

## **Teachers' Perceptions on the Implementation of the Performance Management System in Zimbabwe**

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**ABSTRACT** The study investigated teachers' perceptions on the implementation of the performance management system in one cluster of high schools in Zimbabwe. The study was located within the goal setting theory of motivation as developed by Edwin Locke. Forty senior teachers were purposively selected participate in the study. A case study design which combined both qualitative and quantitative methods was used in the study. Data were collected using questionnaires and focus group interviews. The study found that teachers were not adequately prepared to implement the performance management system due to an interplay of factors such as poor articulation of the system, lack of training, shortage of resources in schools, absence of professional development programmes in schools as well as insufficient funding. The study recommends that the revitalisation of training support for school personnel, funding of schools as well as the improvement of communication systems among stakeholders within the education system could help enhance the effectiveness of the system.