

DEVELOPMENT OF A PERFORMANCE MANAGEMENT SYSTEM FOR TEACHERS IN SCHOOLS UNDER THE ST. GABRIEL'S FOUNDATION OF THAILAND

Artip Sornsujitra¹

Nuntarat Charoenkul²

This research was financially sponsored by THE 90TH ANNIVERSARY OF CHULALONGKORN UNIVERSITY FUND (Ratchadaphiseksomphot Endowment Fund)

Abstract: This study aimed to develop a performance management system for teachers in schools under the St. Gabriel's foundation of Thailand through the application of descriptive research. Data were collected by using questionnaire to discover the state, problems and ideas in many issues concerning performance management for teachers. The questionnaire was structured based on main components, subcomponents, including essential characteristics, in accordance with concepts, theories and operational definitions of performance management and a performance management system. The interviews with representatives from each group of schools were conducted to obtain additional results used for designing the system, which was verified in terms of quality by experts. The interviews with school directors and a focus group discussion between heads of the academic division and heads of the personnel section of each school were arranged in order to study feasibility and appropriateness of the implementation of the system.

The research findings could be summarized that the state of performance management was practiced at a medium level. The problem was lack of knowledge, understanding and skills on part of the persons in charge. The performance management system for teachers in schools under the St. Gabriel's foundation of Thailand should be a performance management system that integrated organizational performance and personal performance, comprising five main components. Such components were: 1) Planning, 2) Acting, 3) Monitoring, 4) Reviewing, and 5) Feedback.

Each component was composed of subcomponents and characteristics showing the details and methods of operation, examined and certified in terms of quality by experts, with the average value at the highest level (between 4.51-5.00). From the evaluation of feasibility and appropriateness of the implementation of the system, it turned out that the average value fell at a high level (between 3.51-4.50).

Keywords: A Performance Management System, Teachers, Schools under the St. Gabriel's Foundation of Thailand

Introduction and Background

School administration was the challenge for any administrators who had to achieve school goals by making students who completed their study to be able, good and happy citizens. So that school administrators had to process knowledge, abilities and skills for school administration, administrative strategies, as well as sciences and arts in administration. In addition, they needed to be with self-determined to lead school to goal attainment.

At the age of globalization, knowledge and ability could be found unlimitedly in the world of information technology. Students learning behavior was changing with more learning materials and facilitators. Students were knowledge explorers and creators seeking for information and skills by themselves, besides learning from their teachers. Therefore, there was a change of teacher's role from a knowledge provider to a learning facilitator. At present, teachers must have to develop themselves to keep pace with changes. They had to develop professional knowledge, ability, skills and attitudes this would to make students to be able, good and happy. Teachers were important human resources to schools who had to be developed in terms of quality or could be proved to have quality in order to serve as a driving force towards school achievement. A way to develop teacher to have quality was performance management. The important process of performance management and quality inspection for teachers and academic personnel that was practiced annually was performance evaluation or consideration of performance in order to make a conclusion about the quality of each teacher and staff and to bring evaluated results to plan for personnel development henceforth.

The aims and principles of educational administration according to the National Education Act 1999, a mended (second edition) 2002, section 6, stating that "educational administration had to help develop Thai people to be a perfect human being equipped with healthy body, mind, intellectual, knowledge and ethics as well as culture for living and being able to live happily with others." In addition, in section 24, an issue on the learning process management was stated to call for operation and involvement on part of schools and all units concerned.

From the explanation of standards, indicators and criteria for the evaluation of external quality assessment in the basic educational institutions round 3 (2011-2015) it said about teaching effectiveness focusing on student-centered instructions.

From the proposals on educational reform in the 2nd decade (2009-2018), the vision stated that Thai people

¹ Ph.D. Candidate in Educational Administration, Faculty of Education, Chulalongkorn University, Thailand

² Professor, Faculty of Education, Chulalongkorn University, Thailand

had lifelong learning, an access to the quality with a target that by the year of 2018, Educational reform and systematic learning would be implemented. One of the principles was to develop educational quality, standard, and learning of Thai people by improving learners, schools, learning resources, environment, curricula and content, developing teacher profession to be valuable profession attracting those who are clever, good with a strong determination to become teachers with sustainability under an efficiency managerial system.

From the aims and principles of educational administration according to the National Education Act 1999, a mended(second edition) 2002, section 6, learning process stated in section 24, the evaluation of external quality assessment in the basic educational institutes round 3 (2011-2015) mentioned about teaching efficiency stressing on students, and educational reform for the second decade (2009-2018) said about developing teacher profession to be a valuable profession, showing important roles of teachers and educational personnel in education administration. Schools had an important duty to recruit and select suitable persons to work in schools and develop personnel to have knowledge and skills in order to manage and provide education according to the aims and principles of educational administration, having system management or setting up approach to administer personnel efficiently and effectively.

At present both academics and educationists in Thailand and abroad composed the books to transfer work experiences in schools and achievement by using an approach of personnel administration known as performance management. For schools in Thailand, the implementation performance management was not yet explicitly and seriously practiced either in public or in private schools.

In the performance management activities, performance evaluation was an important activity, which included the evaluation during performance management and final evaluation for reporting performance apparently showing ability of each personnel according to needs and organizational performance standards. Therefore, performance evaluation was an important activity or a critical stage of performance management.

Performance evaluation of teachers and educational personnel, to be consistent with the aims and principles of educational administration and learning process was an important issue at present, but more important was the creation and the development of the system in schools in order to motivate teachers and educational personnel to develop themselves to respond to such aims and principles.

Rationale

Schools under the St. Gabriel's foundation of Thailand were founded by St. Gabriel's foundation of Thailand that Brother of St. Gabriel operated since 1901. Educational institutions under the St. Gabriel's foundation of Thailand included thirteen schools and a university. In the academic

year of 2006, for basic education, the number of students at the kindergarten level is 3,106; the basic education level is 43,422. The number of teachers and personnel that lower bachelor degree is 136, bachelor degree is 2,662, master degree is 393, doctorate is 9, totally 3,100.

The quality of teachers was in need for developing the organization to keep pace with the social changes. Moreover, the problems of administration and performance evaluation have a strong impact on personnel and organizational development. The important role of schools under the St. Gabriel's foundation of Thailand participating in the development of the basic education quality has brought in the ideas for developing a performance management system of school in order to create sustainable development, leading to school administration quality, achieving goals and objectives. In this regard, it needed the monitoring of progress, development of improvement endowed with both at the individual and team level in each academic year. There should be a systematically performance evaluation for rewarding and proper improvements which should lead to output and outcome according to the objectives and the aims of offices/organization, and in concordance with the government policy on teachers and personnel development. Therefore, the researcher was interested in conducting research on a development of a performance management system for teachers in schools under the St. Gabriel's foundation of Thailand which would not only bring performance management system for teachers in the St. Gabriel's foundation schools but also introduce an idea on the application of such a system to other basic educational institutions which had a similar context.

Objective of the Study

This study aimed to develop a performance management system for teachers in schools under the St. Gabriel's foundation of Thailand through the application of descriptive research.

Review of the Related Literature

Performance management was a process of development for organizational performance by developing the performance of a person and a team who made an agreement on goals, standards and necessary ability in order to achieve the organizational objectives.

Armstrong (2006) introduced an administrative cycle of Deming to develop the process of performance management and to determine stages as follows:

- Planning: agreeing on objectives and competence requirements and producing performance agreements and performance improvement and personal development.
- Acting: carrying out the activities required to achieve objectives and plans.
- Monitoring: checking on progress in achieving objectives.

- Reviewing: assessing progress and achievements so that action plans could be prepared and agreed.

The main activities of performance management were:

- *Role definition*, in which the key result areas and competence requirements were agreed.
- *The performance agreement*, which defined expectations – what individuals had to achieve in the form of objectives, how performance would be measured and the competences needed to deliver the required results.
- *The performance improvement plan*, which spelt out what individuals, should do to improve their performance when this is necessary.
- *The performance development plan*, which set out the actions people, should take to develop their knowledge and skills and increase their levels of competence.
- *Managing performance throughout the year*, when action was taken to implement the performance agreement and performance improvement and personal development plans as individuals carry on with their day-to-day work and their planned learning activities. It included a continuous process of providing feedback on performance, conducting informal progress reviews, updated objectives and, where necessary, dealing with performance problems.
- *Performance review*, which was the formal evaluation stage when a review of performance over a period takes place covering achievements, progress and problems as the basis for the next part of the continuous cycle – a revised performance agreement and performance improvement and personal development plans. It can also lead to performance rating.

McAfee and Champagne (1993, cited in Williams, 2002: 16) introduced performance management as a cycle for integrating the management of organizational and employee performance included three components: 1) planning performance, establishing the performance goals, developmental goals and action plans with employees. 2) Managing performance, observing and documenting efforts and accomplishments; providing feedback, coaching and counseling employees regarding performance. 3) Appraising performance, evaluating employees' accomplishments and skills; discussing evaluation with employees.

Conceptual Framework and Research Methodology

The research conceptual framework about performance management system applied two conceptual framework, first was about a cycle and system of performance management, comprised 5 components were planning, acting, monitoring, reviewing and feedback, derived from a synthesis between the ideas of academics and researchers like Armstrong, (2006) Williams (2002), Spangenberg

(1994) and Spencer and Spencer (1993). Second was a cycle of integrated performance management comprises of 3 components were performance plan, performance management and performance evaluation by McAfee and Champagne (1993 cited in Williams, 2002: 16)

Research process of development of a performance management system for teachers in schools under the St. Gabriel's foundation of Thailand introduced stages in research process that had the content about sources of data, research instruments, data collection, and data analysis covering 6 stages as follows:

Stage 1. Determination of research conceptual framework

- 1.1 Study principles, concepts, theories about system and system development.
- 1.2 Study principles, concepts about performance management and performance management system.
- 1.3 Study concepts about making standards, indicators and criteria of performance.
- 1.4 Analysis of the ideas proposed by academics and researchers to form a conceptual framework used for developing a performance management system for teachers in schools under the St. Gabriel's foundation of Thailand.

Stage 2. System study, analysis and synthesis

- 2.1 Study and analysis of the current state of performance management for teachers in schools under the St. Gabriel's foundation of Thailand.
 - Study the present state and problems, as well as opinions and issues from teachers of each school.
 - Conducting an in-depth study at the representative schools.

- 2.2 Study and collect the information on problems, problem solutions concerning performance management.

Stage 3. Performance management system design
System design and developing a performance management system for teachers in schools under the St. Gabriel's foundation of Thailand.

Stage 4. Quality verification of performance management system

Collecting conclusions of performance management system from five experts who verified the system.

Stage 5. Evaluation and examination of the feasibility of performance management system.

- 5.1 Interviewing with 13 school directors and managing focus group discussion between heads of personnel, heads of academic department and representatives from schools in order to evaluate feasibility and appropriateness of the implementation of the system.
- 5.2 Setting priority, feasibility and appropriateness of the practice.

Stage 6. Revision of the proposed performance management system Conclusion and report.

Research Result

(Performance Management System in brief)

The performance management system for teachers in schools under the St. Gabriel’s foundation of Thailand should be performance management system integrating organizational performance and personal performance. The details of each main component were as follows:

Schools need the participation of stakeholders who got involved with school operation for identifying the target persons. The persons to be identified were a head of performance management section, a head of the academic division, heads of essence clusters or a head of the personnel section, personnel who responsible for performance management and teachers.

1.4 A design of the organization structure to support strategies

By setting performance management, function in

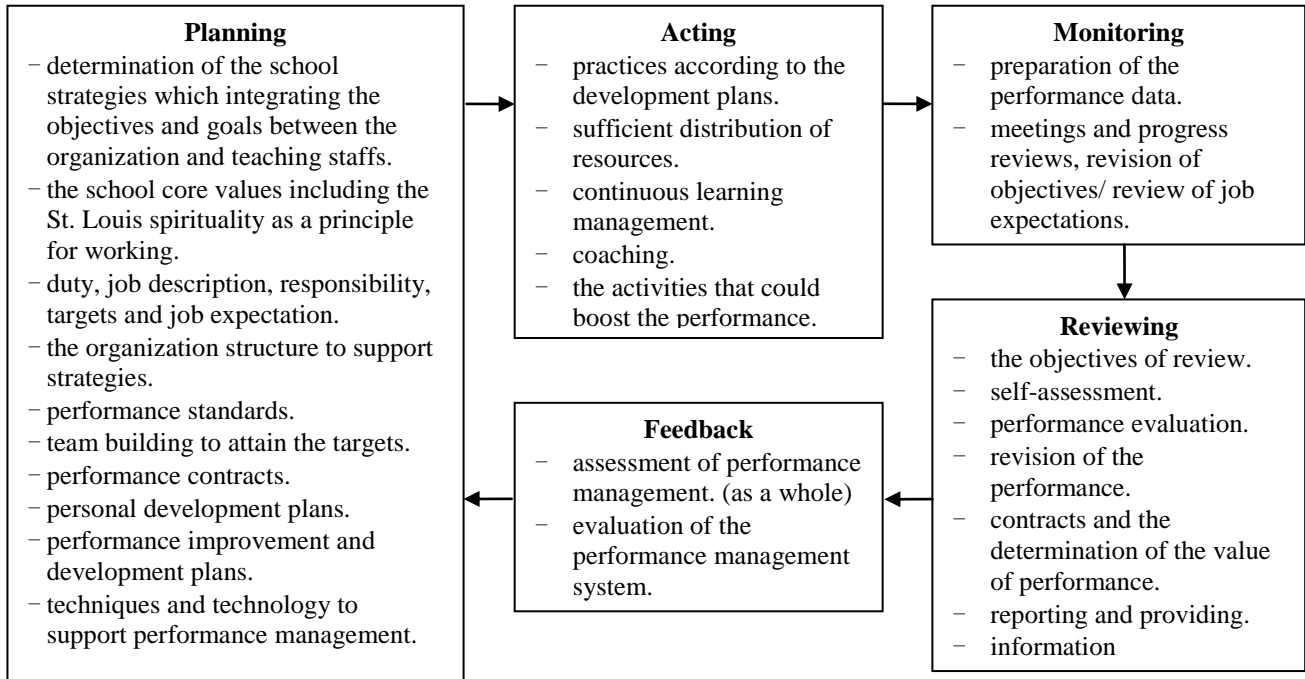


Figure 1: Performance Management System for Teachers in Schools under the St. Gabriel’s Foundation of Thailand (SGFS-PM SYSTEM)

1. Planning component, comprising subcomponents:

1.1 Determination of the school vision, strategies, mission, objectives and goals for performance management, integration of the objectives and goals between the organization and teaching staffs

Schools need the participation of stakeholders who got involved with school operation for determining the following directions: 1) Direction for education management and development of educational personnel according to the National Education Act 1999, a mended (second edition) 2002, 2) Direction for personnel development according to profession standards which determine by the profession standard office, 3) Direction for personnel development consistent with teacher standards of the Office of National Education Standards and Quality Assessment (Public Organization).

1.2 The specification of the school core values

Core values should include quality attention, continuous improvement and development, service mind and the St. Louis spirituality as a principle for working.

1.3 Assignment of duty, job description, responsibility, targets and job expectation

director office department. This function involved with a head of performance management and staffs who were school personnel, selected according quality and training experience to be teacher counselors. The number of performance management staffs should be according to school propriety.

1.5 Performance standards

Schools need the participation of stakeholders who got involved with school operation for determining the following elements: 1) Teacher profession standards that determine by the profession standard office, 2) Teacher standards of ONESQA and 3) Teacher’ model of St. Gabriel’ foundation.

1.6 Team building to attain the targets

Role of teams were: 1) Setting goals of organization/office as a whole, 2) Setting job objectives, 3) Setting team objectives of working, 4) Setting operational plan, 5) Implementation of the Plan and 6) A revision of performance results of teams.

1.7 Performance contracts

Performance contracts should include: 1) Role information included position, responsibilities, needed knowledge, ability to practice duty (technical competency),

and working behavior (behavioral competency), 2) Goal setting, 3) Method of performance measurement and evaluation, 4) Action plan, 5) Direction of performance revision.

1.8 Personal development plans

Schools need the participation of the stakeholders who got involved with school operation for determining the following elements: 1) Discover needs in order to develop at the level organization, offices and persons, 2) Leading needs in each level to determine topics for development in each academic year, 3) Determination of expected results from development of each topics, 4) Determination of learning activities and practices, 5) Determination of supporting resources for development, 6) Determination of key performance indicators to evaluate achievement of learning activities.

1.9 Performance improvement and development plans comprising the following elements: 1) Determination of agreements which to be improved or developed in order to achieve objectives, 2) Determination of plans by setting programs and priority of activities in order to achieve objectives, 3) Determination of methodology of planed performance measurement and evaluation and setting key performance indicators of personal ability level, 4) Setting committee to examine plan of personnel performance improvement and development.

1.10 Development of techniques and technology to support performance management

Techniques and technology must be used were: 1) Web-based software for information records, 2) Setting personnel database, 3) Computer-based performance records, 4) Creation of website for information publicities which involved strategic plan/ policies regarding personnel performance management.

2. Acting component, comprising subcomponents:

2.1 Practices according to the personal development plans, performance improvement and development plans

The practices were: 1) The St. Gabriel's foundation academic division determined directive frameworks or policies of development in each academic year for schools under the foundation, 2) Schools determine activities in each academic year for personnel, 3) Personnel/sections made plans/projects and asked endorsement from school in each academic year, 4) Schools determined persons in charge/division care takers/sections in order to facilitate activity operations will be successfully done according to performance improvement and development plans, 5) Personnel determine self - performance improvement and development activities according to advice of councilor/ self-needs.

2.2 Sufficient distribution of resources

Principles for distribution of resources were: 1) concerning with the number of personnel in each division/section/ essence cluster, 2) concerning with the number of students/service number of each division/section/essence cluster, 3) giving promotion/reward to divisions/ sections/ essence clusters that could use resources efficiently.

2.3 Continuous learning management

The practiced were: 1) Determination of performance agreements to be framework of leaning, 2) Conducting activities in order to support personal learning throughout the academic year according to performance agreements, 3) Performance revision in order to follow up and check learning and leading knowledge to implement in working, 4) Administrators provided funds for supporting activities in order to promote personal continuous learning, 5) Promoting the network of learning and experience exchange among personnel in St. Gabriel's foundation schools.

2.4 Coaching

The practices were: 1) Awareness creation of personnel to know that what a good work they could practice, 2) Job assignment which had determination of councilor, 3) Class observations and giving feedbacks and suggestions from a head of section/ a counselor, 4) Using real situations for supporting learning, 5) Awareness creation of problems that will happen and method for prevent problems, 6) Using mentor system for new personnel.

2.5 Conducting the activities that could boost the performance of a person/a team

The activities included: 1) Meeting/ open stages for personnel to share thought and finding direction to correct important performance problems, 2) Managing activities which support personnel to have desired behaviors such as determination, sacrifice, discipline, responsibility, cooperation, having human relationship and vision etc., 3) Motivating effort to create teamwork by creating cooperative activities among personnel in the same work line or must be coordinated, 4) Organizing information feedbacks among personnel/ teams who were in the same work line for utilities of performance improvement of personnel/ teams, 5) Continuous organizational development and effort in changes such as making projects/activities which focus at personnel development, organizational cultures, buildings and places, instructional medias, equipment, state and environment etc.

3. Monitoring component, comprising subcomponents:

3.1 Preparation of the performance data

Involved data included: 1) Performance contract, 2) Report of personal development result, which had planned, 3) Report of learning activity result that had planned, 4) Suggestion for performance improvement, 5) Additional comments from administrators in charge.

3.2 Meetings and progress reviews, revision of objectives/review of job expectations

Meetings and progress reviews had examination in issues were: 1) Progress and achievement in working of personnel according to behavioral objectives (Competency), 2) Progress and achievement in working of personnel according to performance objectives (Performance), 3) Involved jobs, 4) Operational results according to performance development and improvement plans, 5) Revision of objectives/ goals/ expected outcomes, 6) Revision of plans.

4. Reviewing component, comprising subcomponents:

4.1 The objectives of review

The objectives of performance review included:

1) For planning, 2) For motivation 3) For learning and development and 4) For communication.

4.2 Self-assessment

Topics for self-assessment included: 1) Performance contract, 2) Performance of academics/teaching work, 3) Performance of management, 4) Performance of student development, 5) Performance of relation with parents and communities

4.3 Performance evaluation

Criteria for performance evaluation should concern balance between factors were: 1) Achievements that related to goals/objectives, 2) Level of ability, skills, and implementation (Competences), 3) Working behaviors that drive performance, 4) Level of behaviors, which support core value of organization, 5) Efficiency of working.

4.4 Revision of the performance contracts and the performance improvement and development plans leading to the determination of the value of performance

Schools need the participation of stakeholders who got involved with school operation for determining the following elements: 1) Rating scale by concerning intensities, difficulties and more quantity of work such as 5, 4, 3, 2, and 1 which means very good, good, moderate, fair, and improved respectively, 2) Holistic rubric, 3) Analytic rubric, 4) Content criteria and 5) Performance criteria.

4.5 Reporting and providing information as follows: 1) School director/vice director reported performance to personnel as whole view, 2) Heads of division reported performance in limitation of working. 3) Councilors who were in charge of performance management reported performance of teachers to administrators and those who involved with, 4) Personal performance was reported by speech, 5) Personal performance was reported by documentation. Personal performance was reported by Computer-based performance report.

5. Feedback component, comprising subcomponents:

5.1 Assessment of performance management (as a whole)

Schools need the participation of stakeholders who got involved with school operation for assessment. Parts to be assessed were: 1) Objectives/goals, 2) Performance standards, 3) Conclusions about training activities. 4) Development of skills and ability, 5) Motivation, 6) Performance review, 7) Performance evaluation, 8) Giving value of evaluation, 9) Consistency between performance and rewards, 10) Documentation of report for performance, 11) Report and giving information

5.2 Evaluation of the performance management system

Schools need the participation of stakeholders who got involved with school operation for assessment. Issues to be emphasized on assessment of performance management system were: 1) Outputs/outcomes which to

be as standards/criteria and objectives that were set before, 2) Components of performance management, comprising four components were: Planning, Acting, Monitoring and reviewing, 3) Feasibility of implementation, 4) Flexibility according to contexts and different environments, 5) To be worthwhile in the expenses of using resources, 6) Time saving and 7) Satisfaction of personnel and every involved section.

Discussion and Conclusion

For the determination of the school vision, strategies, mission, objectives and goals for performance management, by integrating the objectives and goals between the organization and teaching staffs, for participants who determined these characteristics, the researcher designed the system according to the opinions of school representatives of each type. From the opinion of experts who examined the system, schools needed the participation of stakeholders who got involved with school achievement, especially parents and teachers association and teachers in charge of student development. This corroborated idea of Williams (2002) who said that the organization should collect needs of stakeholders to form its mission and strategies.

Determination of the core values of each school, should concentrate on “spirituality of St. Louis Mary de Montfort to be a principle in working” in order to be consistent with the education philosophy of St. Gabriel’s foundation.

For performance standards cited in Brown (2005) who studied the important components for implementing performance management in a school. An important component was the report of performance resulting from the application of performance management to develop teacher profession. From such things, a researcher designed a set of performance standards by applying the teacher profession standards comprising two aspects defined by the professional standard office (2005) covering knowledge standards and practice standards to form performance standards consistent with teacher profession development.

The objective of acting component was to develop knowledge, ability and skills in teacher profession that operate continually from planning. Dean (2002) gave opinion that school was the place for teacher to learn. In conclusion, the process of performance management in schools would bring consideration to teacher about needs for learning with team leader and planning for self-development so that schools should have an action plan for teachers for self-profession development. The conformity with profession development would lead to achievement of the organization goals.

In part of performance, evaluation was part of performance management system for teachers focusing on the academic aspect according to each year contract. It was not evaluation in accordance with administration structure. Therefore, to implement performance management system for teachers, schools should conduct evaluation of teachers

in order to encourage and support performance management and personnel evaluation in accordance with administrative structure. This was consistent with Wood and Marshall (2002) who said that the performance evaluation problem in the performance management system was the problem on the strategic integration. If choosing one of the performance evaluations, it should be related to the organizational strategy in terms of both main mission and sub-mission, and organizational culture that supported the strategy.

For reviewing activities which are partial of reviewing component, schools should be aware of difficulties that were an obstacle to achieve reviewing objectives, in accordance with Beer and Ruh (1976, cited in Armstrong, 2006) who said that difficulties that were an obstacle to the achievement of reviewing objectives were quality of relation between a supervisor and a supervisee, personality and skills of supervisors used in meeting, meeting process was reviewing objectives, methodology and documentation.

Suggestion for implementation

1) From the research findings which revealed that school administrators and personnel still lack of knowledge, understanding, utility and process of performance management, Education commission of St. Gabriel's Foundation of Thailand should encourage and support the provision of knowledge, understanding, utilities and the importance of performance management to school administrators and personnel.

2) From the research result that implied that the implementation of performance management system for teachers in schools under the St. Gabriel's foundation of Thailand would be achieved depending on cooperation from all the stakeholders, So it should have creation of knowledge, understanding, awareness and showing the importance of performance management system for teachers and supporting to teachers and persons involved to

participate in determining characteristics accordance with the subcomponents adaptable to the school contexts.

References

- Armstrong, M. (2006). *Performance management*. (3rd edition) United States: Thomson-Shore, Inc.
- Bittel, R. (1978) *Encyclopedia of professional management*. New York: McGraw-Hill,
- Brown, A. (2005). Implementing performance management in England's primary schools. *International Journal of Productivity and Performance Management*, Volume 54, Number 5/6 2005: 468-481.
- Dean, J. (2002) *Implementing performance management a handbook for school*. Great Britain: The Cromwell Press.
- Latham, G. P. and Wexley, K. N. (1981). *Improving performance through effective performance appraisal*. Reading, MA: Addison-Wesley.
- Lockett, J. (1992). *Effective performance management*. London: Kogan Page.
- Spangenberg, H. (1994). *Understanding and implementing performance management*. Cape Town: Juda.
- Spencer, Lyle M. and Signe M. (1993). *Competency at work: models for superior performance*. New York: John Wiley & Sons, Inc.
- Spencer, L. M. and Spencer, S. M. (1993). *Competence at work*. New York: Wiley,
- Stone, Thomas. H. (1982). *Understanding personnel management*. Japan: CBS College publishing.
- Walters, M. (1995). *The performance management handbook*. London: Institute of Personnel and Development.
- Williams, R. S. (2002). *Managing employee performance*. London: Thomson Learning, Berkshire House.