carry out a comprehensive observation of all teachers, even if it means once a year, it can be difficult for these administrators due to their busy schedule. Administrators would carry an analysis on teachers whilst teachers should carry out continuous evaluation (formative) on students or pupils. Teachers can use formal tests and informal assignments MacAlpine (2002) and this continuous assessment will allow for fine tuning of work, student focuses on progress and constructive feedback is ensured due to immediate assessment (Romo, 2012). Evaluation is therefore significant for successful implementation of the RBM system and it is the continuous improvement from it which will lead to the attainment of high results.

#### **2.3.4 Recruitment**

The quality of teacher is said to have a bearing on students' performance. There is a relationship between quality of teachers and performance of students as shown by Hammond (2010) who revealed that a study was carried out which discovered that the difference in achievement gains for students having the most qualified teachers against those having the least qualified were greater than the influence of race and parent education combined. There is a correlation between highly qualified teachers and high student achievement. The importance of quality teachers is further strengthened by NERRC (2004) which considered quality teachers to be significant critical factor in making sure that all students do have the teaching and learning experiences they need to be successful. They also propose that the school become so organized such that they can retain quality teachers and this can support great levels of student achievement.

The determination of a quality teacher leaves many questions as to how to qualify them, such as Bracey and Molnar (2003) who considers methods of measuring teacher quality as similarly controversial. They criticized the indicators being used of teacher quality of being imprecise, citing that there are many ways in which to define "content knowledge". They further criticized "student achievement" as an indicator for being inadequate, because of many definitions which can be ascribed to it and highlighting that many factors that affect student achievement lie beyond the control of the school. Even though criticism is leveled

against yardsticks used to identify high quality teachers, Cooper and Alvarado (2006) argues that the importance of well- prepared teachers for student learning is unquestionable. They proceed to stress that the ultimate measure to determine if a teacher is of “high quality” is student achievement on the argument that if a teacher is consistent in assisting learners achieve at or above expected levels of academic performance, the such a teacher can be considered effective and of high quality. This argument is in contrast to Bracey and Molnar argument.

Hammond (2010) highlighted that there is need to reduce the frequency at which students are taught by a successive stream of what she termed “novice teachers” as it will a step towards enhancing educational quality. In view of the challenge noted above, Cooper and Alvarado (2006) recommended that teacher preparing programmes should establish high standards of quality as they are vital in preparing high quality teachers to staff our schools. The following revelation from Kaufa (2006) deviate from the suggestion made by Cooper and Alvarado when the author brought the issue of teacher shortage in which it would require the implementation of various recruitment strategies, of which standards can be compromised.

#### **2.2.4 Internet**

The benefits of the internet which were given by Deore (2012) were; vast information in one place, facilitating communication, develop computer skills, writing and critical skills, provides a platform for research, providing students with current news and the E-learning facility. Polat et al (2003) also provide easy access to information, critical skills, reduced gap in the quality and quantity of provided information amongst developing and developed countries, qualitative and quantitative diversity as the benefits of the internet. Both Deore and Polat et al show that the internet is valuable in today’s educational needs especially now that the world has become the so called “global village” hence need to apply education to the global needs. Even though the internet has many benefits, some of the challenges of the internet mentioned by Brandstrom (2011) are student cheating, unreliable information, technical problems and students’ extra curriculum activities during lessons. Polat et al (2003) takes cognizance of the same challenges but goes on to reminds that education is a mutual, interactive process which must be controlled and directed. They also suggest that teachers are supposed to guide students even as they study by themselves on the internet by providing

them with the requisite instructions on how to do it, as well as additional information to be used in the internet or other resources. Despite the criticism leveled against the internet, Doere (2012) still contends that the internet assist students to develop their computer skills, writing and critical thinking skills. These authors however do not provide the specific measures which can be taken by educational institution to avoid the vices of the internet so education optimally benefit on these technologies.

## **2.3 KEY RBM SUCCESS FACTORS**

Different authors and institutions have suggested various factors as underpinning the success of RBM programs of which NANGO (2014) identified stakeholder participation, results culture, sufficient time, integration of RBM with existing organizational planning, budgeting for implementation, customization of RBM to fit an organization and continuous training as the tenets guiding the success of the RBM system.

### **2.3.1 Stakeholder Participation**

Stakeholder participation is described by IFC (2007) as a broader yet more inclusive and ongoing process between a company and those who are likely impacted encompassing a range of activities and approaches spanning the entire life of the project. This definition recognizes the influence of an institution on various stakeholders without appreciating the influence of the same stakeholders on the organization. The realization that various stakeholders have influence is captured by the African Development Bank (2001) when they defined participation as a process in which people with an interest (stakeholders) do influence and share control in change initiatives, decision as well as resources that impact them. The second definition does not provide where participation should begin and end but the IFC definition specifies that stakeholder participation is a continuous process throughout the project life. Kendall (2011) proffers that effort in quality improvement in education benefit from open and careful discussion between the stakeholders. As much as Kendall recognizes that participatory approaches are the best practices, the researcher states that top-down approach is faster and that it can be easily managed. This means top-down approach is quick to implement and removes complexities whilst participatory the best yet it is resource consuming before a project is set in motion, hence the researcher seek to find ways to balance



the these approaches so that RBM can effectively benefit from participatory approach in its quest for quality education.

There is an argument by State of Victoria (2011) that not all interested partners need to be engaged in all activities as well as all the phases in the engagement process. This notion is supported by Schalk (2011) when the researcher said high level of engagement are likely to adversely affect policy support and further stresses that the reaching of compromises and recognizing a larger variety of diverse interests is difficult if a large number of stakeholders are involved. It is from this realization that Kendall (2006) suggests that regular and effective collaboration with different stakeholders such as donors, government, communities and non-governmental organisations can reinforce quality improvement efforts in education. Effective collaboration which is suggested by Kendall seems to concur that uncontrolled collaboration is unproductive hence need to deal with key stakeholders as opposed to involving merely everyone, a position which was being advanced by Schalk and State of Victoria.

African Development Bank (2001) and IFC (2007) concurs that participation involves identifying stakeholders, sharing information, stakeholder consultation, involvement of stakeholders. Building capacity, empowering as well as managing and controlling stakeholder development were noted by IFC as building blocks of engagement which ADB omitted, whereas ADB stressed the importance of partnerships and feedback to stakeholders which were not recognized by IFC. EUNEC (2010) supports that participation and stakeholder involvement must be the central theme in education policy making. The benefits of participation and involvement are immense of which ADB (2001) identifies enhanced project design, propose appropriate interventions, generate ownership and commitment, expose and resolve potential challenges, building capacity and strengthen relations with and among stakeholders among other benefits. The institution though highlighted that greater forms of participation infer increased initial costs in terms resources among other costs.

### **2.3.2 Transparency**

Transparency is described by Armstrong (2005) as the unregulated access to time and reliable information by the members of the public on performance and decisions in the public sector. The author further suggested that transparency must be promoted by giving timely, accessible and accurate information. The above definition is supported by Carey et al (2012) on highlighting that transparency involves the disclosure of information by government to the public. The second definition considers members of the public as active participants who are able to use the information provided whilst the first definition is taking the public as active partners who are in a position to use the information given. The notion that members of the public should be active partners is upheld by Mulgan (2012) by stating that the new public management places emphasis on quality of service where individual citizens are treated as clients or customers of government hence need to adequately furnish them about the service which they are possibly to receive. Transparency has numerous benefits which were noted by different authors, thus Mulgan (2012) says it provides an incentive to enhance in effectiveness and efficiency as well as accountability, whereas Carey et al (2012) notes public trust, accountability and creation of a levelled platform. Mulgan though is of the opinion that they times when it is prudent to conceal information in situations where doing so will be considered to be in the public's best interest.

### **2.3 Accountability**

Accountability is one of the guiding principles of RBM and Armstrong (2005) defines accountability as referring to public officials' duty to provide an explanation on the use of public resources and answering for failure to attain expected performance objectives. Lavergne (2002) adds on that accountability is more than just accountability for results but that it encompasses the aspects of prudence, compliance as well as cost effectiveness. There is agreement between these authors that accountability is equally concerned about results as well as effective utilization of resources.

### **2.4 Leadership Commitment**

Strong leadership is required to steer a change process and this is supported by Lawson and Price (2003) who noted that effective leadership is required for successful introduction and maintenance of change. The above claim is shared by Kathani (2013) and Nohel el al (2013) as they agree that followers who consider their leaders to be charismatic will be more

committed to the change proposed. These authors emphasised the importance of leadership but however did not suggest the type of leadership most suited for a change process. Bushra et al (2011) suggests transformational leadership style as ideal for boosting organizational strengths, increasing job satisfaction and generating workforce commitment. Transformational leadership is echoed by Van der Voet et al (2013) who concluded in their study that transformational leadership behavior of immediate supervisors significantly contribute to the successful implementation of change. OECD (2012) acknowledges that school leadership is the starting point in transforming low performing schools but however lamented that school leaders are not well selected, prepared and well supported to discharge their roles in these schools. School leadership is supposed to provide support to employees, provide a vision, cultivate hope and motivate, build teamwork, good school conditions and cooperation internally and externally (Leithwood et al, 2004 and Bushra et al, 2011). These authors esteemed transformational leadership but however did not delve into how these transformational leaders can be realized especially if the change is on a grand scale like RBM system.

### **Quality education**

According to Sallis (2002), quality is that which satisfies and exceeds customers' needs and wants. The above definition is supported by Barrett (2006) who defined education quality in terms of efficiency, value for money and meeting the demands of educational consumers. These definitions suggest that the educational customer's needs should be the focal point to providing quality. UNESCO (2005) stressed that many people approve on the need for quality education but a few of them would agree on what quality education is about. Sallis seem to concur with UNESCO on the lack of universal definition of quality when the author referred to quality as said to be in the "eyes of the beholder" but they do bring an important aspect that it is individual consumers who make judgements on quality. However Ndoye (2008) brought the broader understanding of quality in the definition of quality education and highlighted that quality education is the degree of satisfaction perceived by important stakeholders and that this satisfaction is relative to the difference between the expected and perceived benefits to them. The author seems to suggest that they must be multi-faceted approach to quality education by considering the needs of various stakeholders and this is also espoused by Result Based Management system. Tshabangu and Msafiri (2013) highlighted that understanding of quality education needs one to view education as a

productive system with inputs, outputs and outcomes. Tshabangu and Msafiri uses terms that are synonymous with terms used in RBM' results chain constituting of input, activities, outputs, outcomes and impacts. Alexander (2008) seems to contrast with Tshabangu and Msafiri when the author claimed that quality cannot be defined by reference to inputs and outcomes alone but that the pedagogical process must be engaged with. Alexander's argument seem to proposes that the process of learning is equally important to providing quality education and this position may be supported by interventions which are proposed by the RBM system.

## **2.5 Summary**

Literature review was carried out by reviewing literature in journals, textbooks, published and unpublished papers on Result Based Management. The researcher discussed on planning and implementation of RBM in terms of inputs, activities, outputs, outcomes and impacts, which is also termed the results framework. It has been noted that various authors have different meanings of the same terms thereby affecting implementation. Interventions are considered to significant in the success of RBM in enhancing quality education. The researcher also looked at the key success factors of RBM but less emphasis is placed on leadership commitment.

The next chapter looks at research methodology.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This section enabled the researcher to come up with research design, identified the target population and how the researcher selected the sample and sample size. The researcher also managed to identify the data sources and research instruments. The researcher is highlighting how research instruments were administered, measures which were taken to ensure that valid and reliable information was obtained, as well as providing the ethical issues that the researcher observed when carrying out this investigation.

#### **3.1 Research Design**

The researcher used both exploratory and descriptive research design in carrying out the study under hand. Bryman and Bell (2011), states that the research design gives a framework for the collection and analysis of data. Exploratory research design was used which enabled the researcher to obtain an in-depth understanding of the topic under study, whilst the descriptive research design assisted the researcher to draw certain magnitudes of a relationship in the general population. It assisted the researcher to describe the phenomena in greater depth.

#### **3.2 Target Population.**

According to Bryman and Bell (2011), defines population as the universe of units from which the sample is to be selected. Those who took part in this investigation included students, teachers, school administrators and education officers in the education sector. The estimated size of the population was 420 units comprising of examination class students, teachers and heads of departments at Matinunura as well as education officers.

##### **3.2.1 Sampling frame and procedure**

The sampling frame constituted of:

- Ordinary level and Upper Six students at Matinunura High School
- Teachers at Matinunura High School
- School administrators at the school.
- Education Officer from the Ministry of Education

The target population was stratified into groups considering the heterogeneity of the groups within the target population. The population consisted of teachers, students, administrators and education officers and it was prudent for the researcher to categorise them differently since their responses are likely to be different. This stratification of respondents allowed the researcher to identify the set of information to draw from certain responses as well as structuring of the research instruments. It is from these stratified groups that the researcher drew the samples using simple random sampling, judgemental and convenience sampling.

### **3.3 Sampling methods and techniques**

The researcher used both probability and non-probability sampling methods in coming up with a sample which was a representative of the whole population. Probability sample technique was used on selecting a sample of students and teachers, whilst non-probability sampling techniques were administered to draw a sample of school administrators and education officer using judgemental and convenience sampling respectively. A simple random probability sampling technique was used to draw a representative sample of students, a judgemental non- probability sampling technique was utilised to draw a sample of school administrators and whilst convenience sampling was used for education officers and teachers.

A simple random technique provided an equal chance to students being selected into the sample whilst judgemental sampling enabled the researcher to use his own discretion as full time teacher to identify school administrators with the knowledge and experience in school administration. Convenience sampling was really convenient to the researcher considering the hectic schedule of education officers; therefore the use of this sampling technique was justified for being economic as it reduced travelling of the researcher. The other reason in settling for convenience sampling for education officers was that the information that the researcher was likely to be the same considering that they are supposed to uphold the same standards and expectations in their attempt to be consistent in their supervision. The researcher also used convenience sampling to select a sample of teachers considering that the sample was large enough and that few elements of teacher population will be left out.

### 3.3.1 Sample Size

In this research, the researcher used the sample size as depicted by Morgan and Krejcie (1970) where they developed a sample size model for all kinds of populations. They developed a model that matched the total population with the kind of sample that would represent it fully. This suggested model assisted the researcher to come up with right sample size which was representative of the whole population.

**Table 3.1 showing sample size**

<b>Target respondent</b>	<b>Population</b>	<b>Sample size</b>
Students	355	181
Teachers	55	48
Administrators	10	10
Education officers	2	2
<b>Total</b>	<b>420</b>	<b>241</b>

### 3.4 Source of Data.

The researcher used secondary and primary data sources in this study. This triangulation of data sources was used in increasing validity and reliability of data and allowed the researcher to gather adequate data.

#### 3.4.1 Secondary Data

It is premised on data that has been previously collected and assembled for another situation rather than the one at hand. An analysis of secondary data was conducted on past RBM work plans, results analysis of both ordinary level and advanced level for the past three years, RBM models for different institutions and this allowed the researcher to obtain an in-depth understanding into the background of the Result Based Management system. Secondary data allowed the researcher get an insight on how other nations and institutions have administered RBMs. The researcher was in a position to gain in-depth knowledge of the RBM system hence aiding in this investigation especially considering that it is still at its infant stage of implementation in Zimbabwe.

### **3.4.2 Primary Data**

According to Kress (1988), primary data can be obtained by questioning people or by observing selected activities. Primary data therefore refers to data which was collected specifically for the topic under consideration or study. The researcher obtained data which was directly linked to this study using questionnaires, personal interviews and observations. The researcher gathered relevant, timely and adequate data for the study under consideration.

### **3.5 Research Instruments**

According to Hair et al (2003) research instruments are defined as tools which are used for collecting information and data needed to find solutions to problems under investigation. The researcher settled for surveys and observation. In this case questionnaires, interviews and observations were used to collect primary data.

#### **3.5.1 Questionnaires**

Kotler (1997:120) says “a questionnaire consist of a set of questions presented to respondents for their answers. The researcher gave an opportunity to respondents to answer questionnaires on their own to avoid biased responses created by the presence of the researcher since the researcher is also a member of staff at this institution, as well as eliminating any possible intimidation caused by the availability of researcher. The researcher dropped the questionnaires after soliciting their participation and then made follow-ups to collect them. Both closed-ended and open ended question were used because closed-ended questions are easy to present and interpret whilst open-ended questions permitted respondents to give more data in support of their given responses. The questionnaires were designed in such a way which made it easy for them to answer and avoided biased wording. Simple and short questions were used so as to encourage respondents to answer the questionnaires since it required less time and effort to complete. The questionnaires were directed at students, teachers and administrators.

#### **3.5.2 Interviews**

The researcher conducted personal interviews on education officers, which allowed him to collect vast amount of data. The researcher conducted a semi-structured interview with an aid of an interview guide. It assisted the researcher to remain in course but also providing a greater room for flexibility in respondents' responses. Personal interviews enabled validation of answers through observation and by further probing the respondents.



### **3.5.3 Observation Method**

The researcher personally observed the target audience as they conducted training sessions during co-curricular activities. Observations were also done on teachers as they applied themselves in their day to day activities at the workplace, where attention was given to their attitudes and willingness to deliver as reflected by their attendance to lessons and time management. This instrument was used with relative ease since the researcher is full time teaching practitioner at station, therefore participatory observation method was used in this study. The researcher managed to gather information without raising questions and or suspicion.

### **3.6 Data Collection Procedures and administration.**

In administering instruments and collection of data from the respondents under study, the researcher in the case used questionnaires which he dropped personally to respondents and gave them ample time to respond at their own time. This enabled respondents to give their inputs without being pressured and eliminated biases in responses that may be caused by the researcher's presence. The researcher did pick the questionnaires from respondents personally and this ensured greater response rate from respondents. To encourage respondents to respond, the researcher made use of the letter of introduction informing them that information obtained was purely be for academic purposes and that their responses were to be held in strict confidence and anonymity. The respondents were also advised that they were not supposed to write their names on questionnaires and this also promoted great response.

### **3.7 Validating and Reliability of Research Results.**

- The researcher looked for inconsistent replies as well as incomplete answers. The researcher was not quick to discard such questionnaires because the researcher still believed that they contain valuable information which is valuable to the research. The researcher had to edit the questionnaires.

- Triangulation of research design and research instruments. The researcher used both exploratory and descriptive research design. Various research instruments were applied in gathering data hence enhancing the validity and reliability of the results.
- Questionnaires were subjected to a pilot test before they were despatched to selected units of the sample. The pilot test revealed the ability of the questions in obtaining the intended data. A pilot study was carried out on the same targeted audience of the study.

### **3.8 Ethical Consideration**

- The researcher divulged to respondents the purpose of the research in the cover letter of each questionnaire.
- Respondents were reached at convenient time and requested their convenient times to avoid imposition on respondents.
- The researcher maintained confidentiality of information obtained by not passing it to third parties when such information was obtained in confidence.
- The researcher was objective in carrying out this study by ensuring that preconceived ideas did not cloud good judgement.
- The researcher applied himself exceptionally well by displaying a high degree of quality performance by using effective research processes in obtaining and analysing gathered data.

### **3.9.0 Data Presentation and Analysis Procedures**

After all data collection instruments were retrieved, the researcher checked for errors and irregularities by perusing through the returned data instruments. When the checking of data instruments was done, computation of averages, tables, bar graphs, and pie charts formed the basis of presentation of findings. The researcher used the tally system to tabulate quantitative

data whilst analysis was done using percentages and measures of central tendency. Qualitative data was presented in continuous paragraphs and analysed in descriptive analysis.

### **3.9.1 Presentation**

The researcher utilised the following methods:

- Tabulation- data simply arranged in table form. Simple tabulation was done where the researcher counted the number of responses to questions and placed them in a table.
- Percentage Calculations- this made it easier to interpret the gathered data, e.g. a given percentage out of total population sample.
- Graphic / Chart presentation- These facilitated the summarization and communication of the meaning of data.

### **3.10 Summary**

This chapter covered various methods of gathering data. The researcher managed to ascertain the research design, data sources and research instruments. The researcher also managed to identify the target population and ensured that the sample was representative of the whole population. The researcher was also observed the ethical issues in carrying out this research.

The next chapter looks at data presentation, discussion on findings and analysis.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

The data was mainly gathered from questionnaires and interviews. The analysis of this data was done using both qualitative and quantitative approaches. The data was presented on tables, bar graphs, pie charts to facilitate effective data analysis.

#### 4.1 Response rate

A total of 239 questionnaires were administered to various groups of respondents in which the number was distributed to students, teachers and administrators. Furthermore interviews were carried out with education officers. A summary of response rate from different participants is presented on the table 4.1 below.

**Table 4.1 showing responses from different participants or returned questionnaires**

Category of respondents	Number of questionnaires distributed	Number of questionnaires returned	Response rate
Students at Matinunura school	181	160	88.8%
Teachers at Matinunura school	48	40	83.3%
Administrators at Matinunura school	10	8	80%

Category of responses	Number of Education officers to be interviewed	Number of Education officers interviewed	Response rate
Education officers	2	2	100%

The table 4.1 above shows that the response rate is high across all the research participants who participated in this study subsequently leading to an overall response rate of 88%. The 12% of non-respondents might be attributed to work commitments on the part of some respondents. The high response on the other hand can be attributed to the fascination in the research topic by the research participants.

#### 4.2 Teacher’s responses on effectiveness in planning and implementation of RBM system in enhancing quality education service delivery.

The study sought to explore the effectiveness of RBM system in enhancing planning and implementation in enhancing quality education service delivery and the data was collected hence the following table below represents the findings.

**Table 4.2 shows responses on the effectiveness of planning and implementation of RBM system**

Category of response	Minimum score from respondents	Maximum score from respondents	Average score
It is easy to translate RBM system into work plans	1	4	2.1
RBM is easy to implement	1	3	1.9
Quarterly reviews are sufficient to enhance quality outcomes	1	4	2.4
Resources are adequately available to achieve quality results	1	2	1.2

**NB:** The minimum score and the maximum score represents the lowest and highest rating respectively which was noted from the customer’s responses: the two variables were not used to calculate the mean score. Mean score represents the overall staff response divided by the total number of respondents.

As shown by table 4.2 above shows average response to the effectiveness of RBM system in planning and implementing to ensure quality outcomes. The mean average score for all the variables is 1.9 where the lowest possible average mean score is 1 (strongly disagree) and maximum possible maximum average mean score is 5 (strongly agree). A mean average score of 1.9 which is nearer to 2 which stands for disagree, therefore the respondents have overallly suggested that the RBM system is not assisting planning and implementation of activities to ensure quality education service delivery. The respondents’ mean score on whether it is easy to translate RBM system into work plans is 2.1 which is close to 2 which stands for disagree, therefore it be concluded that respondents that teachers find it difficult to translate the system into work plans. The respondents when requested to comment on the simplicity of implementing the RBM system had a mean score of 1.9 which is close to 2 implying that respondents considers RBM to be complex and difficult to implement as teachers are finding it difficult to translate RBM into work plans as well as match resources

to the desired results. These findings are supported by administrators where 100% of respondents highlighted that teachers had not fully embraced the RBM system.

#### 4.3 Effectiveness of administered interventions

For RBM to be effective there is need for adequate interventions to ensure its success hence the researcher sought to identify the existence of these interventions both at ministerial and school level s that their effectiveness can be ascertained and figure below represent the findings.

**Table 4:3 Existence of interventions at ministerial level**

Category of response	Yes and effective		Yes and ineffective		No	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Training	4	10%	31	77.5%	5	12,5%
School monitoring visits	12	30%	3	7.5%	25	62.5

The table 4.3 above shows the interventions which have been employed by the Ministry of Education to the attainment of quality outcomes in ensuring quality education service delivery. The interventions at ministry level encompass training and monitoring, of which 87.5% attended a training program specifically for Result Based Management system but 10% said it was effective whilst 77.5% highlighted that it was ineffective. Respondents who considered the training ineffective raised the issues that the training was rushed as it was carried out within three to four, also that the population which was trained was too big for meaning training to take place and that the facilitators themselves did not have confidence to articulate the RBM system effectively. The 10% of respondents who said it is effective cited that the training gave them an appreciation of weights and key focus of results. There are respondents constituting 12.5% who did not attend a training program but an observation shows that they transferred to Matinunura after the RBM induction training had been carried out and that some were not at work on the said date of training and hinted that there should have been continuous training. The findings are confirmed by one respondent who is a senior in the Ministry of primary and secondary education. on responding to a question posed on training and its effectiveness, he said “*Yes a training program was carried out at cluster level*

*but it must be not that we had to do with little resources hence it was very short and further training is to be done once resources are availed*". This explains why some have not yet been trained whilst we are in the third year of implementation.

From the table 4.3 above, it is also evident that 37.5 % of the respondents acknowledged school visits as another RBM intervention that can be done at Ministerial level of which 30% of those assessed said the assessments were effective in helping them improve planning of work and administration of work whilst 7.5% rendered them ineffective as they were rushed. Of the respondents, 62.5% have not been assessed with ministry officials for the past three years. This is supported by Hull (2013) who stresses that principals and their designee are supposed to carry out a comprehensive observation of all teachers, even if it means once a year, but it can difficult for these administrators due to their busy schedule. If heads at a school find it difficult to carry out a comprehensive assessment, therefore education officers face the same fate as they oversee the operations of the whole district. The interviewed education officers said "they have to depend on alarms raised and results to select schools for external assessment due to limited resources".

### 4.3.1 Existence of interventions at school level

Success of RBM system requires interventions at school level. The researcher thus saw it fit to explore the existence of these interventions at Matinunura high and the table below summarizes the findings.

**Table 4:4 school level interventions.**

Category of response	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Internet	40	100%	0	00%
Library	0	00%	40	100%
Study rooms	28	70%	12	30%
Reading Material (books)	25	62.5	15	37.5
Homework	40	100%	0	00%
Monthly tests	40	100%	0	00%

The table 4.3 above shows the existence of school interventions which are library, internet, study rooms, reading material (books), homework and monthly test. All the respondents, thus 100% cited that the school provides internet, homework, and monthly test. The provision of homework and monthly tests was supported by students' respondents which have a mean of four (4) standing for agree in terms of teachers always giving homework and monthly tests, but on the internet they varied with the teachers' because 65% of students suggested that the school should provide the computer lab for them to develop their computer skills assisted in research especially advanced levels. These views by students are supported by Deore (2012) who stated that the internet assist students to develop their computer skills, writing and critical thinking skills. The contradiction of responses between teachers and students seems to suggest that the internet is currently being accessed by teachers whilst not by students even if though they might know that the infrastructure for such a facility has been established.



### 4.3.2 Responses on effects of administered interventions towards attainment of quality outcomes.

After the researcher had explored the existence of interventions at both ministerial and school level, the study went further to ascertain their contribution of the RBM system to quality education and the following table represents the findings.

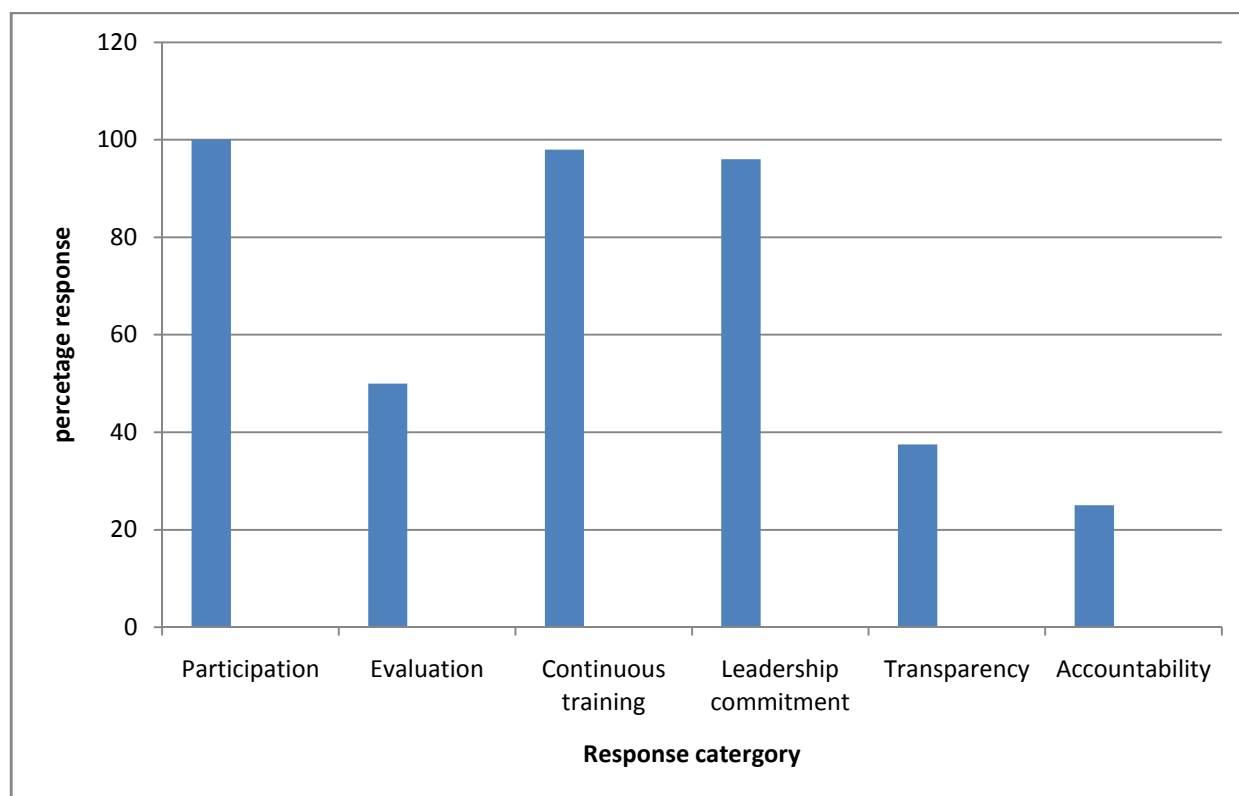
**Table 4.4 effects of interventions on results.**

Category of response	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Improved percentage pass rate.	03	7.5%	37	92.5%
Enhanced quality passes.	5	12.5%	35	87.5%
Improved performance in core curricular activities.	6	15%	34	85%
Improved staff evaluation.	10	25%	30	75%
Improved staff deployment.	8	20%	32	80%

Success of any intervention or system at an academic institution should result in improvement of the above key variables, thus improved pass rate and quality of passes, enhanced performance in core-curricular activities, monitoring and improved staff deployment. Table 4.4 shows responses of respondents to given variables in relation to the effect of RBM on them. The mean average of respondents who said that RBM had improved the stated variables is 16% whilst those who cited that RBM has not enhanced these variables is 84%, therefore it can be said that RBM has not stated to bear tangible results. These findings can be supported by interviews carried out on education officers when they were asked if RBM had started to be fruits and one of them said *“Oh yes, we have noticed a small progress in that they are implementing it but it is too quick to say that concrete results have been achieved, but we are on a low yet steady progress in realizing the full benefits of RBM”*. Statement of this nature seem to be an acknowledgement of the fact that RBM is yet to provide tangible results, hence on average (84%) reflect this position whilst the average of respondents (16%) who had confidence with RBM might constitute the group which is starting to notice some positives even though overall results might say otherwise.

#### 4.4 Establishing key success factors for the RBM system.

The study also sought to identify key factors to ensure the success of the RBM system in achieving quality education service delivery and figure 4:1 below the following bar chart represents the findings.



**Fig 4.1 shows percentage responses on key success factors of RBM.**

Fig 4.1 above shows percentage responses on factors that respondents think forms the corner stone for the successful implementation of the RBM system. The major success factors mentioned by respondents were participation with 100%, continuous training with 98% and leadership commitment with 96%. These findings are also supported by other authors as significant for successful implementation of Result Based Management, thus training is esteemed by Batool and Batool (2012) that training provides a good opportunity to motivating employee contribution and promotes capabilities. Participation is also supported by EUNEC (2010) as cited in literature review that participation and stakeholder involvement must be the central theme in education policy making, whilst leadership commitment is supported by Spreckley (2009) who indicated that Result Based Management implementation requires a strong organizational leadership which supports a learning culture premised on openness and valuing of factual information. The above cited authors do support the findings

that participation, training and leadership commitment are pillars for RBM success. Transparency and accountability had a low response rate of 37.5% and 25% respectively these findings are however in contrast with UNESCO (2011), UNDP (2011), ICRC (2008) and ACCA (2012) as cited in literature review where their findings stressed transparency and accountability as some of the guiding principles but this low rating of these factors can be explained CEDEFOP (2011) also cited in literature review who stressed that participation would lead to wider acceptance and ownership of the results of evaluation. Participation is therefore considered significant for evaluation transparency and accountability due to generated trust.

#### **4.5 Summary**

Analysis was carried out using both qualitative and quantitative approaches. Qualitative data was presented in continuous statements where quotations of respondents were given as expressed by respondents. Quantitative data was presented on tables and graphs whilst frequencies, percentages and statistical averages were used for analysis. Analysis produced the following results:

- RBM system is complex as teachers are failing to translate the system to draw work plans. They consider the system to be difficult to plan and implement and this is supported by a n average mean score of 1.9
- The interventions at both ministerial and school level have not yet been translated into tangible results at Matinunura High School. This is supported by 84% of the respondents who mentioned that RBM interventions had not improved in terms of pass rate, quality passes amongst other results.
- With regards to the key success factors for RBM Participation (100%), leadership commitment (96%) and continuous training (98%) emerged as major key success factors for the RBM system to be effectively implemented at Matinunura.
- The majority of teacher respondents indicated that the RBM system is not specifically suited for the education sector.

The next chapter looks at summary, conclusions and recommendations.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### **5.0 Summary**

The research was undertaken to ascertain the effectiveness of the RBM system in enhancing quality education service delivery. This study was motivated by a decline in public confidence, inconsistent results in terms of pass rate and quality of passes, poor performance in core-curricular activities at Matinunura High School and the institution stands to benefit from the effective implementation of the Result Based Management. The purpose of the study was to ascertain the effectiveness of planning and implementation of RBM to achieve quality education service delivery, determine the effectiveness of administered interventions in the attainment of expected outputs in ensuring quality education service delivery and to establish the key success factors for RBM in attaining quality education service delivery. The literature review was done through inquiry of textbooks, journals, research papers and online sources from different authors on Result Based Management. The researcher used both exploratory and descriptive research designs to carry out the study. The estimated target population was 420 constituting of ordinary level exam classes and upper six students, teachers, administrators at Matinunura as well as education officers where a sample size of 241 was then drawn for this study. Probability and non- probability sampling techniques were employed to draw samples from different targeted groups. The researcher also used questionnaires and interviews to gather primary data of a qualitative and quantitative nature which compelled the researcher to administer quantitative and qualitative approaches of analyzing the gathered data. Secondary data was obtained from the school registers, results analysis, journals and other online sources. It can be noted that the researcher used triangulation of research design, sampling methods, research instruments and data sources to ensure valid and reliability of research results. The following findings were found:

- The researcher found out that respondents find it difficult to plan and implement RBM system as they are having problems in translating the system into work plans. This is supported by mean average score of 1.9 which is close to 2 (disagree) suggesting that they find it difficult to operationalize RBM system.
- The interventions at both ministerial and school level have not yet been translated into tangible results at Matinunura High School. This is supported by 84% of the

respondents who mentioned that RBM interventions had not improved in terms of pass rate, quality passes amongst other results.

- With regards to the key success factors for RBM Participation (100%), leadership commitment (96%) and continuous training (98%) emerged as major key success factors for the RBM system to be effectively implemented at Matinunura.

## **5.1 Conclusions**

The research findings above have allowed the researcher to make the following conclusions:

### **5.1.1 Effectiveness of planning and implementation of RBM system in enhancing quality education service delivery**

The researcher found out that respondents seem to suggest that it is difficult to plan and implement RBM system. This is supported by a mean average score of 1.9 from respondents where one stood for strongly disagree and 5 strongly agree. Given that respondents disagreed that RBM system was easy implement therefore the study can conclude that the RBM system is complex, not understood hence being ineffective.

### **5.1.2 Effectiveness of administered interventions in enhancing quality education service delivery.**

The researcher found out that the interventions at both ministerial and school level are yet to bear tangible results. Given that 84% of respondents acknowledged that the RBM system had not improved the intended results therefore the study concludes that the interventions at both ministerial and school level are ineffective.

### **5.1.3 Key success factors for the RBM system in attaining quality education.**

The researcher found out that participation, continuous training and leadership commitment are taken by respondents as the key major success factors of RBM whereas transparency and accountability were lowly considered. Given that participation had (100%), continuous training (98%) and leadership commitment (96%) whilst transparency and accountability had

37.5% and 25% respectively, therefore the study can conclude that participation, continuous training and leadership commitment are highly rated as key success factors of RBM system whilst transparency and accountability are lowly rated.

## **5.2 Recommendations**

The conclusions reached have propelled the researcher to make the following recommendations.

- Ministry and Matinunura needs to employ Change Management using any model of change management for teachers to fully embrace and understand RBM system to ensure easy planning and implementation, for example Lewin's model (1947) can be used which requires unfreezing impeded old system, transitioning and refreezing the new behaviours and attitudes. Just introducing change without managing that change is futile and making announcements about change do not guarantee change but requires a plan for change. The recommendation is supported by Madhekeni (2012) who suggested that change management initiatives be instituted to changing the mindset of officials so that they can implement the programme for the purposes of managing for results and enhancing service delivery.
- There is need to strengthen interventions both at ministerial and school level to facilitate the provision of quality education service delivery. Trainings and monitoring by education officers must be incorporated to enhance RBM effectiveness, whilst schools must build capacity to produce results by investing in physical and e-library, continuous assessment and responsiveness to the needs of students.
- Matinunura must promote wider participation of its various stakeholders if results are to be realized. Education requires a collective effort of various stakeholders such as parents, teachers, administrators, ministry, partners, interested group and students themselves for quality education to be achieved. There is need also to build a strong leadership team which to steer the results drive and continuous training will cater for new recruits and refresh implementers of RBM system. The researcher suggests that transparency and accountability will naturally flow once the three above pillars are in place. Participation is supported by Kendall (2006) who suggests that the involvement of stakeholders in defining, implementing, measuring and evaluating education

quality improvement projects heightens the chance that the resulting policy will meet various beneficiaries' needs effectively.

**Area of Further research**

This study was on the effectiveness of RBM system in enhancing quality education service delivery but the researcher suggest that further research should be carried out in how RBM can be a source of competitive advantage in the education market considering the mushrooming of private colleges.

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## APPENDICES

### Appendix A

**MIDLANDS STATE UNIVERSITY  
P.BAG 9055  
GWERU**

**THE HEADMASTER  
MATINUNURA HIGH SCHOOL  
BOX MK 37  
GWERU**

Dear Sir/Madam

Re: Application for permission to conduct a research at Matinunura High School

I am a fourth year student at the MidlandsStateUniversity studying towards a B.Comm Honours Degree in Marketing Management. I would like to seek your approval to carry out my research with your organization on the topic: An investigation on the effectiveness of Result Based Management in enhancing quality education service delivery. Information collected shall remain private and confidential at all times and will be used for the purpose of the study only.

I would be very grateful to be granted your approval.

Yours faithfully

Osward Tirivavi

## Appendix B

### Questionnaires for members of staff

This study is used in partial fulfillment of Bachelor of Commerce degree in Marketing Management, Midlands State University. This study is completely anonymous and confidential. Your responses are a critical part of my research. Please answer all the questions as candidly and completely as possible. I guarantee that your responses and identity will be held in confidence and anonymity.

Thank you for your time

Please may you tick the box representing your response in respect of the following variables?

1. May you indicate your gender

Male	
Female	

2. Indicate your highest educational qualification.

Diploma in Education	
Grad C.E	
Degree in Education	
Non- teaching degree	
Masters degree	

3. Period worked at the present station.

Less than a year	
1 – 2 years	
3 -4 years	
Above 5 years	

4. Which of the following services are offered by your school?

	No (o)	Yes (1)
Well-resourced library		
Internet facility		
Study rooms		

5. Have you attended a training program for RBM system?

Yes

No

IF yes, comment on its effectiveness

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

6. Have you ever been externally assessed by ministry officials

Yes

No

IF yes, comment on its effectiveness

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

7. Please indicate if Matinunura provides the following activities.

	Yes (1)	NO (2)
Home work		
Remedial work		
Monthly tests		

8. Please indicate if the RBM has improved any of the following variables.

	Yes	NO
Percentage pass rate		
Quality passes		
Performance in core curricular activities		
Staff evaluation		
Staff deployment		

9. From the list below, Please tick the factors that you think are key for the success of RBM

Participation	
Evaluation	
Continuous training	
Leadership commitment	
Transparency	
Accountability	

10. The questions below do ask your experience with the RBM system. You are to put your response using a scale to be given below. Use the scale to highlight how you feel about the following variables, where 1 represents strongly disagree and 5 stands for strongly agree.

**Key**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Nuetral</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

	1	2	3	4	5
a) It is easy to translate the RBM concept into work plans.					
b) RBM system is simple to implement.					
c) Monthly reviews will be more effective than quarterly reviews.					
d) The school has sufficient sporting facilities and equipment.					
e) The school always encourages staff members to attend workshops and colleges to upgrade their skills.					
f) RBM is associated with more workload hence causing low morale					
g) The RBM system is well designed to suit the education sector.					





## Appendix C

### Questionnaire for pupils

This study is in partial fulfillment of Bachelor of Commerce Honours in Marketing Management at Midlands State University and your contribution is valuable in this research. The researcher assures that your responses and identity will be held in strict confidence and anonymity. Your cooperation is greatly appreciated.

Thank you for your time

Please may you tick the box representing your response in respect of the following variables.

1. Indicate your gender

Male	
female	

2. Specify your age group

14 and below	
15-17 years	
Above 18 years	

3. Show your level of education

ZJC	
“o” Level	
“ A” level	



## Appendix D

### Questionnaire for Administrators

This study is in partial fulfillment of a Bachelor of Commerce Honours in Marketing Management at Midlands State University and your contribution is valuable in this research. The researcher assures that your responses and identity will be held in strict confidence and anonymity. Your cooperation is greatly appreciated.

Thank you for your time

**Please tick the most appropriate box representing your response in respect of the following questions.**

1. Indicate your gender.

Female	<input type="checkbox"/>	1
Male	<input type="checkbox"/>	2

2. Give your highest completed qualification.

Diploma in Education	<input type="checkbox"/>
Graduate Degree	<input type="checkbox"/>
Masters Degree	<input type="checkbox"/>
Doctorate (PHD)	<input type="checkbox"/>

3. Years of experience as an administrator.

Less than a year	<input type="checkbox"/>
2 – 3 years	<input type="checkbox"/>
4 –6 years	<input type="checkbox"/>
Above 6 years	<input type="checkbox"/>

4. Do you think that teachers have fully embraced the RBM system?

No (1)

Yes (2)

Support your answer

.....  
.....

5. Is there transparency between teachers and administrators in implementing RBM system  Yes  No

Support your answer

.....  
 .....

6. Since the school's adoption of the RBM system, indicate if it has contributed to the following variables.

	Yes (1)	No (2)
a) Improved school percentage pass rate		
b) Enhanced quality of passes		
c) Improved performance in co-curricular activities		
d) Improved staff monitoring and evaluation		
e) Improved staff deployment		

7. Administrators at Matinunura allow for participation of teachers in designing school programs.

Yes (1)  No (2)

Support your answer.

.....  
 .....

8. RBM system is criticized by teachers for having increased their workload.

Agree (1)  Disagree (2)

9. You are required to use the scale of 1 to 5 to rate the extent at which you think the following statements reflect what exist at Matinunura High School, where 1 stands for strongly disagree and 5 represent strongly agree.

**Key**

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

1

2

3

4

5

	1	2	3	4	5
a) Teachers at Matinunura are motivated to write RBM work plans					
b) The school has adequate resource to enhance percentage pass rate and quality of passes.					
c) Schemes of work are always prepared after RBM work plans					
d) The sporting facilities are adequate to attain high sporting excellence.					
e) Adequate lesson time provided to enhance teaching service delivery					
f) Adequate training sessions provided for co-curricular activities					
g) Teachers at Matinunura are highly motivated leading to quality education service delivery					

## **Appendix E**

### **Interview guide for education officers**

1. May you please highlight when the RBM was introduced and what motivated its introduction in the education sector?
2. What do you think are the key pillars of the RBM concept?
3. Do you think that teachers and administrators fully understand the RBM system?
4. Would you consider RBM to be enhancing planning and implementation of education activities towards improving quality?
5. Did you face any resistance from teachers and administrators and how did you intervene to achieve a buy-in?
6. What programs have you carried out to upgrade the skills of teachers and administrators?
7. Do you think that schools are fully resourced and equipped to effectively implement the Result Based Management.
8. How often do you visit schools for assessment and do you think that these visits are adequate to improve performance?
9. Would you say that all stakeholders are involved in crafting and implementation of RBM system?
10. Are there transparency, accountability and ownership in the practice of our RBM system by schools?
11. What challenges are you still facing in the implementation and evaluation of RBM system?
12. What suggestions do you proffer so as to improve this RBM system?

**WORD COUNT**

**16471**

