


2015

A Phenomenological Study of High School Teachers' Motivation as Related to Teacher Performance Management

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Walden University

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Richard Wildman

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Walden University
2015

Abstract

A Phenomenological Study of High School Teachers' Motivation as Related to
Teacher Performance Management

by

Richard Hugh Wildman

MPH, University of Liverpool, 2009

BS, University of the West Indies, 1996

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

April 2015

Abstract

Teacher motivation factors prominently in the sustainable development of educational institutions, and relate to self-efficacy, job satisfaction, and retention. Prior motivational research in education has addressed factors relating to teacher motivation, but there is a dearth of research into the impact of performance management on motivation. This phenomenological study examined the lived experiences of 5 teachers in relation to the performance management process in the selected school. The project study was guided by Bandura's social cognitive theory, Maslow's hierarchy of needs, and Herzberg's motivation-hygiene theory. In-depth, semistructured interviews were used to extract the essence of the lived experiences as expressed by teachers. Interviews were transcribed, reduced, coded, and analyzed for common thematic elements and essences regarding the impact of performance management on motivation. The findings revealed demotivational elements in the performance management process of the school that impacted job satisfaction and retention. This study also included developing a professional development project to enhance the capacity of school administrators in understanding teacher motivation and how the delivery of performance management can be used as a developmental tool to improve teacher motivation. The study and project facilitate positive social change by providing a deeper understanding of teacher motivation and by developing a performance management model that promotes capacity building and motivation. The study findings will be beneficial to teachers, school administrators, and human resource personnel.

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Dedication

This doctoral project study is dedicated to my darling wife, Nicola. You have been a source of inspiration, and the completion of this degree would not have been without your love, patience, and support. To my beautiful daughters, Zoe, and Abigail, seeing your bright smiling faces during those challenging periods has kept me going.

Acknowledgments

I would like to express heartfelt thanks to my committee chairperson, Dr. Donald Wattam, for his expert guidance and encouragement on my doctoral project study journey. I would also like to thank Dr. Mary Jane Kirby for her invaluable reviews and Dr. Maureen Ellis, my URR, for the comprehensive guidance given to make this study what it is now. Thank you, also, to my family and close friends, whose encouragement and pride in this academic pursuit motivated me to stay focused and persevere. To my esteemed colleagues Hope, Emily, and Ashley, with whom I shared the highs and lows of the doctoral project study process, thank you all for the encouragement and positive energy. All of this would not have been possible without the abilities the Lord has bestowed upon me, I am eternally thankful for his blessings and direction in my life.

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Section 1: The Problem

Introduction

Educational institutions are reliant on frameworks that provide indicators to levels of performance and growth. Human capital investment in the form of teachers serves as the fundamental currency from which these indicators are fixed (Seniwoliba, 2013). How teachers perform their duties within the fabric of teaching and learning is crucial to schools, as indicated by student academic performance and overall long-term development (Evans, 2011; Forrester, 2011; Knox & Anfara, 2013). With the active pursuit of greater accountability measures in education within the Caribbean, teacher performance management practices provide a feasible mechanism for establishing and maintaining the standards on which agreed teaching duties are performed (Atamturk, Aksal, Gazi, & Atamturk, 2011; Balkar & Şahin, 2010, Forrester, 2011).

Performance management practices support the view that a school is delivering on established standards and creating positive student outcomes (Morton, 2011; Van de Grift, 2013). The institutional and societal accountability framed in performance management measures require teachers to perform maximally in order to meet specific standards related to teaching and learning (Evans, 2011; Naidu, 2011). The continuous evaluation of teaching and learning standards gives account of current performance, identifies areas of strengths and weaknesses, and provides a framework for the improvement of teaching and learning through professional development (Evans, 2011). The motivation to perform teaching duties that a teacher brings and maintains in the

classroom is critical to the long-term development and success of schools. The resulting organizational effectiveness and productivity that comes from teachers performing maximally in the classroom become closely linked to their motivation (Mancuso, Roberts, & White, 2010; Skaalvik & Skaalvik, 2011).

Teachers' motivation to teach is influenced by their overall satisfaction with classroom practices and instruction, the availability of resources, salary, opportunities for advancement, school ethos, and the efficacy of senior management (Barrick, Mount & Li, 2013; Shen, Leslie, Spybrook, & Ma, 2012). These job satisfaction elements become indicators of organizational commitment and retention (Barouch Gilbert, Adesope, & Schroeder, 2013). Butt and Macnab (2013) pointed out that the outcomes of institutional practices such as performance management through classroom practice assessments and overall teacher quality categorization affected teacher motivation. The impact of assessment outcomes on teacher self-efficacy and teachers' perception of senior management's effectiveness and objectivity also affect their motivation (Bostanci, Yolcu, & Şap, 2010; Holzberger, Philipp, & Kunter, 2013).

Motivational changes occur when a teacher's self-efficacy appears challenged by assessments within the performance management process that imply weaknesses in classroom practices and also when perceived by teachers to be applied inconsistently (Holzberger et al., 2013; Thompson & Turner, 2013). The delivery of performance management processes, factors into a teacher's professional identity based on interactions within the context of performance evaluations (Canrinus, Helms-Lorenz, Beijaard,

Buitink, & Hofman, 2012; Evans, 2011). In this respect, performance management mechanisms and how they factor in teacher motivation require careful examination (Balkar & Şahin, 2010; Juozaitiene & Simonaitiene, 2011).

Definition of the Problem

The school used for this study, henceforth referred to as the Academy (pseudonym), is located on a British territory island. This school places a high emphasis on teacher performance management as a mechanism to monitor human capital investments in the form of its teachers. In 2013, ninety percent of the academic staff was expatriate, leading the Academy to place great emphasis on the recruitment of qualified overseas teachers (Whittaker, 2014). The need for accountability towards improved school success has driven the teacher management process at the Academy towards one that focuses on teacher accountability in relation to student academic outcome (Ministry of Education, personal communication, September 12, 2010).

Performance management in the Academy encompasses the periodic documentation of teaching practice elements seen as indicating the quality of instruction and student learning. The territory's Ministry of Education develops the performance management policy for the Academy. The policy is then embedded into the Academy's teaching and learning framework. These mechanisms are administered annually by senior management and facilitate the continuous assessment of teaching and learning practices. Teachers are currently evaluated in their planning for student achievement, subject

knowledge, and pedagogy, time and resource management, classroom environment, and classroom management practices.

Teachers at the Academy are currently afforded an opportunity to discuss with senior management the results of individual performance assessments. From these discussions, there is a determination of quality standard by senior managers, with the applied summative record giving indication of overall performance (Evans 2011; Flores, 2010; Harris, Ingle, & Rutledge, 2014). In the most current format, questions have been raised by teachers as to the ability of the performance management system to motivate teachers towards improved teaching practice, motivation and positive job satisfaction, and long-term retention (Balkar & Şahin, 2010; Whittaker, 2014). Teachers have expressed that the performance management process in the Academy is limited, counterproductive, and a source of demotivation (Balkar & Şahin, 2010; Rajesh & Suganthi, 2013; Whittaker, 2014). Collegiality and autonomy formally observed in the Academy no longer exists since teachers are pressured by senior managers to carry out the mandates of the performance management process (Baleghizadeh & Gordani, 2012; Balkar & Şahin, 2010).

Current teachers in the Academy and those surveyed upon conclusion of their teacher tenure or resignation have expressed a vehement dissatisfaction at the manner in which the performance management process impacts teacher efficacy (Whittaker, 2013). Feelings of inadequacy, reduced self-efficacy, and diminished motivation pervade the comments presented by teachers surveyed and arise from performance management

experiences described as cumbersome, rigid, and overbearing (Çalik, Sezgin, Kavdaci, & Kilinc, 2012; Holzberger et al., 2013). Teachers point to the process lacking transparency in classroom assessments and the absence of uniformity in appraiser judgments, which in turn leads to dissatisfaction with their jobs (Collie, Shapka, & Perry, 2012; Norman, 2010). The performance management process becomes one characterized as judgmental and punitive (Kwong, Wang, & Clifton, 2010; Mancuso, Roberts, & White, 2010; Whittaker, 2014).

The Academy's success depends on the quality of teaching and learning that persists in that institution. Teachers' motivation and ability to carry out both teaching and administrative tasks define the institutional quality and job satisfaction of teachers (Flores, 2010; Shah, Rehman, Gulnaz, Huma, & Adnan, 2012). The Academy's dependency on an expatriate teaching staff make changing teacher motivation, reduced job satisfaction, and retention related to performance management factors create significant staffing and long-term sustainability issues (Ashiedu & Scott-Ladd, 2012). Teacher retention is a significant concern in this educational setting.

Rationale

Evidence of the Problem at the Local Level

Motivational changes emanating from the performance management process at the Academy are critical when combined with other factors that impact motivation, self-efficacy, and job satisfaction. The performance management process in the Academy compounds structural factors such as limited resources, student behavioral issues, and

remuneration that already reduce teacher motivation and job satisfaction (Klassen, 2010; Klassen, Usher, & Bong, 2010; Kinman, Wray, & Strange, 2011; Whittaker, 2014). The impact of these motivational changes is expressed by teachers in the form of reduced job effectiveness, stress, and reduced organizational affiliation (Rajesh & Suganthi, 2013). Consequently, increasing levels of teacher attrition from the education system are observed. As recently as 2012, 20% of staff left the local teaching service (Whittaker, 2014). Teachers at the Academy have described the a performance management process that is unfair, inaccurate, and subjective (Whittaker, 2013). The perceptions and experiences of teachers are a critical element when considering school-level factors that impact teacher motivation and by extension long-term educational quality.

Teachers in the Academy have pointed to performance management objectives not meeting individual subject requirements. Further, Flores (2010) and Maher and Seifert (2011) suggested that the absence of specific objectives matching individual's subjects result in inconsistencies across performance appraisers. Academy teachers have also pointed out that performance appraisers are often not suitably qualified or properly trained to implement, and carryout efficient classroom evaluations or in some instances are not knowledgeable of the subject being evaluated. Morton (2011), alluded to this lack of proper training in performance management mechanisms for many school administrators. Consequently, teachers have expressed bewilderment as to the value of the performance management system in the absence of objectivity, knowledge base, and fairness.

The Academy's reliance on recruiting teachers from overseas places the issue of teacher motivation at the heart of retention efforts. Retaining qualified expatriate teachers is critical to the long-term academic success of students as well as the overall quality of education within this system. These factors, combined with frequent administrative and policy changes relating to performance management and tenure, have caused the Academy to struggle to maintain a core of teachers who can carry forward efficacious teaching practice (Whittaker, 2013). Teacher motivation is essential for students' optimal functioning in the classroom because teachers who are highly motivated are more engrossed in their work and can display teacher practices that are beneficial to the success of students (Barrick et al., 2013; Holzberger, 2013). For the Academy, highly motivated teachers are seen as critical to improving the academic success of students. The absence of motivation, as determined by school level factors such as performance management, can have detrimental effects on the long-term success of the Academy.

An extremely motivated teacher creates an atmosphere that maximizes student motivation for learning and their academic achievement. Thoonen, Slegers, Oort, Peetsma, and Geijsel (2011) highlighted that these motivated teachers

tend to exhibit greater levels of planning and organization, are more open to new ideas and more willing to experiment with new methods, work longer with students who are struggling, intensify their efforts when their performance falls short of their goals, and persist longer. (p. 504)

Teachers' expressed perceptions and experiences with performance management factors that result in motivational changes require close examination since school-level factors such as performance management can negatively impact teacher organizational commitment. The number of teachers citing performance management as a cause of their diminished motivation and reduced job satisfaction on exit interviews has been increasing since 2012 (Whittaker, 2014). These expressions of motivational changes and reduced job satisfaction are important in the absence of empirical research into how performance management elements in the Academy impact teacher motivation and job satisfaction locally.

The Academy's quality of education is currently assessed by means of a rating system based on the improvement and motivation of teachers. Accurate assessments are essential to the long-term success of the teaching and learning framework and the Academy's ability to hire and retain qualified expatriate teachers (Harris, Ingle, & Rutledge, 2014). This study was specifically designed to address this absence of research on teacher motivation and assessments, and to examine the role played by factors within the Academy's performance management process.

Evidence of the Problem From the Professional Literature

Motivation is a critical element in the success of educational institutions. Low teacher and student motivation have been identified as critical factors for school failure, highlighting the unique relationship existing between these groups (Gokce, 2010; Seniwoliba, 2013). The motivation to teach and remain in the profession relates

significantly to the challenges encountered in the classroom and the ability to successfully navigate those (Rajesh & Suganthi, 2013).

The degree of motivation required for teaching is weighed against the very diverse nature of the position, since teachers are required to function in a broad range of capacities, some of which are outside the realm of classroom instruction. Rajesh & Suganthi (2013) highlighted the multiple roles played by teachers in today's very challenging educational climate and the impact of these roles on motivation, job burnout, and health-related issues. The high demands placed on teachers have caused considerable attrition in the educational institutions in regions such as the Caribbean (Thomson & Turner, 2013). For overseas territories with a high reliance on expatriate teachers, motivational changes due to the interaction with work contexts such as performance management take on even greater meaning (Canrinus et al., 2012).

Given the extent to which motivation factors in teacher job satisfaction and overall wellbeing, performance management elements that negatively affect teacher motivation pose long-term challenges for educational institutions (Maume, Rubin, & Brody, 2014). These performance management features, as expressed by teachers, reduce the quality of their experiences that are a result of innate perceptions regarding ability (De, 2013, p. 2). Consequently, teachers feel less committed to the tasks of instruction and subsequent to the institution itself (Carinus et al., 2012; Norman, 2010). Current shifts in teaching and learning practice place the attracting and retaining of high qualified teachers of paramount importance. Thompson and Turner (2013) asserted that

maintaining positive teacher motivation is one of the fundamental requirements for long-term sustainability in education.

Definitions

The following terms and definitions are used throughout this study:

Hierarchy of needs: The continuum of human needs as purported by Maslow (1943) and includes the range of needs from the basic physiological to the higher self-actualization of an individual.

Hygiene factors: Work level factors that determine job satisfaction. These are termed dissatisfiers (Herzberg, Mausner, & Snyderman, 1959; Jean-Baptiste, 2010).

Job satisfaction: The attitudes displayed on the job that are a direct result of both positive and negative elements (Mahmood, Nudrat, Asdaque, Nawaz, & Haider, 2011; Shen et al., 2012).

Motivation: The process used by an individual to develop, carryout, and sustain goal-oriented Behaviors (Bandura, 1989; Jean-Baptiste, 2010; Shunk, 2011).

Motivators: Intrinsic factors related to the nature of a job. They are thought to be conducive to job satisfaction (Herzberg, Mausner, & Snyderman, 1959; Jean-Baptiste, 2010).

Performance Management: In the context of education, the processes used to manage teachers using teaching targets, student outcome goals, and classroom management protocols in effective teaching and learning practice (Forrester, 2011).

Self-actualization: The innate desire to become all that one is capable of becoming (Jean-Baptiste, 2010; Maslow, 1943).

Self-efficacy: An individual's perception of their ability to learn and perform tasks in particular situations (Bandura, 1989; Jean-Baptiste, 2010; Shunk, 2011).

Significance

The Local Context

The human capital investment that teachers represented is an important developmental factor in educational institutions (Seniwoliba, 2013). Teachers play an essential role in the social, economic, and political landscape of many societies. The contributions of this study are significant to the Academy and the expatriate teaching community since the goal was to highlight the lived motivational experience of teachers in relation to the performance management process. From this examination, developmental initiatives can be directed towards improving teacher motivation. Contextual factors were outlined in relation to performance management processes and how they impacted self-efficacy and job satisfaction, arising from teacher motivational elements (Barrick et al., 2013; Rajesh & Suganthi, 2013; Seniwoliba, 2013).

The Academy invests considerable human capital to recruit expatriate teachers to fill positions. Sustaining workforce development is largely based on the vitality of the territory's education system and the ability to produce qualified individuals. This vitality is driven by motivated teachers who are dedicated to the task of teaching and learning with a focus on the motivational elements that drive this vitality (Hughes, 2014).

Consideration needs to be given to factors that alter or negatively impact teacher motivation, impair organizational commitment, and overall well-being of teachers who have displaced themselves from their native countries.

International Context

Teacher motivation and associated school contextual factors such as performance management have significant implications within the international educational context. In the Caribbean region, the free movement of professionals such as teachers across national borders brings into focus the need to establish learning environments that aid in motivating and retaining teachers. For these demographics, the issue of teacher motivation becomes critical to teacher retention and the impact on sustainable education and workforce development in small island states (Ashiedu & Scott-Ladd, 2012).

Administrators are aware of school contextual factors relating to teacher retention and are finding ways to deal with factors that impact teacher motivation (Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011; Hughes, 2012).

Educational administrators across national and international sectors view teacher motivation within the context of two key factors, attracting new teachers to the profession and retaining already seasoned and highly qualified ones. Teacher motivation remains the most important factor in school success and long-term development (Barouch Gilbert, Adesope, & Schroeder, 2013; Huling, Resta, & Yeargain, 2012). A study of this nature highlights the importance of teacher motivational elements as determined by job-level factors such as performance management processes employed within these sectors. A

motivated teacher is critical to the success of educational institutions that serve to develop the human capital of society.

Guiding/Research Question

The purpose of this project study was to investigate teacher motivation and how it related to the teacher performance management process. The emic view represented by teachers provided a framework from which teacher professional attributes, school affiliation, and student academic outcomes were clearly understood from participant accounts. The study added to the body of knowledge pertaining to teacher motivation and the underlying influences of performance management. The overall guiding research question for this qualitative project study was: What role does the teacher performance management processes play in teacher motivation at the Academy? The following qualitative research sub-questions were explored:

SQ 1. How would you characterize teacher motivation?

SQ 2. Would you describe yourself as a motivated teacher based on what you just characterized?

SQ 3. Do you believe the performance management processes demotivates you as a teacher? What are some of the ways in which you are demotivated?

SQ 4. What do you believe the role of the performance management process should be?

SQ 5. Do you believe that school leadership has a role to play in teacher motivation? In what ways?

SQ 6. Would you say that motivation plays a role in your job satisfaction? How would you describe this role?

SQ 7. Based on your answer to the question relating to your motivation, are you satisfied with your job as a teacher?

SQ 8. Are you satisfied in your performance management evaluations?

SQ 9. Do you feel confident in the individuals who are doing the evaluation?

SQ 10. Do you think the outcome of your performance management evaluations accurately reflects your standard of work?

SQ 11. Do the performance management evaluations affect your self-efficacy or ability as a teacher?

SQ 12. Do you believe performance management outcomes impact your level of satisfaction with teaching? In what ways?

SQ 13. Do you feel the performance management process enhances your practice as a teacher?

Qualitative researchers use questions to narrow the focus of an investigation to the specifics that are to be delineated. Qualitative studies use questions as opposed to objectives and hypothesis characteristic of quantitative methods (Creswell, 2013). Research questions used in qualitative methods employs two forms, the central question that constitutes the broadest inquiry into the topic under study, and sub-questions that focus the inquiry on the specific elements (Jackson, 2010; Lodico, Spaulding, & Voegtler,

2010). Howitt and Cramer (2011) asserted that the development of qualitative research questions is a critical process that determines the direction and quality of research.

Review of the Literature

A review of the literature outlined in this section frames teacher motivation as it relates to performance management within the context of Albert Bandura's social cognitive theory, Abraham Maslow's hierarchy of needs, and Frederick Herzberg's motivation-hygiene theory. Teacher motivation is contextualized into the essential elements of self-efficacy, job satisfaction, and retention. The social cognitive theory focuses on the cognitive processes used by people to make occupational choices while framing self-efficacy beliefs (Bandura, 1982). Maslow's hierarchy of needs explains how a person's motivation is drawn up and drives them towards behaviors that demonstrate this motivation (Shunk, 2011). Herzberg's motivation-hygiene theory elucidates job satisfaction elements, and presents work factors that impact motivation through the determination of satisfaction and dissatisfaction with work (Herzberg, 1939, 1968).

Search Strategy

The review of the literature conducted comprised the exploration of primary and secondary resources from databases in the Walden University library, internet resources such as Google scholar and other search engines. Three books relating to the theoretical framework were purchased from Amazon. The search and review were guided by eight domains relating to the theoretical base of the study. These included motivation, *job satisfaction*, *self-efficacy*, *performance management*, *retention*, *social cognitive theory*,

Maslow's hierarchy of needs, and Herzberg's two-factor theory. The domains outlined were explored within the context of teachers' workforce development and educational settings.

Theoretical Framework

Framed by Bandura's social cognitive theory, Maslow's hierarchy of needs and Herzberg's motivation-hygiene theory, this current study explores the lived motivational experience of the Academy teachers as related to the performance management process. Teacher motivation is critical to the long-term goal of any establishment and teachers holdout the mandate of teaching in the broader context of the institutional affiliation (Thoonen et al., 2011). As a result, varied work factors determine motivation and by extension performance, organizational commitment, and job satisfaction (Gokyce, 2010). Barouch Gilbert et al., (2013) added that the motivation a teacher has for teaching determines student and school educational outcomes, their loyalty to the organizations, how personal needs are gratified, and overall wellbeing. Emanating from this are motivational elements that determine job commitment and satisfaction.

Educational institutions are usually set up to ensure that teachers are and remain motivated with the labors of instruction. Hardy (2010) pointed out that staff personal development programs and other incentive-based initiatives are employed by many schools to attract teachers, enhance teacher content, and increase motivation. Successful models that utilize these mechanisms have seen sustainable growth in teaching and learning within their confines with factors that result in adverse changes in motivation

seen as directly inhibiting the sustainable growth and development of that institution (Boyd et al., 2011).

Performance management processes frame the mechanism used by educational institutions to determine levels of teacher performance when matched against specific objectives (Forrester, 2011; Knox & Anfara, 2013). These procedures are necessary for enhancing effective teacher performance through mechanisms that continuously measure the extent to which established criteria are upheld (Van de Grift, 2013). Teachers have taken on these accountability measures skeptically, and many are considered as an administrative imposition used only to determine teacher competence while fostering mistrust (Mather & Seifert, 2011).

Social Cognitive Theory

The social cognitive theory asserts that learning and the carrying out of behaviors occur through observation that includes modeling, imitation, and direct instruction (Shunk, 2011). A central tenet of the social cognitive theory, as advocated by Albert Bandura, suggests that people are prompted to perform and complete tasks they are confident in undertaking. The innate perception towards behaviors that bring on positive results describes a person's self-efficacy (Bandura, 1982; Jean-Baptiste, 2010; Shunk, 2011). Bandura (1977) further posited that vicarious experiences, social persuasion, and emotional arousal are active sources of self-efficacy expectations. Self-efficacy is described as a self-judgment, perception of one's actual capabilities to initiate and perform successful tasks specified at distinct organizational levels, expend greater effort,

and tenacity in the face of adversity (Bandura, 1977; 1982; Holzberger et al., 2013; Shunk, 2011). Emanating from this definition are performance oriented behaviors directed towards challenging tasks. Individuals exhibit high self-efficacy beliefs that translate into the very crucial elements of labor and job oriented motivation (Banks & Mhunpiew, 2012; Shunk, 2011; Visser-Wijnveen, Stes, & Van Petegem, 2014).

Shunk (2011) depicted the sense of agency exhibited by individuals and that “manifests itself as intentional acts, cognitive processes, and affective processes” (p. 132). Bandura’s (1977) interpretation of self-regulation evidence people’s desire “to manipulate the events that affect their lives” (p. 177) and further perceive themselves as agents in the process. An individual's understanding of self-efficacy is essential in the process that validates one’s self as an agent of change (Aðalsteinsson, Frímannsdóttir, & Konráðsson, 2014; Holzberger et al., 2013; Shunk, 2011). The perceived self-efficacy and the cognitive processes linked with its development give rise to motivational mechanisms that elicit “activation and persistence of conduct” (Bandura, 1977, p. 193). Applied to the current study, the social cognitive theory and by extension its self-efficacy component provides a framework to understand how teacher’s “generative capabilities” are impacted by the performance management process. Consideration is given to the “component cognitive, social and behavioral skills” which are appropriately used to make up this efficacy (Bandura, 1982, p. 123).

Given the extent to which outcomes of one’s action determines how an individual thinks outcomes associated with performance management processes determines the

Behavior and attitude of teachers (Jean-Baptist, 2010). The way an individual generates perceptions of themselves are essential to their pursuits and belief in their abilities become critical to task success (Lewis, 2011). Individuals who possess high self-efficacies will have positive long-term goals and these goals are pursued in an optimistic manner. Consequently, successful teachers possess high self-efficacy and can negate the negative factors related to classroom instruction and administrative duties (Lewis, 2011).

Baleghizadeh and Gordani (2012) contended that the daily tasks of classroom instruction that a teacher carries out enthusiastically have considerable impact on student outcomes. In turn, a positive student outcome factor into the motivation of the teacher. Further, De (2013) proposed that positive student outcomes serve as a motivating factor that forces teachers to higher functioning points. While the social cognitive theory explains the interactions between the teacher and the classroom environment, Maslow's hierarchy of needs provides an understanding of the elements that makeup and drive the motivating factor. The environment includes the students and the successful outcomes of reciprocal interactions that give rise to a positive behavioral outlook. The process determines the motivation in this context that initiates, guides and maintains the goal-oriented behavior, which in this example is a positive classroom environment and student outcomes (Shunk, 2011).

Maslow's Hierarchy of Needs

As an example of humanistic and content theory, Maslow's hierarchy of needs proposes that the various internal states of an individual are the mechanisms that energize

and brings about a particular behavior as a response (Gorman, 2010; Maslow, 1943; Shunk, 2011). Maslow (1943) maintained that individuals exist holistically and with hierarchical needs. Maslow further articulated a hierarchical structure to explain an individual's drive towards the highest degree of motivation. The hierarchy of needs lists five goals or levels describing what individuals try to attain, these are, physiological, safety, love, respect, and self-actualization (Jean-Baptiste, 2010; Maslow, 1943; Shunk, 2011).

The relatedness observed between each goal, and hierarchy supports Maslow's assertion that an unfulfilled goal will dominate the consciousness until it has been satisfied (Maslow, 1943; More, 2013). Emanating from this is an incremental satisfaction of needs separated into two distinguishable groups, low-level needs which include physiological, safety, and love, self-esteem and self-actualization as higher-order needs that are differentiated from lower-order needs by virtue of them being growth needs (Shunk, 2011). The low-order needs are deficiency needs, and if left unsatisfied they constitute a deficiency (Gorman, 2010).

In a study to examine the hierarchy of needs of the teacher at the school and collegiate level, More (2013) concluded that teachers who were self-actualized and motivated were able to stimulate creative thinking among their students while providing healthier learning environments. The ability to stimulate learners and create worthwhile learning environments through their motivation and self-actualization depended largely on how their hierarchical needs were satisfied (More, 2013). Gorman (2010) extended

More's (2013) idea of self-actualization and motivation to the specificity of the cultural context. In relating this notion, Gorman (2010) contended that Maslow's hierarchy of needs is contextualized within the culture of the individual and thus defined that person in that culture. Applied to the context of the Academy and expatriate teachers, Gorman (2010) asserted that displacement from one's culture renders achieving self-actualization and motivation a difficult task since the time will be spent catering to lower order needs.

Maslow's hierarchy of needs provides a framework for understanding how teachers' needs are garnered. With the high expatriate nature of the teaching staff in the Academy, determination of the extent to which teachers' primary and secondary needs are met along the continuum towards self-actualization can be made (Jean-Baptiste, 2010). A teacher's motivation arises from already innate perceptions about their abilities, added to this are external elements that initiate work-related Behaviors. Barrick et al., (2013) suggested that a teacher's motivational goals are driven by two self-regulatory processes, purposefulness that characterizes direct and intentional Behaviors and meaningfulness which ascribe significance to behaviors. Herzberg (1959) outlined multiple factors that determine motivation and job satisfaction and contends that individuals strive for self-actualization through the exercising of their attributes on the job.

Herzberg's Motivation-hygiene Theory

As another example of a content, motivational theory, Herzberg puts forward a motivation-hygiene theory that outlined two groups of factors that determine job attitude

and motivation. The first group or motivators highlight elements that gave rise to job satisfaction. These motivators include achievement, recognition, the study itself, responsibility, progression, and growth (Herzberg, 1968, p. 20). Herzberg postulated hygiene factors which are thought to cause job dissatisfaction; these are company policy, supervision, relationship with the boss, work conditions, remuneration, and relationship with peers.

The absence or presence of a motivator or hygiene factors does not influence or relate to another element, which are not complimentary. Highlighted are core principles within content theories which focus on “identifying people’s needs and their relative strengths, and the goals they perceive in order to satisfy these needs” (Ghazi, Shahzada, & Khan, 2013. p. 445). The hygiene factors outlined in Herzberg’s theory present consistent elements applicable to teacher motivation. The elements of supervision and relationship with the administrators are key factors emanating from teacher experiences with the performance management process.

Baah and Amoako (2011) argued that motivation in the workplace is achieved when workers encounter recognition and experience growth in response to their efforts. Self-actualization occurs when administrators either provide for the basic needs of its workers or facilitates the means whereby this can be achieved (Baah & Amoako, 2011; Herzberg, 1968). The culminating context is one where persons achieve a sense of identity or self-actualization within their setting. A teacher’s professional identity and

quality of work are dependent on a self-perception defined by their work context (Carrinus, 2012; Seniwoliba, 2013).

Herzberg (1974) pointed out that while efforts to satisfy hygiene factors may prove effective in organizations expectations of improved performance and satisfaction will not result. The resulting situation is one that can lead to “serious long-term motivational problems” (Herzberg, 1974, p. 24). In a study conducted to relevancy in the motivation-hygiene theory, Grigaliunas and Herzberg (1971) observed that motivators were more interrelated than hygiene factors. The interrelatedness appeared greater than initially observed in Herzberg’s seminal study, *The Motivation to Work* (Grigaliunas & Herzberg, 1971).

Teacher Motivation and Self-efficacy

Teacher motivation describes the innate drive that provides the initiating to act in a particular manner that directs behavior towards professional goals (Thompson & Turner, 2013). Job satisfaction elements are determined by intrinsic motivating factors while extrinsic motivational factors determine levels of job dissatisfaction (Herzberg, 1968; Hertzberg et al., 1959). Teacher job motivation serves a crucial role in maintaining the ethos of educational institutions (Wagner & French, 2010). The continued motivation in the classroom and towards administrative obligations serves as a critical component to the progress and survival of the school (Barrick & Mount, 2013). The centrality of the teaching profession in relation to workforce development and growth brings to into focus job motivation and associated factors.

Wagner and French (2010) highlighted extrinsic work-related factors as well as a teacher's background and status as determinants of teacher motivation. In reference to extrinsic work-related factors, Wagner and French (2010) pointed to the consistency with the self-determination that highlights the importance of "autonomy-supportive social contexts" (p. 154). Further, Rajesh and Suganthi (2013) asserted the role of social support and the importance of proper communication mechanisms along the supervisory chain in relation to building supportive work environments for teachers. The overall results of these motivational elements are teachers who are efficacious in their practice of instruction (Çalik et al., 2012).

De (2013) extended the discussion of teacher motivation by examining job factors in terms of Herzberg's two-factor theory. In the assessment, the author found as Herzberg suggested that factors that lead to job satisfaction are dissimilar to those that lead to dissatisfaction. Herzberg (1968) contended that factors that determine job satisfaction are intrinsic motivators that are derived from an individual. Conversely, external factors or demotivators give rise to dissatisfaction. In the summation of the study, De (2013) suggested that teachers spent their time attempting to minimize the effect of hygiene factors or demotivators and far less time spent working towards motivators. Barouch Gilbert et al., (2013) outlined that improving one's perceived self-efficacy will significantly increase the likelihood of achieving desired results and motivation for individual efforts.

Canninus (2013) noted that teacher self-efficacy is a critical construct within professional status. Along with motivation and job satisfaction, self-efficacy constitutes what a teacher perceives as their professional identity within their work context. Such a determination provides the framework from which teachers can individually and collectively assess their standing in the school. Self-efficacy in this context describes the innate perception that drives the ability to operate effectively in the classroom and the wider school context based on the perception of one's capabilities (Barouch Gilbert et al., 2013). Individual self-efficacy beliefs have long determined abilities to undertake and complete organizational tasks. Ghonsooly and Ghanizadeh (2011) posited the relationship between high self-efficacy beliefs and job success. Such individuals "participate more readily, work harder, pursue more challenging goals, spend more effort toward fulfilling identified goals, and persist longer in the face of difficulty" (p. 68). The enhanced ethos will be characterized by increased motivation, teacher effectiveness, and the long-term academic success of students'.

The current trends in teacher performance management raise serious concerns in relation to the ability of such processes to build teacher capacity and enhance self-efficacy. The context of the proposed study highlights the negative experience teachers have had with regard to participation in the Academy's performance management process (Morton, 2011). Bandura (1982) confirmed this relationship by pointing out that a person's self-efficacy beliefs determine their ability to persist in demanding circumstances. By extension, if teachers feel the performance management process

consistently diminishes their self-efficacy and then serious doubts will be put forward as to their capabilities as effective teachers (Barouch Gilbert et al., 2013; Forrester, 2011; Klassen, 2010; Mather, & Seifert, 2011). The result is a lack of motivation for teaching and ultimately reduced job satisfaction (Bandura, 1982; Shunk, 2011; Wagner & French, 2010). The lack of motivation experienced by these teachers can lead to reduced job commitment, organization affiliation, and involvement.

The disparity created between teacher's perceived self-efficacy and the demands incurred through participation in the performance management process translates into changes in motivation. Teachers express emotional and physical responses associated with their experiences and subsequent emotional distress, and ill-health have characterized their well-being during this state of unease (Brown, 2012; Collie et al., 2012; Kitchel, Smith, Henry, Robinson, Lawver, Park, & Schell, 2012).). A compounding element is the year-long duration of the process and the high-level of stress related to preparing for meetings and classroom observations. The collective self-efficacy of teachers is also of import, Calik et al., (2012) asserted that a group of teachers with a "high level of collective efficacy will be more persistent in overcoming the obstacles they face while educating students" (p. 249). The negative impact of a diminished collective self-efficacy among teachers within the school becomes evident (Barouch Gilbert et al., 2013).

The importance of teacher self-efficacy individually and collectively is without question. The process that though their application affects teachers' self-efficacy beliefs

must be given careful consideration within the context of sustainable development. The positive impact of teachers who have high levels of self-efficacy go a long way in determining the efficiency of a school's teaching and learning strategy (Yin, Lee, Jin, & Zhang, 2012; Flores, 2010; Knox & Anfara, 2013). The resulting organization becomes one where teachers remain committed to the task of developing the minds of tomorrow's leaders.

Teacher Job Satisfaction and Retention

Job satisfaction is of primary concern for school administrators in light of low retention rates (Whittaker, 2013). Self-efficacy beliefs and motivation are critical factors that influence the level of satisfaction teachers have for their jobs. Current trends indicate that teachers are less satisfied with their jobs compared to a few years ago (Agnihotri, 2013; Calik et al., 2012). Teachers receive a diminished sense of fulfillment and satisfaction from the modern classroom (Collie et al., 2012; Kitchel, Smith, Henry, Robinson, Lawver, Park, & Schell, 2012).

According to Herzberg (1974), job satisfaction is dependent on satisfier factors or motivators within an organization. The presence of these factors provides the mechanism to develop positive job attitudes as a result of the prescribed self-actualization effected by motivators (Herzberg, 1959). While many other factors such as facilities and remuneration determine levels of job satisfaction, performance management processes impact differently since it focuses directly on the teacher's ability to perform their jobs efficiently. When viewed in the primary role of the teacher, which is to build student

capacity towards academic success, lifelong learning, and citizenship, teacher self-efficacy and motivation in achieving this objective become critical (Agnihotri, 2013; Knox & Anfara, 2013).

Emanating from these job satisfaction factors are organizational commitment elements that have direct implications for students and school success. Within educational institutions, the commitment of a teacher to the organization relates directly to the way the teacher feels about the school, and how engaged they want to be with school matters (Calik et al., 2012; Juozaitiene & Simonaitiene, 2011; Lam & Yan, 2011). A committed teacher who is satisfied with their job will exert maximum efforts to teaching and other administrative tasks.

Teacher job satisfaction is paramount to the success of any educational institution. For that matter, the societal expectations for schools to develop and transform students into citizens that can add to the social capital of that community places greater emphasis on the teacher's role (McCarthy, 2010). For many classroom teachers, job satisfaction describes a highly subjective and psychological phenomenon that frames the levels contentment with different aspects of the job. These attitudes as the teacher displays them give emotional and behavioral evidence of job satisfaction.

The perceptions teachers have regarding the impact of performance management processes on job satisfaction contextualizes their organizational affiliation and their propensity to stay in that setting (Hughes, 2012). Boyd et al., (2011) alluded to the fact that a strong relationship exists between teacher attrition and school contextual factors. In

a study of 385 secondary schools in the United States, Bozeman, Scogin, and Stuessy (2013) highlighted the impact of job satisfaction factors on teacher retention while Gardner (2010) found that “job attributes, and teacher opinions and perceptions of the workplace have simultaneous direct effects on the retention and turnover” of teachers (p.119).

Ashiedu and Scott-Ladd (2012) highlighted school culture and the elements of collegiality and support as indicators of teacher retention. Teachers with the necessary administrative support, resources, and job security can weather the challenges related to teaching and learning (Doney, 2013). This resilience becomes a necessary element in teacher retention. In a study of teacher retention in Milwaukee choice schools, Egalite, Jensen, Stewart, and Wolf (2014) highlighted the role of policies that promote better remuneration for teachers as a means of lowering teacher attrition. Gardner (2010) supports this notion of remuneration policies to enhance teacher retention strategies in a study of music teachers.

Teacher attrition presents significant challenges to the wider community and present serious implications for long-term student success and school outcomes (Ashiedu & Scott-Ladd, 2012). School contextual factors that impact teacher motivation, self-efficacy, and job satisfaction must garner close examination from administrators and policy makers. The extent to which school contextual factors such as performance management processes determine motivation and associated elements require delineation in order to derive strategies that work to improve these factors (Lam & Yan, 2011).

Teacher Performance Management

Performance management processes are a mainstay in educational institutions as a means of determining teaching quality applied by teachers and the corresponding outcome of student achievement. As an accountability measure, performance management processes have been developed in response to newly established teacher professional and statutory performance standards (Evans, 2011; Liew, 2012; Van de Grift, 2013). Application of these standards in education seeks to validate teacher professionalism through Behavioral, attitudinal, and intellectual standards that define effective job function (Evans, 2011).

Performance management standards serve an important role in the organizational structure of schools by providing mechanisms aimed at building a working knowledge of the effectiveness of teaching and learning practices that define classroom applications (Harris, 2014). These methods allow for the evaluation of present teacher performance in a way that provides a framework for quality improvements in educational practice (Atamturk et al., 2011; Liew, 2012).

While performance management processes advocate a shared vision for capacity building and the enhancement of practice through the evaluation of performance standards, these mechanisms are seen as subjective, invalid, and unfairly applied (Bostanci et al., 2010). Mather (2011) suggested that failures in performance management processes in education are mainly due to the inequitable adoption of systems that are purely “inspection and audit regimes” (p. 30). The resulting situations are

working conditions with diminished collegial interactions and organizational trust. Harris (2014) contended that the accountability model of teacher performance management lacks the internal consistency required to improve teacher effectiveness. Van de Grift (2013) supported this notion of internal inconsistency in performance management models from an examination of teacher quality in several European countries. Balkar and Şahin (2010) added that these internal consistencies appear in line with the varying application of performance management elements being dependent on the appraiser.

The inherent inconsistencies in the accountability model of performance management limit its effectiveness to that of a meaningless endeavor (Balkar & Şahin, 2010; Flores, 2010). Further, Naidu (2011) argued that these accountability measures serve only as “covert centralized methods that produce significant tensions and contradictions in schools” (p. 3). The current project study focuses on the job related elements within the Academy’s performance management system that give rise to changes in teacher motivation as indicated by their levels of self- efficacy and job satisfaction. More importantly, the role performance management related job burnout plays in teacher retention, in the local setting will be delineated in relation to school contextual factors present within the system. These results relate directly to performance transparency that places the teacher at the center of a “discursive practice” (Liew, 2012).

Implications

The issue of teacher motivation is one that factors critically in all educational contexts since teachers play such an integral part in student academic success and school

sustainability (Shah et al., 2012). Schools are successful when teachers are motivated and committed to the task of teaching and learning as well as to the organization itself (Calik et al., 2012; Juozaitiene & Simonaitiene, 2011). Factors that impact teacher motivational levels and organizational commitment must be given careful consideration by these elements factor for quality improvements required for sustainable educational systems (Agnihotri, 2013; Knox & Anfara, 2013). Data collected from Academy teachers provided descriptions of motivational experiences in relation to participation in the performance management process, providing administrators insight into constructs relating to self-efficacy and job satisfaction. A professional development training activity for performance management appraisers was developed to address issues relating to teacher motivation as the performance management process impacts it. The explicit aim of the professional development sessions is to help appraisers align the school's teaching and learning goals with that of individual teachers in a manner that promotes the personal and professional development of teachers (Atamturk et al., 2011; Butt & McNab, 2013). Within a capacity building framework, the professional development activity would build the knowledge base of appraisers as they seek to understand more clearly andragogical processes that drive how teachers perform in the school. Consequently, the required changes to the performance management process can be made so that teacher motivation is impacted positively.

Summary

In section 1, the problem of teacher motivation relating to performance management processes was introduced. Context was given to the value of performance management processes within institutional settings (Evans, 2011; Naidu, 2011). The important role of teachers within the accountability framework of performance management processes was also outlined (Evans, 2011). Work contextual factors that determined teacher motivation were examined in relation to performance management practices which impacted motivation. The problem of teacher motivation in relation to performance management was defined within the setting of the Academy. Associated performance management factors were outlined for teachers still employed with the Academy and those who have exited.

The rationale for the project study was delineated in the local and international context. Literature reviewed evidence the nature and occurrence of teacher motivational changes in different settings along with associated performance management factors. The formal definitions of terms to be used in the project study were also given. The project study's significance was highlighted in two contexts, local and international. A guiding research question will provide the fundamental query for the examination of teacher motivation in relation to performance management in the Academy, and a series of 13 sub-questions narrowed the focus of the inquiry (Creswell, 2012).

A review of the literature focused on specific themes relating to teacher motivation and the association with the Academy's the contextual factor of performance

management. The theoretical framework comprised Albert Bandura's social cognitive theory, Maslow's hierarchy of needs, and Herzberg's motivation-hygiene theory. Themes discussed included motivation, self-efficacy, job satisfaction, retention, and performance management. Researchers have evidenced teacher motivation and self-efficacy factors critically in educational outcomes and significantly impacted by work contextual factors such as performance management processes (Barrick & Mount, 2013; Hertzberg et al., 1959; Wagner & French, 2010). Consequently, job satisfaction and retention become direct associations with reported changes in motivation and self-efficacy (Calik et al., 2012; Juozaitiene & Simonaitiene, 2011; Lam & Yan, 2011).

Section 2 describes the methodology employed in this qualitative phenomenological study. The overall research design was framed within the context of the problem and describes the participants, data collection, and data analysis processes. Ethical guidelines outlined the treatment of participants in the study as well as elements used to ensure quality.

Section 2: Methodology

Introduction

This section describes the qualitative phenomenological methodology used in this study to explore teacher motivation in relation to performance management process in the Academy. A qualitative phenomenological design provides individuals' descriptions of existing experiences with respect to a concept or phenomenon, in this case, teacher motivational experiences at the Academy with respect to performance management. This

strategy was used to explore the understanding of these experiences from the copious and dense descriptions of teachers who would contextualize their motivational experiences in the Academy. The qualitative phenomenological design contextualizes experiences through statements, meanings, and a general description of experiences.

In direct contrast, case studies, ethnography, and grounded theory examine issues by employing elements outside of the realm of the lived experiences of participants; hence, their application to this study and the setting of the Academy would not be appropriate (Lodico et al., 2010). The remaining methodological discourse will present (a) research design and approach, (b) participants, (c) data analysis, (d) data analysis, and (e) a summary.

Research Design and Approach

As a distinctively interpretive research paradigm, the use qualitative research methods provide multiple frameworks for the exploration of phenomena as experienced by individuals. Jackson (2010) described exploring and acquiring an understanding of social phenomena as experienced by humans as a chief characteristic of the qualitative research method. The exploration of this phenomenon frequently takes place in the participant's setting and is carried out with the use of data collection tools that allow for immersion into the experiences of the participants (Coolican, 2014; Creswell, 2012; Howitt & Cramer, 2011; Jackson, 2010).

This project study correctly used a qualitative research framework because it needed to evoke the experiences of Academy teachers in relation to motivational changes

on account of the performance management process. The current study employed interviews to capture the teachers' motivational experiences and the social meaning and attached to them. Data collection procedures such as interviews are designed to extract the perceptions and experiences as participants describe them (Creswell, 2012; Howitt & Cramer, 2011; Lodico et al., 2010). Qualitative researchers use interviews, reflections and focus groups as their primary tools for gathering information and these may be used individually or in concert, depending on the needs of the investigation (Howitt & Cramer, 2011; Jackson, 2010).

The interpretive nature of qualitative research was useful in the setting of the Academy for exploring and interpreting the social aspects of teachers' lived experiences. Adhering to this approach provided a unique inductive mechanism from which to understand the teachers' motivational experiences at the Academy (Coolican, 2014; Creswell, 2013; Cozby & Bates, 2011; Lodico et al., 2010). The interviews presented an opportunity for a deeper understanding of motivational experiences in relation to performance management processes, and to acquire a broader understanding of a much larger teaching and learning issue within the Academy and the wider education system.

The qualitative research design was used to collect data in the form of teachers' experiential narratives. These narratives were analyzed to understand the Academy teachers' motivations in relation to the performance management process. The qualitative research tradition is based on the ability to "analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in their local

contexts” (Flick, 2009, p. 21). The application in the setting of the Academy provided the framework for a thorough exploration of teacher’s perceptions and experiences.

Rationale for Choosing a Phenomenological Study Approach

The choice of a qualitative phenomenological design was considered against the four other qualitative approaches and their primary focus. According to Creswell (2013), the four other qualitative traditions (biography, grounded theory, case studies, and ethnographic research) do not in their application derive meanings from experiences that provide an understanding of the essence of experiences in relation to phenomena.

Biography and ethnography provide individual and group specific modes of research. As the name suggests, biography focuses on the life of an individual, while ethnography describes and interprets cultural or social groups (Cozby & Bates, 2011; Creswell, 2013; Lodico et al., 2010). Applying a grounded theory approach would just offer the fabric to evolve a theory established in the data compiled within a unique context. Additionally, case studies only provide in-depth analysis of data from cases that may either be single or multiple (Coolican, 2014; Cozby & Bates, 2011; Lodico et al., 2010). As such, the application of a phenomenological approach to the present study provides the context from which teacher’s motivational experiences and associated factors can be explored.

Phenomenology explores the essence of experiences of individuals or groups with firsthand accounts. Phenomenological research is used to generate a theoretical account that permits researchers to elicit the effect and significance of an experience or experiences that an individual may have undergone (Davidsen, 2012; Flood, 2010). This

framework provides a path of increased knowledge within the research context of the Academy (Converse, 2012; Flood, 2010; Phillips-Pula, Strunk, & Pickler, 2011).

Qualitative phenomenological research is utilized as an interpretive framework as well as a descriptive one. In fact, the limitations of the experimental scientific method of extracting the meaning of human experiences provided the premise for the interpretive phenomenological approach (Converse, 2012; Flood, 2010; Phillips-Pula, Strunk, & Pickler, 2011). On the other hand, descriptive phenomenology arose as a systematic approach that allows for the examination of the human experience within the context of how they are perceived and understood by individuals (Converse, 2012; Flood, 2010; Gee, Loewenthal, & Cayne, 2013).

In contrast to interpretive phenomenology, the descriptive approach provides a basis for outlining the experience of individuals' without the influence of the researcher's personal feelings regarding the phenomenon under investigation. Consequently, this study of teachers' motivational experiences in relation to performance management processes is delineated purely on account of the constructed meanings of teachers who have experienced motivational changes (Davidsen, 2012; Flood, 2010).

Population

Qualitative research seeks to capture the essence of phenomena through in-depth inquiry; the use of a smaller sample size is advantageous since greater exposure is afforded with a smaller number of participants from which data is to be collected (Merriam, 2009). Participants for this project study were selected through purposeful

sampling from the current academic teaching staff at the Academy. Five participants were selected for inclusion in the data collection process. The sample of five participants provided the depth of inquiry that defined the phenomenon under investigation through the increased time available in the setting and interviews and the ability to utilize information collection strategies more comprehensively. Sample selection was framed within the premise of “what, where, and whom to observe or interview” and ensures validation from that depth (Merriam, 2009, p. 76). The selection of a sample of five participants related to the very involved nature of the researcher in the qualitative research process and portended well for easier application of research elements within an already elaborate framework of information collection (Lodico et al., 2010; Merriam, 2009).

Permission to carry out the proposed doctoral project study was requested from the Walden University Institutional Review Board (IRB) and the Academy’s principal while participant permissions were obtained through informed consent. Walden IRB approval was received November 3, 2014 (#11-03-14-0307366). Following the approval from the Walden IRB, I met with the appropriate school personnel to discuss the framework for the study to be applied to the Academy. Formal permission to conduct the study was sought from the Academy’s principal (Appendix B): while, teacher participation was requested through informed consent (Appendix C). In each instant, the purpose, research procedures, and ways in which the study would benefit the school and the wider community were explicated.

Ethical Treatment of Participants

Requesting the various institutional and individual permissions satisfied the demands of research ethics. The Walden University's Institutional Review Board (IRB) approved the doctoral project study prior to conducting research since it serves the function of furthering scientific quality and participant welfare, dignity, and rights (Flick, 2009). The Walden University IRB required careful consideration be given to ethical issues that may compound the research process. Prescribed measures for the ethical treatment of all the Academy participants were required since adherence to these procedure's guarantees rigor, elicits public trust, and secures the advancement of knowledge within education (Shaughnessy, Zechmeister, & Zechmeister, 2012).

The Walden IRB application outlined the procedures that assured proper treatment of the five participants and protection from harm, as well as validating their individual autonomy and rights. The process was in the form of informed consent that defined any benefits, the level and participation required, potential risks, and the freedom to withdraw at any point (Creswell, 2013). The documentation outlining this was that of a consent form (Appendix C). Distribution to participants occurred after formal approval was received from Walden IRB and the Academy principal.

Once formal contact requesting consent was made, a working researcher-participant was maintained through email communication. Participants were encouraged to ask the relevant information to make an informed decision about participation. I also

provided my work and personal telephone numbers as an additional mode of communication.

Role of the Researcher

As a member of the senior management team in the Academy, I oversee teaching and learning and behavior management within a particular Academy grouping consisting of 25 teaching staff. While I hold a supervisory position within the grouping, this does not extend to all teachers within the school. As such, my participation in the performance management process extends to only 25% of the teachers in the Academy. Nevertheless, as an appraiser I must outline any biases, values, and my personal interest in teacher's motivational experiences (Doyle, 2013; Elliot, Ryan, & Hollway, 2011).

Validating any understanding or knowledge gained from participants described motivational experiences occurred through a process of researcher reflexivity (Bishop & Shepherd, 2011; Day, 2012; Doyle, 2013). This reflexivity gave consideration to my "own situatedness within the research and the effect that it may have on the setting and the people being studied, questions being asked, data being collected and its interpretation" (Berger, 2013, p. 2). Adherence to such a framework greatly enhanced the accuracy of the data collected and lends credibility to the findings arrived at, and voice given to participant accounts.

Criteria for Selecting Participants

The purpose of this project study was to investigate teacher motivation and how it relates to the teacher performance management process. The sample size will consist of five academic teaching staff. The small sample allowed more time for transcribing and

analyzing the large amounts of narrative data from each participant (Merriam, 2009). Participants have experienced motivational changes resulting from participation in the performance management process as reflected by levels of dissatisfaction expressed during formal feedback sessions (Whittaker, 2013). Access to this information was obtained through a formal request. Participants were expected to have tenure of no less than two years at the Academy and must demonstrate a willingness to participate in the study. Participants were inclusive of all nationalities present in the Academy. Information pertaining to tenure and nationality was accessed from the teaching and learning database that holds performance data with the necessary access requested from the school principal.

Data Collection Procedures

Sampled participants were approached to determine their willingness to participate in a doctoral project study examining teacher motivation as it relates to teacher performance management. Written informed consent was given to teachers who demonstrated a willingness to participate. Consent forms were administered prior to interviews. Following the receipt of consent from the five participants, correspondence to arrange meeting times and location was made by email. A request was made to use participant's personal emails to ensure confidentiality. Email correspondence requested a time and place convenient for the participants to be interviewed and provide participants with the interview protocol. A suggested time of between 30 to 45 minutes was made. The interview protocol outlined the data collection process, instructions for the participants, the study brief, a short demographic survey, and the interview questions

(Cozby & Bates, 2011; Lodico et al., 2010). The demographic survey questions were used to establish tenure, teaching specialization, grades taught, nationality and employment status.

In-Depth Semistructured Interviews

In-depth, semi-structured interviews characterized the data collection method for the examination of teacher motivation as it relates to performance management. As a primary qualitative data collection method, interviews captured the essence of the lived motivational experiences of participating Academy teachers (Lodico et al., 2010, Merriam, 2009). Interviews also provided a framework for interpreting these experiences and the meaning inferred from them (Merriam, 2009). Probing questions and prompts designed by the researcher facilitated in-depth responses, fluency, and flow in the interview process, as well as providing a framework to modify questions based on participant responses (Lodico et al., 2010).

The guiding interview question and 13 sub-questions were framed by the researcher and delineated participant perceptions and experiences related to the performance management process and changes in motivation. The in-depth, semistructured interview provided the framework to extract from participants the factors that give rise to motivation and job satisfaction changes. The data collection process featured data organization in the form of research logs grouped according to participant demographic information, interview transcripts, and tape-recorded data.

Data Storage

Data storage forms an important element in the qualitative research process (Creswell, 2013). Research rigor and quality are dependent on the secure storage and retrieval of information that is gathered. Improper storage may adversely affect the quality of research as well as inadvertently presenting ethical issues with regards to participant identity. Data was backed up in two secure locations to prevent these effects while participant information was deidentified to ensure anonymity. In addition, high-quality tape recording equipment used (Creswell, 2013).

Data Analysis

Data analysis was conducted immediately following the conclusion of interviews. Digitally recorded interview data were transcribed into Microsoft Word following an initial read of individual transcripts. A more thorough read through of transcribed data was used to divide the interview data into meaningful units. Data reduction and horizontalization characterized the division of the data into meaningful units (Creswell, 2013; Merriam, 2009). The significance of the experiences, as portrayed in the interviews, was identified through listings of statements of meaning for each participant (Appendix E). The textual descriptions that evidenced the nature of the motivational experience of each participant was developed. Emanating from this textual description were the corresponding structural elements that highlighted how teachers experienced the motivational phenomenon. An overall description of the core of teacher motivation in the Academy was delineated

Measures to Address Quality

The adherence to rigor is an indispensable demand for qualitative research methods. It is considered sound research practice to ensure that the investigation undertaken is both credible and dependable. With the assurance of credibility and reliability, the quality will be considered sound. In this sense, credibility within the current study referred to the researcher's ability to depict accurately “participants' perceptions of the backgrounds or events” as they are portrayed in data collection and the final report (Lodico et al., 2010, p. 272). The dependability of the proposed study was described within an ability to depict the findings accurately and in a manner that is viewed as consistent with the data collected (Creswell, 2012; Lodico et al., 2010). The quality of the study was outlined through bracketing, member-checking, audit trail, and transferability.

Bracketing. The very involved role of the researcher in the qualitative research process can often be problematic as preconceived ideas can impact an investigation. For the proposed doctoral project, this is important since I may have biases in relation to the performance management process in the Academy. Bracketing described my attempts to set aside all personal feelings, beliefs, and preconceptions so that an unbiased account of teacher's lived motivational experiences were made (Creswell, 2012).

Member-checking. The quality of the study was linked to the ability to present the accounts accurately as given by participants. The transcription of participant responses and recorded statements were made followed by an invitation to verify the

accuracy of the information presented. Member-checking allowed for further elaboration of questions answered or omissions of any information collected.

Audit Trail. The use of an audit trail assured quality is achieved through detailed accounts of data collection and analysis. Extensive narrative on data collection procedures was provided in addition to how the analysis was carried and the overall process of involved in the study. A reflective journal that described in detail reflections, questions, and decisions throughout the process facilitated this (Merriam, 2009).

Transferability. The findings from the study were conveyed using thick and rich descriptions of participants' motivational experiences (Creswell, 2013). Transferability characterized the study as dependable since it provided vivid accounts of the Academy as the research setting and context of teacher's motivational experiences, which can be easily captured by an audience.

Discrepant Cases

Within any qualitative research investigation, there is always the possibility of encountering cases that fall outside of the researcher's expectations, assumptions, or findings. Creswell (2013) suggested that these discrepant cases are included in the data analysis that occurs. Discrepant cases identified within the data collected were included in the analysis. The identification and reporting of these discrepant cases added to the rigor and overall quality of proposed doctoral project study.

Interview Findings

The primary purpose of this qualitative phenomenological study was to examine the lived motivational experiences of five participant teachers in relation to the teacher performance management process at the Academy. In-depth, semistructured interviews were used as the primary data collection tool, and these were conducted immediately following Walden IRB approval (#11-03-14-0307366). Interviews were carried out at a time and place selected by each participant and lasted approximately thirty minutes. During the interviews, responses were audio-taped using a Coby CX-R122 voice activated micro cassette system.

Once interviews were concluded, the audio recorded content was transcribed into Microsoft Word for analysis. Prior to analysis, member checks were used to verify the accuracy of transcribed participant accounts (Appendix D); from these checks, no significant changes were required as participants felt the transcribed narratives accurately reflected their experiences expressed in interviews. Following member checks, the narrative accounts were analyzed to identify emergent themes delineated from meaning units used to categorize universal narratives (Appendix E). Participants were comprised of two male and three female teachers; four were expatriate while one was a local national. Participant identification was by means gender specific pseudonyms in the order they were interviewed, namely, Mark, Jane, Christine, John, and Camille.

Emergent Themes

Interview transcripts comprised the written interview and transcribed audiotaped notes. The completed transcripts were read multiple times for the identification of significant statements in the texts. Once identified, these texts were grouped according to meaning units. Similar meaning units were then organized into themes. In delineating the lived motivational experiences of participants, four themes emerged from the interviews.

The four themes were;

1. Theme One: Participant motivation
2. Theme Two: Demotivation and job satisfaction
3. Theme Three: Performance management and practice
4. Theme Four: The role of leadership

Participant Motivation

The five participants interviewed articulated definitions of motivation that reflected a clear understanding of personal motivational beliefs as it existed in the Academy. John went as far as to define motivation “ in two distinct directions or approaches” one being “ dispositional the other situational.” In clarifying the terms, John noted the dispositional element of motivation being “inherent motivation” that allows teachers to “work and cope with things.” Outside of this extended definition, all five participants pointed to motivation being that factor that drives them to succeed at work.

When questioned as to whether they would characterize themselves as a motivated teacher, Mark and Christine confidently affirmed that they were, in fact,

motivated. Jane, John, and Camille did express being motivated, but also pointed to varying levels. Jane stated, “I have that drive, and it is in abundance, other days, not there,” John explained, “in some respects, yes, in another no.” The narratives expressed, point to an awareness of innate capacities and abilities that drive their teaching practice. This awareness characterizes each teacher’s efficacy or belief in their ability to succeed at work.

Demotivation and Job Satisfaction

Jane, John, and Camille all expressed varying levels of demotivation as a result of the performance management process in the Academy. In addition, participants felt the demotivation experienced impacted job satisfaction. Jane expressed

“I feel demotivated after the process... They come into my classroom, they observe a lesson after I have gone through all this anxiety and planning, and something goes wrong during execution and stuff that happens all the time in the classroom, but it doesn’t bother you much, but at the end when they say to you that it’s a satisfactory lesson or a good solid lesson a grade three then it feels you haven’t done anything. That makes me feel I do not have a lot to do to reach a certain level.”

John highlighted similar sentiments by pointing out

“ the process is used as it is without understanding it. The outcomes do not give the teacher any opportunity to achieve. Let me give an example, they expect 80% of your students to improve their levels, but all the responsibility and

accountability is on the teacher. Sometimes forcing teachers to skew results, and that can be demotivating since they are compelled to do something they do not really want to.”

Some level of satisfaction was highlighted by Camille who stated “I like the fact that I get to see my goals and what I'm working towards, I can defend the context for what I know, and there are clear lines.” She went on to add

“the lesson observations can be demotivating, as a situation where you see students for the whole year... you meet them daily, you know their moods and you are operating on that behavior, then for someone to enter your class and make a one-time assessment can be unnerving.”

While the views expressed gave varying accounts of motivational changes, all participants experienced some level of demotivation as a result of the performance management process. All participants felt that motivation played a critical role in their job satisfaction. Mark revealed “if I am being asked to do the tasks, then I feel satisfied that I have done them. If the opposite happens then I become demotivated; this makes stress worse, not only must they motivate but must also avoid the demotivation.” Jane expressed “I need to feel as though I am doing by part. What I plan and experience to share with my students there is some point to it. If it is not there, then it affects everything, and I feel as though I am not performing the best I can.” Varying levels of job satisfaction were also expressed by participants. John and Camille felt satisfied with their

job as teachers, but expressed the need for improvement, while Mark, Jane, and Christine were more dissatisfied than satisfied.

Performance Management in Practice

Participants expressed varying views on how they felt performance management should operate in practice. Mark suggested “it should first of all establish the objectives and what the tasks should look like in the end... Targets should be clear and offer the tools and guidance and how to get students to the point that I want.. as an ongoing process.” Jane was more emotive in expressing “I want to feel as if the persons involved are helping me to grow professionally and they are identifying weaknesses and providing a way for me to grow in the process.”

All participants felt that the current performance management model used in the Academy lacked a developmental component. The absence of a developmental element in the performance management process was echoed by John, who outlined that in practice the process “should be holistic... Moreover, developing people.. and where there are elements missing, then provide the tools and guidance for growth.” Camille suggested that the performance management process should be “designed for improvement and development rather than for grading.”

Role of Leadership

All participants affirmed the role of leadership in either motivating or developing staff. Mark felt that “all managers, they should try to get the best out of their workers. Well, as it relates to this particular issue, mostly know their stuff and what motivates

them and keep that motivation and knowing what demotivates them and doing what they can to help.” In support, Camille stated, “school leaders should seek to motivate teachers and validate the work they do.”

Jane revealed “they need to help me, they need to seek out my input, before its always them being in management, what they are coming in to look for and never a sit down to say what is I would like to work on. So I feel it has nothing to do with me and my development.” Christine extended the explanation on the role of leadership to one where they “create more leaders... Moreover, you have to operate from a premise where you are dealing with a professional and in so doing you can get people to work and succeed. They help teachers achieve.”

Summary

Section 2 described the research methodology used in the proposed doctoral project study. Evidence from the literature was used to support the choice of qualitative design and a phenomenological approach. The selection of a phenomenological approach was justified using particular accounts of descriptive and the interpretative phenomenology. A description of the participants was also given along with specific elements related to sampling selection and the ethical treatment of participants.

The data collection process outlined how the information was collected, the type of permissions required for access to participants and my role as a researcher in the process. Data analysis elements were delineated through the collation and management of the information collected. Measures to address the quality of the proposed study were

also discussed. The analysis carried out provided an expansive account of teacher motivational experiences and provide meaning to the derived understanding. Four themes were identified from the analysis, teacher's motivation, demotivation and job satisfaction, performance management in practice, and the role of leadership. Narrative representations were used to highlight each theme.

Emanating from this analysis was a project designed to address the specific outcomes arrived at from the interviews and data analysis. Section 3 provides the context of the proposed study as informed by the research findings and come in the form of a description of the project and the specific goals, a review of the literature supporting the choice of project, and elements relating to the implementation. In addition to this, a discussion is used to outline a framework for the social change mechanisms of the project. Finally, an evaluation scheme is used to outline the effectiveness of the project in achieving desired goals.

Section 3: The Project

Introduction

This qualitative phenomenological study collected interview data from five members of the teaching staff at a British territorial school, hereafter referred to as the Academy (pseudonym). These in-depth, semistructured interviews were used to provide experiential accounts of participant's motivation in relation to the performance management process administered by the Academy. Interviews were conducted immediately following receipt of approval from the Walden IRB; the data analysis carried out on the accounts presented by participants' revealed themes relating to motivation and job satisfaction related to the performance management process. The meaning units associated with each theme were used to explain the collected data further, allowing for extracting the essence of participant experiences with the performance management process. The data analysis findings and associated themes expressed in the participant accounts were used to create a professional development project (see Appendix A). This project was designed to increase the capacity of Academy administrators to deliver a more holistic performance management process.

This section describes the professional development project created as part of this study in greater detail. The project description includes a detailed rationale for selecting a professional development mechanism. It also contains an outline for a review of the literature relating to the development of the project, project implementation, required resources, and potential barriers to the project's implementation. It concludes with a

description of the process that will be used to evaluate the project's effectiveness along with a discussion of the implications of social change.

Description and Goals

The purpose of this study was to examine the lived motivational experiences of the participating teachers in relation to the performance management process carried out in the Academy. There are several issues relating to the impact of the performance management process on teacher motivation related to this examination. For example, the analysis revealed deficiencies in administrators' ability to effectively implement and manage the performance management process in the Academy. Participants also identified the absence of any developmental mechanisms in the performance management process. Each of the participants described the performance management process in the Academy as a source of demotivation and, ultimately, a significant factor in determining job satisfaction levels. As a result, the proposed project takes the form of a 3-day professional development activity that aims to develop the capacity of administrators towards the holistic management of performance in the Academy.

The short-term goal of this project is to provide administrators with the tools necessary to define, implement, and manage a more holistic performance management process in the Academy. Specific objectives include developing the capacity of Academy administrators to manage performance through creating environments conducive to engaging teachers in ongoing, performance-focused discussions. In addition, administrators will engage in developing their role in mentoring, counseling, teacher goal

setting, and managing performance standards. The long-term objectives of the project include implementing teacher development plans to aid teachers' professional practice using action plans decided on using performance appraisals.

Development plans aim to document and track the progress of teachers along a continuum towards expert instructional practice. In the long-term, adding development plans to performance appraisals will enable Academy administrators to manage performance in a manner that facilitates greater teacher engagement and improves overall motivation and job satisfaction. Ultimately, the results of the project are expected to improve the Academy's teacher retention efforts by providing a performance management process that is developing, motivating and sustainable.

Rationale

The project's rationale is based directly on the responses from participants during interviews and the subsequent analysis and theme identification. The answers to the main interview question and 13 sub-questions were analyzed, yielding four themes identified through the use of labels. The teachers' responses identified demotivational aspects of the performance management process, leading to a subsequent association of these elements with poor job satisfaction. In addition, each of the teachers interviewed highlighted the absence of a developmental component within the Academy's performance management process. These teachers also stated that the administrators who served as appraisers lacked the training necessary to implement performance management processes efficiently and therefore required training specific to this task.

The professional development activity included in this study was designed to serve as a performance management and development learning tools for Academy administrators. Effective professional development activities are vital to school success and provide ongoing learning activities for teachers and administrators. The planned professional development activity for administrators in the Academy serves as a catalyst for long-term development in the area of performance management. It is specially designed to improve the capacities of administrators who carry out the performance management process in the Academy and transform it to follow a developmentally focused model. In addition, it is also designed to enable administrators to set performance objectives, link teacher practice positively with the Academy's plan, and take action to promote individual teacher development.

Review of the Literature

Introduction

The literature review for the project was intended to identify information pertinent to the development of the professional development training. The search strategy focused on literature related to the four themes identified from data analysis. Literature was sourced from the Walden Library, Google Scholar, professional journal articles from search engines, and related websites. Key search terms include *teacher efficacy beliefs*, *teacher development*, and *performance management practice and the role of leadership*. The literature included in this review reflects the most appropriate content pertaining to the proposed professional development project.

Teacher Efficacy Beliefs

The primary literature review for this study extensively explored the literature on teacher motivation and self-efficacy. However, the data analysis carried out on participant interviews revealed that the interviewed teachers had firm beliefs in their personal abilities related to the job of teaching. Ahmad (2011) pointed out that this belief or efficacy refers to an individual assessment of the capacity to affect student outcomes positively even in the face of challenging circumstances. The interviews conducted highlighted Bandura's (1970) duality of teacher efficacy being both a skill learned from the experience of teaching and an intrinsic belief. Efficacy beliefs serve as a framework from which teachers can develop coping mechanisms to respond to the challenges in education (Ghitulescu, 2013; Tan, Cheng, & Cheng, 2014; Ware & Kitsansas, 2011). Recognizing these efficacy beliefs was critical to understanding the impact of performance management since teachers come to the process with an established understanding of their beliefs. In order for school leaders to develop sustainable environments that focus on validating teacher efficacy and driving development, Ghitulescu (2013) suggested that opportunities are given to "individuals to engage in adaptive and proactive behaviors" (p. 208).

Teacher efficacy encompasses behaviors that seek to sustain and build on pre-existing conditions in response to challenges. Shunk (2011) described self-regulation, self-monitoring, and self-instruction as essential elements that help to define self-efficacy and ultimately, motivation. The accounts presented in participant responses

served as a fundamental premise for the professional development activity for Academy administrator. Remijan (2014) suggested that while efficacy beliefs play an integral role in how individuals function in a working environment, input and feedback from supervisors' impacts job satisfaction significantly.

The need for Academy administrators to recognize the importance of teacher efficacy beliefs and how they relate to motivation and job satisfaction is critical. This recognition extends to the impact of teacher motivation on student academic outcomes (Maharaj, 2014; Popescu & Tudorache, 2013; Seebaluk & Seegum, 2013). The professional development activity provides an opportunity for administrators to contextualize teacher efficacy in relation to their instructional practice in the classroom. Consequently, the performance management process can be implemented and managed in a sustainable way.

Teacher Development

Sustained educational outcomes arise from the continual learning and development of teachers. Teacher development frameworks allow the improvement of teaching and learning practice in schools by engaging teachers in the advancement of their own practice (Carpenter & Sherretz, 2012; Herdeiro & Costa e Silva, 2013; Kuusisaari, 2013; Petrie & McGee, 2012). The professional development activity outlined in this study provides the context from which a systematic teacher development framework can be carried out. With the quality of teaching being a critical determining factor in student outcomes, performance management mechanisms must assess current

practice provide concrete developmental elements for long-term academic success (Bayar, 2014; Carpenter & Sherretz, 2012; Firestone, 2014).

Performance management for development provides the essential tools that build teacher capacity within the areas of subject content and pedagogy (Schell, Mohan, & The Instructional Materials and Professional Development Committee, 2013). The management of teacher performance in any given context examines specific areas within the domains of subject content and pedagogy. From the ensuing examination, judgments are made regarding the level of competency displayed. The design and implementation of a development component of the performance management process would allow teachers the opportunity to enhance content area expertise and pedagogical practice (Hudson, 2013; McMillan, McConnell, & O'Sullivan, 2014; Wermke, 2011).

Wermke (2011) extended the discussion on teacher development by positing the notion of "common professional culture" that shapes development activities for teachers (p. 667). School contextual factors such as the performance management processes have an impact teacher development activities. Eyal and Roth (2011) contended that leadership plays an essential role in defining school contextual factors that influence teacher motivation and development practices. It is within this premise that the training of administrators in the Academy becomes critical. As performance managers, Academy administrators can set the tone for teacher development by engaging in training that builds their capacities to lead this process.

Performance Management Practice and the Role of Leadership

Performance management practices in education offer two basic frameworks, the determination of teaching competency and the fostering of professional development and growth in response to the outcomes of assessments. Mather and Seifert (2011) have concluded that the extent to which performance management objectives are met depends on the effectiveness of school managers. The efficient management of performance ensures the effective use of the human resource that teachers represent. In addition, the framework that delivers this effective use of the human resource also focuses on the continued development of teachers (Evans, 2014). Effective leadership motivates groups of teachers as well as individuals to perform and to continuously improve their teaching and learning practice (Eyal & Roth, 2011; Finnigan, 2010).

The expectation of leadership in the effective management of performance is one that enables the efficient and effective use of teachers' capacities. In addition, there will be the recognition of the varied context of teacher instruction and its application within school settings and the proper identification and rating of adequate and inadequate performance (Curtis & Aspen, 2011; Finnigan, 2010). Weiner and Jacobs (2011) suggested that school leadership plays a critical role in setting the essential "goals and priorities for performance management" (p. 4). Through the goal setting and prioritizing, Evans (2014) concluded that "through performance management and effective continuing professional development, leaders enable all staff to achieve high standards" (p. 180).

McMillan et al. (2014) pointed out that consideration of the school context factors that impact teacher motivation can go a long way in aiding developmental efforts. Within the Academy, this understanding of performance management and its impact on teacher motivation can inform administrators as they plan long-term teacher development activities. Cook (2012) concluded that leadership was an essential component of the “the academic growth of students and the professional growth of faculty and staff” (p. 12). The proposed professional development activity amalgamates the essential leadership elements that help to frame sustainable institutional growth and teacher development.

Implementation

The performance management process in Wakefield Academy is carried out in distinct phases throughout the academic year. The professional development activity will be scheduled for development days planned in the summer term of the current academic year. The scheduling of this activity would facilitate planning and development for the upcoming school year. The proposed professional development activity would be delivered over a three-day period and incorporate multiple training sessions. The sessions will focus on performance planning and managing and reviewing performance. The project contains activities that incorporate active learning; these include group activities, performance management role playing, and discussions.

Potential Resources and Existing Supports

Several resources are required for the successful completion of the professional development activity. Potential resources include obtaining a suitable place to host the

development activity, multimedia tools, flip charts, and stationery. There will also be a need to have refreshments for the three breaks that occur. Refreshments include coffee, light snacks, and lunch. The principal of Wakefield Academy would authorize the running of the professional development activity and the release time for administrative participants. The Academy principal would also provide guidance on the selection of the site as well as providing monetary support for the procurement of the needed resources. The cost of carrying out the professional development activity will require the support of the Bursar, who will appropriate the necessary funds.

Potential Barriers

The level of commitment that administrators have towards the development of staff is crucial to engagement and motivation. This commitment to teacher development within a performance management process is even more critical to the success of schools. Potential barriers to the professional development activity are considered within the context of Academy administrators' commitment to change, scheduling, and financial constraints.

Academy administrators' commitment to change. The outcomes of the data analysis revealed critical considerations for administrator development in their management of performance in the Academy. In this respect, a commitment to change must be shown by all administrators involved in performance management. As a potential barrier, some administrators may be unwilling to commit to this change and let go of

current practice. In a professional development setting, this resistance to change might adversely impact the desired outcomes.

Scheduling. The scheduling of the professional development might be problematic in light of other development activities designated for the start of the current academic year. Administrators may have difficulty making this session a priority.

Financial constraints. The implementation of this professional development activity requires funding. With the current financial restrictions in the Academy, the purchasing of needed resources in a timely manner may prove difficult. This financial constraint arises from the fact that budgetary allocations for professional have already been made, and the proposed professional development activity would be an additional cost.

Proposal for Implementation and Timetable

The proposed professional development activity is scheduled for development days in the spring term of the current academic year. Staff development days are earmarked at the beginning of each school year, and the proposed activity will be assigned to this period. The implementation timetable and training program are outlined as follows:

Implementation Timetable

1. Professional development proposal presented to Academy principal: March 2015
2. Designate location, time, and resources for activity: April 2015
3. Publicize upcoming development activity to administrators: April 2015

4. Implement professional development activity: May 2015
5. Carry out professional development evaluation using Survey Monkey: May 2015
6. Analyze and summarize the evaluation survey: May 2015
7. Present feedback to the principal and administrators and plan for long term goals:
June 2015

Professional Development Training Program

Day 1: Performance Planning

On completing this Academy administrator will:

- ✓ Understand the vital part played by performance agreements and plans in the performance management process;
- ✓ Know about the different types of objectives and what makes a good objective;
- ✓ Know how to set about agreeing objectives;
- ✓ Know how to use the Academy's performance guidelines when preparing performance and development plans;
- ✓ Be able to complete a performance agreement and teacher development plans

Session One: 8:30 – 10:30

Objectives of the professional development training

Teacher performance management and the purpose of the performance meeting and agreement

Coffee Break

Session Two: 11:00- 12:30

Defining key tasks relating to quality instruction and learning

Practice in defining essential teaching and learning tasks

Lunch Break

Session Three: 1:30 – 3:00

The nature of objectives

Defining teaching and learning objectives

Practice in defining teaching and learning objectives

Using teacher performance guidelines

Completing the performance agreement and teacher development plan

Day One Summary and Close: 3:00 – 3:30

Day 2: Performance Review

On completing this activity Academy administrators will:

- ✓ Understand the purpose of teacher performance reviews;
- ✓ Know how to prepare for a constructive performance review;
- ✓ Know how to conduct an effective performance review meeting;
- ✓ Be able to provide feedback;
- ✓ Have gained understanding of the processes of coaching, mentoring, and counseling of teachers;

Session One: 8:30 – 10:30

The purpose of performance reviews

Preparing for a performance review

Coffee Break*Session Two: 11:00- 12:30*

Giving a performance appraisal feedback

Conducting a performance appraisal review

Lunch Break*Session Three: 1:30 – 3:00*

Conducting performance reviews

Day Two Summary and Close: 3:00 – 3:30**Day 3: Performance Review**

On completing this activity Academy administrators will:

- ✓ Have gained understanding of the processes of coaching, mentoring, and counseling of teachers;

Session One: 8:30 -10:30

Introduction to coaching, mentoring, and counseling

Coffee Break*Session Two: 11:00-12:30*

Putting the performance review to use

Lunch Break*Evaluation/Close: 1:30 – 2:00*

The planning and implementation of the three-day professional development activity establish the short-term goals of the project. In this short-term, the opportunity is

presented whereby Academy administrators can develop a more comprehensive understanding of the centrality of performance agreements to the management of teacher performance. Administrators will also expand their knowledge performance objectives as well as an understanding of the use of performance planning meetings. From this activity, Academy administrators will develop the capability to lead effective performance management.

Roles and Responsibilities of Student and Others

Professional development activities are essential within educational institutions for the enhancement of teacher knowledge, skills, and competencies. Consequently, the design and implementation of effective professional development activities rely on the needs and motivation of the teachers they serve. The proposed professional development activity has been derived from an analysis of the motivational needs of teachers in relation to the impact of the performance management process in the academy. The outcome of the professional development activity must then translate into improvements in teacher motivation as determined by the performance management process in the Academy.

In order to achieve the desired outcome, roles and responsibilities have to be clearly defined. As a scholar-practitioner and Academy administrator, my role is that of the facilitator and organizer of the professional development activity. I am primarily responsible for providing a framework and context for the activity, which are themselves defined by the data collection and analysis that has occurred. In this area of responsibility

are tasks relating to communication, planning, implementation, and evaluation of the project. The Academy principal will also play an integral part in the efficient delivery of the professional development activity. As school leader, the principal facilitates the hosting of the activity and the procurement of the required resources through proper funding.

Academy administrators have an integral role to play in the success of the professional development activity. As managers of performance and instructional leaders, administrators have a responsibility to respond to the outcomes of the data analysis which reflect the lived motivational experiences of teachers within the performance management process. This response is demonstrated by a commitment to the professional development training and what it seeks to achieve in the short and long term.

Project Evaluation

The professional development activity will be evaluated using an online survey instrument created using survey monkey. The evaluation will gauge administrator's view on the relevance and effectiveness of the professional development activity. At the end of the academic year, Academy staff will complete a motivation and job satisfaction survey. The data obtained from the survey will be used as a baseline for comparison once decided improvements have been made to the performance management model following implementation at the start of the next academic year. Further, at the end of each academic year, Academy staff will be surveyed to determine motivation and job satisfaction levels. Comparisons will be made with the baseline data to determine the

overall effectiveness of the performance management improvements that have come out of the professional development activity.

Implications Including Social Change

Local Community

The results of the study and related project can bring about significant improvements in the teaching and learning landscape in Wakefield Academy. A performance management process that is engaging, motivational, and developmental will lead to a learning community committed to sustainable improvements in education. The outcomes of the project can lead to a more holistic approach to managing teacher performance while bringing awareness to the needs of teachers and how administrators can cater to those needs. This study adds to the body of research relating to performance management and how it impacts teacher motivation. The professional development activity can be used as a training model for future administrators who have responsibility for managing teacher performance.

Far-Reaching

Reshaping performance management in education to one that engages motivate and develops teachers has far-reaching implications. The successful implementation of such a model in Wakefield Academy can serve to influence national education policy that provides the framework for teacher performance management in the territory. The Wakefield Academy model would represent a shift from a focus on only performance appraisal and to one that manages teacher performance. Within this context of

management are elements that focus on engagement, motivation, and development towards a sustainable system.

Summary

Section 3 of this doctoral study outlined the project as an outcome of the analysis carried out on interview data from Wakefield Academy participants. Section 3 described the goals, associated literature, implementation, and evaluation of the proposed professional development activity. The professional development activity was described along a timetable for implementation and evaluation. Within this implementation timeline, is a three-day professional development activity that constitutes the short-term goal of the project. The evaluation highlights the steps to be taken to access the activity while providing insight into the long-term goals and associated assessments. Section 3 concluded with an examination of the roles and responsibilities of key individuals as well as social change implications. Section 4 provides reflections into the strengths of the proposed project, limitations, recommendations, and a purview of scholarship, leadership and change, and self-reflections.

Section 4: Reflections and Conclusions

Introduction

The final section of this project study provides reflections and conclusions from the professional development training developed from the phenomenological research study conducted in the British territorial school used in this study, hereafter referred to as the Academy (pseudonym). It reviews the project's strengths and limitations while addressing teacher's motivational experiences with the performance management process. It also presents recommendations for future research, including a personal reflection on scholarship, project development and evaluation, and social change conclude this doctoral project study.

Project Strengths

The study setting consisted of a single school used to determine teacher motivational experiences with the performance management process. The purpose of the study was to explore the phenomenon of motivation within the context of the Academy's performance management process. It used a qualitative phenomenological study, employing in-depth interviews to delineate teachers' experiences. The project study provided a framework to enhance the performance management process in the academy through a professional development training activity. The professional development activity designed as part of the study focuses on building the capacity of administrators who serve as appraisers and systematically enhancing the management and delivery of the performance process.

The professional development training developed in this study provides an opportunity for administrators to understand the central role played by performance agreements in the overall operation of managing teacher performance. It also highlights the importance of setting performance objectives that are specific, measurable, attainable, relevant and time-bound (SMART), and conveys how to use performance-planning meetings successfully to plan objectives. Administrators completing this training are expected to be able to lead performance management successfully within the context of the school's academic and professional goals.

The strengths of the professional development training can be considered along two fronts. Firstly, the training offers a capacity building tool for sustainable management of the performance management process by administrators in the academy. Secondly, the framework used to develop the training is flexible and concrete to educational contexts. As a capacity building tool, professional development training provides administrators with the tools necessary to build on their performance management capacities from engagement in targeted activities. An increased potential to manage effective teacher performance is critical to the sustainability of the process in the academy. In the light of this, the professional development project serves as a framework for improving teaching and learning in the academy by providing the means to develop teachers and administrators.

Academy administrators completing this training will be able to rationalize the performance management process in a way that encourages staff engagement. In

addition, they will be able to define in real terms the shared process that is built into the performance management systems and outline the defining elements that frame the process. The professional development training also aids administrators in managing the yearly performance management cycle in a way that promotes teacher engagement and development. The project provides a flexible framework for application in educational contexts. The professional development model used fits specifically in the performance management processes conducted in schools. For this purpose, the performance management training can be used to aid performance planning, performance review and development plans for public schools.

Limitations

The project had several limitations. The motivational experiences gleaned from the five participant interviews represent a fraction of the accounts of teacher experiences in the Academy. The five participants account for approximately 5% of the teaching staff. A broader account of motivational experiences would have aided the study outcome while also providing a more comprehensive view from which to develop the project framework.

Professional development training related to performance management is not a practice that is used widely in the Academy and the local educational system. Further, the established policies that govern performance management do not outline sustainable frameworks, capacity, and developmental aspects of teachers or sustainable activities for performance managers. This lack of exclusive focus on professional development related

to performance management is a second limitation of the project. The training outlined in this project uses language and principles that convey a capacity building focus for administrators. The language and principles aim to support the delivery of a sustainable staff development framework. A more systematic delivery of the performance management process will have a more positive impact on teachers who, when fully engaged in the performance management process, will become motivated by participation.

A third limitation of the project outlined in the study concerns the availability of administrators to attend professional development training activities in light of the current busy schedule of school activities. School administrators at the Academy are already bombarded with a plethora of deadlines and meeting appointments that often prevent participation in developmental training activities. The often fragmented nature of teacher-leaders' roles currently prevents them from driving sustainable teaching and learning processes in the schools. This fragmentation stems from a lack of focus on the present needs existing in assigned areas and planning for achieving future goals. The ability of administrators to lead effectively in the school will depend greatly on their availability for focused training and development activities.

Recommendations for Remediation of Limitations

The small number of teachers interviewed limited the generalizability of this project's results. A more expansive data collection strategy would have enhanced the rich and thick descriptions of teacher's motivational experiences. The inclusion of a survey

instrument would also have allowed for the collection of data representative of a much larger sample of teachers. The remediation of this lack of depth would be to carry out the suggested survey to a greater number of teachers in addition to the interviewing of a sample of teachers. The lack of professional development training connected to performance management for administrators represents a second limitation. The professional development training outlined in the project could be used as a pilot with documented evidence used to support wider utilization in the training of administrators. The third limitation consists of the time constraints faced by administrators in terms of participation in professional development training. This limitation can be remediated by allotting time for administrators to participate in the proposed training, enabling them to act effectively on the recommendations presented.

Scholarship

The Walden doctoral journey has presented me with significant lessons that have aided my personal and professional growth. The level of practice required to complete the required courses successfully further developed my innate acumen to planning and completing work-related tasks. As a scholar-practitioner, I have already been able to transfer the organizational and communication skills developed during my doctoral journey to key areas in my personal life and work. The ability to plan ahead, revise tasks, and evaluate progress has bolstered my administrative skills. The Walden motif of lifelong learning was one that has had a tremendous impact on my development; this was

particularly evident at times when I felt the pressure of work and study. These experiences have shaped me into the researcher and administrator that I am now.

Project Development and Evaluation

This project study was developed along a continuum of practice and experience dealing with performance management. I have always been concerned with teacher evaluation and the inability of the performance management process to develop and motivate teachers in a systematic manner. This concern was often supported by teacher dejection at the conclusion of classroom evaluations and from conversations with those teachers who chose to leave the system. It was from these accounts and interactions that I decided to examine teacher motivation in relation to performance management in the academy. This examination provided descriptions of teacher's motivational experiences as evidenced by self-efficacy, job satisfaction, and job retention elements.

Relevant literature and policies were explored to guide the development of the study. A qualitative approach was taken since this provided an opportunity to explore a social issue. Applying a phenomenological design, directed focus on the motivational phenomena to be examined from the teacher's experience. With an overarching framework guiding the project development, interviews were used as the primary data collection tool. Following data analysis, the themes emanating from the review led to the design of a three-day professional development protocol. The accounts of teachers motivational experiences, point to a greater need for instructional leadership and guidance through the performance management process.

Facilitated leadership within educational institutions is born out of the ability to develop the competencies of teachers towards teaching and learning goals. The performance management process serves that purpose of guiding teacher development and competency. It was against this backdrop that tentative directions were set for a professional development training protocol prior to data collection. Once the data collection and analysis were concluded, this initial focus was concretized from data analysis. The professional development training will be the catalyst to transform the performance management process in the academy into one that is developmental and sustainable. The Academy will benefit greatly from this initial training.

Leadership and Change

The Walden University doctoral program and the project study have provided invaluable tools in my development as a scholar-practitioner and educational leader. The work carried in this project study has been an amalgamation of self-evaluation and reflective educational practice. As the project developed, I was able to support teaching and learning within the academy in a more meaningful way. Improved efficacy in guiding instructional strategies now characterized the everyday day practice of observing and providing valuable feedback to teachers. I have also been able to liaise and collaborate with other leaders within the academy and the wider education system in a manner that promoted a shared vision for effective teaching and learning in schools.

Analysis of Self as a Scholar

My development as a scholar has gone through various stages as I progressed through the Walden University doctoral program. As a scholar, I have transitioned from the cursory exploration of educational issues to a more thoughtful, direct, and thorough approach. The transition towards a greater depth as a scholar-practitioner was a very challenging process, and one characterized by motivational changes. It was with the help of colleagues, lecturers, and classmates that I have been able to achieve a satisfactory level of scholarship. I was the recipient of a Walden process that emphasized an intimate connection with scholarly discourse to drive communication and the social change motif.

Analysis of Self as Practitioner

Participation in the Walden University doctoral program has allowed me to develop new skills as well as the refinement of already innate abilities. The overall impact has been one that has enhanced my role as an educational practitioner in the academy and the broader community. I have been able to act in a more collegial and professional way. Likewise, I have improved my communication and facilitation skills. The development of these skills and abilities throughout my Walden journey has set me on a path to professional success. New leadership opportunities have been accessed as a result of my Walden development. As I analyze myself as a practitioner, I am now confident of being in a position to lead teaching and learning in the Academy as a result of participation in the Walden University doctoral program.

Analysis of Self as Project Developer

Working as the project developer was very engaging and informative. The development of the project allowed me to utilize an analytical perspective to problem-solving. During this process, I learned the importance of carrying out proper data analysis in order to determine the problem, and systematically designing and implement a solution. The data analysis, planning, and implementation required collaboration and input from the organization and individuals in it. For this project study, there was a partnership with the Academy and input from participating teachers.

As the project developer, my intent was to design and implement a professional development training activity that would impact the performance management process in Wakefield Academy. Outcomes that were targeted included the enhancement of appraiser capacity in relation to managing performance in the school as well as facilitating greater engagement by teachers in the process. With increased engagement and collaboration, teachers would see the process as one that is most developmental and motivating. Long-term impact would see the development of a performance management model that focuses on building teacher capacity as a means of enhancing the quality of teaching and learning.

The Project's Potential Impact on Social Change

The project outlined in this doctoral study provides a framework from which teachers can have more meaningful engagement in the performance management process in the academy. For administrators, the shift from an appraisal centered model to one that

focuses on managing performance will greatly enhance the motivational elements inherent in models that aim to develop teacher capacity. Though a single activity, the professional development training will serve as a catalyst for development of the performance management model in the academy. The social change that results will bring with it improvements in the quality of teaching and learning at the Academy.

Implications, Applications, and Directions for Future Research

The professional development of school administrators in the area of performance management is critical to the improvement of instructional quality. The proposed professional development activity provides a framework from which significant strategic changes can occur in the Academy. The importance of this shift in performance management practice towards a developmental model will be seen in increased teacher engagement and motivation in the Academy. Coupled with this increase in engagement and motivation will be a performance management model that focuses on building the capacity of teachers in the areas of instruction and pedagogy (Hudson, 2013). The long-term implications for performance management for development relate to the Academy's intent to engage, motivate, and retain teachers. As an area for continued research, the extent to which this shift to a developmental model is successful can be determined through further qualitative or quantitative studies into teacher motivation, job satisfaction, and retention.

Summary

This project was born out of an interest in performance management processes and how they could impact teacher motivation. The lived motivational experiences of teachers' interviewed in this study contextualized the impact of the performance management system in the Academy. The use of a phenomenological approach allowed me to highlight thematically teacher's lived motivational experiences. From the accounts and themes derived from interviews and data analysis, I developed a professional development activity that serves to build the capacity of administrators in managing a performance management model that was developmental in nature.

The outcomes of this project study and the proposed professional development activity provide a framework from which sustainable teacher development initiatives can be enacted. The goals of the professional development activity are to enhance the capacities of administrators in their management of performance, while providing a roadmap for the development of a performance management model that engaged and motivated teachers. In the long-term and with strategic evaluation mechanism, the model could be extended to other schools in the territory and serve to bolster teacher retention efforts.

The final section of this study focused on my reflections on the project. Conclusions were drawn from the outcomes of the data analysis with a focus on the limitations and related remediation. I outlined the level of scholarship obtained by engaging in the doctoral study process as well as the development and evaluation of the

project itself. Further reflections of myself as a scholar, practitioner, and project developer highlighted competencies gained. The project's potential impact on social change was discussed, and the section concluded with an examination of the implications, applications, and directions for future research. Engagement in this project study has brought a deeper understanding of teacher motivational experiences concerning school contextual factors such as performance management. It is my intention to implement this project in the Academy and so provide a framework to improve teacher motivational experience.

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Appendix A: The Project

PERFORMANCE MANAGEMENT AND DEVELOPMENT TRAINING 2015



Facilitator- Richard Wildman

Training Objectives and Outline

Day One: Performance Planning

At the end of today's session you will be able to:

- ✓ Understand teacher performance agreements and development plans in the performance management process;
- ✓ Know about the different types of teaching and learning objectives and what makes a good goal;
- ✓ Recognize how to set about agreeing on teaching and learning objectives;
- ✓ Use the Academy's performance guidelines when preparing teacher performance and development plans;
- ✓ Complete a teacher performance agreement and development plan

Agenda

Session One: 8:30 – 10:30

Objectives of the professional development training

Teacher performance management and the purpose of the performance meeting and agreement

Coffee Break

Session Two: 11:00 – 12:30

The nature of Objectives

Defining key tasks relating to quality instruction and learning

Practice defining essential teaching and learning tasks

Lunch Break

Session Three: 1:30 – 3:00

Using teacher performance guidelines

Completing the teacher performance agreement and development plan

Day One Summary and Close: 3:00 – 3:30

Day Two: Performance Review.

At the end of today's session you will be able to:

- ✓ Understand the purpose of teacher performance reviews;
- ✓ Know how to prepare for a constructive performance review;
- ✓ Know how to conduct an effective performance review meeting;
- ✓ Be able to provide feedback;

Agenda

Session One: 8:30 - 10:30

The purpose of performance reviews

Preparing for a performance review

Coffee Break

Session Two: 11:00 – 12:30

Giving a performance appraisal feedback

Conducting a performance appraisal review

Lunch Break

Session Three: 1:30- 3:00

Practice in conducting performance reviews (1)

Practice in conducting performance reviews (2)

Day Two Summary and Close: 3:00 – 3:30

Day Three: Coaching, Mentoring, and Counseling

At the end of today's session you will be able to:

- ✓ Have gained understanding of the processes of coaching, mentoring, and counseling of teachers;

Agenda

Session One: 9:00 – 10:30

Introduction to coaching, mentoring, and counseling

Coffee Break

Session Two: 11:00 – 12:00

Putting the performance review to use

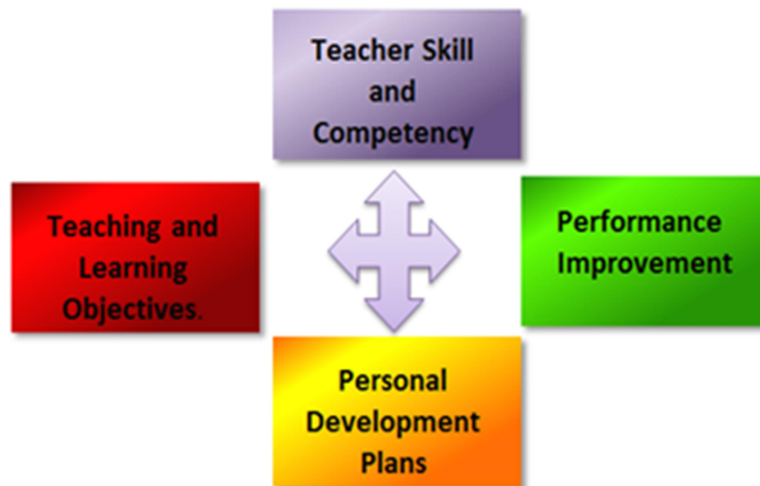
Lunch Break

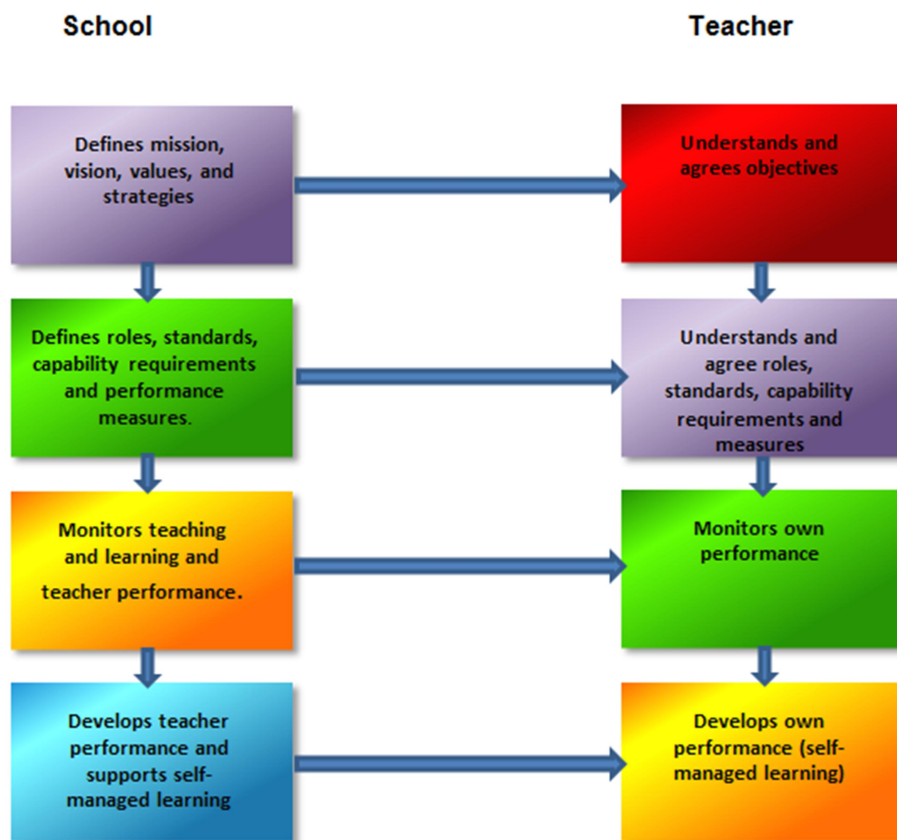
Evaluation/Close: 1:00 – 2:00

Day One- Session One: 8:30 – 10:30

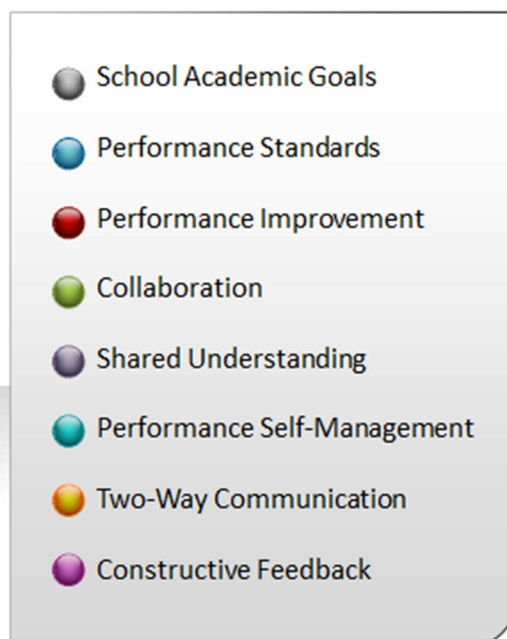
Objectives of the professional development activity

Teacher performance management is a strategic operation that delivers sustained educational success by improving teacher performance and develops teacher capabilities and competence. Performance management describes a shared process between school administrators and teachers and is grounded on the understanding of teaching and learning objectives, teacher skill and competency, performance improvement, and teacher development plans.





Professional development training in performance management allows school administrators to manage competently:



**Teacher performance management and the purpose of the performance meeting
and agreement**

Ice Breaker Activity

1. Video Presentation: <https://www.youtube.com/watch?v=peq0z49Nw4I>
2. Work in pairs to complete the activity- A matter of perspective.

A Matter of Perspectives

Performance management describes an (1)_____ process of coordinated capacity building. Performance appraisal on the other hand is a (2)_____ that gives an immediate snapshot of performance levels. From this we can see that performance management is (3)_____ while performance management is (4)_____. The (5) _____ focus of

performance management is key to organizational development as opposed to the
 (6)_____ focus of performance appraisals. This relates to the
 (7)_____ nature of appraisals whereas managing performance
 occurs through (8)_____. The appraisal process is often seen as
 just (9)_____, while performance management is viewed as
 (10)_____.

completing form correction oriented long-term one-time event ongoing planning
 and goal setting progress steps prospective, retrospective short-term

-----Key-----

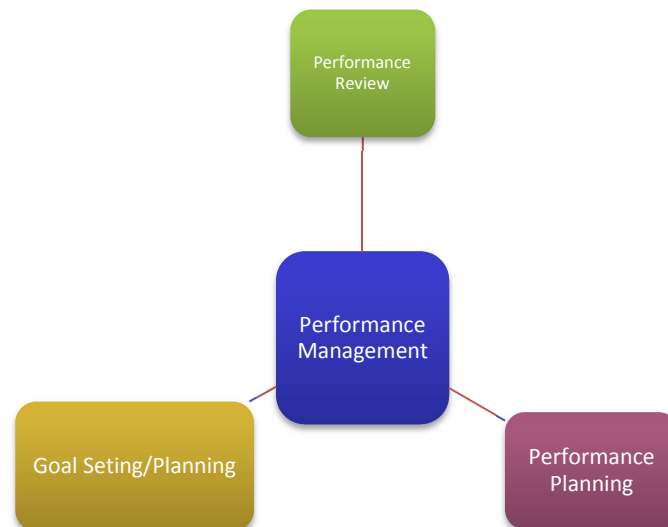
A Matter of Perspectives

Performance management describes an ongoing process of coordinated capacity building. Performance appraisal, on the other hand, is a one-time event that gives an immediate snapshot of performance levels. From this, we can see that performance management is prospective while performance management is retrospective. The long-term focus of performance management is key to organizational development as opposed to the short-term focus of performance appraisals. This relates to the correction oriented nature of appraisals whereas managing performance occurs through progress steps. The appraisal process is often seen as just completing form while performance management is viewed as planning and goal setting.

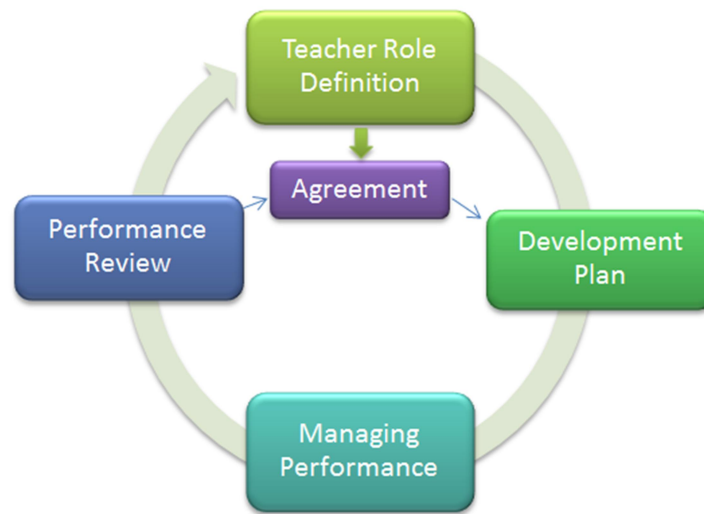
Summary Discussion:

Participants discuss similarities and differences within the group. From this, participants will frame objectives for the professional development training.

Teacher performance management is managing the inputs and outputs of teaching and learning as directed by teachers. This management occurs within the context of the educational institution and vision, mission, and goals collaboratively designed. A performance management continuum is used to describe the process as it is carried out in schools.



Teacher performance management can be described as a continuous self-renewing cycle



Teacher Role Definition: Subject specific result areas are defined according to skill and competency. Tools include the teacher profile form and schemes of work.

Performance Agreement: Defines expectations as set out in the national performance management document for teachers and what teachers have to achieve in the form of objectives. The agreement defines how teacher performance will be measured, and the capabilities needed to deliver the required results in the classroom.

Teacher development plan: The development plan sets out the actions teachers intend to take to develop themselves in order to extend their knowledge and skills, increase their levels of capability, and improve their instructional practice.

Managing performance: This stage is yearlong and develops as action is taken to implement the performance agreement and personal development plan of teachers as they carry on instruction. It includes a continuous process of providing feedback on performance, conducting informal progress reviews, updating objectives and, where necessary, dealing with performance problems.

Performance review: A formal evaluation stage done at the end of the academic year to review of performance, covering achievements, progress, and problems, as the basis for a revised performance agreement and personal development plan.

The Importance of Performance Planning

Provide a link between work planning for teacher teachers and overall department and school goals

Help teachers understand their job responsibilities and improve job performance

Recognize and reward teacher contributions, and foster professional development and career growth



Group Activity The Silent Message



Session Two: 11:00 – 12:30

Defining teaching and learning objectives

It is necessary to define teaching and learning objectives since they:

- Help teachers design - the content, the methods, and the assessment;
- Communicate the educational intent to students;
- Help identify the resources needed to undertake teaching;
- Provide a basis for evaluation.

This definition is understood within the context of:

- Teacher actions (teacher-driven objectives);
- Student learning experience (learning outcomes).

Teaching and Learning Objectives are:

- Aligned with the school's academic goal.
- Established from mutually agreed to goals which add value to student outcomes.
- Recommend and recognize behaviors that are aligned with the school's developmental plans.
- Framed along milestone review dates.

The nature of teaching and learning objectives

Teaching and learning objectives describe the specific tasks that are to be accomplished within the school setting. These objectives or goals define what teachers are expected to deliver and what students are expected to learn over a period of time. Objectives are expressed in two ways: targets, and tasks or projects. Targets are quantifiable results to be attained.

Objectives can be related to instruction and the results to be attained or the contribution to be made to the goals of the school. Objectives can also be personal, taking the form of developmental or learning objectives that are concerned with what teachers should do to enhance their knowledge, skills and potential and to improve their performance in specified areas. Objectives can be short-term, especially when they are expressed as targets to be achieved by a specified date. There can also be longer-term or continuing objectives, which could be described as accountabilities for achieving results that are built into the role definition as key result areas and that may be expressed in unquantified terms.

Characteristics of Good teaching and learning Objectives

Good teaching and learning objectives provide clear and concise learning statements that described explicitly what students are expected to achieve as a result of instruction. In general, good teaching and learning objectives specific intended learning outcomes.

These are described in terms of;

Skills: What students are able to do following instruction

Knowledge: What students should know and understand following instruction

Attitude: What are student's opinions regarding the subject matter at the end of instruction

Defining key tasks relating to quality instruction and learning

Teacher performance management is largely about managing expectations of classroom instructional practice. For educational institutions, these are defined and agreed in the form of objectives, standards of performance, and behavioral requirements usually expressed as teacher capabilities or competencies. Teacher performance objectives are finite, time-related and expressed in two ways: targets and tasks. Performance expectations should be clear, brief, attainable, and measurable.

Performance goals in this particular context relate to the quality of teaching and are framed by teacher and student outcomes. These include, planning for achievement, subject knowledge and pedagogy, time and resource management, classroom environment, and assessment for Learning

Activity

Participants work in groups of three to come up with possible descriptors for each category. A general discussion will ensue to generate a consensus of descriptors to be used.

Quality of Teaching

Subject knowledge & pedagogy	
Time and Resource management	
Classroom environment	
Behavior management	
Assessment for learning	

The essential teaching and learning tasks are intended to bring about the required changes in student engagement and learning. They should cover all the important aspects of instructional strategies and pedagogy. These tasks are, consistent, precise, challenging, measurable, and achievable, agreed on, time-related, and focused on teamwork.

Traffic Light Activity

Participants work in pairs to organize quality standards as either mastery, proficient, competent, developing, unsatisfactory.

Teacher demonstrates expert knowledge of the curriculum subject matter

Lessons have some variety and involve students productively

Teacher fails to encourage student interest and involvement

Inaccuracies show insecurity in subject knowledge and understanding of how students learn

Teaching is extremely creative, fun, enthusiastic and stimulating

Teacher has an appropriate expectation of the students and provides some level of challenge.

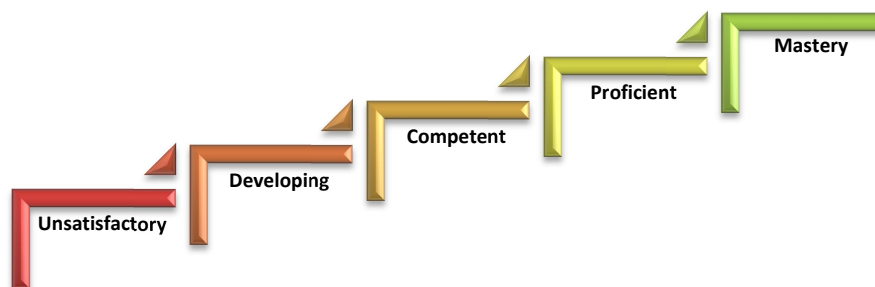
The classroom environment provides some stimulus for learning.



Session Three: 1:30 – 3:00

Using teacher performance guidelines

Teacher performance guidelines list the competencies that can be achieved within the performance management process.



Activity

1. Work in groups of four and assign descriptors to each performance category
2. Groups share descriptors in a general discussion

Teaching and Learning Performance Categories				
Mastery	Proficient	Competent	Developing	Unsatisfactory

Completing the performance agreement and teacher development plan

Discussion Activity

Participants discuss in groups the process used at APPLE

Video Presentation: <https://www.youtube.com/watch?v=f60dheI4ARg> (Steve Jobs on managing people)

Performance Agreement

The performance agreement is completed during a regularly scheduled review meeting.

At this meeting, both parties discuss performance in relation to teacher standards and the needs of the school. Goals should be set as a result of this discussion and documented in

the performance agreement template. The goals should be focused on improving teaching and learning. Therefore, they must be specific, measurable, achievable, relevant and time-bound. Both parties must agree goals. Plans for professional development and expected outcomes should be noted.

Teacher Development Plans

Teacher development planning is with guidance, encouragement and help from school administrators. This development plan sets out the actions that the teacher's proposed to take to learn and to develop themselves. They take responsibility for formulating and implementing the plan, but they may receive support from school administrators. Teacher development planning aims to promote learning and to provide teachers with the knowledge and portfolio of transferable skills that will help to progress their careers.

Teacher development plans can be created as an important outcome of the performance review and planning meeting. They can also be an outcome of a development or assessment. Planning stages may include:

- An analysis of the current situation and development needs;
- Setting goals under such headings as improving instructional practice, improving or acquiring skills, extending relevant knowledge, developing specified areas of competence, moving across or upwards in at school, preparing for changes in the current role;
- Prepare an action plan.

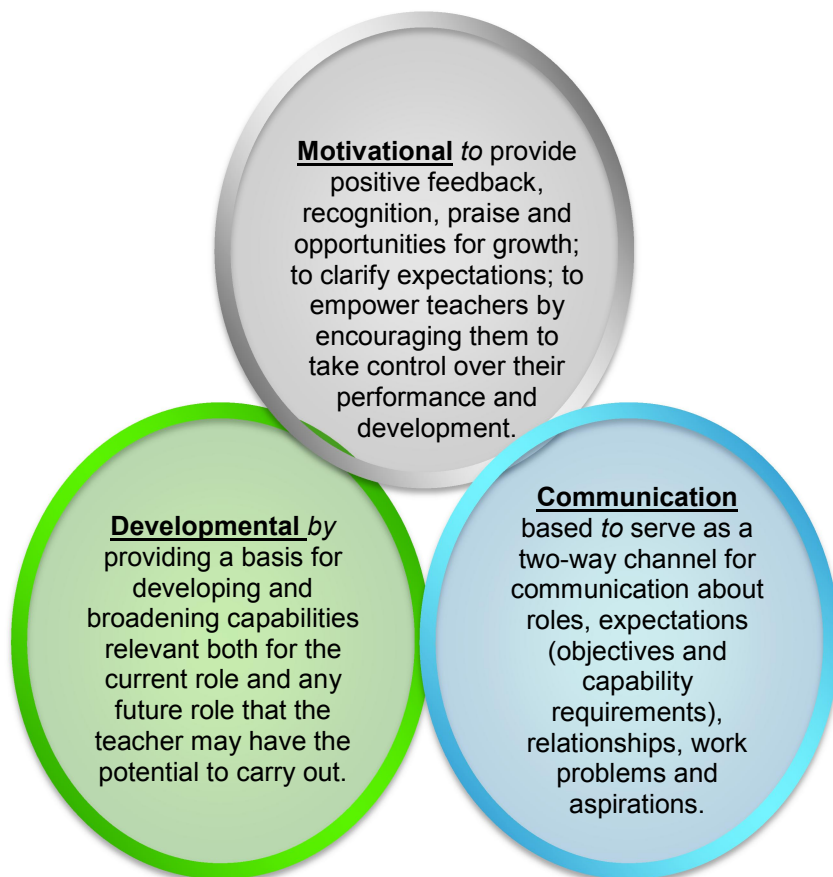


Day One Summary and Close: 3:00 – 3:30

Day Two- Session One: 8:30 - 10:30

The purpose of performance reviews

Teacher performance review meetings are the basis for assessing key elements of teacher performance. Review meetings are also the means through which the five primary performance management elements measurement, feedback, positive reinforcement, exchange of views, and an agreement can be put to good use. A performance review should be rooted in the reality of the teacher's performance. The objectives of the performance review meeting, then becomes:



Performance review issues

The main issues concerning performance reviews are as follows discuss each issue and provide your view on each. Work in your groups

Why have them at all?

If they are necessary, what are the objectives of reviewing performance?

On whom should performance reviews focus?

On what should they focus?

What criteria should be used to review performance?

What impact does management style make on performance reviews?

What skills are required to conduct reviews and how can they be developed?

How can both negative and positive elements be handled?

How can reviews be used to promote good communications?

How should the outputs of review meetings be handled?

To what extent is past performance a guide to future potential?

What are the main problems in conducting reviews and how can they overcome?

How can the effectiveness of performance reviews be evaluated?

Preparing for a performance review

Preparing for a performance review meeting should involve:

- Planning – teacher self-appraisals should be completed at least two weeks prior to review.
- Plan for open dialog – opportunity to review performance, consider lessons learned, progress for the period, and establish goals and objectives for the next period.
- Layout plan for performance discussions – collect and review notes, student academic data, and performance based examples.
- Schedule sufficient time to focus on the review.
- Prepare to discuss the full range of issues that may arise in the performance management discussion.
- Don't exhibit defensiveness – if teacher criticism is justified due to SMT failure or lack of resources, accept, and move on to the next area of review.
- Respect confidentiality of the review discussion when possible. If unlimited confidentiality cannot be promised, advise teachers accordingly.
- No cell phones, no emails, no text messaging, no electronic devices, no interruptions
- Job description/addendum should tie together with performance management.
- Handle dissent professionally – disagreements should be noted as a matter of record.

When dealing with difficult evaluations:

- Describe unsatisfactory performance/behavior
- Cite specific observed examples – past incidents or lack of meeting goals and impact on teacher, students, school, et al.

- Solicit constructive teacher development plan to resolve or ameliorate the performance failures or behavioral issue.
- Review development plan and establish milestone date(s) to review progress.





Session Two: 11:00 – 12:30

Giving a performance appraisal feedback

The purpose of the performance appraisal feedback can be defined as being able to:

- Provide an opportunity for a frank, open, but non-threatening discussion about teacher's performance and development needs;
- Give teachers an opportunity to discuss aspirations and work problems;
- Focus the attention on the teaching and learning objectives and development plans for the future (i.e. provide the basis for the next performance agreement or plan).

The things to do at a review meeting are to:

- Discuss achievements in relation to the objectives and performance/development plans;
- Discuss the extent to which the teacher's behavior is in line with the core values of the school;
- Assess the level of capability achieved against the headings and descriptors in teacher's role definition;
- Identify any problems in achieving agreed objectives or standards of performance;
- Establish the reasons for such problems, including any factors beyond the teacher's control as well as those which can be attributed to the teacher's behavior;
- Discuss any other problems relating to work and the teacher relationships
- Agree on any actions required to overcome these issues;
- Agree on any changes to the role definition in terms of key result areas or critical tasks and capability requirements that might be necessary;
- Review and revise performance measures (standards) as necessary;
- Draw up a personal development plan that incorporates self-managed learning activities by the teacher as well as coaching, mentoring or training provided by the manager or someone else in the school;
- Agree a performance plan for the next review period (the performance agreement)

Group Discussion Questions:

1. What do you think makes for a good review meeting? Have you any examples from your previous experience?
2. What do you think can go wrong with a meeting? Have you any examples?

Video Presentation: <https://www.youtube.com/watch?v=ZT2I2EQngN4>

Conducting a performance appraisal review



Session Three: 1:30- 3:00

Conducting performance reviews

When conducting the performance review meeting;

- | | |
|---------------------------------|--------------------------|
| ✓ Be prepared | ✓ Use active language |
| ✓ Create the right atmosphere | ✓ Pace |
| ✓ Work to an explicit structure | ✓ Invite self-reflection |

- ✓ Discuss performance not personality
- ✓ Encourage analysis of performance
- ✓ Do not deliver unexpected criticism
- ✓ Agree on measurable objectives and a plan of action

Video Discussion Activity: https://www.youtube.com/watch?v=aiW0s6_83dw





Day Two Summary and Close- 3:00 – 3:30

Day 3: Session One- 9:00 – 10:30**Introduction to coaching, mentoring, and counseling**

An essential feature of teacher professional development activities is the ability of administrators and managers to provide motivation through coaching, mentoring, counseling.

Coaching

Coaching is a personal (usually one-to-one) on-the-job approach to assisting people grow their skills and levels of capability.

Proven effectiveness of the coaching process

Coaching as part of the normal procedure of management consists of:

- Making teachers aware of how good they are performing by, for instance, asking them questions to demonstrate the extent to which they have thought through what they are serving;
- Controlled delegation, seeing to it that teachers doesn't merely recognize what is expected of them, but also infer what they need to know and be able to manage to complete the task satisfactorily, giving directors an opportunity to provide direction at the beginning (as guidance at a later stage may be seen as noise);
- Using whatever situations may arise as opportunities to promote learning;
- Encouraging teachers to look at higher-level problems and how they would tackle them.

Coaching skills are essential

Coaching will be most effective when:

- The coach's purpose is to assist teachers to find out;
- Teachers are motivated to learn they should be mindful that their present degree of knowledge or accomplishment or their behaviour needs to be improved if they are failing to do their work on their own and to others satisfaction;
- Teachers are given guidance on what they should be learning and feedback on how they are doing;
- Learning is an active, not a passive, process teachers need to be actively involved with their coach;
- The coach listens to teachers to understand what they desire and require;
- The coach takes on a constructive approach, building on strengths and experience.



Counseling

Counseling in performance management can be defined as what managers do when they help employees to see what they (the employees) need to do to manage their public presentation and evolution. It is basically about helping people to facilitate themselves and is peculiarly relevant to self-growth.

The counseling process is a collaborative experience

The counseling process consists of three phases:

- Acknowledgement and understanding, making out the indicators of problems and issues.
- Empowering enabling teachers to identify their problem or situation and to promote them to verbalize it.
- Resourcing managing the problem, which will include a determination on who is best capable to behave as a counselor out of the manager, a specialist or an outdoor resource.

Counselling skills

Counseling is a skilled process. It is essential to develop managers in how to prepare and utilize the following counseling abilities and competencies:

- Problem identification, recognizing that the problem exists;
- Open questions probing with open-ended, non-directive questions to identify the actual focal point of the problem rather than focusing on its symptoms;

- Listening the ability to listen actively so as to get the full story by probing, assessing, interpreting and supporting;
- Sensitivity to teacher beliefs and values, some of which may be based on culture or religion;
- Reflecting being able to restate the problem from the teacher's level of opinion;
- Empathy is having regard to the feelings and anxieties of the teacher;
- Impartiality the ability to remain non-judgmental and to desist from prescribing solutions;
- Sincerity having a genuine attitude of interest and openness to the teacher's problems;
- Belief having the feeling that teachers receive the resources to figure out their problems, albeit with the passive or active supporter



Group Activity

The Motivation Minefield

Session Two: 11:00 – 12:00**Putting the performance review to use**

- The aim of performance management is to assist and encourage everyone to raise their functioning, develop their abilities, increase job satisfaction and reach their full potential to the benefit of the private teacher and the school as a whole.
- Performance management is a way of getting more serious results from the organization, teams and individuals for understanding and managing performance within an agreed framework of standards and planned destinations. It is based on the simple proposition that when people know and understand what is expected of them, and have been able to take part in forming those expectations, they can and will perform to meet them.
- There are two primary grounds for introducing performance management. First, we want to focus everyone's attention on what he or she are expected to achieve in their jobs and how best to achieve it. Second, we would like to help everyone to identify and satisfy their development needs to improve performance and realize their potential.



Evaluation/Close: 1:00 – 2:00

Use the Survey Monkey link or Paper-Based form to complete the evaluation of the professional development training.

PROFESSIONAL DEVELOPMENT GROUP ACTIVITIES



(Activities and handouts Reproduced from 50 Activities for Performance Appraisal Training
Wendy Denham and Jane Jestico, HRD Press, Inc.)

Activity 1: The Silent Message					
Objectives	To confirm people's perception of the benefits of the appraisal system to the company, the appraiser, and the appraisee				
Time	60 minutes				
Materials	<ul style="list-style-type: none"> • Flipchart and markers • Paper and pens 				
Method	<p>1. Divide the group into teams of four and ask each team to consider the benefit of the appraisal system to the company. This must be written in a statement of less than 12 words and a copy of it handed to the trainer. Allow 10 minutes. Instruct the groups not to discuss their statements with the other teams.</p> <p>2. Introduce the next stage by informing the group that they now have to think about the statement they have written and transfer it into a charade that will then be performed for the other teams. These teams have to guess the statement from the charade, and the winners will be the team whose charade is guessed in the shortest amount of time. Give the groups 15 to 20 minutes to prepare and act out their charades.</p> <p>3. Announce the winning team and write all the statements on the flipchart. Discuss the group's perceptions of the benefits by reviewing the similarities and differences.</p> <p>4. Lead a discussion on what benefits the appraisal system gives to the appraiser and appraisee. Answers could include:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left; padding-right: 20px;">The Appraiser</th> <th>The Appraisee</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Motivated team • Increased productivity • Good working relationships </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Clear direction • Targets to strive for • Honest feedback </td> </tr> </tbody> </table> <p>5. Conclude the activity by saying that all appraisal systems have benefits, and it is important to review these with appraisees periodically to confirm their understanding of these benefits. Action can then be taken in those situations where the appraisee is feeling negative about the system.</p>	The Appraiser	The Appraisee	<ul style="list-style-type: none"> • Motivated team • Increased productivity • Good working relationships 	<ul style="list-style-type: none"> • Clear direction • Targets to strive for • Honest feedback
The Appraiser	The Appraisee				
<ul style="list-style-type: none"> • Motivated team • Increased productivity • Good working relationships 	<ul style="list-style-type: none"> • Clear direction • Targets to strive for • Honest feedback 				

Activity 2: Sharpen your Targets	
Objectives	To review the skill of setting targets and associated development plans <ul style="list-style-type: none"> • To test the participants' understanding of this skill • To confirm participants' understanding of the reasons for target setting within the appraisal process
Time	45 minutes
Materials	<ul style="list-style-type: none"> • Flipchart and markers • Handouts • Paper and pens
Method	<p>1. Ask the group: "Why is it important to set future targets during the appraisal system?" Make sure that the following points are included:</p> <ul style="list-style-type: none"> • People need goals to aim for if they are to remain motivated. • Both parties need to be clear about what the main priorities are for the next year. • Future targets can be based on poor past performance. This encourages the appraisee to improve in these areas. <p>2. Tell the group that targets should clearly state what the person is aiming at, while the action plan states how the person is going to achieve it. Targets and action plans are closely linked and there can often be a number of points in an action plan referring to only one target. The action plan should list very clearly the various stages of action, in priority order.</p> <p>3. Distribute Handout to help the group differentiate between a target and an action plan. If any further training is needed, then use Activity 7: Bull's-eye!</p> <p>4. Split the group into three teams and give each team copies of Handouts. Instruct them that on each handout there is a scenario, and using this, they must produce an appropriate future target and action plan for the person concerned. These targets will then be reviewed in the whole group. Allow 20 minutes to finish both studies.</p> <p>5. Review the case studies within the whole group, making alterations and recommendations where appropriate.</p> <p>6. Close the session by showing Transparency 39.1 and reminding the group that future targets should always be:</p> <ul style="list-style-type: none"> • Clear and specific. To avoid any misunderstanding, the details of the target must be spelled out clearly. • Measurable. The appraiser and appraisee must know when the target has been reached. • Challenging. What may appear challenging to the appraiser may not be to the appraisee. • Achievable. There is no point in agreeing on a target that both parties know is impossible to achieve. • Timed. It is essential that a target have a deadline; without a date, it is merely an intention.

Activity 3: Perception of You and Me	
Objectives	<ul style="list-style-type: none"> • To understand the theory of Four Steps to Learning • To identify the key job skills of the appraisee • To use the theory to assess the appraisee’s current work performance • To allow both the appraisee and the appraiser the opportunity to prepare for the appraisal interview
Time	60-90 minutes
Materials	<ul style="list-style-type: none"> • Flipchart and markers • Paper and pens
Method	<ol style="list-style-type: none"> 1. State the objectives of this activity. 2. Explain that learning can progress through four definite stages. Show the transparency of Handout 31.1 and explain each step, using the following statements: <ul style="list-style-type: none"> • Step One—Unaware Inability “When you were first promoted last year and became responsible for a team of staff members, you were unaware of your inability to delegate. You completed most tasks yourself.” • Step Two—Aware Inability “When you completed your first training attachment to another section controller, you observed the skill of delegation. You also started to practice some of these skills. At this point, you became aware of your inability to delegate.” • Step Three—Aware Ability “Over the following months, you developed the skill of delegation and monitored your own progress carefully. At this stage, you were aware of your ability to delegate.” • Step Four—Unaware Ability “As an experienced section controller, you now delegate without even stopping to think about it. You are now unaware of your ability.” <p>Hotel Receptionist</p> <ul style="list-style-type: none"> • Accounting • Writing • Oral communication • Listening • Questioning • Organization <ol style="list-style-type: none"> 4. Distribute copies of Handout 31.1 and ask each appraisee and appraiser individually to plot the standard of the appraisee’s work performance for each of the key skills. 5. Ask each appraisee to join with their appropriate appraiser and discuss their chart. Stress that they should give the reasons behind their decision and, if appropriate, jointly agree on a new chart.

6. Summarize the theory of Four Steps to Learning and review the exercise by asking everyone how useful they found the activity as a way of preparing for the appraisal interview.

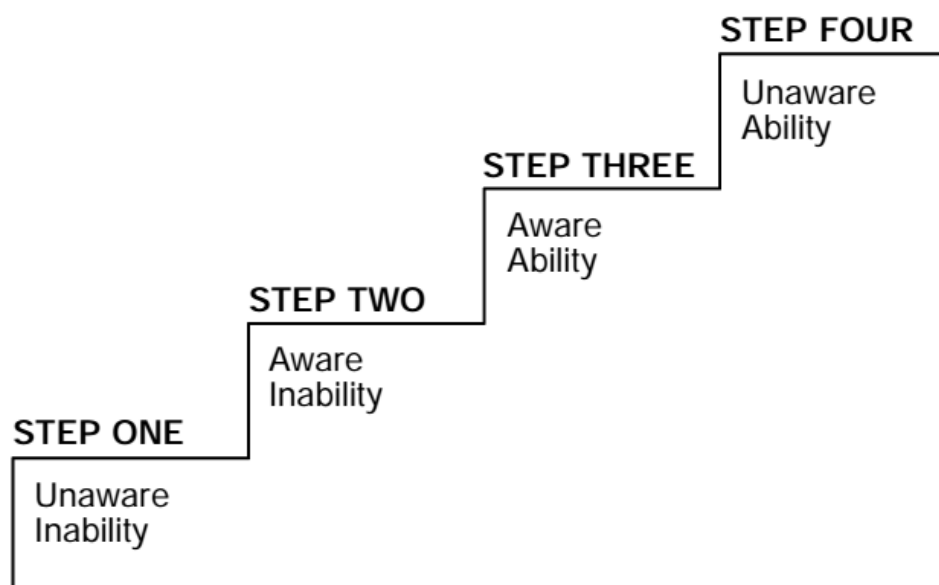
7. Ask the group to suggest other ways in which they could use the theory at work (for example, as an instrument for an informal review to assess new staff).

HANDOUT 3.1

ASSESSMENT 01.1



The Four Steps to Learning



Activity 4: An Appraisal Interview	
Objectives	<ul style="list-style-type: none"> • To practice giving verbal critical feedback • To discuss this key skill of giving feedback when employees are underperforming • To give the participants the chance to receive feedback on their performance as an appraiser in an interview situation
Time	60 minutes
Materials	<ul style="list-style-type: none"> • Flipchart and markers • Paper and pens
Method	<ol style="list-style-type: none"> 1. Describe the activity about to take place, emphasizing that the role play will provide an opportunity for participants to practice skills in the particular area of giving critical feedback within an appraisal interview. 2. Split the group into teams of three and distribute Handouts. Explain that the interviewee should use the role play scenario as a guide, then react naturally to the interviewer's questions and behavior. If he genuinely has feelings about the way the interview is being handled, he should react accordingly. 3. Encourage the observers to use Handout, the review sheet, to help them lead the discussion after the interview. 4. Check everyone's understanding of the role play by inviting questions. Inform the group that they have 5 to 10 minutes for each interview, with 5 minutes for discussion. After each round, they should change places so that everyone has a turn at each role. 5. Start the role plays and monitor timing carefully. When participants have finished, the teams should re-assemble. 6. Encourage a debate on one or two of the following questions: <ul style="list-style-type: none"> • Why is it so difficult to give critical feedback, especially within appraisal interviews? • On what occasions might an appraiser have to give negative feedback? • What experiences have participants had giving critical feedback and what did they learn from those experiences? 7. Emphasize that one of the key techniques for giving feedback is to provide specific examples of the person's actions. This increases the objectivity of the feedback and lessens judgmental opinions. It also makes the feedback very difficult to refute. If the result of the person's actions is also mentioned, this makes the feedback even more powerful. 8. End the session by reminding the group that one of the essential skills in being an appraiser and a manager of people is to be able to give both positive and negative feedback in an assertive manner so that the message is clear and firm. People learn from the criticism they receive as well as the praise, often more so from the former. It can be said that critical feedback tells people if they are on target. The worst thing people can do is to do the same wrong things again and again. People need to know what they are doing and what the impact is. They have to learn to take feedback in order to grow, change, and develop

Handout 4.1

Role Play—Employee's Role

You are Mary who works in the customer service department for the large insurance company Nextime. Your job is to answer the telephone promptly and to handle all customer questions arising from these calls. You can deal with some of the calls yourself, but others have to be passed on to the specialist departments. You are also expected to write letters to customers based on conversations that you have had with them. You work within a team of four, reporting to James, the supervisor. You get along well with the other team members and enjoy their company. You cover for each other during breaks and vacations.

You have worked for the company for about two years and are starting to feel a bit bored with the job. You know you are typically good with the customers and pass on the questions to other departments politely. In spite of this, you know you have been making more mistakes on your letters, although you could not quantify the actual number. Jane, the administrative assistant, has jokingly mentioned the increase in these mistakes, and you have promised her that you will try to improve. The way you answer the phone has not changed, at least no one has told you that it has, and you are not aware of any customer complaints about you. It is appraisal interview time, and you are feeling apprehensive. James has been so busy lately that you have had little opportunity to communicate with him. You are therefore not sure how aware he is of the mistakes you have been making; with luck, they could have escaped his attention. However, he will definitely discuss the times when he has had to question some of the information you have sent out to customers. Still, you believe you are better than the others in the team, so you are confident that these small mistakes will not be discussed.

Handout 4.2

Role Play—Appraiser's Role

You are James, the supervisor of a team of four in the customer service department of the large insurance company Nextime. The job of the customer service department is to answer the telephone promptly and to handle all customer questions arising from these calls. The team can deal with some of the calls, but others have to be passed on to the specialist departments. The team also writes to the customers to whom they have spoken, confirming their telephone call.

You are about to conduct the appraisal interview with Mary, a member of your staff. Mary has been working in the team for about two years, and for the first 18 months, her work was impressive: She has been accurate in her written communication, pleasant and polite to the customers, and enthusiastic in her approach to all aspects of her work. However, within the past six months, some of these standards have been slipping; in particular, she takes longer than the allowed time for breaks, the standard of letter writing has dropped, and her tone of voice when she first picks up the telephone is abrupt.

With regard to her meal breaks, on at least three occasions within the past month, she has taken longer than the one hour allowed for lunch. You cannot remember the actual days when this occurred, although you do recall it caused others in the team to be late in going to lunch and therefore annoyed them. On two of these occasions, Mary knew you were displeased by the look you gave her.

You have been meaning to speak to Mary about the fall in the standard of letters she has e-mailed to Jane, the administrative assistant, to finalize and send out. Time has been so tight that you have not spoken to Mary, and you know it will be an issue in this interview. Standards such as spelling and organization started falling about four months ago, causing Jane to actually complain to you. In addition to this, you have had to take calls from customers who have needed to have the information in letters they have received from Mary clarified.

The third example of falling standards is in Mary's tone of voice when she picks up the phone. You personally have heard her on two occasions: The first time it happened, Mary was on her way to lunch when she picked up the phone and simply said, "Yes" in an offhand manner. She soon changed her tone and the call seemed to go well. On the second occasion, she said, "Well?" to the customer in a blunt tone. Once again, this was rectified and the rest of the call seemed to pass smoothly.

You will use the appraisal interview to raise these issues.

Handout 4.3

The Review Sheet—For Observers

Watch the interchange between the appraiser and appraisee, although the main focus of attention should be on the appraiser. Be aware of the questions asked, how the feedback is given, and how the responses of the appraisee are handled.

You will be giving feedback to the appraiser and leading the review after the role play. In order to do this, record below what actually happened or was said so that you can be very specific in your comments and provide examples.

1. What questions were asked?

2. How were the critical issues raised?

3. How were the responses of the appraisee handled?

4. How successful was the appraiser in making the appraisee aware of the critical areas?

5. What mood did the appraisee appear to be in during and at the end of the interview?

Activity 5: Both Sides of a Coin			
Objectives	<ul style="list-style-type: none"> • To establish the rights of the appraisee and appraiser • To examine the importance of respecting the rights of others 		
Time	45-60 minutes		
Materials	<ul style="list-style-type: none"> • Flipchart and markers • Paper and pens 		
Method	<p>1. Explain that this activity starts by examining some basic human rights that apply to everybody. Show the transparency of Handout 6.1 and explain.</p> <p>2. Stress that the human charter is not a new concept, but one that is easily forgotten. First, people can forget that they have these rights. This can create many problems, including emotional turmoil, excessive apologies, and additional work. Ask the group how often they have said to themselves: “If only I had said ‘no’ when I was first asked.” Second, we sometimes forget that other people have an equal set of rights. This can cause difficulties in relationships (for example, failing to treat others with respect). Distribute copies of Handout.</p> <p>3. Divide the participants into two groups. Ask one group to compile an appraisee’s charter and the other group to compile an appraiser’s charter. Explain that they have 20 minutes to complete this task and that they will be required to present their charter on a flipchart to the other group.</p> <p>4. Reconvene the whole group and ask each smaller group to present their work. Invite comments and suggestions from the rest of the group. Answers could include:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>The Appraisee’s Charter...</p> <p>I have the right to:</p> <ul style="list-style-type: none"> • Receive my appraisal when it is due. • Gather my own evidence. • Set my own objectives. • Ask for an explanation of unclear issues. • State my own opinions. </td> <td style="width: 50%; vertical-align: top;"> <p>The Appraiser’s Charter...</p> <p>I have the right to:</p> <ul style="list-style-type: none"> • Consult others. • Say “no” to unreasonable requests. • Adjourn the interview. • Not be dependent on the appraisee for approval. </td> </tr> </table> <p>5. Ask the group: “Why is it so important to respect the other party’s rights?” Answers could include:</p> <ul style="list-style-type: none"> • To gain cooperation • To gain commitment 	<p>The Appraisee’s Charter...</p> <p>I have the right to:</p> <ul style="list-style-type: none"> • Receive my appraisal when it is due. • Gather my own evidence. • Set my own objectives. • Ask for an explanation of unclear issues. • State my own opinions. 	<p>The Appraiser’s Charter...</p> <p>I have the right to:</p> <ul style="list-style-type: none"> • Consult others. • Say “no” to unreasonable requests. • Adjourn the interview. • Not be dependent on the appraisee for approval.
<p>The Appraisee’s Charter...</p> <p>I have the right to:</p> <ul style="list-style-type: none"> • Receive my appraisal when it is due. • Gather my own evidence. • Set my own objectives. • Ask for an explanation of unclear issues. • State my own opinions. 	<p>The Appraiser’s Charter...</p> <p>I have the right to:</p> <ul style="list-style-type: none"> • Consult others. • Say “no” to unreasonable requests. • Adjourn the interview. • Not be dependent on the appraisee for approval. 		

- To maximize productivity
- To improve and enhance working relationships

6. Summarize the session by stressing that everyone should be aware of and observe basic human rights at all times. Stress that the appraisal process can almost certainly be improved if the participants adhere to the charters they have compiled during this activity.

Handout 5.1

The Human Charter

I have the right to:

- Be treated with respect
- Ask questions
- Make my own decisions
- Explain how I feel
- Express my views
- Say "no"
- Make mistakes
- Change my mind
- Say "I don't understand"

Activity 6: But That's Not What Meant	
Objectives	<ul style="list-style-type: none"> • To demonstrate how the same word can be interpreted in various ways by different people • To establish the need to define performance standards and to practice writing
Time	50 minutes
Materials	<ul style="list-style-type: none"> • Flipchart and markers • Paper and pens
Method	<ol style="list-style-type: none"> 1. Explain the purpose of the activity. 2. Distribute Handout and ask participants individually to rank the words in order of their meaning. Number 1 should be the word that describes the best standard of work and number 15 the worst. 3. List the participants' rankings on Transparency 6.1 so that the whole group can see the individual rankings. 4. Discuss with the group the reason for the variations. Ask why there appears to be a consensus of opinion on the very best and worst words, but why opinions vary on the others. Discuss the factors that can influence the individual interpretation of words. Make sure that the following points are covered: <ul style="list-style-type: none"> • How the word has been used in the past: previous appraisals, school reports, parental use • The various ways in which others have reacted to the word • The type of person associated with the word 5. Explain that because the statement Caroline is a good worker may have many interpretations, there is a need to define words such as good. For example, good can mean the individual consistently reaches the company minimum acceptable standard of performance in all aspects of his or her job description. 6. Select four or five words from Handout 6.1 and ask the group to agree on a definition of a performance standard for each word. 7. Examine the agreed-upon definitions with the group, ensuring that the standards are clear and precise. 8. Ask the group to discuss how they will use the points from the session when writing appraisals in the future. Answers could include: <ul style="list-style-type: none"> • Review the existing definitions of the company performance standards • Make sure appraisees understand the standards • Check use of appropriate words on the appraisal document 9. Summarize the key points from the session.

Handout 6.1

Group Rankings

Rank the following words from 1 to 15, with 1 being the word that describes the best standard and 15 the worst.

- _____ Outstanding
- _____ Good
- _____ Proficient
- _____ Exceptional
- _____ Satisfactory
- _____ Acceptable
- _____ Average
- _____ Competent
- _____ Fair
- _____ Unsatisfactory
- _____ Adequate
- _____ Poor
- _____ Reasonable
- _____ Superior
- _____ Weak

Activity 7: My Learning	
Objectives	<ul style="list-style-type: none"> • To provide a method of self-assessment for appraisers • To evaluate an appraiser’s learning after completing a training activity
Time	40 minutes
Materials	<ul style="list-style-type: none"> • Flipchart and markers • Paper and pens
Method	<ol style="list-style-type: none"> 1. Before this activity takes place, read Handout and decide which statements to ask the group to complete. Write these statements on the flipchart. 2. Introduce this activity by commenting on the fact that often, people are so busy looking after others that they forget to spend a few moments focusing on themselves. On many occasions, this would help to clarify thoughts, review a situation, consider a particular issue, and reflect on feelings. Doing this will help the personal learning and development process. 3. Reveal the written statements on the flipchart that individuals will now complete. Suggest they take 15 minutes. 4. Have individuals work in pairs and ask them to compare answers, exploring the differences and similarities. Allow 10 to 15 minutes for this stage. 5. Ask the pairs: <ul style="list-style-type: none"> • “What surprised you in their answers?” • “What will you do now with this information?” 6. Close the activity by suggesting that people make up their own statements to ask themselves after they have conducted the next appraisal interview as a way of checking their feelings and behavior. (For example, “I know if I had to do that again, I would...”). Suggest that the statements could also be useful for both the appraiser and appraisee to complete as a way of preparing for the appraisal interview. Distribute Handout , which lists examples of statements to use.

Handout 7.1

A Range of Statements

I...

Am pleased _____

Cannot believe _____

Am puzzled by _____

Am annoyed by _____

Am disappointed _____

Feel _____

Need help from _____

Am happy _____

Surprised myself by _____

Need to _____

Will develop _____

Am annoyed that _____

Will _____

Know if I had to do that again I would _____

Can learn through _____

Believe strongly that _____

Am confident in _____

Activity 8: The Motivation Minefield	
Objectives	<ul style="list-style-type: none"> • To demonstrate how the self-fulfilling prophecy affects motivation • To discuss the impact a negative attitude can have on the appraisal process
Time	60 minutes
Materials	<ul style="list-style-type: none"> • Flipchart and markers • Paper and pens
Method	<p>1. Before the activity starts, brief two members of the group on the purpose of the activity. Explain that the first part of the activity involves the whole group designing and making a children's game. Explain that during the activity, they should adopt a negative attitude toward the task. Suggest that this could mean them taking on tasks reluctantly and using statements such as "I've seen that done before and it was a flop" or "It's ridiculous to attempt that in the time available." Stress that they should not let others know that they are role playing.</p> <p>2. Introduce the activity by explaining that the group will now be involved in a practical exercise. At this point, do not mention that the exercise will demonstrate the impact a negative attitude can have on a group. Distribute copies of Handout 8.1, which outlines the task, place the assorted materials on a table in front of the group, and have the group do the exercise.</p> <p>3. When the group has completed their work, review the exercise by asking the group to comment on the contribution of each member of the team. When appropriate, explain to the group the role the two negative members had been asked to play. Discuss the effect their negative attitude had on the group by asking the following questions:</p> <ul style="list-style-type: none"> • Did the group abandon good ideas because of the two negative people? • What effect did they have on the morale of the team? • Did other members of the group join in to reinforce the negative opinion? • What effect did these people have on the success of the team? • How did the group deal with these negative people? <p>4. Explain that both internal and external messages can act as a self-fulfilling prophecy. If people tell themselves they are going to fail or someone else constantly tells them they are going to fail, then the chances are they will fail. Subconsciously, people adopt a negative belief, heading toward failure before even starting. For example, Susan has recently passed her driving test and she was pleased to know that parking was not part of the test, because she feels she is unable to maneuver the car into even the largest of spaces. While she was learning to drive, her husband would shake his head and continually mock her attempts to parallel park in road-side spaces. He would relay to their friends stories of her attempts to park and it soon became a standing joke. Now when faced with a road-side space, Susan will either tell herself she will not be able to park and drive past, or alternatively become so panic stricken that she admits failure before she begins. What started as a joke now acts as a self-fulfilling prophecy.</p> <p>5. Ask for a volunteer to comment on situations they have experienced when negative attitudes have affected the appraisal process. For example, appraisers confirming the appraisee's negative attitude by saying the appraisal has to be completed just because it is a company requirement. Stress that if these attitudes are allowed to continue, then they can become infectious and spread. Very soon there is a consensus of opinion that is</p>

<p>extremely difficult to reverse.</p> <p>6. Ask the group what steps can be taken to deal with people who have a negative approach toward appraisals. Relate this to how the group dealt with the negative individuals during the practical task. Answers could include:</p> <ul style="list-style-type: none">• Nip it in the bud!• Discuss the reasons behind their attitudes.• Explain how the system operates.• Offer reassurance and support.• Give feedback on the effect their attitude is having on others.• Discipline when appropriate. <p>7. Conclude the session by stressing that a negative attitude can have an enormous impact on any aspect of people's lives. As appraisers, the participants have a responsibility to deal with negative people and ensure the success of the appraisal system.</p>
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Handout 8.1

Your Task

You are employed by a large manufacturer of children's games and toys as a member of the design team.

Today your task is to produce a game that could be enjoyed by both boys and girls between 6 and 10 years old. The game you produced must be original and you are particularly driven to create a bestseller for next Christmas.

The only materials available to you are those on the table in front of you. You have 30 minutes to design your game.

Activity 9: It's All Experience	
Objectives	<ul style="list-style-type: none"> • To help individuals identify their training needs, based on actual experiences • To emphasize to individuals that they can learn from success as well as failure • To produce a checklist of good practices for taking future appraisal interviews
Time	60 minutes
Materials	<ul style="list-style-type: none"> • Flipchart and markers • Paper and pens
Method	<ol style="list-style-type: none"> 1. Explain the stages of the activity to the group and distribute Handout 9.1 for completion. Encourage the group not to share information until they have completed the document, which should take about 15 to 20 minutes. Stay with the group while this stage takes place. 2. Describe the next stage in more detail. You will leave the room while the group shares experiences. Stress that it is important to share both good and bad experiences as people learn from both. They may choose a person to act as chairperson for this review. They should discuss what they have written and, where possible, group some of the experiences into categories. Allow 15 to 20 minutes for this. Then the group should consider how to present the information to you when you return. They have free rein on the format this presentation takes. They might need more pens and other presentation material. The presentation should last a maximum of 10 minutes. 3. Watch the presentation and ask questions to seek clarification. If appropriate, ask to see each person's completed Handout 9.1. 4. Produce with the group, a checklist of good practices for appraisers, within the appraisal interview, that can be used as a reminder in the future. Each good practice should relate to a point raised during the presentation. Answers may include: <ul style="list-style-type: none"> • Brief others on the objective of the appraisal system • Ask appropriate questions to check understanding • Listen attentively 5. Conclude this session by offering to photocopy this checklist for the group to use in the future.

Handout 9.1

It's all experience!

Consider your past experiences, as appraisers, within the appraisal interview. Write down your thoughts under the appropriate headings. You have 15 to 20 minutes to complete this before sharing your thoughts with others in the group.

1(a) My best experiences in conducting appraisal interviews have been:

1(b) On reflection, I believe the reasons for these were:

2(a) My worst experiences in conducting appraisal interviews were:

2(b) On reflection, I believe the reasons for these were:



Training Objectives and Outline

Day One: Performance Planning

- Understand teacher performance agreements and development plans in the performance management process;
- Know about the different types of teaching and learning objectives and what makes a good goal;
- Recognize how to set about agreeing on teaching and learning objectives;
- Use the Academy's performance guidelines when preparing teacher performance and development plans;
- Complete a teacher performance agreement and development plan

3

Day Two: Performance Review.

- Understand the purpose of teacher performance reviews;
- Know how to prepare for a constructive performance review;
- Know how to conduct an effective performance review meeting;
- Be able to provide feedback;
- Have gained understanding of the processes of coaching, mentoring, and counseling of teachers;

4

Day Three: Coaching, Mentoring, and Counseling

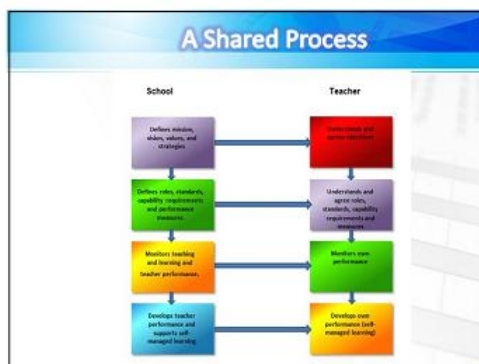
Have gained understanding of the processes of coaching, mentoring, and counseling of teachers;

5

Day One
Session One: 8:30 – 10:30

**Objectives of the
professional
development activity**

6



Administrator Role

- School Academic Goals
- Performance Standards
- Performance Improvement
- Collaboration
- Shared Understanding
- Performance Self-Management
- Two-Way Communication
- Constructive Feedback

9

Teacher performance management and the purpose of the performance meeting and agreement

10

Ice Breaker Activity

Video Presentation:
<https://www.youtube.com/watch?v=peq0z49Nw4I>

Work in pairs to complete the activity-
 A matter of perspective.

11

Summary Discussion

Discuss the similarities and differences within the group and frame objectives for the professional development training

12



The Importance of Performance Planning

Provide a link between work planning for teacher teachers and overall department and school goals
 Help teachers understand their job responsibilities and improve job performance
 Recognize and reward teacher contributions, and foster professional development and career growth
 Increase productivity and correct problems



Defining teaching and learning objectives

It is necessary to define teaching and learning objectives since they:

- Help teachers design - the content, the methods, and the assessment;
- Communicate the educational intent to students;
- Help identify the resources needed to undertake teaching;
- Provide a basis for evaluation.

This definition is understood within the context of:

- Teacher actions (teacher-driven objectives);
- Student learning experience (learning outcomes).

Teaching and Learning Objectives are:

- Aligned with the school's academic goal.
- Established from mutually agreed goals which add value to student outcomes.
- Recommend and recognize behaviors that are aligned with the school's developmental plans.
- Framed along milestone review dates.

The nature of teaching and learning objectives

Teaching and learning objectives describe the specific tasks that are to be accomplished within the school setting. These objectives, or goals defines what teachers are expected to deliver and what students are expected to learn over a period of time.

Characteristics of Good teaching and learning Objectives

Skills: What students are able to do following instruction

Knowledge: What students should know and understand following instruction

Attitude: What are student's opinions regarding the subject matter at the end of instruction

Defining key tasks relating to quality instruction and learning

Teacher performance management is largely about managing expectations of classroom instructional practice. For educational institutions, these are defined and agreed in the form of objectives, standards of performance, and behavioral requirements usually expressed as teacher capabilities or competencies.

Activity

Work in groups of three to come up with possible descriptors for each category.



Traffic Light

Work in pairs to organize quality standards as either mastery, proficient, competent, developing, unsatisfactory.




SESSION THREE: 1:30 – 3:00




Activity

Work in groups of four and assign descriptors to each performance category
Groups share descriptors in a general discussion

Completing the performance agreement and teacher development plan

Video Presentation:
<https://www.youtube.com/watch?v=f60dhe14ARg> (Steve Jobs on managing people)

Performance Agreements Teacher Development Plan


Planning stages may include:

- An analysis of the current situation and development needs;
- Setting goals under such headings as improving instructional practice, improving or acquiring skills, extending relevant knowledge, developing specified areas of competence, moving across or upwards in at school, preparing for changes in the current role;
- Prepare an action plan.



GROUP ACTIVITY SHARPEN YOUR TARGETS

Day One Summary and Close 3:00 – 3:30



Day Two Session One: 8:30 – 10:30

The purpose of performance reviews

The purpose of performance reviews

Motivational to provide positive feedback, recognition, praise and opportunities for growth; to clarify expectations; to empower teachers by encouraging them to take control over their performance and development.

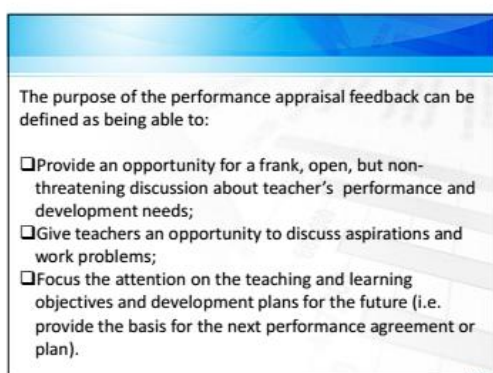
Developmental by providing a basis for developing and broadening capabilities relevant both for the current role and any future role that the teacher may have the potential to carry out.

Communication based to serve as a two-way channel for communication about roles, expectations (objectives and capability requirements), relationships, work problems and aspirations.

PREPARING FOR A PERFORMANCE REVIEW



RATING	
<input checked="" type="checkbox"/>	Exceptional
<input type="checkbox"/>	Exceeds Req
<input type="checkbox"/>	Meets Require
<input type="checkbox"/>	Needs Immm...



Conducting a performance appraisal review



A hand is shown writing on a checklist. The checklist has five categories: Excellent, Good, Fair, Poor, and Unsatisfactory. The 'Excellent' category is checked.

When conducting the performance review meeting;

- Be prepared
- Create the right atmosphere
- Work to an explicit structure
- Use active language
- Pace
- Invite self-reflection
- Discuss performance not personality
- Encourage analysis of performance
- Do not deliver unexpected criticism
- Agree on measurable objectives and a plan of action



Group Activity An appraisal interview

A group of colorful stick figures are holding hands in a circle, representing a group activity.



**LUNCH
BREAK**

A yellow sign with the words 'LUNCH BREAK' in bold black letters is hanging from a string.

Session Three: 1:30–3:00

Practice Conducting Performance Reviews

When conducting the performance review meeting;

- ☐ Be prepared
- ☐ Create the right atmosphere
- ☐ Work to an explicit structure
- ☐ Use active language
- ☐ Pace
- ☐ Invite self-reflection
- ☐ Discuss performance not personality
- ☐ Encourage analysis of performance
- ☐ Do not deliver unexpected criticism
- ☐ Agree on measurable objectives and a plan of action

Video Discussion Activity:
https://www.youtube.com/watch?v=aiW0s6_83dw



GROUP ACTIVITY BOTH SIDES OF A COIN



Group Activity But That's Not What I Meant

INTRODUCTION TO COACHING, MENTORING, AND COUNSELING



An essential feature of teacher professional development activities is the ability of administrators and managers to provide motivation through coaching, mentoring, counseling.

Coaching is a personal (usually one-to-one) on-the-job approach to assisting people grow their skills and levels of capability.

Proven effectiveness of the coaching process

- Making teachers aware of how good they are performing by, for instance, asking them questions to demonstrate the extent to which they have thought through what they are serving;
- Controlled delegation, seeing to it that teachers don't merely recognize what is expected of them, but also infer what they need to know and be able to manage to complete the task satisfactorily, giving directors an opportunity to provide direction at the beginning (as guidance at a later stage may be seen as noise);
- Using whatever situations may arise as opportunities to promote learning;
- Encouraging teachers to look at higher-level problems and how they would tackle them.

Coaching skills are essential

- The coach's purpose is to assist teachers to find out;
- Teachers are motivated to learn they should be mindful that their present degree of knowledge or accomplishment or their behaviour needs to be improved if they are failing to do their work on their own and to others satisfaction;
- Teachers are given guidance on what they should be learning and feedback on how they are doing;
- Learning is an active, not a passive, process teachers need to be actively involved with their coach;
- The coach listens to teachers to understand what they desire and require;
- The coach takes on a constructive approach, building on strengths and experience.



GROUP ACTIVITY MY LEARNING



Counseling in performance management can be defined as what managers do when they help employees to see what they (the employees) need to do to manage their public presentation and evolution. It is basically about helping people to facilitate themselves and is peculiarly relevant to self-growth.

The counseling process consists of three phases:

- Acknowledgement and understanding, making out the indicators of problems and issues.
- Empowering enabling teachers to identify their problem or situation and to promote them to verbalize it.
- Resourcing managing the problem, which will include a determination on who is best capable to behave as a counselor out of the manager, a specialist or an outdoor resource.

Counselling skills

- Problem identification, recognizing that the problem exists;
- Open questions probing with open-ended, non-directive questions to identify the actual focal point of the problem rather than focusing on its symptoms;
- Listening the ability to listen actively so as to get the full story by probing, assessing, interpreting and supporting;
- Sensitivity to teacher beliefs and values, some of which may be based on culture or religion;
- Reflecting being able to restate the problem from the teacher's level of opinion;
- Empathy is having regard to the feelings and anxieties of the teacher;
- Impartiality the ability to remain non-judgmental and to desist from prescribing solutions;
- Sincerity having a genuine attitude of interest and openness to the teacher's problems;
- Belief having the feeling that teachers receive the resources to figure out their problems, albeit with the passive or active supporter



Group Activity
The Motivation Minefield

Session Two: 11:00 – 12:00

Putting the performance review to use



LUNCH BREAK




Group Activity
It's All Experience

Evaluation and Close: 2:00 – 3:00

Please be sure to complete and leave the evaluation sheet.

Thank you for your attention and interest!



THANK YOU!

Professional Development Evaluation

Overall

- Quality: Excellent Good Fair Poor
- Content: Excellent Good Fair Poor
- Relevance: Very Useful Good Fair Poor
- Usefulness to your Professional Development: Very Useful Somewhat Minimal Not at all

PD OUTCOMES

I gained new information about performance management and teacher development.

- Strongly Agree Agree Disagree Strongly Disagree

I learned useful strategies.

- Strongly Agree Agree Disagree Strongly Disagree

I plan to implement information and/or strategies learned.

- Strongly Agree Agree Disagree Strongly Disagree

PRESENTER

Presenter(s) aligned the objectives with your professional development needs.

- Strongly Agree Agree Disagree Strongly Disagree

Presenter(s) prepared you to implement new ideas or strategies from this session.

- Strongly Agree Agree Disagree Strongly Disagree

Materials presented during the workshop were pertinent and useful.

- Strongly Agree Agree Disagree Strongly Disagree

An appropriate balance between presentation and interaction was achieved.

- Strongly Agree Agree Disagree Strongly Disagree

PROFESSIONAL DEVELOPMENT PRACTICES

A supportive climate of professional community was created.

Strongly Agree Agree Disagree Strongly Disagree

Opportunities to network and learn from colleagues were supported.

Strongly Agree Agree Disagree Strongly Disagree

The content in this event is related to my school's improvement goals.

Strongly Agree Agree Disagree Strongly Disagree


Thank You for Your Feedback

Appendix B: Letter of Cooperation

Letter of Cooperation

Date October 10, 2014

Dear Richard Wildman,

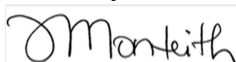
Based on my review of your research proposal, I give permission for you to conduct the study entitled A Phenomenological Study of High School Teacher's Motivation as related to Performance Management within . As part of this study, I authorize you to recruit study participants from the population of teachers across three of our four academies and exclusive of your own. You are also permitted to carry out data collection procedures in the form of interviews on the school site outside of regular teaching hours. The dissemination of the relevant outcomes may be done through the teacher's forum and the senior management team. Teacher participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: providing access to participating teachers, performance management data, and facilitating the use of classrooms for data collection. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,



Authorizing Official
Principal



Walden University policy on electronic signatures: An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically. Electronic signatures are regulated by the Uniform Electronic Transactions Act. Electronic signatures are only valid when the signer is either (a) the sender of the email, or (b) copied on the email containing the signed document. Legally an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. Walden University staff verify any electronic signatures that do not originate from a password-protected source (i.e., an email address officially on file with Walden).

Appendix C: Consent Form

CONSENT FORM

You are invited to take part in a research study that explores high school teacher's motivation as it is related to performance management. You are being invited to participate in this study because you are presently a tenured teacher, and have experience with the performance management process in the local setting and you are currently an assigned teacher outside of the researcher's academy. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part. A researcher named Richard Wildman, who is a doctoral student at Walden University and a [REDACTED] [REDACTED] [REDACTED], is conducting this study. The researcher's roles as a doctoral student and [REDACTED] [REDACTED] are separate. This study has no impact on the researcher's role as a [REDACTED] [REDACTED] at this school.

Background Information:

The purpose of this study is to gain an understanding of the phenomenon of teacher motivation and how it is impacted by performance management mechanisms. Through this understanding, a professional development tool will be used to develop the performance management model into one that is developmental in nature. This will be facilitated through the training of school administrators who function as appraisers.

Procedures:

If you agree to be in this study, you will be asked to: Participate in one individual interview session that will last between 35- 45 minutes. The interview will be audio-taped

to document the conversations that takes place. The interview will focus on one guiding research question that will be fully explored by asking you to answer thirteen sub-questions. Once the interview is concluded and I have evaluated the narrative obtained, you will be asked to check a compiled interview transcript to ensure the accuracy of the information obtained from the interview.

Voluntary Nature of the Study:

Your participation in this study is voluntary. Your decision of whether or not you want to be in the study will be respected. No one at ██████████ Academy will treat you differently based on your decision to participate or not. Your employment status will not be affected in any way based on your decision. If you decide to join the study, you can still change your mind at any time during the study. If you feel stressed during the study you may stop at any time. You may skip any questions that you feel are too personal.

Risks and Benefits of Being in the Study:

Participating in this study poses minimal risk. There are no direct benefits for participating in the study. However, participants may benefit from improvements in the performance management process as an outcome of the project presented in this study.

Compensation:

There is no compensation for participating in this study.

Confidentiality:

Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this research project. Also, the researcher will not

include your name, the school and district name, or any information that could identify you in any reports of the study. The researcher has pledged to maintain confidentiality. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions: You may ask any questions you have now. Or if you have questions later, you may contact the researcher via richard.wildman@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is +1-612-312-1210. Walden University's approval number for this study is **11-03-14-0307366** and it expires on **November 2, 2015**. The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By replying to this e-mail with the words 'I Consent' I am agreeing to participate in this study

This has been approved by the
Institutional Review Board of
WALDEN UNIVERSITY
as acceptable documentation of the
informed consent process and is valid
for one year after the stamped date.

2014.11.0

3 17:15:35

-06'00'

Appendix D: Sample Transcribed Interview Transcript

Interviewer: How would you characterize teacher motivation?

Mark: Ok, a motivated teacher.. (Pause), Doing his or her job activity or task and trying to improve at each occasion. Wanting to do it better and better, not feeling like giving up.

Interviewer: So based on that description, would you describe yourself as a motivated teacher?

Mark: Yes, Definitely

Interviewer: So then, do you believe the performance management processes demotivates you as a teacher, and if so, what are some of the ways in which you are demotivated?

Mark: Alright, I would say no, and usually during the whole dialogue process clash with observation, I am demotivated by that, during that time. But once the people are gone, I'm ok. I'm more self-motivated, than motivated by other people. I feel like I'm being asked to do tasks without tools or opportunities to do it the best way I know how to...so in terms of our example like the lesson observations.... and yet I don't have all the students who are willing to work and get them to pass. It's not just necessarily the schools issue, it's cultural too. We have the means to contact parents, but they don't have the interest.

Interviewer: What do you believe the role of the performance management process should be?

Mark: OK, so it should first of all establish the objective, what the task should look like at the end. Targets offer the tools and guidance and how to get students at the point that I want, an ongoing process.

Interviewer: Do you believe that school leadership has a role to play in teacher motivation? In what ways?

Mark: Definitely, all managers, they should try to get the best out of their workers, Well, as it relates to this [particular issue, mostly know their stuff and what motivates them and keep that motivation and knowing what demotivates them and doing what they can to help.

Interviewer: Would you say that motivation plays a role in your job satisfaction? How would you describe this role?

Mark: Definitely, If I am being asked to do the tasks, then I feel satisfied that I have done them. If the opposite happens then I become demotivated, this makes stress worse, not only must they motivate but must also avoid demotivation.

Interviewer: Based on your answer to the question relating to your motivation, are you satisfied with your job as a teacher?

Mark: As a teacher here I think there is room for improvement in my satisfaction. I have been more satisfied before and some things have caused a lower level of satisfaction.

Interviewer: Are you satisfied in your performance management evaluations?

Mark: The dialogue component in terms of establishing objectives and targets, YES, the support part to get to meet those targets, NO, and I can't blame anyone, they can only offer what they have.

Interviewer: Do you think the outcome of your performance management evaluations accurately reflects your standard of work?

Mark: No, not always, I think there is too much subjectivity and if it was accurate at the point, the way it is done, I don't feel I could I could have improved.

Interviewer: Do the performance management evaluations affect your self-efficacy or ability as a teacher?

Mark: No, not at all, my motivation and efficacy come from inside.

Interviewer: Do you believe performance management outcomes impact your level of satisfaction with teaching? In what ways?

Mark: In general, yes, well back to the whole idea of motivation, if the job is not motivating enough, then I feel less satisfied, so a lot of times I feel demotivated during the process or event.

Interviewer: Do you feel the performance management process enhances your practice as a teacher?

Mark: No, with no development, how can it?

Appendix E: Themes and Meaning Units

Themes	Meaning Units
Participant Motivation	personal drive, behavior sustained to meet expectations, dispositional and situational, and inside feeling to do best, behaviour that is sustained and directed in order to work
Demotivation and job satisfaction	being given tasks without tools, get demotivated after the process, observations can be demotivating, not developmental, accountability driven, grading system, descriptors not precise, one shot process, inflexible, so a lot of times I feel demotivated during the process or event, then I feel less satisfied
Performance Management and Practice	objective based, offer tools for guidance, want to feel helped professionally, optimistic, hold responsible, holistic and develop people, should be designed for improvement
Role of Leadership	know how to get the best out of staff, need to feel like playing a part, create more leaders, develop and support, seek to motivate and validate teachers