

Perceived Challenges of Implementing the Performance Management System in Zimbabwe

S. Machingambi¹, C. Maphosa², A. Ndofirepi³, E. Mutekwe⁴ and N. Wadesango¹

¹*Severino Machingambi, Mangosuthu University of Technology, Republic of South Africa*

²*Cosmas Maphosa, University of Kwa Zulu Natal, South Africa*

³*Amasa P. Ndofirepi, University of the Witwatersrand, South Africa*

⁴*Edmore Mutekwe, University of Johannesburg, South Africa*

KEYWORDS Performance Management System, Appraisal. Professional Development. School Head. Zimbabwe

ABSTRACT The study examined the challenges experienced by teachers when implementing the performance management system (PMS) in Zimbabwean high schools. A qualitative survey design was used. Forty school teachers and five school heads participated in the study. The sample for teachers was randomly selected while the school heads were purposively selected from five high schools in Masvingo province of Zimbabwe. Data were collected using questionnaires and interviews in this study. The study found that lack of training on performance management (PM), abuse of the system by school heads, failure by school management to provide staff development programmes, lack of meaningful reward as well as shortage of resources were the major obstacles affecting the implementation of the system. Recommendations thus mainly focused at ways of mitigating such challenges so as to revitalise the PMS.