A LEADERSHIP MODEL FOR THE OPTIMAL INSTITUTIONALISATION OF A RESULTS-BASED PERFORMANCE MEASUREMENT AND MANAGEMENT CULTURE IN AN EMERGING ECONOMY

by

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DECLARATION

Declaration

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I declare that "A LEADERSHIP MODEL FOR THE OPTIMAL INSTITUTIONALISATION OF A RESULTS-BASED PERFORMANCE MEASUREMENT AND MANAGEMENT CULTURE IN AN EMERGING ECONOMY" is my own work and that all sources that I have quoted have been indicated and acknowledged by means of complete references.

---------- **31 Oct 2021**

Signature Date

(Messele Gebregziabher Kidanemariam)

DEDICATION

This thesis is devoted to the memory of my respected and helpful family; late mother Hadas Giday, late father Grazmazch Gebregziabher Kidanemariam, late brother Asmelash Gebregziabher, and late Max Kolb.

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ACRONYMS

AGFI	Adjusted goodness-of-fit index
AIDS	Acquired immunodeficiency syndrome
AMOS	Analysis of moment structure
ANOVA	Analysis of variance
ARL	Alignment role of leadership
AVE	Average variance extracted
BPR	Business process re-engineering
CD	Capacity development
CFI	Comparative fit index
CLAD	Capacity to lean adapted and developed
CRBCD	Creating Results Based Capacity Development
CRBPMMPF	Core results-based performance measurement and management practices
DF	Degree of freedom
EEA	Establishing effective accountability
EEPS	Establishing effective partnership strategy
ERL	Empowerment role of leadership
GOF	Goodness-of-fit index
GTP	Growth and transformational plan
GTZ	German technical cooperation
IFI	Incremental fit index
MDG	Millennium development goals
MERET	Managing environmental resources to enable transition
MfDR	Managing for development results
MMR	Mixed methods research
MoFED	Ministry of finance and economic development

MRL	Modelling role of leadership
MSV	Maximum shared variance
NFI	Normed fit index
NRM	Natural resource management
PCFI	Parsimony- comparative fit index
PET	Promoting effective trust
PFRL	Path - finding role of leadership
PGFI	Parsimony goodness-of-fit index
PIF	Policy investment framework
PMM	Performance measurement and management
PNFI	Parsimony- normed fit index practices functional
PSNP	Productive Safety Net Programme
RBM	Results Based Management
RBPM	Results Based Performance Measurement
RBPm1	Results based performance management
RBPMM	Results Based Performance Measurement and Management
RBPMMC	Based Performance Measurement and Management Championed
RBSP	Results based strategic planning
RMSEA	Root mean square error of approximation
RNI	Relative non-centrality fit index
ROARE	Results oriented accountability regime ensured
SDG	Sustainable Development Goals
SEM	Structural equation modelling
SLM	Sustainable Land Management
SNNPR	South Nations and Nationalities and Peoples Region
SPSS	Statistical Package for Social Sciences
SRMR	Standard root mean residual

ABSTRACT

Global reform has taken place in the public sector management as different internal and external driving forces and initiatives have come together, propelling governments, organisations, programmes, and projects to be more accountable to their stakeholders. Specifically, in Ethiopia, the institutionalisation of a results-based performance measurement and management (RBPMM) culture in the public sector needs reform. Currently, the RBPMM system is accepted and adopted as a management and leadership methodology for improved public sector efficiency, effectiveness and accountability. However, much remains to be done about the optimal institutionalisation of an RBPMM culture in public sector delivery. Moreover, scholarly research has not emphasised the systematic and holistic linkages of leadership roles and tasks and an RBPMM culture in the natural resource management sector and related sectors in the emerging economies.

This study aimed to develop a leadership model that drives the optimal institutionalisation of an RBPMM culture for the natural resources management sector of Ethiopia and related emerging economies. Therefore, the unit of analysis for the study is managing environmental resources to enable transition (MERET) programme of the natural resource management sector of Ethiopia.

A concurrent mixed method design was adopted, and data were collected simultaneously, after which the two approaches were explored and triangulated to determine to what extent the two datasets converged or diverged.

The target population for this study comprises middle-level leaders, senior-level professionals, community-level leaders, community-level development agents and community-level planning and development team members. The population consisted of a total of 484 and 40 respondents for the quantitative and qualitative studies, respectively.

Simple random and census sampling techniques were used to select respondents for the quantitative survey, and a purposive sampling technique was used to select key informants for the qualitative data. The realised sample comprised 228 respondents for the quantitative study and 20 key informants for the qualitative study. A Likert-type questionnaire and an interview guide were used to collect the quantitative and qualitative data.

The specific unit of analysis comprised different programme implementation hierarchies (federal, regional, and district and community level). The independent variable was Effective leadership roles and tasks, and the Optimal institutionalisation of an RBPMM culture was the dependent variable. Leading and Managing for a results-based culture was the mediator variable. SPSS version/AMOS version 23 was used as the statistical package to analyse the data. Descriptive statistics, ANOVA, structural equation modelling and confirmatory factor analysis were the main statistical techniques for the quantitative data, while thematic content analysis was used for analysing the qualitative data.

The results reveal that the direct influence of leadership roles and tasks on the optimal institutionalisation of an RBPMM culture is not significant ($r = 0.022$, $p = 0.848$). Leadership roles and tasks significantly influence the Optimal institutionalisation of an RBPMM culture indirectly through the mediating variable ($r = 0.874$, $p = 0.00$). This finding was confirmed by both the quantitative and qualitative studies.

The overall results of the study indicate that performance measurement information was adopted for control purposes and internal accountability. However, the actual use of performance measurement and management (PMM) information system to manage decision-making and wide-reaching accountability and transparency were not realised.

The findings of this study may narrow the existing literature gap relating to the optimal institutionalising of an RBPMM culture in the natural resources management sector and in similar development programmes in Ethiopia and in the developing economies in general.

The model could be used by policymakers and practitioners for the design and optimal institutionalisation of an RBPMM culture in their organisations.

Keywords: Leadership, Results-base performance measurement, Results-based performance management, Natural resource management sector, Institutionalisation of RBPMM culture, public service

CHAPTER 1 INTRODUCTION TO THE STUDY

This chapter aims to present the overall roadmap of the study.

1.1 INTRODUCTION

This chapter presents the overall context and a general background of the research study. In addition, it explains the importance as well as the main foundational theories for the study. Furthermore, it focuses on the context and profile of the study area and presents the current research gaps and why this study area was selected. The chapter discusses the research problem, justification, research questions, objectives and states the contributions of the study. Moreover, the chapter defines the operational definitions of the main concepts of the study and elaborates the ethical considerations of this research.

1.2 BACKGROUND OF THE PROBLEM

Global management reform has taken place in the public sector as different internal and external driving forces have come together to propelling governments, organisations, development programmes and projects more accountable to show results to their stakeholders. This should occur through improved accountability frameworks and accountability mechanisms and makers (Ryan, 2019; Jabbour, de Sousa Jabbour, Govindan, De Freitas, Soubihia, Kannan & Latan, 2016; Hilber, Doherty, Nove, Culle, Segun & Bandali, 2020; Kok, Imamura, Kanguru, Owolabi & Okonofu, 2017; Madhekeni, 2012). Governments are being called upon increasingly to show results and value for money, not only organisational activities and outputs but also actual outcomes (Brinkerhoff & Brinkerhoff, 2015). The driving forces for PMM for the last four decades in the public sector were management and budgeting initiatives, management by objectives, productivity, total management, pace of change and intensive competition of business environment (Julnes & Holzer, 2009; Ganiyu, Barbara & Paul, 2018). However, in recent years, authors asserted that the driving forces are reinventing government, managing for results, accountability, the government performance act and services efforts and accomplishments. With particular emphasis on demanding for managing for results and accountability, an increasing number of global, regional, and national forces are being carried out propelling governments/organisations to promote and institutionalise results-based PMM systems in the public sector focused on reform (Wang & Yeung, 2019; Bester,

2012). Some of the examples are Sustainable Development Goals (SDGs) and Managing for Development Results (MfDR) (Amoo, 2018; Madhekeni, 2012; Morra & Rist, 2009). Available literature mentions that a well-designed and articulated results-based PMM system is fundamental. Its effective application in local and national governments at different levels and within the framework of public sector organisations necessitates a strong leadership with an explicit strategy and management commitment that enhances leaders/managers and the general personnel towards achieving the desired performance results (Ndevu & Muller, 2018).

Different leadership scholars define leadership in various ways (Adoli & Kilika, 2020). Leadership is an enabling art, power and influence (Ramosaj & Berish, 2014), the engine that drives change and an art, an inner journey, a network of relationships, a mastery of methods and much more ultimately, leadership is a system (Ramosaj & Berish, 2014; Kouzes & Posner, 2012). Jabbar and Hussein (2017) mention that leadership is setting a direction, aligning people, motivating and inspiring. In a similar vein, leadership is a dynamic process that involves the interaction between the leader, his/her followers, and the situation, and leadership is everyone's business and responsibility (Adoli & Kilika, 2020). Leadership occurs when the meaning is generated, systems are developed, and relationships are formed (Valcea, Hamdani, Buckley & Novicevic, 2011; Hensellek, 2020).

Leadership and an RBPMM culture matter because leadership influences organisational members to be committed to using evidence-based performance information (Ali, Tretiakov, Whiddett, & Hunter, 2016; Gębczyńska & Brajer-Marczak, 2020). Systematic data collection and using evidence-based performance information for decision-making, learning, improvement, development and accountability are not a matter of luck. Leadership that cultivates and uses an RBPMM culture matters (Ali et al., 2016). The need to learn and improve an organisation's performance and engagement of agents at an individual, team level, and organisational level are the key drivers of measuring and managing performance (Baird, 2017; Sole & Schiuma, 2010). According to GAO (2015:86), "managing for results, reinventing government, managing by measurement, value for many, and customer-driven administration are also some of the drivers for the implementation of PMM opined reforms in governments around the globe."

Critical practices in which public sector organisations must engage is to improve

continuously by using evidence-based performance information to learn. Along these lines, scholars confirm that continuous learning requires an organisation and/or a development programme that is self-driven concerning learning and a culture that measures performance and uses it to enhance decision-making, internal organisational learning, improvement, accountability and development (Andersen & Nielsen, 2020; Gao, 2015; Sanger, 2013).

Various methods of measuring and managing performance are strongly surrounded in the way individuals and groups understand the task, becoming part of either a performance measurement culture or a performance management culture (Gomes, 2020). Available literature mentions that PMM is not two separate entities (Owais, 2021). However, Gomes (2020:172) asserts that "performance measurement and performance management are two distinct inter-related processes, integrated into a system. These two terms are used together, when referring to a system, and separately when referring to a process."

Leadership is not so much about what leaders do, but about the context and conditions that they establish and are embedded, that is, the culture and values they influence (Krauter, 2021). Leadership roles and tasks identified from the literature review, namely modelling, pathfinding, alignment and empowerment, are some of the key leadership drivers that are essential for systematically leading and managing a results-based culture in a given setting. Leaders' personal values combined with appropriate leadership roles and tasks and related leadership strategies are the enablers for real-world leadership (Stempihar, 2013; Nicolaides & Duho, 2019). At the same time, leadership relies upon the interaction of multiple factors, particularly considering the application of system thinking (Monat & Gannon, 2015) regarding the notion of complexity science (Nienaber & Svensson, 2013). This promotes a PMM culture (Saidin, 2012). "System thinking" is the relationship, integration and feedback loops and interaction between the parts of a unit so that the organisation, its functions and outcomes can be understood as a whole" (Monat & Gannon, 2015; Henning, 2020). In this framework of the study, a role is the foreseen set of activities or behaviour patterns that stem from one's own job (Greyvenstein & Cilliers, 2012) and related practices that the leaders adopt and implement in the context of small or medium enterprises to achieve a programme vision, mission, values, as well as strategic objectives and initiatives.

Promoters of an RBPMM system assume that performance information leads to accountability and transparency (Mizrahi & Minchuk, 2019). Brinkerhoff and Brinkerhoff (2015:223) assert that in “the present-day resource-constrained environment, both for the international aid organisations and for the governments of the developing countries, the pressure to demonstrate results and value for money are pivotal.”

Governments are expected to show results, not only processes but actual outcomes (Julnes & Holzer, 2009). In order to achieve the fundamental mission of organisations, results-based management (RBM) and/or managing for development results (MfDR) approaches, where PMM is the basic component, has been adopted in the public sector since 2000. Naskar (2021) asserts that for improved public sector performance, adoption of an RBM is the practice for the 21st century for the effective performance of organisations, programmes and projects in the public sector. Furthermore, Gwata (2017) affirms that adopting the RBM approach in the public sector has occurred as one of the most widely held options.

Results-based management (RBM) “can be considered as a hierarchical framework of mutually complementary components (program design framework, Monitoring, and Evaluation, Data Management and Management Information System with synergistic dynamics that collectively yield intended or unintended objective” Lainjo (2019:48). RBM is currently being acknowledged as a confirmed and acceptable approach for enhanced public service accountability, efficiency and effectiveness and sustainability, which is widely adopted in advanced and developing counties (Naskar, 2021; Gwata, 2017). However, much remains to be done about fully institutionalising an RBPMM culture as a priority in public service delivery in Africa (Wachira, 2013; Nkomo, 2011; David & Joseph, 2014; Ateh, Berman & Prasojo, 2020).

Governments are engaging in public sector reform to improve their policies, business practices and institutions to ensure optimal operations through institutionalising RBPMM culture (Ohemeng, Amoako-Asiedu & Obuobisa-Darko, 2018). Institutionalisation refers to the values and benefits of an RBPMM system and building and mainstreaming them into the criteria of organisational policies, structures and practices, governances, values and process to support the strategy, the vision, the mission of organisations to ensure sustainability (Cloete, Coning & Rabie, 2014; Garcia & White, 2005; Stofile, 2017; Ateh et al., 2020). Stofile (2017) states that

institutionalisation comprises human resources, value system, governance, training, intergovernmental relations/partnership, and capacity development and strengthening.

Optimal institutionalisation of an RBPMM culture means more than creating a system (Mackay, 2007). This opinion supports the idea that public sector organisations cultivate a culture of results by infusing with results-based techniques in the context of outcome-based management (Mei & Pearson, 2017). Organisations are expected to develop significant performance targets, measure and analyse the outcomes, understand how effectively the performance measures being are used as well as how the performance measure is being maintained and communicated and further learn from the evidence-based performance information to fine-tune delivery and review the organisational design and implementation where necessary (Naskar, 2021).

Uninterrupted flow of performance information that is useful both internally and externally is provided by a functional PMM culture that provides greater transparency, accountability, learning, and improvement within public sector organisations (Sanger, 2013; Sirkka & Leslie, 2014).

Solid PMM systems are essential for letting leaders know what the situation/problem is, which as a consequence can take actions accordingly in order, which can take actions accordingly to uphold or advance their performance (Antipova & Antipova, 2014). The sustainable development of a PMM system is influenced by the dearth of effective leadership roles (Lee, 2020).

The experiences of developed and developing countries and their stage of development in the institutionalisation of an RBPMM culture varies by their pathways, approaches and styles (Brusca & Montesinos, 2016; Mackay, 2007). Countries such as France and Germany developed PMM systems in response to varying degrees of internal and external pressures. In contrast, others, such as Australia and Canada, developed PMM frameworks mostly motivated by internal pressures (Brusca & Montesinos, 2016). Studies confirm growing interest in adopting a PMM system in organisations in some countries of Africa such as Egypt, South Africa, Kenya, Burkina Faso, Ghana, Uganda and Ethiopia (de Waal, 2007; Kagaari, 2011).

Nevertheless, though efforts are manifested, there is a common understanding that a PMM system has not made tangible and remarkable contributions to the efficiency and

effectiveness of organisations in Africa (Wachira, 2013; Mapitsa & Khumalo, 2018).

Available literature notes that the growing interest in adopting a RBPMM system is not at the country level but also affirms that it is essential that it is adopted at the level of local government (Ndevu & Muller, 2018). In this context (Ndevu & Muller, 2018) further elucidate that local governments are very close to the people and communities at the grass-root level and have a vital role in providing necessary goods and services for developing the local area as to sustain and promote the welfare of the people within their localities.

Performance measurement and management system as a tool enhances the local government to comprehend the efficient and effective service delivery. PMM enables governments at all levels of their operation spell out their vision, mission, values and strategies and translate them into goals or actions (Ndevu & Muller, 2018). For better livelihood of the local people of a given setting, the need to measure and improve the performance of the local people is necessary (Emanuel, 2018). According to a review of contemporary literature, for comprehensive understanding in the local governance of a given setting, it reveals that it is pivotal to give attention in implementing an effective PMM system in the local government (Emanuel, 2018). Elements of RBM/PMM systems are already practised to a varying degree in Ethiopia, at federal, sectorial and regional and in development programmes, projects and at community levels (Georgise, Thoben & Seifert, 2013; Debela, 2009). The natural resource management (NRM) sector and its specific development programmes/projects such as the MERET development programme which is operational at national and regional level in Ethiopia, has adopted RBM/PMM since 2004/5.

A lack of senior leadership support and weak capacity at the institutional level may slow progress (Wachira, 2013); for this reason, highly positioned champions who have the commitment to take the political risk of advocating an RBPMM culture are needed urgently (Wachira, 2013). Although attempts were made to improve the effectiveness and accountability of public sector organisations in developing countries, particularly in Africa, still there is a strong need to achieve the organisational, technical and strategic factors that determine their success (Wachira, 2013).

The above notions and perceptions motivated this researcher to carry out a systematic study and examine and assess leadership influence concerning the optimal

institutionalising of an RBPMM culture in a public sector. The MERET programme of the natural resource management sector, SNNP region in Ethiopia, is the context of the study and will consequently be discussed.

1.3 CONTEXT OF THE STUDY

This section aims to discuss the overall context of the study. The specific study context MERET is embedded within the natural resource management sector of Ethiopia. Besides the fact that it contextualises the study to the broader natural resource management sector in Ethiopia and the related development programmes and projects within and out of the sector, it is also expected that the study will also benefit similar public sector organisations, development programmes and projects in the developing world of emerging economies.

1.3.1 The natural resource management sector of Ethiopia

Baye (2017) confirms that the economy of Ethiopia is profoundly based on agriculture. Furthermore, Zegeye (2018) also affirms that Ethiopia's economy is also based on natural resources for subsistence. For countries whose people's livelihood depends on agriculture and natural resource, it could serve as the economic backbone (Dechassa & Tolosa, 2015).

Natural resource management (resource management or environmental management) is the sustainable utilisation of natural resources (Castleden, 2014). In this context, land, soil, forests, water, wildlife, rangelands, and biodiversity are the different natural resources that are well-thought-out as foundations of the livelihoods for the population (Wassie, 2020). The huge number of populations heavily put its pressure on natural resource for its subsistence, severe degradation of natural resources came to appear and the need for natural resource management in Ethiopia through implementing different policies, strategies, programmes with related goals and objectives (Wassie, 2020).

Developing countries have developed their specific public sector policies and strategies as their pathways to accomplish their development objectives and goals (Dercon & Gollin, 2014). In this perspective, there are several development initiatives designed and implemented either through development programmes, projects, or extension activities that have been established or launched to nurture and accelerate their specific sectorial or national economic growth in developing countries, including

Ethiopia.

Provision of progress and feedback on the implementation scenario of the performance of the initiatives (efficiency and effectiveness) to internal and external stakeholders requires evidence-based/results-based performance information for their decision-making, organisational learning and accountability (Schleicher, Baumann, Sullivan, Levy, Hargrove & Rivera, 2018).

Many developing countries, including Ethiopia, have developed their specific natural resource management policies and strategies. In this context, such countries must include explicit and relevant leadership /management strategies and develop timely and relevant knowledge management systems that would capture the design and implementation of their development and management frameworks, so that policy makers can generate results to inform their decision-making, organisational learning improvement and accountability (Sanger, 2013; Sirkka & Leslie, 2014). Managing for results needs to involve appropriate, systematically, and strategically aligned leadership roles and tasks and strategies (Thadeu, Juliana, Yaeko & Guilherme de, 2017).

The National Planning Commission of Ethiopia (2016) asserts that Ethiopia's vision is to reach a level of middle-income economy by 2020 to 2023. To address this vision, "Ethiopia has developed and implemented policies and strategies" (MoARD, 2010:44) as well as strategic and operational plans to strategically guide and manage the overall development of the country forward. The design and implementation of the Economic Growth and Transformation Programme (GTP1) and its successor, GTP 2, are examples of such programmes. Regarding these growth and development policies, agricultural and natural resource management and development are emphasised strongly as they are the mainstay of the economy for more than 80% population of the country (Dechassa & Tolosa, 2015). In this context, there is a strong focus given to the management of the natural resource sector. In this sector, different programmes and/or projects have been designed and implemented to improve the livelihood of land users' communities by implementing sustainable land management (SLM) or MERET activities in the framework of community-based watershed development plans and strategies.

"The Productive Safety Net Programme (PSNP), Sustainable Land Management

(SLM) and Managing Environmental Resources to Enable Transition (MERET) to more livelihoods" (MoARD, 2010:55) are the major natural resource management programmes that are embedded in the natural resource management sector of Ethiopia. These development programmes all have their own specific vision, mission, strategic and operational objectives, related interventions, and associated expectations. In addition, these development programmes must measure and manage for results to clearly understand where they were yesterday, where they are today and will be tomorrow (Sole & Schiuma, 2010).

The implementation and contribution of these policies and strategies need to be monitored systematically (Nicolaides & Duho, 2019), measured and managed to identify their progress as well as the related gaps through systematic and holistic performance measurement and management systems. Since 1994, the Ethiopian Government has started focusing on reforming its public sector organisations to enhance the service delivery system of the public sector (Jiru, 2020; Debela, 2009). The government supported and provided extensive capacity development and strengthening training programmes to enhance the knowledge and skills of the public sector employees to properly execute an RBPMM system (Jiru, 2020; Debela, 2009). However, according to Jiru (2020); and Yima and Daniel (2016) even though the efforts made brought some enhancements in line with the performance of some organisations, the efforts that were made were too demanding in terms of the benefits that were obtained.

Because of this phenomenon, literature mentions that it is essential to acquaint and disseminate a framework or a working model that enables the implementation of the RBPM system in the civil service/public sector organisations in emerging economies including Ethiopia (Debela, 2009; Forgor & Girinsky, 2020).

The National Planning Commission of the Ethiopian Government (2015/2016) affirms that the Gemba Kaizen's principles are being further promoted to enhance the performance and productivity of the civic service. The National Planning Commission of the Ethiopian Government states that a national monitoring and evaluation system was established. In order to lead the economy in an integrated manner, the importance and the need for reinforcing the national monitoring and evaluation system that is expected to produce timely and reliable data that is acceptable by decision-makers and users is also clearly mentioned in the GTP II document (Federal Democratic

Republic National Planning Commission of Ethiopia, 2015/2016). However, the national monitoring and evaluation system-specific contextual, operational, and strategic conceptual framework/working model is not set out explicitly.

1.3.2 The MERET of the natural resource management public sector of Ethiopia

The MERET has been under the leadership of the Natural Resources Management sector and was implemented in the rural areas of Ethiopia for the last three decades, where the Federal, Regional, Districts governments and Community (Kebelle) level administration implement improvements with the aim of poverty reduction in Ethiopia concerning land rehabilitation and sustainable livelihoods.

The MERET Programme in Ethiopia is synonymous with sustainable land management. MERET follows and uses a community-based participatory watershed development approach to improve the food security and the livelihoods of concerned rural communities (Gashaw, 2015). MERET operates in 6 regions and 72 districts of Ethiopia, covering 451 communities.

The proposed research study was conducted in the MERET of Natural Resources Management Public Sector in the SNNP region in Ethiopia. The SNNP region is in the southern part of the country. The SNNP region has one hundred eighty-one districts (181) which out of these the twelve (12) districts of the region were where the MERET of natural resource management sector was implemented. The study was undertaken in the selected MERET of the natural resource management sector implementation hierarchies at federal, regional, district (8) and community levels (8).

1.4 THE PROBLEM STATEMENT

Developing countries have adopted PMM systems into their public sector organisations which has been encouraged by international organisations/agencies as an element of good governance. PMM systems are introduced to ensure transparency of informed management, decision-making, the management and use of public funds, and improving performance in the public sector. Despite this fact, the goal of attaining efficient and effective public sector management has not still been realized in the public service organisations in developing countries (Koike, 2013).

Public service delivery in Africa is a major challenge because the provision of quality service to the needs of the poor is low. Organising and providing a quality public

service is a central function of a government, and research relating to how this function is implemented, especially in the Ethiopian natural resource management sector, is limited. There seems to be a global reform drive for the public sector management of governments in Africa to be more accountable to their stakeholders.

It is not practical for any organisation to manage for results without measuring its performance, the importance of creating and institutionalising a PMM system in the public sector organisations at all levels of their operation is pivotal. The adoption and execution of a PMM system in the public sector is a necessity. However, in practical terms, the execution of a PMM system in public sector organisations has obstacles that require further investigation.

Global, regional and country-led external and internal forces are pushing governments at all levels to create a PMM system in their organisations (large and /or small) (Naskar, 2021). PMM has been acknowledged and received extensive consideration in the recent past. Furthermore, PMM came to be a crucial aspect of efforts to improve public sector organisations' efficiency, effectiveness, and accountability (Ohemeng, 2011; Gomes, 2020).

Developing countries are becoming more open to adopting a PMM system (managing for results culture) because it is a prerequisite for improvement. However, on the other hand, studies related to developing countries' state of performance indicate that the measures are minimal (Georgise et al., 2013). Moreover, de Waal (2007) asserts that there is a scarce of empirical research on the RBPMM system in the developing economies (5%) with an emphasis on "institutional theory" compared to the developed world (95%) in the last two decades.

PMM system has gained remarkable consideration in the recent past (Akhtar & Sushil, 2018; Fatile, 2014). RBPMM system is conceptualized "as a systematic effort to improve performance by establishing desired outcomes and setting performance standards and aiming to improve the quality of public service delivery" (Fatile, 2014:77).

Performance measurement and management systems are heavily researched elsewhere in sectors other than natural resource management, yet the indication is that certain fundamentals of PMM systems remain unclear (Gomes, 2020; David & Joseph, 2014) are still not used and are tenuous. The implementation issue for

managing for results culture in the developing economies of public sector organisations (large and/or small) is the doctrine of PMM system principles and practices and, according to Mei and Pearson (2017), the absence of sustainable human resources management systems, as well. Public sector organisations recognize the advantage of PMM systems; however, it is also true that there is a challenge in the public sector in strategically linking and institutionalising it within the culture of their organisations effectively (Emmanuel, 2018). Despite the various benefits obtained from the implementation of an effective RBPMM system, it looks that a greater number of public sector organisations and institutions related to local governments, including Ethiopia, have not yet put emphasis on the effective implementation of the RBPMM system (Debela, 2009; Gomes, 2020). In fact, a well-implemented/institutionalised RBPMM system presents several benefits to organisations (Emmanuel, 2018). The PMM system has been executed in many developing countries, including Ethiopia; however, its implementation has been vulnerable due to organisational, technical and managerial issues (Ohemeng, 2011; Debela, 2009).

Institutionalizing a PMM-driven culture in the public sector organisations could be a discouraging mission, but strong and healthy organisational-wide PMM systems would have remarkable leverage in the organisation (Ohemeng, 2011). Setting up a PMM system in a given setting would in no way lead to the institutionalization of an RBPMM culture due to the different hitches connected with the processes of institutionalization (Ohemeng, 2011). Lack of support and political will and lack of expertise of the public servants impede the implementation of PMM principles at all operational levels of the public sector organisations (Suleymanli, 2018). Besides, lack of successful design, implementation and use of PMM system factors lack effective leadership are some of the issues that have impeded the implementation of the RBPMM system in public sector organisations (Sanger, 2008; Ateh et al., 2020).

Looking at the multi-dimensions of a PMM system is needed so that the opportunities that are required are identified (Sanger, 2013; Pulakos, Hanson, O'Leary & Meyrowitz, 2012; Martin, Homburg & Rajab, 2012; Sole & Schiuma, 2010; Yadav, Sushil & Sanger, 2013). As Wachira (2013) mentioned it, a RBPMM system is yet to be institutionalised fully or optimally as a strategy to do business in public sector organisations in Africa.

In this regard, the study on the influence of leadership on the optimal institutionalisation of an RBPMM culture is relevant. The success of RBPMM systems in the public sector depends on the involvement and commitment of the top-level leadership (Muthoni, 2017). Top-level leadership plays a substantial role in the design of a policy and related strategies that ensure performance management is efficient and effective in an organisation and explain and act on the essential values linked to performance. It is also expected that top-level leadership of a given setting plays a pivotal role in providing a PMM system (Muthoni, 2017). The process of an effective PMM system supports the executive management/leadership to assess the performance of individuals and teams and optimise the performance and productivity of an organisation through meeting the expected goals of the organisation (Muthoni, 2017). Successful implementation of PMM system is driven by effective leadership (Bourne, Franco-Santos, Micheli & Pavlov, 2018). This is particularly true for the developing economies, particularly Africa, where the majority of the organisations lack effective leadership (Baah, 2014; Brandenburg, 2018 Akhtar & Sushil, 2018). Lee (2020) also identifies that both management and leadership are required for better PMM system implementation.

Elements of an RBPMM approach are practised in the public sector organisations in developing countries in general and to some degree in Ethiopia in particular. Despite the practice of the PMM system in the developing countries (public service sector) in general and Ethiopia's natural resource management sector in particular, there is no study on leadership and the optimal institutionalisation of an RBPMM culture. Furthermore, scholarly literature on the topic does not sufficiently explore the public sector of an emerging economy in general and the natural resource management sector of Ethiopia in particular.

Existing research and available scholarly works do not explain the strategic and systematic linkages of leadership roles and tasks and the optimal institutionalisation of RBPMM culture in an emerging economy of public sector in general and the natural resource management sector in particular. Leadership that cultivates and drives an RBPMM culture is fundamental to the success of any organisation (Ali et al., 2016). Globally, it seems that the institutionalisation of an RBPMM culture is threatened due to a lack of effective execution of leadership roles and tasks (Akins, Bright, & Wortham, 2013). Not only a leadership model that enables and optimises the institutionalisation

of an RBPMM culture in Ethiopian public sector natural resource management organisations is essential, but it is also fundamental for the developing economies in Africa and elsewhere.

A leadership model that drives the optimal institutionalisation of an RBPMM culture with particular emphasis in developing economies (public service sector) in general and in Ethiopia's natural resource management sector does not exist. Stakeholders such as policy makers, administrators, managers, teachers/academicians, providers, and others can benefit from addressing the identified gaps/issues in the public sector organisations of the developing countries and the public sector leadership/management and practitioners in the natural resource management sector and the local governments in Ethiopia and elsewhere.

Though PMM has come to be one of the most vital reforms in the public sector both in the developed world as well as the developing countries, the institutionalisation of an RBPMM culture continues to be a major problem in the public sector (Ohemeng & Kamag, 2019; Ohemeng, 2011; Sutheewasinnon, Hoque & Nyamori, 2016). The study of PMM from different theoretical perspectives by different scholars continues in the public sector; however, there is a scarcity of research related to leadership and optimal institutionalisation of an RBPMM culture in the public sector in general and the natural resource management sector (Ohemeng & Kamag, 2019). Such scarcity of research studies has created a gap that needs to be addressed. Hence, this study would have a significant contribution to the limited scholarly research literature in this topic in the developing/emerging economies.

Therefore, it was logical to undertake this study and specifically assess and explore the influence of leadership role/tasks on the optimal institutionalisation of an RBPMM culture and develop a leadership model that drives the optimal institutionalisation of an RBPMM. The MERET of the natural resource management sector of Ethiopia was the context of the study. Stated differently, that the MERET of the natural resource management sector is within the sector of the natural resource management sector of Ethiopia. Ethiopia is not different from an emerging economy and therefore it is considered as the context of this study.

1.5 RESEARCH QUESTIONS

The research questions were formulated emerging from the research topic, the

research problem, and a review of the relevant literature.

The primary research question is formulated as follow:

How can a leadership model that drives the optimal institutionalisation of a results-based performance measurement and management culture be conceptualised?

Secondary research questions:

1. What underlying leadership factors influenced the optimal institutionalisation of an RBPMM/?
2. What underlying leadership factors influenced leading and managing for results culture?
3. What managing for results culture factors influenced the optimal institutionalisation of an RBPMM culture?
4. What managing for results culture factors mediate between leadership roles and optimal institutionalisation of results-based performance measurement and management culture?
5. How do leadership roles and tasks in managing a results culture and the optimal institutionalisation thereof differ between the federal, regional, district, and community levels (administrative hierarchies)?

1.6 RESEARCH OBJECTIVES

The theoretical objectives of the research aim to present the relevant theories and concepts related to the topic of the study.

1.6.1 Theoretical objectives

The theoretical objectives of the research study were formulated as follows, to:

TO1: describe the various relevant leadership theories and tasks that enhance the optimal institutionalisation of an RBPMM culture.

TO2: present an overview of the concepts of PMM systems

TO3: describe the existing PMM frameworks.

TO4: identify the key drivers in the management of a results-based culture in an organisation.

TO5: describe the current theoretical limitations relating to leadership and management of an RBPMM culture.

TO6: construct a preliminary conceptual framework.

1.6.2 Empirical objectives

The empirical objectives of the research study were formulated as follows, to:

EO1: determine the leadership roles and tasks that were being practised to optimally institutionalise an RBPMM culture.

EO2: determine the underlying leadership factors that influenced the optimal institutionalisation of an RBPMM culture.

EO3: determine to manage for results culture factors that were being practised to optimally institutionalise an RBPMM culture

EO4: determine to manage for results culture factors that mediate between leadership roles and the optimal institutionalisation of an RBPMM culture.

EO6: compare the differences in leadership roles and tasks, leading and managing for results culture and optimal institutionalisation of an RBPMM culture across the administrative hierarchies (federal, regional, district, and community).

The overall empirical objectives focused on studying the role of leadership towards the optimal institutionalisation of an RBPMM culture delved deeper into the strategic linkages of the key leadership roles and tasks with results-based strategic planning, results-based performance measurement, results-based performance management, trust-building, partnership strategy, mutual accountability, and capacity development.

The purpose of the study was to develop a leadership model that drives the optimal institutionalisation of an RBPMM culture for the natural resource management (NRM) Sector of Ethiopia and for the emerging economies in general.

1.7 RESEARCH HYPOTHESES

The research hypotheses were formulated based on the literature review, the problem statement, research questions, and stated objectives. “The main function of a hypothesis is to guide the direction of the study” (Lear, 2012:111). The research hypotheses that were formulated for this research study are presented next.

H1: Leadership roles and tasks have a statistically significant influence on the optimal institutionalisation of an RBPMM culture.

H2: Leadership roles and tasks have a statistically significant effect on managing for

results culture.

H3: Managing for a results culture factors positively influence the optimal institutionalisation of results-based performance management

H4: Managing for a results culture mediates the positive effects of leadership roles and tasks on the optimal institutionalisation of an RBPMM culture.

H5: There is a statistically significant difference between the implementation of leadership roles and tasks, leading and Managing for results culture and the optimal institutionalisation of an RBPMM culture across the administrative hierarchies (federal, regional, district, and community).

1.8 JUSTIFICATION OF THE STUDY

Leadership is the most widely discussed and researched aspects of business in the literature, which a variety of definitions has characterised, theories, frameworks, methodologies, approaches, guidelines, and managerial prescriptions (Benmira & Agboola, 2021; Hunt & Fedynich, 2019; Almaki, Silong, Idris & Wahat, 2016). However, the influence of leadership towards the optimal institutionalisation of an RBPMM culture is not explicitly stated in the literature in general and the public sector organisations. The institutionalisation of an RBPMM system has technical and political challenges, where the most important is leadership (governance) (Lee, 2020; Yetano, 2013). In the developing economies, particularly those in Africa, performance management is yet to be fully institutionalized as the way of doing business in the public sector compared to what is obtainable in the West and other advanced countries (Wachira, 2013; Holzer, Ballard, Kim, Peng & Deat, 2019).

PMM systems have been profoundly researched, but it is also mentioned in the literature that certain fundamentals of PMM systems continue to be vague, such that these practices are adopted but still not used and functional, are tenuous (Gomes, 2020). Scholars in the field of PMM systems advice that it is time to look at the PMM systems (Gomes, 2020; Sanger, 2013; Pulakos et al., 2012). Furthermore, available literature mentions that these issues were not given adequate consideration and by large, what is basically known is not grounded on facts but is centred on anecdotal accounts (Martin et al., 2012). Current research has not focused clearly enough on the strategic/systematic linkages of leadership roles and tasks and the institutionalisation of an RBPMM system in the public sector organisations (large and/or small).

Undertaking this research study was important because the PMM system is a key leadership strategy that ensures the efficient and effective implementation and achievement of organisational objectives (Kanneh & Haddud, 2016. According to Stríteská and Sein (2021), PMM system must fit the organisational culture because the link between organisation's culture and PMM system is fundamental and pivotal and it is when this takes place, PMM is functional in a given setting. Moreover, a full-bodied PMM system provides convincing performance information that would enhance to improve decision-making, accountability, learning and development (Domokos & Szolnoki, 2020), which could ultimately create an adaptive culture of a results-based regime in the public of an emerging economy in general and in the natural resource management sector in particular. In line with these notions, this study applied relevant theories, instruments, and frameworks in the public sector in general and the natural resources management public sector of Ethiopia in particular.

Though remarkable attempts have been made, a lot remains to be done to address organisational, technical and behavioural factors that determine its success. Effective performance management in the public service requires specific tools and deliberate measures. Africa has not made a significant achievement in recognizing the need to ensure that performance in the public service institutions is monitored and evaluated by using several leadership and management tools and installing them in all government departments (Wachira, 2013; Mapitsa & Khumalo, 2018). The installation of the PM tool is crucial; it is also imperative to ensure that it is continuously institutionalized and continuous dialogue held in the public service to pave the way for creating and attaining a results-based performance measurement and management culture (Bourne et al., 2018).

Therefore, the purpose of this research study is to describe and explore the relevant aspects of leadership roles and tasks that influence the optimal institutionalisation of an RBPMM culture to develop a leadership model that drives the optimal institutionalisation of an RBPMM culture in the public sector of an emerging economy in general and natural resources management sector of Ethiopia in particular. Therefore, it was necessary to investigate the results-oriented strategic linkages of key leadership roles and tasks regarding the patterns of institutionalising an RBPMM culture in the public sector of developing countries in general and the natural resources management sector of Ethiopia in particular concerning the factors that have

influenced the optimal institutionalisation of RBPMM culture and utilisation of PMM information.

This practical and empirical study will remain worthwhile to identify contextual gaps that necessitate policy mediations and applicable effective leadership roles and tasks and RBPMM system strategies/practices by the public sector organisations (large and/or small). Policy makers and strategy makers, as well as organisational leaders, managers, administrators and practitioners at all levels, are expected to gain insights that have an operational and strategic importance that would enhance the optimal institutionalisation of an RBPMM culture in the public sector organisations in general and the natural resource management sector of Ethiopia in particular.

1.9 CONTRIBUTION OF THE STUDY

A well-designed and articulated culture of results-based PMM systems and their effective application within the framework of the public-sector organisation of developing countries in general and the natural resources management sector of Ethiopia in particular guide leaders/managers towards achieving the desired performance results. Understanding the strategic linkages and relationships and implication between the key effective leadership roles and tasks and PMM practices and approaches will increase.

This study identifies the leadership factors that influence the optimal institutionalisation of a RBPMM culture in an organisation. The specific context of this contribution is for the public sector in the developing economies in general and the natural resource management sector of Ethiopia in particular.

The study refers to the influence of leadership on the optimal institutionalisation of an RBPMM culture in the public sector organisation in practice, but it is within the framework of the theoretical approach to leadership and results-based PMM culture in the public sector. The research question supported and facilitated determining, describing, and explaining the leadership roles and tasks and the PMM factors that influence the optimal institutionalisation of RBPMM culture in the public sector organisations in the developing economies. The assessment and analysis of the leadership roles and tasks as well as the results-based PMM systems, the leadership and PMM frameworks, and the leadership factors about the indirect influence on the optimal institutionalisation of an RBPMM culture in the public sector organisations are

the significant contributions of this research study to the literature. The indirect influence of leadership with particular emphasis on mediating factors is the core contribution of this study research to knowledge and the public. It is envisaged that this evidence-based investigation can provide direction and guidance to alleviate the issues and challenges of the leadership roles, practices and the use of performance information for decision-making, accountability, learning, improving, and development in the context of the existing bottlenecks in the PMM system in the public sector organisation of developing economies in general and the natural resources management sector institutions, development programmes and projects being implemented in Ethiopia, Africa in particular and even globally. Moreover, researchers, policy makers, managers, professionals, donors, non-governmental organisations and the communities (implementers) in the public sector organisations will appreciate the problems related to the roles and practices of leadership in promoting and institutionalising an RBPMM culture and design strategies and policies to alleviate these problems. Of particular significance regarding the study concerning the optimal institutionalising of an RBPMM culture in the public sector/natural resource management development sector could be a paradigm shift entailing establishing and institutionalising an adaptive results-based culture or regime in the public sector. The traditional execution patter of PMM system (Compliance, purely technical and oligarchy) in the public sector organisations may shift to the execution patter of a shared vision as well as enhance the professionals/employees to debate on the organisational dynamics in the context of leadership and institutionalisation of an RBPMM culture implementation.

Understanding the practical design, application, and implication of PMM systems regarding the use of control system framework perspectives (single-loop learning) is essential. It can provide further insight on a PMM system, in terms of social and cultural control and learning system (double-loop learning), can provide pivotal input to the relevant stakeholders in the public sector and across non-profit organisations.

This study further highlights the components of the leadership roles and tasks and the role of stakeholders in the design and implementation of an RBPMM culture. Furthermore, this study contributes to the literature on change management at organisational and institutional levels. Besides, it is envisaged that findings of the study will have implications for other developing economies that share similar context with

Ethiopia. Moreover, this study makes clear the strategic alignment of leadership and PMM system. The empirical research contributes to further comprehension of the role of partner/actors in designing and implementing PMM system.

In addition to the above, the findings, the proposed model, particularly the mediating factor(s) of the model, may be useful as a foundation for designing and institutionalising a meaningful and successful results-based PMM culture in the developing world, related implementing regions, other related public sector organisations, programmes and projects elsewhere. In this regard, interested scholars may use the outcome of such an advanced study for designing and implementing an RBPMM culture in non-profit public sector organisations, programmes, and projects. In addition, the study's findings may guide further research on the promotion and institutionalisation of a results-based culture in the public sector organisations with specific programme leadership.

1.10 THE SCOPE OF THE STUDY

There are numerous public sector organisations in Ethiopia. This study focused on the natural resource management sector of Ethiopia, specifically the MERET programme of natural resource management sector as a context. The main reason for this was that the MERET of the natural resource management sector of Ethiopia had adopted and implemented a RBPMM system for a long period of time (nearly 15 years) and it was operational for more than three decades and had huge experience within the natural resource management sector of Ethiopia. The researcher believed the MERET programme of the natural resource management sector of Ethiopia was the best example in sharing experiences to other public sector organisations and related development programmes and projects in the emerging economies concerning the implementation of an RBPMM system. The different practices of the RBM/RMPMM system started within the MERET of Ethiopia's natural resource management sector. Other similar development programs in the sector were at an early stage of development with this approach of leadership strategy and programme management practice.

The MERET of the natural resource management sector was implemented by the natural resources management sector of Ethiopia at different levels. MERET was implemented in Ethiopia in 6 regions, 72 districts and 451 communities. From the 6

MERET implementing regions in the country, the SNNP region, which comprised twelve districts and more than 80 communities, was selected because it was convenient in terms of language and accessibility and experience in results-based management system. From the twelve MERET implementing districts in the SNNP region, Alaba, DamotGale, Humbo, Boreda, Chencha, Areka, Lemu and Gurage were selected for the study.

The institutionalisation of an RBPMM culture in a given setting is a wide-range intervention. It seems that it has a leadership/management framework, methodological elements, strategic application and the process side for performance measurement and management, and this varies to the different organisational cultures, related disciplines and development orientations of public sector organisations and the associated development programmes (Poister, 2003). It also looks that it has both technical and political dimensions about addressing several methodological and technical issues and managing for organisational and institutional change (Poister, 2003). Therefore, this research did not cover all these detailed aspects and dimensions rather, it was delimited to the study of leadership roles and tasks towards the optimal institutionalisation of a results-based PMM culture. Furthermore, the leadership profile that was mentioned in this research study was transformational leadership/effective leadership; it only included leadership roles and tasks that led to the optimal institutionalisation of a results-based PMM culture and did not cover in-depth other aspects related to transformational leadership (for example behaviours and styles).

1.11 FOUNDATIONAL THEORIES FOR THE CORE CONSTRUCTS OF THE RESEARCH STUDY

Transformation leadership and change management theories are the major foundational theories for the core constructs of the research. Exceptional leadership is a key ingredient to making the strategic change effective and lasting (Attah, Obera, Isaac, 2017; Riaz & Hauder, 2010). One of the enormous challenges that leaders face today is the changing business environment which demands a paradigm of leadership to evolve to a new mind-set that relies on human skills, integrity and teamwork (Anwar, 2017; Riaz & Hauder, 2010). According to Dong (2020) and Bourne et al. (2018), the responsibility of formulating and implementing leadership strategies such as the performance management systems lies mainly on the leaders of an organisation.

Alignment, top leadership commitment and involvement, organisational culture, stakeholder participation, capacity development, staff commitment and continuous performance monitoring are some of the few key features of a successful PMM system identified by the literature (Krishnamurthy, Desouza, Dawson & Ho, 2018; Sujatmoko, 2020). In the PMM literature, some identified obstacles that prevent the institutionalisation of an RBPMM culture in the public sector organisations, development programmes, and/or projects. These include a lack of leadership commitment, a lack of linking strategic planning with PMM systems, a lack of clear measuring criteria, a lack of knowledge of staff, a lack of effective communication, a lack of resources to build the system and a lack of space for junior staff to contribute to strategic leadership (Kanneh & Haddud, 2016).

Leadership matters in the institutionalisation of an RBPMM culture in the public sector (Ali et al., 2016). Empirical evidence has documented that some leadership types/leadership roles in the context of institutionalising an RBPMM culture require a credible commitment, involvement, ownership. In addition, senior level leaders/leadership are championed so that the institutionalisation of an RBPMM culture is realised and sustained at all levels (Kimaro, Fourie & Tshiyoyo, 2018). The institutionalisation of an RBPMM culture depends on the role of leaders and relevant stakeholders (Moynihan, Pandey & Wright, 2011). Literature suggests that transformational leadership set the table for the institutionalisation of an RBPMM culture with particular emphasis on setting the relevant, effective leadership roles and tasks and practices (Moynihan et al., 2011). Transformational leaders direct and inspire their relevant stakeholders by nurturing their awareness of the importance of organisational values and outcomes. “This process requires leaders to create a sense of vision, mission, and purpose and provide confidence and direction about the future of the organization” (Moynihan et al., 2011:147). Transformational leadership also set the table for institutionalising an RBPMM culture through shaping key mediating variables (leading and managing for results culture) and use of evidence performance information for decision-making, accountability, learning and transparency by devoting explicit and credible backing by committing time and resources as well as by communicating its importance. Moreover, according to Cote (2017), transformational leadership creates a follower’s values, emotions, ethics, long-term goals while assessing motives and satisfying their needs in a transformational process that

changes people for institutionalising an RBPMM culture in the public sector institutions.

Usually, top-level leaders and managers are actively involved in the design and implementation of PMM systems, holding stakeholders and particularly employees accountable for the expected outcomes (Ukko & Saunila, 2020; Bourne et al., 2018). Transformational leaders exert influence through performance systems while also creating and managing a culture that enables those processes to succeed. Moynihan et al. (2011) assert that transformational leadership recognizes leaders are not mere technicians - they should inspire, stimulate, and act as role models. In practice, transformational leadership must pull the levers of formal organisational systems (Moynihan et al., 2011).

Transformational leaders encourage work engagement by enabling access to information, opportunities, support, and adequate resources. They ensure their commitment to create a vision that guides change and embeds the change (Amor, Vázquez & Faíña, 2020; Harb & Sidani, 2019). Transformational leaders focus their energies on vision and long-term goals, inspiring the environment, seeking change, aligning and changing systems and developing and training others (human capital) (Khan, Sentosa & Salman, 2018). Considering and appreciating change and efficiently and effectively practising change management is crucial in public sector organisations (Dumas & Beinecke, 2018).

Change is an intrinsic feature of an organisation, and in this respect, organisations must change so as to remain update. Change is always anticipated and is inevitable. “It exists in different dimensions and can be described as internal factors that include technologies, operational changes and processes, internal laws and policies, organizational modernization initiatives, changes in management decisions and others” (Jalagat, 2016).

Change management theory supports moving organisations from their current situation to the desired future state (Dumas & Beinecke, 2018). The technical and human factor aspects of organisations need to be changed and this refers to management change that entails a holistic and systemic approach - not only focusing on tools and technics but also considering social and behavioural aspects of the organisations or entities (Hornstein, 2015).

Processes and systems of organisations need to change as relevant to the demands of the current global and or /regional contexts so that they remain competitive. During the change management process, it is important for the organisations to critically make decisions not only the technical aspects of change that need to be implemented but also the human aspect of change with particular emphasis on the attitude of employees towards the organisational change (Singh, 2020).

1.12 THE THEORETICAL FRAMEWORK OF THE STUDY

Public sector organisations with an orientation of an RBPMM culture are considered to have better performance, informed decision making, accountability and transparency (Ouda, 2015). Consequently, leaders/managers in the public sector organisations are being strengthened so that an RBPMM oriented culture is clearly established, implemented and optimized (Thi Tran, Nguyen & Nguyen, 2020). This leadership practice demands the commitment and determination of all stakeholders at all levels of the administrative hierarchies of a given setting to meet organisational goals, objectives and strategies.

1.13 THE CONCEPTUAL FRAMEWORK OF THE STUDY

The conceptual framework of the study research pertains to the fact that the leadership roles and tasks influence leading and managing for a results culture and, in return, leading and managing for a results culture also influence the optimal institutionalisation of an RBPMM culture. The conceptual framework depicts that the leadership roles and tasks have a direct and indirect influence on the optimal institutionalisation of an RBPMM culture. The framework further illustrates the relationship/association between the core constructs as well as the related indicator variables that are depicted in the conceptual framework of this study. Effective leadership roles and tasks are the independent variables, and the optimal institutionalisation of an RBPMM culture is the independent variable. The dependent and independent variables with the mediating factors are depicted in Figure 1.1.

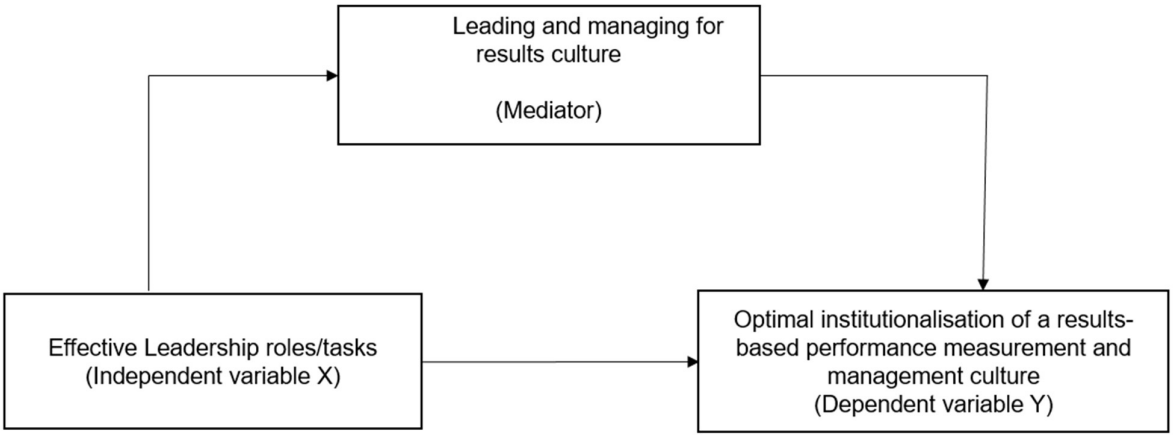

Figure 1. 1 dependent and independent variables with the mediating factors

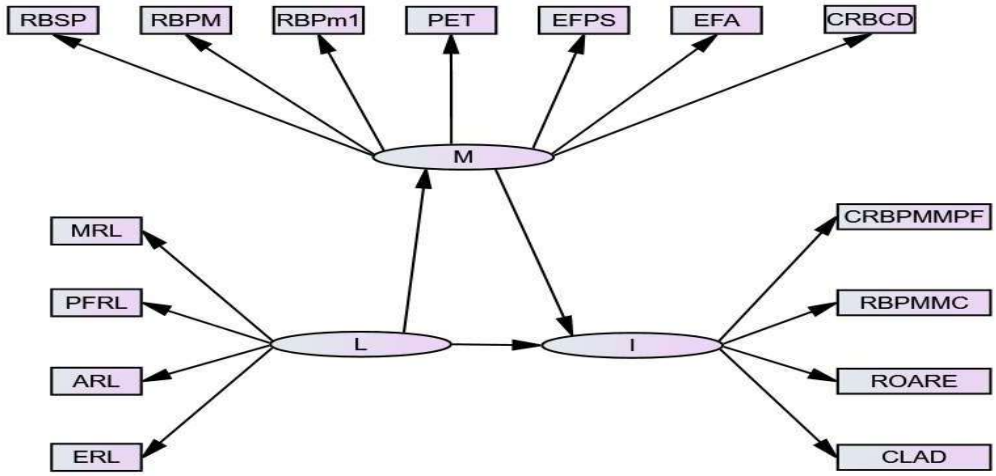

Figure 1.2 The hypothesised conceptual framework

Note: L = leadership roles and tasks, I = Optimal institutionalisation of a results-based performance measurement and management culture; M = Leading and managing for results culture; MRL = Modelling role of leadership, PFRL = Path- finding role of leadership, ARL = Alignment role of leadership, ERL = Empowerment role of leadership; RBSP = Results-based strategic planning; RBPM = Results-based performance measurement; RBPm1 = Results-based performance management; PET = Promoting effective trust; EEPS = Establishing effective partnership strategy EEA = Establishing effective accountability; CRBCD = Creating results-based capacity development; CRBPMMPF = Core results-based performance measurement and management practices functional; RBPMMC = Results-based performance measurement and management championed by senior leadership; ROARE = Results-oriented accountability regime ensured; CLAD = Capacity to lean adapted and developed

1.14 OPERATIONAL DEFINITIONS OF THE MAIN CONCEPTS OF THE STUDY

Given the trends of the research and leadership theories and related paradigms, this section defines and briefly elaborates the main concepts and constructs of the research study.

1.14.1 The leadership roles and tasks framework

The leadership framework consists of the overall leadership roles and tasks such as the modelling, pathfinding, alignment and empowerment roles of leadership.

1.14.1.1 Leadership

Leadership is the process of influencing an organised group's activities to achieve goal achievement to improve personal, social, and professional lives (Northouse, 2019). Furthermore, leadership is a social influence, the engine that drives change and a network of relationships, a system, power and influence (Northouse, 2019; Wauters, 2012; Kouzes & Posner, 2012). According to Jabbar and Hussein (2017), leadership is all about establishing directions and alighting people, motivate and inspire and making appropriate organisational conditions for heading in that direction.

Lee (2020) states that leadership effectiveness is concomitant with the accomplishment and failure of a PMM system in public sector organisations. Furthermore, leaders/leadership has a vital role in designing and setting the table for an effective PMM system (Lee, 2020).

1.14.1.2 Leadership roles

Numerous scholars have defined the different leadership roles. For example, the modelling roles /modelling the way of leadership was defined by Kouzes and Posner (2012) and D'Sousa (2001). The pathfinding role of leadership was described by Nguyen (2013) and the alignment role of leadership by D'Souza (2001), Henriquez (2007) and Lear (2012). The empowerment role of leadership was defined by Haq, Munawar, Ghaffar and Ali (2013) and Amor et al. (2020). "Most importantly, a principled commitment to carrying out these roles effectively by a transformational leader would yield organisational synergy of the differential contributions of teaming members in their collective efforts towards the successful attainment of set objectives" (Sahel, Cox, Flower & Shemwell, 2010: 87).

1.14.1.3 Effective leadership

Effective leadership is required to meet programme and organisational challenges. According to Barkley (2011), effective leadership in the public sector should be engaged, committed, dedicated to the work, have an interest in people, and have a service mentality. Effective leaders engage their teams, their workforce and their constituencies – they connect and personalise their vision of success (Barkley, 2011). Effective leadership has a vital role to play in all stages of organisation, development programme's or a project's lifetime in conveying organisational values, mission and vision (Nicolaides & Duho, 2019). Transformational/effective leaders develop a vision and establish relevant strategies (trust building, building human capital (capacity development and strengthening, knowledge management systems, organisational commitment, empowerment) that are needed to accomplish their organisational objectives (Khan et al., 2018). Effective leadership/leaders possess confidence, purpose, courage, ethical fitness and setting priorities (Grimm, 2010). "Effective leadership is associated and is described as transformational leadership" (Baah, 2014:205).

Transformational leadership is proactive and raises its follower's awareness by motivating inspirationally and by clearly articulating the vision, mission, values and strategies of that given setting and encourage them and facilitate to work hard towards attaining that expected vision and mission (Wright & Pandey, 2010). According to Bogoviz, Lobova and Popkova (2018), making positive changes, creating organisational climate, creating commitment, communicating the vision, building trust, influencing organisational performance and increasing organisational innovations, performing beyond expectations and advising supporting individual needs are the features of transformational leadership.

1.14.2 Leading and managing for a results-culture management framework

Leading and managing for a results culture or RBM is a broad management [leadership] strategy aimed at changing organisations to achieve their goals and deliver their performance results/outcomes (Bourne et al., 2018). "It provides a coherent framework in which performance information obtained from performance measurement is used for effective decision making and learning and improving" (Pazvakavambwa & Steyn, 2014: 249; Johansen, Kim & Zhu, 2018:3).

Leading and managing for a results culture construct consists of different indicator variables, and these are described below.

1.14.2.1 Results-based strategic planning

Results-based strategic planning is a “deliberative, disciplined effort to produce decisions and actions that shape and guide what an organization or other entity is, what it does, and why it does it” (Bryson, 2011:7-8). It is the activity of bridging the gap mentally from where the organisation or other entity is now and where it wants to be at some future time to accomplish a task (Mohammed, Sariah & Bon, 2013). Furthermore, results-based planning is “the ability to formulate plans, mental simulations, and actions arising from cause/goal and constraint analysis” (Northouse, 2019). Results-based strategic planning is the process (tool) by which the leaders and managers of a given organisation or entity foresee their future and design necessary procedures and operational mechanisms to attain their organisational and/or entity goals (Wolf & Floyd, 2013). Results-based strategic planning has a set of concepts, procedures, tools, and a family of approaches that help leaders/managers and related stakeholders address their organisational or entity’s objectives (Bryson & Edwards, 2017).

1.14.2.2 Results-based performance measurement

According to Radnor and Barnes (2007:393), “Performance measurement is quantifying, either quantitatively or qualitatively, the input, output or level of activity of an event or process”. This definition is supplemented by Melnyk, Bititci, Platts, Tobias and Andersen (2014) that performance measurement system involves the processes for setting goals, collecting, and analysing and interpreting performance data.

‘’Performance measurement is a metric used to quantify the efficiency and/or effectiveness of action” (Neely, Gregory & Platts, 1995:80). It manifests an ongoing collection, analysing and reporting performance information of a given entities/activities on accomplishments and forms the nucleus for managing for results (Putri & Aswar, 2020; Gębczyńska & Brajer-Marczak, 2020). Moreover, Bititci (2016:17;29) defines performance measurement as the “process (or processes) of setting goals, developing a set of performance measures, collecting, analysing, reporting, interpreting, reviewing and acting on performance data (technical controls)”.

1.14.2.3 Result-based performance management

According O'Boyle and Hassan (2015:1), "performance management system covers all aspects of an organisation's operations. It can be viewed as a holistic approach to performance that spans numerous performance dimensions that are fundamental to the effective delivery of an organisation's mission".

Aguinis (2019:2) defines performance management (PM system) as a "continuous process of identifying, measuring and developing performance in organisations by linking each individual's performance and objectives to the organisation's overall mission and goals."

It further refers to a wide range of actions, policies, procedures, and interventions designed to enhance organisations/entities to advance their performance (Putri & Aswar, 2020). Furthermore, Bititci (2016:17:29) defined performance management as the "cultural and behavioural routines that define how we use the performance measurement system to manage the performance of the organisation (social controls)". It is the use of evidence-based performance information for informed management decision-making, accountability, learning and development.

In the context of this study, culture is a common way of thinking, which underlies a common way of acting (Manzoni, 2012). Moreover, it is the way people think, translate into the way people behave and includes the fact that culture refers to patterns of behaviour that are reasonably pervasive throughout the organisation (Manzoni, 2012).

1.14.2.4 Results based performance measurement and management system

Performance measurement and management systems comprise two components: the performance measurement system and the performance management system (Melnyk et al., 2014). The performance measurement system entails establishing goals, collecting, analysing and interpreting performance data, whereas the performance management system comprises processes for evaluating the difference between the actual and expected results and undertakes corrective action if necessary (Melnyk et al., 2014).

Performance measurement and performance management practices are common in all segments of civil service and public sector organisations, development programmes and small- and medium-sized enterprises (Bititci, 2016; Garengo, Dorfler

& Nudurupati, 2012).

1.14.2.5 Building effective trust

Trust is the superglue that can embrace organisations or entities together (Frsyth, Adams & Hoy, 2011). Trust is a crucial element that binds different aspects of a given society and is an essential factor for social and economic relationships and is also an essential element in governance (Cerna, 2014). Moreover, it is a vital factor in policymaking and strategy development in a wide range of policy areas, including institutionalising a RBPMM culture in public sector organisations or entities (Cerna, 2014).

Trust can be examined at different levels (individual, group and organisational) (Mishra & Mishra, 2013), and it is crucial for the effectiveness of teams in an organisation (Ford, Piccolo & Ford, 2017). Trust implies the co-operation and collective commitment at the organisational level and the willingness to commit and co-operate to organisational changes at the individual level. Blanchard (2012) mentions that trust is the most basic element in a social contract, which is the most intangible aspect at the heart of true long-term success.

1.14.2.6 Establishing effective partnership strategies

A partnership is defined as pooling or sharing of resources (including putting together of complementary knowledge and skills) between and /or among two or more partners in order to solve challenging contextual issues or establish an opportunity that neither of the partners or stakeholders can address independently (Keers & Fenema, 2018; Bjärstig & Sandström, 2017). A partnership is when partners plan and agree to cooperate to advance their mutual interests. A partnership can be public-public and/or private-public partnership (Hsu, Shen & Chiu, 2017). Achieving effective governance or management of public-private sector organisations or entities is one reason for effective partnership (Sotiriadis & Shen, 2017).

1.14.2.7 Establishing a culture of accountability

Fulfilling the obligation to serve the public interest and preserving the public trust in an organisation, its employees, and its leaders are answering the fundamental question of accountability (Abdullah, 2019). Malena, Forster and Sigh (2004:4) define accountability as “the obligation of power-holders to account for or take responsibility for their actions, whereby power-holders refers to those who hold political, financial or

other forms of power and include officials in the government and civil society organisations".

Malena et al. (2004:4) further state that both social and mutual accountability refers:

"… a wide range of actions and mechanisms that citizens, communities, independent "media and civil society organisations can use to hold public officials and public servants accountable. Accountability is the guiding principle that defines how we make commitments to one another, how we measure and report our progress, how we interact when things go wrong, and how much ownership we take to get things done. It is, in essence, the nerve centre that runs throughout every part of the organisation and through every working relationship to every member of every team".

Accountability is fundamental to performance improvement by considering strategy and stakeholders and how performance is measured and reported (Harrison, Rouse & de Villiers, 2012). According to Malena et al. (2004), commitment, measurement, enforcement and an enabling environment are the necessary elements to make accountability work.

1.14.2.8 Creating a results-based capacity development strategy

According to Fisher (2010:109), "capacity development is a process whereby capacity is positively enhanced, it is also an expression of the desired outcome". Capacity development is the development of knowledge, skills and, attitudes whereby individuals, organisations, institutions and societies develop abilities (individually and collectively) to perform functions, solve problems and set and achieve objectives (Müller, Appleton, Ricci, Valverde, Reynolds, Worboys, Lockwood, Kothari, Feary & Pulsford, 2015). Capacity development is a leadership/management strategy that involves organisations and institutions (local, regional and national) and people organized from different organisations (state, private, public) (Garavan, Wang, Matthews, Nagarathnam & Lai, 2018). In the framework of designing and implementing capacity development activities in a given setting, it is fundamental to understand the fallacy of one-best-way approach; flexibility, learning, and consideration of the specificities of the context is crucial (Brinkerhoff & Morgan, 2010). Designing and implementing a capacity development strategy is a key element of results-based capacity development (World Bank, 2011).

1.14.3 Institutionalising an RBPMM culture

Institutionalisation an RBPMM culture means talking about the values and benefits of PMM, building them into the very criteria of structures and systems to support and

measure against the strategy, the vision, the mission, the values of societies, organisations and policies, and further considers accountability and results orientation and links interventions to the broader organisational culture (Ndabeni, 2014; Moynihan 2009). Individuals, groups, teams, leadership, and management work together towards a culture of results. This boosts proactive and interactive learning and improves, and the specific strategies of the institutionalisation of an RBPMM culture become functional (Manzoni, 2012).

Governments at all levels and organisations or entities in the public sector need to use an RBPMM system institutionalisation as a methodology to enhance institutional capacity, skills, process development, structures and systems (Hlatshwayo & Govender, 2015). Institutionalising an RBPMM culture is more than establishing the system (Mackay, 2007). It means that it is beyond organisational control (technical dimension) (Ohemeng & Kamag, 2019). It is a social control dimension that emphasises human values and behaviours/people management (Ohemeng & Kamag, 2019; Gaarder & Briceño, 2010; de Waal, 2007).

The institutionalisation of an RBPMM system in the public sector can be assessed or measured whether or not the core results-based PMM practices and their related internal and external organisational enablers are executed by the organisation that is being assessed (Wauters, 2012; Mayne, 2012).

1.14.3.1 Core results-based PMM practices

Core results-based practices, which include the assessment, design, implementation, communication/alignment and review, are the milestones for a functional PMM system (Taticchi, Balachndran & Tonnelli, 2012). Comprehending the alignment of organisational strategies to organisational operations (Taticchi et al., 2012; Wauters, 2012) is also a vital practice of a functional PMM system.

1.14.3.2 Championing a results-based PMM by leadership

“Championing is an extreme enthusiasm of an individual for change by doing above and beyond what is formally required to ensure the success of change and promoting change others” (Herscovitch & Meyer, 2002:478). Furthermore, championing is assumed to be one of the effective leadership/transformational leadership behaviours for leading and managing a successful organisational change (Faupel & Süß, 2019).

1.14.3.3 Results-oriented accountability regime

A results-oriented accountability regime is the diffusion of accountability, whether it is implemented as a single coherent regime in a given administrative context (Hogberg & Lindgren, 2020). Accountability regime is when top management/leadership embeds accountability regime in a given setting, such as the use of strategic planning (Tuchman, 2015) to make both employees and managers accountable for defined levels of performing their job (Cotton & Tuchman, 2015).

1.14.3.4 Developing a capacity to learn and adapt

Extensive and depth understanding of a context enhances people to learn and re-learn and develop a capacity to learn and adapt across various fields of interest in their work-life (Care, Griffin & McGaw, 2012). According to Clark and Oswald (2010) developing a capacity to learn and adapt is assumed to be a collective process of learning in action for an organisational change.

1.15 ETHICAL CONSIDERATIONS

In this research study with respect to ethical considerations, transparency, integrity, trust and other related aspects were aimed at reassuring the data source (people) and to encourage them to take part in the study. The names, identity, and important related issues were discussed with the respondents and participants that any information obtained from them would not be exposed to other sources without their knowledge and permission. Prior information about the objective of the research study was shared properly, and related authorities were informed for their authorisation and recognition of the overall research agenda and its process.

Detail ethical consideration formats were filled and signed by the appropriate federal and local authorities to ensure the required ethical consideration are considered critical preconditions for this research study. Overall, ethical clearance, confidentiality, the protection of privacy and informed consent were properly applied and ensured.

The respondents and participants in this research engaged within the context of the community systems. Discussion on the overall objectives and benefits of the research was held at federal, regional and district levels with the concerned authorities that would permit this research study to be implemented. The respondents and participants in the research were easily accessible and participating for them in this research was not a burden; rather, they were willing and cooperative. The participation of the

respondents and participants was based on their interests, and they were not forced to participate. Their participation was based on the informed consent that was explained to them before commencing with the research.

The privacy, anonymity and confidentially of the research respondents and participants were respected, and the researcher focussed on issues related to stigmatising, sensitive or potentially damaging issues or information. All the information provided by the respondents and participants remained confidential and anonymous. The research was conducted in an honest, transparent way.

1.16 CHAPTER SUMMARY

This chapter presents the fundamental issues and concepts that are important as a foundation for the following chapters. It started by discussing the limitations and gaps in the available literature. Despite the considerable amount of research done in the context of the study, this chapter described that minimum research had been done in the public sector organisations in developing countries in general and the natural resource management sector in particular. Furthermore, this chapter discusses the importance of sharing information with future researchers so that they, too, can take the overall mission into account to address the gaps observed in the public sector organisations, particularly in the natural resource management sector. By indicating the limitations in the existing literature, the chapter discusses the statement of the problem, the research questions and objectives, and the importance of the study in the context of the area under study. The theoretical foundations for the research were briefly presented. Operational definitions and concepts related to the constructs of the study were defined and described. The scope, as well as the rationale of the study, were also presented. Overall, this chapter presents the roadmap of the research. The next chapter presents the literature review of the research study.

CHAPTER 2 LITERATURE REVIEW: LEADERSHIP FRAMEWORK AND PERFORMANCE MEASUREMENT AND MANAGEMENT PERSPECTIVES

This chapter aims to present an overview of the available literature and relevant concepts, theories, and practices related to leadership and optimal institutionalisation of a RBPMM culture.

2.1 INTRODUCTION

This chapter presents the background information and discusses the overall context of the framework of the research study. It mentions the dominant frameworks and research trends of the PMM system for the last two decades and discusses relevant leadership and RBPMM concepts and practices. This chapter presents the overall view and implementation as well of the PMM system in different settings. It further discusses the principles and strategies for leading and managing for results culture. Moreover, this chapter discusses the institutionalisation of an RBPMM culture in the public sector and provides an overview of relevant leadership theories.

Furthermore, this chapter mainly highlights the theoretical objectives related to the concepts of PMM systems, existing PMM frameworks, key drivers in the RBPMM, and the limitations relating to leadership and implementation of an RBPMM culture.

2.2 BACKGROUND INFORMATION

The literature on PMM notes to the public that some of the main drivers for measuring and managing performance are to improve outcomes, to improve public services through better-informed decision making, the need for goal-oriented learning, and the need to measure efficiency and effectiveness (Dong, 2019; Bulawa, 2011; Metzenbaum, 2012). In this vein, the literature also mentions that continuous learning requires an organisation that is self-driven to learning and a culture that not only measures performance but also ensures the quality of data for use to improve decision making, learning, accountability and development (Kroll, 2015; Sanger, 2013).

The experience of developed and developing countries and their stage of development in the institutionalisation of an RBPMM culture varies with particular reference to their paths, approaches and styles, particularly due to lack of economic development and the developing economies lack of institutional capacity in their government at all levels as well as in their organisations (Pazvakavambwa & Steyn, 2014). The institutionalisation of an RBPMM culture is also threatened due to the lack of effective

and practical leadership roles and tasks among leaders (Akins et al., 2013).

Performance measurement and management are comprehensively researched and yet the indication is that certain fundamentals of PMM systems remain unclear in their effectiveness (Schleicher et al., 2018; Gomes, 2020), are still not used and are fragile. Accordingly, a fresh look at the multi-dimensions of PMM is required to identify the opportunities, which need to be explored in the future (Sanger, 2013; Pulakos et al., 2012; Martin et al., 2012; Sole & Schiuma, 2010; Yadav et al. 2013). According to Wachira (2013); and Kanyamuna, Kotzé and Phiri (2019), RBM is still to be fully institutionalised as a strategic approach to implement business in public sector organisations in Africa.

2.3 AN OVERVIEW OF LEADERSHIP THEORIES

Leadership is widely discussed and researched (Almaki et al., 2016). The concepts and practices of 'leadership' are explained in a wide array of emergent leadership theories (adaptive, authentic and appreciative) (Wolinski, 2010). Wart (2008:23) states that:

Leadership is a complex process involving numerous fundamentally different types of acts. Furthermore, leadership entails technical competence and achieving results, working with and through people, making sure that the organisation is in alignment with the environment, and making sure that there is appropriate and consistent adherence to the organisation's norms and culture.

Leadership theories explain leadership differently. Theories of leadership come in all shapes, sizes, and formats (Wart, 2008). For instance, while some of them use few variables and narrow aspects; others use comprehensive and broader array factors (Wart, 2008).

With respect to leadership theories, Wart (2008) further mentions that there are generic, causal-chain models of leadership that incorporate three factors, namely, leader behavioural variables/skills/paradigms (actions towards followers, organisation, environment, amongst others), contingency factors (intervening/moderating factors) and performance goals (Wart, 2008). Current literature confirms that contingency factors/theories provide insights about the reasons for effective leadership; however, it also notes that it is crucial to take into consideration that the literature endorses the limitation of the contingency theories. Riaz and Haider (2010) stated that the lack of sufficient attention to leadership processes transforms the way followers view themselves and their work. The effectiveness of a task or a relation-oriented

leader/leadership is contingent upon the situation (Riaz & Haider, 2010).

Most leadership theories understand leadership as rooted in one or more of the following three viewpoints, namely “leadership as a process or relationship, leadership as a combination of traits or personality characteristics, or leadership as certain behaviours or as they are more commonly referred to, leadership skills” (Wolinski, 2010:1). Concepts and practices of leadership are explained better in terms of the perspectives of leadership skill theory, which in terms of this set-up, according to Wolinski (2010) and NorthHouse (2019), leadership is a process and involves influence with a group of people towards the realisation of the organisational, development programme or project goals. Leaders require skills/strategic leadership paradigms (contingency theory, trait theory, situational theory, transformational theory, skills theory) that are contextual to a given setting that would help the overall leadership fit the business (Wolinski, 2010).

Taking the overall related review of the current literature, the leadership theories that better explain the leadership concepts and practices, the dimension and profile of this research study; the researcher perceives that there is a combination of change management, transactional, transformational leadership theories are the foundational theories for this research study, and this is briefly explained and presented Chapter 1 and comprehensively discussed in the next section.

2.3.1 Change management theories and practices

For organisations and development programmes to exist in the current era, they need to continuously change to be relevant to their environment. Literature asserts that change is an intrinsic feature of any organisation. All organisations, whether in the public or private sector, must change to remain current and relevant.

The literature on change management theories pronounces that change designates the effectiveness of institutions or entities with which they are competent to change their strategies, processes, structures and systems (Dumas & Beinecke, 2018). According to Hussain, Lei, Akram, Haider, Hussain and Ali (2018:196), “Change management has evolved over the past several years with change management models, processes, and plans developed to help ease the impact change can have on organizations”. In the change management literature, there are many change management theories developed by different scholar/authors that could be used by

different practitioners and researcher as relevant to their context. According to Worley and Mohrman (2014), some of the few models/frameworks include the Theories of Change (change process, and implementation of change), the Lewin's Change Model (unfreezing, moving and refreezing processes of change), the Positive Model (discover, dream, design and disunity) and Kotter's 8 Step Model. Kotter's model includes the following aspects: establishing a sense of urgency, creating the guiding coalition, developing a vision and strategy, and communicating the change vision, empower action, create short-term wins, and make change stick. The McKinsey's 7s Model (strategy, structure, system, skill, style and shared values) and the Engage and Learn Mode (awareness, design, tailor and monitor). However, the literature also suggests that the traditional theories of change and changing need to adapt to the new models of change related to complexity, engagement, and learning (Worley & Mohrman, 2014).

Change is a process that undertakes the involvement of individuals, groups and an organisation acting as a whole on contextual behaviours and changing the relationships in the internal and external environment (Andreoni & Scazzieri, 2014). Change can be comprehended as a rational and strategic process approach in which institutions or entities identify and define the importance of change as well as develop operational and strategic plans to implement the expected change (Bose & Gupta, 2021).

Though change management is a complex topic, it means "a structured process of managing people, processes and technology in response to the changing environment, so as to align business strategies with external changes and keep competitive" (Teczke, Bespayeva & Bugubayeva, 2017:196).

Change management requires a pragmatic and pluralistic agenda that enhance managers and/or leaders of organisations or entities to move on from focusing on a planned change to focusing on an emergent change, change encompasses both transformational and transactional (Dumas & Beinecke, 2018).

The context and notion of change management confirm that the goal or objective of change management is to improve the organisation, in some fashion, say solving problems by aligning work and strategies, aligning leadership task/roles with strategies and streaming the information flow and use within the culture of the organisations (the

technical side) (Creasey, 2007). The technical side of change management forces one to consider and work towards a balanced change and encourages him/her to consider further the people side aspect of change management paradigms (Creasey, 2007).

Implementing a need-based change involves the participation of concerned stakeholders (internal and external) and for this to efficiently and effectively take place, leaders and/or managers need to have the capability to influence, create a vision, communicate the vision and mission, empower and build team(s) so as to make the vision and mission realized (Dumas & Beinecke, 2018). Successful planning and implantation of change management requires effective change agents or effective leadership (Gill, 2010) with emotional intelligence.

Institutional change enhances institutions to device ways to execute change management efficiently and effectively with the help of different change management modes/frameworks and the change management offers numerous benefits to the organisation as far as the change is aligned with the organisational goals and objectives (Jalagat, 2016). Leaders and/or managers who undertake the change management process in a given setting require more efforts towards linking the work behaviour of the organisation to who, what, where, why and how of the change in context (Dumas & Beinecke, 2018).

The results-based management approach, the balance scorecard, the monitoring and evaluation system, and the Gemba Kaisen philosophy are the existing performance measurement and management systems or frameworks that are being implemented/exercised to track evidence-based operational and performance information of organisations, programmes and projects in Ethiopia.

According to the available literature, Gemba Kaizen is a Japanese concept that deals with a continuous improvement/change envisioned to enhance organisational processes and systems while reducing wastage of resources. Gemba refers to the location where value is created, while Kaizen relates to improvements made or necessary (Fredrick, Amina, Maurice, Bellah, Karim & Florence, 2019*).* Gemba Kaizen is based on five principles namely, problem identification (Willis, 2017), checking with *gembutsu* (inspecting machines, tools, rejects, and customer complaints for finer nuances) (Fredrick et al., 2019), taking temporary counter measures on the spot for the required change (Gupta & Jain, 2014), establish the root cause of the problem to

avert such situations (Fredrick et al., 2019) and standardizes operations and procedures-timely maintenance to changes and correction to deviations (Arya & Choudhary, 2015; (Fredrick et al., 2019). According to the Kaizen, an organisation which adopts the philosophy strives to improve its processes, promotes discipline and standardization, and believes the processes in place for solving problems (Fredrick et al., 2019).

All strategic changes that take place in organisations are delivered through programmes and projects, and successful organisations lead change by leading and managing their programmes and projects effectively (Cabrey & Haughey, 2014). Change initiative is not just about planning, implementation and evaluating that drive change, but it needs preparing the organisation or entity for transformation and ensuring the support of relevant stakeholders, and engaging decision-making bodies to champion and support the change before, during and after its implementation (Cabrey & Haughey, 2014).

2.3.2 Transactional leadership theory

Several theories are presented to explain the leadership concepts and practices as well as leadership effectiveness (James & Ogbonna, 2013). They mention that the role of transactional leadership is on organisation, supervision and group performance and focuses on the compliance of followers through both rewards and punishment. A transactional leadership approach is not concerned about the future change but strives to simply keep things the same (maintains the *status quo*). Such a leadership style functions at the basic levels of need satisfaction, focuses on the lower levels of the hierarchy needs and concentrates on stressing specific task performances through managing individuals/followers which also denotes that transactional leaders/leadership is effective in getting specific tasks done (McCleskey, 2014).

Likewise, Riaz and Haider (2010) assert that leadership mainly focuses on the two main dimensions of leadership, namely, transactional and transformational leadership. Here, the transactional leadership dimension centres on leader-follower exchanges which in the context of this notion, entails that followers perform in terms of the interests and direction of the leaders and that leaders reward the efforts positively (Riaz & Haider, 2010).

According to the available literature, there are four core facets of transactional

leadership, namely contingent rewards, active management by exception, and passive management by exception and a *laissez-fai*re style. Conventional leadership focuses on motivating followers by appealing to their own interest, whereby transactional leaders use conventional rewards and punishments to gain the compliance of their followers. Moreover, transactional leaders consent on the goals, structure and culture of the existing organisations (McCleskey, 2014).

2.3.3 Transformational leadership theory

The term “transformational leadership” is used to describe leadership as an exchange of interaction between individuals (Manning & Curtis, 2009:28). According to these scholars, transformational leadership was first discussed by Downton in 1973, and its emergence as an important theory of leadership can be traced to Burns, who distinguished the similarity and difference between the two types of leadership, i.e., transactional and transformational leadership.

Transactional leadership focuses on exchanges between leaders and followers, whereas transformational leadership/leaders focus on the potentialities of the relationships between the leader and the follower and engage the full person of the followers (Manning & Curtis, 2009). Unlike transactional leadership, the role of transformational leadership inclines more to the strategic issues related to the organisational culture such as developing and communicating of vision, shared values and ideas and establish relations (Schermuly & Meyer, 2020) and provide more sense to discrete activities create a common denominator to enlist the followers in the change process (Manning & Curtis, 2009).

Transformational leadership became the methodology of choice for considerable research theory and application of leadership (Bass & Reggio, 2006) and this is because the shift of the research paradigm from the early research tradition (military) to later research on transformational leadership that explored business leadership and leadership in government organisations (Bass & Reggio, 2006). Additionally, these scholars state that leadership studies have been conducted in numerous countries settings around the world. Transformational leadership adds to transactional changes and notes that there is considerable generality to transformational leadership (Northouse, 2019).

The literature on transformational leadership mentions that transformational leaders

inspire others to perform better than they originally planned and often even more than what they thought possible. It is the characteristics or skills of transformational leadership to empower followers and pay attention to their needs (Schermuly & Meyer, 2020). Moreover, scholars such as Bass and Reggor (2006) note, with regard to the public, that the transformational leadership approach is an expansion of transactional leadership that emphasises and considers transactions or exchanges that take place among leaders, colleagues and followers. However, these scholars also signify that transactional leadership raises leadership to the next level (inspiring, commitment, shared vision and goals of the organisation's problem-solving, capacity development and strengthening, participation, amongst others). With regard to this perception, in every sector the application and institutionalisation of a transformational leadership is essential.

Bass and Reggio (2006) assert that transformational leadership is a **system** (with inputs (people, time, and resource)), **process** (the interaction of people and resources) and the **outcomes** (the level of motivation, performance expected to achieve). According to this theory leadership as a system is attributed to the individual, group and the overall organisation and are described as leadership practices. Transformational leadership skills/behaviours become part of the leadership system, which, in return Cote (2017) denotes that transactional leadership focuses on the exchanges between the leader and the employee and is complementary to transformational leadership. It is not expected to have an absolute separate profile of transactional and transformational leadership; they are mutually inclusive (NorthHouse, 2013).

Unlike transactional leadership, regarding the context of organisational life and the transformational paradigm, the literature additionally asserts that the organisation is perceived not only as a technical or political system, but also as a moral system whereby there are some values and principles that are more powerful than the political interest of any particular coalition. In this context, available literature mentions that the transformational leader/leadership develops a plan of action, mobilises the workforce, and unleashes power by articulating and expressing the core values of the system, which implies that the respective leadership approach delivers on its promises, namely by aligning the vision of the organisation with its mission.

Here, it is worth mentioning that transformational leadership should be

transformational with deep change strategies and principles, while also being holistic and systemic. Transformational and transactional leadership are not different, but they are mutually encompassing - transformational leadership has an additive effect on transactional leadership. Figure 2.1 depicts the opinion of various transformational leadership scholars and how transformational leadership styles may result in performance beyond expectations (Winkler, 2010). From the viewpoint of NorthHouse (2013) transactional leadership can be satisfying and effective only in a limited way. In contrast, transformational leadership styles add substantially to the impact of transactional leadership.

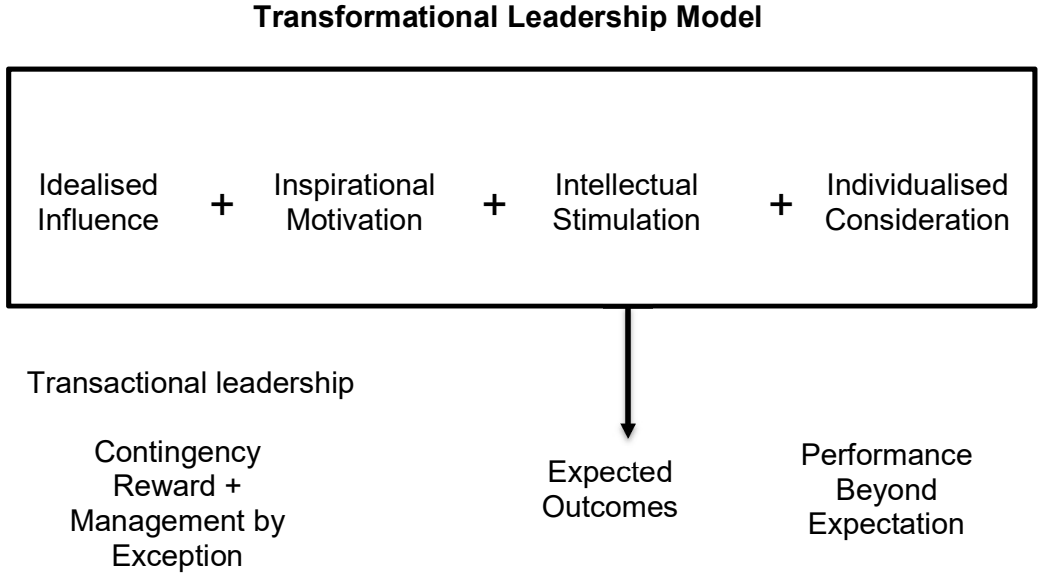

Figure 2.1: Additive effect of transformational leadership

Source: *NorthHouse (2013:194)*

Overall, according Yukl (2006), concern for the well-being and professional development of colleagues, sensitivity to political pressures on an organisation, accessibility, approachability, and the ability to clarify boundaries and encourage critical and strategic thinking are attributes of transformational leadership in addition to those identified by Avery (2004) Figure 2.2.

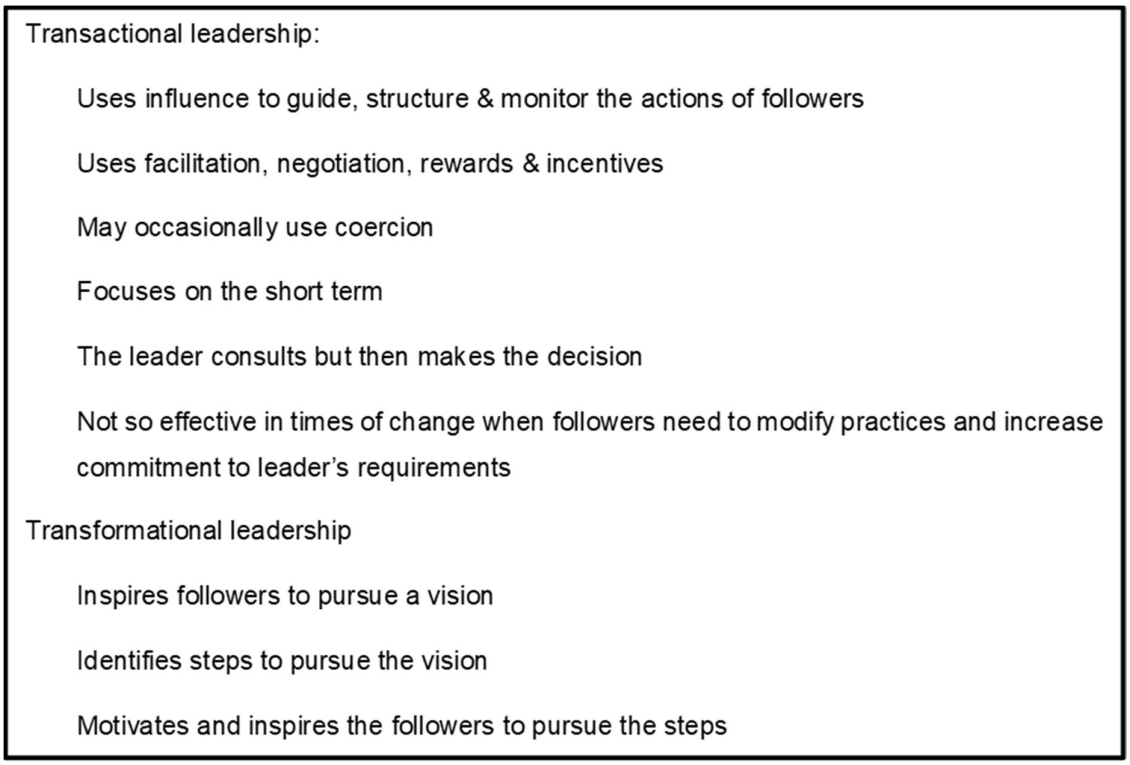

Figure 2.2: Elements of transactional and transformational leadership

Source: Avery (2004)

2.4 LEADERSHIP FRAMEWORK OF THE STUDY

The following sub-sections are discussed in connection with the relevant leadership frameworks and PMM systems as reflected in the available literature within the framework of this study.

2.4.1 Effective leadership

Effective leadership is a crucial area of focus that makes organisations/institutions or entities change their way of thinking about the strategies of their business as well as their continuity through managing people (Adoli & Kilika, 2020). Effective leadership is when the top leadership of the organisation plays a significant role in ensuring the future existence of the organisation by attaining its expected performance (Adoli & Kilika, 2020). Northouse (2010) affirms that effective leadership happens when the followers' accomplishment is perceived in each task setting and when the leadership adopts to match the context.

Furthermore, scholars assert that leadership cannot be enacted in a candid environment; rather, it is shaped by the contextual government policy, organisational

culture, power relationships and constraints imposed by processes such as the PMM system and target setting. Regardless of these challenges and contextual influences, effective leaders are expected to promote and enhance change within their organisation and shape its modus operandi and organisational culture (Adoli & Kilika, 2020). The performance of any organisation or entity in achieving its expected goals to a large extent rest on leadership because effective leadership transforms into the practical formulation of public policy and implementation and better delivery of public services to meet the needs and expected objectives of the citizens (Baah, 2014).

According to Yong (2013), effective leadership is so fundamental to the success or failure of any organisation. As mentioned earlier, Barkley (2011) affirms that leadership in the public sector should be engaged, committed, dedicated to the work, have an interest in people, and have a service mentality. Effective leaders involve teams, employees and concerned stakeholders – they connect and personalise their vision of success (Barkley, 2011).

Furthermore, available literature notes that the practice of transformational leadership is applicable to organisations and all types of situations. For leaders to be effective, they should be flexible, maintain leadership equilibrium, possess contextual intelligence, which could lead them to have the competence to comprehend the setting they are in and take advantage of the opportunities their times create is pivotal (Rajbhandari, 2017). Effective leadership roles/practices and experiences guide organisations (from strategic planning to strategic thinking perspectives - moving to the desired future of the organisation) (Adoli & Kilika 2020). Effective leaders possess a clear vision and the ability to communicate it to others so that others are being motivated to share it and work in a team spirit to accomplish it, meaning that motivating people to inspire others through building a culture and relationships and making the best use of them (Akins et al., 2013). From the perspectives of optimal institutionalisation of an RBPMM culture, effective leaders are transformational leaders and agents of change (Northouse, 2019). Kusek and Rist (2004) assert that effective leaders take solid and reliable leadership that is usually in the form of a political champion. Withregard to effective leadership, Cooper and Nirenberg (2012:5) state that:

“Effective leadership is fundamentally the practice of the following principles: build a collective vision, mission, and set of values that help people focus on their contributions and bring out

their best; establish a fearless communication environment that encourages accurate and honest feedback and self-disclosure; make information readily available; establish trust, respect, and peer-based behaviour as the norm; be inclusive and patient, show concern for each person; demonstrate resourcefulness and the willingness to learn; and create an environment that stimulates extraordinary performance'.

2.4.2 Leadership roles

While there might be political support to create performance management systems, there may not be enough to ensure leaders are committed to full implementation (World Bank, 2012). Indeed, the literature mentions that leaders and managers "are expected to hold goal-focused, data-driven reviews at least once every quarter to review progress on their priority goals and to assure that follow-up steps are taken to increase the likelihood of achieving better outcomes and higher productivity" (Metzenbaum, 2012:1). Leadership often considers several stakeholders in its framework, for instance, the leader, the led and other workforces in the work environment (Golensky & Hager, 2020). The leader characteristics and traits, the leader behaviour and style/tasks, group member characteristics, and the internal and external environment are the key variables that need to be examined to comprehensively understand the role of leadership in a given setting (Zhao, Liu, Zhu & Liu, 2020). Organisations, development programmes and projects design a conducive environment and culture that nurtures effective leadership to embrace a management style in the context of the belief that effective leadership is the result of successful interaction between the lead and the led (Nicolaides & Duho, 2019; Kaminskas, Bartkus & Pilinkus, 2011).

"A role is an expected set of activities or behaviours stemming from one's own job or position" (Greyvenstein & Cilliers, 2012:5) and the related practices that the leaders adopt and implement to achieve programme vision, mission, values, strategic objectives and initiatives. Furthermore, the literature mentions that roles are the positions that are defined by specified anticipated outcomes about the behaviour of any job incumbent, which, in this case, "each role has a set of tasks and responsibilities that may or may not be spelt out. Roles have a powerful effect on behaviour for several reasons, to include money being paid for the performance of the role, there is prestige attached to a role, and a sense of accomplishment or challenge'' (Sharma & Jain, 2013:313). In the available literature, there are different leadership roles defined by different scholars (Adoli & Kilika, 2020). Kouzes and Posner (2012) have defined

leadership roles as modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart.

Other researchers have also identified other leadership roles such as figurehead, liaison, monitor, disseminator, disturbances handler, resource allocator and negotiator Yukl, 2006). Adair (2009) has also identified three generic roles of a leader: achieving the task, developing the individual, and building and maintaining the team. In the leadership literature, many other leadership scholars have also defined a number of leadership roles. Akilu and Junaidu (2017) claimed that leadership roles are grounded in four leadership roles viz. modelling, pathfinding, aligning, and empowering leadership roles. These authors confirm that these leadership roles are the roads or paths to influence and achieve the expected results or realise a given institution's strategic and management objectives and priorities.

2.4.2.1 Modelling role

Modelling or leading by example is an important component of leadership (Versland & Erickson, 2017). According to Olesia, Namusonge and Ravo (2014), the modelling role of leadership is the principle way leaders influence their followers. “Leaders model the way through personal example, and dedicated execution and further modelling provides an example and demonstrates the behaviour that the leaders seek from others” (Olesia et al., 2014:78). The modelling role of leadership is the life force and focus of any leadership effort. Related literature notes that devoid of commitment, enforcement and modelling of leadership, standard business ethics will not take place and be achieved in any organisation. In support of others works, Sahel et al. (2010) stated that modelling role of leadership is not the work of the individual but also the work of the team. Leading by example (modelling role) has the potential to influence others positively, build strong relationships, create integrity, build trust, nurturing, guiding decision making, strategy implementation process, and change behaviour/organisational culture (Versland & Erickson, 2017; Mapetere, Mavhiki, Nyamwanza, Sikomwe & Mhonde, 2012). Concerning the modelling role of leadership, Olesia et al. (2014:78) assert that:

“Leaders model what matters most and are willing to practice what they preach when it comes to expected organisational behaviour. Modelling what matters is the primary and most effective way to communicate the organisation’s mission, values, and ethos and that action communicates much more loudly than words when it comes to organisational values”.

According to Shukla (2018), the modelling role of leadership is mapping and designing the systems and behavioural patterns experienced in individuals, groups, and organisational levels. Generally, according to Amor et al. (2020), the modelling role of leadership in the context of transformational leadership emphasises that a leader will lead by example by setting clear goals and high standards of performance.

2.4.2.2 Pathfinding role

Leadership is pathfinding (Nguyen, 2013). Leadership does the right thing, is focussed on positive change, forming and altering direction, aligning people and encouraging and motivating people and establishing direction (Nguyen, 2013) and articulates a collective vision, mission and values for a given organisation.

The pathfinding role of leadership helps to "make the path to the goal clear and easy to travel through coaching and direction, removing obstacles and roadblocks to attaining the goal, and making the work itself more personally satisfying" (Northouse 2019:200). Moreover, the pathfinding role of leadership is always in the front line that helps to search the mission, values, vision, strategy, and the needs of stakeholders in a given setting (Cooper & Nirenberg, 2012). Additionally, available literature elaborates that the core competencies that drive the pathfinding roles of leadership understand the stakeholders' needs (global trends and customer requirements), developing and articulating the vision and purpose and directing the strategic focus on key priorities. "Path-finding role of leadership can be summed up as finding the way to a successful future" (Savareikiene, 2013:154). The literature further asserts that "managers/leaders need to remain focused on pathfinding and modelling to attain organizational cohesion, the resulting transformational effect of organizational alignment and empowerment for the actuation of managerial excellence" (Akilu & Junaidu, 2017:76). Creating an effective organisation can be realised through the pathfinding role of leadership and cultural building (pooling people into a purposeful organisation) (Savareikiene, 2013).

2.4.2.2 Alignment role

Alignment occurs when the leaders/leadership of the organisation attains a common agreement between the different levels of strategy, namely corporate, business and functional level with respect to the organisational goals and means so that all parts and functions of the organisation work towards the defined organisational goals and

objectives (Alsudiri, Al-Karaghouli & Eldabi, 2012). The principle of the alignment role of leadership is when all aspects of an organisation's actions are interconnected and move in the same direction to accomplish the defined organisational goals. The alignment role of leadership is understood as a continuing practice of aligning through the involvement of a series of institutional and organisational (strategic, operational) activities resulting in adjustments in numerous dimensions across the different organisational levels (Karpovsky & Galliers, 2015). Alignment means alignment with the organisation's, vision, mission, values and strategy. Furthermore, it means that every employee of a given setting comprehends the overall business strategy, identifies with it, makes tangible inputs and makes efforts for it to become realized (Lear, 2012).

There should be considerable independence in an organisation. The level of performance needed cannot be realised if there is a reasonable lack of alignment (Ateş, Tarakci, Porck, Knippenberg & Groenen, 2020). Leaders/Leadership in organisations can make a substantial difference in their organisations through the roles they play particularly by giving focus to their alignment role (Mukhezakule & Tefera, 2019). Internal factors such as leadership competence of the leader, communication, participation of the concerned organisation's personnel in the preliminary phase of strategy development, and the commitment of the top leadership play a vital role in the alignment of organisational leadership/management to the overall business strategies (Ateş et al., 2020). When in sighting the overall aspects of an organisation or entity, the fundamental aspects that immediately come into the picture are the workers, departments, strategies/systems and the business processes, and it has been mentioned in the literature that achieving appropriate alignment between these elements is the sign of successful organisations (Ateş et al., 2020). Furthermore, moving strategy and related practices through defined processes necessitates wide-ranging skills and clear roles and responsibilities (Karpovsky & Galliers, 2015).

"Alignment is the optimal state in which strategy, employees, customers and key processes work in concert, to propel growth and profits" (Lear, 2012:8). Alignment gives managers and leaders the capability of organising a logical and coherent business strategy at every level of a given organisation that is stakeholder focused and consistently and simultaneously improves business processes (Lear, 2012).

Activities in line with the alignment begin at the top level of leadership/management of the organisation and cascade down through all levels in the same organisation. In line with this perspective, Lear (2012) further asserts that alignment relies on two essential dimensions that lie on the vertical and horizontal dimensions. According to Lear (2012:98):

….the vertical dimension of alignment is concerned with the organisational, strategy and the people who must transform the strategy into meaningful work while the horizontal dimension of alignment involves the organisation's processes that create what the customer values and infuses the concerns of the customer into everything that the organisation does - that is horizontal alignment links organisation's actions with real customer/client needs.

In this context of the study, PMM are key business leadership strategies and functions that enhance organisations, programmes and/or projects measure their performance and provide them with an evidence-based performance information to comprehensively understand where they are today and where they want to go next (Tonchia & Quagin, 2010). "Once alignment is achieved, performance measures are needed to keep the organisation aligned" (Lear, 2012:8).

Once the vision, mission, and values of a given organisation are defined, one has to make sure that all of the structures and systems inside the organisation have organisational alignment (Harrison & Bazzy, 2017). Unless the values are institutionalised and built into the very criteria of structures and systems to support the strategy, the vision, the mission that the organisation offers, they will not happen- will be misaligned (Harrison & Bazzy, 2017).

2.4.2.3 Empowerment role

Empowerment is a concept that is shared by various and different disciplines, namely community development, education, and economics, studies of organisations and social movements, and psychology, among others (Haq et al, 2013).

Empowerment as a vital component of an organisation leads towards a substantial emphasis on trust and commitment in the workplace (Tandon, 2016; Amor et al., 2020). Empowerment is associated with how employees/participants are involved in practicing control over their occupations, and that empowerment provides people better confidence to act and foster a sense of ownership (Amor et al., 2020). With regard to the scope of empowerment, Nauman, Kham and Ehsan (2010:641) suggest:

"The dimensions of an empowerment climate include practices such as clear understanding of the individual roles and responsibilities, open communication among team members,

standardisation to reduce reworking in project or programme documentation, emphasise important issues when applicable, comprehension of the end-user requirements to be associated with".

Similarly, practices such as delegating responsibility, teamwork, encouraging professional growth training, encouraging participative decision-making among team members, surveying customer/client wants, needs and frustrations and developing ways of improving services are associated with team accountability (Nauman et al., 2010). Access to and sharing evidence-based organisational performance information and circulating official papers (documents) for further review and commentaries to concerned stakeholders are linked to the dimension of empowerment climate (Nauman et al., 2010).

Empowerment considers the involvement and commitment (Yu, Vaagaasar, Müller, Wang & Zhu, 2018) of key stakeholders in the designing, planning and implementation of strategic and operational plans and their implementation and review process. Empowerment plays a key role in improving organisational performance, learning and development (Al-Omari, Alomari & Aljawarneh, 2020).

Issues related to empowerment are also fundamental with leadership practices (Amor et al., 2020; Tandon, 2016). Empowerment as an element of transformational leadership provides employees with greater autonomy and participation by giving them control over their work to achieve their established goals (Amor et al., 2020; Choi, Goh, Adam & Tan, 2016). Leaders and/or managers become facilitators and motivators, supporting and empowering their teams. Empowerment is a management/leadership practice, which is associated with the delegation of decision power from leaders to subordinates (Yu et al., 2018).

Wong and Laschenger (2012) assert that authentic leaders use four components (balanced processing, relational transparency, internalised moral perspective, self-awareness) to building trust and a healthy working environment.

2.5 LEADERSHIP AND RESULTS-BASED PMM CULTURE

Great leaders inspire us, challenge the process, share vision and enable us to succeed (Granville & Bidston, 2020; Stoller, 2018). According to Rosari (2019), Harris and DeFlaminis (2016) and Jabbar and Hussein (2017), leadership is distributed and does not only reside at the top level, but in every person at every level, who acts as a leader to a group of followers or any person at any level in the organisation. Leadership is

everyone's responsibility and should not be left to the top leaders only (Jabbar & Hussein, 2017). A variety of leadership theories/approaches, concepts and models are defined by many scholars of leadership to explain the complexity of the leadership process (Adoli & Kilika, 2020; Baah, 2014; Anwar, 2017). Leadership scholars define leadership in various ways (Adoli & Kilika, 2020). Leadership is an art, an inner journey, a network of relationships (Kouzes & Posner, 2012; Adoli & Kilika, 2020), a mastery of methods, and much more leadership is a system (Ramosaj & Berisha, 2014) and institutionalising a leadership - centred culture helps to make critical decisions effectively (Bahadir Türk, 2017). "Leadership has therefore been defined by many researchers basing on individual perspectives such as traits, behaviour, influence, interaction patterns, role relationships, and occupation of administration office" (Adoli & Kilika, 2020:1601).

In essence, leadership is all about directing operations or activities, having charge of something, heading and guiding (Golensky & Hager, 2020; Rosari, 2019). Leadership can be viewed as both a position and a process and involves the purposeful influence of a group or organisation (Ruben & Gigliotti, 2016). Leadership must be perceived today as entailing the designing of methods of complex large-system decisions and integrating a communicative and collaborative style of interaction to create a dynamic decision-making process that benefits both non-profit and profit-making organisations (Golensky & Hager, 2020).

Studies have indicated that a given organisation's performance is strongly associated with leadership practice (Kniffin, Detert & Leroy, 2020) than with formal education, where knowledge is transformed into action, techniques related to problem-solving are applied, and people are accountable to their performance. According to Olesia et al. (2014), leadership is defined as a process of influencing others to understand and agree on what needs to be done and how to do it, as well as facilitates the collective efforts to accomplish shared objectives.

A well-designed and articulated RBPMM system and its effective application within the framework of an organisation or programme or projects in the public sector, guides leaders /managers towards achieving the desired performance results. Effective leadership in the public sector development programmes and projects is essential. Effective leadership is considered an essential success factor by organisations involved in development programs or projects (Nixon, Harrington & Parker, 2012).

Among project management competency factors, project leadership skill is considered as the most significant one (Ahmed & Philbin, 2020; Zhang, Cao & Wang, 2018). Studies conducted on successful development programmes and projects asserted that those individuals who led such development programs and projects were found to possess leadership skills in addition to a combination of management and technical knowledge as well were compatible internally with the project members' ambitions (Nunes & Abreu, 2020). Furthermore, successful development programmes and projects are led by individuals who have leadership skills and are internally compatible with the drive of the project team on top of a mixture of technical and management knowledge (Nunes & Abreu, 2020).

2.6 CONTEXT OF PERFORMANCE MEASUREMENT AND MANAGEMENT SYSTEMS

This section describes the history of performance measurement and management system evolution as well as its implementation set up in the public sector of the developing countries.

2.6.1 History of performance measurement and management system evolution

The implementation of a monitoring and evaluation system whereby PMM system is a component started in the developed world (USA, UK, Australia) and slowly spread to Africa in the 1980s (Hapunda, 2018); however, most of the monitoring and evaluation/PMM systems are still not country and organisational led (Hapunda, 2018).

In the African context, Egypt is the first country to design and implement a monitoring & evaluation/PMM system in Africa (Kanyamuna et al., 2019). The developed countries within the framework of OECD have more than twenty years of experience in the monitoring and evaluation/PMM system (Martincus & Sztajerowska, 2019). The importance of monitoring and evaluation system has mapped out many methodologies and strategies such as the PMM systems, Project cycle management, Logical framework, Outcome mapping, System thinking, Accountability and Learning function (Huyse & Ongevalle, 2008).

Based on summarising and synthesising the literature, Hassan (2018) states that the evolution of the PMM system is classified into four phases. These are Efficiency-Oriented Era (1900s-1920s), Results-Oriented Era (1920s-1950s), Quality-Oriented

Era (1960s-1990s) and Integration Perspective Era (1990s-to date).

The poor performance of organisations or entities has brought the responsiveness to the adoption, design and implementation of a PMM system because it informs organisations or entities not only where they are today but where they are heading (Hassan, 2018). The efforts for the commencement of organisations to acquaint with a PMM system goes back to 1900s (Hapunda, 2018; Hassan, 2018). Primordial governments regularly monitored their results in the conservation sector (Stem, Margoluis, Salafsky & Brown, 2005). However, in the last two decades, the focus and use of the PMM system was for compliance and control purposes (heavily focused on traditional financial measures) was criticized in the literature and the need to move towards an integrated framework of PMM-social control and accountability (Yadav et al. 2013).

In the current era, there is a drive for business environments to change and become competitive and be in a position to realize that their expected outcomes are achieved. For this to happen, the adoption and implementation of the results-based PMM framework have come to be the requirement by many governments/organisations so that every organisation has to design how it measures its performance and reports its performance to its stakeholders (Yadav et al. 2013).

There is a strong need to motivate the design and implementation of a PMM system in organisations by intensifying its functions, becoming accustomed to its structure, and focusing on the key issues (Klovienė & Speziale, 2015). However, the implementation and its embedment within organisations and entities are still not realised, efforts to achieve expected outcome performance through the PMM system have fundamentally failed (Schleicher et al., 2018).

2.6.2 Implementation of a performance measurement and management system in the public sector of developing countries

Many countries in developing countries have introduced and adopted a PMM system as a tool for reforming public organisations (Siti-Nabiha & Jurnali, 2020). For the reason that the internal and external pressures in their context, countries worldwide one way or the other are forced to reform their policies and approaches to adapt results-oriented systems and provide tangible results (Madhekeni, 2012).

There is a growing tendency of government in reforming their policies and strategies

with the reforms accompanied with notable slogans such as “managing for results”, “reinventing government’’, “management by measurement”, “value for money” and ‘’customer-driven administration” (Gao, 2015). Currently, an RBM/PMM system has come to be an important management and/or leadership strategy that can be used to help policy and decision makers to monitor and track their progress and performance (Madhekeni, 2012; Wachira, 2013; Kusek & Rist, 2004).

The literature review on the field of PMM highlights those governments and organisations began to be cognizant and made efforts to measure, record and report their performance to their internal and external stakeholders since the 20th century (Hassan, 2018). As time went on, organisations became more interested in measuring and reporting their performances and became as well to be more able to envision the contextual changing trends and accustomed to the system quickly and became better than those who did not measure and report their performance (Hassan, 2018). The implementation pattern of the PMM system differs from place to place, where the internal and external forces for the introduction of a PMM system are contextually the same (Agasisti, Agostino & Soncin, 2020). This phenomenon happens when the determinants for the successful implementation of PMM system in a given setting are not adopted and practised (utilisation of the system, cultural and political factors, resources, professional experience on PMM systems, readiness to implement) (Agasisti et al., 2020).

In the developed world, the PMM system has become widely spread and adapted because it clarifies the clients of the customers, specify the expected performance indicators, puts performance reporting as a requirement, aligns budget with results, encourages continuous improvement, promotes regular and performance analysis gives priority to managing humane resources (Pazvakavambwa & Steyn, 2014). Although the application of the PMM system in developing countries has become important over the last few years, its efficiency, effectiveness and use remain questionable (supply-driven- just adapted and not being aligned to the context and capacity) (Siti-Nabiha & Jurnali, 2020).

Citizens, politicians and other related stakeholders expect effective public sector performance against the contextually set performance benchmarks. Despite these demands, it is challenging for the public sectors in developing countries to effortlessly change into results-based PMM system oriented organisations (Pazvakavambwa &

Steyn, 2014). According to Amjad (2018), this is because of the following hitches: (1) It is difficult to change policy frameworks that influence the nature and scope of public sector results; (2) Systems of public accountability are often weak or non-existent; (3) Organisations lack an institutional value system and work ethics that focus on client service and outcomes; and (4) Human resources selection, career management and compensation systems do not reward or encourage a focus on productivity and outcomes.

When implementing the PMM system in the public sector organisations, it is crucial to give more focus about the design and use of the PMM system (Bracci, Maran & Inglis, 2017). Numerous contingencies or contextual factors (for example specific political structure, institutional arrangement, reform policies, allocation of resources, financial and non-financial performance indicators) that might impact the performance of the organisational outcomes must be considered when designing the PMM system (Gao, 2015). The alignment of the organisational objectives, strategies and the PMM system needs more caution and giving more attention to the external environment with particular emphasis on political, social and economic factors would enhance its success in its process and implementation (Bracci et al., 2017; Siti-Nabiha, & Jurnali, 2020). Moreover, Mapitsa and Khumalo (2018:9) suggest that:

*Consideration of the "**technical** (data system, research and information, human and financial resources, time commitment, monitoring & evaluation capacity/skills and capacity building initiatives, as well as quality control for monitoring & evaluation information), **Institutional** (monitoring & evaluation policies, internal policies and operational systems, organisational planning systems, stakeholders and collaboration, expertise) and **governance** (leadership capability, leadership buy-in and involvement in monitoring & evaluation activities, accountability, transparency, leadership oversight, participation and representation) aspects of the monitoring & evaluation /PMM systems" are added values in the design and implementation of PMM system of public sector organisations.*

Many studies indicate that there many countries who tried to apply performance measurement and management systems in African, such as Burkina Faso, Egypt, South Africa, Kenya, Ghana, Uganda and Ethiopia (Kagaari, 2011; Ohemeng, 2009). However, regardless of the effort done, according to Ohemeng (2009), the PMM system has not made notable contribution to organisational efficiency and effectiveness in Africa. Developing countries should focus more on introducing and adopting PMM frameworks that are more suitable to their local context (Georgise et al., 2013).

2.7 PERFORMANCE MEASUREMENT AND MANAGEMENT FRAMEWORKS AND RESEARCH TRENDS

The implementation of the PMM system often encompasses the application of frameworks (Jääskeläinen & Laihonen, 2014). In the PMM literature, there are plenty of frameworks/models evolved since the 1980s (Taticchi, Tonelli & Cagnazzo, 2010; Yadav et al., 2013). Taticchi et al. (2010:10-11), classified PMM frameworks/models which include:

Integrated frameworks for PMM (strategic measurement analysis and reporting technique, supportive performance measures, results and determinants framework, balanced scorecard, service profit chain, integrated performance measurement system, comparative business scorecard, integrated performance measurement framework, dynamic performance measurement system & performance prism),

Models to face specific issues in PMM (economic value-added model, performance measurement questionnaire, the return on quality, Cambridge performance measurement framework, consistent performance measurement system, action profit linkage model, performance planning value chain, capability economic value of intangible and tangible assets model; performance, development and growth benchmarking system, and unused capacity decomposition framework),

Other relevant models for PMM system design (activity-based costing, customer value analysis, European foundation for quality management model, and manufacturing system design decomposition).

Some of the models/frameworks had gone with empirical and some others with theoretical developments (Yadav et al., 2013; Taticchi et al., 2010). Furthermore, Taticchi et al. (2010) note that the frameworks/models highlight a certain maturity and are considered for managing PMM initiatives; however, these authors further note that these frameworks/models are not without problems and referred as well that they do not effectively reveal characteristics of moving from performance measurement to performance measurement and management - lack effective utilisation of PMM system.

Yadav et al. (2013) have reviewed and confirmed that those frameworks reviewed from 1990-2000 mainly focussed on management accounting and changed from integrative perspectives complementing strategies, quality excellence to financial

perspectives.

According to these scholars, the research trends on PMM frameworks focused on the identification of financial and non-financial and leading and lagging indicators between 1991 to 1995 and shifted from this to the identification of bringing consistency, integration and dynamics in the PMM system from 1995-2000. The research trends of PMM for the period 2001-2011 focused on the inclusion of stakeholders (2001-2005) (Srimai, Radford & Wright, 2010) and the updating of the balanced scorecard approach for methodological rigor in performance measurement during this period and with a focus on holistic, dynamic, system dynamics and simulation-based view of PMM system towards the end of 2011 (Yadav et al., 2013). These authors further mention that most of the frameworks of the last two decades basically lack empirical evidence for being implemented for the purpose of strategy formulation/reformulation (use of performance information for decision making, learning and improving) but focused mainly on control purpose/compliance (Bourne et al., 2018; Yadav et al., 2013) (rationality, economic efficiency and accountability (Kroll & Vogel, 2013). Related studies further note that the effectiveness of PMM systems models/frameworks are still a big question mark (Sole & Schiuma, 2010).

Efforts of new scholars to research PMM, the effectiveness of PMM system (Correct and effective utilisation of PMM systems), modification of the logic model of PMM system, creating an early condition for PMM implementation and PMM sustainability are a few of the important guidelines to address and apply future PMM research (Taticchi et al., 2010; Yadav et al., 2013).

In Ethiopia, Business Process Reengineering, the Balanced Scorecard, Gemba Kaisen philosophy and monitoring and evaluation systems are the dominant PMM frameworks that exist. However, as mentioned earlier and as asserted by Wachira (2013), these frameworks are still not fully functional in terms of the expectations in Africa as well as in Ethiopia, as also mentioned earlier by Debela (2009); Jiru (2020); and Yima and Daniel (2016).

2.8 LEADING AND MANAGING FOR A RESULTS CULTURE

Being leaders/managers responsible and accountable for clear organisational goals and objectives and using evidence-based performance information for their informed management decision making, learning and improving is the central idea of managing

for results culture (Mei & Pearson, 2017; Moynihan, 2006).

A ‘Managing for results’ process guides leaders and managers towards achieving the desired results. Public sector organisations need to develop and nurture a culture of results (Mei & Pearson, 2017). Leading and managing a results-based culture requires first define the vision and mission of a given organisation and related strategic performance objectives and design and implement a PMM system (Abushaiba & Zainuddin, 2012). Leading and managing for a results-based PMM culture has technical and political challenges, whereby the most crucial one is the leadership challenge (Ahenkan, Tenakwah & Bawole, 2018).

The following subsections describe the components of leading and managing for results culture.

2.8.1 Results-based strategic planning

The available literature related to strategic planning mentions that strategy is a dynamic and methodical process whereby the executive team of the organisation undertakes decisions on the future of the organisation, establish the necessary steps and actions to attain its goals and ascertain the means of measuring the successes and deviations of the organisational outcomes (Bryson, Edwards & van Slyke, 2018).

Strategic planning is concerned with identifying the prolonged direction of the institution for effective strategic management by considering how technology fits into present and future needs and generating ideas and choices (Golensky & Hager, 2020). The Mission, vision, values and strategies of an organisation or entity are the basic foundations for results-based strategic planning (Mukhezakule & Tefera, 2019). Results-based strategic planning aims to establish a crucial link between an organisation and its environment (Golensky & Hager, 2020). Results-based strategic planning establishes a comprehensive and articulated plan to build a stronger and more effective and efficient institution (Usoh & Preston, 2017). According to Usoh and Preston (2017:175), “the fundamental purpose of strategic planning is to provide an ongoing process of examination and evaluation of an institution’s strengths, weaknesses, goals, resource requirements and prospects”. It motivates and sets a background for decision making and paves the way for the foundation for PMM, which empowers leaders, managers and technical staff of a given organisation to monitor progress, identify the deviation of the plan and make correction, decide the resource

allocation and align decisions with defined goals (Goldman & Salem, 2015).

Applying a results-based strategic planning process and implementation is the practice and function of effective leadership, which is generally developed because of modelling the way (Wart, 2008), pathfinding, alignment and the empowerment roles of leadership. The key overarching principles of results-based strategic planning are having articulated organisational and/or programme or project values (philosophy of operation), clarity of mission, and a clear vision and commitment to the vision (Bryson, 2018). Results-based strategic planning requires the organisation's and/or the programme's or project's close and enthusiastic participation, often using formal and informal teams, in supplying information, making decisions, and executing them successfully (Wolf & Floyd, 2013).

Leadership and leadership roles need to be linked strategically to the overarching principles of results-based strategic planning and should be interconnected with the specific leadership roles of public sector organisations (Artely & Stroh, 2001). To this effect, managers/leaders, senior officials and key programme professionals are not only expected to understand why organisations contribute to the outcomes sought, but they are also expected to set meaningful performance objectives, measure and analyse the results and learn from the evidence to adjust performance and modify programme design and implementation (Mei & Pearson, 2017; Bititci, Garengo, Ates & Nudurupati, 2015; Melnyk et al., 2014). To this end, Garcia and White (2005) mention that leading and managing for a results culture is driven by enlightened leadership that leverages a particular cultural and normative environment. According to these scholars, managing for results largely follows a framework that incorporates four components: (1) developing and communicating a clear corporate strategy that can be translated into specific operations and actions; (2) focusing planning and management on achieving outcomes that support corporate policy and operational strategies; (3) aligning business practice procedures, and processes within the institution and with partners to achieve outcomes; and (4) improving performance measurement and management, and information use as well as reporting on performance information for corporate learning and accountability. Barkley (2011) agrees with these notions and in the context of leadership roles that influence the institutionalisation of an RBPMM culture in public sector organisations.

Artley, Ellison and Kennedy (2001) point out that leadership and communication are

two integrals to strategic planning. These scholars further list the requirements for successful strategic planning identified in the two areas of leadership and communication as: (1) senior leadership must be personally involved in all aspects of strategic planning; (2) top leaders must convey the organisation's mission, strategic direction, and vision clearly to employees and external customers; (3) organisations need to operate with a sense of urgency; (4) successful leadership does not only require the time, efforts, and personal abilities of the chief executive, but also the creation of a framework for success; (5) external communication with the customer is a must; (6) communication with an organisation is a critical success factor.

2.8.2 Performance measurement and management system

"Performance is a description of the level of achievement of the implementation of an activity programme or policy in realizing the organisation's goals, objectives, vision and mission that is reflected through the strategic planning of an organisation" (Basalamah, Ramli, Sinring & Alam, 2019:1).

The emergence of large-scale monitoring and evaluation, which is complemented by performance measurement efforts, has come mostly from a concern that many early agricultural and rural development programmes and projects failed to accomplish their set performance objectives (Masuku & Ijeoma, 2015). They assert that the monitoring and evaluation system where PMM systems components are part of have been functional in the conservation sector /natural resource management sector in the developing economies such as Egypt in the late 1990s, however, these scholars confirm to the public that many of the early efforts proved unsatisfactory.

A review of literature on PMM systems notes that since the 1980s, progress has been achieved in setting up and implementing effective monitoring and evaluation systems whereby PMM systems are components. However, even for the satisfactory systems, monitoring and evaluation whereby PMM systems are the main elements were found to be limited in scope; they covered physical and financial information, but were deficient in information on the linkage of the programmes and projects with intended beneficiaries, and it even failed to provide a sound database (Yadav et al., 2013). This insight is in line with the perspectives of Wachira (2013), Madhekeni (2012), and the research findings of the research trends of PMM systems reviewed by Yadav et al. (2013).

Currently, PMM practices are ordinary in industry, commerce and the public sector organisations, and small and medium-size enterprises (Bititci, 2016; Garengo et al., 2012). “The past decades have witnessed a growing body of literature on PMM in the public sector” (Julnes & Holzer, 2009:166), and a number of authors have extensively discussed the design and implementation and related strengths and the limitation of PMM systems/models.

Although many authors use the phrases of PMM interchangeably, they are different entities; performance measurement is about the past, and performance management extrapolates the data to provide information about the future (Lebas, 1995). Radnor and Barnes (2007:393) differentiate them as “Performance measurement is quantifying, either quantitatively or qualitatively, the input, output or level of activity of an event or process while performance management is action, based on performance measures and reporting, which results in improvements in behaviour, motivation and processes and promotes innovation”. Performance management is considered to be the crucial instrument in the pursuit of ascertaining optimal operations by institutions/organisations in the public sector (Ohemeng et al., 2018). Performance management is a framework that guides leaders/managers in their effort to escalate their involvement in their organisation (None & London, 2018). According to None and London (2018), performance management becomes more effective under the conditions of effective trust and empowerment in an organisation.

Likewise, PMM systems, according to Kuhi, Kaare and Koppel (2015), is the use of statistical evidence to determine progress toward specific defined social or organisational objectives. In short, performance measurement is a key element of a control system, which measures, compares, analyses and act (Bititci, Bourne, Cross, Nudurupati & Sang, 2018). However, attention must be given to what and how to measure, interpret the data and communicate the results to facilitate decision making process feedback and accountability (Bourne et al., 2018; Bititci et al., 2018).

Lebas (1995:34) states, “Performance management comes both before and after performance measurement in a virtuous spiral and forms the context for performance measurement”. De Waal (2007) asserts that developing strategic objectives, measuring performance, and analysing, reviewing, reporting and using data as critical factors to drive performance improvement.

Performance management is the key process for aligning all the programmes and organisation personnel to achieve the best results for the respective clients and partners (Melnyk et al., 2014; Maestrini, Luzzini, Maccarrone & Caniato, 2017; Lebas, 1995). Performance management is about understanding not just what work is required to be done, but how we can align and coordinate our individual and team efforts to achieve the best outcomes (Bourne et al., 2018). This can take place only by working together (involvement and commitment) (Kadak & Laitinen, 2016) through a series of conversations/dialogue and a culture (Melnyk et al., 2014) that ensures a clear understanding of how best to contribute to team goals, and to sustain responsibility and accountability for individual performance and the performance of teams. A successful PMM culture is the foundation for better outputs and many closely linked to internal key processes, including honest and constructive communication, continuous improvement, professional development and staff engagement (Mei & Pearson, 2017).

The information provided through the performance management process is not only of crucial importance for steering organisational performance; it is also critical to support talent-related decisions and plays a critical role concerning transparent reporting purposes to demonstrate the value of work to internal and external partners and modernize public management (Stríteská & Sein, 2021). Results-based performance management is a leadership skill and is at the heart of leadership success (Manning & Curtis, 2009). A leadership team with effective leadership roles influences the development of a PMM culture to communicate goals clearly and coach others to succeed and correct poor performance (Manning & Curtis, 2009).

A performance measurement system is broadly associated with managing for a results culture (Yang & Modell, 2015). It is an essential part of business leadership and management strategy which according to Tonchia and Quagin (2010), it allows us to learn from the past, check where we are today, plan where we want to go, and manage this pathway it improves communication. Supplying and using evidence-based performance information to lead, learn, and improve outcomes is pivotal (Metzenbaum, 2012; Sole & Schiuma, 2010). GAO (2013) also asserts that communicating articulated and succinct performance information for better transparency, reinforcing problem-solving networks of the government as well as organisations internally and externally, to advance outcomes and performance

management practices are a few of the pivotal aspects of a results-based performance measurement system.

Supplying evidence-based performance-related “information to the three performance improvement strategies that take into account greater emphasis on the use of performance information to lead, learn and improve outcomes” (Metzenbaum, 2012:1) is important. Furthermore, communicating performance coherently and concisely, demonstrating commitment from the senior leadership at all levels of organisational operation, having a clear line of accountability for improvements, facilitating the exchange of successful PMM practices between and/or among the concerned stakeholders the components that require attention in the context of PMM/managing for results culture in a given setting (GAO, 2013).

Practices related to RBPMM systems become fully functional and institutionalized in the context of the application of strategic planning, which makes use of relevant and evidence-based information from the involved key actors on their needs and services (Albrechts & Balducci, 2013). According to Moynihan and Lavertu (2012), implementing an agency’s/a multi-agency framework can be successful when concerned partners/stakeholders involved and share quality and timely performance information of their respective agency/agencies.

Kanneh and Haddud (2016) assert that the challenges of PMM include lack of leadership commitment, lack of strategic planning, lack of measuring criteria, lack of knowledge by management and staff, lack of effective communication and lack of resources to build systems. According to the literature review conducted by Yadav et al. (2013) on PMM frameworks/models for the last two decades, there is still scare of information, and lack of clearly tested empirical evidence on the specific role and influence of PMM systems/frameworks on their use for strategy formulation /re-formulation.

Pazvakavambwa and Steyn (2014) affirm that performance measurements are crucial dimensions of results-oriented management approaches encompassing development planning/strategic planning, performance management systems/use of performance information, process improvement efforts and decision-making. The available literature on the PMM system notes that an RBPMM system within the framework of a results-based management approach gained momentum in recent years due to the

convergence of two forces – increased demand for accountability and a growing commitment to focus on results. This conception is in line with the opinion of Sanger (2008:78) that “accountability to citizens and managing for results are two prized outcomes that have been expected from the PMM functions over the last decade. Kusek and Rist (2004) also mention a comprehensive and world-wide change in the public sector leadership and/or management as multiplicities of internal and external forces have come together to make governments/organisations more accountable to their stakeholders all the time more called upon to show results.

In Ethiopia, elements of results-based management are already practised to a varying degree, at federal, sectorial, regional, programme and community levels (MoFED, 2013). In this context, natural resource management and development programmes such as the PSNP, the SLMP and other related NGO assisted natural resources management programmes, one way or the other, have adopted the elements of results-based management practices. Results-based management/PMM is a political process with technical dimensions. Successful implementation requires strong political will, strong managerial leadership and strong institutional capacity (Wachira, 2013; Madhekeni, 2012).

There are many options and room to maintain, design, execute and institutionalise a sound RBPMM system as a culture in a given institution/programme- aligning the mission, strategies and the expected achievements while understanding the environment and letting the organisation to adapt along the way (Melnyk et al., 2014). Institutionalising a culture of the RBPMM system is more than establishing the system (Machay, 2007). The utilisation of performance measurement information is necessary for effective management of public expenditure for poverty reduction (Mackay, 2007). According to Mackay (2007), PMM systems are necessary to achieve evidence-based performance management for decision making and accountability and learning. In a nutshell, a PMM system supports programme/organisational existence and provides information for internal and external learning, networking, social transformation, social learning (cultural control) and social accountability (Yadav et al., 2013) and enhance strategy implementation and reformulation.

2.8.3 Building effective trust

Trust is a glue for relationships among people and is an essential factor in order for

people to listen to each other and work together (Blanchard, 2012). However, according to Blanchard (2012), many people are ignorant of the activities that influence trust. Trust is a fundamental linking factor for all good personal and professional relationships (Ghimire, 2019). Blanchard (2012) further confirms that leaders need to know and understand the context when they are looking at building trust with the people they lead. Wong and Laschenger (2012) assert that authentic leaders use four components (balanced processing, relational transparency, internalised moral perspective, self-awareness) to building trust and a healthy working environment.

When promoting and building a results-based monitoring and evaluation/performance measurement and management system, designers often miss fundamental concerns of the country and the needs of end-users by giving little emphasis on the mechanisms or strategies for change on the technical, organisational and cultural factors (Mapitsa & Khumalo, 2018). Leaders need to demonstrate concern and act with integrity to achieve results considered elements of trust-building strategies (Fuoli & Hart, 2018; Ford et al., 2017). The success of organisations, development programmes and projects depend on developing and applying appropriate business strategies. In a broader perspective, such as social or organisational context, Ghimire (2019) mentions that trust has a systemic consequence on structure, process, and operational effectiveness.

Trust is part of the norms and values of the organisation and has been associated with organisational goals (Meier, Lütkewitte, Mellewigt & Decker, 2016; Lewicki, Elgoibar & Euwema, 2016). Trust is one of the core values of leadership that involves a relationship in essence (Wauters, 2012). The imperatives of trust (results, integrity, and concern) are critical and crucial for any organisation's economic growth and development (Ford et al., 2017). Trust also requires integrity in following a known set of values, beliefs, and practices, which means that trust depends on coherence and consistency, in other words, walking the talk and modelling the message (Ghimire, 2019).

Building trust is the foundation of all solid and healthy relationships, and action can speak more loudly than words (Blanchard, 2012). Trust-building can take place through leadership, organisational architecture and organisational culture (Meier et al., 2016) by considering “members’ perceptions of ability, benevolence, and integrity, then organizations should strategically manage these perceptions to build trust levels

by what they do and how they do it" (Ford et al., 2017:28) and can be analysed at different levels (Mishra & Mishra, 2013).

Trust-building can also occur through organisational culture (shared vision, mission goals, and values) whereby the imperatives of trust are manifested, and organisational commitment is reinforced (Ghimire, 2019). Trust requires skill in managing both organisational architecture and the culture of organisational life. According to Ghimire (2019), the behaviours that demonstrate trust are: talk straight, be honest, demonstrate respect, create transparency, right wrongs, apologize when necessary, show loyalty, give credit freely, deliver results and complete tasks correctly, confront reality, take issues head one, practice accountability, listen before speaking, understand and diagnose, keep commitments, and extend trust abundantly. Available literature suggests that modelling leadership (individual and team) inspires trust and mentions that trust, the glue of life, flourishes and trust comes only through trustworthiness. Organisations that create and promote trust among their stakeholders benefit the most (Crane, 2020).

In the literature, it is mentioned that trust can be affected by many but one of them is the human factor such as integrity, demonstrating concern and achieving results and trust strategies such as the involvement of stakeholders. In effect, transformational leaders make efforts to build trust through altering structures, formal leadership and management roles, information process methods, institutional mechanisms, and other related organisational routines (Mishra & Mishra, 2013) and by demonstrating a commitment to their followers and organisational needs. At the foundation of all relationships, there requires trust and to build and sustain a culture of trust, managers and leaders must understand the values of people working in the organisation (Ghimire, 2019).

2.8.4 Establishing an effective partnership strategy

Collaboration of participants with common interests from the different parts of the globe and all different segments of society (civil society, government, private sector, academic, scientific communities) and using their agencies at the national and regional levels to augment development policy, programmatic efforts, and strategies is fundamental (Schislyaeva & Miroliubova, 2013).

A partnership between and/or among well-demarcated actors is defined as a

collaborative form of governance that encompasses organisations/institutions or entities as well as community organisations coming together (within local and /or between local setups) to find a shared approach to a multifaceted problem which affects all of the stakeholders (Rasche, 2012). Solving organisational issues with the aim of having problem-solving mechanisms that would address the defined issues by building/strengthening the capacity, resources and expertise of each partner intuition/organisation is what partnership stands for (Seitanidi, Koufopoulos & Palmer, 2010). The partnership agenda is becoming a strategic norm in the context of a development work whereby various partners at the lowest level of hierarchies contribute necessary inputs and activities to achieve the expected performance.

According to Cihelkova, Nguyen, Fabuš and Čimová (2020), partnership is an important tool for partners to fulfil their strategic interest by sharing responsibility and respond to current organisational and institutional issues (Cihelkova et al., 2020). When partnership is established its selection, must be part of the organisational objectives and strategies (Seitanidi & Crane, 2009).

Not only should organisations "be clear about their partnerships and their purpose, but they should also be maintaining them actively and should be engaging with partners in their programmes and activities" (Spreckley, 2011:6). Furthermore, Spreckley (2011:6) states that this "process ultimately leads to having a strong relationship between the organisational direction and its partnership strategy. The organisation's partnership strategy informs its stakeholders about its standing in the locality and gives an "indication of how participative it is within the communities it serves and how many stakeholders are or can be involved".

A partnership can be conceptualised as public-public and public-private partnerships. The former twins' capacity development arrangements and operational partnerships where government-owned service providers work with communities and non-profit organisation (Hsu et al., 2017), whereas the latter according to Tucker, Calow, Nickel and Thaler (2010), takes over the management services by focusing on supporting better services. According to these scholars, effective partnership gets better external support. Furthermore, according to Seitanidi et al. (2010), implementation of effective partnership in effect has a prospective for an affirmative social change within the relationships. Perspectives related to partnership suggest that partnership can solve contextual problems (organisational, societal) by activating systemic change that

involves interrelated changes across defined spheres (cultural, organisational, institutional and individual) (Dentoni, Bitze & Schouten, 2018).

Partnership includes its selection (design), implementation and institutionalisation within the public sector organisations or entities and this is when particularly the context of the relationships in the partnership is selected/designed, implemented, and institutionalised (Seitanidi & Crane, 2009).

The establishment and operationalisation of an effective partnership in each setting bring many advantages to an organisation or an entity that include different skills, knowledge, information sources and solutions, social capital and less formal control (Hsu et al., 2017). “Partnerships can explore innovative ideas that facilitate organisations achieve some of their strategic objectives. However, the support provided must be aligned to the overall objectives of partnership” (Batti, 2017).

Furthermore, partnership also brings a governance viewpoint into a discussion to what extent and how the related stakeholders deal with multifaceted organisational and institutional issues and backing up the process of systematic changes to satisfactorily and rationally address the problems (Dentoni et al., 2018). Partnership motivates convergence and reduces the divergence of the involved partners around a common agenda (Cihelkova et al., 2020). Working with various combinations of stakeholders through partnership efforts permits enhancing transparency, credibility, legitimacy, and shared decision-making and responsibilities ((Schislyaeva & Miroliubova, 2013). In essence, a partnership is a true relationship based on an appreciation of mutual interest to ensure the competitiveness, viability, and prosperity of an organisation (Batti, 2017). The literature notes that an active relationship, the notion of common interest, and common ownership are introduced because of a partnership.

Partnership as a growing and dynamic process and collaboration with other stakeholders who have diverse cultures and conflicts of interest is not simple to implement. Organisations/institutions may experience problems to effectively achieve their expected outcomes without collaborating with others (Batti, 2017).

An effective partnership agenda mediates a particular relationship between and /or among interested parties (public-public partnership and/or public-private partnership) with the objective of getting together the experience, skills, and related sources of the concerned partners complementing one another in the execution public sector

organisations to accomplish their common and specific objectives (Zhidkoblinova, Stavbunik & Spanova, 2016). According to Hsu et al. (2017), upper-leadership/management plays a crucial role in moving forward every action of a partnership agenda.

2.8.5 Establishing effective accountability

In this connected and dynamic world, the public demands the public sector to be more accountable and assures how well it manages the public sector and meets its expectations (Ryan, 2019; Abdullah, 2019;). Ryan (2019:9) mentions that “public accountability system is as important as public management” Public accountability encompasses intimate and direct relationships with the people at grass root level, where the public sector, through its agencies and individuals, takes the initiative to understand what is essential to these communities of people, when it is important, and why (Abdullah, 2019; Ryan, 2019). Results based accountability is one of the factors for good governance of the public sector institutions, and it is considered as an image of transparency and trustworthiness of the public sector organisations (Said, Alam & Khalid, 2016). Accountability is defined as the internal and external duty from an individual or organisation to be accountable for their activities, accept responsibility for them and disclose the result transparently (Said, Alam & Johari, 2018).

Accountability enhances leaders/managers to focus on measuring and reporting results/outcomes throughout the lifecycle of a policy, programme or initiative (Ryan, 2019). Being committed and responsible to serve the public interest preserving the public trust by organisations, their employees, and their leaders are answering the fundamental question of accountability (Ryan, 2019). Accountability requires a relationship, results-orientation, performance reporting, consequences (obligation and responsibility) and improving performance (Mahuni, 2019). Artley and Stroh (2001) mention that there are diverging theories on the levels of accountability and further state that people understand the applicability of accountability in different ways. Furthermore, these scholars added that some people say that accountability applies only to individuals; some say it applies only to groups, and some say it applies to both. In the literature, personal accountability, individual accountability, team accountability, organisational accountability, and stakeholder accountability are identified (Artley & Stroh, 2001).

Accountability is fundamental to performance improvement. The real power of accountability relies on the extent to which effectively and clearly defined results hold people accountable to deliver. Four basic elements are necessary to make accountability work namely commitment, measurement, enforcement, and an enabling environment (Malena et al., 2004).

The fact that accountability demands reporting results, the purpose of accountability tool is on reporting of performance - both intentions and results-by tracking resources, measure performance results, assess and review 'what works, what deviates, what needs improvement and what needs more attention (Hilber et al., 2020). Accountability for performance is established through defined accountability tools by which organisations or entities are expected to report their performance results to their stakeholders through various interwoven accountability tools such as accountability reports, performance reviews, and accountability meetings (Mahuni, 2019).

Leadership is a critical factor to establish and boost accountability in the public sector. A leader/leadership that provides a clear vision and mission of the organisation can influence related stakeholders to hold accountability principles and factors that would enhance the organisation's performance (Aziz, Rahman, Alam, & Said, 2015). Greater accountability in the public sector can be achieved when the leadership/leader develops and archives appropriate leadership roles and characteristics of leadership (Aziz et al., 2015).

2.8.5 Promoting and creating effective capacity development

Capacity development deals and is designed to enhance the improvements of the livelihood and social transformation by initiating changes in people and organisations as well as their enabling environments (Vallejo & Wehn, 2016). For many years, the objective of capacity development was based on supply driven interventions, but current issues made it shit to focus on demand driven activities (Vallejo & Wehn, 2016) with particular emphasis on institutional development and strengthening (Merino & de los Carmenado, 2012). According Lavergne (2004:7) "capacity development is defined as the process whereby individuals, groups, organizations and societies enhance their capacities in terms of human, organizational, institutional and social capital".

Capacity development has different meanings to different practitioners (Lauzon, 2013). For some experts, capacity is tantamount to individual skill development and

training, and for others, it is problem-solving and for some others, capacity is about participation, local ownership and attending to a local agenda (Lauzon, 2013).

Operationalisation of capacity/capacity development can be understood at the level of individual capacity and related competencies (leadership, technological skills, communication skills, planning skills, management skills/change management) and at the level of social capacity and related competencies (participation and cooperation, commitment, trust, communication, networking, team work, group process skills, consensus building, decision making, sense of community, shared values, vision and strategy) (Merino & de los Carmenado, 2012).

Furthermore, according to Lauzon (2013:250), “capacity development is about learning by doing and adapting, it is more than simply acquiring knowledge and skills, but putting knowledge and skills to work in meaningful ways and reflecting and continuing to adapt and refine one’s knowledge and skills to meet emergent challenges, improving performance and increasing developmental value”. Moreover, the literature review further mentions that improving the knowledge, skills and attitudes of individuals and/or groups of people in the design, development, implementation and maintenance of organisational set-ups and processes that are locally important are some of the elements of capacity development interventions. According to Fisher (2010:109), “capacity development interventions, often called capacity building, are activities, programmes or inputs which are aimed at changing the state of capacity for organisation, person, network, society or context; needless to say, these activities do not always result in capacity development”.

Effective capacity is the outcome of a wide-range capacity development interventions (particularly training) that have been implemented at different levels over long period of time (Fisher, 2010). Leadership affects the results/outcomes organisation or entities, and effective leadership is related to the successes or failings of PMM practices (Moynihan, et al. 2011).

In the public sector, the clarity of role is importantly emphasised in the context of PM (Lee, 2020). Leaders are participants in the design and implementation of the PMM system (Moynihan et al., 2011). Leaders/leadership develop and translate and implement vision and mission of a given setting and become role models and link strategies with organisational objectives, monitor performance and improve systems,

policies, processes and services of a given setting (Coetzer, Bussin & Geldenhuys, 2017). The adoption and implementation of PMM results-based management system in public sector organisations is challenged by the political regulation and legislation, resistance to change and lack of a proper performance monitoring system (Naskar, 2021).

2.9 INSTITUTIONALISING A RBPMM CULTURE IN THE PUBLIC SECTOR

Leaders play an important role in “embedding” and transmitting the culture that they believe will most enhance organisational functioning. The institutionalisation of a RBPMM culture/system varies with special reference to different countries' paths, approaches, and leadership styles (Mackay, 2007). As was mentioned earlier, available literature asserts that the field of PMM is researched to a great extent and yet certain fundamentals of PMM systems remain unclear (Gomes, 2020), and it is time to take a fresh look at different aspects of the PMM system (Sanger, 2013; Pulakos et al., 2012). Looking into the aspects of leading and managing for results culture (mediating factors) is pivotal. The issues that affect the implementation or institutionalisation of an RBPMM culture in the public sector has not been given sufficient attention by the public sector leadership/management, and much of what is known is based on anecdotal accounts (Martin et al., 2012).

Innovations regarding PMM systems are taking place in the public sector institutions (Yetano, 2013). For the purpose of their managerial functions, numerous public sector organisations, development programmes and projects at a national and local level have implemented PMM systems (Moynihan et al, 2011; van Dooren, 2011). Nonetheless, scholars have shown the potential inadequacy of existing approaches (Bourne et al., 2018).

Performance measurement and management can support the public sector in a number of ways, nevertheless, in practice, there are also ongoing arguments about its failings and ineffectiveness (Bourne et al., 2018; Schleicher, Baumann, Sullivan & Yim, 2019). Finding evidence-based results for effective implementation of PMM systems and to institutionalise a RBPMM culture in the public sector institutions is a very daunting task (Ohemeng, 2011). Many authors have endeavoured to acquire evidence-based information about the actual utilisation of PMM information, and most of the time several authors have found a low level of utilisation (Bourne et al., 2018).

Such manifestations led some scholars to investigate the matter with small samples at local levels to ascertain the profile of organisations, which have used PMM information for their informed management/leadership decisions making, accountability, transparency leaning and improving (Torres, Pina & Yetano, 2011).

PMM system represents an organisational change that can be studied using a developed framework that focuses on the assessment/investigation of the organisational, development programme and/or project rules and routines and their institutionalisation (Yetano, 2013). According to Gaarder and Briceño (2010:4), "institutionalisation is a process of making something (for example a concept, a social role, particular values and norms, or modes of behaviour) become embedded within an organisation, social system, or society as an established custom or norm within that system".

Macinati (2010) asserts that institutionalisation necessitates the internalization of new practices/skills and principles and a change in day-to-day routines and activities. Moynihan (2009) asserts that performance routines and rules overtime may replace previous routines and rules as well as may be abandoned, and more likely modify and influence the previous practices/skills as PMM reforms create new social processes within the existing structures or organisation. Available literature further remarks that the institutionalisation of an RBPMM practice become dynamic and an ongoing process in a sense that not all the practices/skills and principles and the contextual behavioural patterns need to be institutionalised to the same extent.

The institutionalisation of RBPMM is vital because "as much as installation of the PMM tools is important, it is also imperative to ensure that the PMM systems are continuously institutionalized in the public service in order to pave the way for creating and attaining a performance culture in the entire public service" (Bana, 2009:16). According Cummings and Worley (2008:189;200), It is the "process" through which organisations become stable enough to fulfil personal and group needs and "for maintaining a particular change for an appropriate period … as a normal part of the organisation's functioning for an appropriate period of time".

Different government institutions, development programmes and projects have adopted and implemented RBPMM systems in developing countries. However, the available literature mentions that designing and implementing RBPMM systems in a

developing country is difficult because of the lack of demand and ownership of such systems. Martin et al. (2012) note that weak political will and lack of institutional capacity may result in slow progress. In such perspectives, dedicated and committed champions who have the will to shoulder the political risk in backing and promoting an RBPMM culture in a given setting are indeed required.

Effective leaders develop and design effective PMM systems (Poister, 2003). In this respect, the different and consecutive PMM practices and approaches aware institutionalising an RBPMM culture and mainstreaming them in the leadership process involves bringing about programme change. Leadership positions and technical and political dimensions have influential roles in the institutionalisation of an RBPMM system within development programmes (Mackay, 2007).

It is fundamental that public sector organisations develop and nurture a culture of results (Mei & Pearson, 2017). To this end, as mentioned earlier, pleaders/managers and employees are expected to establish performance goals, measure, analyse, report, interpret, review and gain experience from the performance results, and then adjust delivery to modify the programme design and implementation (Bititci, Garengo, Ates & Nudurupati, 2015; Melnk et al., 2014). The literature confirms that many organisations today are in the process of developing and maintaining an RBM/PMM culture or regime. The need to know and what to be in place for RBM/PMM to flourish in an organisation and development programmes and/or projects as well as the need to identify where improvements can be undertaken to strengthen an RBM/PMM culture or regime, is pivotal (Mayne, 2007a). Core practices that would indicate the institutionalisation of an RBPMM culture or regime of an organisation can be conceptualized and assessed (Wauters, 2012; Mayne, 2007a).

2.9.1 Results-based PMM core practices

Core results-based practices include the assessment, design, implementation, communication/alignment and review, which the milestones for a functional PMM system are (Taticchi et al., 2012: Wauters, 2012). Besides, looking into whether or not a PMM framework holds the characteristics of connecting strategy to operation (Taticchi et al., 2012; Wauters, 2012) is also a vital practice of a functional PMM system.

2.9.2 Leadership Champion an RBPMM system

Change agents are champions of change, which means" looking like or projecting themselves" as such (Ohemeng & Kamga, 2020) and "mobilize the necessary exogenous and endogenous resources to enable them to effect the changes they seek" (Ohemeng & Kamga, 2020:8), the institutionalisation of an RBPMM system.

According to Lin, Ku and Huang (2014), championing behaviour confirms the importance of the involvement of top management/leadership in leading and managing an organisation or entity in terms of the integration of personal, technical and environmental contexts concerning the RBPMM system. Furthermore, Faupel and Süß (2019) assert that championing is also related to employees when they are ready for change and willing to change.

Transformational leaders are proactive leaders who are considered as change agents who enhance others to achieve exceptional goals (Islam, Furuoka & Idris, 2021). However, for this to occur, they require contextual capabilities (individual, technical, organisational, environmental) to champion the expected change (Ohemeng & Kamga, 2020; Lin, Ku & Huang, 2014).

2.9.3 Results-based accountability regime

According to Thomann, Hupe and Sager (2018:3), "accountability regimes are sets of guidelines for action that prevail within social relationships in which actors ask and give each other explanations and justifications of their actions". Hogberg and Lindgren (2020) assert that a results-oriented accountability regime falls on two forms of accountability, namely thick accountability and thin accountability regime, where the former is with extensive use of most forms of the tools of accountability (vertical and horizontal) and where most accountability tools are largely absent in the later. "Horizontal accountability is characterised by relatively more decentralised relations, while vertical accountability is based on hierarchical forms of control" (Hogberg & Lindgren, 2020:15).

A results-oriented accountability regime according to Hogberg and Lindgren (2020), is understood as a process where the three dimensions related to the measurement of performance data and its related production of quantitative data, use of performance data, and the consequence of evaluation (incentives, rewards and sanctions) are emphasised. According to Mayne (2007a:15), "the accountability regime in the

organization needs to support a result and learning focus". Wauters (2012) and Mayne (2007a) confirm that leadership commitment, employee competency, supportive organisational culture, user-friendly management information system, adequate PMM capacity, supportive human resource system, availability of material and financial resources ensures that a results-oriented accountability regime.

2.9.4 Development of the capacity to learn and adapt

Learning begins with motivating the workforce of an organisation to improve the organisation's performance by adapting to the work culture to increase efficiency and effectiveness (Jabar, Soosay & Santa, 2011).

Capacity is developed through learning, and if people are not motivated to learn, participating in the process of capacity development will not lead to enhanced capacity (Clark & Oswald, 2010). According to Senge (2006), the capacity of an organisation to learn and adapt is pivotal for its operational and strategic functioning. Clark and Oswald (2010) affirm that articulated organisational values and leadership (purpose) are pivotal drivers of capacity development processes. Furthermore, Brinkerhoff, Frazer and McGregor (2018) assert that the use of single and double loop learning mechanisms lead to developing a capacity to lean and adapt. Practices related to the integration of technical control (performance measurement) and social control (performance management) dimensions and related implementation capacity constraints pave a way to develop a capacity to lean and adapt to a given organisational and institutional context (Nudurupati, Garnego & Bititci, 2020; Bititci et al., 2018; Brinkerhoff et al., 2018).

A culture of learning is fundamental to act upon poor performance (Mayne, 2007b). However, a challenge for many organisations is organisational learning, where the gap according to Moynihan (2005), is the lack of establishing learning forums. In this context, Mayne (2007b:95) suggests "the idea of deliberately building in learning events or forums to develop a learning culture is perhaps an approach that needs more attention".

2.10 CHAPTER SUMMARY

This chapter reviewed and synthesised the relevant literature and theories which formed the foundation for the development of a theoretical framework of the study. Three concepts emerged from the review namely effective leadership roles and tasks,

leading and managing for a results culture, and the optimal institutionalisation of a RBPMM culture. A thorough and comprehensive review on the relevant literature on the overall leadership discipline as well as on specific leadership theories, such as the evolution of leadership theories and the transition and research trends of performance measurement and management were discussed.

The next chapter presents the research design and methodology adopted for the study.

CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY

The aim of this chapter is to present a systematic overview of the research design and methodology adopted for this study and how it was implemented.

3.1 INTRODUCTION

This chapter describes the overall research design and methodology that were used to answer the research questions, research objectives and the research problem. Furthermore, this chapter also provides a description of the main facts related to the research processes and procedures, and explains the type, approach and strategies used. In addition, this chapter discusses the population and sampling framework, the data collection instruments and their development, the data collection and analysis procedures for both the quantitative and qualitative components, validity and reliability (quantitative), as well as the trustworthiness of the qualitative instrument.

3.2 RESEARCH DESIGN AND PARADIGM

This subsection discusses the research paradigms, approaches and strategies.

3.2.1 Research paradigms

According to Kivunja and Kuyini (2017:26), “research paradigm or worldview is the perspective, or thinking, or school of thought, or set of shared beliefs that informs the meaning or interpretation of research data”. Researchers need to consider choosing an appropriate research paradigm as the worldview that fits their research questions and research objectives (Antwi & Hamza, 2015). Worldviews guide researchers to identify appropriate and relevant research methodology, methods and strategies (Kivunja & Kuyini, 2017). A number of theoretical paradigms are discussed in the literature and they include positivist, constructivist, interpretivist, transformative, emancipatory, critical, pragmatist and constructivist (Antwi & Hamza, 2015).

In this study, the philosophical worldview assumption used was the pragmatic paradigm. This philosophical worldview which is worked by scholars for concurrent methods from the pragmatism worldview, provides a canopy of the study (Creswell & Plano Clark, 2018; Morgan, 2017. It aims to reveal a real-world knowledge and experience of a given status quo or circumstances whereby it merges theory and practices as well as how the theories are formed in relation to a specific context of given situation or circumstances (Dalsgaard, 2014). According to Cameron (2011), the pragmatic worldview assumption is related to a mixed-methods design because it is a

paradigm that solves a problem using both a practical and real-world approach.

“Pragmatism rejects concepts like “truth” and “reality’, and instead focuses on “what works” regarding the research question” (Pole, 2007:3). Furthermore, pragmatism is so common in mixed methods research because it fits to the setting of complex social phenomena (Pole, 2007).

In accordance with the overall research paradigms/world views elicited from the literature and comprehending their specific relationships and advantage regarding the context of this research study, in general, and the framework of the research problem, research question and objectives in particular, this researcher was compelled to embrace and adopt the pragmatism paradigm as worldviews.

3.2.2 Research approaches

To achieve the aim of any research, systematic planning is required. It is necessary that researchers define which approach is being implemented when conducting the research. To this end and to serve the overall aim of the study, a convergent mixed methods design was used (Creswell & Clark, 2011; Creswell & Creswell, 2018). Both strands, namely the quantitative and qualitative, counterpart one another to provide a comprehensive sight of the problem (Creswell & Creswell, 2018; Molina, Bergh, Corley & Ketchen, 2017). A mixed-methods design allows the use of the two components of the data set (quantitative and qualitative) to be used in order to generate an evidence-based information of a study of a given situation. Using mixed methods design provides robust inference and this is because the data is viewed from different insights (Pole, 2007). “One method can provide greater depth, the other greater breadth, and together they confirm each other” (Pole, 2007:3).

From the perspective of this research study, the goal of using mixed methods research was to predict; add to the knowledge base, understanding complex phenomena, and informing constituents and the objective was, description, prediction or influence and the purpose was to seek a convergence or divergence of results and findings of the research study (Creswell & Creswell, 2018; McKim, 2017).

A convergent-mixed method design is a method where the qualitative and quantitative data are concurrently collected, separately analysed, and merged for final analysis (Creswell & Plano Clark, 2018; Creswell & Creswell, 2018; Creswell & Plano Clark, 2011; Creswell, 2014). The results of the two strands are examined for convergence

or divergence (Creswell, 2013b) and are “compared to find out for congruent findings” (Creswell, Klassen, Plano Clark & Smith, 2011:217&218). The researcher adopted the equal use of both methodologies.

A concurrent mixed method design was necessary for a holistic comprehension of the viewpoints of the respondents and opinions on the influence of leadership roles and tasks on the optimal institutionalisation of a RBPMM culture in the selected context. The advantage of a concurrent mixed-methods design is the integration of both quantitative and qualitative strategies in the interpretation of the overall results, which provides a better understanding of the research problems and complex phenomena (Molina et al., 2017; Klassen, Creswell, Clark, Smith & Meissner, 2012; Creswell, 2009). It assists a researcher to simultaneously answer confirmatory questions (Pole, 2007). Creating the condition to collect the two components of the data (quantitative and qualitative) concurrently in a single phase of a research study is the strength of a convergent mixed methods design. Thus, to meet the objective of the study, a mixed method design was adopted.

3.3 RESEARCH STRATEGIES

This section discusses the overall research strategies that were used in this research study.

3.3.1 Quantitative study

A quantitative research methodology is one component of a concurrent mixed methods design. A mixed method design that explains phenomena in the context of numerical data, is analysed by means of statistics (Yilmaz, 2013). From a broader perspective, a quantitative method was used for five reasons:

1. It entails the empirical research of a social phenomenon or human issues that tests the theory that consists of variables that are measured with numbers and analysed with statistics to determine if the theory explains or predicts a phenomenon of interest (Yilmaz, 2013; Ludwig & Johnson, 2016; Goertzen, 2017);
2. The researcher uses a self-designed questionnaire with standardised response categories to which participants’ varying perspectives and experiences are expected to fit (Yilmaz, 2013; Ludwig & Johnson, 2016; Goertzen, 2017);
3. Quantitative researchers use a questionnaire survey and systematic

measurements involving numbers and mathematical models and statistics to analyse the data and report their results (Yilmaz, 2013);

4. It is more appropriate for answering questions about associations between specific variables, as well as questions pertaining to *who, where*, *how many* and *how much* (Harrison, 2012). A quantitative research strategy was selected because the research question and the research objectives of this study required obtaining quantitative information and
5. This research study also explored the lived experiences of employees in the public sector and justified the qualitative research approach within the mixed method design. In this context, the nature of this investigation was descriptive, predictive, interpretive and confirmatory.

Examining the nature and pattern of the relationships, predictions (expected relationships) between and/or among the constructs or variables were the focus of this method. Furthermore, comparing groups of independent variables to see their influence on the dependent variable(s) was assessed. Similarly, the relationships of one or more independent variables with one or more dependent variables were evaluated (Creswell, 2009). The researcher generalised the findings to the target population from the sample and inferences were made about some characteristics, or behaviour of that target population at different levels of the unit of the data analysis (Trochim, 2005).

3.3.1.1 Population and sample frame

As mentioned earlier, the context of the study is the MERET programme of the natural resource management sector of Ethiopia. Overall, at federal, regional and district levels; there were ten (10) senior level professionals each working for the MERET of the natural resource management sector who were supporting the programme design and implementation, monitoring and evaluation and performance reporting. During the study period, one hundred (100) professional staff were working for the MERET of natural resource management sector of Ethiopia at the three selected hierarchies of operation (federal, regional, district). The profile of the senior professional respondents at federal, regional and district levels included middle level leaders (process owners/coordinators and technical team leaders) and high-level professionals (senior level technical experts).

During the study period, the MERET of natural resource management sector was coordinated by the different regions and implemented by the districts and communities in Ethiopia. The MERET of natural resource management sector in the SNNP region was implemented in twelve districts. Each district had a minimum of three active community sites /watersheds and a maximum of five of the same. In each community site/watershed, there were three entities directly involved in the implementation of the MERET of natural resource management sector. These were the Kebele administration, the community development agents and the planning and development teams (PDTs).

When considering the minimum number of community sites in each district, which usually numbered three (3), the number of the total expected kebele leaders, development agents and the planning and development team members working in the above entities in the eight districts sampled were 72, 72 and 240 respectively. This means that the total sample frame for the study including the senior level professionals (100) working at the federal, regional and district levels was 484 people (for quantitative). In the quantitative component of the study, the participants involved were the senior level professionals working for the MERET of the natural resource management sector at each level (federal, regional and district) as well as the kebele leaders, development agents and the planning and development teams working for the same at the community level.

One of the first things that needs to be done when planning to conduct survey research, is to define the target population operationally for the study (Wienclaw, 2015). The population refers to an aggregate of individuals, things, cases, amongst others. The observation units that are of interest, remain the focus of the investigation (Garg, 2016). The researcher used a combination of simple random sampling and a census, and this was associated with the research paradigm (quantitative approach). In this case, due to the fact that there were some target populations that were extremely small in number (federal, regional, and district), the targeted study populations were considered directly for the study (census). There were also other groups of the sample population at the community level that were selected using simple random sampling and a census technique.

Though there is no well-established and clear sample size in the literature, some scholars have developed some methods of sample size requirements roughly for

studies using structural equation modelling as a tool for data analysis techniques. Jackson (2003) suggests that the N: q rule for latent variable models where all are continuous and distributed normally and where the estimation method is the maximum likelihood. In line with, Jackson (2003) further suggests that researchers must consider the minimum sample size in terms of the ratio of the number of cases (N) to the number of model parameters that need a statistical estimate (q). Based on this notion, the suggested sample size regarding the parameter is 20:1. In this case in point, for instance, where the total of q is 10 parameters, it means that the required sample size should be 20q, or N would be 200. Moreover, Jackson (2003) points out that the less ideal solution would be an N: q ratio of 10:1, which, in the context of the example or suggestion provided above, would be for q=10, which would be a minimum sample size of 10q= or N=100.

Additionally, this author notes that when the N: q ratio falls below 10:1, so does the trustworthiness of the results. Based on the review of studies of different disciplines that used structural equation modelling as a tool with regard to the statistical analysis technique, researchers suggest the median sample size to be about 200 cases (Kline, 2016; Schumacher & Lomax, 2010). Referring to this research study, the sample size used, was above the minimum requirement of the ideal rule of thumb (10q = 10x15(150) parameters that need estimates). Therefore, the sample size for this research study was 228 and this was sufficient for the purpose of the study.

Scholars proposed that a study that involves structural equation modelling requires to be a minimum of 50 more than eight times the number of variables in the model (Meyers, Gamst & Guarino, 2006). In line with this perspective and the rule of thumb suggested, the 15 indicator variables apprehended in the model, the required sample size would be 170. The sample size used for this study as mentioned previously was 228, and this was even beyond what is recommended by these scholars. This confirms that the sample size used for this study was adequate to reflect the purpose of this research study. Details related to population and sample framework is indicated in Table 3.1.

Table 3.1: Sampling method and sample frame

	Administrative level	Source of information	Sample frame	Sample size	Sampling method	Remark (sample size)
1	Federal level	Senior level professionals (technical experts)	10	10	Census	All ten at federal level
2	Regional level	Senior level professionals (technical experts)	10	10	Census	All ten at regional level
3	District level (8 districts-Alaba, Damogale, Humbo, Boreda, Chencha, Areka, Lemu, Gurage)	Senior level professionals (technical experts)	80	80	Census	All ten at each district level
4	Community Level					
	4.1 Community	Kebele level leaders (3x3x8)	72	24	Random & census	One community selected : All 3 leaders in the community in each 8 districts were considered
	Community	Community level Development agents(DAs) (3x3x8)	72	24	Random & census	One community selected: All 3 DAs in the community in each 8 districts were considered
	Community	Community level planning and development team members(PDT) (3x 8x10)	240	80	Simple Random & census	One community selected : All 10 PDT members in the community in each 8 districts were considered
		Total	**484**	**228**	**47%**	

3.3.1.2 Data collection methods

Data collection is as important as research work, because it could affect the research findings (Murgan, 2015). Hence, data collection provides an effective process for gathering data that is vital for the implementation of the methodology, guide for collecting adequate data and produce a complete and credible analysis (Murgan, 2015). There are many different ways of gathering data, among which, in the context

of this method of research strategy, were a structured questionnaire survey and structured interviews (Allison, 2017).

The first part of the structured questionnaire consisted of the basic data that included the names of the different administrative locations of the areas that were identified for the data collection process. Furthermore, this part of the structured questionnaire included the profile of the respondents with respect to their gender, education, location, profession and years of service and experience in the MERET of natural resource management sector.

The second part of the structured questionnaire consisted of the leadership dimension that was conceptualised in terms of the context of this research study. This dimension included the *Modelling role of leadership, the Pathfinding role of leadership, the Alignment role of leadership* and the *Empowerment role of leadership*.

The third section of the structured questionnaire comprised *Leading and managing for a results culture* dimension (mediators) that included seven major indicator variables, namely Results–based strategic planning, Results-based performance measurement, Results-based performance management, Promoting effective trust, Establishing an effective partnership strategy, Establishing effective accountability, and Creating a results–based capacity development culture.

The fourth section of the structured questionnaire consisted of the *Optimal institutionalisation of a RBPMM culture* dimension that included four major indicator variables, namely a Results-based performance measurement and management championed by leadership, a Core results-based performance measurement and the management practices in place and functional, a Results-oriented accountability regime ensured, and the Capacity to learn and adapt developed.

Moreover, each element of each dimension had its items or a series of questions that measured each core dimension/construct.

Self-administered/self-completion questionnaire surveys and structured interviews were conducted at a convenient place at all levels where the respondents of the research were mostly working/living. The survey questionnaires were distributed by the researcher to each respondent. The written instructions of the questionnaire survey were read explicitly to the respondents, and the respondents then filled in the questionnaires after which the filled questionnaires were returned to the researcher.

The data collection process arrangement and management were well coordinated by the researcher. Accordingly, the data collection process and implementation were supported by the local authorities as well as by the respondents of the research at each level of the selected programme operation. To maximise the attendance of the participants, adequate time was allocated (two days for each district). Four enumerators and two supervisors were also deployed for the overall data collection activities. Accordingly, the researcher conducted the key informant interviews at federal, regional and district levels. The second supervisor supported the researcher when conducting the key informant interviews at the district level.

3.3.1.3 Questionnaire design

The data collection methods must match the study question and the aim of the research (Ivey, 2017). The data collection methods that were considered and used in this study were a structured questionnaire (Appendix 3) for the respondents who were able to read, understand and fill the questionnaire and structured interviews were administered for the illiterate. A self-administered/self-completion questionnaire survey was used as a key data collection method.

Scholars advise researchers to search and use existing instruments that are relevant to their research topic because they are already tested, accepted and applied (Yilmaz, 2013). The researcher acknowledged the advice regarding the fact that using an already developed instrument by the scientific community would be extremely beneficial in terms of its nobleness, reliability and validity. However, according to the investigations of the researcher, the current literature has not addressed and accommodated a survey instrument clearly that incorporated the dimensions or constructs and the related items in the context of this research systematically and appropriately. There is no definitive instrument that is established for measuring and examining both leadership and the institutionalisation of RBPMM culture methodically at a time in the public sector organisations in the developing economies in general and the natural resource management sector.

Reasonably good measures of the targeted constructs were not available, so the researcher was compelled to develop a new questionnaire and related measures that are aligned to the research objectives of the study, accommodated the defined constructs and answered the research question.

The self-developed draft questionnaire was constructed based on the comprehensive investigation of a literature review, *ad hoc* interviews and discussions with selected individuals and groups who had the basic social and technical backgrounds regarding the contextual aspects of leadership, performance measurement, and performance management. In addition, the researcher believed they knew how these basic constructs function in the natural resource management sector with particular focus on the development programmes and projects in the natural resources management sector of the agricultural and natural resource development sector, in the SNNP region in Ethiopia. Furthermore, the researcher's self- understanding on the related policies and strategies existing in the country were also added inputs for developing the new questionnaire.

Grounded in the comprehensive literature review, the researcher obtained a wide-ranging of knowledge, skills and experience on the topic of the research and this directed the researcher to adopt and frame the major concepts and indicator variables and associated items that would measure and answer the research question and research objectives. Subsequently, further comprehending and conceptualising the concepts and the possible related indicator variables under each concept were the tasks that the researcher undertook in order to develop a realistic and contextual survey questionnaire.

The preliminary conceptual framework of the research that was developed before the development of the draft questionnaire was shared and discussed with four individual professionals for their review and suggestions. As a result, important comments and suggestions were received and were integrated into the final conceptual framework of the research study. Following these processes, the relations/association of the concepts and related variables to one another were made clearer, simple and more meaningful. Furthermore, each characteristic of the concept of the conceptual framework was defined clearly and, at the same time, what each of the concepts intended to measure was explained adequately. Along these lines, the logical sequence of each concept was also reviewed. Each major concept had its own specific sub-dimensions upon which the variables or items of the questionnaire were built.

The questionnaire was designed using a five-point Likert scale, with three main constructs /dimensions and fifteen observed variables. All the measurement items of the questionnaire measured on a five-point Likert-type scale where 1 = strongly

disagree; 2 = disagree; 3 = neutral; 4 = agree and 5 = strongly agree, in order to express the degree of agreement of the respondents. The questionnaire was intended to measure the development of a leadership model that drives the optimal institutionalisation of a RBPMM culture in the natural resource management sector taking the MERET of natural resource management sector as a context.

Cognisant of the above concepts and following the steps and another related systematic approach to the development of the questionnaire, it was a necessary condition to come up with effective means to collect the data that finally answered the research questions and research objectives of this study.

While planning to develop a series of questions in the questionnaire, the researcher considered what types of questions and relevant measurements were needed to be developed to answer the research question clearly. At the same time, the researcher also considered the availability of resources and time to collect the data. In this context and with respect to the nature of the research problem and the research question, the researcher was able to determine or conclude which type of scale questions were relevant and pivotal. When developing the questions, the researcher focused on the fact that questions that needed to be developed, should be clear, concise and direct to ensure that the researcher would get the best possible answers from the respondents. In this case, the series of questions that were included in the questionnaire were determined by the scope of the research questions/hypotheses and research objectives. Based on the nature of the research problem and the research question and the overall theoretical and conceptual framework of the research and the related questionnaire, the researcher together with some of the higher-level professional staff associated with the MERET of the natural resource management sector at federal and regional levels determined the target groups that should respond to the questionnaire.

Grounded in the above scenarios and in the context of the research, the researcher finally developed a questionnaire that was shared and discussed with colleagues and friends for further comments to enhance its face validity. The colleagues and friends who participated in the pilot test were professionals with sufficient expertise and had accumulated experience to evaluate the appropriateness of the similar instruments. Furthermore, they had at least experience in developing related instrument in their study for their MSc or PhD. The colleagues and friends who have contributed their

inputs to instrument development (face validity) were 10. Their qualification comprises 9 MSc (90%) and one PhD (10%). Of these, 5 (50%) of them were middle level managers in the Natural resource management sector, 4 (40%) of them were technical experts in the same sector, and the remaining one (10%) was a lecturer. All of them have more than 10 years' experience in their respective field. Such approach is used in the field by scholars (Queiroz, Wamba, de Bourmont & Telles, 2020). As a result, valuable comments relating to the language, wording, structure, coherency and format were obtained and were assimilated in the questionnaire survey instrument. This helped the researcher to refine the instrument fundamentally.

After the development of the final draft questionnaire, it was further shared to five different individuals who understand the subject matter as well as had research skills and could give technical and conceptual inputs. Feedback on the construction of the measurement instrument and content of the questions' items were received and the inputs provided were again amalgamated into the questionnaire.

Following this, the researcher further held a half day discussion with ten senior and middle level programme coordinators and senior level professionals (who had both the academic and non-academic requisite background knowledge, skills and experience on research activities) on the questionnaire survey. The discussion focused on checking each statement of the questionnaire/items with respect to wording, language, content, structure and coherence. In this regard, the instrument was discussed and reviewed again. As a consequence of this, it maximised item validity and appropriateness and the proposed items covered all the potential dimensions. Accordingly, the technical and conceptual comments that were provided were incorporated in the questionnaire.

Subsequently, the draft questionnaire was further shared and discussed with the other three senior level professionals for further comments. Their inputs were also incorporated in the questionnaire.

Lastly, to ensure the validity of the data that this quantitative questionnaire would produce, it was pre-tested as well as pilot-tested and this is discussed below.

3.3.1.4 Pre-testing/pilot testing

After the draft questionnaire had been designed, the next step that the researcher took was pre-testing the overall content of the questionnaire by the insiders. In terms of this

perspective, a pre-test is the views of the insiders on the survey design and implementation. This notion is emphasized by the literature that inspecting the questionnaire and the related procedures set to undertake the survey ahead of time with the involvement of insiders is an important step to clearly understand and to assess whether the questionnaire is going to create any problems for the respondents and interviewers with regard to meeting its objectives.

It was essential to pre-test the questionnaire (Roopa & Rani, 2012) after the final draft and formatting have been completed because no one is able to design a perfect questionnaire and a carefully prepared questionnaire through the involvement of experts would help generate a reliable information (Roopa & Rani, 2012). There was a considerable need to get support from individuals or groups who have extensive experience. These perspectives determined the action of the researcher regarding being exposed to critiques, systematic reviews, internal testing, and engaging with a panel of experts, because of this, adequate and reliable information were captured, and this finally enriched the overall framework of the questionnaire.

Additionally, the draft questionnaire was pilot-tested with a target group consisting of a sample frame of 30 respondents who were later excluded from this study. Accordingly, a reliability test for the scale item/sub-scales was run based on the pilot sample of 30 respondents using a Cronbach alpha coefficient. The result was above 0.7. This is regarded as a good indication of reliability (Pallant, 2013). The comments that were received from the different experts during the pilot test as well as from the different groups of people during the *ad hoc* discussion and consultation also enhanced the validity of the instrument. This intensive process contributed to the credibility of the questionnaire/study by the respondents and the authorities after the data had been collected.

3.3.1.5 Construction of the measuring instrument

The measures in the instrument were generated from a pertinent and contextual literature review related to leadership and performance measurement and management system in the public sector organisations, local government programmes and projects with particular emphasis on the natural resources management sector of developing countries with a focus on the SNNP region, Ethiopia.

The level of measurement scale used in this research study was a summative

response scale. A summative scale according to the views of Meyers et al. (2006) entails a situation where respondents assign values to entities based on the scale provided and defined by values on the scale. Furthermore, these scholars mention that it is possible to add (sum) the ratings together through a summative scale and divide it by a constant to get the mean of individual scores on the inventory (Meyers et al., 2006).

3.3.1.6 Procedures followed before the data collection process commences

After determining the final format of the conceptual framework and related measuring instruments, the final draft methodology that included the measuring instruments (draft survey questionnaires and interview guide) was presented to the UNISA colloquium panel discussion. After being accepted by the panel discussion, the overall methodology chapter was reviewed and submitted to the UNISA Ethics Office for comments and ethical clearance. Consequently, the relevant official support and permission letters from the concerned institutions for the data collection were obtained before the onset of the data collection process.

After securing ethical approval and clearance from the UNISA Ethics Office, further discussions were held with the concerned Federal and SNNP regional authorities. The purpose and objectives of the research and the next steps that were required were discussed with them in detail. The data collection process of this research was supported and allowed by the Federal and regional authorities so that it could be conducted as planned. As result of this discussion, an official supporting letter granting permission for the data collection process to take place was obtained from the Federal and the SNNP region. These official letters were further communicated to the districts in which the data collection process took place.

3.3.1.7 Data collection procedures

After arranging that the orientation on the instruments and the coordination and management of the data collection programme implementation was in place, the data collection process started at the regional level by means of the survey questionnaire and continued to the eight districts and eight communities in accordance with the plan. For the community level Kebele leaders and planning and development team members, a structured interview method was used because some of the respondents at the community level were primary school level respondents or illiterate. In this case,

in order to make the questionnaire survey very clear and understandable by the community level respondents, particularly the Kebele leaders and the planning and development team members (PDT), the English version of the questionnaire was officially translated into the local language (national Language-Amharic) and the data was collected back into the English version for ease of data management and analysis. The translation was performed by an authorized office namely, Ethiopia Translation Office located in the city of Addis Ababa. The translator was a legal person who have legal permission and related profession/expertise. The fact that the translation had gone through three processes i.e., it was drafted by a responsible person, the draft was checked by the supervisor and was finally approved for its appropriateness by the respective CEO. Since the researcher is also a native Amharic speaker and was convinced that the translation was appropriate, there was no need for back translation.

Regarding the interview schedule, interpretation to other language was not necessary because the interview with the key informants were made in English. Because these target individuals had intermediate English knowledge which was enough for the communication and understand the interview. The respondents were informed briefly about the overall objectives of research by the researcher. They were also informed what the informed consent entailed. The respondents showed their cooperation and expressed their willingness to participate in the survey research and the key informant interviews. They first signed the informed consent before completing the questionnaire survey or engaging in the structured interview.

The survey took between 35 minutes to a maximum of an hour for the federal, regional and district level respondents (senior professionals as well as the development agents at the community level). For the structured interviews that were conducted at the community level (the kebele leaders and the planning and development team members), translators who clearly understand each local language were hired and used. This interview lasted for about an hour.

The timing of the data collection process for the self-administration questionnaire/self-completion at the federal, regional, district and community levels was flexible in line with the preferences of the participants. In order not to disrupt the regular work of the participants, data collection by means of a self-administered questionnaire at the regional and district levels was arranged to take place before or after working hours in accordance with the duration of the planned dates for the data collection process. For

a similar reason as that provided above, the data collection process at the federal level was also arranged to take place at weekends. The data collection schedule at all levels was supported by the concerned authorities and the respondents at each level. It was flexible enough with regard to what suited the participants concerning the timing. The day-to-day review and discussion on the implementation and progress of the data collection process and the corrective action that was taken timeously, contributed to the effectiveness of the data collection process.

3.3.1.8 Data analysis of the quantitative component

In accordance with this research strategy, a structured questionnaire survey and structured interview were employed as data collection methods. Regarding this perspective and the profile of the research questions and the related research objectives, the conceptual framework that the researcher developed, and the nature and number of observed variables of which this conceptual framework consisted, the SPSS AMOS software programme was used. Furthermore, structural equation modelling was selected as the main tool for the data analysis process. According to Schumacher and Lomax (2010), a structural equation modelling (SEM) is a statistical modelling technique, which is widely used and can be viewed as a combination of factor analysis and regression or path analysis. Structural equation modelling, of which SPSS AMOS is one of the software components, was selected.

The reason for this, according to Weston and Gore (2006), was that SEM answers complex questions and can test multivariate models and provides a brief summary of interrelationships among variables. This implies that a researcher can identify complex relationships *a priori* and then examine whether those relationships are manifested in the sample data. Moreover, according to Weston and Gore (2006), one difference between SEM and other methods and an advantage is its capacity to estimate and test the relationships of the constructs.

According to the literature, SEM is comparable to common quantitative methods, such as correlations, multiple regressions, and the analysis of variance (ANOVA), the multivariate analysis of variance (MANOVA). Certain common quantitative data analysis methods such as descriptive, correlation, ANOVA, the mean score difference, confirmatory factor analysis (CFA) including Chi-square, path analysis, and mediation analyses were used.

When evaluating the overall model fit by using CFA, it is customary for researchers to use one or other goodness of fit indexes (GFIs) in preference to the chi-square statistics for the reason that the models rarely look for fit in terms of certain criteria due to the fact that the chi-square statistics depend strongly on sample size (Bergh, 2015; Rosseel, 2020). In the context of SEM, the available literature confirms that when the x^2- chi -square statistic is significant, it is not supported by the sample variance-covariance data-i.e. "the x^2 value is not close to the number of degree of freedom which further means that the fit of the initial model is poor" (Schumacher & Lomax, 2010:156).

Despite the fact that x^2 statistic is appreciated in retaining its popularity as a fit statistic, its severe limitation is also recognised by the available literature in using it as a tool for model fit evaluation due to its sensitiveness to a sample size (Alavi, Visentin, Thapa, Hunt, Watson & Cleary, 2020). Because of the different facts/scenarios related with the x^2 statistic problems, scholars/authors further suggest that, ''the ratio of x^2 to degree of freedom(x^2/df) is informative because it corrects for model size" (Schreiber, Stage, King, Nora & Barlow, 2006:159) and as well suggest that it should be used as one of the model fit indexes for evaluating a model fit of a given study. Furthermore, the authors suggested that it should be also reported with its related degree of freedom in order others to clearly understand it (Schreiber et al., 2006). In this regard, the fact that the complexity of the model of the study as well its measurement characteristics required a large sample size (>200), "the mathematical properties related to the x^2 chi-square goodness of fit (GOF) test which would reduce the fit of the model for things that should not be determined to its overall reality" (Hair, Black, Babin & Anderson, 2019) was also clearly perceived by the researcher.

Considering the issues related to the x^2 Chi-square mathematical properties (large x^2 values and small P-values- i.e. poor fit of the model due to its sensitiveness to large sample size) in the context of fit of the model in SEM and as well that the x^2 GOF test is often not used as the sole GOF measure (Hair et al., 2019), the most widely suggested and recommended fit indexes are used as an alternative to assess/evaluate the plausibility of the fit of proposed model (Schreiber et al., 2006; Hair et al., 2019: Meyers et al., 2006) in this study.

The concept of mediation that reflects the effect of an independent variable on a dependent variable is transmitted through a third variable, known as a mediator

variable" (Tomic, Testic, Kuzmanovic & Tomic, 2018:833).

In other words, mediation is a phenomenon when a third variable explains how or why two other variables are related and signify the indirect effect of an independent variable on a dependent variable passes through a mediator variable (Memon, Cheah, Ramayah, Ting & Chuah, 2018).

Hayes (2012) confirms that mediation can be modelled in different ways. However, in the context of this research study, the mediation model is a simple mediation model, whereby X is modelled to influence Y directly as well as indirectly through a single intermediary/mediating variables M casually located between X and Y (Hayes, 2012). "Mediation analysis is used whenever a researcher wants to test hypotheses about or understand better what influence X has on Y" (Hayes & Rockwood 2016:2). Likewise, Hayes (2012:1) explains "the goal of mediation is to establish the extent to which some imputation casual variance X influences some outcome Y through one or more mediator variables".

The literature mentions that SEM techniques are rather preferred to carry out a mediation analysis than using standard regression methods. In line with this premise, the researcher carried out a mediation analysis using SEM techniques. With regard to this perspective, this study hypothesised the indirect effect of effective leadership roles and tasks on the optimal institutionalisation of a RBPMM culture through leading and managing for a results culture. Accordingly, the current study preferred the SEM technique for a mediation analysis to the standard regression method suggested by Baron and Kenney (1986), as discussed by Hayes (2012). The reason for using the SEM approach was because of its multiple advantages including the fact that it is more suitable for complicated mediation models like the one predicted here, it provides model fit information about the consistency of the hypothesised mediation model to the data and, finally, the standardised regression method suggested by Baron and Kenny (1986) is shown to be low powered. Therefore, the indirect effect of effective leadership roles on the optimal institutionalisation of a RBPMM culture through leading and managing for a results culture is examined later, using the SEM technique for mediation analysis. Therefore, it is within this framework that the mediation concept is comprehended in this research study.

Before the data analysis process, the relevant test of assumptions of normality and

the assessment/validation of the measurement model using a confirmatory factor analysis, were conducted.

Structural equation modelling is a confirmatory method that provides wide-ranging means for validating the measurement model of latent constructs (Awang, 2015). “The measurement model of SEM is CFA and depicts the pattern of observed variables for the stated latent constructs in the hypothesised model of a given research study” (Schreiber et al., 2006: 325).

Factors that naturally affect correlation coefficients, such as the level of the measurement scale, non-linearity, missing data, outliers, and sample size were considered and investigated. The research study used such analysis techniques because it aimed to provide information on the investigation of the relationships. Consequently, it contributed to the building of the theories/models about the nature of the phenomena, the researcher was interested in the research question and SEM experts agree that there are six steps that are necessary for model testing (Schumacher & Lomax, 2010). These basic steps in SEM are model specification, model identification, model estimation, model testing and model modification (Schumacher & Lomax, 2010). These steps were also used for testing the model of this study. According to Hair et al. (2019), there are six stages in the process of structural equation modelling.

These stages are:

Stage 1. Defining individual constructs
Stage 2. Developing the overall measurement model
Stage 3. Designing a study to produce empirical results
Stage 4. Assessing the measurement model validity
Stage 5. Specifying the structural model
Stage 6. Assessing the structural model validity

The above stages of SEM recommended by Hair et al. (2019) were followed when applying the SEM analysis techniques. Furthermore, bivariate (differences, relationships) data analyses were carried out to detect patterns, visualise tendencies and conceptualise significance statistical tests regarding the differences and relationships between and or among the constructs as depicted in the structural/conceptual framework with specific reference to their measurement scales.

The relevant statistical significance testing techniques were also carried out with regard to this framework. In line with the opinions and advice of Boone and Boone (2012) and Sullivan and Artino (2013), Likert scale data can be analysed the interval measurement scale. Hence, related parametric tests and data analysis techniques suitable for interval scale items (ANOVA and regression) were employed in this study.

Therefore, in the current study, several Likert-type items (Likert scale ordinal data) were grouped in a survey scale and total or mean scores were calculated for the scale items. As a result, the data analysis procedures appropriate for continuous scale or parametric tests ANOVA, and SEM procedures were used. Although there is a scholarly debate regarding the SEM sample size, Schumacher and Lomax (2010) suggest that at least 100 to 150 participants are required to conduct a SEM analysis. In this study, as noted earlier the number of respondents involved in the survey (quantitative component) was 228. This was an adequate sample size and the data were distributed nearly normally. In general, the statistical techniques and steps that were used for the data analysis of this research study, are listed below.

Step 1. Descriptive analysis

Step 2. Variable scanning (assess each item of standard deviation and kurtosis)

Step 3. Confirmatory factor analysis (initial versus the final model) plus the calculation of the four construct measures

Step 4. ANOVA

Step 5. Mediation (Testing for mediation)

3.3.1.9 Reliability

To improve the reliability of the instrument, its content and quality were pre-tested by researcher. The focus of the pilot testing was to ensure that questions were easily understood and were consistent. In addition, local experts from a variety of disciplines reviewed and gave their feedback on the content and language of the instrument (Taherdoost, 2016). The Cronbach Alpha coefficient were calculated, and the internal consistency was found to be as the acceptable value (Pallant, 2013).

The selection of the questionnaire reviewers was based on their experience in the context of this study, as well as on their experience and skills in research design and methodology and knowledge of the overall statistical methods and techniques. In addition to the above, the test for construct reliability was carried out to examine the

reliability of constructs so that the individual items in the construct are consistent in their measurement.

3.3.1.10 Validity

Any researcher who undertakes a study should say that something causes something else to happen. Internal validity was pivotal and needed to be taken into account so that the researcher can reach a conclusion regarding whether the specific roles and tasks of leadership or the different aspects of leading and for results-based performance culture lead to or are responsible for the optimal institutionalising of a RBPMM culture, however, the key question of internal validity is whether observed changes can be attributed to the specific roles of leadership and/or the aspects of leading and managing a results culture and no other possible causes – is an alternative explanation for the outcome.

To ensure the internal validity of the research, triangulation strategies were adopted in both methodologies and the data sources, which were drawn because of these valid conclusions and inferences.

Further validity procedures for validating the findings in this study were also checked. The researcher undertook the necessary steps to check the accuracy and consistency of the findings. In line with this, the researcher was aware that the structural equation modelling (SPSS AMOS Software Programme) that consisted of latent and observed variables, as well as measurement errors in certain structural equation modelling and validity tests, was considered in the statistical analysis.

The authors of SEM assert that testing the reliability of the observed variables is one of the main components of CFA. Furthermore, according to Schreiber et al. (2006), the measurement model is used to assess the extent of the interrelationships and covariance among the latent constructs, whereas estimating a process, factor loadings and unique variance is used to indicate the best indicators of latent variables prior to reporting a structural model (Schreiber et al., 2006). In line with these views, CFA was used as a validating procedure for the fact that this method can assess uni-dimensionalities, validity and reliability.

The available literature mentions that researchers need to perform CFA for all latent constructs involved in the study before modelling their interrelationships in the structural model (SEM) (Awang, 2015). Furthermore, available literature advises that

researchers should run CFA for every measurement model separately or the pooled measurement models at once. Awang (2015) asserts that CFA for a pooled measurement model is more efficient and is highly recommended. In line with this suggestion, in this study research, the pooled CFA procedure was found to be relevant and was employed for assessing the structural model of this research study. Accordingly, the structural model (latent constructs) was assessed as a step (precondition) for evaluating or assessing the measurement and structural mode. Furthermore, convergent validity and discriminant validity tests were carried out to further assess the validity of the instrument.

3.3.2 Qualitative research methodology

This section describes the overall concepts, methods/methodology and strategies from the perspectives of the qualitative research component of the study in general, as well as the population and sampling frame and technique as it pertains to the study. The data collection methods and procedures implemented before and during the data collection of this component of study are also discussed. The section presents the construction of an interview guide, data analysis, as well as the trustworthiness of the qualitative instrument.

3.3.2.1 Qualitative research methodology

Qualitative research methodology is a type of scientific inquiry that focusses on the essence of the phenomena under study (James & Ryan, 2014). A qualitative research methodology was used for the following reasons:

1. It enables a researcher to explore with a socially constructed dynamic inquiry from the perspective of the people involved and understands how a social experience is created and given meaning (Yilmaz, 2013: 312).
2. It gives much emphasis to process, context, interpretations, meaning or understanding through inductive reasoning (Yilmaz, 2013; Tricia, 2015).
3. It assumes that reality is socially constructed, the researcher and the researched are interactive and inseparable, the inquiry is subjective, understanding actors' perspectives the researcher as the instrument, is inductive in nature, entails a descriptive write-up and emic (insider's point of view) (Yilmaz, 2013; Chenail, 2011).
4. It generates authentic data and the narratives obtained enable the researcher to

understand and describe the phenomenon of interest in detail, often in the original language of the research participants (Trochim, 2005).

5. It helps to explore attitudes, behaviours and experiences by using small-scale samples, such as, key informant interviews.

Qualitative research that focusses more on answering why and how questions and understanding the meanings attached to the experience of individuals and organisations is the hallmark of good qualitative research (Harrison, 2012). This research study used the qualitative methodology as a process-oriented approach in order to understand the behaviour from participants' own frames of reference - their own reflections of a specific situation (Kelly, 2017).

Key informant interviews were the main focus. Here, the researcher acted as the key research instrument. This means that the researcher with the help of a co-researcher collected the data by interviewing the participants for their perceptions (Creswell, 2009) regarding the leadership and management of the natural resources management sector in the context of the MERET of the natural resource sector SNNP region enhanced the institutionalisation of a RBPMM system. Data was collected from the participants of this component of the study on the available/current strategies developed by the leadership at the different levels of its operation to institutionalise a RBPMM culture. The qualitative key informant interviews were conducted in person and procedures were followed at the different levels of the programme leadership, to acquire rich data from the detailed, verbatim explanations of the target phenomenon. In this case, there were face-to-face interactions between the researcher and the participants; at the same time, the researcher focused on learning the meaning that the participants ascribed to the problems or issues under study (Creswell, 2009). In addition, field notes were taken and analysed with the documented qualitative protocols. Consequently, the research process made use of inductive reasoning.

The purpose of the qualitative component of this research study was to generate detailed information by presenting open-ended interview questions to middle-level leaders and process owners as well as to determine if the quantitative results are in congruence or not with the findings of the qualitative study. The overall aim of the qualitative research part of this study was to obtain a deeper insight and comprehension of related and contextual events from those who have a direct experience of the context. Generally, it is used for triangulating and confirming of the

results of the quantitative study.

3.3.2.2 Population and sampling frame

Middle level leaders of the programme at each level of the programme operations, such as the programme coordinators and process owners and team leaders, were identified purposively as sources of information. Overall, there were a total of forty (40) middle level leaders (federal, regional, district) who led and coordinated the programme, both managerially and technically. This means that the total population for this component of the study comprised forty (40) people as shown in Table 3.2.

The key issue in identifying and deciding on a relevant unit of analysis for a given setting, is to clearly understand that one, at the end of the study, can say something about it (Grunbaum, 2007). The unit of analysis defines on what the study is focussing such as an individual, groups, an organisation, a city, for example. In this case, this research study was conducted at the different levels of the MERET of natural resource management sector operation at federal and as well as at regional and selected districts of the SNNP region. Twenty participants were identified and participated in this research.

3.3.2.3 Sampling method and sample size

In line with the context of the research study, as well as the goal of using a concurrent mixed-method research design, research questions, research objectives, the researcher selected and used a purposive sampling method for the qualitative component of the study.

The key informants who were identified purposively from the federal, regional and district levels, were those who had basic knowledge and experience of the MERET of the natural resource management sector leadership and PMM at their level of operational hierarchies (federal, regional and district).

The sample size and sampling method that were used, are shown in Table 3.2.

Table 3.2: Sample size and method

	Administrative level	Source of information (middle level leaders)	Sampling frame	Total Sample frame	Total Sample Size	Sampling method
1	Federal	NRM Directorate	Two (directorate and process owner)	2	1	Purposive
		NPSU (Federal Programme Coordination Office)	Two (coordinator and technical team leader)	2	1	Purposive
2	Regional	NRM Department	Two (head of department and process owner)	2	1	Purposive
		RPSU (Regional Level Programme Coordination Office)	Two (coordinator and technical team leader)	2	1	Purposive
3	District level (eight districts	District level heads of agricultural offices and process owners	Eight heads of offices and eight process owners.	16	8	Purposive
		District level programme coordinators and technical team leaders	Eight programme coordinators and eight technical team Leaders	16	8	Purposive
			Total	40	20	50%

3.3.2.4 Construction of the interview guide

The interview guide was constructed based on a comprehensive literature review and *ad hoc* interviews. The approaches, steps and procedures followed to construct the interview guide was like that of the quantitative component except that the relevant concepts/aspects were referred to describe the qualitative component.

While planning to develop the series of questions in the interview guide, similar to those of the quantitative questionnaire, the researcher took the possible types of questions into account that needed to be asked to answer the research questions clearly. In this context and with respect to the nature of the research questions and objectives, the researcher developed an interview guide that was relevant and pivotal to the context of this research study. Finally, the researcher piloted it for testing concurrently with that of the quantitative questionnaire.

3.3.2.5 Data collection methods

The administrative and data collection processes and procedures before and after collecting the data in terms of the qualitative research approach, was similar to that of the quantitative component of the research study approach. Two key informants each (middle level leaders) who had lengthy experience in the leadership and implementation of the of the natural resource management sector (MERET) and in the design and implementation of a RBPMM system were selected purposively from the federal as well as from the SNNP regional level and the selected eight districts in the region.

Based on the context of the methodology of the research, a qualitative component of the research was carried out concurrently in line with that of quantitative component of the research study. The fact that this study was a cross-sectional research, it was the opinion of the researcher that it could depict peoples' experience and perceptions on the study in programme inputs, process, and results fully, and was a powerful way of portraying the programme to outsiders. The researcher was the main instrument in this research data collection process. Face to face interviews were conducted with each of the two key informants at the different levels.

In spite of the concern for data accuracy, it was difficult, if not impossible, for the researcher to follow every subject and capture everything they said. However, efforts were made to check the data for accuracy. It was decided to use note taking instead of recording of interviews as a method of capturing raw data. The researcher made use of a co-researcher to assist with writing down the responses of the participants, in addition to the researcher himself, who made field notes.

Research in the deep rural environment where the study was conducted always presents technological challenges. The risk of losing valuable data was a critical consideration and therefore the recording of interviews was replaced with comprehensive note taking and field notes.

The data collection from the key informants was flexible enough and took place in a defined time with respect to the preference and interests of the key informants. Moreover, the researcher monitored and watched each of the participant's behaviour carefully for external signs of apprehension during all the interview process. As far as possible and what was within the researcher's capability and understanding, sufficient

protection to guard the privacy, anonymity and wellbeing of the participants, were made throughout the research process. After the face-to-face interview was completed with the different participants, every day, the interview note was documented in a notebook. At the same time, each note on each participant was coded as participant # 1, participant # 2, for example.

The data collection process /schedule was well supported by both the participants and authorities at each level, consequently, there was the highest possible level of attendance. Even when a few of the participants were not able to appear at the agreed time for the interviews, the researcher was in a position to adjust the schedule to accommodate those participants at a different time (within the duration of the data collection period) and therefore, had the chance to meet them and complete the remaining interviews. It was the role of the researcher to collect data from the purposively identified key informants at federal, regional and district levels.

3.3.2.6 Pilot test phase

The necessary procedures and steps that were taken for the pre-testing and pilot testing of the qualitative interview guide were similar to those applied for the quantitative questionnaire. Unlike as was the case with some of the quantitative questionnaires that were administered, the English version of the qualitative interview was used to collect data from the key informants at the federal, regional, district levels. The main reason for this was that all the participants identified for the key informant interviews were fluent in English.

During pre-testing, all procedures and approaches that were followed in the quantitative data pilot testing were also followed in this component. The comments that were provided by the different experts after the pilot testing phase as well as from the different groups of people, helped to shape the interview guide/interview questions.

3.3.2.7 Qualitative data analysis

One of the reasons for the use of the qualitative research approach as part of the mixed methods research, was that it helps to explore the perceptions and experiences by using small scale samples, such as key informant interviews and attempts to elicit opinions from the participants (Tracy, 2019). A qualitative interview procedure was administered to acquire rich data from the detailed, verbatim explanations of the target phenomenon. The data analysis technique that was used was thematic analysis.

According to the contemporary literature (Busch, de Maret, Flynn, Kellum, Brad, Meyers, White & Palmquist, 2017), thematic analysis is a method of analysing written, verbal or visual communication messages. Furthermore, a thematic analysis may be used with either quantitative or qualitative data and in a deductive or inductive way. Authors such as Busch et al. (2017), mention that a thematic analysis is a research tool used to determine the existence of certain words or concepts within texts. In terms of this perspective, these authors confirm that researchers quantify and analyse the presence and meanings and the associations of such words, and concepts, and then make inferences about the messages within the texts. In this context and according the authors, texts include a wide range of sources such as books, book chapter, essays, interviews, discussions, newspapers, articles, speech, conversations, informal conversations, or any occurrence of communication language (Busch et al., 2017).

An inductive thematic analysis approach (Kiger & Varpio, 2020; Castleberry & Nolen, 2018) following the suggestions of and by was employed to generate a code book from the 20 interviews on which notes were written down by the co-researcher as well as the researcher to analyse the data that were gathered from the personal interviews. The data gathered were categorised into themes for the sake of comparison. The main advantage of thematic analysis is the reduction of data, as well as the reduction of results that may then measure using the quantitative techniques. Furthermore, thematic analysis helps researchers to be able to structure the qualitative data collected in such a way that satisfies the achievement of research objectives. However, due to the lack of clear guideline in thematic analysis, there is a risk of researchers misinterpreting the data and infer wrongly (Kiger & Varpio, 2020).

In this case, conceptualisation, coding and categorising reflexivity were emphasised. In other words, in addition to the overall general framework of analysis of the qualitative data mentioned above, the data were explored (by means of extensive and intensive reading and conceptualising) for a comprehensive understanding. The contextual ideas/concepts were classified into themes/categories, and at the same time, the categories were coded for better simplification and understanding. Furthermore, the categories stated were sorted out further and were then coded, so that the categorisation could provide meaningful data /information for further analysis in terms of meaningful patterns, which further manifests the conceptual and relational aspects

of analysis more meaningfully and understandably. In this regard, the data were organised to make them accessible through filing, categorising and labelling, so that the categories and themes were identified, and the relationships made clearer, thereby increasing comprehension of the overall messages provided by the participants in the qualitative interviews.

This research process allowed the researcher to internalise the context, relationships and connections and present the findings in a narrative form with the aim of enabling the reader to understand the context, relationships, and connections comprehensively, so that the trustworthiness, credibility, transferability, confirmability and dependability of the qualitative aspect of this research, are revealed clearly to the community of practice.

It is important to note that the purpose of the qualitative component is not a phenomenological exploration of peoples lived experiences. In-depth descriptions of emotions were not the aim, but to identify and describe the factors and practices that are related to the leadership and implementation of a RBPMM system in their context. The aim was to obtain insights and comprehension of the related and contextual events from those who have a direct experience of the context.

3.3.2.8 Trustworthiness of the qualitative data

Reliability, validity, generalisability, and objectivity are the fundamental concerns of a quantitative researcher; however, some researchers argue that these dimensions are not applicable to qualitative research and a qualitative researcher's tools should be geared towards achieving trustworthiness, which encompasses aspects such as credibility, dependability, transferability and conformability (Sinkovics, Penz, & Ghauri, 2014). Trustworthiness is described as entailing the main qualitative content analysis phases from data collection to the reporting of the results (Elo, Kääriäinen, Kanste, Polkki, Utriainen & Kyngäs, 2014).

In a qualitative research study, the literature advises that considering the trustworthiness criteria are pivotal to comprehensively understand and ensure that it is conducted in a precise, consistent and systematic way and the findings or outcomes of a given study are the true reflections of the phenomena understudy (Nowell, Norris White & Moules, 2017). Trustworthiness denotes the process of confirming the validity and reliability of qualitative research (Twining, Heller, Nussbaum & Tsai, 2017).

Accordingly, to ensure the trustworthiness of their research, researchers apply many strategies during conducting qualitative research as well as during reporting their findings (Nowell et al., 2017).

There are established criteria that can be applied to ensure the trustworthiness of qualitative research (Connelly, 2016; Lincoln & Guba, 1985). Regarding these perspectives, there are certain trustworthiness concerns that any researcher needs to address irrespective of his/her research paradigm/approach (Anney, 2014). In the context of the above notion, Anney (2014) formulated the following basic questions regarding issues that need to be addressed by any researcher.

- How can a researcher establish confidence in his/her findings? Alternatively, how can one know if the findings presented are genuine? (Truth value concern).
- How can one know or determine the applicability of the findings of inquiry in other settings or with other respondents? (Applicability concern).
- How can one know if the findings will be repeated consistently with the similar (same) participants in the same context? (Consistency concern)
- How can one know if the findings come from the participants solely and the investigation or emanate from the interest of the researcher? (Neutrality concern).
- How can one know if the findings are not false interpretations of the responses of the participants? (Integrity concern).

The researcher was cognisant of these basic phenomena regarding the concerns of trustworthiness of qualitative research and paid due attention to them so that they were reflected in the process of the qualitative research and the reporting of the findings. To this end, the researcher further employed the related strategies to ensure the trustworthiness of the qualitative component of the research study comprehensively. The four trustworthiness criteria identified by Lincoln and Guba (1985) are meant “to judge the validity and reliability (more commonly referred to as trustworthiness) of the qualitative data produced” and according Nowell et al. (2017) they include credibility, transferability, dependability, and Confirmability. Related and relevant strategies of each of the trustworthiness criteria were considered to ensure the quality of data of the qualitative component. The related strategies that were considered are described below.

3.3.2.9 Credibility

The researcher engaged for a prolonged time with participants, member checked, employed personal triangulation to reduce bias, peer-debriefed and ensured that findings were congruent with the participants' experiences (Bitsch, 2005; Connelly, 2016; Korstjens & Moser, 2018; Santiago-Delefosse, Gavin, Bruchez, Roux & Stephen, 2016). Member checking, that entailed the researcher worked with some of the federal, regional and district level participants that ensured that findings were congruent with the participants' experiences (Korstjens & Moser, 2018). Use of appropriate techniques (data collection procedures and data analysis) were applied and provision of thick descriptions (Avenier & Thomas, 2015) was considered.

3.3.2.10 Dependability

Discussing with certain federal and regional level participants and receiving feedback from these groups to improve the quality of data was taken into consideration. The findings were an accurate expression of the meanings of the intended participants. At the same time, the researcher was able to provide acceptable and relevant operational and understandable evidence-based information to enable the public to replicate the study. Furthermore, the researcher shared the details and a clear profile of the qualitative methodology and the analysis process was in line with the accepted standards of the design used (Korstjens & Moser, 2018) so that others would be able to replicate it.

3.3.2.11 Confirmability

Looking for convergence/divergence (congruence of results with the findings (themes) (Deng, Gopinathan & Lee, 2013) was used to determine if themes are confirmed throughout the study. This include the literature and empirical phases of the study.

3.3.2.12 Transferability

Transferability is related to the strategies that enhance the trustworthiness of qualitative research study. In this context, if one aims for the validity and authenticity of the findings of a qualitative study, it should be transferable (Curtin & Fossey, 2007). According Bitsch (2005), transferability is the degree to which the results of qualitative research are transferred to other contexts with other respondents. Elo et al. (2014) mention that transferability refers to the potential for extrapolation.

3.4 CHAPTER SUMMARY

The chapter described why and how a concurrent mixed-methods design (CMM) was adopted. The unit of analysis was the MERET of the natural resource management sector at the federal level as well as at the regional, district and community levels of the SNNP region**.** Samples were selected specifically from the federal level as well as from the regional, district and community levels of the SNNP region. A self-administered/self- completion (classroom) survey method was used to collect data from the selected groups at federal, regional and district and community levels. In particular, a structural interview method was used at the community levels for the planning and development team members at the community levels. Interviews were administered to collect data from the key informants at federal, regional and district levels and a thematic content analysis was used to analyse the interview data. The operational measures of the study were drawn from the literature and were validated before implementation. The analysis of the study focused on emphasizing the relationships between the variables rather than examining the cause-and-effect relationships. The following chapter presents the data analysis process and presents the results related to quantitative component of the study.

CHAPTER 4: QUANTITATIVE RESEARCH RESULTS

The aim of this chapter is to present the process of the quantitative research component and results of the study.

4.1 INTRODUCTION

This chapter addresses the issues pertaining to the quantitative data screening and the overall processes of data analysis. The chapter also presents all the steps performed when testing the data normality and reliability, the descriptive analysis and inferential statistics, the validity measures, the confirmatory factor analysis, path analysis, the mediation analysis, and the comparison of the mean scores of constructs across the four MERET of the natural resource management sector implementation hierarchies (federal, regional, district and community).

The chapter addresses the empirical objectives that determine the leadership roles and tasks, managing for results culture to optimally institutionalise a RBPMM culture, and the factors that mediate between leadership and the optimal institutionalisation of a RBPMM culture**.** Furthermore, it addresses the group differences in leadership roles and tasks, leading and managing for results culture and optimal institutionalisation of a RBPMM culture across the administrative hierarchies.

4.2 DATA CLEANING AND VARIABLE SCREENING

Data cleaning or the preparation of data is an essential aspect of statistical analysis (Jonge & Loo, 2016) and is critical for the validity of the quantitative data (Obsorne, 2013). The aim of data cleaning is to improve the content of the statistical statements based on the data as well as the reliability (Jonge & Loo, 2016). After the data collection process of this research was over, the next immediate task of the researcher was to screen the data for accuracy to address issues related to errors of the data. A systematised dataset was created, and related codebook was prepared, and the data entry process was carried out successfully.

Successively, in the context of the predefined normal ranges, distribution shapes, as well as the strength of relationships, the researcher, checked whether there were any errors for values that fell outside the range of possibilities for a variable in the dataset. Along these lines, the researcher carried the cleaning out of the data for precision and the appropriateness of the numerical codes assigned to each contextually defined

variable.

During the data processing, the researcher authenticated that every variable had code values that ranged from 1 to 5, which corresponded to the scale as manifested in the questionnaire. In line with this notion, a frequency table was used to summarise the minimum and maximum values for every variable that corresponded to 228 cases. Checking for errors was performed before calculating the total scores for every indicator variable. In addition to using a frequency table, a descriptive table was run for each variable, where no significant discrepancies were found, however, problems of erroneous data points generated by error but were within the defined range, the researcher then viewed them in relation to other variables by using scatter plots. They were found to be within acceptable ranges (-3 to +3).

Furthermore, all the data collected by means of the questionnaire survey were entered into the SPSS version 24 software to examine its completeness and further use for performing a related statistical analysis. The dataset was cross-checked for all the data entries. The minimum and maximum data values per variable were also checked to avoid any unusual results.

4.2.1 Assessing missing data

Missing data is a common phenomenon in data analysis. Some of the reasons for the missing data are that respondents may fail to respond to questions legitimately and illegitimately, recording mechanisms, respondents can withdraw from the study before completion, and data errors can occur (Osborne, 2013).

In this research study, however, particularly during the data collection period at every level of the quantitative data collection process, the required precautions were taken by the researcher so that the respondents of this component of the research filled all the items in on the questionnaire.

Descriptive analysis techniques were used for assessing the presence or absence of the missing data during this component of the study. As a result of the efforts made no missing data were found. In line with the issues of missing data and the related consequences, the researcher was aware of and tried to minimise the reasons for missing data during the data collection period. The fact that the data collection was well coordinated and managed, the administrative support and focus given by the regional and district level authorities on the research study, the cooperation and

willingness of the respondents on the data collection and the attentiveness of the data collectors contributed to the nonexistence of missing data during this component of the research study. Further reasons for no missing data were the commitment and the strict follow-up that the researcher did during the data collection period and the care taken when entering the data.

4.2.2 Assessing outliers

Extreme values that abnormally lie outside the overall pattern of a distribution of variables are outliers (Kwak & Kim, 2017). Recognising the issues related to outliers, the researcher paid serious attention to this aspect to minimise the sources of outliers. In order to put this in place, as noted above, an extra effort (the design of the measurement instrument, data collection procedures, strict follow-up and commitment) was undertaken by the researcher. The presence or absence of outliers in the dataset of this study was detected by doing a visual inspection of the raw data and generating histograms of each indicator variable. Furthermore, related boxplots were also created to assess the outliers in the dataset. Due to the focus on the issues of outliers during the data collection and data entry periods, extreme outliers that would affect the results were not found.

4.3 NORMALITY TESTING

Hair et al. (2019) mention that normality refers to the shape of the data distribution for a variable and its matching to the normal distribution. The need for assessing normality is that the "violation of the normality assumption affects the statistical results" (Tabachnick & Fidel, 2007:78). The available literature mentions that when the distribution of data is not normal, it will be non-normal and will be difficult to consider for analysis (Hair et al., 2019). The assumption of normality must be tested for many statistical procedures (for example, parametric tests). This takes place because their validity depends on this testing (Ghasemi & Zahediasl, 2012). Ghasemi and Zahediasl (2012) note that correlation; regression and analysis of variance (parametric tests) are based on assumptions that the data follow a normal distribution.

The violation of the normality assumption should not create major problems with large samples. This idea is supported by a central limit theory which confirms that when the sample data are approximately normal, the sampling distribution is normal and, furthermore, this theory asserts that it is also true for a study with a large sample (>

30 or 40).

Normality can be tested by graphical methods (the frequency distribution- histograms, the Q-Q Plot, the P-P plot, boxplot), normality tests (the Kolmogorov Smirnov (K-S) test, the Lilliefors corrected K-S test, the Shapiro-Wilk test, the Anderson-Darling test, the Cramer-Von Mises test, the D' Agostino Pearson test, the Omnibus test, and the Jarue-Bera test) and numerical methods (the D' Agostino Skewness test, the Anscombe Glynn Kurtosis test) (Ghasemi & Zahediasl, 2012) of which according to these authors, the K- S and the Shapiro-Wilk test are commonly used.

In this research study, certain graphical methods, namely, histograms, the P-P plot with the support of numerical methods, namely, skewness and kurtosis (descriptive statistics) were used to test the normality of the data (Figures 4.1, 4.2 and 4.3). The main reason for using skewness and kurtosis was their easiness and simplicity of use and implementation, in addition to their capacity to control well for sample size (Desgagné & Micheaux, 2017).

Furthermore, the skewness and kurtosis indicate the shape of the distribution data by comparing them to the normal distribution of data, thus using these inputs for showing the shape of the distribution of data was fundamental for assessing the normality assumptions (Hair et al., 2019). To this end, frequency distribution and P-P plots were run and used in this study to check normality visually as follows.

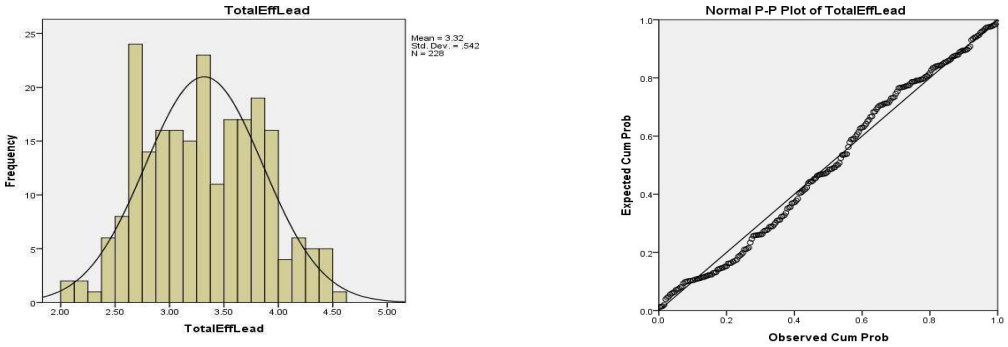

Figure 4.1: Histogram and P-P plot for total leadership

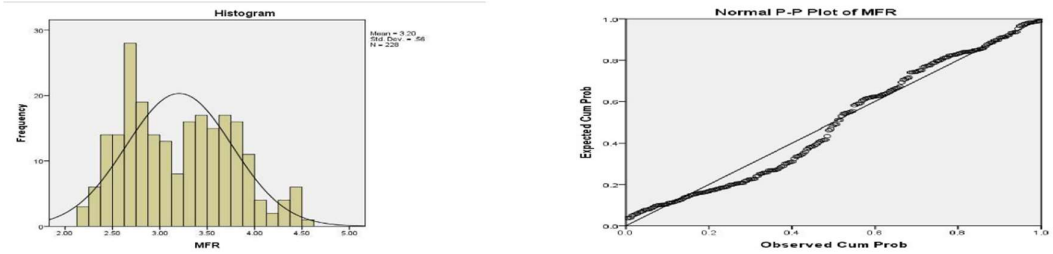

Figure 4.2: Histogram and P-P plot for total leading and managing for results culture

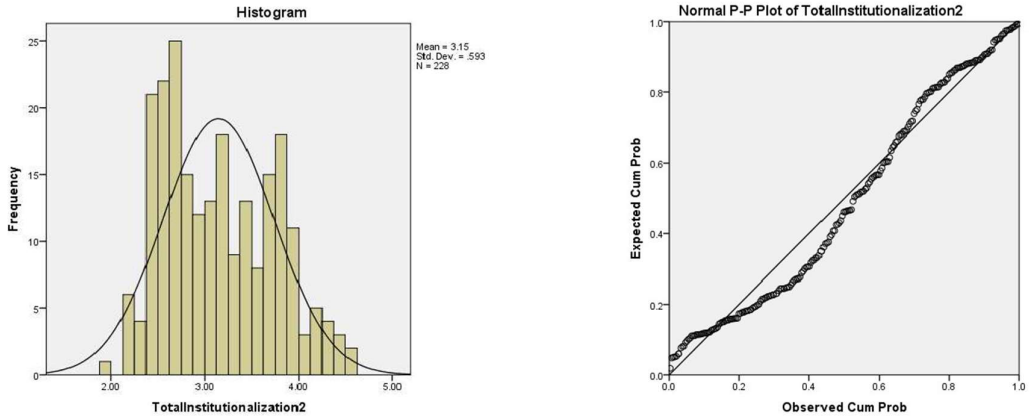

Figure 4.3: Histogram and P-P plot for total institutionalisation

Here, as indicated above, the frequency distribution in Figures 4.1 to 4.3, plotted the observed values of leadership roles (total leadership), leading and managing for results (total MFR) and the optimal institutionalisation of a RBPMM culture (total institutionalisation) with P-P plots of each construct against their frequency distribution.

These graphs provided both a visual understanding that the distribution was bell–shaped and a conception about whether gaps in the data and outliers were present or absent with regard to the mentioned core constructs of the study. The P-P plot also piloted the cumulative probability of the variables against the commutative probability of the distribution of each of the core constructs, as indicated in Figures 4.1, 4.2 and 4.3. When visualising the graphical methods used in the study, it can be observed that no serious extremes and gaps were found to have affected the results of the study.

The shape of the distribution, as well as the estimated distribution parameters and the skewedness and kurtosis values of the constructs of the study, were found within the boundary of a normal distribution. Overall, both the frequency distribution (histogram) and the P-P plot indicated that the leadership roles, leading and managing for a results

culture and the optimal institutionalisation of a RBPMM culture followed a normal distribution and this was mainly because the sample size (228) of the study was large.

The distribution of data can diverge from normal when there is no symmetry (skewedness) and pointiness (kurtosis). The literature confirms that the values of these distributions should be zero in a normal distribution (Ghasemi & Zahediasl, 2012). In order to confirm a normality assumption, according to these authors, skewness and kurtosis can be used and their values can be converted to a Z-score by using the following formula.

Z skewness = $\frac{Skewness}{SE\ Skewness}$ and Z Kurtosis = $\frac{Kurtosis}{SE\ Kutosis}$

A rule of thumb as suggested by Ghasemi and Zahediasl (2012), is that an absolute of score greater than 1.96 or less than -1.96 is significant at $p<0.05$, while greater than 2.85 or less than -2.58 is significant at $p<0.01$, and greater than 3.29 or less than -3.29 is significant at $p<0.001$. Whereas as mentioned in the available literature in small sample values greater or less than 1.96 are suggested to be sufficient to establish the normality of a given data. However, as also mentioned by the respective authors (Ghasemi & Zahediasl, 2012), in large samples of 200 or more and with small standard errors, the criterion should be changed to ± 2.58 and, in every large sample, no criteria should be applied (meaning the significant test of skewness and kurtosis should not be used).

Similar to the assertion of Ghasemi and Zahediasl (2012), Kim (2013) also indicates that a normality test can be carried out by using skewness and kurtosis through the application of the Z-test and obtain Z- values by dividing the skew values or kurtosis values by their standard errors (Kim, 2013). In line with this notion, it is suggested that for medium-sized samples ($50<n<300$), Kim (2013) further recommends rejecting a null hypothesis at absolute Z-values over 3.29, which corresponds with the alpha level of 0.05 and to conclude that the distribution of the sample is non-normal.

The rule of thumb for skewedness and kurtosis as suggested by Kline (2016) are specified as absolute values greater than three, extreme skewness and absolute values greater than 8, extreme kurtosis. What is meant is that when the acceptable level of skewedness (3) and kurtosis (8) are violated, it indicates that there is a potential problem that must be addressed before carrying out any inferential statistics.

Based on the skewedness and kurtosis results depicted in Table 4.1 below, the maximum value for skewedness and kurtosis was 0.637 and -0.971, respectively. Thus, this indicated that the values of skewedness were lower than the acceptable level (3) and values of kurtosis were also lower than the acceptable level (8). Therefore, with reference to Table 4.1, based on the nature of the distribution of the data, it was concluded that all the data satisfied the assumption of normality and this indicated that the data was demonstrated to be normal in relation to each of the indicator variable mentioned in this research study. The values of skewedness and kurtosis of the indicator variables are depicted below in Table 4.1. Overall, the data appeared to be normal so that parametric statistics could be applied.

Table 4.1: Assessing normality using skewedness and kurtosis

Indicator Variable	Skewedness	c.r.	kurtosis	c.r.
Results-based Strategic planning (RBSP)	0.553	3.411	-0.533	-1.643
Creating results-based capacity development (CRBCD)	0.534	3.294	-0.479	-1.476
Establishing Effective Accountability (EEA)	0.118	0.725	-0.874	-2.694
Establishing effective partnership strategy (EEPS)	0.144	0.887	-0.971	-2.993
Promoting effective trust (PET)	0.503	3.101	-0.377	-1.162
Results-based performance management (RBPm1)	0.182	1.12	-0.877	-2.703
Results-based performance measurement (RBPM)	0.101	0.62	-0.894	-2.756
Capacity to lean adapted and developed (CLAD)	-0.155	- 0.957	-0.704	-2.17
Empowerment role of leadership (ERL)	0.123	0.759	-0.894	-2.756
Results–oriented accountability regime ensured (ROARE)	0.637	3.929	-0.087	-0.267
Core results-based performance management and measurement practices in place & functional (CRBPMMPF)	0.258	1.591	-0.941	-2.901
Results-based performance measurement and management championed by senior leadership (RBPMMC)	0.47	2.895	-0.851	-2.624
Modelling role of leadership (MRL)	0.351	2.166	-0.213	-0.658
Pathfinding role of leadership (PFRL)	-0.059	- 0.362	-0.726	-2.238
Alignment role of leadership (ARL)	0.062	0.382	-0.86	-2.652
Multivariate			38.867	12.994

4.4 DEMOGRAPHIC PROFILE OF THE RESPONDENTS

To understand the profile of the respondents, in terms of gender, age, educational qualification, location and years of experience, the percentages are presented in Table 4. 2.

The majority (86.6%) of the respondents were males, while the remaining (18.6%)

were females. In terms of their ages, the majority (49.1 %) fell within the range of 31-40 and the lowest percentage (9.2%) was found to be for the age range of 51 to 60 years. Regarding the level of education of the respondents, the majority had a bachelor's degree (38.2%) followed by primary school education (27.6%), were illiterate (13.6%), had a master's degree (10.1%), and had a certificate (2.2%). With respect to their location, the majority of the senior level professionals (35.1%) came from the district level, followed by 4.4% each from the federal and regional levels. The community level respondents (56.1%) comprised Kebele level leaders (10.5%), development agents (10.5 %) and the development and planning team members (35.1%). In line with the years of experience in the MERET of the natural resource management sector, 75% of the respondents served in MERET of the natural resource management sector from three to five years, while 25% of the respondents had served the MERET of the natural resource management sector for more than five years.

Table 4.2: Demographic profile of the respondents

Variable	Characteristics	Frequency	Percentage
Gender	Male	186	81.6
	Female	42	18.4
	Total	228	100%
Age group			
20-30		45	19.7
31-40		*112*	49.1
41-50		*50*	21.9
51-60		*21*	9.2
	Total	228	100 %
Level of education			
MSc		23	10.1
Bachelor		87	38.2
Diploma		19	8.3
Certificate		5	2.2
Primary		63	27.6
Illiterate		31	13.6
	Total	228	100 %
Location			
Federal Level		10	4.4
Regional level		10	4.4
District level		80	35.1
Community Level		24	10.5
Kebele Leaders			
Development Agents		24	10.5
Planning and development		80	35.1

Variable	Characteristics	Frequency	Percentage
Team Members(PDT)	Total	228	100%
Years of experience			
3-5 years of experience		57	25.0
Greater than 5 years' experience		171	75.0
	Total	228	100%

4.5 CONSTRUCT LEVEL RELIABILITY TESTING

Reliability measures provide an indication of the consistency of the scores of the indicator variables used in a quantitative research study (Moonen, Overeen, Donkers, Vleuten & Driessen, 2013). Furthermore, these authors observe that the majority of individuals use Cronbach alpha as a measure of internal consistency.

4.5.1 Cronbach alpha scores, reliability/internal consistency

Regarding the concept and use of reliability, Bonnet and Wright (2014:1) stated that:

The Cronbach alpha score is a widely used measure of reliability in the context of the social and organisational sciences. Cronbach alpha reliability refers to the reliability of a sum (or average) of the questionnaire's measurements and, whereas the measurements characterise multiple questionnaire/test items, Cronbach alpha is referred to as a measure of internal consistency reliability.

4.5.1.1 Cronbach alpha scores

Cronbach alpha scores summated up of the indicator variables of the constructs with sub- scales namely Creating results-based capacity development (CRBCD) (23 items) and Core results based PMM practices in place and functional (CR'BPMMPF) (30 items) and remaining indicator variables with no sub-scales are presented in Appendix 2. The details of the Cronbach scores related to the indicator variables are described below.

The component *Effective leadership roles and tasks* consisted of four (4) indicator variables, namely, the *Modelling role of leadership* (MRL), the *Pathfinding role of leadership* (PFRL*), the Alignment role of leadership* (ARL) and the *Empowerment role of leadership* (ERL). While the MRL consisted of eight items, PFRL consisted of 7 items, ARL consisted of 11 items and ERL consisted of 9 items with Cronbach alpha values of 0.77, 0.81, 0.86 and 0.84, respectively (Appendix 2).

Leading and managing for a results-culture (MfR) was regarded as an exogenous/endogenous mediating factor that consisted of seven (7) indicator

variables namely *Results-based strategic planning* (RBSP), *Results-based performance measurement* (RBPM), *Results-based performance management* (RBPm1), *Promoting effective trus*t (PET), *Establishing an effective partnership strategy* (EFPS), *Establishing effective accountability* (EFA) and *Creating a results-based capacity development* (CRBCD). Whereas RBSP comprised five items, RBPM comprised eight items, RBPm1 comprised eight items, PET comprised ten items, EEP comprised nine items, EEA comprised nine items and CRBCD comprised 23 items followed with Cronbach's alpha values of 0.82, 0.81, 0.78, 0.80, 0.79, 0.79, and 0.91 respectively (Appendix 2).

The optimal institutionalisation of a results-based performance measurement and management culture was considered as an endogenous factor that consisted of four indicator variables, namely, C*ore r*esults-based *performance measurement and management practices in place and functional* (CRBPMMPF), *Results-based performance measurement and management championed by senior leadership* (RBPMMC), *Results-oriented accountability regime ensured* (ROAR), and *Capacity to learn and adapt developed* (CLAD). Whereas CRBPMMPF comprised 30 items, RBPMMC comprised 3 items, ROARE comprised 11 Items and CLAD comprised 3 items followed with Cronbach's alpha values of 0.92, 0.81, 0.81 and 0.81 respectively (Appendix 2).

The alpha scores of the scales and sub-scales were above 0.7. The fact that the reliability alpha score above 0.7 was not sufficient to justify the reliability/internal consistency of the instrument, other supplementary indexes were used to justify (Agbo, 2010) as shown in Table 4.3.

4.5.1.2 Cronbach alpha reliability/internal consistency

The reliability or internal consistency of the questionnaire was assessed by Cronbach alpha scores. Table 4.3 depicts Cronbach alpha values for the three main dimensions of the instrument, namely Leadership roles and tasks, Managing for a results culture and the Institutionalisation of a RBPMM culture as well as a score for the overall instrument.

Even though it is possible to use two items in a CFA statistic, researchers in general recommended at least three items per scale/factor as best practice in structural equation modelling/CFA (Hair et al., 2019; Carpenter, 2018; Vaske, Beaman &

Sponarski, 2017; Marsh, Hau, Balla & Grayson, 1998). Hence, the minimum items used in the current study were three. Moreover, there is not a standard cut-off point for factor loading. As a result, researchers use different cut-off points. For example, Reis, Mestre, Tecedeiro and Paiva (2014), Awang, Afthanorhan and Mohamad (2015), Segars (1997), Matsunaga (2010) used 0.5, 0.6, 0.5, and 0.4 respectively. Tabachnick and Fidel (2007) also argued that the there is no rule of thumb to determine the standard for factor loadings though the greater the loading is the better the variable is good measure of the factor. Even though there are several cut-off points for factor loadings, 0.6 was considered as a cut-off point in the present study. In general, if these estimates of reliability (loadings) are greater than 0.50, then the item explains more variance than is explained by the error term (Segars, 1997).

Table 4.3: Reliability/internal consistency of constructs

Indicator variable	Constructs/latent Variable	Estimate loadings	Cronbach	CR	AVE
ARL	Leadership	0.884	0.934	0.907	0.623
PFRL		0.861			
MRL		0.581			
ERL		0.795			
RBPMMC	Institutionalisation	0.791	0.953	0.905	0.611
CRBPMMPF		0.947			
ROARE		0.739			
CLAD		0.614			
RBPM	Leading and managing for results culture	0.765	0.944	0.969	0.633
RBPm1		0.804			
PET		0.73			
EFPS		0.855			
EFA		0.856			
CRBCD		0.882			
RBSP		0.654			

Note: the extended form of the abbreviations of the indicator variables are indicated in various Tables and Figures previously.

Furthermore, the Cronbach alpha scores of the constructs ranged from 0.934 to 0.953 (Table 4.3). Since the researcher is cognizant that large number of items could inflate the Cronbach alpha scores, it is presented at construct level following the recommendations of Quansah (2017); and Cohen and Swerdlik (2010). Thus, as per the view of these Scholars alpha is estimated for each of the construct rather than for the overall instrument. Alpha values above 0.7 were acceptable (Pallant, 2010).

Hence, the Cronbach-alpha reliability coefficient score of the present study revealed that the instrument is reliable and all items for each construct have high internal consistency/reliability.

In addition, the composite reliability (CR) of the constructs were above 0.9. A composite reliability of above 0.7 is recommended as acceptable (Fornell & Larcker, 1981; Hair et al., 2019). The composite reliability of the present study is higher than the recommended point, which indicates high reliability. Furthermore, the average variance extracted (AVE) of all the constructs is above 0.6. As a rule of thumb, AVE of 0.5 and above is acceptable (Fornell & Larcker, 1981; Hair et al., 2019). Hence, this shows the AVE of the present study is acceptable. Overall, thus, the reliability and convergent validity of this instrument were confirmed.

4.6 CORRELATION AND DESCRIPTIVE STATISTICS

The descriptive and correlation results are described in the following section and subsection.

4.6.1 Correlation Matrix

As indicated in Table 4.4 the highest correlation was observed between 'Core Results Based Performance Measurement and Management Practices Functional' (*CRBPMMPF)'* and '*Creating Results-based Capacity development (CRBCD')* with a Pearson correlation coefficient (r = 0.832, p = 0.01). On the contrary, the lowest correlation was found between '*Results-Based Performance Measurement (RBPM)' and 'Modelling Role of Leadership (MROL)'* with a Pearson correlation coefficient (r = 0.325, P = 0.01). Furthermore, the Variance Inflation Factor (VIF) analysis was also performed to check the multi-collinearity of the variables. It was found that the VIFs result of the variables was less than five. VIF value more than five indicates severity in multi- collinearity (Akinwande, Dikko & Samson, 2015). However, the multi-collinearity of this study is not severe since the VIFs of all the variables was found below the cut-off point, which is 1.57 to 3.67.

Table 4.4: Pearson Correlation matrix of the indicator variables

	MROL	CLAD	RBSP	RBPm1	PFRL	ARL	ERL	PET	EEA	CRBCD	EEPS	RBPMMC	RBPM	CRBPMMPF
MROL														
CLAD	.375**													
RBSP	.366**	.470**												
RBPm1	.406**	.599**	.514**											
PFRL	.515**	.507**	.513**	.616**										
ARL	.504**	.497**	.540**	.600**	.771**									
ERL	.480**	.488**	.489**	.639**	.643**	.717**								
PET	.455**	.603**	.519**	.569**	.575**	.597**	.542**							
EEA	.446**	.630**	.559**	.681**	.700**	.697**	.627**	.631**						
CRBCD	.488**	.637**	.551**	.692**	.719**	.695**	.643**	.610**	.719**					
EEPS	.411**	.524**	.593**	.703**	.633**	.645**	.624**	.638**	.777**	.761**				
RBPMMC	.350**	.595**	.538**	.601**	.615**	.585**	.497**	.567**	.647**	.700**	.666**			
RBPM	.325**	.494**	.493**	.674**	.655**	.663**	.639**	.586**	.650**	.656**	.656**	.512**		
CRBPMMPF	.473**	.697**	.578**	.749**	.737**	.754**	.673**	.648**	.774**	.832**	.759**	.756**	.674**	
ROARE	.460**	.579**	.528**	.526**	.553**	.509**	.509**	.578**	.629**	.713**	.597**	.604**	.478**	.694**

**. Correlation is significant at the 0.01 level (2-tailed).

Note: The extended for of the abbreviations of the indicator variables are indicated in various Tables and Figure previously.

4.6.2 Descriptive analysis

This section presents the descriptive analysis of the constructs of the research study followed with respective items of each indicator variable. The measures of central tendency (the mean) and dispersion (standard deviation) were used to show the extent of variability. With respect to the agreement/disagreement scale (five-point Likert-type) was used for measuring these constructs and associated dimensions/items, while a mean score over 3 leaned towards 'agreement,' as a response, a mean score below 3 was considered to be in 'disagreement' with the concerned items. Furthermore, in this context of the study, a perfect score of 3 was considered positive but insufficient for assuming it as an optimal result/response to the corresponding construct/item and a perfect score of 4 and above was assumed to be positive and sufficient for regarding it as an optimal.

Researchers recommend different ideal ranges for inter-item correlation. For example, Clark and Watson (1995) recommended the ideal average of inter-item correlation falls between 0.15 to 0.50. On the other, an inter-item correlation of 0.3 to 0.7 were also recommended (Hellström, Hagell, Broström, Ulander, Luik, Espie & Årestedt, 2019; Paulsen & BrckaLorenz, 2017; DeVellis, 2016). However, according to Agbo (2010) the underlying reasons for the recommended ideal ranges did not provide justifications to assess the appropriateness of the ranges. As a result, this author suggested that the inter-item correlation concept might be considered as a supplementary index to other internal consistency indices such as a Cronbach alpha coefficient.

Inter-item correlation analysis could be affected by the number of items and sample size (Agbo, 2010). In this study, three items were used (Agbo, 2010; Hair et al., 2019; Carpenter, 2018; Vaske et al., 2017; Marsh et al., 1998) for two scales of the total fifteen scales. However, for the majority of the scales of the instrument, four items and above were used.

The inter-item correlation of the three core constructs namely Effective leadership roles and tasks, leading and managing for results culture, and optimal institutionalisation of RBPMM culture ranged from 0.30-0.399, 0.29-0.48, and 0.279-0.60 respectively. This reveals that the items are correlated and measured the same construct and could be considered as a supplementary result to the internal consistency/reliability indices of the instrument.Other indices are presented in

Table 4.3.

4.6.2.1 Effective leadership roles and tasks core construct

The descriptive analysis of effective leadership/tasks core construct is described below. The analysis of the mean values and standard deviation of the scale items relating the leadership scale items is depicted in Table 4.5. This revealed that all the items have a mean of above 3, which shows the tendency to general agreement on the presence of certain level of leadership. This indicated that the leadership roles, namely, the modelling role of leadership, the alignment role of leadership and the empowerment role of leadership, were being used and practiced within the framework of the leadership, across all the operational administrative hierarchies. However, the mean of each indicator variable was found to be closer to 3 (neutral) rather than at the agreement values (4), which meant that according to the respondents' views, the applicability and functionality of these items/tasks were moderately low, and it can be perceived that these items/tasks of leadership role were not fully functional and were not effectively mainstreamed within the leadership framework. The results were positive, but their degree of practice was not at the optimal level, which further means that the leadership did not optimally promote these leadership roles.

Table 4.5: Descriptive statistics of Effective leadership roles and tasks core construct

Indicator variable	Mean	SD	Inter-Item Correlation
Modelling role of leadership (MRL)	3.28	0.60	0.301
Pathfinding role of leadership (PFRL)	3.51	0.67	0.399
Alignment role of leadership (ARL)	3.23	0.66	0.372
Empowerment role of leadership(ERL)	3.25	0.63	0.389

SD = Standard deviation; Scores: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

Regarding the core construct of leadership roles, the dimension of the *Pathfinding role of leadership* (PFRL Mean= 3.51, SD=0.67) scored the highest mean value followed by the *Alignment role of leadership* (ARL Mean= 3.29, SD= 0.66) (Table 4.5).This further indicated that the respondents agreed that the indicator variable of the leadership roles construct the '*Pathfinding role of leadership'* was being supported and championed (practised) the leadership. Consequently, it was found to be in a better position (the optimal result) in leveraging an optimal institutionalisation of a RBPMM

culture than the other indicator variables of the effective leadership construct. The inter-item correlation of this core construct ranged from 0.30-0.399, which shows the items are correlated and measured the same construct.

Modelling role of leadership (MRL)

The highest mean score of the modelling role of leadership was found 3.79 (SD =0.90) for the item Programme was designed based on a change orientation (MRL3) and the lowest mean was for Programme has a clear line of communication with its external stakeholders with a mean value of 2.94 and SD=0.98 (Appendix 1A1). Both of these items were from the Modelling role of leadership dimension of the leadership construct and depicted relatively less variation in their assessments and this can be substantiated from the small SD values by the respondents. However, according to the respondents' view, their responses indicated that being proactive and inspirational, and with the programme having a clear line of communication with external stakeholders and promoting trust and working with integrity among the workforce, were some of the aspects of the modelling role of leadership that were not given adequate emphasis the leadership at all levels of its implementation. Nonetheless, in the view of the respondents, this does not mean that these activities/items were not being practiced and applied at all, but the emphasis placed on these aspects of the modelling role of leadership was moderate. Generally, the modelling role of leadership was not optimized in the study area to leverage the optimal institutionalisation of a RBPMM culture.

Pathfinding role of leadership (PFRL)

As depicted in Appendix 1A2, the highest and lowest mean scores were 3.82 SD = .86) and 2.90 (SD = 1.07) for the items, the MERET of the natural resource management sector had clear values and the strategies of the MERET are shared to its key stakeholders, respectively. Most of the items except the strategies of the MERET are shared to its key stakeholders, depicted relatively less variation in their assessments and this can be substantiated from the small SD values by the respondents. Overall, with regard to the respondents, the aspects of the Path-finding role of leadership were practiced and were functional in the study area. This can be observed from the mean value of 3.51 of the items of PFRL, which, indicated that the leadership emphasised this aspect of leadership. Consequently, it was adapted and

applied at a moderately.

Alignment role of leadership (ARL)

Of the 11 items of *the alignment role of leadership* (Appendix 1A3), it is pointed out that the highest score mean values of 3.75 (SD = 0.73) was found for the item, *the MERET had established teams to execute its strategies* (ALR1). On the other hand, the lowest mean score was 2.84 (SD = 0.96) for the item *programme performance management system is aligned with its programme structure*. Three of the items/tasks under *the alignment role of the leadership dimension* of the leadership construct and depicted relatively less variation in their assessments and this can be substantiated from the small SD values by the respondents. With regard to the respondents, this showed that the leadership of the MERET of the natural resource management sector engaged in three leadership practices that related to the alignment role of leadership. However, as can be seen in Appendix 1A3, according to the respondents' responses, the items with low mean values (below 3.5) revealed that the focus that the MERET of the natural resource management sector leadership gave was positive, but was not sufficient enough, which further indicated that these leadership activities were not practised fully and were not optimally functional at all levels of its operation in the study area. Furthermore, about four items were found to be insufficiently optimized (mean <3).

Empowerment role of leadership (ERL)

The highest and lowest mean score values were found to be 4.14 (SD = 0.74) and 2.73 (SD = 0.98) (Appendix 1A4) for the items *Programme leadership was participatory* and *structure of the programme is periodically reviewed performance*, respectively. Most items belonged to the *Empowerment role of the leadership* dimension of the leadership construct and depicted relatively less variation in their assessments and this can be substantiated from the small SD values by the respondents. The other items/activities of the empowerment role of leadership that were found with lower mean values indicated (according to the respondents) that the focus and support given by the respective leadership to practice and apply such activities at all levels of programme implementation was not sufficient (was not optimal). It is also noted that the lowest mean (2.73) was recorded in this dimension of the leadership core construct dimensions, which indicated that this leadership role

was implemented insufficiently at all levels of its programme implementation.

4.6.2.2 Leading and managing for results (MfR) core construct

With respect to the construct of Leading and managing for a results culture, the highest mean scores were 3.21 (SD = 0.68) and 3.21 (SD = 0.69 for the dimensions of *Results-based performance measurement* and *Establishing an effective partnership strategy*, respectively. The lowest mean score was, however, 3.03 (SD = 0.79) for the dimension Results-based strategic planning (RBSP) (Table 4.6). The inter-item correlation of this core construct ranged from 0.29-0.48, which shows the items are correlated and measured the same construct.

The analysis of the mean values and the standard deviation of each indicator variable pertaining to leading and managing for a results culture are presented in Table 4.6. This showed that all the items scored above average (3), which determined the general agreement on the presence of a certain level of leading and managing for a results-based culture in the MERET programme leadership framework. However, as indicated in the table, the mean value for each indicator variable of leading and managing for a results-based culture was more or less close to 3. This revealed that the results were positive and leading and managing for a results-based culture in the study was supported as a leadership strategy, which could enhance the optimal institutionalisation of a RBPMM culture.

However, the results indicated that the efforts made by the leadership in practising/applying the different leadership strategies related to leading and managing for a results culture were insufficient and, hence, were not optimal results (based on the responses). Although all the indicator variables and the related items mentioned were practised in the MERET of the natural resource management sector leadership across all levels of the implementation/hierarchies and the results (responses) were positive, based on the responses of the respondents, all the mean values were found to be more or less close to 3, instead of more agreement (4) reflecting optimal results. These results indicate that the support provided by the leadership, was not sufficient and, hence, the results were not at an optimal level.

Table 4.6: Descriptive statistics of each indicator variable of Leading and managing for results (MfR) core construct

Indicator variable	Mean	SD	Inter-Item correlation
RBSP	3.03	0.79	0.480
RBPM	3.21	0.68	0.351
RBPm1	3.14	0.66	0.317
PET	3.16	0.62	0.297
EEP	3.21	0.69	0.296
EEA	3.15	0.64	0.303
CRBCD	3.09	0.63	0.327

SD = Standard deviation; *Scores: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

Results-based strategic planning (RBSP)

As indicated in the descriptive statistics of the indicator variable related to results-based strategic planning (Appendix 2B1), the highest and lowest mean value were 3.24 (SD = 0.96) and 2.82 (SD = 1.05) for the items *Programme priorities were communicated to the key stakeholders of the programme implementation* and *periodic review of the programme strategic plan*, respectively. This depicted relatively less variation in their assessments, and this can be substantiated from the small SD values by the respondents. This notion indicated that the MERET of the natural resource management leadership, at all levels, had an articulated and functional results-based operational plan at all levels of the programme leadership, and that the programme leadership at all levels of the programme hierarchies experienced creating an awareness of the programme priorities of the key programme implementing stakeholders, such as the programme technical staff, kebele management and community leadership, as well as the community members themselves. The mean of the mean values (3.03) of the items related to results-based strategic planning indicated that the aspects of this indicator variable related to the leading and managing for the results culture construct was positive and was implemented moderately by the leadership. At the same time, the results indicated that the efforts made to support this intervention to enhance the optimal institutionalisation of a RBPMM culture, was not sufficient and was not mainstreamed optimally with the framework of the MERET of the natural resource management sector.

Results-based performance measurement (RBPM)

As indicated in Appendix 2B2, the highest and lowest mean values were 3.69 (SD =

.97) and 2.85 (SD = 0.97) for the items performance measurement system measures of the programme are clearly mapped with its key stakeholder needs and Performance measurement system of the programme was developed through the involvement of the technical staff. This was substantiated from the small SD values by the respondents. The leadership in the natural resource management sector had a performance measurement system that was designed and adopted through the participation of its related technical staff particularly at federal, regional and district levels.

In line with the views of the respondents, the generated evidence-based performance information allowed the leadership to learn from the past and this meant that such performance information assisted the leadership to learn what had happened with regard to the programme but not about the situation at that time and the future situation of the MERET of the natural resource management sector.

Further evidence indicated that although some elements of the PMM system existed in the MERET of the natural resource management sector leadership, the mapping of the performance measurement system with the needs of the key stakeholders, the involvement of the top leadership and the involvement of the planning and development teams of the respective communities in the design of performance measurement system were not fully addressed and were not fully functional. This further revealed that the support provided by the respective leadership to strengthen the optimal institutionalisation of a RBPMM culture was minimal in the study area. As indicated in Appendix 2B2, the mean values obtained from the responses of the respondents were positive, however, at the same time, the agreements/results were mostly close to 3 rather than to 4, that would represent the optimal results.

Furthermore, the evidence revealed that although some elements of the results-based PMM systems, were in operation within the leadership hierarchies, the MERET of the natural resource management sector leadership did regard it as a priority, the result showed that the essential elements of performance measurement were not practised optimally and did not generate the needed evidence-based performance information for better and further learning, improving decision-making, social transformation, networking and social learning. The mean of the mean values of items of this indicator variable (3.21) indicated that results were positive, and this indicator variable was implemented moderately by the natural resource management sector leadership.

However, the result was not optimal in the sense of achieving the best possible results.

Results-based performance management (RBPM1)

From the eight items of the indicator variable *Results-based performance management of leading and managing for a results culture* construct indicated, the highest and lowest mean values were 3.54 (SD = .95) and 2.69 (1.06) for items *Performance information provided through the performance management process played a role for performance reporting purposes to demonstrate the value of the work for the internal stakeholder* and *periodic review of performance information for social control (social transformation, social networking, improving, developing, social learning*, respectively (Appendix 2B3). These items showed less variation in their assessments (as seen in the small SD values) by the respondents.

Results-based performance management, the items of the scale with mean values less than 3.5 were not regarded as optimal results that supported the optimal institutionalisation of a RBPMM culture. This indicated that although the items of the indicator variable were positive and were practised by the respective leadership in the different hierarchies of the operational areas, their formalisation were not addressed fully. Consequently, the results were not sufficient (the results were not optimal in terms of the best results). Furthermore, about four of the eight variables were below the positive (3). In line with this perspective, the evidence indicated that team efforts were not linked to the results-based performance management system to achieve specific outcomes; the aim of the periodic review of the performance information carried out by the leadership was for the sake of control system/internal management. The periodic review of the evidence - based performance information was not done for the purpose of social control (social transformation, social networking, and improving, developing, and social learning). In addition, the involvement of key stakeholders did not take place, neither did the performance management information allow the management to manage the pathway (learn, check, decision-making, plan, communicate) or to improve the communication process. Overall, the mean of the mean values of the items of this indicator variable was found to be 3.14, which further indicated that this variable indicator (leadership strategy) was implemented moderately and was not at an optimal level.

Promoting effective trust (PET)

Promoting effective trust was one of the indicator variables of *the Leading and managing for a results culture* construct. This indicator variable had ten interrelated items to measure the construct. The highest and lowest mean values were 3.58 (SD = 1.00) and 2.81 (SD = 0.97) for the items Programme *leadership provided opportunities for its key stakeholders to work together (team work)* and *programme leadership demonstrates competence in results-based management approaches (capability*), respectively (Appendix 2B4). Most items presented relatively less variation in their assessments (as seen from the small SD values) by the respondents.

Except for the item *Programme leadership that provided opportunities for its key stakeholders to work together (team work)*, the mean values for most of the items were found to be more close to 3 (moderate) than to 4 (optimal) indicating that the responses of the respondents exhibited an average agreement rather an optimal result (4). This phenomenon exhibited that leadership was in a position to provide opportunities for its key stakeholders to work together (teamwork). Furthermore, although the elements or items that measured promoting effective trust were adopted, as can be realised from the responses of the respondents, the mean values did not exhibit optimal results, which indicated that most of the items mentioned were not made fully functional.

This further indicated that the role of the leadership for leading and managing for a results culture, particularly with regard to promoting effective trust, was almost at an average and below average level and was not beyond (optimal, representing the best results). Therefore, the efforts made by leadership towards promoting effective trust in order to institutionalise a RBPMM culture was not functional and was not fully addressed. This is manifested further in the evidence that the role played by leadership on the basic elements of trust such as competence in results-based management approaches (capability), consistency to achieve programme objectives/goals (being value driven), concern for its key stakeholders (a sense of connection and share of information) was minimal.

Furthermore, minimal evidence was found pertaining to the dependability of the leadership (being accountable for actions, responsive to the needs of others), the sharing of information to its external stakeholders (bad news and /or good news),the commitment of leadership to implement results-based management approaches/

practices and consistent periodic reviews. Further evidence regarding the fact that leadership was an example of the vision and values of the programme (walking the talk) were found to be minimal and optimal results were not delivered of the enhanced optimal institutionalisation of a RBPMM culture in the study area. The overall, mean of the mean values of the items of this invariable indicator was found to be 3.16, indicating that this indicator variable was implemented moderately by leadership but was not at the optimal level.

Establishing an effective partnership strategy (EEPS)

Establishing an effective partnership strategy was another indicator variable where its related items are interrelated to measure the *leading and managing for the results culture* construct. This sub-construct had nine items of which the highest mean value of *communities is involved in directing some of the programme's activities (3.78, SD = 0.92).* Furthermore, the lowest mean was for the item *there is a partnership alliance built and maintained with relevant institutions (universities, research centres)* (2.77, SD = 1.05). Relatively less variation was observed in the assessments (as seen in the small SD values) by the respondents. The mean values of the rest of the items for the indicator variables (Appendix 2B5) indicated that they were closer to the average value (3) than to the optimal value of (4). This showed that the efforts made with regard to the optimal implementation of these elements concerning establishing an effective partnership strategy were not implemented fully. In particular, although the items of the scale, such as EEPS6 (the partnership the alliance built and maintained with the relevant institutions (universities, research centres), EEPS4 (communities were revealed further by the mean of the mean values (3.21) of the items of the respective indicator variable, which depicted that this indicator variable was established moderately.

Establishing effective accountability (EEA)

The highest and lowest mean value of the items in this sub-construct were 3.50 (SD = 0.95) and 2.77 (SD = 0.98) for the items *Performance reporting of this programme provides an account of actions (here is what we did*) and *there is Clear reciprocal accountability for performance results*, respectively (Appendix 2B6). This was substantiated by the small SD values by the respondents. This indicated that leadership tried to share performance reporting for the purpose of accountability.

Moreover, in view of the respondents, this evidence indicated the leadership shared performance information with its stakeholders about what the leadership did and achieved as a sign of accountability. Furthermore, evidence from the respondents indicated that the different items of the indicator variable were adopted by the leadership. However as indicated by the mean values of the different items of the variable indicator, it can be seen that the mean values of the items were closer to the average value=3 than to that of the agreement value (4 = optimal/good results).This revealed clearly that the elements of establishing effective accountability were being established and practised by the leadership, but as indicated by the evidence, the respondents agreed that most of the elements of accountability were established and implemented on an average basis and this showed that they were not being established effectively at an optimal level (good results). This further depicted that the elements of accountability were not fully established and were not practised effectively; consequently, they were not optimally functional. The mean of the mean values (3.15) of the items related to this indicator variable indicated that this indicator variable was positive and was established moderately but was not established effectively at an optimal level.

Creating results-based capacity development (CRBCD)

With regard to the items related to the indicator variable *Creating results-based capacity development*, the highest mean value of 3.71 (SD = 0.96) was found for the item *leadership of the programme was functional /expertise oriented* and the lowest mean value was for the item *Management information system is in place* (2.57, SD = 0.98) (Appendix 2B7).These items were found in the *creating results-based capacity development* dimension of *leading and managing for a results culture* construct, and presented relatively less variation in their assessments (as seen in the low SD values) by the respondents.

Creating results-based capacity development is fundamental for realising the *Leading and managing for results culture* construct, which is, ultimately, also critical for promoting and institutionalising a RBPMM culture in the public sector, in general and the natural resource management sector, in the SNNP region, Ethiopia. According to the responses of the respondents of this research study, in line with the other indicator variables related to the *Leading and managing for the results culture* construct, the level of agreement of the respondents on most of the indicated items was found to be

close to (3) more or less than to the agreement values (4). This suggests that most of the mean values inclined to be average score values (3) rather than optimal values (4).

This phenomenon indicated that all the items/elements that were related to the Results-based capacity development indicator variable were practised/adopted by the leadership, however, as depicted by the scores of the respondents, it indicated that the leadership at all levels provided less support for the concept that they were fully implemented with regard to the elements/items of the indicator variable *Creating a results-based capacity development*. The moderate scores of the different items provide this evidence. Furthermore, this evidence is corroborated by the mean of the mean values (3.09) of the items which indicated that this indicator variable was implemented positively and moderately by the leadership, but efforts were not made to achieve the optimal level of performance. With regard to the leadership functional/expertise and administrative orientation, it meant that the leadership at all levels was led and managed by people with an expert and administrative orientation (process/activity oriented), but the leadership was not based on the theory of change/organisational change - change management.

4.6.2.3 Optimal institutionalisation of a RBPMM culture core construct

Table 4.7 describes the descriptive statics related to the optimal institutionalisation of a RBPMM Culture.

Table 4.7: Descriptive for the optimal institutionalisation of a RBPMM culture core construct

Construct	Mean	SD	Inter-item correlation
CRBPMMPF	3.14	0.57	0.297
RBPMMC	3.08	0.88	0.595
ROARE	3.00	0.60	0.279
CLAD	3.36	0.82	0.605

SD=Standard deviation; *Scores: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

The mean values and standard deviation related to the *Optimal institutionalisation of a results-based performance management culture core* construct are presented in Table 4.6. This core construct revealed that all the indicator variables scored an average of above 3 on a five-point scale, which indicated the general agreement on

the presence of certain level of optimal institutionalisation of a results-based performance management culture in the study area. The inter-item correlation of this core construct ranged from 0.27-0.60. The inter-item correlation of this construct is also in line with the recommendations of several authors (Hellström et al., 2017; Agbo, 2010; DeVellis, 2016).

With respect to the *Optimal institutionalisation of a RBPMM culture* core construct, the dimension of *Capacity to learn and adapt developed* (CLAD) mean of 3.36, SD = 0.82) scored the highest. On the other hand, the lowest mean value was observed in results-oriented accountability regime ensured (ROARE mean of 3.00, SD = 0.60). Based on the evidence depicted in Appendix 3C4, the respondents agreed that the indicator variable capacity to learn and adapt developed (CLAD) of the *Optimal institutionalisation of a RBPMM culture* construct was better adapted and functional and was being formalised in the study area. The evidence indicated that all of the variables/items that are indicated under this construct were adopted and implemented by the leadership across all levels of its programme implementation /hierarchies.

As presented in Appendix 3C4, the dimensions of the *Capacity to learn and adapt d*eveloped included items such as the institutional learning forums established, knowledge sharing was encouraged and learning through experience was encouraged.

As indicated in the evidence above, the mean value for each indicator variable of the *Optimal institutionalisation of a RBPMM culture* was close to 3. Even though the evidence revealed that the activities or practices that indicated that the realisation or formalisation of an optimal institutionalisation of a RBPMM culture existed, the role played by the leadership towards an optimal institutionalisation of a RBPMM culture in the study area was moderately achieved. This evidence can be substantiated by the mean values of the indicator variables indicated in Table 4.6, that were related to the optimal institutionalisation of *a RBPMM culture* core construct namely *the Core Results-based performance measurement and management practices functional* (CRBPMMPF), *Results-based performance measurement and management championed by leadership* (RBPMMC), *Results-oriented accountability ensured* (ROARE) and *capacity to learn and adapt developed* (CLAD).

The responses from the respondents (the mean values) regarding the optimal

institutionalisation of a RBPMM culture indicates that the optimal institutionalisation of a RBPMM culture was positive and was moderately achieved, however, it also indicated that results were not achieved optimally at all levels of implementation. This issue can be confirmed by the insufficient emphasis and efforts made by the leadership on the different leadership roles and tasks related to the modelling role of leadership, the alignment role of leadership and the empowerment role of leadership. Not only this, the overall results relating to leading and managing for a results culture (achieved moderately), manifested that the results-based performance management culture was not fully functional and not optimally institutionalised.

Core results-based performance measurement and management practices in place and functional (CRBPMMPF)

As indicated in the items of the indicator variable Appendix 3C1, the core results-based performance measurement and management practices in place and functional (CRBPMMPF), the highest mean value of 3.76 (SD = 0.81) was found for the item CRBPMMPF13 *Programme activities were planned*, followed by CRBPMMPF17 the *Performance information was supplied up* with a mean value of 3.66 (SD = 0.83), CRBPMMPF12 the *'Strategy was linked to process improvement initiatives* with a mean value of 3.62 (SD = 0.93), CRBPMMPF24 *Performance information (knowledge) was shared a* with mean value of 3.60 (SD = 0.96). These items were found in the *core Results-based performance measurement and management practices in place and the functional* dimension of the optimal institutionalisation of a RBPMM culture and presenting relatively less variation in their assessments (as seen in the small SD values) by the respondents.

As depicted in the descriptive analysis of the items related to the indicator variable *Core results-based performance measurement and management practices in place and functional* (CRBPMMPF), the mean values for most of the other items were more or less close to the average value (3). This revealed that the level of agreement of the respondents on most of the indicated items was found to be closer to 3 than to the agreement value (4). This indicates that most mean values tended to have an average score value (3) than to optimal values (4). These phenomena indicated that all the items/elements that were related to the indicator variable core results-based performance measurement and management practices in place and functional were adopted by the leadership, however, as depicted in the scores of the respondents

(moderate scores), it was evident that the leadership at all levels provided less support to be in place and fully functional for the majority of the items of the mentioned indicator variable. However, there were exceptions for certain items, namely, *programme activities were planned, performance information was supplied up, strategy was linked to process improvement initiatives, performance information (knowledge) was shared, and leadership/management gave due attention to overall programme objectives (mission, strategies and, values)*.

Overall, the evidence revealed by the descriptive analysis of the items of the indicator variable (CRBPMMPF), the majority of the performance measurement and management core practices (results-based management practices) were adopted by the leadership at all levels of its implementation, but were found to be not fully in place and functional. This can be further supported by the mean of the mean values (3.14) that this indicator variable was moderately in place and functional in the different levels of the MERET of the natural resource management sector implementation/hierarchies (Federal, regional, district and community).

RBPMM championed by senior leadership (RBPMMC)

From the items that relate to the above indicator variable, the highest mean value of 3.66 (SD = 1.02) was found for the item RBPMMC 3 Professional staff visibility supported the implementation of results-based management. As can be seen from in Appendix 3C2, the responses from the respondents indicated that there was better visible support from the professional staff working for the MERET of the natural resource management sector on the implementation of results-based management practices. However, the respondents also indicated that the concerned senior leadership was not championing visibly with a mean value of 2.71, (SD = 0.98) and was not maintaining ongoing commitment with a mean value of 2.87 (SD = 1.09) on the implementation of a RBPMM culture. This evidence depicted that performance measurement and management practices (the results-based management approach) were adopted and championed by the leadership. Nevertheless, according to the views of the respondents of this phase of the research study, the support and commitment of senior leadership in championing results-based management approaches as an effective leadership task towards the institutionalisation of a RBPMM culture was found to be championed moderately by the senior leadership but

was not at the optimal level. This is manifested by the mean of the mean values (3.08) of the items of the indicated variable indicator.

Result-oriented accountability regime ensured (ROARE)

The *Results-oriented accountability regime ensured* (ROARE) indictor variable was one of the indicator variables used to measure the *Optimal institutionalisation of a Results-based performance management culture* core construct. Out of the items of the indicator variable, the highest mean value of 3.47 (SD = 1.10) was found for the item ROARE5 the *Programme had a results-based performance plan*, followed by ROARE2 *here was a team-based accountability (shared accountability,* with mean of 3.24 (SD = 0.96) (Appendix 3C3).These items were found under the *Results-oriented accountability regime ensured* dimension of the optimal institutionalisation of a RBPMM culture, and depicted relatively less variation in their assessments and this can be substantiated from the small SD values by the respondents. According to the responses of the respondents, the indicated highest mean values for the items *programme had a result-based performance plan,* and *there was a team-based accountability,* respectively, were found to be closer to 3-moderately than to the agreement value (4) representing good results.

As can be seen in Appendix 3C, the mean values of the majority of the items of the indicator variable (ROARE) were found to be below average. According to the respondents, there was a sense of a results-oriented accountability regime across the operational hierarchies, nonetheless, the elements of the mentioned variable indicator were found to be insignificantly functional, which as a result of this phenomenon, results- oriented accountability regime was not optimally implemented and ensured at all levels of operational hierarchies.

Capacity to learn and adapt developed (CLAD)

The development of a capacity to learn and adapt was identified as one of the indicator variables to assess whether or not there was an optimal institutionalisation of a Results-based performance management culture in the study area. In accordance with this notion, and in terms of the items of the indicator variable, the highest mean value of 3.64 (SD = 0.96) was found for the item CLAD3 *Learning through experience was encouraged* and the lowest mean score was for the item *Institutional learning have been established* (2.91, SD = 1.01) (Appendix 3C4).

These items were found in the *capacity to learn and adapt developed* dimension of optimal institutionalisation of a RBPMM culture and depicted relatively less variation in their assessments and this can be substantiated from the small SD values by the respondents. This depicted that in the context of the standpoints of the respondents, the indicated mean values showed that the capacity to learn and developed in the operational areas was more or less adopted and was functional (the majority of the mean values were found to be closer to the optimal value (4)-good results, but the results also indicated that formalisation of the establishment of institutional learning forums at all operation hierarchies was minimum (below average).

Overall descriptive analysis mentioned of the sample characteristics, reliability testing, constructs/indicator variables and the items/measures of each indicator variable has been presented and described above.

Next, the measurement model and the structural model of the study in the context of structural equation modelling (a confirmatory factor analysis (CFA) and mediation analysis) are analysed and described.

4.7 STRUCTURAL EQUATION MODELLING (SEM)

In this context, the validity of measures and models are tested and confirmed. Content validity is ensured based on evidence from the literature as well as from the opinions of experts. Initially, the generated items were evaluated in a series of steps until they were thought to be valid content-wise. Concerning construct validity, both the convergent and discriminant validity were ensured using appropriate statistical procedures. The fit of the structural model and testing the posited hypotheses are discussed next. As discussed in the previous chapters, there are five hypotheses of which, four were tested by means of structural equation modelling statistical analysis techniques, while the remaining one were tested by means of ANOVA statistical analysis techniques. The results from the confirmatory factor analysis and ANOVA are presented in the sub-sections that follow.

4.7.1 Confirmatory factor analysis (CFA)

Structural equation modelling (SEM) was utilised to determine the goodness-of-fit of the three proposed models to the data, as well as to determine the amount of variance explained by the models.

In order to clearly understand how well the proposed conceptual framework fitted the

actual data, a CFA tool was used to analyse the data. This analytical technique has been a preferred method and commonly used in several studies, including business for confirming (or disconfirming) theoretical models with regard to a quantitative method (Schumacher & Lomax, 2010). The latent variables captured in the model were leadership roles, leading and managing for a results culture and the optimal institutionalisation of a RBPMM culture. The related indicator variables of each latent construct are also captured in the model.

4.7.1.1 Validating the measurement model

Following the SEM/CFA validating steps, each indicator variable that related to each latent construct was assessed (Table 4.8). Cronbach alpha values and the inter-item correlation values of each indicator variables were found to be positive, which indicated the items measured the same underlying characteristics. The interpretation of the inter-item correlation and the Cronbach reliability/internal consistency are presented in the sub- sections of Construct level reliability testing, section 4.5.

Table 4.8: Assessing the measurement model

Indicator variable	*Original*			*Final*			
	Number of Items	Cronbach Alpha	Items Removed	Construct		Inter-item Correlation	Cronbach Alpha
				Mean	SD		
MRL	8	0.776	-	3.28	0.608	0.301	0.776
PFRL	7	0.816	-	3.513	0.671	0.399	0.816
ARL	11	0.864	-	3.299	0.661	0.372	0.864
ERL	9	0.847	-	3.252	0.638	0.389	0.847
RBSP	5	0.821	-	3.034	0.795	0.480	0.821
RBPM	8	0.812	-	3.214	0.685	0.351	0.812
RBPm1	8	0.789	-	3.147	0.660	0.317	0.789
PET	10	0.809	-	3.160	0.626	0.297	0.809
EFP	9	0.79	-	3.212	0.692	0.296	0.79
EFA	9	0.796	-	3.149	0.641	0.303	0.796
CRBCD	23	0.919	-	3.092	0.635	0.327	0.919
CRBPMMPF	30	0.927	-	3.142	0.573	0.297	0.927
RBPMMC	3	0.816	-	3.080	0.885	0.595	0.816
ROARE	11	0.811	-	3.001	0.603	0.279	0.811
CLAD	3	0.815	-	3.361	0.825	0.605	0.815

SD = Standard deviation; *Scores: 1 = Strongly disagreed; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree

In addition to the above, uni-dimensionality, validity (convergent validity, construct validity, discriminate validity) and reliability (consistency reliability, average variance extracted) were assessed, and the related data are depicted in Tables 4.9 to 4.11.

With regard to validating the measurement model, the adequacy of the measurement model must be ensured. Hence, as depicted in the measurement model in Table 4.9 and Figure 4.4, its adequacy is confirmed. This means that the x^2/df was significant and hence the model was adequate. The other fit index was the RMSEA, which was also adequate at 0.07. Furthermore, the other fit indexes such as the GFI, RMSR, CFI, NFI, IFI, RFI, PNFI and PCFI were all fell within acceptable values at 0.907, 0.017, 0.964, 0.934, 0.964, 0.920, 0.774 and 0.799 respectively. Detail explanation and elaboration on the nature and sensitivity of chi square x^2) to large samples (in the context of SEM) and the use of other model fit alternatives for testing the adequacy of the model fit (as suggested by the available related literature) is analysed and presented in subsequent sections (4.7.3- 4.7.5) of this chapter.

Table 4.9: GOF indexes for the measurement model

Fit indexes		**Results**	**Acceptable values**
Chi-square	**X^2/DF**	**184.722/87 =2.123**	**Between 1-5**
Absolute fit indices	RMSEA	0.070	Between 0.05-0.08
	GFI	0.907	>0.90
	RMSR	0.017	<0.05
Relative fit measures	CFI	0.964	>0.95
	NFI	0.934	>0.90
	IFI	0.964	>0.90
	RFI	0.920	>0.90
Parsimony fit indices	PNFI	0.774	>0.50
	PCFI	0.799	>.0.50

The results in Table 4.9 reflects the text output results obtained from the model fit of the structural equation modelling (CFA) related to the goodness of fit for the measurement structural model and are found to fall within the acceptable values (ranges) of the measurement model when they are compared with that of the global fit indices identifiedto assess the measurement model.

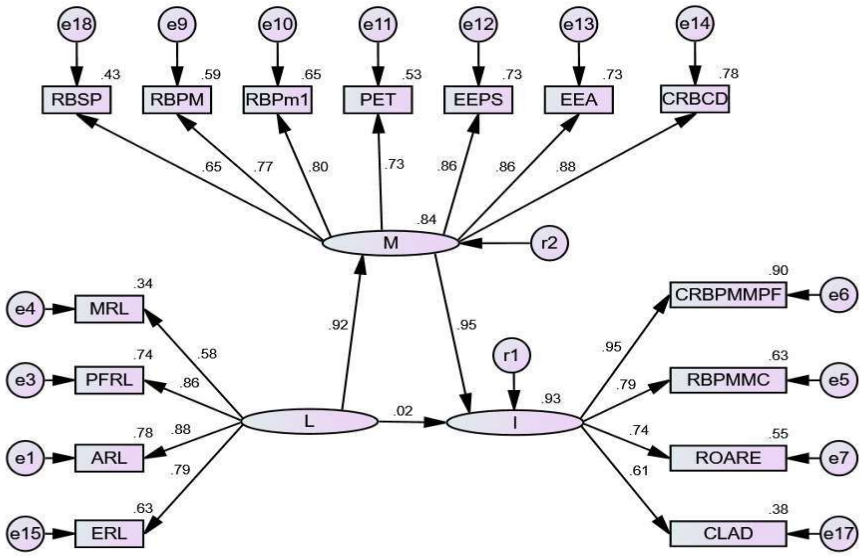

Figure 4.4: The measurement model

Note: Chi-square (df) = 184.722 (87), Cmin/df = 2.123; GFI = 0.907; NFI = 0.934; CFI = 0.964; RMSEA =0.07; RMSR = 0.017; IFI = 964; RFI = 0.920; PNFI = 0.774; PCFI = 0.799.

Note: L = Leadership roles and tasks, I = Institutionalisation of a results-based performance measurement and management; M = Managing and leading for results culture; MRL = Modelling role of leadership, PFRL = Path- finding role of leadership, ARL, Alignment role of leadership, ERL = Empowerment role of leadership, RBSP = Results-based strategic planning, RBPM = Results-based performance measurement, RBPm1 = Results-based performance management, PET = Promoting effective trust, EEPS = Establishing effective partnership strategy, EEA = Establishing effective accountability**,** CRBCD = Creating Results-based capacity development, CRBPMMPF = Core results-based performance measurement and management practices functional, RBPMMC = Results-based performance measurement and management championed by senior leadership, ROARE-Results oriented accountability regime ensured, CLAD = Capacity to lean adapted and developed.

Table 4.10: GOF fit indexes for the structural model

Fit indexes		**Result**	**Acceptable value**
Chi-square	**X^2/DF**	**182.722/87=2.123**	**Between 1-5**
Absolute fit indices	RMSEA	0.070	Between 0.05 - 0.08
	GFI	0.907	>0.90
	RSMR	0.017	<0.05
Relative I fit indices	CFI	0.964	>0.95
	NFI	0.934	>0.90
	IFI	0.964	>0.90
	RFI	0.920	>0.90
Parsimony fit indices	PNFI	0.774	>0.50
	PCFI	0.799	>0.50

The results in table 4.10 reflects the text output results obtained from the model fit of

thestructural equation modelling (CFA) related to the goodness of fit for the structural model.Each result indicated in Table 4.10 fall within the acceptable values (ranges) for the structural measurement model when they are compared with that of the global fit indicesidentified to assess the fit of the structural measurement model.

As depicted in Table 4.10 and Figure 4.5, the structural model, its adequacy is confirmed. This means that the X^2/df was significant and hence the model was adequate. The otherfit index was the RMSEA, which was also adequate at 0.07. Furthermore, the other fit indexes such as the GFI, RMSR, CFI, NFI, IFI, RFI, PNFI and PCFI were all fell within acceptable values at 0.907, 0.017, 0.964, 0.934, 0.964, 0.920, 0.774 and 0.799 respectively.

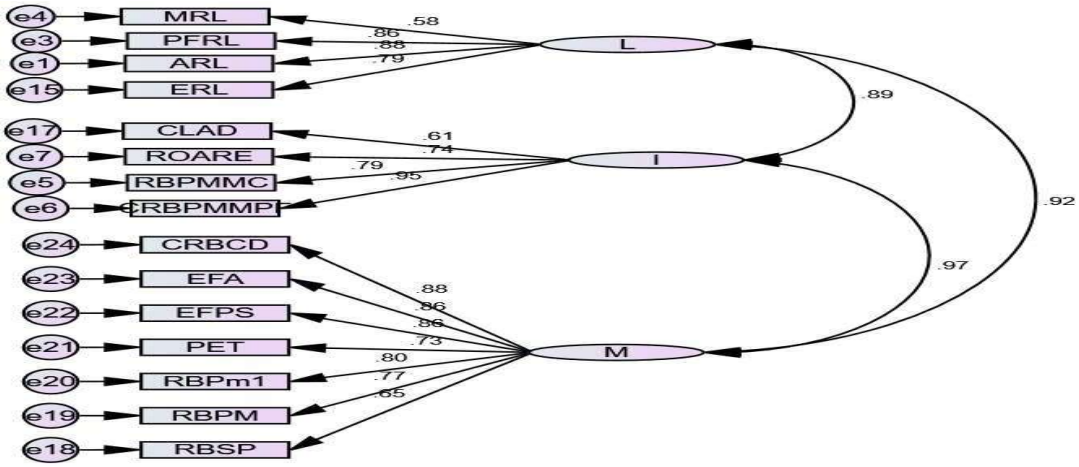

Figure 4.5: Structural model (Pooled Measurement)

Note: Chi-square (df) = 182.722 (87), Cmin/df = 2.123; GFI = 0.907; NFI = 0.934; CFI = 0.964; RMSEA = 0.07; RMSR = 0.017; IFI = 0.964; RFI = 0.920; PNFI = 0.774; PCFI = 0.799.

4.7.1.2 Discriminant validity

Table 4.11 presents the summary statistics for the discriminant validity of the three latent variables (constructs/factors). As the “maximum shared variance (MSV) was less than the average variance extracted (AVE)” (Bouckennoghe, Raja & Abbas, 2014: 515’; Awang et al., 2015: 41), discriminant validity was well confirmed.

Table 4.11: Discriminant validity

		Estimate	MSVAVE
Leadership	<->Institutionalisation	0.227	0.0515290.62309075
MFR	<->Institutionalisation	0.273	0.0745290.61140175
Leadership	<->MFR	0.259	0.0670810.633442029

4.7.1.3 Convergent validity

For all the measures or indicators variables that were related to each latent variable as depicted in the hypothesised conceptual model, convergent validity was examined. Withrespect to this test, the related pattern coefficient (factor loading) that measure the indicator variables that define each of the latent variables are indicated below (Table 4.12). Results revealed that there are strong ties between the indicator variables and related latent variables which as can be seen that each factor loading is greater than 0.50. In addition, as the AVE is greater than 0.5, this confirms good convergent validity (Awang, 2015).

Table 4.12: Convergent validity of the variables

Indicator variable		Constructs/latent variable	Estimate Loadings	Squared loading	AVE
ARL	<-	Leadership	0.884	0.781456	0.62309075
PFRL	<-	Leadership	0.861	0.741321	
MRL	<-	Leadership	0.581	0.337561	
ERL	<-	Leadership	0.795	0.632025	
RBPMMC	<-	Institutionalisation	0.791	0.625681	0.61140175
CRBPMMPF	<-	Institutionalisation	0.947	0.896809	
ROARE	<-	Institutionalisation	0.739	0.546121	
CLAD	<-	Institutionalisation	0.614	0.376996	
RBPM	<-	MFR	0.765	0.585225	0.63342029
RBPm1	<---	MFR	0.804	0.646416	
PET	<-	MFR	0.73	0.5329	
EFPS	<-	MFR	0.855	0.731025	
EFA	<-	MFR	0.856	0.732736	
CRBCD	<-	MFR	0.882	0.777924	
RBSP	<-	MFR	0.654	0.427716	

4.7.2 Confirmatory factor analysis - Model fit and criteria

In the context of this research study, a confirmatory factor model and related techniques were used by the researcher, and the relevant aspects of the model specification, modelidentification, model estimation and model testing (Schumacher & Lomax, 2004; Weston & Gore, 2006) were applied. In the framework of this notion, the

confirmatory factor modelof this research study consisted of 15 observed variables namely, Modelling role of leadership, Pathfinding role of leadership, Alignment role of leadership, Empowerment role of leadership, Results-based strategic planning, Results-based performance measurement, Results-based performance management, Promoting effective trust, Establishing an effective partnership strategy and Establishing effective accountability.

The other variables were Creating results-based capacity development, Results-based performance measurement and management championed by senior leadership, Core results-based performance measurement and management practices fully functional, Results-oriented accountability regime established and Capacity to learn adapted and developed.

The first four (4) variables observed were hypothesised to measure the *Effective leadership role/task factor*, and the next seven (7) observed variables were hypothesisedto measure the *Leading and managing for results culture factor,* and the last four (4) observed variables were hypothesised to measure an *Optimal institutionalisation of a results-based performance measurement and management culture factor.*

The path-diagram of the theoretical proposed model is shown in Figure 4.6. This path diagram or the proposed conceptual model indicates the hypothesised relationship between the indicator variables and the three core constructs (latent variables) as well as the hypothesised relationships between the core constructs and the indicator variables.

Besides, these hypotheses, one additional hypothesis was formulated within the contextof structural equation modelling to measure the phenomenon that leading and managingfor a results culture mediates the positive effects of leadership roles and tasks on the optimal institutionalisation of a RBPMM culture. For clear understanding, the hypothesised direct relationship between leadership and the optimal institutionalisation ofa RBPMM culture, the hypothesised indirect relationships of leadership and the optimal institutionalisation of a RBPMM culture through leading and managing for results culture (hypothesised conceptual model with mediating factors), the measurement model and thestructural model are presented in Figures 4.6, 4.7 and 4.8 respectively.

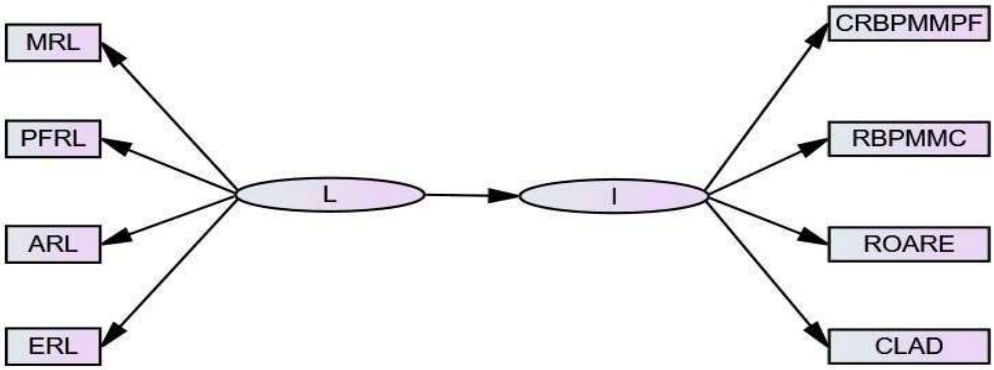

Figure 4.6: The hypothesised direct relationship between leadership and optimal institutionalisation of a RBPMM culture

The abbreviated factors of the two constructs and their related indicator variables are fully written below**.**

Note: L = Leadership roles and tasks, I = Institutionalisation of a results-based performance measurement and management; MRL = Modelling role of leadership, PFRL = Path-finding role of leadership, ARL, Alignment role of leadership, ERL = Empowerment role of leadership, CRBPMMPF = Core results-based performance measurement and management practices functional, RBPMMC = Results-based performance measurement and management championed by senior leadership, ROARE-Results-oriented accountability regime ensured, CLAD = Capacity to lean adapted and developed.

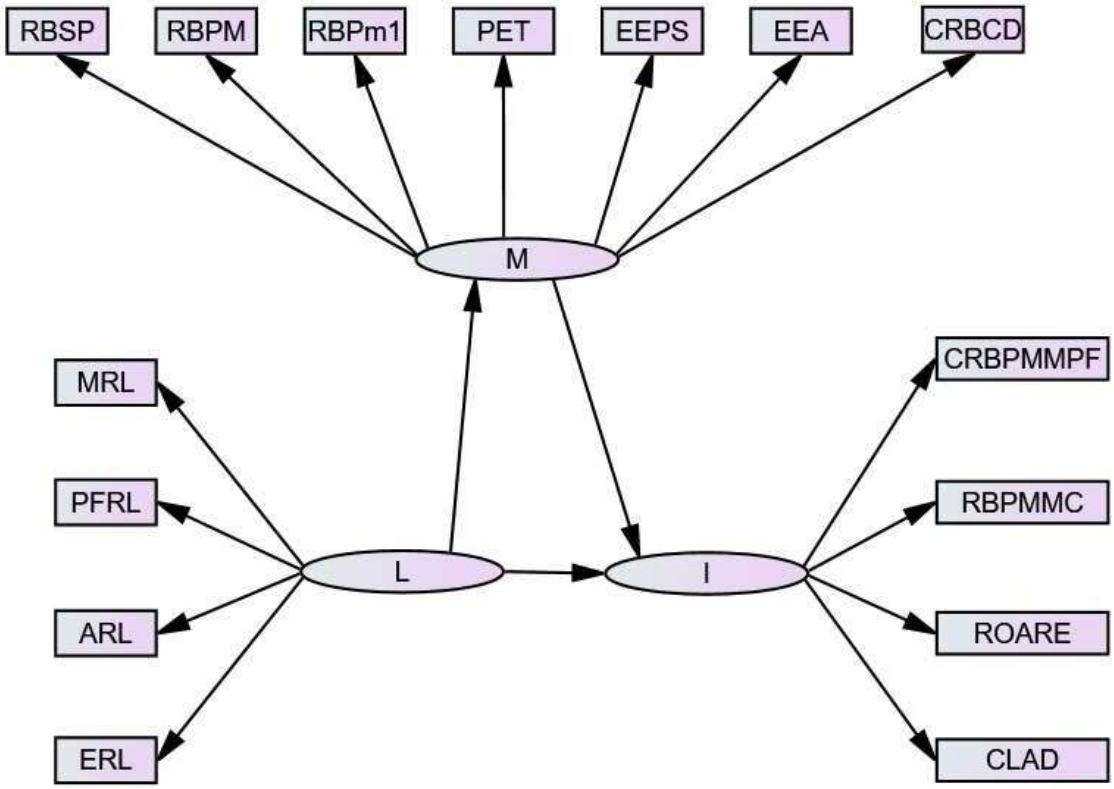

Figure 4.7: The hypothesised conceptual model

Note: L = Leadership, I = Institutionalisation of a results-based performance measurement and management; M = Managing and leading for results culture; MRL = Modelling role of leadership, PFRL = Path- finding role of leadership, ARL, Alignment role of leadership, ERL = Empowerment role of leadership, RBSP = Results-based strategic planning, RBPM = Results-based performance measurement,RBPm1 = Results-based performance management, PET = Promoting effective trust, EEPS = Establishing effective partnership strategy, EEA = Establishing effective accountability, CRBCD = Creating Results-based capacity development, CRBPMMPF = Core results-based performance measurement and management practices functional, RBPMMC = Results-based performance measurement and management championed by senior leadership, ROARE-Results oriented accountability regime ensured, CLAD = Capacity to lean adapted and developed.

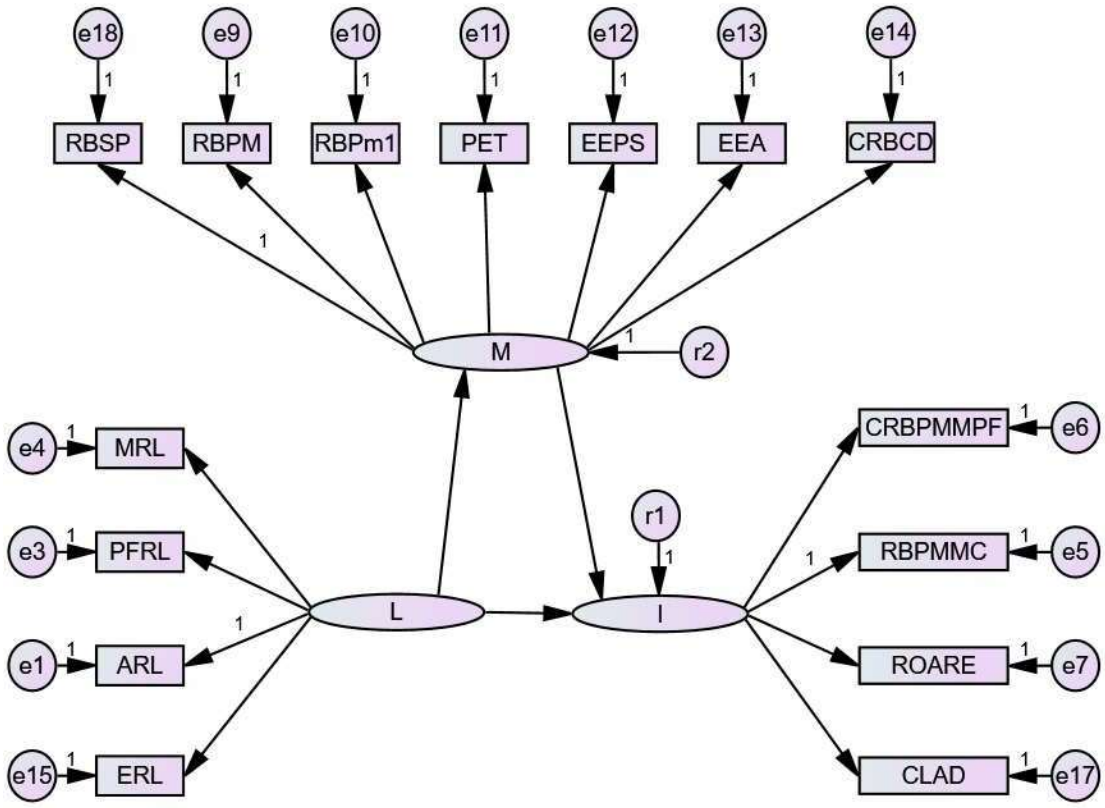

Figure 4.8: The measurement and structure model

The visual presentation (Figure 4.8) is the model that was examined to understand how well the model fitted the actual data. The number of parameters, degrees of freedom (*df*),and chi-square (x^2) values were estimated in AMOS. The null hypothesis was that the models' restricted covariance was equal to the sample covariance. This hypothesis was tested with the models' x^2 values. Good model/data fit was based on the developed SEMas depicted in Figure 4.8.

As a result of the evidence from the text output of the structural equation modelling (AMOS), it was found that the proposed model was over-identified with 87 degrees of freedom (df) which was obtained from the difference between the known elements (120)and the unknown variables (33) expected to be estimated.

The unknown parameter was calculated by taking the sum of the measurement and structural paths as well as the covariance and a factor variance of the exogenous variables and unique residual error variance (Schumacher & Lomax, 2010; Meyers et al., 2006) with 15 indicator variables and 120 known [15 (15+1)/2] variables.

The major analysis of the confirmatory factor model was an evaluation of the

coefficientsof hypothesised relationships that ought to point out if the hypothesised model well fittedregarding the actual data (Schreiber et al., 2006). Putting it differently, the significanceof the core paths on another or the core construct on the variable indicators was examined. Regarding this perception, the significance effect of leadership roles and tasks on the optimal institutionalisation of a RBPMM culture and on leading and managingfor a results culture as well as the effect of leading and managing for a results culture onthe optimal institutionalisation of a RBPMM culture were examined by using CFA techniques as well as the SPSS AMOS programme and the maximum likelihood estimation methods. In addition, leading and managing for a results culture mediates thepositive effects of leadership roles and tasks on the optimal institutionalisation of a RBPMM culture were also examined by using the CFA techniques as well as the SPSS AMOS programme and the maximum likelihood estimation methods.

The goodness-of-fit measures support scholars and researchers to evaluate the acceptability of a defined structural equation model, and this further depends on the methods of parameter estimation, maximum likelihood (ML) and weighted least square (WLS) (Muller, 2003). From the perspectives of structural SEM, a model is assumed to fit the observed data in such a way that the model-implied covariance matrix is equivalentto the empirical covariance matrix (Muller, 2003). In this research study, after the model was specified and the empirical covariance was provided, a method for parameter estimation, namely, the maximum likelihood (ML) was selected, and the estimation procedures converged in a seasonal solution that paved the way for evaluating the model,consequently, this enabled the researcher to see that the SEM fitted the sample covariance (Muller, 2003). Furthermore, the researcher checked for model adequacy, and it was found that all the parameters' estimates were within the range of acceptable values. The size of the standard errors for the parameters was reasonable. To determinethe extent, the model matches the observed data (model fit); AMOS software programme version 23 was used. This was because AMOS provides a variety of fit indexes that canbe used as a foundation for testing different validity and reliability tests that ultimately leadto reliable insights (Table 4.13) of model assessment (evaluation) (Anwar & Ali Shah, 2020). Muller (2003) warns researchers that the assessment/evaluation of a model in SEM is not straightforward. According to Muller (2003), there is not a single statistical significance test that identifies a correct model.

For this reason, Muller (2003) further suggests that researchers have to consider several criteria when assessing or evaluatingthe fit of the model. Considering Muller's suggestion, this researcher selected andused different fit criteria (indexes) as indicated in Tables 4.10 and 4.11. Most of the indexes/criteria used for evaluating a model fit fall in the fit measures found within the AMOS framework. The different relevant model fit criteria used in this research study weretaken from the global absolute fit measures, relative fit measures and parsimonious fit measures and the model fit statistics were obtained from the model fit results summary of the text output of the AMOS output (SEM framework) (Stanley & Edwards, 2016) of this study.

4.7.2.1 Assessment of goodness of fit indexes and criteria

Based on the notion with reference to the model fit, the researcher used several goodness-of-fit criteria to assess the model (Tables 4.9 and 4.10). Considering the perception of goodness-of-fit criteria, the fit indexes that the researcher used were the ratio of chi-square to df (x^2/df) the normed fit index (NFI), the incremental fit index (IFI), the comparative fit index (CFI) and the root mean square error of approximation (RMSEA) (Hooper, Coughlan & Mullen, 2008; Schreiber et al*.,* 2006).

There is a probably of goodness-of-fit indexes when the majority of the indexes indicate a good fit index (Schreiber et al*.,* 2006). According to Hu and Bentler (1999),good fit index criteria are sound cut off points for continuous data when the value of the index for RMSEA is < 0.06 to 0.08, for TLI is > 0.95, and the standard root mean square residual for SRMR is < 0.08. Furthermore, Rosseel (2020) indicated that sample size, degree of freedom, and effect size as reference points for the goodness of fit of RMSEA.

For the confirmatory factor analysis, it was also fundamental for the researcher to understand or perceive the reliability of the observed variables clearly as indicated in Tables 4.3 in relation to the core constructs, which is the square multiple correlation (SMC) and, furthermore, it was also important for the researcher to know and depict the ratio of variance accounted for the endogenous.

When referring to the context of this research study, the model was found fit and significantin line with the recommended model fit criteria/indexes that are used in the available literature. The model was found fit to the observed data, as it was supported by the modelfit rules of thumb. Thus, the model was found adequate. This means that

after the initial analysis, the model was found fit the data. Consequently, as indicated in Table 4.8, there was no need to modify and test the model further. As noted previously, the different model fit indexes used to test the model fit (Tables 4.9 and 4.10) were used from the setof indices that are available in the literature.

4.7.2.2 Assessment of the structural model fit and hypothesis testing

Following the reliability and validity test of the measurement model, as a next step, this researcher immediately proceeded to validating the structural model and testing the hypothesis (Osah, 2015). Hair et al. (2019) mentions that the structural model is similar to the measurement model, and further notes that the only difference is that, in the structural model, the relationship is structural (cause and effect relationship), and in the measurement model, the relationships are correlational.

The structural model fit of the current study was assessed by applying the same criteria as the measurement model. When all the goodness-of-fit indexes are acceptable, when the measurement model and structural model fitness indexes are closely related, when the variance explained estimates for the endogenous constructs are sufficient, and finally when the regression beta coefficients for every theorised hypothesis, are significant and in the right direction (Hair et al., 2019) the fit is acceptable. With regard to the GOF, Hairet al. (2019) explain that when the GOF of the structural model is more similar to the GOFof the measurement model, the structural model fit is better because the measurement model fit presents the upper bound to the GOF of the conservative structural model.

As discussed earlier, structural model validation needs to secure the following four criteria, acceptable goodness of fit indexes, identical or closely related goodness of fit indexes for the measurement and structural model, sufficient variance explained estimates for the endogenous constructs, and the size, direction and significance of the regression beta coefficient for every imagined hypothesis. Hence, when we look at the first criteria, as depicted in Table 4.13 the GOF indices for the structural model, which includes the ratio of chi-square to degree of freedom (df), absolute fit indices, incremental fit indices, and parsimony fit indices all exhibited model adequacy. To begin, the chi- square divided by the degree of freedom value (x^2/DF) 184.722/87 is 2.123. This indicates that the ratio of chi-square to df is 2.123 suggesting model adequacy as this ratio is within the acceptable value. On the other hand, the absolute

fit indices, which include the RMSEA, GFI and RMSR show model adequacy at 0.070, 0.907 and 0.017 respectively.

Finally, the incremental fit/relative indices CFI, NFI IFI and RFI and the parsimony fit indices the PNFI and PCFI all show model adequacy at 0.964, 0.934, 0.964, 0.920 and 0.774, 0.779 respectively. Once the structural model fit was confirmed, the attention of the researcher shifted to the other three fit criteria, that is, ensuring whether the measurement model and structural model fitness indexes were closely related, the variance explained estimates for the endogenous constructs were sufficient, and finally whether the regression beta coefficients for every theorised hypothesis were significant and in the right direction (Hair et al., 2019).

4.7.2.3 Assessment of the model (measurement and structural)

In the context of this research study, as recommended by Meyers et al. (2006), to estimate the measurement and structural relationships of the variables in the model, a statistical analysis was conducted by using the maximum likelihood estimation method. The model evaluation is expected to measure the overall fit and individual parameters of the model. The statistics for model estimation and structural parameters that were used are indicated in Figure 4.9.

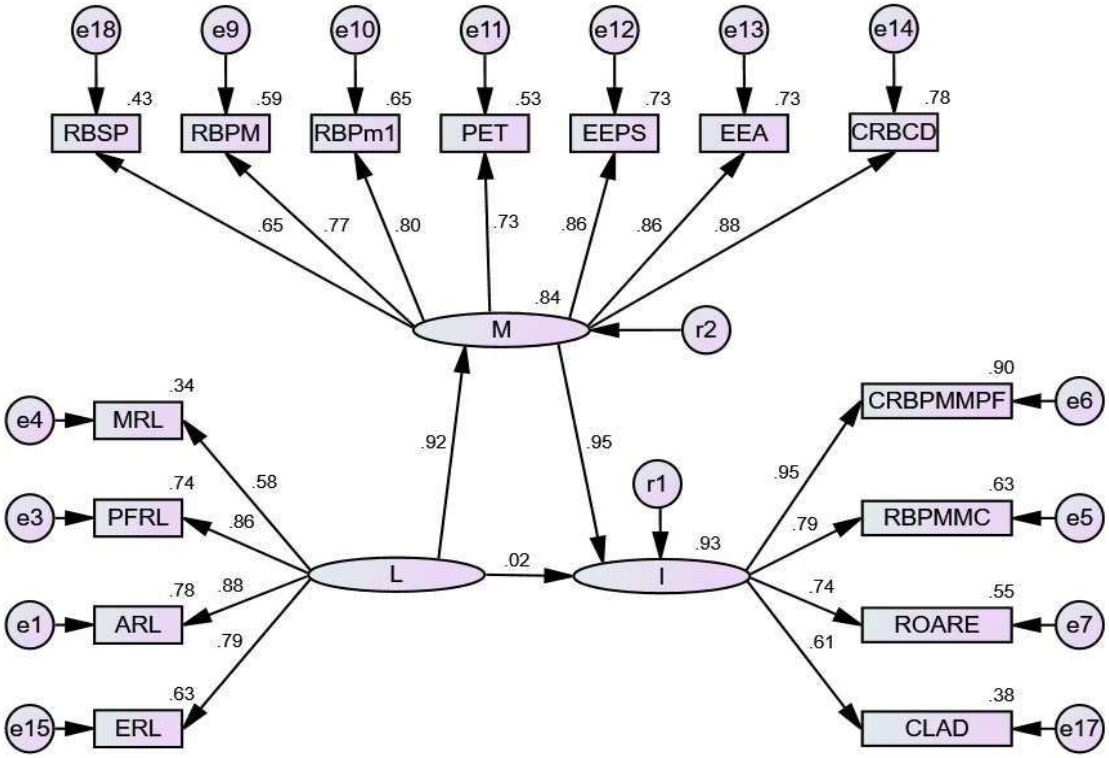

Figure 4.9: Estimation of structural equation modelling (Path estimate and CFA)

Note: Chi-square (df) = 184.722 (87), Cmin/df = 2.123; GFI = 0.907; NFI = 0.934; CFI = 0.964; IFI = 0.964; RFI = 0.920; RMSEA = 0.070; RMSR = 0.017; PNFI = 0.774; PCFI = 0.779
Note**:** Leadership, I = Institutionalisation of a results-based performance measurement and management; M = Managing and leading for results culture; MRL = Modelling role of leadership, PFRL = Path- finding role of leadership, ARL, Alignment role of leadership, ERL = Empowerment role of leadership, RBSP = Results-based strategic planning, RBPM = Results-based performance measurement, RBPm1 = Results-based performance management, PET = Promoting effective trust, EEPS = Establishing effective partnership strategy, EEA = Establishing effective accountability, CRBCD = Creating Results-based capacity development, CRBPMMPF = Core results-based performance measurement and management practices functional, RBPMMC = Results-based performance measurement and management championed by senior leadership, ROARE-Results oriented accountability regime ensured, CLAD = Capacity to lean adapted and developed.

Based on the above notions, to clearly comprehend how the conceptual framework fittedthe empirical data, an assessment was carried out by comparing the given criteria of measure of indexes (criteria fit index) to that of the values of the actual fit indexes as presented in Table 4.13.

Table 4.13: GOF indexes for the structural model

Fit indexes	Result	Acceptable value	Adequacy	
Chi-square	X^2/DF	184.722/87 = 2.123	Between 1-5	Good
Absolute fit indices	RMSEA	0.070	Between 0.05 to 0.08	Good
	GFI	0.907	>0.90	Good
	RMSR	0.017	<0.05	Good
Relative fit indices	CFI	0.964	>0.95	Good
	NFI	0.934	>0.90	Good
	IFI	0.964	>0.90	Good
	RFI	0.920	>0.90	Good
Parsimony fit indices	PNFI	0.774	>0.50	Good
	PCFI	0.799	>0.50	Good

After securing the fit of the GOF indexes, the next validity checks entailed comparing theGOF indexes of the structural model with the equivalent measurement model. As a rule of thumb, the GOF indexes are expected to look similar to the GOF indexes of the measurement model. Therefore, to this end, as can be seen in Table 4.14, almost all theGOF indexes of the structural model were similar or extremely close to the equivalent measurement model GOF indexes. Accordingly, the researcher had further evidence for the theorised model adequacy. Despite this, the task of ensuring the structural model fitness was yet to be concluded. The researcher still needed to check the other two modeladequacy techniques, that is, whether the variance explained, whether the estimates forthe endogenous constructs were sufficient, and whether the regression beta coefficientsfor every theorised hypothesis were significant and in the right direction.

Table 4.14: GOF indexes for the structural and measurement model (comparison)

Fit indexes		Result		Acceptable value	Adequacy
		Structural model	Measurement model		
Chi-square	X^2/DF	184.772/87=2.123	184.772/87=2.123	Between 1-5	Good
Absolute fit indices	RMSEA	0.070	0.070	Between 0.05-0.08	Good
	GFI	0.907	0.907	>0.90	Good
	RMRR	0.017	0.017	<0.05	Good
Relative fit indices	CFI	0.964	0.964	>0.95	Good
	NFI	0.934	0.934	>0.90	Good
	IFI	0.964	0.964	>0.90	Good
	RFI	0.920	0.920	>0.90	Good
Parsimony fit indices	PNFI	0.774	0.774	>0.50	Good
	PCFI	0.799	0.799	>0.50	Good

The third criteria used to check the structural model validity was to evaluate the extent

ofthe variance explained estimates for all the endogenous constructs. Hence, as can be seen in Figure 4.9, the model explains 93% of the variance in the optimal institutionalisation of a RBPMM culture construct, which was extremelygood. The variance explained estimates for the other endogenous construct, that is, leading and managing for a results culture was also good and acceptable at 84%.

The fourth and last structural model validity criterion was to examine the size, direction, and significance of the structural model parameter estimates. As presented below, from the three predicted hypotheses (structural model parameters), two of the hypotheses (Hypotheses 2 and 3) showed a good size, the proper direction, and statistically significant values. However, one prediction failed to be statistically significant. Notwithstanding, since the majority of them were acceptable, the model was consideredto be adequate.

Table 4.15: Path estimates, direction, and significance

Paths			Est.	SE	CR	P
M	←	L	0.915***	0.077	11.88	0.000
I	←	L	0.022	0.140	0.157	0.848
I	←	M	0.946***	0.196	4.82	0.000

***p<0.01

Furthermore, Table 4.15 indicates the relationships between the three latent variables. All of the association are found to be significant (at p < 0.01 alpha level) except between leadership and optimal institutionalisation of a RBPMM culture as the standardized regression weight was 0.022 (p = 0.848). As can be understood from the path estimates (from standard regression weights), the results revealed that there was a positiverelationship between leadership roles and tasks and leading and a managing for results culture. This relationship was also statistically significant (p=0.000). Therefore, this showed that when leadership was changed by one unit, the managing for results cultureincreased by 0.915 times.

Similarly, there was a positive relationship between leading and managing for results culture and the optimal institutionalisation of a RBPMM culture. This relationship was alsofound to be significant (p = 0.000). This means that when leading and managing for a results culture increased by one unit, the optimal institutionalisation of a RBPMM culture increased by 0.946 times. Besides, there existed a positive relationship between effective leadership roles and tasks and the optimal institutionalisation of a

RBPMM culture. This means that when effective leadership roles and tasks was changed by one unit, it wouldbring 0.022 times change in the optimal institutionalisation of a RBPMM culture. However,the relationship was not statistically significant (p = 0.848). Furthermore, from the path estimates, direction and significance, it can be observed that the direct influence of effective leadership roles and tasks on the optimal institutionalisation of a RBPMM culturewas not significant. Furthermore, the influence was minimal compared with the indirect influence of effective leadership roles on the optimal institutionalisation of a RBPMM culture through leading and managing for a results culture (the mediators).

Furthermore, the data in Table 4.15 indicated that there was a strong effect of leading and managing for a results culture on the optimal institutionalisation of a RBPMM culture. Leading and managing for results culture (the mediating factors) include Results-based strategic planning (RBSP), Results-based performance measurement (RBPM), Results-based performance management (RBPm1), Promoting effective trust (PET), Establishingan effective partnership strategy (EEPS), Establishing effective accountability (EEA) and Creating results-based capacity development (EEA). These mediating variables are described comprehensively.

As indicated in the construct level descriptive statistical analysis of each mediating indicator variable, the results were positive but were not at an optimal level.

Based on the analysis of the results of the measurement and structural models the final evaluation /assessment of the fit of the observed/actual data was assessed against the cut of points of the global fit indexes as shown in Table 4.16. The fit Indexes depicted a good fit between the fit criteria (the theoretical model) and the model fit indexes(observed/the actual data). All the GFI, RMSR, RMSEA, CFI, NFI, IFI, RFI, PNFI, and PCFI indicated acceptable fit between the fit criteria (threshold values) and the actual data/observed data.

Overall, results indicated that SEM (proposed model) of the study was found fit with actual data and this can be substantiating from the validity measurement (Tables 4.11-4.12) aswell as from the results of the measurement and structural models (Table 4.14). Moreover, results in the measurement model indicated that the indicator variables/measured variables captured the essence of the latent variables whereas the structural model is related to the path analysis, which manifests the causal

relationships between the variables of interest in the theory. The path coefficients for the model are indicated in Figure 4.9, which indicates that all the measured variables are correlated withtheir respective constructs at reasonably strong level. The paths are acceptable fit because that the measured path and the structural path had a strong high coefficient. Overall, the results of both models, measurement and structural model depict that results exceeded beyond the expectation of what related results/findings in the related literature is indicated. This indicates that the developed model may make a significant contributionto the literature and for practice.

Table 4.16: Final assessment of the SEM fit

Fit Indexes	Threshold cutoffs (cut off points)	Calculated model fit indexes	Assessment
X^2/df(Cmin/df)	Between 1-5	2.123	Well- fitting
Goodness- of-fit index (GFI)	>0.90	0.907	Well-fitting
The root mean squared residual (RMSR)	<0.05	0.017	Well-fitting
The root mean squared error of approximation (RMSEA)	<0.08	0.070	Well-fitting
Relative fit measures			
Comparative fit index (CFI)	>0.95	0.964	Well-fitting
Normed fit index (NFI)	>0.90	0.934	Well-fitting
Incremental fit index (IFI)	>0.90	0.964	Well-fitting
Relative fit Index (RFI)	>0.90	0.920	Well-fitting
Parsimonious fit measures			
Parsimonious normed fit index (PNFI)	>0.50	0.774	Well-fitting
Parsimonious comparative index (PCFI)	>0.50	0.799	Well-fitting

4.7.3 Mediation analysis

After testing of the proposed model for its fitness with the observed data, mediation analysis was conducted to examine the contribution of mediating variable (MfR) in the relationship between effective leadership roles and the optimal institutionalisation of a RBPMM culture. To support the mediation analysis of this study and to clearly presentit visually, the following simple path diagram of mediation analysis was used (as indicated below) from Hayes and Rockwood (2016) and is explained and discussed as follows in relation to the context and visual presentation of the model of this research study.

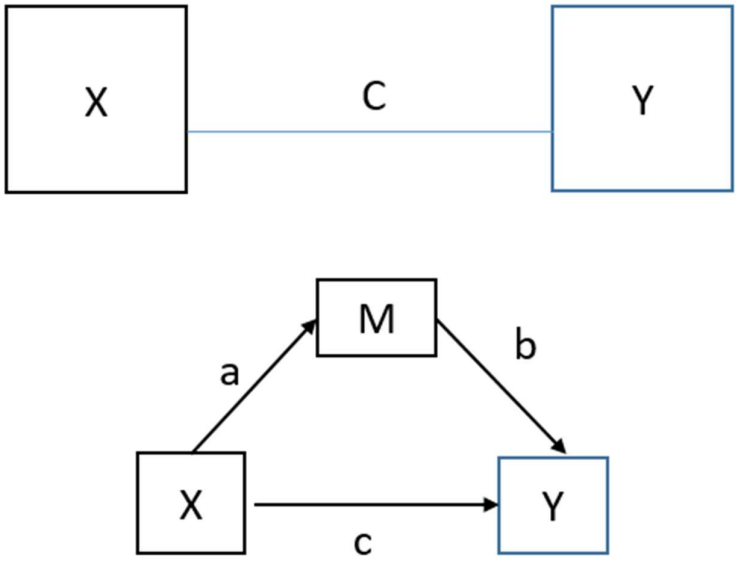

Figure 4.10: A simple model of mediation analysis

Source: *Hayes and Rockwood (2016:3)*

In terms of the mediation analysis, effective leadership roles were considered to be the independent variable (*X*), with the optimal institutionalisation of a RBPMM culture being the dependent (Y) and leading and managing for a results culture (MfR) being the mediating variable(s) (M).

In order to examine the causal effect of leadership on the optimal institutionalisation of aRBPMM culture, as explained with MfR as the mediator(s), certain criteria are expected to be met (Hayes & Rockwood, 2016). According Hayes and Rockwood (2016), the criteria that need to be met are: Firstly, and foremost, the independent variable (*x)* shouldinfluence the dependent variable (Y). For this reason and to show this effect, c' was estimated in the model. Secondly, the independent variable (x) should influence the mediating variable (M). In order to show this relation (influence), the coefficient 'a' was estimated in the model. Thirdly, the mediating variable (M) should influence the dependent variable (y). To indicate this effect, coefficient 'b' was estimated in the model.Additionally, in order to conduct a mediation analysis, the total effect between the independent and dependent variable has to be statistically significant. Finally, the indirect effect of the independent variable on the dependent variable was estimated by multiplyingthe two coefficients 'a' and 'b' in the mediation model. Therefore, the total effect of effective leadership roles on the optimal institutionalisation of a RBPMM culture (c') wascomputed as the sum of the direct

effect (c') and the indirect effect (ab). The association of leadership roles and tasks with optimal institutionalisation of a RBPMM culture is indicated in Figure 4.11.

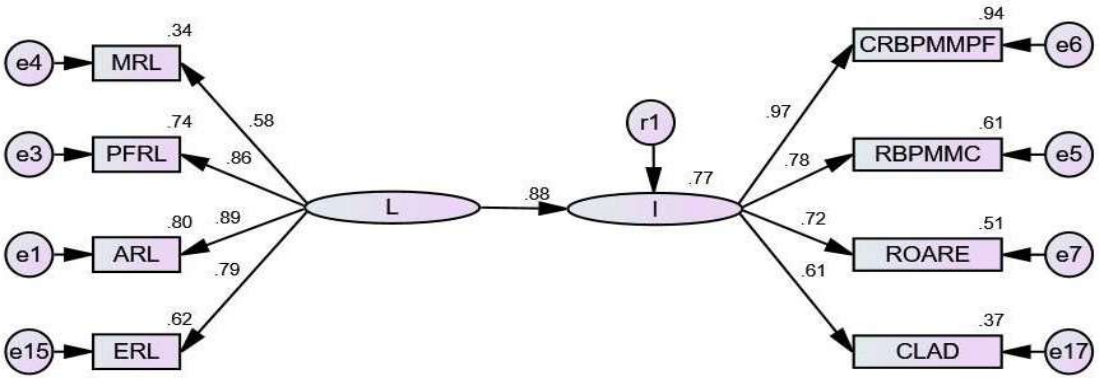

Figure 4.11: The direct effect leadership roles on optimal institutionalisation of a RBPMM culture

Note: L = Leadership, I = Institutionalisation of a results-based performance management; MRL = Modellingrole of leadership, PFRL = Path- finding role of leadership, ARL, Alignment role of leadership, ERL = Empowerment role of leadership, CRBPMMPF = Core results-based performance measurement andmanagement practices functional, RBPMMC = Results-based performance measurement and management championed by senior leadership, ROARE-Results oriented accountability regime ensured, CLAD = Capacity to lean adapted and developed

The direct effect (c') of Leadership roles (x) on optimal institutionalisation of a RBPMM culture (y) and the indirect effect (c') of Leading and managing for results culture (M) on optimal institutionalisation of a RBPMM culture is depicted in Figure 4.12.

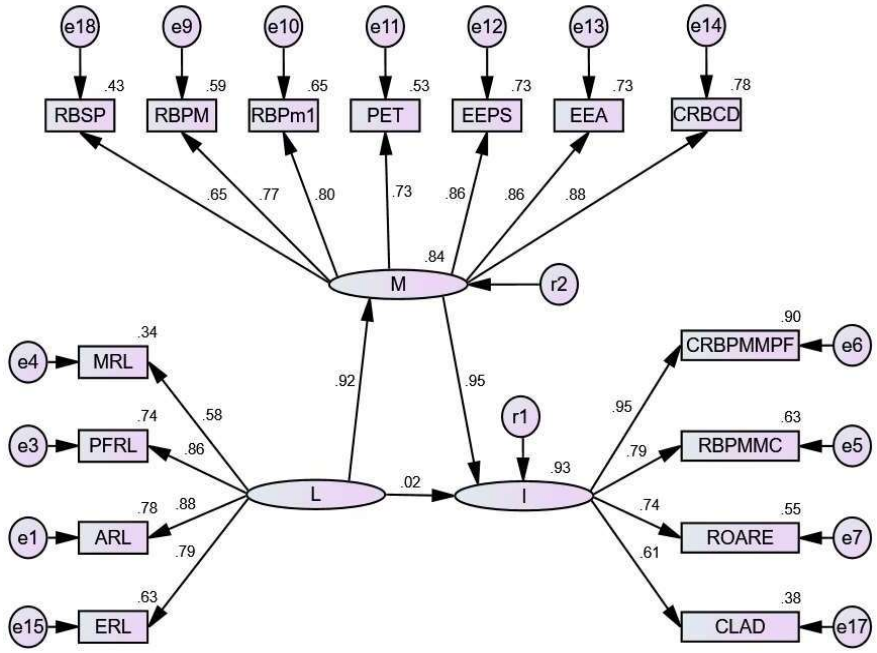

Figure 4.12: The direct and indirect effect of the leadership role on the optimal institutionalisation of A RBPMM culture

The direct effect (c') of leadership role (l) on optimal institutionalisation of a RBPMM culture is computed as 0.022. Therefore, a unit change in the leadership role value is assumed to cause 0.022 times (positive) change in the optimal institutionalisation of a RBPMM culture. This influence was statistically insignificant (p = .848) as depicted in Table 4.15. The effect of leadership roles (L) on (M), which was represented by 'a' was 0.92. This influence was statistically significant (p = 0.000). Likewise, the effect of (M) on the optimal institutionalisation of a RBPMM culture, which was represented by 'b' was 0.95. Therefore, the indirect effect of leadership (L) on the optimal institutionalisation of a RBPMM culture, which was represented by 'ab' is computed as 0.874. Accordingly, a unit of change in leadership roles and tasks is found to be associated with 0.92 times change in M, and a unit of change in M is associated with 0.874 times change in the optimal institutionalisation of a RBPMM culture when the leadership role value is held constant.

As suggested by the SEM approach for a mediation analysis, before carrying the analysis out, all the necessary preconditions should be met. The first requirement was, therefore, to ensure the adequacy of the GOF indices/the global measures. Hence, as presented in Table 4.17, all the GOF indexes showed a good fit. The second

requirement was to ensure the sufficiency of the r^2 or explained variance estimates for all the exogenous variables. As can be seen in Figure 4.13, the r^2 value was 93% for the institutionalisation of a RBPMM culture construct, and 84% for leading and managing for a results culture construct. With these positive values for both global tests, the right was retained to test the indirect influence of effective leadership roles/task on the optimal institutionalisation of a RBPMM culture through leading and managing for results culture.

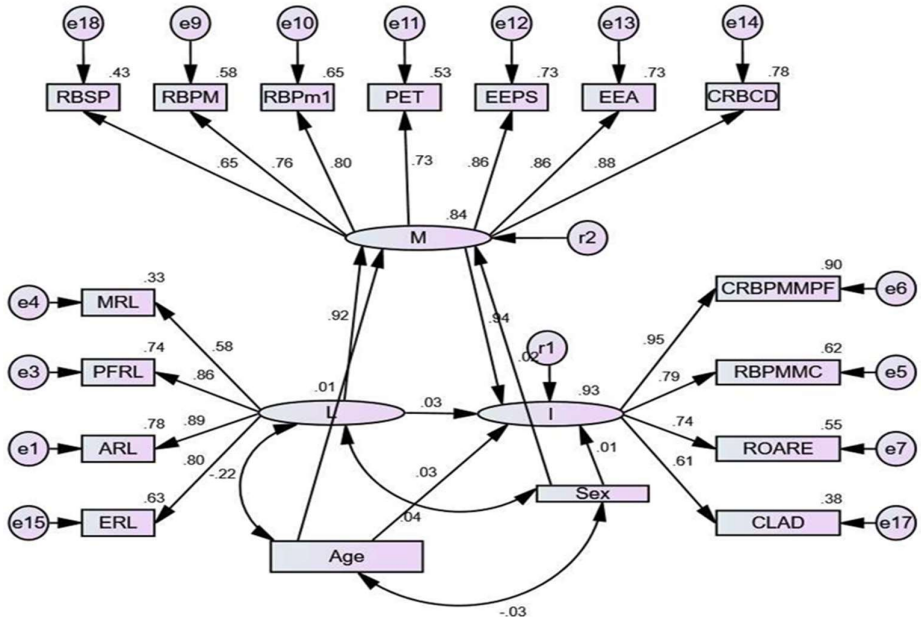

Figure 4.13: Causal model for mediation analysis

Note**:** L = Leadership, I = Institutionalisation of a results-based performance measurement and management; M = Managing and leading for results culture; MRL = Modelling role of leadership**,** PFRL = Path- finding role of leadership, ARL, Alignment role of leadership, ERL = Empowerment role of leadership, RBSP = Results-based strategic planning, RBPM = Results-based performance measurement, RBPm1 = Results-based performance management, PET = Promoting effective trust, EEPS = Establishing effective partnership strategy, EEA = Establishing effective accountability, CRBCD = Creating Results-based capacity development, CRBPMMPF = Core results-based performance measurement and management practices functional, RBPMMC = Results-based performance measurement and management championed by senior leadership, ROARE = Results oriented accountability regime ensured, CLAD = Capacity to lean adapted and developed.

Table 4.17: GOF indices for the causal model

Fit indexes		Result	Acceptable value	Adequacy
Chi square	X^2/DF	216.697/111 = 1.952	Between 1-5	Good
Absolute fit indices	RMSEA	0.065	Between 0.05 -0.08	Good
	GFI	0.904	>0.90	Good
	RMSR	0.017	<0.05	Good
Relative fit indices	CFI	0.961	>0.95	Good
	NFI	0.924	>0.90	Good
	IFI	0.961	>0.90	Good
	RFI	0.907	>0.90	Good
Parsimony fit indices	PNFI	0.754	>0.50	Good
	PCFI	0.784	>0.50	Good

After ensuring the adequacy of the two global tests (GOF and r^2), the next step was to ensure the adequacy of the local test (p-value) of the mediation analysis along with its direction. As depicted in Table 4.18, the standardised regression weight for the indirect influence of effective leadership roles and tasks on the optimal institutionalisation of a RBPMM culture through leading and managing for a results culture was 0.522, and it was statistically highly significant at $p < 0.001$. Accordingly, it can be confirmed that the mediating role of leading and managing for a results culture by strengthening the positive influence of effective leadership roles/task on the optimal institutionalisation of a RBPMM culture.

Table 4.18: Indirect path estimates, direction, and significance

Parameter	Estimate	Lower	Upper	P
A x B	0.522	0.236	0.621	0.000

*** p < .001

Structural equation modelling techniques and related goodness of fit indexes criteria have been used to evaluate the fit of the proposed model to the observed data. Furthermore, the measurement and structural model have also been assessed further through mediation analysis techniques to understand the direct and indirect effects clearly of effective leadership roles on optimal institutionalisation of a RBPMM culture.

The next section will focus on the analysis of group differences to examine the different implementation levels (federal, regional, district, community) versus the core latent variables (effective leadership roles, the optimal institutionalisation of a RBPMM culture, leading and managing for a results culture) used in this study.

4.8 GROUP DIFFERENCES: ANALYSIS OF VARIANCE (ANOVA)

Table 4.19 depicts the mean score for the four groups alongside the three constructs presented. These data are interpreted as follows. Details of the differences of the groups in relation to the constructs are discussed below.

Table 4.19: Sample mean differences by construct and level of programme operation

						95% Confidence Interval for Mean		Min.	Max.
		N	Meann	Std.	Std. Errorr	Lower boundd	Upperbound		
Effective Leadership roles	FederalLevel	10	3.33	0.26	0.08	3.14	3.52	2.97	3.72
	Regionallevel	10	3.17	0.40	0.13	2.88	3.45	2.47	3.68
	Districtlevel	80	3.42	0.44	0.05	3.32	3.52	2.10	4.20
	Community Level	128	3.27	0.61	0.05	3.16	3.37	2.12	4.60
	Total	228	3.32	0.54	0.04	3.25	3.39	2.10	4.60
Institutionalisation RBPMM culture	FederalLevel	10	3.20	0.44	0.14	2.88	3.51	2.79	4.11
	Regionallevel	10	2.80	0.25	0.08	2.62	2.97	2.42	3.23
	Districtlevel	80	3.35	0.53	0.06	3.23	3.47	1.91	4.43
	Community Level	128	3.04	0.62	0.06	2.93	3.15	2.16	4.62
	Total	228	3.15	0.59	0.04	3.07	3.22	1.91	4.62
Leading and Managing for Results culture	Federal Level	10	3.17	0.28	0.09	2.97	3.38	2.78	3.76
	Regional level	10	3.01	0.42	0.13	2.71	3.31	2.41	3.57
	District level	80	3.36	0.46	0.05	3.26	3.46	2.21	4.26
	Community Level	128	3.13	0.62	0.05	3.02	3.23	2.29	4.52
	Total	228	3.20	0.56	0.04	3.13	3.28	2.21	4.52

SD = Standard deviation; *Scores: 1 = Strongly disagree2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree

4.8.1 Differences in effective leadership roles

The ANOVA result revealed that there was insignificant difference (P = 0.209) in leadership influence between the four groups. However, the mean scores were 3.33, 3.17, 3.42 and 3.27 respectively at federal, regional, district and community level (Tables 4.19 & 4.20). Though the result shows non-significant difference between the four groups, it was found that the influence of leadership on optimal institutionalisation of a results based performance measurement and management was relatively better at the district levels.

4.8.2 Differences in the optimal institutionalisation of a RBPMM culture

The mean scores for the four groups under *the optimal institutionalisation of a results based performance measurement and management culture* construct were 3.20, 2.80, 3.35 and 3.04, respectively at federal, regional, district and community levels (Table 4.19).This shows that there was a significant difference (P = 0.001) among the four groups under consideration (Table 4.20). Furthermore, this indicated that the

optimalinstitutionalisation of a RBPMM culture at district level was found relatively better,followed by the federal level. These differences were not due to a random chance or method error, but because of the different levels of programme leadership hierarchies.

4.8.3 Differences in leading and managing for a results culture

In the same fashion, as can be seen in Table 4.19, the mean score for the four groups under *the leading for results* construct are 3.17, 3.01, 3.36 and 3.13 respectively at federal, regional, district and community levels. Once again, this revealed that there wasa significant mean variation (P = 0.019, Table 4.20) between the four groups under consideration. This difference clearly showed marked differences in leading and managing for a results culture at the district level, followed by the federal level.

Table 4.20: Group differences: Analysis of variance results

		Sum of squares	df	Mean Square	F	Sig.
Effective Leadership roles	Between groups	1.3	3	045	1.5	0.209
	Within groups	65.37	224	0.29		
	Total	66.67	227			
Institutionalisation of RBPMM culture	Between groups	5.81	3	1.94	5.87	0.001
	Within groups	73.97	224	0.33		
	Total	79.78	227			
Leading and Managing for Results Culture	Between groups	3.09	3	1.03	3.39	0.019
	Within groups	67.98	224	0.30		
	Total	71.07	227			

Variations among the mentioned groups versus the core constructs of the study were assessed through the analysis of variance. The results confirmed that there were extensive differences among the groups versus the constructs. Following this, the results are summarised as follows.

4.9 SUMMARY OF THE QUANTITATIVE RESULTS

As can be seen in Table 4.21, among the hypotheses tested and examined, except the two the others were found to be statistically significant, In addition, the first four hypotheses (three direct and one indirect) were tested by using the structural equation modelling technique, the last three were tested using the ANOVA method of analysis.

Table 4.21: Results of the quantitative study

No	Hypotheses	Type of analysis	(B value) (F ratio)	Supported/not supported
H1:	Effective leadership roles and tasks positively influence the optimal institutionalisation of a results-based performance management culture	SEM	0.022	0.848
H2:	Effective leadership roles and tasks positively influence the aspects of leading and managing for a results culture	SEM	0.915	***
H3:	Leading and managing for culture of results positively influence the optimal institutionalisation of a results-based performance management	SEM	0.946	***
H4:	Leading and managing for a results culture mediates the positive effects of leadership roles/task on optimal institutionalisation of a results-based performance management culture	SEM	0.522	***
H5*	There is a statistically significant difference between the implementation of leadership roles and tasks, leading and Managing for results culture and the optimal institutionalization of a RBPMM culture across the administrative hierarchies (federal, regional, district, and community).			
H5:1	There is a statistically significant difference between the implementation of leadership roles and tasks across the administrative hierarchies.	ANOVA	1.524	0.209
H5:2	There is a statistically significant difference between the implementation of leading and Managing for results culture across the administrative hierarchies.	ANOVA	5.873	***
H5:3	There is a statistically significant difference between the implementation of optimal institutionalization of a RBPMM culture across the administrative hierarchies	ANOVA	3.389	***

* This shows that there is one hypothesis. However, for the explicit presentation of the core constructs results by the administrative hierarchies, the main hypothesis is broken down into sub-hypothesis for the ease of analysis and interpretation.

4.10 RESULTS OF THE INFERENTIAL STATISTICS

This section describes the results from the inferential statistics by research hypothesis.

4.10.1 Effective leadership roles and tasks and optimal institutionalisation of a RBPMM culture

As can be seen, this study theorised the positive relationship between effective leadershiproles and tasks and the optimal institutionalisation of a RBPMM culture. The predicted positive relationship was hypothesised in both direct and indirect ways. The

indirect positive impact was theorised in terms of leading and managing for a results culture. Hence, the hypotheses for both are discussed.

As the results showed, Hypothesis 1: “effective leadership roles and tasks influence the optimal institutionalisation of a RBPMM culture positively,” was not supported statistically. The structural analysis and the hypothesis test results showed, the standardised regression weights from leadership roles and tasks to the optimal Institutionalisation of aRBPMM culture is 0.848 and is not statistically significant. Moreover, the other statistical evidence, the correlation coefficient showed an extremely low positive r value at 0.093 but, with an insignificant p-value. The result failed to support the theory as this was not the prediction of the study. However, this could be due to the fact that the differencesbetween the context (developing world) and methodology are the reasons behind this difference. Despite this fact, the result can be regarded as the most valuable input by the authorities across the four programme implementation levels in their efforts to tackle thefundamental barriers regarding the optimal institutionalisation of the a RBPMM culture inthe given setting.

Moreover, the failure of this relationship (between the effective leadership role and optimal institutionalisation of RBPMM system showed the need for a mediating variable(s)at the time of implementation. The underlying reasons behind the poor cause and effect relationship between the two functions will also be examined.

4.10.2 Effective leadership roles and tasks and leading and managing for a results culture

The other hypothesised direct relationship was between effective leadership roles and tasks and leading and managing for a results culture. Accordingly, as the results clearly showed, Hypothesis 2, namely *Effective Leadership roles and tasks influence the aspects of leading and managing for results culture positively*, was supported statistically. To this end, the structural analysis and the hypothesis test results provided acceptable values. The standardised regression beta coefficient from effective leadership roles and tasks toleading and managing for a results culture was 0.814 and statistically significant at $p<0.001$. The other statistical proof, that is, the correlation coefficient also showed a positive and significant value at $r = 0.723$ and 99% level of confidence.

Furthermore, effective leadership needs to enhance its leadership efforts/roles to link

with effective accountability, synergy, responsibility, social networking, social transformation and good governance. In the process of change, leadership entails different approaches;however effective leadership approaches and transformational leadership approaches are found to be the most appropriate.

The result has much to offer those decision-makers who are hesitant regarding the effectof effective leadership on building a results-based leadership culture. Moreover, the leaders, managers and practitioners as well as administrators across the four levels of programme implementation/hierarchies can easily allocate resources, design structures,and develop strategies for the successful implementation of the programme under study.

4.10.3 Leading and managing for results culture and optimal institutionalisation of a RBPMM culture

The third hypothesis that was also formulated to assess a direct relationship “Leading and managing for a results culture influence the optimal institutionalisation of Results-based performance management positively.” This prediction was supported statistically. As can be seen from Tables 4.21 and 4.15, the standardised regression beta coefficient from leading and managing for a results culture to the optimal institutionalisation of results-based performance management, is 0.946 and is statistically significant at $p < 0.001$. Similarly, the correlation coefficient showed a positive and significant result at $r = 0.723$ and 99% level of confidence.

From this result, anyone can easily understand that a results-based performance management system and its institutionalisation process were positively related. Hence, itis the task of the authorities in the four programme implementation hierarchies to work together and capitalise on this fact. Moreover, the result was clear evidence of the importance of a results-based performance management culture as a precondition towards its optimal institutionalisation of a RBPMM culture.

4.10.4 Leading and managing for a results culture mediates the positive effects of leadership roles and tasks on the optimal institutionalisation of a RBPMM culture

In addition to the above three direct relationship predictions, one hypothesis was developed to examine the mediating role of leading and managing for a results culture between leadership roles and tasks and the optimal institutionalisation of a RBPMM

culture. Hence, Hypothesis 4 Leading and managing for a results culture that mediated the positive effects of leadership roles and tasks on the optimal institutionalisation of a RBPMM culture was supported statistically. Unlike the previous direct relationships, before analysing and testing the mediating impact, the adequacy of the two global tests (GOF and r^2) was guaranteed. As the results show in Table 4.18, the standardised regression weight (beta) for the indirect effect (axb) was equal to 0.522, and it was statistically significant at the 99% confidence level; moreover, the path followed the predicted and right direction. With this, it was possible to conclude that the mediating role of leading and managing for a results culture between the leadership roles and tasks and the optimal institutionalisation of a RBPMM culture was backed empirically, however, the results also indicated that the leading and managing for results culture that mediated the positive effects of leadership roles and tasks on the optimal institutionalisation of a RBPMM culture were not at the optimal level.

This result, in particular, shed light on the inevitable importance of the results-based management system to speed up and improve the positive impacts of effective leadershipon the optimal institutionalisation of a RBPMM system. Hence, it is now clear that the presence of a results-based management culture is beneficial for improving the impact ofan effective leader on the process of institutionalising changes.

4.10.5 Group difference on core constructs

This section discusses about the group difference of each construct across the four MERET of natural resource management sector implementation/operational levels.

4.10.5.1 Effective leadership roles and tasks

In the context of the core group difference hypothesis, three sub-hypotheses were developed to examine the group (federal, regional, district and community), the mean differences among the three constructs /functions , on effective leadership roles , leadingand managing for a results culture (results-based management system) and the optimalinstitutionalisation of a RBPMM culture. Hereafter, the results related to these hypothesesare discussed.

Consequently, based on the results, the first hypothesis of the fifth core hypothesis thatstates *There is a statistically significant difference between the implementation of leadership roles and tasks a across the four groups (federal, regional, district and community)* was not supported statistically as the one-way ANOVA result showed the

F ratio and p-value were 1.524 and 0.209, respectively.

This result was the first sub-hypothesis of the fifth core hypothesis failed to be supported statistically. However, the result has much to teach decision-makers across the four administrative levels. This could be because negligible emphasis was being given on the implementation of effective leadership practices. In most cases, the leadership focused on routine administrative aspects, which might seem appropriate leadership practices arewell functioning.

4.10.5.2 The level of leading and managing for result culture

Another hypothesis developed to check the mean differences was the second sub-hypothesis of the fifth core hypothesis. Accordingly, this hypothesis of the fifth core hypothesis formulated as *There is a statistically significant difference between the implementation of leading and managing for results culture across the four groups/federal, regional, district and community)* was supported statistically. As the one-way ANOVA result showed that the F ratio is 5.873 and is statistically significant at $p < 0.001$, however, it can also be concluded that the results were achieved moderately but were not at the optimal level.

Generally speaking, this result further sheds light on the existence of differences in relation to leading for a results culture between the four administrative levels (federal, regional, district, and community). In other words, the mean score indicates the district level authorities are more accustomed to the leading for results culture than the other levels followed by federal level authorities. This may ease the decision-makers' task of enabling those weak areas of leadership and management.

4.10.5.3 The level of optimal institutionalisation of a RBPMM culture

The third sub-hypothesis developed to check the mean differences of the fifth core hypothesis that states 'There is a statistically significant difference between optimal institutionalisation of a RBPMM culture across the four groups/federal, regional, district and community'. This hypothesis was supported statistically. Accordingly, the one-way ANOVA result showed that the F ratio is 3.389 and statistically significant at $p < 0.001$, although the results also indicate that they were not at the optimal level.

This shows that the effort to institutionalise a RBPMM culture optimally was not equal across the four levels. As an implication however, the finding can be related to a number of issues. First, it tells the authorities/leaders and concerned practitioners

elsewhere and in the area of study to investigate the right amount of differences between the four administrative levels seriously. Moreover, the need to investigate the root cause of the differences and their importance is becoming visible.

4.11 CHAPTER SUMMARY

This chapter conveyed the outcomes of the quantitative methodology and survey data ofthe quantitative part of the research study. The sample size for this component of the study was 228. The sample included different categories of people working at the different levels of the program implementation (federal, regional, district, community) under study. Descriptive statistical analysis such as measures of central tendency, measures of dispersion, frequency distribution as well as correlation analysis were conducted to express the extent of variability between and/or among the indicator variables/constructs of this component of research study. Furthermore, structural equation modelling approach was used to determine the Goodness of Fit of the proposed models to the data as well as to determine the amount of variance explained by the model. Confirmatory Factor Analysis (CFA) was used to determine how well the proposed data model fitted the observed empirical data. Mediation analysis was used to reflect the direct effect of the independent variable on the dependent variable and to understand the indirect effect of the independent variable on the dependent variable through mediators. Additionally, ANOVA was carried out or run to comprehend whether there was or not a mean score difference among the defined groups against the different levels of program implementation (federal, region, district, and community).

Results from the quantitative component of the research study indicated that different elements/indicator variables of effective leadership roles and tasks and performance measurement and management elements/managing for results culture were practiced indifferent scopes by the relevant leadership at the different levels. The quantitative resultswere positive but were not to the optimal level. Leadership roles and tasks as well as the factors related to leading and managing for results culture were not given the required emphasis by the leadership.

The influence of the related leadership and Leading and managing for results culture factors on the optimal institutionalisation of RBPMM culture was moderately low. Nevertheless, the *Pathfinding* role of leadership (*PFR*L) was better off than the other

leadership roles and tasks. Moreover, related factors to *Results-Based Performance Measurement (RBPM)* and *Establishing Effective Partnership* (*EEP*) were given better emphasis than the other indicator variables. Developing capacity to learn and adapt was moderately achieved from the indicator variables that indicate the optimal institutionalisation of the RBPMM culture. Leadership roles and tasks as well as the factors related for leading and managing for results culture were not given the required emphasis, exclusive to PFRL, RBPM and EEP, by the leadership to be effectively implemented.

Overall results indicated the direct influence of leadership roles and tasks (leadership) onthe optimal institutionalisation of a RBPMM culture is insufficient while the indirect influence of leadership (through the mediator) on the optimal institutionalisation of a RBPMM culture is significant. This generally implies that leadership alone cannot have asignificant impact on the optimal institutionalisation of RBPMM culture. Leadership requires to consider and implement relevant mediating variables in order to achieve an optimal institutionalisation of a RBPMM culture in a given setting.

The next chapter presents the overall processes, implementation and findings of the qualitative component of the study.

CHAPTER 5 QUALITATIVE RESEARCH FINDINGS

The aim of this chapter is to present the findings of the qualitative component of the research study.

5.1 INTRODUCTION

This chapter presents the qualitative component of this research study and emphasises the methodology as well as the related procedures and techniques used in the qualitativedata analysis. The chapter also presents the findings of the qualitative component of theresearch study.

In this process, thematic content analysis and techniques were used. In total, 20 key informants who had experience and knowledge on the MERET of the natural resource management sector leadership as well as of the results-based performance measurement and management system were purposively selected and interviewed.

The chapter addresses the empirical objectives that determine the leadership roles and tasks, managing for results culture to optimally institutionalise a RBPMM culture, and thefactors that mediate between leadership and the optimal institutionalisation of a RBPMMculture**.** Furthermore, it addresses the group differences in leadership roles and tasks, leading and managing for results culture and optimal institutionalisation of a RBPMM culture across the mentioned different administrative hierarchies.

5.2 CONCURRENT MIXED METHOD (CMM) DESIGN: QUALITATIVE RESEARCH STUDY

As mentioned in Chapter 1 and 3, a concurrent mixed methods design is when the data collection of both quantitative and qualitative strands is at the same time and the data analysis is carried out separately and the results and findings are integrated at the interpretation stage.

This design is used because it provides a wide-ranging analysis of the problem as well as helps to clearly comprehend if the results of the quantitative component and the findings of qualitative component converge or diverge each other (Wium & Louw, 2018).The qualitative component is used for triangulating and confirming of the results of the quantitative study. Both methods were used equality to answer research questions and meeting the objectives of the study. The overall aim of the qualitative component was toobtain insight and comprehension of related and contextual events

from employees who have a direct experience of the context. It is not phenomenological study to understand in-depth emotions but to identify themes as participants perceive the institutionalisation of a performance measurement and management culture in the MERET of the natural resource management sector. Ultimately, the purpose of the qualitative study was to triangulate the findings with the quantitative results and draw the conclusions to a widercontext.

5.3 THEMATIC CONTENT ANALYSIS: THEMES AND SUB-THEMES

The identified themes and sub-themes that emerged from the thematic analyses are indicated in Table 5.1 and are described in the following sub-sections.

Table 5.1: Alignment of the emerged themes and sub-themes to the research questions

Main Themes	Sub- themes
Theme 1: Leadership roles and tasks	Strategic objectives Strategic tools Leadership strategies Leadership empowerment Periodic review of strategies
Theme 2: Strategic alignment of organisational objectives and leadership focus	Strategic planning Performance measurement Performance management Adoption of PMM system Utilisation of a PMM system
Theme 3: Quality design of implementation strategies	Quality design and proper implementation Review of plans, processes and outcomes; Capacity development/strengthening Performance Review and Feedback System Accountability for performance reporting
Theme 4**:** Stakeholder participation	Trust building Customer involvement Partnership formation

The thematic content analysis results are presented next.

5.3.1 Theme 1: Leadership roles and tasks

The majority of the participants describe the activities of a leader in terms of roles and tasks as important factors for driving the institutionalization of a results-based culture. The theme Leadership roles and tasks describe the influence and motivation of employees and stakeholders towards achieving the vision, mission, and values of an organisation.

Leadership roles and tasks are comprehensively mentioned and described in the literature. In their study, Coetzer et al. (2017) stated that leadership rolesand tasks are

clustered as strategic leadership (develop, translate and execute higher purpose) and operational leadership (empower employees to achieve the higher purpose,align, and continuously monitor and improve) and these leadership roles and tasks assist practitioners and managers to execute leadership systematically and consistently within organisations.

Thematic analysis of the data resulted in one main theme '*Leadership roles and tasks'* and five sub-themes: *Strategic objectives*, *Strategic Tools*, *Leadership strategies*, *Empowerment role of leadership and Periodic Review of Strategies*.

The thematic analysis of the data obtained through interview Question 1 below answeredresearch Objective 1 of the study.

Objective 1: To determine the leadership roles and tasks that are being practiced to optimally institutionalise a RBPMM culture.

Participants were asked open-ended questions with the aim to explore their views on leadership roles that could enhance to optimally institutionalise a RBPMM culture of the programme. The specific question asked was:

Question 1: *From your experience, would you please explain the major leadership rolesand tasks that are being practiced to enhance the optimal institutionalization a RBPMM culture?*

The identified sub - themes are presented.

5.3.1.1 Sub-Theme: Strategic objectives

The majority of the participants described strategic objective as a critical driver of organisational goals. A comprehensive understanding on the importance of organisational objectives (goal(s), outcomes, and outputs), communication to both internal and external stakeholders and promoting cohesion, synergy and trust by the leaders was described as a turning point in a poor performance environment. Thus, ultimately, the leadership focus given in practicing the leadership roles and tasks practically would influence leading and managing for results culture and then enhance towards optimal institutionalization of a RBPMM culture in the given setting. Moving together the strategic objectives of the organisation by the concerned leaders of the organisation at all levels of the organisation would also enhance to have collaboration and synergy with other stakeholders for achieving organisational/institutional goals

and expected outcomes including the design and implementation of a RBPMM culture.

In linewith these perspectives, Participant 2 at the federal level mentioned:

"The strategic objectives of the organisation/programme were developed particularly through the participation and involvement of the internal stakeholders".

In line with the context of this perception Participant 4 at the regional level said:

The strategic objectives of the programme [organisation] were shared and communicatedto the relevant workforce of the programme [organisation] in different forums and trainingworkshops that were particularly held at the regional and national levels.

Participant 1 at the federal level stated:

Even though it was not to the expected level of understanding, efforts were made that technical staff of the programme to align with the strategic objectives so that they conceptualize and understand them to contribute to those strategic objectives.

At the district level, Participant 7 asserted:

"*When strategic objectives, are clearlyperceived by internal and external stakeholders, it would lead to the realisation of the organisational goals and expected outcomes".*

The findings/perceptions of the participants were found to be consistent and related withother studies in the literature. For instance, Nicolaides and Duho (2019) claimed that effective leaders apply appropriate means of leading and developing strategic organisational objectives to move their organisation forward. Besides, Gao (2015) statedthat organisational objectives are important factors in the framework of a RBPMM systemin a given setting.

5.3.1.2 Sub-Theme: Strategic tools

Participants described the role and responsibility of the leaders and/or managers to ensure that the vision, mission, values and strategies of an organisation or entity are properly designed and communicated to the concerned stakeholders (internal, external) and particularly to the employees and are being internalized (not only having them) by these stakeholders. In this context of leadership role, concerned leaders/managers/technical staff of the organisation have to ensure that the strategic tools (vision, mission, values) of the organisation or entity are built into the organisational structure to support the related organisational strategies.

In relation to this sub-theme, Participant 2 at the federal level mentioned:

The mission, vision and values are documented. These were defined through the involvement of the relevant [selected professional] programme staff working at different programme implementation levels [federal, regional and district] through the

logical framework procedures. Usually these were shared in different workshops organized by the federal level and through the provision of strategic and operational planning documents [guidelines].

Moreover, Participant 5 at the district level noted*:*

The mission and vision were shared in relevant forums to relevant other stakeholders implementing similar interventions such as the Productive safety net program and Sustainable land management programmes for the purpose of collaboration and synergy

Participant 1, at federal level remarked:

Efforts were made by the federal level that the vision, mission, and values of the organisation to be internalized by the concerned middle leaders and managers as so to institutionalize a results-based performance measurement and management system. Awareness creation activities on conceptualizing and understanding the overall organisational culture and structure as key factors to institutionalize a sustainable PMM system were shared to the employees [Technical staff and middle level leaders] at regional and district levels.

The findings/perceptions of the participants were found to be consistent and related with other studies in the literature. In congruence, Rajiani and Sharafi (2013), Kouzes and Posner (2012), and Grimm (2010) affirmed that inspiring a shared vision, mission, and values, and fostering collaboration as well as encouraging the employee's efforts and contribution were some of the areas that were mentioned as leadership roles and tasks of leaders. The present findings are in line with studies by scholars who underscored that the mentioned strategic tools are the main leadership roles and tasks that enhance organisational performance and development (Ford et al., 2017; Northhouse, 2019; Golensky & Hager, 2020). Hence, leaders envision a promising future, set achievable goals and vision, and be transformational in order to attain the desired target (Amor et al., 2020).

5.3.1.3 Sub-Theme: Leadership strategies as capacity development

Leadership strategies influence, involve and motivate towards an excellent organisationalperformance. Participants agreed that leaders have to ensure the vision, mission, values and strategies of the organisation are built into the organisational structure to support the related leadership strategies of the organisation. Capacity development, creating a sense of enthusiasm, energy and ownership with respect to performance measurement and management systems must be some of the leadership strategies that should be pursued by leaders. With regard to this notion, Participant 9 at the district level stated:

Efforts were made by both federal and regional levels to effectively implement a performance measurement and management [leading and managing for a results culture]at district level by motivating and mobilizing district and community levels technical staff.Emphasis were being given that the middle level leaders and related technical staff at thedistrict level were given the responsibility and that they are accountable to ensure the alignment of organisational strategies [leadership strategies] with the organisational structure when implementing the results based performance measurement and management system.

In line with the above perspectives, Participant 2 at the federal level elaborated:

Capacity development/strengthening interventions on results based performance measurement and management system [leadership strategy] were provided at different times at different levels but focused at group level. Related capacities were not being given focus more on individual and institutional levels. Leaders need to give better emphasis on capacity development interventions related to PMM system in terms of individual and institutional levels to attain leading and managing for results culture. Not only the relevant employees need to be capacitated with the required knowledge and skills required to implement a PMM system but also the top level leaders of the organisation who provide support in the implementation of effective results based performance measurement and management system.

The findings of the participants were found to be consistent and related with other studiesin the literature. For instance, in their studies, Krajcsák (2019); and Golensky and Hager(2020) argued that leadership strategies such as capacity strengthening, involvement, communication, promoting knowledge sharing, and motivation enhance organisational performance and productivity.

5.3.1.4 Sub-Theme: Empowerment leadership through energy, enthusiasm and ownership

Empowerment is a leadership practice which needs the attention of leaders/managers in a given setting. Participants mentioned that participation, capacity building/strengthening,creating a sense of enthusiasm, energy, ownership, sharing of information, building trust within the framework of PMM system are some of the empowerment leadership activitiesthat need be pursued by concerned leaders and managers in the study area.

In line with this perception, Participant 2 at the federal level mentioned:

A series of PMM system or results-based management related trainings were organisedand provided by the national level specialists to regional and district level technical staff,however, there was no deliberate focus made on the participation of the local level leadersin such types of trainings and such trainings to these local level leaders were not beyondthe level of awareness creation.

Participant 3 at the regional explained*:*

The different trainings that were provided to the relevant employees of the organisation were almost purely technical and did not include general management/leadership practices that would complement and enhance the implementation of a results-based performance management system effectively. Efforts were made to establish knowledge management information system at all levels of the programme implementation with the objective of sharing timely and quality performance information for reporting and accountability, however, it did not take place as expected at all levels of the programme implementation hierarchies.

Participant 16 at the district level mentioned:

Building trust and accountability are important vehicles for improved organisational performance. Leaders also need to give value in building trust in employees so that theyare motivated and committed to integrate their own vision, mission, and value with that ofthe organisation [programme].

The views of the participants mentioned above are related to some studies in the literature. Liu (2015) in his study related to leadership empowerment mentions that the needs of individuals, groups and institutions will be met when they feel that they believe they can sufficiently manage their physical and social environment, and management decision making that was raised by their environment. Amor et al. (2020:2) also noted that "practices and working conditions that promote empowerment provide employees with greater autonomy and participation by giving them control over their work."

5.3.1.5 Sub-Theme: Periodic review of strategies

The majority of the participants understood periodic review of organisational programme strategies and interventions with particular emphasis on performance measurement and management expected results (output, inputs and processes, outcomes, performance indicators, performance targets) as some of the leadership practices that must be carried out continuously and regularly by the leaders/senior managers of the organisation.

In line with the above perspectives, for example, Participant 7 at the district level said:

Performance measurement data is collected and analysed periodically, and performancemeasurement quarterly reports is submitted to the region and then to the federal for the purpose of control mechanisms and internal accountability.

Furthermore, Participant 9 at the district level emphasised*:*

Performance review system across all levels of program implementation was conductedat ad hoc basis at regional and federal levels at the level of technical team

of experts through a training workshop.

Participant 4 at the regional level elaborated*:*

Performance monitoring mechanism [performance measurement and reporting] was taken as vehicle to conduct periodic performance reviews and take corrective measures,however, performance review mechanism was not regularly, inefficiently performed at regional and district levels and non at the community level.

On this aspect, for example, participant 3 at regional level said:

Periodic review of organisational strategies with particular emphasis on performance measurement and management expected results [quarterly performance reports] were conducted as necessary at different levels of the program implementation [regional, federal] but the involvement of higher-level leaders was not as expected to be.

The importance of periodic review/feedback system is supported by other studies in the literature. For instance, scholars stated that periodic review/feedback system such as regular updating of PMM system and focusing on the dynamism of PMM system to the changing situation of organisational context plays a vital role in improving the organisation's performance, achievements and robustness of the PMM system (Bititci etal., 2018; Northhouse, 2019; Golensky & Hager, 2020).

5.3.2 Theme 2: Strategic alignment of organisational objectives and leadership focus

This theme describes the participants' experiences of the importance of strategic alignmentof organisational aims and leadership vision. Strategic alignment of the strategic objectives of organisational objectives and leadership focus is conceptualised as linking the organisational strategic tools (vision, mission, values and strategies) with the availableorganisational systems, organisational structure, role of the employees and the availableresources. O'Reilly, Caldwell, Chatman, Lapiz and Self (2010) assert that what matters most for the strategic alignment of organisational objectives and leadership focus is thatthe degree to which the leaders/leadership at all levels of the organisational /programmeoperation are aligned in their support to the organisational strategies so as to achieve theexpected organisational goals/outcomes.

Thematic analysis of the data resulted in one main theme 'Strategic alignment of organisational objectives and leadership focus *'*and five sub-themes: Strategic planning, Performance Measurement; Performance Management, Adoption of PMM system and Utilisation of a PMM system.

The thematic analysis of the data obtained through interview questions 2 below and answered research objective 2 of the study. Thus, this objective was met.

Objective 2: To determine the leadership roles and tasks that influenced leading and managing for results culture.

To gain participants' views on the leadership roles that would strengthen leadingand managing for results culture, the following interview question was asked.

Question 2: In your view, what do you think are the major leadership roles that would contribute to strengthening leading and managing for results culture?

A main theme with five sub-themes emerged from the thematic analysis of the interview data obtained through this question. The identified sub-themes are briefly described below with example quotes from the participants.

5.3.2.1 Sub-Theme: Strategic planning

The majority of the participants described strategic planning as it relates to the process of developing guidelines and formulating strategies that control the different interventionsinvolved with regard to achieving the established/agreed objectives and goals of a givenorganisation. Strategic planning is viewed as a fundamental practice to assist managers or leaders interact in the planning process and to review their performance in a systematicway. With respect to the notion of strategic planning as an aspect of managing for a results culture, they further note that systematic organisation and the involvement of concerned stakeholders (middle level managers, top management, technical experts) in the overall strategic planning process for the development of clear vision and mission ofa given organisation as well as programme and/or a project in a given setting, is fundamental.

For example, Participant 1 at the federal level, elaborated:

"The internal key stakeholders of the organisation developed the vision and mission of the development programme through participating in the overall strategic process".

The participants articulated that the strategic planning process and related practices, a strategic plan is produced as an outcome. They further noted that strategic plan is subsequently used as a tool to communicate and make sense of the strategy. For example, Participant 10 at the district level explained:

Managing for a results culture or performance measurement and management is designed as a five-year plan and is well-structured and documented in a strategic plan

document or results framework.

For instance, Participant 2 at the federal level asserted:

"The design of managing for a results culture or performance measurement and performance management is central to the features of a logical framework design approach".

Generally, in line with the participants' perceptions and related findings, Golensky and Hager (2020) described strategic planning as a springboard to effective leadership roles. Furthermore, other researchers also revealed that strategic planning is an important tool that integrates objectives, vision, and means required to gear into effective strategic management (Mazouz & Rousseau, 2016).

5.3.2.2 Sub-Theme: Performance measurement

The majority of participants reported that performance measurement is a leadership practice that enhances leaders/managers to track performance progress and supports them to undertake corrective measures. For example, Participant 9 at the district level emphasised:

The basic elements of performance measurement such as the sources of performance information are indicated particularly where and in what form of the achievements of theoverall objectives and the programme purpose could be obtained, are described by the objective verifiable indicators in the logical framework of the programme.

Furthermore, the participants viewed that building a results-based performance monitoring plan is an essential component of the performance measurement system of agiven organisation, programme or project in a given setting. In this regard, for example Participant 3 at the regional level mentioned:

The results-based performance-monitoring plan was developed through the participationof the concerned stakeholders, which took place at the different national, regional and district level forums.

As part of the performance-monitoring plan, the development/preparation of the annual work plan/activity implementation plan/action plan is fundamental. In line with this, the development or design of the data collection instruments, and performance reporting templates are also extremely crucial elements of the monitoring and evaluation/performance measurement strategies. With respect to these aspects, for example Participant 6 at the district level, highlighted:

A survey questionnaire was designed through the involvement of the relevant internal stakeholders to capture the understanding and views of the respondents on the contentsof the questionnaire survey that are related to the MERET performance with

a particular emphasis on land rehabilitation, food security and livelihood improvement and program management.

The participants said that the collected data at the regional, district and community levelswere provided to the federal level, and the data were analysed at the federal level, and the results were reported through the defined performance reporting templates (successand failure factors, deviations and reasons for deviations) to the federal management anddevelopment partners for accountability purposes and as feedback to the regional offices.

In the design procedures and context of the performance measurement system, Participant 4 at the regional level, spelled out:

Higher-level technical experts at the federal, regional and district levels were involved in the data collection, analysis and interpretation processes. At later stages, progressively the regional and districts took over the responsibility and consequently, the performancemeasurement system strategies, are overtaken by the district and performance reports are submitted to the regional offices for the purpose of control and accountability.

Furthermore, Participant 11 at the district level noted that:

The design of a results performance measurement system is well planned and aligned with its structure. The performance reporting system and documentation are organised through the developed performance reporting templates.

With regard to the flow of the performance measurement information, Participant 3, at theregional level further confirmed:

The district level findings are consolidated as a single regional performance report. The regional performance report is then used to rectify deviations and to maintain success. Finally, the report is presented to the regional management for review, comments and ultimate endorsement and then the report is submitted to the federal level for internal accountability.

With regard to the use of performance measurement information, for instance, Participant3 at the regional level, asserted that:

The use of performance measurement information varies significantly and strikingly fromdistrict to district, corresponding to the level of understanding, willingness and commitment demonstrated by the respective leadership to use it. Peculiar tendency is touse performance measurement information as an input during annual planning and re- planning processes. The culture of using performance measurement information for decision-making and accountability is not nurtured or fostered as effectively as expected.

Participant 2 at the federal level mentioned:

"*Performance reports produced at the districtand regional levels are controlled fully by*

the federal level and are used for accountabilitypurposes".

In congruence with the option of the participants, in their study Gębczyńska and Brajer-Marczak (2020) and Bititci et al. (2018) confirm that though the application of performance measurement may vary from organisation to organisation, it could lead to the improvements in stakeholders' satisfaction if it is applied effectively. Similarly, van Dooren, Bouckaert and Halligan (2015) asserted that performance measurement has come to be an essential management tool in terms of public management, policy-making and public reform. Moreover, McDavid and Hawthorn (2006) explains that performance measurement systems are intended to be the means of providing performance information feedback to leaders, managers and other concerned stakeholders in a network of accountability and relationships.

5.3.2.3 Sub-Theme: Performance management

The majority of the participants reported that organisation, development programmes or projects in the public sector need to produce sufficient results and need to demonstrate excellence in their performance achievements. Organisations in the public sector need to measure their performance against their set organisational, programme or project objectives, performance targets and indicators to see to what extent they have achievedtheir respective organisational, development programme or project goals and objectives. This could take place if they establish a relevant performance management system.

The verbatim expressions of the experiences and perceptions of the key informants with regard to the design, use and flow of performance management information in the contextof the patterns/categories is defined under the theme, are noted below. The recounted experiences indicate that most of the performance management systems are guided by related principles and strategies that mostly reflect on profiling the respective organisation, development programme or project. Participant 1 at the federal level shared:

"*The stakeholders of MERET provided well-defined performance management system principles".*

Furthermore, regarding the design of the performance management system, Participant 2, at the federal level emphasised:

That logical framework, performance monitoring and evaluation implementation plan, performance data collection and interpretation templates, performance reporting

formatsand feedback process are some of the strategies developed by the internal stakeholders.

Participant 3 at the regional level further noted*:*

Performance reviews and feedback, as well as performance reporting and performance information dissemination, are some of the significant features central to the design and implementation of the performance management system that were carried, however, these reviews were not conducted regularly and were not functional periodically.

Performance measurement data collection, analysis, interpretation and performance reporting for accountability, decision-making, social learning and transformation are pivotal for any organisation, development programme and or project. In this regard, participant 4, at the regional level, reported:

Performance measurement information is collected at the community level in each district. The performance measurement data are reported to the district and to the regional levels.Accordingly, data collection, analysis, and reporting are carried out for each data collection site of the programme operation.

Participant 2, at the federal level emphasised

After the performance measurement report is endorsed and cleared by the regional management level, it is submitted to the federal level and then to the development partners for accountability purposes. Unfortunately, similar feedback provision efforts from the federal to the region are not provided regularly except during the annual reviewworkshops where performance reports are discussed on an ad hoc basis.

With respect to this perspective, Participant 7, at the district level highlighted:

The flow and use of performance management information is not fully functional. The culture of communicating with regard to the flow and use of performance information to the concerned stakeholders (down and across) as well as feedback mechanisms, is notconsistent and pivotal.

Strengthening the respondents' opinion, performance management is minimizing constraints (Behn, 2014), evaluating performance analysis and indicating improvement actions (Gębczyńska & Brajer-Marczak, 2020), and implementing corrective measures (Cepiku, 2016) to achieve a particular goal of an organisation.

5.3.2.4 Sub-Theme: Adoption of a performance management system

Participant described and conceptualised that adoption embodies the development of measures of outputs, outcomes and efficiency, whereas implementation (utilisation) refersto the actual use of performance measures for strategic planning, resource allocation, programme management, monitoring, evaluation, and reporting to internal management,elected officials, and citizens or the media.

In line with these circumstances and with respect to the question, the key informants wereasked pertaining to this part of the research study, the responses that were provided by participants are stated as follows. Regarding these perspectives, for exampleparticipant 2, at the regional level, expressed the following:

Generally, the performance measurement and performance management system are taken as a tool and is exercised by the regional government. However, its sustainability would depend on regular follow up actions and support.

In line with the adoption of the performance measurement and performance managementsystem, Participant 3, at the regional level, commented:

The performance measurement aspects of the system are functional, particularly at the district levels where there is a high level of commitment and evidence of the dedication of the technical staff.

Participant 1 at the federal level was of the following opinion:

The overall concern of the decision makers at all levels of the operational hierarchies has resulted in great success for results-based management [performance measurement and management]. Every technical staff member concerned, and all the managers concerned at all levels realised that the system would enable them to track changes for further improvement. The performance measurement and management system are accepted generally and [is] owned by the regional government.

Studies claimed that adopting performance management system in an organisation provides the organisation/sector a competitive advantage because it helps leaders to follow up improvements (Behery, Jabeen & Parakandi, 2014). However, its success often relies on the performance management instrument or tool adopted.

5.3.2.5 Sub-Theme: Utilisation of a performance management system

The majority of the participants were of the opinion that performance management is about the use of performance information for accountability, decision-making, and transparency, learning and improving, and networking. Utilisation/implementation of a performance management system is the actual use of performance management information of the different performance measures (measuresof efficiency, outcome measures, and output measures) for accountability and decision- making.

The verbatim expressions of the key informants on the notion of the utilisation of the performance management system (actual use of the performance information) as an indication of the ownership of performance management system at different levels of

theorganisation described this sub-theme. For example, Participant 3 at the regional level expressed:

The ownership of the system [at large-institutional] is apparently beset by different issues,such as the lack of interest of managers, low institutional capacity, and lack of political will to coordinate different entities at the district and regional levels. Generally, adherenceto the traditional monitoring and evaluation approaches is rampant. The culture of using performance management information for further decision-making and accountability [strategic planning, resource allocation] is not aggressively nurtured.

Participant 1, at the federal level noted, regarding the use of performance management and performance information as a signal of ownership of the performance management system by stating:

The timeously collected performance management information is used to guide and improve the ongoing implementation [operational plans] and to ensure that the steps taken, are in line with the project activity plans and strategies.

Using performance management information for reporting, was perceived by the participants as one of the uses of a performance management system. Participant 1, at the federal level, indicated:

Timeous reporting [bi-annually] of performance management information provides fast and effective communication of performance information at all levels of the programme management. Performance reports [process and progress reports] are submitted from the operational to the institutional level as well as to the development partners for the purpose of accountability.

The participants reflected that performance management information was further used for the purpose of programme monitoring in their respective areas of the programme operation. In line with this perspective, Participant 6 at the district level, emphasised:

The performance management system supports the provision of the overall documentation and performance reporting of the districts where MERET operated. Moreover, the performance management information system also helps the implementers/partners to monitor and identify the challenges and failures and to undertake the relevant corrective measures and actions timeously.

In line with the participants' opinion and related findings, study by West and Blackman, (2015) showed that practices of performance management enhance regular review processes and procedures of public sector organisations and to identify high performance practices as well as the expected outcomes envisioned by the organisation, and supportand guides the workforce as well as the organisational journey.

5.3.3 Theme 3: Quality design of implementation strategies

Participants describe the importance of quality design and implementation strategies asfundamental factors for the enhancement of an organisational to towards achieving its strategic and operational objectives. Quality design *of implementation strategies is conceptualised not* only the direct involvement and credible commitment of employees and related stakeholders foster RBPMM system to reform, but leaders of a given settingshould also set the necessary conditions for the related reforms of RBPMM to succeed and be sustainable. In this set-up, Moynihan et al. *(2011*) suggest that establishing clear common goal(s) and a development of contextual results based culture and use is the right conditions for a RBPMM system to be institutionalised and be successful and sustainable in a given context.

Thematic analysis of the data resulted in one main theme 'Q*uality design of implementation strategies'* and five sub-themes: Quality design and proper implementation, Review of plans, processes and outcomes; Capacity development/strengthening, Performance Review and Feedback System, and Accountability forperformance reporting.

The thematic analysis of the data was obtained through interview question 3 below and answered research objective 3 of the study. Thus, this objective was met.

Objective 3: To identity leading and managing for results culture strategies that are beingimplemented/practiced to optimally institutionalise a RBPMM culture.

In order to obtain participants experiences on leading and managing for results culture strategies that are being practiced in the programme to optimally institutionalize a RBPMM culture, the following questions were asked during the interview.

Question 3: From your perspective, would you please describe the major leading and managing for results culture strategies that are being practiced to institutionalise a RBPMM culture?

Questions 3.1: Would you please describe the major implementation strategies practiced?

The sub-themes emerged from the thematic analysis of the interview data were obtainedthrough this question. The identified sub-themes are briefly described below with supporting verbatim from the participants.

5.3.3.1 Sub-Theme: Quality design and proper implementation

The participants described that managing for results and being accountable for leading and managing for results culture propels leaders towards an optimal institutionalization of RBPMM culture. This could only take place when the leaders (top level, middle level, team leaders and processes owners, concerned technical staff) are being effective and proactive. Setting an example, developing or creating appropriate and relevant vision, mission, values and strategies as well as being goal oriented and taking initiatives are some of the leadership activities that leaders at all levels of the organisation including atcommunity level should understand and apply. Awareness creation mechanisms in appropriate and relevant forums, motivating and energizing the programme staff at all levels of the programme operation and building teams and recognition of achievement are also few of the leadership interventions that need to be applied/implemented by the leaders at all levels of the organisational leadership/management to comprehensively understand the designing and implementation of a RBPMM system.

The participants comprehended performance measurement and management as business leadership strategies that enable leaders/managers to measure their performances and assist them have evidence-based performance information to clearly understand where they are today and where they want to be next. They emphasised thatleaders of today and tomorrow have to pay attention to their quality design and proper implementation in their respective organisations or development programs. According, it was the opinion of the participants that performance measurement and management propels organisations an optimal institutionalization of a RBPMM culture in their given setting. They further expressed that the lack of such focus and attention by concerned leaders of organisations or development programmes and/or projects particularly in the developing economies to quality design and implementation of PMM system boils down to fragile.

In line with the above notions, Participant 5 at district level expressed:

Measuring, reporting and use of performance measurement and management information for informed decision making are few of the leading and managing for results culture activities practiced to institutionalise a results-based performance measurement and management culture in the programme of the given organisation.

In addition, Participant 11 at district level mentioned:

Having evidence based information regularly and using it regularly for informed management is a fundamental activity to optimally institutionalize a results-based performance measurement and management culture. However, being unable to focus onthis would adversely affect its institutionalization.

The overall perceptions of the participants with regard to the theme quality design of implementation strategies were found related with other studies in the literature. Regarding this, for example, Westgard (2003:593 and 596) in his study on 'Internal quality for planning and implementation of strategies' mentioned that "despite the long period development, internal quality control has not matured into developed practice". Moreover, in this study this scholar asserts that "quality design means quality compliance"and further mentions that "quality design is often described as doing the right thing right".Another study was also found in the literature consistent with the findings emanated from this thematic analysis of the interview data related to the mentioned theme. The study found that enterprises create quality business performance analysis and reporting systems that enhance business analysis and decision making so as to support them better comprehend their institutional and operational activities and expected results (Gangadharan & Swami, 2004).

5.3.3.2 Sub-Theme: Review of plans, processes and outcomes

The majority of the participants describe the importance of the review of organisational orprogramme and/or project interventions with particular emphasis on performance measurement and management expected results. Outputs, inputs and processes, outcomes, performance indicators, performance targets are some of the roles of leadership practices that must be carried out continuously and regularly by the leaders/senior managers of the in the public sector organisations. The majority of the participants agreed that when such practices are fully applied and functional, optimal institutionalization of a RBPMM culture could be realized at all levels of the organisation.

With respect to the notion of results based strategic planning as an aspect of managing for results culture, they articulated that systematic organisation and the involvement of concerned stakeholders (middle level managers, top management, and technical experts) in the overall results based strategic planning process is important. The involvement top-level leaders in the development of a clear vision and mission of a given organisation, programme and/or a project in each setting is fundamental. Moreover, performance measurement is intended as means of providing performance

information feedback to leaders, managers, and other concerned stakeholders in a network of accountability and relationships. Furthermore, the basic knowledge and skills on these notions enhance leaders and mangers of a given setting how to measure results and report performance results regularly or periodically without break so that this process leads to an optimal institutionalisation of a RBPMM culture.

With regard to the above notions, Participant 11 at district level elaborated:

When plans, processes, outcomes are timely reviewed and regularly reported and fully functional, the optimisation of a results based performance measurement and management culture would come into effect, however, performance reporting was not timely reported and performance information was not timely used for management decision making and accountability.

Regarding this sub-them, a similar study which is consistent to the views of the participants was found in the literature. In this study, it was mentioned that organisations are expected to measure and analyse the outcomes, how effectively are the measures used as well as how they are being maintained and communicated and further learn from the evidence-based to fine-tune delivery and review the organisational design and implementation where necessary (Naskar, 2021). The opinions of the participants were consistent in a study in the literature. In this regard, Metzenbaum (2012) states that leaders and managers are expected to undertake data-driven reviews at leastonce every quarter to review progress on their organisational priority goals/outcomes and assure that follow-up steps are continuously taken to increase the likelihood accomplishing better organisational outcomes.

5.3.3.3 Sub-Theme: Capacity development and strengthening

The majority of the participants described capacity development and strengthening as an intervention that is understood and can be seen from the social development perspectives, the strength perspective and empowerment approaches.

In the context of the above interview question, the key informants expressed their perceptions on quality design and implementation strategies with regards to leading and managing for results culture, by providing their views around capacity development/strengthening as one the implementation strategies to optimally institutionalise a RBPMM culture. Training and technical assistance, organisational support and organisational development were perceived as few of the interventions

that were implemented to institutionalise a RBPMM culture. In line with these notions, Participant 11, at the district level, emphasised:

Frequent field visits, regular technical and programme management support are providedand gaps on efficiency and output measures, are identified and corrective measures aretaken. Based on the gaps identified, training workshops on results-based management are organised and conducted.

In the context of capacity strengthening, Participant 16, at the district level, highlighted:

The technical and programme management gaps that are identified or observed during the implementation of the performance measurement and management system at the district level, lead to the programme technical staff having additional training needs. Performance measurement and management information is further used for planning purposes.

As part of quality design and implementation strategies results of performance measures, particularly, efficiency measures were used for further technical (operational) planning. Participant 16, at the district level mentioned:

Integrated watershed management plan at the district level is prepared based on the inputs obtained from the performance measurement and management system. The technical staff at the district level are motivated by performance measurement information and their specific work plans are prepared based on this information.

The perspective of the participants in relation to this sub-theme is consistent with other studies in the literature. In his studies, for example, Milen (2001) affirms that capacity development and strengthening is a systematic and continuous process that enhances the capabilities individuals and organisational with the objective achieving organisational goals. Moreover, the options of the participants are also consistent with the studies conducted by Davis, Corr, Gilson, Ting, Christian, Cook and Sims (2015). In their study these authors mentioned that capacity development and strengthening is an approach to that requires the participation of local, human and cultural resources for the sustainable development of individuals, organisation and societies in a given setting.

5.3.3.4 Sub-Theme: Performance review and feedback system

The majority of the participants described and conceptualised performance review and feedback system as an intervention that occurs based on given specific criteria and guidelines to achieve the defined goals and plans as well as an assessment of the

performance of the stated intervention periodically and the transmission of the findings ofthe performance information to the relevant stakeholders (internally and externally) with regard to the learning and improving activities.

As part of the related interview question, the participants gave their perceptions of their experiences of the different activities carried out by the organisation under study to sustain a performance measurement and performance management system in their areas. In the context of the above theme, certain basic thoughts around the indicated theme were expressed by the key informants and their verbatim expressions are indicatedbelow. To this end, Participant 6, at the district level, mentioned:

"Challenges and failuresare easily tracked and corrected at all levels of operation. Such process took place through the application of process".

The participants further commented that technical support and feedback was one of the elements that would sustain a performance measurement and performance managementsystem in a given organisation or development programme. With respect to this view, Participant 1, at the federal level, indicated:

Technical back up at the grass root levels on data collection and performance analysis and interpretation were held frequently. At the same time a follow up support on the job on performance measurement and management activities at a district level was carried out regularly.

It was clearly reflected by the key informants of this part of the research study, namely, that taking corrective actions regularly by the concerned internal stakeholders at the district level on issue-related to performance measurement and performance management, would enhance the sustaining performance measurement and performance management system, in a given setting. In this regard, Participant 12 at the district level emphasised:

Based on the performance results, which is usually process-oriented, the technical and programme management took corrective measures and is regularly taken to improve the performance.

Reviewing performance measurement and performance management results or findingsperiodically, by the concerned stakeholders at all levels of organisations were also regarded by the participants as a vehicle to improve the performance and, hence, sustain a performance measurement management system in organisations or development programmes in given settings. In line with this notion, Participant 4, at the district level, stated:

The consistent involvement of higher-level professionals and leaders or managers at the different levels of operation [regions and districts] in performance monitoring, technical and programme management back-up and support occurred frequently. The results or findings of the performance monitoring [usually every six months], are reviewed by the relevant stakeholders in a programmed review meetings and workshops or forums

Moreover, Participant 15, at the district level, remarked:

Performance monitoring or performance measurements are adopted as a vehicle to conduct periodic performances reviews and to take corrective actions as per the performance review, however, the performance review and feedback mechanisms are not implemented regularly as required.

In line with the participants perspective, researchers claimed that periodic review and feedback systems plays a crucial role in organizations to either avoid obstacles or design strategic planning that gear to improve the performance of the organization (Mayfield & Mayfield, 2012). These authors also recommended that the feedback process should be non-personal, accurate and accompanied by reward at all hierarchies for its effectiveness.

5.3.3.5 Sub - Theme: Accountability for performance reporting

Participants described accountability for performance reporting as an important strategyfor regular and periodic performance reporting in an organisation. In this regard, Participant 1 at the federal level pointed out:

Community level performance data collection on processes/outcomes was carried out regularly and was analysed at the regional level and submitted to the federal level for further analysis and was then reported to concerned specific government institutions andthe concerned donors

Furthermore, the participants perceived that reporting performance information in a timelyfashion was pivotal. In line with this perception, Participant 6, at the district level affirmed:

The federal and regional coordination offices, through their relevant professional staff, regularly follow up on the timely reporting of performance information by the relevant stakeholders to each hierarchy of reporting levels concerned within the framework of theoperational hierarchies.

Ensuring the quality of data that should be reported, was conceptualised by the participants as one of the few factors that enhanced the quality design and implementation strategies with regards to PMM system in a given setting. With respect tothis, for example, Participant 8 at the district level explained:

“The data that is collected is overseen by the regional and federal technical staff

concernedto check whether the data collected and reported is on the measures that had to be reported on".

Similar to the respondents' notion, Harrison et al. (2012) revealed that accountability should consider strategy, stakeholders, the way performance is measured and reported. They also indicated that the main components of accountabilityare "data collection, measurement structure, and relationships, as well as appropriate reporting formats and content" (Harrison et al., 2012:253).

5.3.4 Theme 4: Stakeholder participation

The majority of the participants described stakeholder participation as one of the vehicles for an effective organisation. In order to promote and institutionalization of a RBPMM culture in given setting, participants mentioned that stakeholder participation is one of thefactors that is expected. Stakeholder participation is perceived as the process that stakeholder influence and share control over defined initiatives and decision-making in a given context in order to enhance the quality of programme management interventions ina given organisation. In their study Waligo, Clark and Hawikins (2014) asserted that stakeholder participation/involvement is a fundamental factor for the achievement of business objectives and sustainability of initiatives.

Thematic analysis of the data resulted in main theme namely ''Stakeholder Participation' and consisting of three sub-themes: Trust building, *Customer involvement***,** *and Partnership formation.* The thematic analysis of the data obtained through interview questions 4 below and answered Research Objective 4 of the study. Thus, this objectivewas met.

Objective 4: To determine the factors that mediate between leadership roles and optimal institutionalization of a RBPMM culture.

Participants were asked to mention the factors that could facilitate the role of leadership roles in enhancing optimal institutionalization of a RBPMM culture. The following questionwas forwarded to the participants.

Question 4: Would you please mention and describe major factors that could facilitate the role of leadership roles in enhancing optimal institutionalization of a RBPMM culture?

The sub-themes namely *Trust building, Customer involvement* and *Partnership formation* are briefly described below with supportive verbatim from the interviews.

5.3.4.1 Sub-Theme: Trust building

Responses related to this theme describe trust is an essential element in constructing human relationships. Participants that trust as a social capital that plays a pivotal role fororganizational growth and development. Thus, trust must be the culture of a given organization or a development programme or project and effective /transformational leaders must keep their eyes always to enhance and promote and institute it within the framework of their organization, development programme and/or project at all levels through the application of appropriate strategies and approaches. Furthermore, accountability environment as related to trust building which could be mainstreamed through the strategic planning and management principles and practices and understanding the dimensions of accountability and integrated framework and how accountability is managed - accountability for what?, accountability for whom? and how itrelates to the organizational response (organisational tactic and strategic) is as well fundamental and pivotal that need to be conceptualized and practised by concerned leaders who involve in the leadership and management of a given organisation. In their view, they believe that these interventions enhance towards achieving optimal institutionalization of a RBPMM culture. In line with above notions and context, Participant12 at the district level asserted that:

"Trust is very important for elevating organisational performance and productivity. However, the leadership did not give emphasis on trust building. Trust need be built between the leadership and the stakeholders so that all concerned are accountable for pursuing the strategic objectives".

Furthermore, Participant 14 at district level emphasised:

Implementing and mainstreaming relevant and need based capacity development activities are essential for the realization of a results based performance measurement and management culture, which would increase trust among stakeholder.

With regard to the views of the participants and related findings on the importance of trustbuilding, related studies conducted by Ford et al. (2017) stated that trust is a key factor that contributes to organisation and team members. These authors claimed that interrelated categories namely organisation, leader and team are important componentsfor trust to be sustainable and further noted that transparency among the aforementionedcategories (organisation, leader and team) to build and sustain trust in an organisation necessary.

5.3.4.2 Sub-Theme: Customer involvement

The majority of the participants described and conceptualised customer involvement in the context of MERET as the beneficiaries and the downstream communities. One way or the other, these beneficiaries benefit from the impacts of the programme which for this reason such beneficiaries or their delegates should involve in the programme management cycle interventions starting from the programme identification to implementation and performance evaluation and performance reporting. It was viewed that the mentioned customers involve in coaching, partnering, advising, and performance reporting and feedback system mechanisms. In view of the above perception(s) for example, Participant 16 at the district level emphasised:

The related leaders/leadership of the organisation/programme should put in place adequate and suitable mechanisms that will enable the integration of the customers in their value creation and delivery processes.

Furthermore, with regard to the involvement of customers in the programme management cycle, for example Participants 4 at the regional level stated:

The organisation should create the necessary organisational infrastructure and the enabling environment to encourage customers to participate in their value creation and delivery process with particular emphasis in strategic planning as well as in the design and implementation of a results-based performance measurement and management systems.

Participant 2 at the federal level emphasised:

A range of interventions are encompassed by relevant the customers as well as the organisation/programme. In this regard the least form of involvement comprises of the customers providing unsolicited feedback or suggestions related to the overall culture ofthe programme or the organisation.

Similar to the participants' reflection and related findings studies stated that stakeholder/customer involvement in a process is crucial. For instance, Luyet, Schlaepfer, Parlarge and Butter (2012) revealed that stakeholders/customers must be recognised, categorised, and organised to decide the extent of their involvement in the process. Furthermore,even though the number of partners might vary with respect to the goal of the partnership,partnership formation is vital in solving complex social issues and resources mobilisation in any sector (Clarke & MacDonald, 2019; Dentoni et al., 2018).

5.3.4.3 Sub-Theme: Partnership formation

Participants described partnership as an important tool for solving financial, technical and managerial issues in public sector organisations and is considered as an opportunity that brings an added value to organisations, programmes and /or projects in meeting related new and emerging social demand. Furthermore, in essence partnership is based on an appreciation of mutual interest that aims to ensure the effectiveness of an organisation, programme and a project. Moreover, partnership formation as distinct activity that precedes the partnership implementation. Partnerships must be formed as an ongoing system and should be institutionalised in the organisation/programme and or a project culture. Moreover, the participants asserted that, utilizing partnership as a management tool in the given setting, the more likely it brings a reliable improvement in the organisational, programme and or project outcomes.

Regarding the importance of partnership and the need for its formation, Participant 1 at the federal level suggested:

Once a partnership is formed, it is the responsibility of the respective leaders, managers and the concerned personnel to make it functional and work towards its expected outcomes or the envisaged changes. For this to take place, the potential partners are required to hold their wide range responsibilities and roles by moving away from their pre-defined and limited responsibilities to bring the expected changes through solving related strategic and operational problems related to the organisation.

Regarding the formation of partnership and its full functionality, Participant 7 at the district level noted:

The key external and internal stakeholders are the enablers of partnerships formation and its implementation. This requires comprehensive understanding of the organisation, in the given setting. This process leads to clearly identify the factors that need change and transformation which because of this interaction further leads to wide range of partnership relationship and decision making.

Additionally, Participant 2 at the federal level emphasised:

Actual use of strategic planning tools and creating *strategic partnership with concerned internal and external stakeholders and related sectors could enhance the leadership to facilitate the institutionalization of a results-based performance measurement and management system.*

The participants mentioned that strategic planning, candid participation and partnership are some of the strategic tools for stakeholder participation that could

enhance the concerned leadership to facilitate the design and implementation of a RBPMM system ina given context. These qualitative findings were found consistent with other related studies in the literature. For example, Luyet, et al. (2012) emphasize on the importance of stakeholder participation and propose a comprehensive framework to implement stakeholder participation through identification to evaluation (project/programme cycle management).

5.4 CHAPTER SUMMARY

This chapter discussed the overall purpose, objectives, research questions and the stepsand procedures that were undertaken to analyse the qualitative data. This chapter further presented, discussed and addressed the overall profile of the qualitative component of the research study with particular emphasis on the methodology and related procedures and techniques used in the qualitative data analysis. It also presented the findings of thiscomponent of the research study in the context of the phenomenon of interest as relatedto the qualitative research questions. The themes generated were analysed and discussed comprehensively in relation to the area of interest under discussion, the relatedresearch questions, the research problem and the research objectives.

The qualitative component of the research study showed that different aspects of a results-based performance measurement and management system were practised by therespective leaders at the different levels of the programme implementation (federal, regional and district). A results-based performance measurement and management system was adopted at all levels of programme operation in the study area. However, theflow and use of performance management information pertaining to the programme wasnot applied regularly and were not fully functional. Efforts made by the senior leaders todemand and use performance information for a culture of learning and development, timely and quality decision-making, cross-functional communication of the results were not cultivated by the respective senior level leadership at all levels of the programme management.

The evidence also indicated that the institutionalisation of a results-based performance measurement and management system was not fully functional and, hence, was not institutionalised optimally in the study area. In addition, the evidence indicated that the respective leadership at all levels of the programme hierarchies with particular

emphasisat federal, regional and district levels, did not champion for results strategically and systematically as well as lead and manage for a result-culture. Practices related to performance measurement and management/leading and managing for a results culturewere not sufficiently implemented by the respective leadership at all programme implementation areas. The findings suggested that these issues were related to the lackof political will of the respective leadership as well as the lack of commitment of internalstakeholders, particularly, the respective senior management/leadership at all levels of programme management (federal, regional and district).

Accountability for results at the federal, regional and district levels was not as practical and functional as required. Accountability for managing for results was focussed more oninputs and processes and did not concentrate on outcomes. By virtue of the nature of accountability in this development programme, was a vertical approach, while it lacked ahorizontal orientation. A culture of using performance information for decision-making, accountability (results), learning and improving, development and networking was not fully fostered at all levels of the programme operation. The overall findings generated from the interviews (themes) were used to confirm the proposed model of the study in Chapter6.

The final chapter follows and will reflect on the overall thesis, the model and its application. Conclusions and recommendations based on the results will also be presented to conclude the study.

CHAPTER 6 DISCUSSION, CONCLUSIONS AND IMPLICATIONS

The aim of this chapter is to discuss and reflect on the overall model as the outcome of the research journey. Conclusion and implications are also presented.

6.1 INTRODUCTION

This chapter discusses the model as well as its application and provides conclusions with respect to the research questions and research objectives. Furthermore, it also indicates whether the quantitative results and qualitative findings of the study converge or diverge and finally states the contributions of the research study and provides relevant recommendations for action and implementation. It also indicates future research and finally provides the overall conclusion of the study.

6.2 DISCUSSION OF RESULTS

In this section, the results of the quantitative study and the findings of the qualitative are discussed in relation to previous scholarly research and existing literature. The results of the quantitative study and the findings of the qualitative study were examined to determine how the results and findings of the concurrent mixed method design support each other. Firstly, the discussions are aligned to each research objective, then triangulation, that is convergence/dis-convergence of the results and the findings are determined and presented.

6.2.1 Effective leadership roles and tasks and optimal institutionalisation of a RBPMM culture

It was found that the influence of leadership roles and tasks on the optimal institutionalization of a RBPMM culture was not statistically supported. The result failed to support the theory as this was not the prediction of the study. However, this could be due to the fact that the differences between the context (developing world) and methodology are the reasons behind this difference. Despite this fact, the result can be regarded as the most valuable input by the authorities across the four programme implementation levels in their efforts to tackle the fundamental barriers regarding the optimal institutionalisation of the a RBPMM culture in the given setting. Moreover, the failure of this relationship (between the effective leadership role and optimal institutionalisation of RBPMM system) showed the need for leadership support, commitment and execution of mediating variable(s) at the time of implementation.

The effective leadership roles and tasks construct as an element of the model of this research study consisted four indicator variables namely, *Modelling role of leadership*, *Pathfinding role of leadership*, *Alignment role of leadership* and *Empowerment role of leadership*. Under the large theme '*Leadership roles'*, the specific sub-themes that emerged with respect to this research objective were: Strategic objectives, Strategic Tools, Leadership strategies, Empowerment and Periodic Review of Strategies. These leadership roles and tasks are conceptually and textually consistent and linked with the leadership roles in the confirmed model. For instance, the findings related to the sub - theme strategic tools are conceptually and contextually related with the results related tothe indicator variable M*odelling role of leadership*. Similarly, the findings related to the sub-theme Empowerment leadership is aligned to the indicator variable Capacity development and sustainability. Furthermore, the sub-themes leadership objectives and strategies are related with *Pathfinding* roles of leadership. These findings/perceptions ofthe participants were found to be consistent with other studies. In line with this regard, inspiring a shared vision, fostering collaboration, building trust, and empowerment as well as encouraging the employee's efforts and contribution, developing and practicing afeedback system for learning and improving are some of the areas affirmed in the literature as leadership roles and tasks of leaders (Rajiani & Sharafi, 2013; Kouzes & Posner, 2012; Grimm, 2010; Lamm, Carter, Lamm & Lindsey, 2017).

6.2.2 Effective leadership roles and tasks and leading and managing for a results culture

Leadership roles and tasks positively influenced the aspects of leading and managing for results culture. This result supports the findings of other studies. This result correlates with the result of other studies. For example, Zogjani and Raçi (2015) found that the roleof leadership in the organizational change process is fundamental and pivotal and that the responsibility of leadership was because of the continuous internal and external development of organizational environment in the organizational change. In this study, it is also mentioned that in the change process different difficulties appeared and during thechange process these difficulties challenged the leadership, which at the same time the leadership has to create a sustainable organizational change by virtue of its authority in decision-making, experiences, education and interpersonal relations within organisations.

Furthermore, effective leadership needs to enhance its leadership efforts/roles to link with effective accountability, synergy, responsibility, social networking, social transformation and good governance. In the process of change, leadership entails different approaches;however, effective leadership approaches and transformational leadership approaches are found to be the most appropriate. The result has much to offer those decision-makers who are hesitant regarding the effect of effective leadership on building a results-based leadership culture. Moreover, the leaders, managers and practitioners as well as administrators across the four levels of programme implementation/hierarchies can easily allocate resources, design structures, and develop strategies for the successful implementation of the programme under study. From the qualitative study, under the largetheme *Strategic alignment of organizational objectives and leadership focus*, the sub themes were *Strategic Planning*, *Performance measurement*, *Performance management*,*Adoption of a PMM system* and *Utilisation of a PMM system*.

These leadership roles and tasks are conceptually and textually consistent and linked with the leadership roles in the confirmed model. For instance, the findings related to thesub-theme *Strategic planning is* conceptually and contextually related with the results related to the indicator variables *Modelling role of leadership and pathfinding role of leadershipand the sub- themes performance measurement and management are also related with the Alignment role of leadership* and *Empowerment role of leadership*. Furthermore, the sub-themes adoption and utilisation of PMM systems are also conceptually and technicallyrelated to the alignment and empowerment roles of leadership. These findings/opinionsof the participants were found consistent with other related studies in the literature. For example, Luyet et al. (2012) emphasise on the importance of stakeholder participation in agricultural and environmental programmes/projects and proposed a comprehensive framework to implement stakeholder participation throughidentification to evaluation (project/programme cycle management).

6.2.3 Leading Managing for results culture and optimal institutionalisation of a RBPMM culture

Managing for results culture (results-based performance measurement and managementsystem) and its institutionalisation process were positively related. This result was clear evidence for the importance of results-based performance

management culture as a precondition towards its optimal institutionalisation of a RBPMM culture. This is to say that there is a need for the effective leaders to make further efforts to better elevate their leadership roles and related leadership strategies/practices to boost an optimal institutionalisation of a results-based performance measurement and management culture in the public sector organizations, development programs and projects with particular emphasis the developing economies. The result is in line with the findings of other studies including by Appelbaum and Berg (2014) who claim that strategic organisational change can be pursued in a proactive and reactive way. Putting it differently, a given leadership or management can envision the need for change or facilitate the essential steps in order the organization to address the forthcoming pressure, otherwise, the management or the leadership can resist the change and can be enforced into an organizational transformation, so that it survives. This implies that organisational change is a dynamic process. Directed change is initiated with a purpose and is pursued in line with the current and strategic objectives and strategies of a given organization, development program and/or project in a given setting(Felkins, Chakiris & Chakiris, 2012). In relation to the same research question/objective, from the qualitative aspect, different sub-themes emerged under the large theme '*Quality design of implementation strategies*." The sub-themes include *Quality design and proper implementation*; Review of plans, processes and outcomes; Capacity development/strengthening, Performance Review and Feedback System and Accountability for performance reporting.

These sub-themes on managing for results culture are conceptually and textually consistent/coherent and linked with the leadership roles in the confirmed model. For example, the findings related to the sub-themes *Quality design and proper implementation* and *Review of plans, processes and outcomes* are conceptually and textually related with the results related to the indicator variables *Results based performance measurement* and *Results based performance management*, respectively.

6.2.4 Leading and managing for a results culture mediates the positive effects of leadership roles and tasks on the optimal institutionalisation of a RBPMM culture

The mediating role of leading and managing for results culture between leadership roles/task and optimal institutionalization of a RBPMM culture was empirically

supported. However, results also indicated that managing for results culture that mediated the positive effects of leadership roles and tasks on optimal institutionalization of a results based performance measurement and management culture were not to the optimal level.This result was found to be consistent with that of many other researchers in the literature.For instance, Gerrish (2016:54) affirmed that "If top-level managers and line staff are involved in the design and implementation of performance management, it is more likelythat it will be implemented for primarily instrumental rather than symbolic reasons". However, the effective implementation of results based management can only be successful if it involved all concerned stakeholders at all levels (Gerrish, 2016). It is alsostated that for a change to take place, commitment at all levels of the organisational hierarchies to this management system has been pointed out as a necessary condition. Such a commitment should be manifested through the interaction and collaboration between/among the main parties and translated into precise tools and mechanisms to put results-based management into action (Kimiri, 2018). This finding particularly was shading light on the inevitable importance of the results-based management system to speed up and improve the positive impacts of effective leadership on optimal institutionalization of result-based performance measurement and management system.

Hence, it is now clear that the presence of a result-based management culture is a plus to improve the impact of an effective leader on the process of institutionalizing changes. From the qualitative component under the large them' *Stakeholder Participation'* the sub-themes emerged were Trust building, Customer involvement and Partnership formation as a mediating factor between leadership roles and tasks and optimal institutionalisation of a results-based performance measurement and management culture. All these sub-themes are conceptually and textually similar/congruent and linked with the results of theelements of managing and leading for results culture construct in the confirmed model, particularly with the aspects of strategic planning, performance measurement and performance management.

6.3 THE RBPMM MODEL AND ITS APPLICATION

This section presents and discusses the developed model. The purpose of this section is to provide a detailed discussion of the confirmed model (Figure 6.1). The discussion is based on the stated constructs in the model.

6.3.1 A leadership model that drives the optimal institutionalization of a RBPMM culture

The aim of this study was to develop a leadership model that drives the optimal institutionalisation of a results-based performance measurement and management culture. Achieving this aim necessitated the investigation of effective leadership roles and tasks with regard to the optimal institutionalisation of a RBPMM culture. In other words, this means that examining the direct and indirect effect of effective leadership roles on the optimal institutionalisation of a RBPMM culture from the perspectives of the quantitative component of the study. At the same time, it means that exploring or gaininga better understanding of the phenomenon on leadership and a RBPMM culture from the perspectives of the qualitative component of the study was pivotal and fundamentally in the defined study area.

Ultimately, the aim was looking for the convergence or divergence (confirmation or disconfirmation) of the proposed framework of the study in the context of the quantitative results and qualitative findings by checking the coherence/support of the overall findings of both components of the study and provide evidence-based information to the relevant stakeholders and the community of practice, practitioners and policy makers of the publicsector organisations in general and the natural resource management sector and the emerging economies in particular.

From the perspective of the qualitative component, the relevant sub-themes were developed from the interview notes/texts and were analysed in the context of references and these were discussed comprehensively in the qualitative component of the report. The results and findings of the quantitative and qualitative components of the study wereexamined for convergence/dis-convergence at the interpretation, discussion and reporting level of this manuscript. The results and findings of the quantitative and qualitative components of the study were carefully examined to check whether the findings of the two components of the study converge or dis-converge each other. The findings generated from the thematic analysis of the interviews or the emerged sub- themes/concepts from the qualitative component of the study and the results from the quantitative component were found to be contextually and conceptually aligned to eachother/converged to each other. This further means that the opinions/views of the respondents of the survey and the perceptions/reflections of the participants in the interviews were similar/congruent. The views that were provided

in relation to the relatedindicator variables of the quantitative component of the study, were conceptually and textually similar/congruent or coherent with the sub-themes and related reflections of the qualitative component of the study and vice versa. The conceptual and contextual understanding of the constructs and related indicator variables/concepts of the quantitative component of the study with that of the sub-themes and related perceptions cohered each other, thus they converged. The triangulated and confirmed model and the qualitative outcomes in line with the confirmed model are presented in Figures 6.1 and 6.2, respectively.

The sub-themes emerged in relation to the leadership roles of the qualitative componentare associated with the leadership indicator variables of the quantitative component and the sub-themes emerged related to leading and managing for results culture component of the qualitative component are associated with the indicator variables related to leading and managing for results culture component of the quantitative component. Thus, from the perspectives of the quantitative and qualitative components of the study, there wasno change in the model of the research.

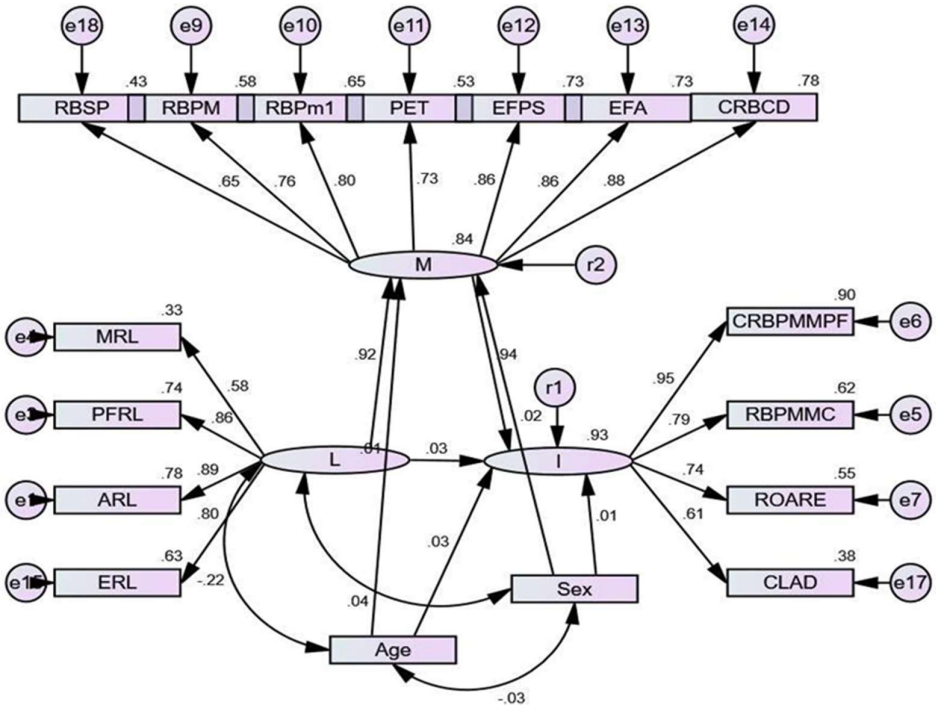

Figure 6.1: The final confirmed leadership model that drives the optimal institutionalisation of A RBPMM culture

Note: L = Leadership, I = Institutionalisation of a results-based performance measurement and management; M = Managing and leading for results culture; MRL = Modelling role of leadership, PFRL = Path- finding role of leadership, ARL = Alignment role of leadership, ERL

= Empowerment role of leadership, RBSP = Results-based strategic planning, RBPM = Results-based performance measurement, RBPm1 = Results-based performance management, PET = Promoting effective trust, EEPS = Establishing effective partnership strategy, EEA = Establishing effective accountability, CRBCD = Creating Results-based capacity development, CRBPMMPF = Core results-based performance measurement and management practices functional, RBPMMC = Results-based performance measurement and management championed by senior leadership, ROARE = Results oriented accountability regime ensured, CLAD = Capacity to learn adapted and developed.

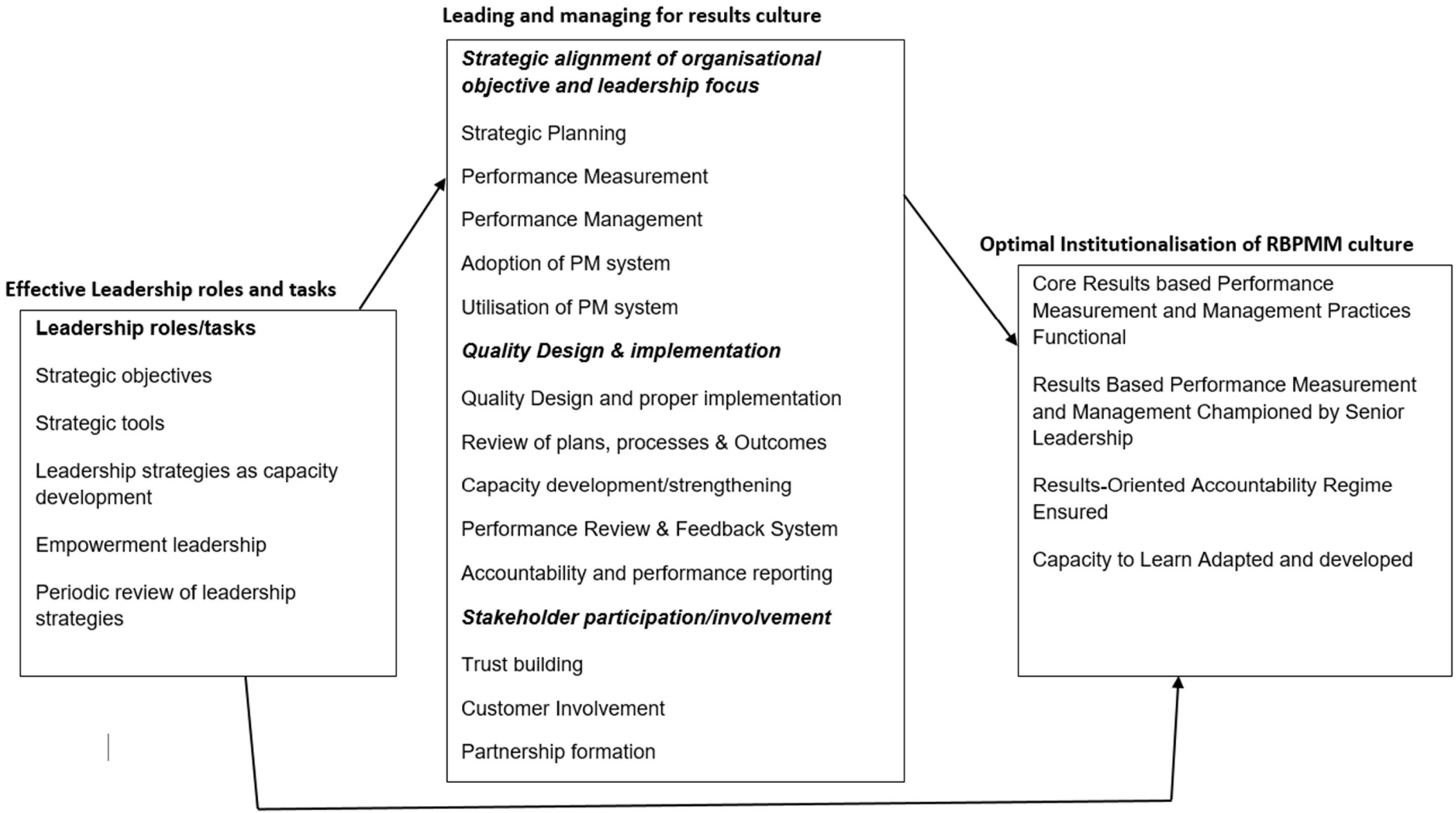

Figure 6.2: The triangulation of the qualitative and quantitative research results

6.3.2 Detail discussion of the model

The results and findings generated from the two components of this study were found to be coherent and in support of each other. The beliefs and views of the survey respondentsin relation to the effective leadership roles and leading and managing for a results culture(mediating variables) with regard to the optimal institutionalisation of a RBPMM culture supported each other and were similar/congruent to the reflections of the participants in the interviews.

Accordingly, the perspectives of the interviewees on effective leadership and leading and managing for a results-based culture concerning the optimal institutionalisation of a RBPMM culture in the study area, confirmed that the views of the survey respondents and the interview of the participants supported each other, both conceptually andtextually.

The indicator variables related to each construct and the constructs related to each indicator variable in the model as well as the themes and the sub-themes generated fromthe thematic analysis of the interview data set on the perspectives pertaining to the leadership roles and leading and managing for a results culture were found coherent with regard to each other, implying that there was a convergence of the quantitative results and qualitative findings (themes). This further means that the assessment of the outcomes of both components of the study led to the coherence/congruence of the quantitative results and qualitative findings.

For effective leadership to influence the institutionalisation of a results-based PMM culture optimally in an emerging economy, considering the indicated mediating variables between leadership and the optimal institutionalisation of RBPM is pivotal and fundamental. This further means that leadership that does not take the indicated mediators into account, cannot have a strong influence on the optimal institutionalisation of a RBPMM culture in the given setting. This issue is connected directly to the fact that scholars mention that institutionalising a RBPMM culture has technical and political challenges, of which the most important is leadership (Ahenkan et al., 2018). This further implies that the current research has not placed sufficient focus on the systematic linkages of effective leadership roles and tasks with RBPMM

culture practices. Thus, the consideration of the mediating variables indicated in the model wouldnarrow the gap and optimise the institutionalisation of a RBPMM culture in the defined setting in particular and in similar settings in general, if extra efforts by the respective leaders are in place.

When discussing the model as well as its application, and the conclusions pertaining to this model, the results from the quantitative component and the findings from the qualitative component of the study are considered and interpreted at this level of discussion and integration, the narrative and weaving approach (Fetters, Curry & Creswell, 2013) was used. Therefore, the application of the validated and confirmed model of this research (Figure 6.1) is discussed below on a concept-by-concept basis.

6.3.3 Detail discussion on the application of the model

This section discusses the application of the different elements/concepts or the indicator variables that describe the leadership and leading and managing for results constructs briefly. The optimal institutionalisation of a RBPMM culture in the public sector organisation of the developing economies in general and in the natural resource management sector of Ethiopia and other related sectors, and programmes and projects, must be achieved.

Accordingly, the concerned leaders/managers, as well as the relevant stakeholders, should focus on the application of the eleven predictors in the model (MRL, PFRL, ALR, ERL, RBSP, RBPM, RBPM1, PET, EEP, EEA and CRBCD) as the predictors influence the optimal institutionalisation of a results-based performance measurement and management culture positively.

6.3.3.1 Effective leadership

For a comprehensive understanding on the overall achievements of the objectives and goals of the organisations, development programmes and projects (mission, vision, values and strategies) and manage the pathway and demonstrate the value of the work for internal and external stakeholders, results-based management approach/performance measurement and management system is required. For this to take place, effective leadership roles and tasks matter (Lai, 2011). Putting it in another way, leadership and performance management matters. This further means that there

is a need for an institutionalised RBPMM culture that guides leaders and managers with regard to where they are today and will be tomorrow. This inevitably needs leadership support and, particularly, the will of a political leadership that supports and champions results as well as being accountable for managing for a results culture (Poister, 2003; Cotton & Tuchman, 2015). In order to implement this scenario effectively, the leaders at all levels of the organisation and development project hierarchies in the emerging economies, need to set the table and apply the elements of effective leadership roles and tasks (Moynihan et al., 2011; Hensellek, 2020) namely, the modelling role of leadership, the pathfinding role leadership, the alignment role of leadership and the empowerment role of leadership. The possible application of each of these leadership roles and tasks is discussed below.

The modelling role of leadership

When leaders set an example for others, they have credibility as well as integrity. The modelling role of leadership is integral to true leadership. Managing for results and being accountable for leading and managing for a results culture enables leaders to achieve the optimal institutionalisation of a RBPMM culture. This can only take place when the organisations, development programme' and /or project's leaders (top level and middle level, team leaders and process owners and the technical staff concerned) are effective and proactive. Setting an example, developing or creating an appropriate and relevant vision, mission, values and strategies, as well as being goal-oriented and taking the initiative, are some of the leadership roles that leaders of the organisations and managers of development programmes and projects at all levels of the their operation, including at community level, should understand and apply through awareness creation mechanisms at appropriate and relevant forums. Pursuing these tasks effectively result in realising the optimal institutionalisation of a RBPMM culture. Furthermore, motivating and inspiring the employees of organisations, development programme and projects at all levels of their operation and building teams and recognition of achievement are few of the leadership roles that need to be applied by the leaders/leadership of an emerging economy.

How the vision and mission are created, determines their application and effectiveness in a given setting, particularly with regard to guiding and accomplishing the

organisational, programme or project policies and strategies. In other words, the vision and mission are critical ingredients of organisational strategies that are centred on the leader's role in developing and implementing them through the active involvement of the internal and external stakeholders concerned. A comprehensive understanding of the importance of organisational or development programme and/or project strategic objectives that are communicated by leaders to both the internal and external stakeholders to promote cohesion, synergy and trust is of crucial importance. Therefore, ultimately, the leadership focus when applying all the above and other related modelling roles of leadership tasks practically will influence the process of leading and managing for a results culture, thereby promoting the optimal institutionalisation of a RBPMM culture in the given setting.

The pathfinding role of leadership

The pathfinding role of leadership entails the leadership role related to the vision and mission, values and strategies in a given setting. Path finding is described as leadership in action.

The communication of a shared vision and mission is the responsibility of the leaders of organisation or institutions. Communicating the strategic tools/objectives (vision, mission, values and strategies) of organisations, development programs and/or projects through using relevant forums (meetings, seminars, workshops and conferences, amongst others) at the different organisational or programme management levels, is one of the tasks that the leaders need to perform. Importantly, it is the duty and responsibility of the leaders to ensure that the vision, mission, values and strategies of the organisation, development programmes and/or projects of a given setting are clearly communicated in an effective manner to the concerned stakeholders (internal and external) and to the employees and are being internalized (and not only pay lip service to them) by these stakeholders. The leaders/leadership of the organisation must ensure, in particular, that the employees of the organisation take true ownership of the strategic mission, vision, values and strategies of the organisation (Marimon, Mas-Machuca & Rey, 2016).

In addition to the above, the vision, mission, values and strategies of the organisation

should be translated into specific goals, objectives and plans (strategic and operational) so that the employees/stakeholders understand how to strive to realise the desired future and accomplishment of the defined purpose and objectives of the organisation and related development programmes and projects (Mutairi & Nase, 2019). In this context, it is the role of strategic managers/effective leaders to translate the vision and mission into action, which are usually executed through the systems and structures that are basic blueprints for how things are done in organisations and development programmes (Mutairi & Nase, 2019).

The promotion of the vision and mission of the organisation or development programmes and /or projects by the leaders/managers involved in the organisation, development programmes and /or projects at all levels of management, will also lead to the collaboration and synergy with other stakeholders to achieve organisational goals including the design and implementation of a RBPMM culture in the sectors as well as in the related development programmes and projects in an emerging economy.

Applying pathfinding leadership roles means applying the leadership strategies including leading and managing for a results culture and when applied and implemented properly by the leadership (being championed for results and being accountable for the delivery of the results) the question of a results-based management approach arises and the need for it to be institutionalised, is realised by the leaders/leadership.

The alignment role of leadership

The alignment role of leadership entails an increased sense of purpose and an association with the organisational or development programmes objectives and goals. The mission and vision of an organisation or a development programme enable people to see the big picture on which to focus their individual and group efforts.

In this context of leadership roles, the leaders/managers/technical staff of the organisation related development programmes and/or projects must ensure that the strategic objects and tools of the organisation are built into the organisational or programme structure to support the related strategies. The particular emphasis of the leaders on the PMM system of the organisation, development programmes and

projects enable its employees, its stakeholders including the communities, to establish their priorities and ensure that the performance management system is aligned with its organisational or programme structure. This creates an enabling environment for both the employees and other relevant stakeholders connected with the organisation or development programme and/or project to align their priorities with their work plans and action plans. Performance measurement and management are business leadership strategies that enable leaders/managers of organisations and/or development programmes or projects to measure their performances easily and provide them with evidence-based performance information to understand clearly where they are today and where they want to be in the future. Accordingly, the leaders of today and tomorrow have to pay heed to the quality of their designs and their proper implementation in their respective organisations or development programmes. Such scenarios of performance measurement and management lead to the optimal institutionalisation of a RBPMM system in a given setting. The lack of such a focus and attention by the leaders of organisations and development programmes, particularly in the developing economy regarding the quality design and implementation of a performance measurement and management system, results in vulnerability (Wachira, 2013).

The empowerment role of leadership

Empowerment is created after the strategic tools (mission, vision, values, and strategies) are created by the leaders/managers of organisations or development programmes. Empowerment is a series of management practices, which is like a path or journey, one that develops as people work through it (Liu, 2015). Empowerment entails transformational leadership whereby leaders seek to instil a vision, mission and values in others (Amor et al., 2020; Choi et al., 2016).

In this context, leaders and managers of organisations or development programmes are facilitators and motivators regarding supporting and empowering their teams.

There is a need for the leaders to pay attention to creating the shared commitment of the staff of organisations or development programmes regarding the vision, mission, value and strategies so that the desired objectives and goals are achieved.

Capacity development/building, creating passion, energy and a sense of ownership with respect to PMM, should be some of the empowerment roles of leadership activities that need to be pursued by the concerned leaders and managers of the organisation in an emerging economy.

The periodic review of organisational or development programme strategies and interventions with particular emphasis on (expected results, output, inputs and processes, outcomes, performance indicators and performance targets) are also some of the empowerment roles of leadership practices that must be carried out continuously and regularly by the concerned leaders/senior managers of the organisation or development program in the emerging economy. When such practices are applied fully, are functional; the optimal institutionalisation of a RBPMM culture can be realised at all levels of the public sector organisations and related sector development programmes/projects in the developing economies of similar context.

6.3.3.2 Leading and managing for a results culture

In the context of this study, leading and managing for a results culture construct has seven (7) indicator variables. How each of the indicator variables of this construct should be applied, is discussed below.

Results-based strategic planning

Results-based strategic planning entails the process of developing guidelines and formulating strategies that control the different interventions involved to achieve the established/agreed objectives and goals of a given organisation, programme and/or project (Mohammed et al., 2013). Results-based strategic planning is a fundamental practice of effective leadership, thus leaders and managers, as well as the technical staff of the organisation and/or defined development programmes or projects, should have the basic knowledge and skills on results-based strategic planning practices in order to facilitate and interact with internal and external stakeholders of the organisation and related development programs and projects in the planning process and to review their performance in a systematic way. The knowledge and skills pertaining to Results-based strategic planning, helps to develop objectives (McDavid & Hawthorn, 2006) and achieve the goals of a given organisation or development

programme of a given setting.

One basic practice related to results-based strategic planning is that after the completion of the results-based strategic planning process, the outcome of the process, the strategic plan document (logical framework/results framework), needs to be converted/transformed with regard to its implementation through the preparation of operational and action plans in order to achieve the stated goals, outcomes and outputs expected (Mutairi & Nase, 2019).

For this to take place, a performance monitoring system needs to be established for the purpose of seeing the realisation of the organisational or programme performance outputs and outcomes. This requires designing/developing the relevant performance indicators and performance targets that are part of the strategic planning process and elements of the strategic plan.

With respect to the notion of results-based strategic planning as an aspect of managing for a results culture, systematic organisation and the involvement of the stakeholders concerned (for example, middle level managers, top management and technical experts) in the overall results-based strategic planning process for the development of a clear vision and mission of a given organisation, programme and/or a project in a given setting, is fundamental. Therefore, they need to be applied by the leaders and the concerned stakeholders in the related organisation and sector development programmes/projects, and similar agricultural development programmes in the developing economy, in general.

Results-based performance measurement

Performance measurement has evolved as an essential management tool in public management, policymaking, and public reform (van Dooren et al., 2015). This implies that there is a need for policy, organisational, programme or project level leaders/senior managers and the related technical staff to conceptualise the importance of a performance measurement system. There must also be a clear understanding by the stakeholders concerned (both internal and external) of the development and application of performance indicators and targets (measures of performance). Furthermore, the concerned leaders and staff of the organisations and

development programmes, need to pay attention to the nature of performance indicators that cover the entire value chain starting from inputs to outputs and then to the outcomes.

In this context, it must be emphasised once again, that performance measurement entails a continuous and systematic evidence-based data collection process by observing and recording performance related issues for a defined performance purpose. Here, it should be noted that performance measurement entails the supply aspect and plays a pivotal role in public reform initiatives and acts as a catalyst for public management reform (van Dooren et al., 2015).

In view of the notions explained above, McDavid and Hawthorn (2006) observe that performance measurement is regarded as a means of providing performance information feedback to leaders, managers and other concerned stakeholders in a network of accountability and relationships. The basic knowledge and skills pertaining to these notions, empower the leaders and managers in a given setting with knowledge regarding how to measure the results and report performance results regularly or periodically, so that this process leads to the optimal institutionalisation of a RBPMM culture in the organisation and different sector development programmes/projects and similar programmes in the sector as well as in the overall developing economy.

Results-based performance management

A performance management system requires collecting performance data, integrating/incorporating the performance data into the management system, and ultimately, implementing the performance information (van Dooren et al., 2015). In this context, performance measurement information can be regarded as the supply aspect, and the envisaged use of the performance information can be seen as the demand aspect and the incorporation of performance information between them, depicts the link between performance measurement and performance management systems (van Dooren et al., 2015). Here, the incorporation of performance information means importing performance information related data in documents and this includes actions with the possible purpose of using them not only for the purpose of control systems

(internal management) but using performance management information for the purpose of social control (social transformation, social networking, learning and improving, decision-making and accountability). This further implies that the leaders and programme development staff concerned need to exert greater efforts and that team efforts are linked to a results-based performance management system to achieve programme outcomes. When we say that performance management represents the demand aspect, it means that the top leadership, senior management, ministers and citizen and the parliament need to ask for performance management information regularly and periodically for their quality decision-making accountability, transparency, learning, improving, and networking. The regular demand for performance information improves the design and implementation (measurement) of a performance measurement system and the provision of timely and quality performance information for the internal and external stakeholders concerned. Thus, this indicates that the leaders and managers concerned need to focus on the demand aspect so that there is always a need for the provision of quality and timely performance information for the purpose of social control. The supply to and demand of this quality and timely performance information by the concerned stakeholders from the bottom to the top level of management, improve decision-making, transparency and ultimately, leads to enhancing good governance.

Trust building

Trust as a phenomenon is extremely complex. At different levels, trust can be described and understood differently. At the level of the individual, it is perceived the willingness to cooperate and to commit to organisational changes is being affected. At the organizational level, it is described and understood as a collective commitment and cooperation to achieve organisational goals. Furthermore, the fact that trust holds different structures together, at the public level, it is described as social glue. This indicates that trust is an essential element in constructing human relationships. This further implies that trust signifies social capital and plays a pivotal role in the organisational growth and development. Thus, within the context and the culture of a given organisation or a development programme or project, effective/transformational leaders have to be alert at all times to enhance and promote and institute it within the

framework of their organisation, development programmes and/or projects at all levels through the application of appropriate strategies and approaches. This denotes that trust building can take place through the application of effective leadership practices such as achieving results, demonstrating concern and acting with integrity. In addition, it can be achieved through organisational design activities such as the organisation's or development programme's objectives, structures, management processes and the management of organisational structures and organisational cultural strategic tools, such as, developing and creating a mission, vision, values and strategies. When such trust building strategies are established and indeed effective, trust within the framework of the organisation is fostered (Fuoli & Hart, 2018).

Establishing an effective partnership strategy

One of the reasons for a partnership is that it leads to improved organisational performance through improved relationships, structures and processes. One of the results of an effective partnership is that it leads to an improved organisational or development programme or project performance through improved relationships, structure, systems and processes. The involvement of communities in the programme/project cycle management with particular reference to its results-based PMM/monitoring and evaluation design and implementation, is pivotal and fundamental to which the leaders and the concerned technical staff of the programme have to pay attention.

Partnership alliances built and maintained with relevant institutions and sector development agencies, departments and bureaus such as environmental entities, universities, research centres and public relations, are some of the institutions with which such partnerships need to be created. The leadership/leaders of the development programme at all levels of programme implementation need to focus more on better partnerships and achieve the expected results through the effective application of the partnership practices. Deliberate and extra efforts on the application of these practices would lead to the realisation of the optimal institutionalisation of a RBPMM culture in the public sector organisations and as well in the different development programmes/projects in the mentioned sector in particular and as well as in the similar developing economies in general.

Establishing effective accountability

Accountability can be seen from different perspectives (Ryan, 2019). In this study, accountability was conceptualised from the perspectives of the actor (corporate, hierarchal, collective, and individual) and from the nature of the obligation (vertical, diagonal and horizontal). These notions imply that accountability for performance requires reporting results and this in turn demands the establishment of interrelated accountability tools by which concerned stakeholders at all levels of a given organisation, development programme and/or project are expected to report their performance results to their partners and stakeholders vertically, horizontally and diagonally. Accountability tools that could be used by stakeholders in the public sector organisations or entities include performance plans, performance agreements, accountability reports and performance reviews (Hilber et al., 2020).

Accountability environment can be mainstreamed through strategic planning, management principles and practices and understanding the dimension of accountability and an integrated framework and how accountability is managed. Accountability for what, accountability for whom and how it relates to the organisational response (organisational tactics and strategies) can be asked.

Creating result- based capacity development

Organisations, and related stakeholders can apply an operational and systematic process to design a results-based capacity development strategy from identifying problems and designing strategy, to implementing plans and monitoring and evaluating results/performance measurement and management (World Bank, 2011).

According to Fisher (2010), capacity development/building can take place and exists at the individual/workforce, organisational and system levels, sector and enabling environment. Literature further notes that the individual level capacity building activities improve the performance of the workforce in the context of a defined competence, whereas the organisational capacity development activities augment the organisational, programme or project capability to finance, plan, manage, implement and monitor the progress of programmes, and the system level improves the external environment in which the organisation, programme, or project functions (structures

and policy interactions, adherence to standards). According to Fisher (2010), the capacity development interventions must be strategically aligned with the different options.

An appropriately designed and implemented PMM system leads to the adoption and utilisation of performance information and ultimately to an optimal institutionalisation of a RBPMM culture in defined organisations, development programmes or projects in a given setting. Furthermore, this context requires creating a results-based capacity development and building activities such as training and technical assistance, organisational support, and organisational development interventions. Additionally, relevant training workshops on the design and implementation of results-based capacity development, performance monitoring, performance reporting and performance review system, are some of the areas that need focus and deliberate efforts regarding capacity development/building activities. These interventions enhance in facilitating and achieving optimalisation of the institutionalisation of a RBPMM culture in the public sector organisation and /or development programmes and projects in the natural resource management sector and/or similar development programmes in the region and country and the developing economy, in general.

6.4 CONCLUSIONS IN RESPECT OF RESEARCH QUESTIONS AND OBJECTIVES

This section aims to discuss the conclusions from the preliminary results.

6.4.1 Conclusion from the preliminary results

The mean values were computed for each construct with the aim of determining the current status of the optimal institutionalisation of a RBPMM culture of the MERET of natural resource management sector of Ethiopia.

From an effective leadership roles and tasks perspective, the results revealed that these indicator variables were being practised. However, as the mean values indicate, the results were moderately low. Among the effective leadership/tasks dimensions, the Modelling role of leadership (MRL), the Pathfinding role of leadership (PFRL), the Alignment role of leadership (ARL), the Empowerment role of leadership (ERL), the indicator variable the Path finding role of leadership received more attention and was

supported and championed (practised) by the leadership, consequently, it was found to be in a better position with regard to enhancing the optimal institutionalisation of a Results-based performance management culture than the other indicator variables of the leadership construct.

Regarding leading and managing for a results culture, all the indicator variables (Results-based strategic planning, Results-based performance measurement, Results-based performance management, Promoting effective trust, Establishing an effective partnership strategy, Establishing effective accountability and Creating results-based capacity development) were practised across all levels of the study hierarchies(federal, region, district and community) and did enhance the institutionalisation of a RBPMM culture in the study area.

Pertaining to the optimal institutionalisation of a RBPMM culture, the results confirmed general agreement regarding the presence of a certain level of institutionalisation of a culture across the different implementation hierarchies (federal, regional, district, and community). From the dimensions of the optimal institutionalisation of a RBPMM culture, the dimension of Capacity to learn and adapt developed (CLAD) was found to be adopted better, was more functional, and was being formalised in the study area. Overall, the status of a results-based PMM culture of in the study area was not institutionalised optimally.

6.4.2 Conclusions regarding the main research question

In this section, conclusions are drawn from the results/findings. The primary research question and the related secondary research questions were set out in Chapter 1. Here the conclusions are drawn for the primary and the secondary research questions.

Main research question: How can a leadership model that drives the optimal institutionalisation of a results-based performance measurement and management culture conceptualised?

The institutionalisation of a RBPMM culture is fundamental and crucial for guiding organisational leaders and managers as well as the employees. A RBPMM culture provides consistent and quality performance information for management informed decision-making, accountability, transparency, learning, improving and social

networking. However, it has not yet received sufficient attention and neither has a deliberate effort been made, in particular, in terms of its execution by the leaders/senior management in the study area.

Results and related outcome findings presented in Chapters 4 and 5 supported and answered the research questions and the research objectives of the study Though efforts were made to implement the RBPMM system, the leadership roles and tasks associated with implementing a RBPMM system were not implemented systematically, insufficiently addressed and were not fully functional. The senior level leadership/management across the different operational levels of the organisation/programme did not encourage and facilitate the cultivation of a RBPMM culture responsibly and continuously. The required political support by the senior level leadership was not adequate and did not make extra efforts purposefully and adequately to implement an RBPMM culture. The purpose of a RBPMM system remained for internal and external compliance and not beyond that. The supply of performance measurement information was on inputs and processes, and this was in line with only one dimension, namely, upwards or vertical. Senior leadership lacked championing and cultivating a RBPMM culture in the study area. At the same time, there was a lack of practical advocacy by the senior leadership at all levels implementation hierarchies not only with regard to a section of the stakeholders, but also to the whole set of stakeholders for being responsible and accountable for delivering and communicating results vertically, horizontally and diagonally.

The lack of professional knowledge and expertise to lead and manage a RBPMM system across all levels of leadership/management was another constraint connected with the inadequacy of implementing a RBPMM culture in the study area. The lack of linking roles and tasks of effective leadership (modelling, pathfinding, aligning and empowering) strategically with the relevant effective leadership strategies or leading and managing for a results culture (mediators) was another constraint of the leadership. Consequently, the feasibility of a RBPMM culture being championed and a results oriented accountability regime being ensured by the concerned leadership, was severely compromised.

Overall results indicated the direct influence of leadership roles and tasks (leadership)

on the optimal institutionalisation of a RBPMM culture is not significant while the indirect influence of leadership (through the mediator) on the optimal institutionalisation of a RBPMM culture is significant. This generally implies that leadership alone cannot have a significant impact on the optimal institutionalisation of RBPMM culture. For an institutionalised RBPMM culture in a given organisation, development programmes and or projects leadership requires to consider and implement relevant mediating variables.

6.4.3 Conclusions with respect to each specific research questions

The following conclusions are drawn based on the results of the study. The conclusions are presented separately for each specific research question.

Research Question 1: What underlying leadership factors influenced the optimal institutionalisation of a RBPMM/?

The results from this study failed to support the assertion that effective leadership roles and tasks influence the optimal institutionalisation of a RBPMM culture. The predictive relationship between effective leadership roles and tasks and the optimal institutionalisation of a RBPMM culture, was not statistically significant in the model. This implies that effective leadership alone cannot influence the optimal institutionalisation of a RBPMM culture directly in the given setting. The failure of this statistically significant relationship (between an effective leadership role and the optimal institutionalisation of RBPMM culture), showed the need for considering the relevant mediating variables for the optimal institutionalisation of a RBPMM culture. Despite these findings, the results can be taken as the most valuable input by the authorities across the different implementation levels in their effort to tackle the fundamental barriers towards the optimal institutionalisation of a RBPMM culture.

A PMM system guides leaders/managers towards achieving their respective objectives and goals. It generates evidence-based performance information for day-to-day management decision-making and accountability, learning and improving, social networking, the provision of performance information for internal and external stakeholders, as well as for the public for feedback and transparency.

Regardless of their lack of expertise, professional knowledge, proper guidance, skills

and experience with regard to leadership roles and tasks and leading and managing for a results culture, organisational or development programme/project leaders/senior managers and senior level technical staff in non-profit and profit-making public or private sectors, want to implement a RBPMM system.

In order for organisation or development programme leaders/senior managers and technical staff at all levels of the organisational management hierarchies to promote and institutionalise a RBPMM culture in their respective areas, they have to use the effective leadership roles and tasks (leadership predictors) namely the Modelling role of leadership, the Pathfinding role of leadership, the Alignment of leadership and Empowerment of leadership through the use of relevant mediating factors. Effective use of these leadership roles through the appropriate mediators as deemed appropriate by the effective leaders/mangers can influence the optimal institutionalisation a RBPMM culture practically and systematically so that it becomes feasible and is realised in the public sector organisation or development programmes.

It can be concluded that leadership alone cannot influence the optimal institutionalisation of a results-based performance measurement and management culture; it requires intervening factors as manifested in the model.

Research Question 2: What underlying leadership factors influenced leading and managing for results culture?

The results indicated that the influence of effective leadership roles and tasks on leading and managing for a results culture was significant. In other words, effective leadership roles and tasks influenced the aspects of leading and managing for a results culture in the study area. This result can help those decision-makers who are hesitant regarding the effect of effective leadership in building a results-based leadership culture. The result also implies that the leaders, managers and practitioners, as well as administrators across the four implementation hierarchies, can easily allocate resources, design structures, and develop strategies with regard to the effective leadership roles and tasks for the successful implementation of the programme under study. Furthermore, the results imply the need for effective leadership to enhance its leadership efforts/roles to achieve effective accountability,

synergy, responsibility, social networking, social transformation and good governance. Fostering capacity development with regard to the elements of effective leadership roles and tasks would ensure the appropriate use as well as the implementation of effective leadership practices that may maximise leading and managing for a results culture.

Research Question 3: What leading and managing for results culture factors influenced the optimal institutionalisation of a RBPMM culture?

Leading and managing for a results culture enhanced the institutionalisation of a RBPMM culture significantly. This implies that leading and managing for a results culture (mediating factor) is a pre-condition for the optimal institutionalisation of a RBPMM culture. In addition, it is clear that effective leadership in the given setting, is pivotal for the optimal institutionalisation of a RBPMM culture and should be responsible for championing the dimensions of leading and managing for a results culture that entails Results-based strategic planning (RBSP), Results-based performance measurement (RBPM), and Results-based performance management (RBPM). Furthermore, it involves Promoting effective trust (PET),Establishing an effective partnership strategy (EFP), Establishing effective accountability (EFA), and Creating results-based capacity development (CRBCD)]. This further indicates that the Optimal institutionalisation of a RBPMM culture requires deliberate and extra efforts on the dimensions of leading and managing for results culture by the responsible leadership or leaders.

Research Question 4: What managing for results culture factors mediate between leadership roles and optimal institutionalisation of a RBPMM culture?

According to the structural modelling equation analysis, while Leadership roles and tasks (L) are aligned with the Optimal institutionalisation of a RBPMM culture (I), Leading and managing for a results culture (M) increases the relationship between leadership roles and tasks and the optimal institutionalisation of a RBPMM culture.

This research study concluded that effective leadership alone is not in a position to influence the optimal institutionalisation of a RBPMM culture critically enough to be feasible. When we say leadership alone does not influence the optimal

institutionalisation of a RBPMM culture, we are considering the (SEM) model, but not the traditional regression model that considers only the independent and dependent variables. In this context, the study concluded that effective leadership requires the implementation of the indicated intervening variables (mediators) in the model in order to influence and realise the optimal institutionalisation of a RBPMM culture. Furthermore, the study concluded that all leading and managing for a results culture (mediating factors) had positively influenced the institutionalisation of a RBPMM culture. However, the institutionalisation of a RBPMM culture was not optimal. The study further concluded that the PMM system was adopted, however, there was not an actual use of the PMM performance information for decision- making, wider accountability, transparency, networking and learning and improving. Thus, there is still a need to place more focus by the responsible leadership (leaders/managers/technical staff) and provide more weight on the dimensions of the leading and managing for results culture (RBSP, RBPM, RBPM1, PET, EEP EEA, CRBCD). For this to materialise, developing the capacity of the relevant implementers of the organisation/development programme (leaders, managers, and technical staff) is vital. Designing and organising a training programme by expertise on the principles and practice of strategic leadership and programme management is also crucial.

Research Question 5: How do leadership roles and tasks in managing for a results culture and the optimal institutionalisation thereof differ between the federal, regional, district, and community levels (administrative hierarchies)?

This research question was formulated to gain insight and determine whether group differences existed on the opinions of the respondents in the implementation of the three constructs namely Effective leadership roles, Leading and managing for a results culture and the Optimal institutionalisation of a RBPMM culture .

It was found that leadership roles and tasks had no basic difference across all levels of the implementation hierarchies (federal, region, district and community) of the natural resource management sector. The participants also expressed the view that there were no differences in their understanding of the phenomenon of interest. The study concluded that the role of leadership across all levels of implementation hierarchies did not vary significantly. This might be attributed to the lack of commitment

and accountability of the leaders/leadership at all implementation hierarchies.

With regard to Leading and managing for a results culture, it was found that leading and managing for a results culture across all levels of the programme management (federal, region, district, and community) were not equal, was supported empirically. The study concluded that leading and managing for a results culture across all levels of the programme management hierarchies varied significantly. For instance, at the district levels, leading and managing for a results culture was given greater emphasis and one of the reasons for this could be that at the district level there were dedicated technical staff leading the performance measurement system.

With regard to the Optimal institutionalisation of a RBPMM culture, significant variation was found among the implementation hierarchies. The institutionalisation of a RBPMM culture was better at the district level for the reason given above for leading and managing for a results culture for the district level.

6.4.4 Conclusion with respect to the research objectives

As presented in the preceding section, conclusions are drawn in line with the main research question and each specific research question. Since the research questions and research objectives are alike, the conclusions that are drawn based on the research questions, also apply to the conclusions that can be drawn based on the research objectives.

6.5 CONTRIBUTION OF THE STUDY

It can be stated that the association of effective leadership roles and tasks and a PMM culture matter. However, leadership and RBPMM were not seen to be explicitly feasible in the literature.

The results-based leadership model that drives the optimal institutionalisation of a RBPMM culture has described the fundamental importance of results-based leadership elements such as the modelling role of leadership, pathfinding role of leadership, the alignment role of leadership and the empowerment role of leadership and its related practices that influence leading and managing for a results culture. These can be used as a frame of reference to design and institutionalise a RBPMM

culture in the emerging economies in particular, and other related organisations in the public sector in general. These indicator variables that predict leading and managing for a results culture, are useful for optimising the leadership role for championing for a results culture and being accountable for Results-based leadership/management.

The model has also identified the elements of leading and managing for a results culture that predicts the optimal institutionalisation of a RBPMM culture in an emerging economy. The predictors include results-based strategic planning, results-based performance measurement, Results-based performance management, promoting effective trust, establishing an effective partnership strategy, establishing effective accountability, and creating results-based capacity development. These predictors are valuable when designing and institutionalising a RBPMM culture in a given setting. Further unique contribution of these mediating factors will not only be for implementing or formulation of organization, development program and/or project strategies but also used for reformulation of these strategies in an emerging economy.

In addition to the above, this model has also identified variable indicators that describe and ensure the optimal institutionalisation of a results-based performance measurement and management culture. These indicators include core results-based performance measurement and management practices fully functional, results-based performance measurement and management championed by senior leadership, a results-oriented accountability regime that is ensured and the capacity to learn, adapt and develop. Overall, the model can be used as a framework for designing implementing the optimal institutionalisation of a RBMPP culture in an emerging economy.

The need for understanding the relationship between leadership and performance measurement and management is increasing in public sector organisations, development programmes and/or projects. In particular, the strategic linkages/relationships and the implications with regard to the key effective leadership roles and performance measurement and management practices and approaches, are increasing markedly due to the public sector reforms in the developing economy with particular reference to Africa. One of the leadership strategies that require attention during the reform processes is a results-based performance measurement and

management culture. However, considering a results-based performance measurement and management culture without taking the related effective leadership roles and tasks and practices into account, is not feasible. Thus, the relationships between leadership and results-based performance measurement and management matters. Leadership that cultivates a results culture for learning and improving, decision-making and accountability, transparency and networking is crucial. For this to take place, the respective leaders/managers/technical staff and concerned internal and external stakeholders in the non-profit and profit making of organisations, development programmes and/or projects require proper guidance on systematic mechanism(s) that help them facilitate accomplishing and achieving their respective organisational objectives and goals. These phenomena indicate a need to have an empirically studied model that acts as a guide to address the issues of leadership and a results-based performance measurement and management culture in the developing economies.

The study contributes to the literature by analysing the importance of performance measurement and performance management systems in many ways including analysis of the history of performance measurement, performance management in the public sector, performance frameworks, and benefits of managing for results culture. Furthermore, the factors that could influence results culture in the public sector organisations of the emerging economies in particular and the related developing economies in general namely the mediating variable(s) is the other contribution of the study to the literature. The explicit explanation of the association of effective leadership roles and tasks particularly the indirect influence of effective leadership on the optimal institutionalisation of a results-based performance measurement and management culture in the public sector organisations in general and the developing economies in particular is pivotal contribution of this study. Also, as singular and disconnected factors, these key drivers do not contribute to success, but they combine with leadership tasks and roles to promote high performance. These insights may assist effective service delivery which should be tailored to an effective performance measurement and management system. Overall, the study contributes to the scholarly discourse relating to leadership and RBPMM practices. The RBPMM leadership model

can be applied in strategic human resource contexts to improve leadership practices and service delivery in Ethiopia as well as in other emerging economies.

In general, hence, the empirically leadership model developed in this study that drives the optimal institutionalisation of a RBPMM culture would have the following contributions:

- It may facilitate the promotion and institutionalisation of a RBPMM culture.
- It can provide direction and guidance to alleviate the issues and challenges of leadership roles, practice and the use of performance information for decision-making, performance leadership accountability, learning and improving, and development in the context of the existing bottlenecks hindering the performance measurement and management in public sector organisations, programmes and projects being implemented in the emerging economies such as in Ethiopia, in Africa and even globally.
- Researchers, policy makers, managers, professionals, donors, non-governmental organisations in the public and private sectors including non-profit organisations can gain insight into the problems relating to the roles and practices of leadership in promoting and institutionalising a RBPMM culture design strategies and policies to alleviate these problems.
- It may encourage a paradigm shift for establishing and institutionalising an adaptive results-based culture/regime in the public sector development programmes in the developing economies.
- Understanding the practical design, application and implication of PMM systems with the use of control system framework perspectives and understanding it as a social and cultural control and learning system can offer pivotal and fundamental input to the relevant stakeholders in the public sector organisations and non-profit organisation as well.
- The model of this study may be useful as a foundation for designing and institutionalising a meaningful and successful RBPMM culture for the developing world related development programmes and projects, and the implementing sector organisation.
- The outcome (the RBPMM model) may be applied in academic institutions in

developing economies. Interested scholars can use the outcome of such an advanced study for designing and implementing a RBPMM systems in the public and non-governmental organisations, programmes, and projects. They can also use it to develop a RBPMM curriculum contextually.

6.6 REFLECTIONS OF THE RESEARCH JOURNEY

A challenge faced during the data collection process, was the timing with regard to contacting the respondents and participants during the data collection process and implementation. As most of the respondents were office workers, it was challenging to meet all of them and collect data from the survey as well as the interview in accordance with the schedule. One of the issues was the endless meetings held in the offices (agricultural offices). Following the advice and option given, in order for all respondents to participate in the survey, the researcher had to adjust his schedule to collect data from the respondents outside working hours. Accordingly, the timing of the data collection was re-scheduled to be held either in the early morning or in the late evening depending on what was convenient for the respondents in their offices. In spite of these challenges, the data collection process was extremely successful.

6.7 RECOMMENDATIONS

This study has reported evidence-based perceptions and empirical insights, albeit with some differences, regarding the optimal institutionalisation of a RBPMM at all levels of administrative hierarchies (federal, regional, district and community) in SNNP region Ethiopia. The leadership did make efforts to institutionalise a RBPMM culture in the study area. The level of institutionalising a RBPMM culture in the study area was moderately low, which was attributed to the weak political will and lack of institutional capacity. A RBPMM system was adopted but was not actually used. Results-based performance measurement and management systems are yet to be institutionalised as the way to do business in public in sector organisations and development programmes in the emerging economies, particularly in Africa. Results-based performance measurement and management were not championed with sufficient vigour and drive by the senior level leaders. Moreover, accountability for leading and managing for a results culture was not addressed adequately. As a result of these

issues, the institutionalisation of a RBPMM culture, was not at an optimal level.

Regarding the importance of an institutionalised RBPMM culture in organisations, development programmes and/or projects in the study area, and other similar development programmes in Ethiopia and elsewhere in the developing economies, the following recommendations were drawn.

Recommendation 1: Promoting and creating adaptable results-oriented culture at all levels of the organisational hierarchies

Fruitful application of institutionalising a result-based performance measurement culture in public sector organisations is based on an ability to create a leadership and management culture that is focused on results culture and not just on compliance or implementing performance measurement and management systems. This involves not just organisational, but also institutional change. A results-oriented culture focuses on the obtaining evidence-based performance information through appropriately implemented and managed performance monitoring and reporting systems that requires leaders and manager comprehensively understand and apply appropriate acts, hierarchies, regulations, and procedures as well as to diagnose problems, design solutions, take risks and develop adaptive implementation approaches. Successful leadership encompasses an appropriate combination of traditional and current ways of contextual organisational operational systems; ensuring effective administrative accountability is combined with results-focused innovation and mobilization of stakeholders and resources. Given that leaders cannot be directly involved in all aspects of leadership, it may be those that influence indirectly are the only ones that leaders actually influence the optimal institutionalisation of a RBPMM culture in given public sector institutions.

***Recommendation 2*:** Implementation of a RBPMM culture must receive comprehensive support and be championed by the senior level leadership.

Timely and high-quality performance information is provided by a RBPMM culture and guides leaders/managers, and the stakeholders concerned to envisage where they were yesterday, where they are today and where they will be tomorrow. Furthermore, performance measurement and management information enable leaders/managers to

engage in timely and quality decision-making and achieve accountability, while learning and improving, networking, and transparency are further positive results that emanate from this system. From these perspectives, the design and implementation of a results-based performance measurement and management culture should receive the attention of the respective senior level leadership at all levels of the programme implementation, including at community level.

Recommendation 3: Create an enabling environment to foster leading and managing for a results culture.

Leading and managing for a results culture is pivotal. Regular utilisation of a performance management information and the actual use of performance management information (measures of efficiency, outcome measures and output measures) for accountability and decision-making, promotes the development of a results culture and leads to the ownership and sustainability of a RBPMM system.

Building the workforce with the required knowledge, relevant leadership practices (effective leadership practices), performance measurements, and performance management enables the staff to design, implement, monitor and evaluate a performance measurement and management system. Moreover, periodic assessment of performance measurement and performance management information, and the sharing of the findings (good and bad) to the relevant stakeholders, vertically as well as horizontality, is also fundamental. Besides making extra efforts with regard to championing for results and being accountable for managing for results and facilities, as well as resource mobilisation with regard to leading and managing for results, enables and promotes a results culture.

Recommendation 4: Build contextual and participatory regular review and feedback system

Being all relevant stakeholders on the same page through from the inception to the results by supporting and keeping accountable those who are in charge with leading and managing for results culture implementation process paves a way to the institutionalisation of a RBPMM culture in public sector organisation. Building an adaptive culture regime through regular participatory performance review and

feedback and update system is a critical one for this phenomenon. Not only this, accountability, transparency and communications must be assured at all levels of the organisational hierarchies from local to national level.

Recommendation 5: Use results-based information for management learning and decision- making, as well as for reporting, accountability, and transparency.

When there is an appropriately designed and implemented RBPMM culture (with the support of the senior leadership) there will be proper performance measurement (data collection) and a supply of timely and quality performance information. This should take place because of the demand for evidence-based timely and high-quality performance information from the political leadership, citizens, civil society, media, research institutions and the parliament, for example.

When performance measurement information comes from a certain project or development programme, it usually leads to the adoption of the system, but when it comes from the top leadership, as well from the demand of another stakeholder, its use is more likely to occur. In other words, for the supply of timely and high-quality performance information, there must be a demand for it by the users of the performance information.

However, the evidence indicated that, while there an attempt to develop a performance measurement system (the supply side), the efforts focussed on inputs and processes and not on outputs and outcomes. Here, a particular concern is that the performance information generated is not always used to guide decision-making. Thus, supply and demand need to be balanced, and the information generated must be used. This entails a shift from the adoption of performance measurement to the use of a performance management system (a shift from the operational to the strategic perspective) is pivotal. This requires the attention of all internal and external stakeholders, otherwise, when the supplied performance information is only used for compliance purposes, and not for management learning (double loop learning) and management decision-making and accountability, it is a waste of resources and, consequently, leads to a lack of good governance.

Recommendation 6: Measure performance information and design and implement a

user-friendly result based performance measurement and management system

Lack of technology and monitoring landscape as well as the administrative capacity to use the technology for monitoring of civil servants' performance has contributed to the adverse effect on the optimal institutionalisation of a RBPMM system in the public sector organisation in the emerging economies. Performance management must be viewed as an ongoing series of models, frameworks, guidelines, tools and most importantly, the mindset or inculcating a culture for institutional and individual performance to be assessed. Organisations need to build user-friendly and relevant results based performance information system to analysis credible performance information and communicate reliable performance information to relevant stakeholders.

Recommendation 7: Establish effective accountability structures to affect adaptive results culture

Commitment for managing for results culture should also come from the wider community/society so that each segment of community/society is accountable for what it promised it will accomplish and how it will get done. The leadership at all levels of the leadership hierarchies must encourage a strong and transparent function to ensure commitment for managing for results culture. Senior level leadership must support the constituents, civil society groups, and other organisations that embody the demand side of results culture agenda. The respective senior leadership must promote appropriate institutional framework to ensure that evidence-based performance results are communicated, and a feedback system is created and capacity to deliver and produce evidence-based performance information for decision making and accountability are propelled through appropriately established mechanisms/systems and are made based on facts and not on tales.

Recommendation 8: Promote and establish effective trust building

Trust is the glue in relationships in organisations and that the work of the world is done through relationships because of trust building. Accordingly, building trust is the foundation of all solid and healthy relationships. Trust can be implemented through leadership, the organisational architecture and organisational culture interventions. Transformational leaders build trust in their leadership and the attainability of their goals by showing commitment to their and the organisational needs. Trust is a fundamental mediator that enables leaders or managers in a given setting to achieve their respective organisational culture. The importance of building trust is noted comprehensively, and when building it with respect to institutionalising a RBPMM culture in the given setting. It is essential that concerned leaders or concerned managers should consider trust as a mediator. Leaders/leadership should be held accountable for building trust through commitment, achievable goals, targeting, ownership, self-interest, and synergy and employee involvement. The respective leadership must be concerned to place more focus on working towards the implementation of the practices of trust building activities particularly by focusing on the factors that affect trust such as integrity, demonstrating concern and achieving results and trust strategies such as the involvement of stakeholders.

Recommendation 9: Promote and establish effective partnership strategies

Partnership entails bringing relevant stakeholders with common interests together to support each other to solve their common problems. An active relationship and the notion of a common interest and common ownership become feasible as a result of establishing an effective partnership. Establishing an effective partnership is fundamental and pivotal to enabling organisations and development programmes and projects to achieve an organisational culture without which there would be a delay in creating an organisational culture promptly and achieving a high-quality performance and results.

Partnership alliances built and maintained with relevant institutions and sector development agencies, departments and bureaus such as environmental entities, universities, research centres and public relations, are some of the institutions with

which such partnerships need to be created. The respective leadership/leaders of the organisation (public sector) development programme at all levels implementation levels need to focus more on better partnerships and achieve the expected results through the effective application of the partnership practices. Deliberate and extra efforts on the application of these practices would lead to the realisation of the optimal institutionalisation of a RBPMM culture in the emerging economies.

6.8 LIMITATIONS OF THE STUDY

The limitation of this study was that the study was conducted in a specific sector of and specific country, Ethiopia. To be noted is that different regions have their own systems of enforcement mechanisms and unwritten rules that can hinder or enhance public service programmes. However, the quantitative results of this study could still be generalisable to other regions or emerging economies to optimise a results-based performance measurement and management culture in an organisation. The rigorous quantitative methodology adopted for the study ensured the reliable and valid data, and the qualitative data confirmed the proposed quantitative model. Although the triangulated qualitative data enriched the results of this study should not be generalisable to other contexts such as the private sector of a developed economy.

6.9 FUTURE RESEARCH OPPORTUNITIES

This research was conducted in Ethiopia with a focus on the SNNP regional state, which is one of the nine regional states of Ethiopia. Next, the study concludes with possible opportunities for future research.

6.9.1 Application of the RBPMM model in other Ethiopian regions and emerging economies

The fact that the study was only conducted in the SNNP region, which is one of the regional states of Ethiopia, it is the opinion of the researcher that conducting such related research studies in other regions of the country and/or at a national level with an increase of the sample size (number of regions), could be worthwhile for future research. This would enhance the application of the model comprehensively in other regions/federal states, as well as at other similar federal level sectors (the national level).

The model could also be tested and applied in other African countries with similar programmes as well as other similar public sector organisations in emerging economies of the African continent.

6.9.2 Comparative study

A comprehensive comparative study on selected public sectors in developing economies with that of related private sectors would provide a broader understanding on the overall implementation and institutionalisation of RBPMM culture. Moreover, this research study opens an opportunity for future research studies between two regions and/or countries of emerging economies to compare the outcomes of the study from the perspectives of the optimal institutionalisation of a results-based performance measurement and management culture and can be taken further with regard to engaging in a study at the national level so that the outcomes of the study can be used further for comparisons with another developing country.

6.9.3 Longitudinal study

This research study was based on a cross-sectional design. It may open the likelihood of future longitudinal research studies that consider the outcomes of the present study further ahead and to envisage and conclude to what extent, the institutionalisation of results-based performance measurement and management will be an improvement on the present scenario.

6.9.4 In-depth qualitative study

A further in-depth qualitative study to understand and gain insight into other or similar mediating factors for further understanding how and in what manner do these variables influence the institutionalisation of a RBPMM culture in Ethiopia and/or in other similar countries should be further investigated.

6.9.5 On further mediating variables

The mediating variables between effective leadership roles/task and the optimal institutionalisation of a RBPMM culture may not be inclusive. Therefore, further research on further mediating variables between effective leadership roles and optimal institutionalisation of a RBPMM culture in the public sector organisations that can

further deeply mitigate or nurture the relation between effective leadership roles and optimal institutionalisation of a RBPMM culture is possible.

6.10 OVERALL CONCLUSION

The focus on performance measurement and management in the public sector has increased and seems likely to continue to do so in the future. The study comprehensively explains what performance measurement, what performance management is, and what factors influence its design and implementation and its institutionalisation in the public sector. The study elucidates the associations of effective leadership roles between the design, implementation and the optimal institutionalisation of a RBPMM culture in the public sector organisations. It is believed that this supports existing literature and most importantly presented work with immense value to researchers in public sector performance management.

The success of PMM systems in any organisation depends not only upon the commitment and involvement of the leaders (direct influence) but also depends on the indirect influence of leadership (consideration of mediating variable). Leaders play an important role in designing policies and strategies which ensure an efficient management of performance in an organisation and to define and act upon the core values relating to performance. Leaders play a critical role in delivering relevant and contextual performance management information systems. An effective performance management process enables the top leadership and management to evaluate and measure individual and team performance as well as to optimize performance and productivity to meet the organizational goals. The responsibility of formulating and implementing the performance management systems lies largely on leaders of an organization. The institutionalisation of a RBPMM culture/use of evidence-based performance information depends on the role of leadership and relevant stakeholders.

Transformational leadership sets the table for the institutionalisation of a RBPMM culture with particular emphasis on setting the relevant effective leadership roles and tasks and practices. Furthermore, transformational leaders direct and inspire their relevant stakeholders by nurturing their awareness of the importance of organizational values and outcomes. This process requires leaders to create a sense of vision,

mission, and purpose among, providing confidence and direction about the future of the organisation. Moreover, transformational leadership also set the table for institutionalising a RBPMM culture through shaping key mediating variables (leading and managing for results culture) and use of evidence performance information for decision-making, accountability, learning and transparency by devoting explicit and credible backing by committing time and resources as well as by communicating its importance. Additionally, transformational leadership creates a demand for the use of an evidence-based performance information as a vehicle for institutionalising a RBPMM culture in the public sector institutions. Here senior level leaders and managers involve actively in the design and implementation of performance measurement and management systems whereby holding stakeholders and particularly employees accountable for the expected outcome.

The institutionalisation of a RBPMM culture at all implementation hierarchies (federal, regional, district and community), was moderately low and was, therefore, not at an optimal level. This was mainly due to the insufficient efforts and focus done by the respective leadership. The evidence related to such insufficient efforts highlighted the weak political will of the senior level leadership with regard to championing for results and the lack of general accountability for managing for a results culture. Although a performance measurement system was adopted, there was insufficient actual use of performance management information for management decisions and accountability, learning and improving, and networking/social learning. There was a single loop learning orientation, instead of double loop learning at all levels of the programme implementation. Capacity development/building activities that were carried out to improve the competency of staff to achieve better results, based on a performance measurement and performance management culture were not based fundamentally on the actual needs and were not adequate.

Evidence from this study also suggests that considering effective leadership roles and task alone cannot lead to the optimal institutionalisation of a results-based performance measurement and management culture to be feasible in an emerging economy. The present findings indicate that a RBPMM culture is not institutionalised optimally in the study area. Thus, the need for the respective leadership and senior

management to exert extra efforts to institutionalise a RBPMM culture optimally so that it becomes part and parcel in the organisation under study and other similar sectors in Ethiopia and elsewhere in developing economies, particularly in Africa. In this context, effective leadership requires extra efforts to be better adopted and adapted the indicated intervening variables (mediators) in the study (model) in order to influence and realise the optimal institutionalisation of a results-based performance measurement and management culture in the study area.

Furthermore, this study concluded that leading and managing for a results culture (mediating factors) had positively influenced the optimal institutionalisation of Results-based performance measurement and management in the present study. The respective leadership is required to strategically link to the organizational culture and champion these intervening variables/mediators.

Finally, the research confirms that effective leadership requires a network of interconnected relationships and is not confined to isolated and traditionally defined roles and tasks. The synergistic interaction between these relationships and their dynamic collaborations co-creates a culture where performance measurement and management are embedded in service delivery practices. The intervening roles of Trust, Accountability, Empowerment, Strategic partnerships, and a Results-based mindset were identified as the key drivers of the institutionalisation of a performance measurement and management culture. Also, as singular, and disconnected factors, these key drivers do not contribute to success, but they interact with leadership tasks and roles to promote high performance organisations. These insights may assist effective service delivery which should be tailored to an effective performance measurement and management system.

An institutionalised RBPMM culture is used as a mechanism to gain access to evidence-based performance information that can be used to gather, process and interpret performance information for top leadership and management at local and national levels, and individual, team, and organisational levels to translate into action. The design and use of a RBPMM culture assist top leadership and management as well as related stakeholders to develop a strategic agenda and facilitates effective implementation of adopted and adapted practices and strategies and plays an active

role in informing and shaping strategy decision making.

Overall, the study contributes to the scholarly discourse relating to leadership and RBPMM practices. The RBPMM leadership model can be applied in strategic human resource contexts to improve leadership practices and service delivery in an emerging economy.

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APPENDIX 1: DETAIL DESCRIPTIVE STATISTICS FOR EACH INDICATOR VARIABLE OF THE CORE CONSTRUCT

Core construct	Factors	Items	Mean	SD.
Effective leadership(A 1-A4)	A1: Modeling role of leadership (MRL)	MRL1 (programme leadership is proactive (set an example, provide vision, highly goal -oriented, take initiative)	2.95	1.07
		MRL2(programme leadership is inspirational (motivate and energise people, build teams, recognise achievement)	3.29	.98
		MRL3 (programme is designed based on a change orientation)	3.79	.90
		MRL4 (programme has a clear line of communication with its internal stakeholders)	3.47	.93
		MRL5 (programme has a clear line of communication with its external stakeholders)	2.94	.98
		MRL6 (programme has a clear standard of excellence)	3.65	.88
		MRL7 (programme leadership inspires trust among its workforce/community	3.12	.94
		MRL8 (programme leadership acts with integrity (has a vision, follow essential tasks and practices of management ,focus on opportunities)	3.02	1.05
	A2: Pathfinding role of leadership (PFRL)	PFRL1 the programme has an articulated mission statement	3.76	.90
		PFRL2 the design of the programme is developed through the involvement of key stakeholders	3.80	.94
		PFRL3 the programme mission is shared to its key stakeholders	3.40	1.01
		PFRL4 the programme has clear strategies	3.80	.94
		PFRL5 the strategies of the programme are shared to its key stakeholders	2.90	1.07
		PFRL6 the programme has clear values	3.82	.86
		PFRL7 the programme values are communicated to its key stakeholders	3.12	1.04
		ARL1 (programme has established teams to execute its strategies)	3.75	.73

	A3: Alignment role of leadership (ARL)	ARL2 (programme has a structure that enables it to implement its priorities)	3.55	1.01
		ARL3 (mission of the programme is built into the programme structure to support the strategies)	3.46	1.03
		ARL4 (current structure of the programme enables its key stakeholders to execute their priorities)	3.01	1.11
		ARL5 (current structure of the programme is consistent with the programme purpose)	2.98	1.06
		ARL6 (current performance measurement system of the programme enables its employees to execute its priorities)	2.94	.99
		ARL7 (current performance management system of the programme enables its key stakeholders to execute its priorities)	3.00	1.06
		ARL8 (programme performance management system is aligned with its programme structure)	2.84	.96
		ARL9 (programme periodically gathers performance information from its key stakeholders)	3.39	1.09
		ARL10 (programme strategies guide the identification of skills/ knowledge that its workforce requires)	3.62	.93
		ARL11 (programme leadership has synergy mechanisms with its external stakeholders/ similar programmes)	2.98	1.11
	A4: Empowerment role of leadership (ERL)	ERL1 (programme leadership is participatory)	4.14	.74
		ERL2 (there is shared commitment (mission, strategies, values) among the staff))	3.85	.85
		ERL3 (there is a clear shared of responsibility for the expectations of the programme)	3.56	.86
		ERL4 (there is a periodic review of programme strategies/interventions)	2.84	1.01
		ERL5 (structure of the programme is periodically reviewed performance)	2.73	.98
		ERL6 (performance measurement and management system of the programme is periodically reviewed)	2.79	1.01
		ERL7 key stakeholders have open access to the programme information system)	3.00	1.05
		ERL8 programme leadership motivates its workforce by their work)	3.25	1.01
		ERL9 (there is a reward system that creates a win-win attitude)	3.11	.97

Leading and managing for results culture(B1-B7)	B1: Results-based strategic planning (RBSP)	RBSP1 (the programme has an articulated functional results-based strategic plan)	2.90	1.01
		RBSP2 (the programme has an articulated functional results-based operational plan)	3.15	1.06
		RBSP3 RBSP3 (the programme priorities are communicated to the key stakeholders the programme for implementation)	3.24	.96
		RBSP4 (there is a periodic review of the programme strategic plan)	2.82	1.05
		RBSP5 (there is a periodic review of the programme operational plan)	3.07	1.10
	B2: Results-based performance measurement (RBPM)	RBPMM1 (performance measurement system measures of the programme are clearly mapped with its key stakeholder needs)	3.69	1.10
		RBPMM2 (performance measurement system of the programme is developed through the involvement of the top leadership	3.13	.95
		RBPMM3 (performance measurement system of the programme is developed through the involvement of the technical staff)	2.85	.97
		RBPMM4 (performance measurement system of the programme is developed through the involvement of the planning and development) team of the respective community)	2.99	1.06
		RBPMM5 (performance measurement system of the programme is developed through the involvement of its key development partners)	3.37	1.06
		RBPMM6 (performance measurement system of the programme allows to learn from the past)	3.68	.95
		RBPMM7 (performance measurement system of the programme allows to check where the programme is today)	3.05	1.12
		RBPMM8 (performance measurement system of the programme allows to plan where the programme wants to go)	2.96	1.09
	B3: Results-based performance management (RBPM1)	RBPM1 (programme has a designed results-based performance management system)	3.51	1.08
		RBPM2 results-based performance management system is rolled out to the grass root level)	3.51	1.09 .
		RBPM3 (team efforts are linked to the results-based performance management system to achieve programme outcomes)	2.97	99
		RBPM4 (there is a periodic review of performance information for control systems (internal management)	3.29	1.09

		RBPM5 (there is a periodic review of performance information for social control (social transformation, social networking, improving, developing, social learning)	2.69	1.06
		RBPM6 (periodic reviewing of evidence-based performance information takes place through the involvement of the key stakeholders)	2.95	1.07
		RBPM7 (performance management information allows the management of the pathway (learn, check, decision making, plan, communicate) and improves the communication across)	2.72	.93
		RBPM8 (performance information provided through the performance management Process plays a role for performance reporting purpose to demonstrate the value of the work for the internal stakeholders)	3.54	.95
	B4: Promoting effective trust (PET)	PET1 (programme leadership demonstrates competence in results-based management approaches (capability)	2.81	.97
		PET2 (programme leadership acts with consistency to achieve programme objectives/ goals (value driven)	3.14	.98
		PET3 (programme leadership demonstrates concern for its key stakeholders (a sense of connection and share of information)	3.22	1.11
		PET4 (programme leadership is dependable (being accountable for actions, responsive to the needs of others)	3.23	.99
		PET5 (leadership is transparent in sharing information to its internal stakeholders (a sense of we are in this together)	3.36	1.10
		PET6 (programme leadership is transparent in sharing information to its external stakeholders (bad news, good news)	2.85	1.03
		PET7 (programme leadership provides opportunities for its key stakeholders to work together (teamwork)	3.58	1.00
		PET8 (programme leadership provides feedback through periodic progress checking meetings with its direct reports (consistent periodic reviews)	2.82	1.02
		PET9 (programme leadership is committed to implement results-based management approaches/practices	3.32	1.06
		PET10 (programme leadership is a walking example of the vision and values of the programme (walk the talk)	3.27	1.01
		EEPS1 (local government champions results-based performance management system)	3.41	1.01

	B5: Establishing an effective partnership strategy (EEPS)	EEPS2(the programme has engaged with relevant communities throughout the programme cycle)	3.10	1.07
		EEPS3 (communities are involved in directing some of the programme's activities)	3.78	.92
		EEPS4 (communities are involved in results-based M&E design)	2.81	1.04
		EEPS5 (communities are involved in the implementation of results-based M&E)	3.67	.92
		EEPS6 (there is a partnership alliance built and maintained with relevant institutions (universities, research centres))	2.77	1.05
		EEFPS7(the programme is fully aware of public relation activities and engages in them)	3.33	. 93
		EEPS 8 (the programme leadership influences policy making proactively)	3.15	1.00
		EEPS 9 (the programme leadership communicates periodically with its key stakeholders to review results (employees, communities, development partners))	2.91	1.05
	B6: Establishing effective accountability (EEA)	EEA1 (there is clear reciprocal accountability for performance results)	2.77	.98
		EEA2 (performance reporting of this programme provides an account of actions (here is what we did)	3.50	.95
		EEA3 (performance reporting of this programme provides an account of results (here is what happened)	3.08	1.06
		EEA4 (the programme follows a reactive accountability approach (command & control) for performance results))	3.36	1.09
		EEA5 (the programme follows a proactive accountability approach (relationships & process involvement) for performance results))	2.96	1.08
		EEA6 (there is external programme accountability for reporting to is stakeholders on performance results)	3.05	1.01
		EEA7 (there is a periodic performance reporting with periodic reliable performance information (data collection, analysis and reporting))	3.39	1.06
		EEA8 (reliable reports on performance results are submitted promptly to the pertinent entities)	2.92	1.01
		EEA9 (the performance results are evaluated to determine what corrective actions need to be taken to improve performance)	3.32	1.06

	B7: Creating results-based capacity development (CRBCD)	CRBCD 1 (Clear programme strategy is in place)	3.62	1.0
		CRBCD 2 Clear strategic results-based performance indicators are in place)	2.90	1.12
		CRBCD 3 (Clear strategic results-based performance targets are in place)	2.83	1.03
		CRBCD 4 (Programme dependability with purpose is in place)	3.31	1.08
		CRBCD 5 (Performance measurement capacity is in place)	3.28	1.04
		CRBCD 6 (Performance programme adjustment capacity is in place)	3.18	1.06
		CRBCD 7 (Monitoring of landscape capacity is in place)	2.99	1.01
		CRBCD 8 (Logical framework capacity is in place)	2.87	1.17
		CRBCD 9 (Smart performance indicators are in place)	2.70	1.23
		CRBCD 10 (Systematic progress records are in place)	2.92	1.26
		CRBCD 11 (Periodic analysis, as well as a review capacity, is in place)	3.00	1.21
		CRBCD 12 (Management information system is in place)	2.57	.98
		CRBCD 13 (Knowledge management system is in place)	2.63	.99
		CRBCD 14 (Database, as well as management reporting systems, is in place)	2.76	1.00
		CRBCD 15 (There are clear formal lines for decision making that involve as broad participation as	3.22	1.01
		practical	3.28	1.05
		CRBCD 16 (The programme decision making involves broad participation as appropriate)	3.47	.97
		CRBCD 17 (Key internal stakeholders involved in the decision-making of the programme)	2.83	1.03
		CRBCD 18 (Relevant external stakeholder ar involved in the decision making of theprogramme)	3.71	.96
		CRBCD 19 (The leadership of the programme is functional /expertise oriented)	2.93	1.02
		CRBCD 20 (The programme leadership is programme content-oriented)	3.00	1.03
		CRBCD 21 (The programme leadership is organisation al oriented)	3.58	.95
		CRBCD 22 (The programme leadership is administrative oriented)	3.51	.99
		CRBCD 23 (There is an outstanding commitment of the leadership to the programme success)		
Optimal institiutionalisation of A	C1: Core results-based performance	CRBPMMPF1 (Mission of the programme have come to be the call for interactions)	3.39	.98
		CRBPMMPF2 (Programme values are used as reference points for daily decision making)	3.09	1.10

RBPMM culture(C1-C4)	measurement and management practices in place and functional (CRBPMMPF)	CRBPMMPF3 (Leadership/management gives due attention to overall programme objectives & strategies	3.54	1.06
		CRBPMMPF4Programme purpose (mission, objectives ..) is developed through the interaction process	3.07	1.08
		CRBPMMPF5 (Mission is linked to the overarching policy objectives that are put forward as key	3.47	1.01
		outcomes)	3.46	1.00
		CRBPMMPF6 (Fundamental constituent needs are put forward as key outcomes)	2.73	1.01
		CRBPMMPF7 (Strategic risks are identified)	2.86	1.03
		CRBPMMPF8 (There is a clear strategic measurement)	3.44	1.11
		CRBPMMPF9 (Strategic objectives are clearly stated)	3.04	1.12
		CRBPMMPF10 (Strategic measures are clearly stated)	3.18	1.03
		CRBPMMPF11 (Strategy is linked to strategic objectives that aim to close part of the strategic gap)	3.62	.93
		CRBPMMPF12 (Strategy is linked to process improvement initiatives)	3.76	.811
		CRBPMMPF13 (Programme activities are planned)	2.80	.04
		CRBPMMPF14 (Delivery partners are supported with a variety of delivery approaches (logical framework))	3.71	.95
		CRBPMMPF15 (Data collection is planned)	2.89	1.01
		CRBPMMPF16 (Measurement is of high-quality)	3.66	.83
		CRBPMMPF 17 (Performance information is supplied up)	2.88	1.05
		CRBPMMPF18 (Performance information is supplied down)	2.85	.97
		CRBPMMPF19 (Performance information is supplied across (up down, across))	2.54	1.16
		CRBPMMPF20 (Strategy is reviewed monthly)	2.93	1.00
		CRBPMMPF21 (Strategy is tested annually)	3.45	1.01
		CRBPMMPF 22(Operational reviews focus on problem-solving for continuous improvement)	3.11	1.03
		CRBPMMPF 23 (Programme staff are held to account based on performance improvement)	3.60	.96
		CRBPMMPF24 (Performance information (knowledge) is shared)	2.86	.99
		CRBPMMPF25 (There is a consistency between internal and external performance reporting)	2.91	1.05
		CRBPMMPF26 (Performance monitoring information is used for learning and improving)	2.75	.98
		CRBPMMPF27 (External stakeholders involved in the preparation of strategic planning)	2.67	.90

		CRBPMMPF28 (External stakeholders regularly involved in periodic reviews of the programme)	2.87	.94
		CRBPMMPF 29 (Synergy/complementarities are clearly stated/functional)	3.14	.96
		CRBPMMPF30 (Programme is held to account by the larger public)		
	C2: RBPMM championed by senior leadership (RBPMMC)	RBPMMC1(Senior leadership is visibility championing results-based management)	2.71	.983
		RBPMMC2(Senior leadership is maintaining ongoing commitment to the implementation of RBM	2.87	1.093
		RBPMMC3(Professional staff visibility support the implementation of results-based management)	3.66	1.026
	C3: Result-oriented accountability regime ensured (ROARE)	ROARE1 (There is a sense of individual accountability (management, worker))	2.89	1.02
		ROARE2 (There is team -based accountability (shared accountability))	3.24	.96
		ROARE3 (There is an institutional accountability (internal, external))	3.04	.97
		ROARE4 (Programme has a results-based strategic plan)	3.00	1.13
		ROARE5 (Programme has a results- based performance plan)	3.47	1.10
		ROARE6 Programme regular and consistently held performance review)	2.84	1.00
		ROARE7 (Programme has an established accountability report)	3.21	.98
		ROARE8 (Programme has an established regular/ consistent accountability meeting)	2.86	1.02
		ROARE9 (Accountability is based on influencing outcome, not activities)	2.77	.99
		ROARE10 (Accountability is based on demonstrating good RBM approaches/practices)	2.77	1.01
		ROARE11 (There is informed performance appraisal system)	2.93	1.04
	C4: Capacity to learn and adapt developed (CLAD)	CLAD1 (Institutional learning have been established)	2.91	1.02
		CLAD 2 (Knowledge sharing is encouraged)	3.54	.90
		CLAD3 (Learning through experience is encouraged)	3.64	.96

APPENDIX 2 : CRONBACH ALPHA SCORES OF VARIABLES INDICATOR VARIABLES WITH SUB-SCALES SUMMATED FOR TWO MAJOR SCALES (CRBCD & CRBPMMPF)

VARIABLES /ITEMS	Cronbach's alpha score	No items
Modelling role of leadership	0.77	8
Pathfinding role of leadership	0.81	7
Alignment role of leadership	0.86	11
Empowerment role of leadership	0.84	9
Results-based strategic planning	0.82	5
Results-based performance measurement	0.81	8
Results-based performance management	0.78	8
Promoting effective trust	0.80	10
Establishing effective partnership strategy	0.79	9
Establishing effective accountability	0.79	9
Creating results-based capacity development (**CRBCD**)	0.91	23 *
Core results-based performance measurement and management practices functional (**CRBPMMPF**)	0.92	30**
Results-based performance measurement and management championed by leadership	0.81	3
Results oriented accountability regime established	0.81	11
Capacity to learn adapted and developed	0.815	3

* This scale has 5 subscales and the number of items indicated is a summation of these sub-scales.

** This scale has 6 subscales and the number of items indicated is a summation of these sub-scales

APPENDIX 3: RESEARCH QUESTIONNAIRE (LEADERSHIP AND PERFORMANCE MEASUREMENT AND MANAGEMENT CULTURE QUESTIONNAIRE)

3.1 English version

3.2 Amharic version

Dear Respondents (Federal, Regional and District level)
The objective of the research is to investigate the role the leadership towards optimal

institutionalizing a result - based performance measurement and management culture in the MERET of the natural resource management sector in the SNNP region in Ethiopia. Furthermore, it is to identify the efforts being made by the MERET of the natural resource leadership/management and the factors that affected the institutionalization of results based performance measurement and management culture and find ways and means to improve the Performance Measurement and Management Culture of the natural resource management sector of Ethiopia as well as the SNNP region.

The questionnaire consists of statements which you need to rate using a Likert-scale response format where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5 = Strongly Agree. Kindly read each statement carefully before you indicate your answer.

Please indicate your response in the appropriate circle by writing X against each statement of the questionnaire. After you compete the questionnaire (federal, regional and district level respondents), please return it to the researcher.

Please provide any comment you have on the statements by indicating the number of the question. Kindly write your comments and suggestions on the back of each page where the statement appears.

Your privacy will be protected during and after the study and you are welcome to withdraw at any stage of the research. Your informed consent to take part in this study will be respected.

Thank you for your kind cooperation and participation in this survey research.

Messele Gebregziabher (researcher)

Part I: Demographic Information

1. Gender: Male □ Female □

2. Age ----------

3. Education: Please tick that applies to you in the box below

3.1 PhD □
3.2 Masters □
3.3 Bachelor □
3.4 Diploma □
3.5 Certificate □
3.6 Literate □
3.7 Illiterate □

4. Location**:** Please tick that applies to you in the box below

4.1 Federal level □

4.2 Region level □

4.3 District level □

4.4 Community level □

5. Category:

5.1 Senior level professional expert
5.1.1 Federal level senior professional expert □
5.1.2 Regional level senior professional expert □
5.1.3 District level senior professional expert □
5.2 Kebele level Leader/manager □
5.3 Community Development Agent ❑
5.4 Community level Planning and Development leader □

6. Years of experience/stay in this program. Tick the appropriate block**.**

6.1 3-5 years □ above 5 years □

Part II: Leadership

	Instruction: As indicated below there are statements under each construct. After carefully reading these statements under each contract ,please respond your level of agreement/disagreement by using the following scale and indicate your response by putting " X" in the scale provided	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Modeling Role of Leadership					
	I believe that	**1**	**2**	**3**	**4**	**5**
1	the program leadership is proactive (set an example, provide vision, highly goal oriented)					
2	the program leadership is inspirational (motivate and energize people, build teams, create trust ,recognize achievement)					
3	the program is designed based on a change orientation					
4	the program has a clear line of communication with its internal stakeholders					
5	the Program has a clear line of communication with its external stakeholders					
6	the program has a clear standard of excellence					
7	the program leadership has inspired trust among its workforce/community					
8	the program leadership acts with integrity(has a vision, follow essential tasks and practices of management ,focus on opportunities)					
	Path - Finding Role of Leadership					
	I believe that					
1	the MERET program has an articulated mission					
2	the mission of the program is developed through the involvement of the key stakeholders in the context of an interactive process					
3	the Program mission is shared to its key program stakeholders					
4	The program has clear strategies					
5	The strategies of the program are shared to its key stakeholders					
6	The program has clear values					
7	The program values are communicated to its key stakeholders					

	Alignment Role of Leadership	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	I believe that	**1**	**2**	**3**	**4**	**5**
1	the program leadership has established teams to execute its strategies					
2	the program leadership has a structure that enables it to implement its priorities					
3	the mission of the program is built into the program structure to support the strategies					
4	the current structure of the MERET program enables its key stakeholders (employees & community) to execute their priorities					
5	the current structure of the MERET program is consistent with the program purpose					
6	the current performance measurement systems of the program enables its employees to execute its priorities					
7	the current performance management systems of the program enables its employees to execute its priorities					
8	the program performance management system is aligned with its structure					
9	the program periodically gathers performance information from its key stakeholders					
10.	the program strategies guide the identification of skills and knowledge that its workforce requires					
11.	The program leadership has synergy mechanisms with its external stakeholders/similar programs					

	Empowerment Role of Leadership	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	I believe that	**1**	**2**	**3**	**4**	**5**
1.	the program leadership is participatory					
2.	there is a shared commitment (mission, objectives, strategies) among the staff					
3.	there is a clear shared of responsibility for the expectations of the program					
4	There is a periodic review of program strategies/interventions					
5.	The structure of the program is periodically reviewed					
6.	The performance measurement and management system of the program is periodically reviewed					
7.	the key stakeholders have an open access to the program information system					
8	the program leadership motivates its workforce by their work					
9	there is a reward system that build win -win attitudes					

Part III: Leading and managing for results culture

	Results – Based Strategic Planning	Strongly Disagree	Disagree	Neutral	Agree	Strongly
	I believe that	1	2	3	4	5
1.	the Program has an articulated functional results based strategic plan					
2.	the program has an articulated functional results based operational plan					
3.	the program priorities are communicated to the key stakeholders of the program for implementation					
4.	there is a periodic review of the strategic plan					
5.	there is a periodic review of the operational plan					
	Results - Based performance Measurement					

	I believe that					
1.	Performance measurement system measures of the program are clearly mapped with the key stakeholder needs					
2.	The performance measurement system of the program is developed through the involvement of top leadership of the program					
3.	The performance measurement system of the program is developed through the involvement of the technical staff					
4.	The performance measurement system of the program is developed through active involvement of the planning and development team of the respective community					
5	The performance measurement system is developed through the involvement of its key development partners					
6	The performance measurement system allows to learn from the past					
7.	The performance measurement system allow to check where the program is today					
8.	The performance measurement system of the program allow to plan where we the program want to go					
	Results - Based Performance Management	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
	I believe that	**1**	**2**	**3**	**4**	**5**
1.	the program has a designed results based performance management system					

2.	the results based performance management system is rolled out to the grass root level					
3.	team efforts are linked to the results based performance management system to achieve program outcomes					
4.	there is periodic review of performance information for the purpose of control systems(internal management)					
5.	there is a periodic review of performance information for the purpose of social control(social transformation, social networking, social learning)					
6.	periodic reviewing of evidence based performance information takes place through the involvement of the key stakeholders					
7.	the performance management information allow to manage the pathway (learn, check, decision making, plan, communicate) and improve the communication across					
	Promoting Effective Trust					
	I believe that	**1**	**2**	**3**	**4**	**5**
1.	the Program leadership demonstrates competence in results based management approaches (capability)					
2.	the program leadership acts with consistency to achieve program objectives/goals (value driven)					
3.	the program leadership demonstrates concern for its key stakeholders (a sense of connection and share of information)					
4.	the program leadership is dependable (being accountable for actions, responsive to the needs of others)					
5.	the program leadership is transparent in sharing information to its internal stakeholders (a sense of we are in this together)					
6.	the leadership is transparent in sharing information to its external stakeholders (bad news, good news)					
7.	the program leadership provides opportunities for its key stakeholders to work together (team work)					
8.	the program leadership provides feedback through periodic progress checking meetings with its direct reports (consistent periodic reviews)					
9.	the program leadership is committed to implement results based management approaches					
10	the program leadership is a walking example of the vision and values of the program (walking the walk)					

	Establishing an Effective Partnership Strategy	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	I believe that	**1**	**2**	**3**	**4**	**5**
1.	the local government actively champions results based performance management					
2.	the program has engaged with relevant communities throughout the program cycle management					
3.	communities are actively involved in directing some of the program's activities					
4.	communities are involved in results based monitoring & evaluation design					
5.	communities involve in the implementation of results based monitoring & evaluation					
6.	there is a partnership alliance built and maintained with relevant institutions (universities, research centers, etc).					
7.	the program is fully aware of public relation activities and engage in them					
8.	the program leadership proactively influences policy making					
9.	the program leadership communicates periodically with key stakeholders to review results(employees, ,development partners)					
	Establishing Effective Accountability					
	I believe that					
1.	there is a clear reciprocal accountability for performance results					
2.	performance reporting of this program provides account of actions (here is what we did)					
3.	performance reporting of this program provides account of results(here is what happened)					
4.	the program follows a reactive accountability approach (command& control) for performance results					
5.	the program follows a proactive accountability approach (relationships & processes, involvement) for performance results					
6.	there is a clear external program accountability for reporting to is stakeholders on performance results					

7.	there is a periodic performance reporting with periodic reliable performance information(collection, analysis and reporting)					
8.	reliable report on performance results is submitted to pertinent entities in a timely manner.					
9.	performance results are evaluated to determine what corrective actions need to be taken to improve performance					
	Creating a Result – Based Capacity Development	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
		1	**2**	**3**	**4**	**5**
	I believe that					
PDP	**1. Program direction in place**					
1.	clear program strategy is in place					
2.	clear strategic results based indicators are in Place					
3.	clear strategic results based performance targets are in Place					
4.	program dependability with purpose in place					
	2. Result Based M&M system capacity in place					
1.	performance measurement capacity is in place					
2.	performance program adjustment capacity is in place					
3.	monitoring of landscape capacity is in place					
4.	logical framework capacity is in place					
5.	smart performance Indicators are in place					
6.	systematic progress records are in place					
7.	periodic analysis as well as and review capacity in place					
	3. Relevant systems and infrastructure capacity in place					
1.	management information system is in place					
2.	knowledge management is in place					
3.	database as well as and management reporting systems is in Place					
	4. Decision making framework capacity in place					
1.	there is a clear formal lines /systems for decision making that involve as broad participation as practical and appropriate					
2.	the program decision making involves as broad					

	participation as appropriate					
3.	key internal stakeholders involve in the decision-making of the program					
4.	relevant external stakeholder involve in the decision making of the program					
	5. Leadership composition and commitment					
1.	the leadership of the program is functional /expertise oriented					
2..	the program leadership is program content oriented					
3.	the program leadership is organizational oriented					
4.	the program leadership is administrative oriented					
5.	there is an outstanding commitment of the leadership to the program success					

Part V: Institutionalization of RBPMM culture

	The institutionalization of a result based performance measurement and management	**Strongly**	**Disagree**	**Neutral**	**Agree**	**Strongly**
	I believe that	**1**	**2**	**3**	**4**	**5**
	1. Results based performance measurement and management is championed by the leadership					
1.	senior leadership is visibility championing result based management					
2.	senior leadership is maintaining ongoing commitment to the implementation of results based management					
3.	professional staff visibility support the implementation of results based management					
	4.3. Core results based performance measurement and management practices in place and functional					
	1. clearly defined orientation of the program management in place					
1.	The mission of the program have come to be the call for interactions					
2.	Program values are used as reference points for daily decision making					
3.	The leadership/management gives due attention to overall program objectives (mission ,strategies ,values)					
4.	The program purpose (mission, objectives and values) is developed through the interaction process					
	2.Strategy is reflected in strategic framework (results framework)					

1.	the mission is linked to the overarching policy objectives thatare put forward as key outcomes					
2.	fundamental constituent needs are put forward as key outcomes					
3.	strategic risks are identified					
4.	tis a clear strategic measurement					
5.	strategic objectives are clearly stated					
6.	Strategic measures are clearly stated					

No		**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
		1	**2**	**3**	**4**	**5**
	3 .Strategy is translated into operation(planning operation					
	I belive that					
1.	strategy is linked to strategic objectives that aim to close part of the strategic gap					
2.	strategy is linked to process improvement initiatives					
3.	program activities are planned					
4.	delivery partners are supported with a variety of approaches in terms of delivery mechanism (logical framework**)**					
	4. Performance information is collected and supplied					
1.	data collection is planned					
2.	measurement is of high-quality					
3.	performance information is supplied up					
4.	performance information is supplied across					
5.	performance information is supplied across (up, down and across)					
	5.Performance information is used					
1.	strategy is reviewed monthly					
2.	strategy is tested annually					
3.	operational reviews focus on problem solving for continuous improvement					
4.	program staff are held account on the basis of performance improvement					

5.	performance information (knowledge) is shared					
6.	there is a consistency between internal and external performance reporting					
7.	performance monitoring information is used for learning and improving					
	6.External stakeholders are involved throughout					
1.	external stakeholders involve in the preparation of strategic planning					
2.	external stakeholders involve regularly in periodic reviews of the program					
3.	synergy/complementarities are clearly stated/functional					
4.	the program is held to account by the larger public					
	4.4. Results -oriented accountability regime ensured					
1.	there is a sense of individual accountability (management, worker)					
2.	there is team based accountability (shared accountability)					
3.	there is an institutional accountability (internal, external)					
4.	the program has a results based strategic plan					
5.	the program has a result based performance plan					
6.	the program regular and consistently held performance review					
7.	the program has an established accountability report					
8.	the program has an established regular and consistent accountability meetings					
9.	accountability is based on influencing outcome, not activities					
10.	accountability is based on demonstrating good results based management approaches/practices					
11.	there is informed performance appraisal system					
	4.5 Capacity to learn and adapt is developed					
1.	institutional learning forums established					
2.	knowledge sharing is encouraged					
3.	learning through experience is encouraged					

The End

Amharic Version

A translation of the English Version Questionnaire for the Kebele and Planning and Development Team leader at the community Level

አሃዛዊ የጥናት ቃለ መጠይቅ

ቀን_____በግሪጎሪያን አቆጣጠር ውድ መላሾች (

በፌዴራል ፣ በክልል፣ በወረዳ እና ማህበረሰብ ደረጃ)

የጥናት ምርምሩ አላማ በመሰረት ፕሮግራም በኢትዮጵያ የደቡብ ፣ ብሔር ብሔረሰብ ህዝቦች ክልላዊ መንግስት ውጤትን መሰረት ባደረገ ስራ አፈፃፀም እና ስራ አመራር ባህልን ተቋማዊ በማድረጉ ረገድ የመሪነት ሚናን በተመለከተ ጥናት እና ምርምር በማድረግ ነው፡፤ በተጨማሪም ዓላመው በመሪነት ፕሮግራም አመራር የተደረጉትን ጥረቶች ለማወቅ እና ውጤትን መሰረት ባደረገ የስራ አፈፃፀም ልኬት እና የስራ አመራር ባህልን ተቋማ ማድረጉ ጉዳት እንደደረሰ ያልቻሉትን ምክንያቶች ለማወቅ እና በክልሉ ውስጥ በሚካሄዱት የእርሻ እና የተፈጥሮ ሐብት ዘርፍ የፕሮግራሙን የስራ አፈፃፀም የስራ አመራር ባህል ለማሻሻል የሚረዳ እኩልነት እና መንገድ ለማግኘት ነው።

በዚህ የጥናት ምርምር ስራ ላይ ለምታደርጉት ትብብር እና ተሳትፎ ከልብ አመሰግናለሁ። በቃለ መጠይቁ ውስጥ ለሚገኘው ለእያንዳንዱ መግለጫ የተሰጡትን መመሪያዎች እባክዎትን በጥንቃቄ ያንብቡት ቃለ መጠይቁ የተዘጋጀው አምስት ነጥብ ባላቸው የመመዘኛ ምላሾች ነው። እነሱም 1 በጣም አልስማማም 2 አልስማማም 3 ካለልተኛ ነኝ 4 እስማማለሁ 5 በጥብቅ እስማማለሁ የሚሉ ምላሾች ናቸው።

እባክዎትን በቃለ መጠይቁ ውስጥ ከሚገኘው ከእያንዳንዱ መግለጫ ፊትለፊት ከሚገኙት ምላሾች መካከል አንዱን መርጠው በክቡ ውስጥ የx ምልክት በማድረግ የራስዎን መልስ ያስቀምጡ የቃለመጠይቁን መልሶች ሞልተው ካጠናቀቁ በኋላ (የፌዴራል፣ የክልል እና የወረዳ ደረጃ ምላሽ ሰጪዎች እባክዎትን የቃለመጠይቅ ወረቀቱን ለአመልካቹ/ለተቆጣጣሪው መልሰው ይስጡት በገለፃዎቹ ላይ አስተያየት ካለዎት ቁጥሩን በመጥቀስ እባክዎትን ያለዎትን ሃሳብ ይግለፁ መግለጫው ባለበት በእያንዳንዱ ገጽ በስተጀርባ ያልዎትን ሃሳብ እና አስተያየት እባክዎትን ይፃፉ

አመሰግናለሁ
የጥናት ተመራማሪው

ክፍል 1

1. ፆታ ወንድ □ ሴት □

ስነ ህዝብ

2. እድሜ _____

3. የትምህርት ደረጃ፡ እባክዎትን ከዚህ በታች ከሳጥኑ አጠገብ የተመለከቱትን የትምህርት ደረጃ የሚያመለክቱትን ባለዳዎች አንብበው የርሶን የትምህርት ደረጃ ከሚገልጸው አጠገብ ባለው ሳጥን ውስጥ ምልክት ያድርጉ።

ፒኤችዲ □ ማስተርስ □ ባችለር □

ዲፕሎማ □ ሰርተፊኬት □ የተማረ □ ያልተማረ □

4. ቦታ፡ እርስዎ ያሉበትን ቦታ ከሚገልጸው አጠገብ እባክዎን የx ምልክት ያድርጉ በፌዴራል ደረጃ □ በክልል ደረጃ □

በወረዳ ደረጃ □ በማህበረሰብ ደረጃ □

5. ክፍል

5.1 በከፍተኛ ደረጃ የሰለጠነ ባለሙያ

5.1.1በፌዴራል ደረጃ በከፍተኛ ደረጃ የሰለጠነ ባለሙያ □

5.1.2በክልል ደረጃ በከፍተኛ ደረጃ የሰለኘነ ባለሙያ □

5.1.3በወረዳ ደረጃ በከፍተኛ ደረጃ የሰለጠነ ባለሙያ □

5.2የማህበረሰብ ልማት ኤጀንት □

5.3 በቀበሌ ደረጃ መሪ □

5.4 በማህበረሰብ ደረጃ የእድቅድ እና የልማት መሪ □

6. በዚህ ፕሮግራም ላይ የቆዩበት ጊዜ ወይም የስንት አመት ልምድ አካብተዋል።

6.1 □ 3-5 አመት ፡ ከ5 አመት በላይ □

ክፍል 2መሪነት

ርዕስ በመረት ፕሮግራም በኢትዮጵያ የደቡብ ብሔር ብሔርሰቦች እና ህዝቦች ክልላዊ መንግስት ውስጥ ውጤትን መሰረት ባደረገ የስራ አፈፃፀም የስራ አመራር ባህል ተቋማዊ በማድረግ ረገድ የመሪነት ሚና

	መመሪያ ከዚህ በታች የተመለከቱት የመግለጫዎች ዝርዝር የሚያሳዩት በመሰረት ፕሮግራም በኢትዮጵያ የደቡብ ብሔረሰቢች ሕዝቦች ክልላዊ መንግስት ውስጥ ውጤትን መሰረት ባደረገ የስራ አፈፃጸም የስራ አመራር ባህልን ተቋማዊ በማድረግ ረገድ የመሪነት ሚና ምን እንደሆነ ነው አባክዎን በእያንዳንዱ ክፍል ውስጥ ያሉትን እያንዳንዱን ሰመግለጫዎች በጥንቃቄ ያንብቡ እና ከዚህ ፊት ለፊት እንደሚታየው ከተዘረዘሩት (5) አምስት መመዘኛዎች መካከል አንዱን በመምረጥ የርስዎን ምላሽ የሚገልፀውን የመስማማት ወይም ያለመስማማት ደረጃ ለመግለጽ ከዚህ በታች ባሉት ክብ ውስጥ የx ምልክት በማድረግ ምላሾዎን ይስጡ፡	በጥም አልስማማም	አልስማማም	ገለልተኛ	እስማማለሁ	በጥም እስማማለሁ
	የመሪነት የምሳሌነት ሚና					
	እኔ እደማምነው	**1**	**2**	**3**	**4**	**5**
1	የመረት ፕሮግራም መሪነት በጣም አነቃቂ ነው። (ምሳሌነትን ያስቀምጣል፣ ራዕይ ይሰጣል በከፍተኛ ደረጃ ግብ ተኮር ነው።					

2	የመረት ፕሮግራም መሪነት መንፈስን የሚቀሰቅስ ነው (ሰዎችን የሚያነቃቃ እና ጉልበት የሚሰጥ፣ ቡድን ገንቢ፣ እምነት እንዲኖር ያደርጋል። በስኬት ያምናል)					
3	የመረት ፕሮግራም የተነደፈው በለውጥ ላይ ተመስርቶ ነው					
4	የመረት ፕሮግራም በውስጡ ካሉት የባለ ድርሻ አካላት ጋር ግልጽ የሆነ የግንኙነት መስመር አለው።					
5	የመረት ፕሮግራም በውጭ ካሉት የባለ ድርሻ አካላት ጋር ግልጽ የሆነ የግንኙነት መስመር አለው።					
6	የመረት ፕሮግራም ግልጽ የሆነ ደረጃ አለው					
7	የመረት ፕሮግራም መሪነት በስራ ሃይሉ/በማህበረሰቡ መካከል መተማመንን አስፍኗል።					
8	መረት ፕሮግራም መሪነት በቅንነት ይሰራል። (ራዕይ ያለው የአመራርን አስፈላጊ ሙያ እና ልምድ ይከተላል። በአጋጣሚዎች ላይ ያተኩራል።					
	የመሪነት ሚና አቅጣጫን በመፈለግ ረገድ					
	እኔ እንደማምነው	**1**	**2**	**3**	**4**	**5**
1	የመረት ፕሮግራም ግልጽ የሆነ ተልዕኮ አለው					
2	የመረት ፕሮግራም ተልዕኮ እርስ በእርስ ከሚያካሂዱት የስራ ሂደት ጊዜ ቁልፍ ባለ ድርሻ አካላት በሚያደርጉት ተሳትፎ እያደገ ይሄዳል።					
3	የመረት ፕሮግራም መሪነት የፕሮግራመ ን ተልዕኮ ለዋናዎቹ የፕሮግራሙ ባለ ድርሻ አካላት በብቃት አካፍሏል።					
4	ፕሮግራሙ ግልፅ የሆነ ስትራቴጂዎች አለዉ					
5	የፕሮግራሙ ስትራቴጂዎች ለዋናዎቹ ባለድርሻ አካላት ተደራሽ ሆነዋል					
6	ፕሮግራሙ ግልፅ የሆኑ እስቶች አሉት					
7	የፕሮግራሙ እስቶችለዋናዎቹ ባለድርሻ አካላት ተደራሽ ሆነዋል					

	የመሪነት የአቀናጅነት ሚና በተመለከተ	በጣምአልስ	አልስማማ	ገለልተኛ	እስማማለሁ	በጣምእስማ
	እኔ እንደማምነው	**1**	**2**	**3**	**4**	**5**
1	የመረት ፕሮግራም መሪነት ስትራቴጂዎችን ለመተግበር ጠንካራ ቡድኖችን መሰርቷል።					
2	የመረት ፕሮግራም መሪነት በስትራቴጂው ውስጥ ቅድሚያ የሚሰጣቸው ነገሮች ለመተግበር የሚያስችል ውጤታማና ብቃት ያለው መዋቅር አለው					
3	የመረት ፕሮግራም ተልዕኮ በፕሮግራሙ ውስጥ እንዲካተት የተደረገው ስትራቴጂውን እንዲደግፍ በማለት ነው።					
4	አሁን ያለው የመረት ፕሮግራም መዋቅር የባለድርሻ አካላቱ ቅድሚያ የሚሰጣቸው ነገሮችን ለመተግበር ያስችላቸዋል።					
5	አሁን ያለው የመረት ፕሮግራም መዋቅር ከመርሃ ግብሩ ጋር ያለማቋረጥ የሚጓዝ ነው።					
6	የመረት ፕሮግራም አሁን ያለው የስራ አፈፃፀም መለኪያ ዘዴው ሰራተኞቹ ቅድሚያ የሚሰጧቸውን ስራዎች እንዲፈጽሙ ያስችላቸዋል።					
7	የመረት ፕሮግራም አሁን ያለው የስራ አፈፃፀም የስራ አመራር ዘዴ ሰራተኞች ቅድሚያ የሚሰጧቸው ስራዎችን እንዲያከናውኑ ያስችላቸዋል።					
8	የመረት ፕሮግራም የስራ አፈፃፀም የስራ አመራር ዘዴ ከመዋቅሩ ጋር ግንኙነት ያለው ነው።					
9	የመረት ፕሮግራም ከባለድርሻ አካላቱ የስራ አፈፃፀም መረጃን					

	በየጊዜው ይሰበስባል።					
10	የመረት ፕሮግራም ስትራቴጂዎች የሰው ሃይሉ የሚያስፈልጋቸው የክህሎት እና የእውቀት መለያዎች ያሳያቸዋል።					
11	የመረት ፕሮግራም መሪነት ውጪ ካሉት የባለድርሻ አካላት/ተመሳሳይ ፕሮግራሞች) ጋር ውጤታማ የሆነ አሰራር አለው።					

	የመሪነት የማብቃት ሚና	በጣምአልስማማም	አልስማማም	ገለልተኛ	እስማማለሁ	በጣምእስማማለሁ
	እኔ እንደማምነው	**1**	**2**	**3**	**4**	**5**
1	የመረት ፕሮግራም መሪነት አሳታፊ ነው					
2	በሰራተኛው መካከል የጋራ ቁርጠኝነት (ተልዕኮ፣ አላማ ፣ ስትራቴጂ) አለው					
3	ከፕሮግራሙ ለሚጠበቁ ነገሮች ግልጽ የሆነ የጋራ የሆነ የኃላፊነት ስሜት አለ።					
4	የመረት ፕሮግራም መዋቅር በየጊዜው ይፈተሻል					
5	የመረት ፕሮግራም ፒኤምኤም ዘዴዎች በየጊዜው ይፈተሻሉ					
6	ዋናዎቹ ባለድርሻ አካላት ለፕሮግራሙ መረጃ ዘዴ ግልጽ ተደራሽነት አላቸው።					
7	የመረት ፕሮግራም ሰራተኞች በስራቸው ላይ ያደረጉት አስተዋጽኦ እውቅና ተስጥቶታል					
8	የመረት ፕሮግራም መሪነት የስራ ሃይሉን በሚሰሩት ስራ ላይ ተመስርቶ ያበረታታቸዋል።					
9	ሁሉም አሸናፊ የሚሆኑበት የሽልማት አሰራር አለ					

ክፍል 3 ውጤትን ባህላዊ ለማድረግ የመሪነትና የአመራር ተግባርን በተመለከተ፣

	ውጤትን መሰረት ያደረገ ስትራቴጂያዊ እቅድ	በጣምአልስ	አልስማማ	ገለልተኛ	እስማማለሁ	በጣምእስማማለሁ
	እኔ እንደማምነው	**1**	**2**	**3**	**4**	**5**
1	የመረት ፕሮግራም ግልጽ የሆነና የሚሰራ በውጤት ላይ የተመሰረት የስትራተጂ እቅድ አለው					
2	የመረት ፕሮግራም ግልጽ የሆነ የሚሰራ በውጤት ላይ የተመሰረተ የአሰራር እቅድ አለው።					
3	የመረት ፕሮግራም ቅድሚያ የሚሰጣቸው ስራዎች በተግባር ላይ እንዲውሉ ከፕሮግራሙ ቁልፍ ባለ ድርሻ አካላት ጋር ሙሉ በሙሉ የተያያዙ ናቸው።					
4	የመረት ስትራቴጂያዊ እቅድ በየጊዜው ይፈተሻል					
5	የመረት የስራ አፈፃፀሙ እቅድ (በሩብ አመት፣ በአመት ሁለት ጊዜ፣ በየአመቱ) ፣በየጊዜው ይገመገማል።					

	ውጤት ላይ የተመሰረተ ልኬትን በተመለከተ	በጣምአልስ	አልስማማ	ገለልተኛ	እስማማለሁ	በጣምእስማማለሁ
	እኔ እንደማምነው	**1**	**2**	**3**	**4**	**5**
1	የስራ አፈፃፀም ልኬት ዘዴ መለኪያዎች ከቁልፍ የባለድርሻ አካላት ፍላጎት ጋር የሚሄድ ነው።					
2	የስራ አፈፃፀም ልኬት ዘዴው የሚያድገው በአመራሩ ንቁ ተሳትፎ ነው።					

3	የስራ አፈፃጸም ልኬት ዘዴው የሚጎለብተው በሰራተኞቹ ንቁ ተሳትፎ ነው።					
4	የስራ አፈፃፀሙ መለኪያ ዘዴ በማህበረሰቡ ንቁ ተሳትፎ እያደገ ይሄዳል።					
5	የስራ አፈፃፀሙ መለኪያ ዘዴው በዋና አጋሮች ንቁ ተሳትፎ እየጎለበተ ይሄዳል።					
6	የስራ አፈፃፀም መለኪያ ዘዴው ካለፈው እንድንማር ያደርጋል።					
7	የስራ አፈፃፀም መለኪያ ዘዴው አሁን የት ላይ እንዳለን ሊያረጋግጥ ይችላል።					
8	የስራ አፈፃፀም መለኪያ ዘዴው ወዴት እንደምናመራ ለማቀድ ያስችለናል።					

	ውጤት ላይ የተመሰረተ የስራ አፈፃጸም የስራ አመራር	በጣምአልስ	አልስማማ	ገለልተኛ	እስማማለሁ	በጣምእስማማለሁ
	እኔ እንደማምነው	**1**	**2**	**3**	**4**	**5**
1	ፕሮግራም የታቀደ በውጤት ላይ የተመሰረተ የስራ አፈፃፀም የሥራ አመራር ዘዴ					
2	በውጤት ላይ የተመሰረተ ስራ አፈፃጸም የስራ አመራር ዘዴ ከስር ጀምሮ የሚተገበር					
3	የቡድን ጥረት ፕሮግራሙ ውጤታማ እንዲሆን ውጤት ላይ ከተመሰረተው የስራ አፈፃፀም የስራ አመራር ዘዴ ጋር የተያያዘ ነው።					
	ለቁጥጥር ዘዴው ሲባል (የውስጥ አመራር) የስራ አፈፃፀም መረጃ በየጊዜወው ይገመገማል።					
5	ለማህበራዊ ቁጥጥር ሲባል (ማህበራዊ ለውጥ , ማህበራዊ ትስስር , ማህበራዊ ልምድ) ስራ አፈፃጸም መረጃ በየጊዜው ይፈተሻል					
6	በዋና የባለድርሻ አካላት ተሳትፎ በእኩል መደበኛ ፍተሻ ወይም የቅርብ መረጃ በስራ አፈፃፀም ላይ የተመሰረተ መረጃ ይከናወናል።					
7	የስራ አፈፃፀም የስራ አመራር መጃ አቅጣጫውን ለመምራት(ለመማር, ለመቆጣጠር ውሳኔ ለመስጠት, ለማቀድ ,ለማግንኘት) እና ግንኙነት ለማሻሻል ይረዳል።					
8	በስራ አፈፃፀም የስራ አመራር ሂደት በኩል የተሰጠው ስራ አፈፃፀምና መረጃ ለውስጥ የባለድርሻ አካላት የስራውን ዋጋ ለማሳየት ሲባል ስራ አፈፃጸም ሪፖርት ለማድረግ ከፍተኛ የሆነ ሚና ይጫወታል።					

	ውጤታማ የሆነ የታማኒነትማሳደግ	በጣምአልስ	አልስማማ	ገለልተኛ	እስማማለሁ	በጣምእስማማለሁ
	እኔ እንደማምነው	**1**	**2**	**3**	**4**	**5**
1	የመሪነት ፕሮግራሙ በውጤት ላይ በተመሰረተው የስራ አመራር ዘዴ (ችሎታ) ብቃትን ያሳያል					
2	በመሪነት ፕሮግራሙ የፕሮግራሙን ዓላመዎችና ግቦች (ዕሴቶች) ለማካተት ያለማቋረጥ ይከናወናል።					

3	የመሪነት ፕሮግራሙ ለቁልፍ ባለድርሻ አካላት ትልቅ ትኩረት ይሰጣል። (ግንኙነት ማድረግና መረጃ መለዋወጥ)					
4	በመሪነት ፕሮግራሙ አስተማማኝ ነው (ለድርጊቶቹ ተጠያቂ ነው፣ የሌሎችን ፍላጎቶች የማሟላት).					
5	የመሪነት ፕሮግራሙ ለውስጥ ባለድርሻ አካላት መረጃ በማከፋፈል በኩል ግልጽነት ያካብታል (አንድ ላይ መሆናቸውን ለማሳወቅ)					
6	ለውጪ ባለድርሻ አካላት ጥሩም ሆነ መጥፎ ዜና አመራሩ መረጃ በመስጠት ግልጽነት አለበት					
7	የመሪነት ፕሮግራሙ አብረው እንዲሰሩ የቡድን ስራ ለቋሚ ባለድርሻ አካላት እኩል ይሰራል።					
8	ፕሮግራሙ በቀጥተኛ ሪፖርቱ ላይ በየጊዜው በሚያደርገው ማጣራት ምላሽ ይሰጣል።					
9	ፕሮግራሙ በውጤት ላይ የተመሰረተ የስራ አመራር ዘዴ ለመተግበር ቁርጠኛ ነው።					
10	የመሪነት ፕሮግራሙ ዕሴት እና የራዕይ ተምሳሌት ነው					

	ውጤታማ የሆነ አጋርነት ስትራቴጂ መመስረት	በጣምአልስ	አልስማማ	ገለልተኛ	እስማማለሁ	በጣምእስማማለሁ
	እኔ እንደማምነው	**1**	**2**	**3**	**4**	**5**
1	የአካባቢው አስተዳደር በውጤት ላይ የተመሰረተ የስራ አፈፃፀም የስራ አመራር በንቃት ይተገበራል።					
2	ፕሮግራሙ በፕሮግራሙ ዑደት በኩል አግባብ ካላቸው የማህበረሰብ አካላት ጋር በስራ ላይ ተሰማርቷል።					
3	ማህበረሰቡ አንዳንድ የፕሮግራሙን ተግባራት በመምራት በንቃት ተሳትፈዋል።					
4	ማህበረሰቡ በውጤት ላይ በተመሰረተው ክትትልና ግምገማንድፍ ላይ በንቃት ይሳተፋል።					
5	ማህበረሰቡ በውጤት ላይ በተመሰረተ ኤምና ኢ አተገባበር ላይ በንቃት ይሳተፋል					
6	አግባብ ካላቸው ተቋ ማት (ዩኒቨርሲዎች የምርምር ማዕከላት ወዘተ) ጋር የአጋርነት ግንኙነት ተመስርቷል።					
7	ፕሮግራሙ የህዝብ ግንኙነት ተግባራት አስፈላጊ መሆናቸውን ይገነዘባሉ ስለሆነም ያለማቋረጥ ያሳተፋል።					
8	የመሪነት ፕሮግራሙ የፖሊሲው መሪነት መውጣት ላይ ትልቅ ተጽእኖ ያደርጋል።					
9	የመሪነት ፕሮግራሙ ውጤቶችን ለመፈተሽ ሲል ከአጋሮች ጋር በየጊዜው ግንኙነት ይፈጥራል።					

	ውጤታማ የሆነ የተጠያቂነት መመስረት በተመለከተ	በጣምአል	አልስማማ	ገለልተኛ	እስማማለ	በጣምእስማማ ለሁ
	እኔ እንደማምነው	**1**	**2**	**3**	**4**	**5**
1	ለስራ አፈፃጸም ውጤቶች ግልጽ የሆነ የተጠያቂነት ስሜት አለ					
2	የዚህ ፕሮግራም የስራ አፈፃፀም ሪፖርት የተሰሩትን ስራዎች በዝርዝር ይገልፃል።					
3	የዚህ ፕሮግራም የስራ አፈፃጸም ቲፖርት ውጤቶችን በዝርዝር					

	ያቀርባል(የሰራነው ይኼ ነው)					
4	ፕሮግራሙ በየጊዜው የሚከተለው ቀልጣፋ የሆነ የተጠያቂነት አቀራረብ ነው(ትዕዛዝ እና ቁጥጥር). ይህም ለስራ አፈፃፀሙ ውጤት ሲባል ነው።					
5	ፕሮግራሙ አብዛኛውን ጊዜ የሚከተለው የተጠያቂነትን አቀራረብ ግንኙት እና ሂደት ተሳትፎ ሲሆን ይኸውም ለአፈፃፀሙ ውጤት ሲባል ነው።					
6	የስራ አፈፃፀም ውጤቶችን በተመለከተ ለባለድርሻ አካላት ሪፖርት ለማቅረብ ግልጽ የሆነ የውጭ ፕሮግራም ተጠያቂነት አለ					
7	አስተማማኝ ስራ አፈፃፀም መረጃ ለመስጠት ከተለመደ የዳታ አሰባሰብ ከትንተና እና ሪፖርት ከማቅረብ ጋር በየጊዜው ስራ አፈፃጸም ሪፖርት ያደርጋሉ።					
8	በስራ አፈፃጸም ውጤቶች ላይ አስተማማኝ ሪፖርት በየጊዜው ለተገቢው አካላት ይቀርባል።					
9	የስራ አፈፃፀም ውጤቶች የሚገመገሙት የስራ አፈፃፀምን ለማሻሻል ምን አይነት እርምጃ መወሰድ እንዳለበት ለመወሰን ነው።					
	ውጤት ተኮር የሆነ አቅም ግንባታ ተፈጥሯል	በጣምአልስ	አልስማማ	ገለልተኛ	እስማማለሁ	በጣምእስማማለሁ
	እኔ እንደማም ነው					

	1. የፕሮግራሙ አቅጣጫ ተቀምጧል					
1	ግልጽ የሆነ የፕሮግራም ስትራቴጂ ተቀምጧል	**1**	**2**	**3**	**4**	**5**
2	ግልጽ የሆኑ በስትራቴጂ ውጤቶች ላይ የተመሰረቱ ግቦች ተቀምጠዋል					
3	ግልጽ የሆኑ በስትራቴጂው ውጤቶች ላይ የተመሰረቱ የስራ አፈፃፀም አመላካቾች ተቀምጧል					
4	የፕሮግራም አስተማማኝነት ከአላማው ጋር በግልጽ ተቀምጧል					
	2. ውጤት ተኮር የሆነ የክትትልና የግምገማ አቅም ግንባታ ስርዓት ተቀምጧል					
1	የስራ አፈፃጸም ስኬት አቅም ተቀምጧል					
2	የስራ አፈፃጸም ትንተና እና የፕሮግራም ማስተካከያ አቅም አለ።					
3	የክትትል አቅም ማዕቀፍ አለ					
4	ፕሮግራሙየእሰራር ቅደም ተከተል(logical framework) አለ					
5	ፕሮግራሙግልፅ የሆነ የስራ አፈፃጸም አመልካቾች አለዉ					
6	ወቅታዊ የመረጃ አያያዝ ስርዓት አለ					
7	ፕሮግራሙ ክፍለጊዜዉን ጠብቆ መረጃ ይተንትናል እንዲሁምይፈትሻል					
	3. ተያያዥ ስርዓቶችና እና የመሰረተ ልማት አቅም ግንባታ ተቀምጧል					
1	ፕሮግራሙ ማኔጅመንት ኢንፎርሜሽንሰርዓት አለው					
2	ፕሮግራሙ የእውቀት መማማሪያ ሰርዓት አለው(knowledge management system)					
3	ፕሮግራሙ የመረጃ ቋት እንዲሁም የሪፖርት ስርዓት አለዉ					
	4. **የውሳኔ ሰጪነት ማዕቀፍ አቅም መኖርን በተመለከተ**					
1	ፕሮግራሙ አሳታፊ ተገቢ እንዲሁም ሊተገበር የሚችልግልፅየውሳኔ ሰጪነት መደበኛ መስመር ዘዴ አለው					
2	የፕሮግራሙ ውሳኔ ሰጪነት ስፊ ተሳትፎ በተግባር እና በተገቢ ሁኔታ ያስፈልጋል።					

3	ዋና የውስጥ ባለድርሻ አካላት በፕሮግራሙ ላይ ውሳኔ ለመስጠት በንቃት ይሳተፋሉ።					
4	አግባብ ያላቸው ባለድርሻ አካላት በፕሮግራሙ ውሳኔ ሰጪነት ላይ ተሳትፎ ያደርጋሉ።					
	የመሪነት ስብጥርና ቁርጠኝነት					
1	በፕሮግራሙ መሪነት የሚሰራ እና ሙያ ተኮር ነው					
2	የፕሮግራሙ መሪነት ይዘት ተኮር ነው					
3	የፕሮግራሙ መሪነት ድርጅት ተኮር ነው					
4	የፕሮግራሙ መሪነት አስተዳደር ተኮር ነው					
5	በመሪነት ላይ ትልቅ የሆነ ቁርጠኝነት ሊኖራቸው ፕ፣ሮግራሙ ስኬታማ እንዲሆን ነው					

ክፍል 4 ውጤት ተኮር ልኬትና አመራርን ተቋማዊ ማድረግን በተመለከተ፣

	ውጤት ተኮርን መሰረት ያደረገ የስራ አፈፃጸም ልኬትና አመራርን ተቋማዊ ማድረግን በተመለከተ	በጣምአልስ	አልስማማ	ገለልተኛ	እስማማለሁ	በጣምእስማ
	እኔ እንደማም ነው	**1**	**2**	**3**	**4**	**5**
	1.መሪነቱ ውጤትን መሰረት ያደረገ የስራ አፈፃፀም ልኬት እና ማኔጅመንት ትኩረት በመስጠት ይመራዋል።					
1	በከፍተኛው መሪነት በውጤት ላይ የተመሰረቱ አመራር በግልጽ ትኩረት ሰጥቶ ይመራዋል					
2	ከፍተኛው መሪነት ውጤት ላይ የተመሰረተ አመራርን ለመተግበር ቁርጠኝነትን አሳይቷል					
3	የሙያ ብቃት ያለው ሰራተኛ በውጤት ላይ የተመሰረተውን አመራር ለመተበግበር በግልጽ ድጋፉን ያደርጋል።					
	4.3 ወሳኝ እና ውጤትን መሰረት ያደረገ የስራ አፈፃፀም ልኬትና የአመራር ልምዶች ተቀምጠዋል። በስራ ላይም ውለዋል					
	1. **የፕሮግራሙ አመራር እና ግልጽ አቅጣጫ ተቀምጧል**					
	እኔ እንደማም ነው					
1	የፕሮግራሙ ተልዕኮ ለመግባቢያ መሰረት ሆኗል					
2	የፕሮግራሙ እሴቶቹ ሁል ጊዜ ውሳኔ ለመስጠት የማጣቀሻ ነጥቦች ሆነዋል					
3	መሪነቱ ወይም አመራሩ ለሁሉም የፕሮግራሙ አላማዎች ትልቅ ትኩረት ይሰጣል። (ራዕይ ስትራቴበጂና እሴት)					
4	የፕሮግራሙ አላማ በአጋራቶቹ መግባባት የጎለበተ ነው።					
	2. **የፕሮግራሙ ስትራቴጂ በፕሮግራሙ ስትራቴጂ ማዕቀፍ ላይ ተንፀባርቀዋል።** **(የውጤት ማዕቀፍ)**					
1	የፕሮግራሙ ርዕይ ከፖሲ አላማዎች ጋር የተሳሰረና እንደ ቁልፍ ተቀመጡ ናቸው።					
2	መሰረታዊ የሆኑ እንደ ቁልፍ ውጤት ተቀምጠዋል።					
3	የስትራቴጂካዊ ስጋቶች ተለይተዋል።					
4	ግልጽ የሆነ የስትራቴጂካዊ ልኬት አለ					
5	የስትራጂካዊ የሆኑ አላማዎች በግልጽነት ተቀምጠዋል					
6	ስትራቴጂካዊ የሆኑ ልኬቶች በግልጽ ተቀምጠዋል					

		በጣምአልስ	አልስማማ	ገለልተኛ	እስማማለሁ	በጣምእስማማለሁ
	እንዴ እንደማምነው	**1**	**2**	**3**	**4**	**5**
	3. ስትራቴጂው ወደ እንቅስቀሴ ተቀይሯል (የእንቅስቃሴ እቅድ)					
1	ስትራቴጂው የስትራቴጂክ ክፍሉን ክፍተት ለመዝጋት ካለሙት ስትራቴበጂያዊ ግቦች ጋር ተቀናጅቷል					
2	ስትራቴጂው ከሂደት መሻሻል ጂማሪዎች ጋር ተሳስሯል					
3	የፕሮግራም ተግባራት ታቅደዋል					
4	የርክክብ አጋሮች በተለያዩ የአሰራር ዘዴዎች አማካኝነት በርክክብ አሰራር አማካኝነት ተደግፈዋል። (ስነ አመክኒዎ ማዕቀፍ)					
	4.የስራ አፈፃፀም መረጃ ተሰብስበዋል ተሰጥቷል					
1	የመረጃ መሰብሰብ ታቅዷል					
2	ልኬት ከፍተኛ ጥራት ያለው ነው					
3	የስራ አፈፃፀም መረጃ ወደ በላይ አካል ይቀርባል					
4	የስራ አፈፃፀም መረጃ ወደ ታች ይቀርባል					
5	የስራ አፈፃፀም መረጃ ወደ ጎንዮሽላሉ አጋር አካላት ይቀርባል					
	5.የስራ አፈፃጸም መረጃ ጥቅም ላይ ውሏል					
1	ስትራቴጂው በየወሩ ይገመገማል					
2	ስትራቴጂው በየአመቱ ይፈተሻል					
3	የኦፕሬሽን ግምገማ የሚያተኩረው ለማያቋርጥ መሻሻል ችግሮችን በመፍታት ረገድ ነው					
4	የፕሮግራም ሰራተኞች በስራ አፈፃፀም መሻሻል መሰረት ተጠያቂ እንዲሆኑ ተደርገዋል					
5	የስራ አፈፃፀም መረጃ እንዲጋራ ተደርጓል					
6	በውስጣዊና ውጫዊ የስራ አፈፃጸም ሪፖርት አደራረግ መካከል ወጥነት አለ					
7	የስራ አፈፃጸም ክትትል መረጃ ለመማርና ለማሻሻል ጥቅም ላይ ውሏል					
	6.የውጭ ጉዳዩ በሚመለከታቸው ወገኖች ተሳታፊ እንዲሆኑ ተደርገዋል።					
1	ውጭ ጉዳዩ የሚመለከታቸው ወገኖች በስትራቴጂክ እቅዱ ዝግጅት ተሳታፊ ናቸው					
2	በውጭ ያሉ ጉዳዩ የሚመለከታቸው ወገኖች ፕሮግራሙን በመገምገሙ ረገድ በየጊዜው ይሳተፋሉ					
3	ሲነርጂ/ተደጋጋሚነቶች በግልጽ ተመልክተዋል/የሚሰሩ ናቸው					
4	ፕሮግራሙ ለህዝቡ ተጠያቂ እንዲሆን ተደርጓል					
	4.4የውጤት ተኮር ተጠያቂነት ስርዓት ተረጋግጧል					
	1. መሰረታዊ የተጠያቂነት ደረጃዎች ይሰራሉ					
1	የግለሰብ ተጠያቂነት አለ (ስለ አመራሩ ሰራተኛው)					
2	በቡድን ላይ የተመሰረተ ተጠያቂነት አለ (ተጠያቂነትን መጋራት)					
3	ተቋማዊ ተጠያቂነት አለ (የውስጥ የውጭ)					
	2. መሰረታዊ የተጠያቂነት መሳሪያዎች የተዘጋጁና የሚሰሩ ናቸው					
1	ፕሮግራሙ ውጤት ተኮር የሆነ ስትራቴጂያዊ እቅድ አለው					
2	ፕሮግራሙ በውጤት አፈፃፀም ላይ የተመሠረተ እቅድ አለው					
3	ፕሮግራሙ በየጊዜውና ወጥነት ያለው የአፈፃፀም ግምገማ ያደርጋል					
4	ፕሮግራሙ የተጠያቂነት ሪፖርትን አደራጅቷል					

5	ፕሮግራሙ በየጊዜው የሚደረጉና ወጥነት ያላቸው የተጠያቂነት ስብሰባዎችን ያደርጋል					
	3. የስራ አፈፃፀም ተጠያቂነት ተደራጅቷል ይሰራል					
	እኔ እንደማምነው					
1	ተጠያቂነት የተመሰረተው በውጤት ላይ እንጂ በተግባራት ላይ ተጽእኖ ለማድረግ አይደለም					
2	ተጠያቂነት የተመሰረተው ጥሩ የስራ ውጤት ስራ አመራር ዘዴዎች/ልምዶችን በማሳየቱ ላይ ነው።					
3	በመረጃ ላይ የተመሰረተ የስራ አፈፃፀም የማምገማ ስርዓት አለ					
	4.5 ለመማርና ራስን ከሁኔታ ጋር ለማላመድ አቅም ተገንብቷል					
1	ተቋማዊ የመማሪያ መድረኮች ተስርተዋል					
2	እውቀትን መጋራት እንዲበረታታ ይደረጋል					
3	በልምድ አማካኝነት መማር ይበረታታል					

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APPENDIX 4: KEY INFORMANT INTERVIEW GUIDE/GUIDING QUESTIONS

Dear Participant (as an introduction**)**

The objective of the research is to investigate the role of leadership towards optimal institutionalizing a result - based performance measurement and management culture in the MERET program in the SNNP region in Ethiopia. Furthermore, it is to identify the efforts being made by the MERET program leadership and the factors that affected the institutionalization of results based performance measurement and management culture and find ways and means toimprove the performance measurement and management culture of the MERET program in the agriculture and natural resource sector of the region.

Therefore, I am requesting your usual cooperation to participate in this qualitative interview.

You are identified because of the experience you have in the program in general and in the design and implementation of the performance measurement and performance management system of the program in particular.

Kindly note that your privacy will be protected during and after the study and you are welcome towithdraw at any time in the research process. Your informed consent to take part in this study will be respected

I thank you again for your kind cooperation, participation in this interview and your contribution to the study**.**

Messele Gebregziabher

Part I: Demographic Information

1. Gender: Male □ Female □
2. Age ----------
3. Education:
   - 3.1 PhD □
   - 3.2 Masters □
   - 3.3 Bachelor □
   - 3.4 Diploma □
4. Location**:**
   - 4.1 Federal level □
   - 4.2 Region level □
   - 4.3 District level □
5. Category:
   - 5.1 Federal level middle level leader □
   - 5.2 Regional level middle level leader □
   - 5.3 District level middle level leader □
6. Years of experience/stay in this program**.**
   - 6.1 □3 -5 years 6.2 □More than 5 years

Main interview questions by each research question

1. *Exploring effective leadership roles/tasks that enhance the optimal institutionalization of a results-based performance management culture.*

   Interview Question 1: *From your experience, would you please explain the leadership roles that are being practiced to enhance the optimal institutionalization a results based performance measurement and management culture?*

2. *Assessing effective leadership roles/tasks that strengthen leading and managing for results culture.*

   Interview Question 2: In your view, what do you think are the leadership roles that would contribute in strengthening leading and managing for results culture in the perspective of the MERET of natural resource management sector in you are? Please explain them how they affect the leading and managing for results culture?

3. *Exploring leading and managing for results culture practices/strategies that enhance the optimal institutionalization of a results-based performance management culture.*

Interview *Question 3:* From your perspective, would you please describe the leading and managing for results culture strategies that are being practiced by the MERET of the natural resource management sector leadership in your area to institutionalize a results based performance measurement and management culture?

4. *Exploring what leading and managing for results culture practices facilitate effects of leadership roles/task on optimal institutionalization of a results-based performance management culture.*

   Interview Question 4: Would you please mention and describe the practices that facilitate the role of leadership roles in enhancing optimal institutionalization of a results based performance measurement and management culture?

5. *Managing for a results culture* (understanding the insights of the key informants in the areas of the design/ownership and flow /use of a performance measurement and performance management system of the MERET of the natural resource management sector in their respective settings)

   Interview *Question 5.1*: Would you please explain how the overall design/ownership of managing for a results culture (performance measurement and performance management) of the MERET of the natural resource management sector as well as how the flow of performance information was carried out as well?

   Interview Questions 5.2: Please describe the actual use of the performance measurement and management system of the in MERET of the natural resource management sector in your operational area? Please describe in detail for what purpose it is used?

   The end

   I thank you very much for your kind participation in this interview and your contribution to the study.

   Messele Gebregziabher

APPENDIXES 5: ETHICAL APPROVAL, LETTERS OF PERMISSION FOR THEDATA COLLECTION AND PARTICIPANT INFORMED CONSENT

5.1 Ethical approval from UNISA
5.2 Letter of permission for the data collection from Ministry of Agriculture and Natural Resource Development sector
5.3 Informed consent

Graduate School of Business Leadership, University of South Africa PO Box 392 Unisa 0003 South Africa Cnr Smuts and First Avenue Midrand 1685 Tel: +27 11 652 0000 Fax: +27 11 652 0299

Email: sbl@unisa.ac.za Website: www.sblunisa.ac.za

Informed consent for participation in an academic research project

Role of Leadership Towards Institutionalizing Result-Based Performance Management Culture in the MERET Program in SNNP Region in Ethiopia

Dear Respondent

You are herewith invited to participate in an academic research study conducted by Kidanemariam Messele Gebregziabher, a student in the Doctorate of Business Leadership at UNISA's Graduate School of Business Leadership (SBL).

The purpose of the study is to investigate the role of leadership towards institutionalizing a result-based performance measurement and management culture in the MERET program in the agricultural and natural resource sector in the SNNP region and disseminate evidence based findings to the public on how and in what manner a results-based performance management culture is systematically/holistically institutionalized in the MERET program in the SNNP region in Ethiopia.

All your answers will be treated as confidential, and you will not be identified in any of the research reports emanating from this research.

Your participation in this study is very important to us. You may however choose not to participate and you may also withdraw from the study at any time without any negative consequences.

Please answer the questions in the attached questionnaire as completely and honestly as possible. This will not take more than 35-55 minutes of your time.

The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.

Please contact my supervisor, Dr Sanchen Henning E-MAIL, hennis@unisa.ac.za if you have any questions or comments regarding the study. Please sign below to

indicate your willingness to participate in the study.

Yours sincerely

Messele Gebregziabher. Signature----------

1 ---------- herewith

give my consent to participate

in the study. I have read the letter and understand my rights with regard to participating in the research.

Respondent's signature **Date**

Graduate School of Business Leadership, University of South Africa. PO Bc
Unisa. 0003. South Africa Crv Janadel ,md Alexandra Avenues. Midrand. 1
Tel: +27 11 652 0000, Fax: +27 11 6 52 029 9
E-mail: s bl@un isa.ac.za Website: www.unix1.ac.za/sbl

SCHOOL OF BUSINESS LEADERSHIP RESEARCH ETHICS RE

COMMITTEE (GSBL CRERC)

19 May 2016

Dear Mr Gebregziabher

I **Decision: Ethics Approva**

Student: Mr KM Gebregziabher, messel.gebregziabher@w fp.org, +251 911 623183

,/ **Supervisor:** Dr **S** Henning, hennjs@unjsa.a c.za. 011 652 0395

Project Title: Role of leadershlp towards Institutionalizing result-based performance management culture In meret program In SNNP region In Ethiopia.

Qualification: Doctorate in Business Leadership (DBL)

Thank you for applying for research ethics clearance, SBL Research Ethics Review Committee reviewed your application in compliance with the Unisa Polley on Research Ethics.

Outcome of the SBL Research Committee:
Approval Is granted for the duration of the first phase of the Project

The application was reviewed in compliance with the Unlsa Polley on Research Ethics by SBL Research Ethics Review Committee on the 19/05/2016.

The proposed research may now commence with the proviso that:

1) The researcher/swill ensure that the research project adheres to the values and principles expressed In the UNISA Polley on Research Ethi cs.
2) Any adverse circumstance arising in the undertaking of the research project tt{ relevant to the ethlcallty of the study, as well as changes In the methodology/sh

45 years Building leaders who go beyond

SBL
GRADUATE SCHOOL OF BUSINESS LEADERSHIP
UNISA

Graduate School of 8 ,,si11e ss Lcader, hip. University of So uth Africa, PO Box 392. Unisa, 0003. South Africa Cnr Janadel and Alexandra Avenues. Midrand. 1 685. Tel: +27 I I 652 0000, Fox: +27 11 652 0299
E-mail: sbl@un iso.ac.za Website: www.unisa.ac.za/sbl

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be co'mmunicated in writing to the SBL Research Ethics Review Committee.

3) ~~An amended application could be requested If~~ there are substantial changes from the existing proposal, especially If those changes affect any of the study-related risks for the research participants.

4) The researcher will ensure that the research project adheres to any applicable nat ional legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

10/5/2016

Chairpers::; IL Research Ethics Committee
011 - 652 0363 or ramohrr@unisa.ac.za

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z_. */IJ}._,*
Dr R Mokate
CEO and Executive Director: Graduate School of Business Leadership
011- 6520256/mokatrd@unjsa.ac.za

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The Federal Democratic Republic of Ethiopia
Ministry of Agriculture

To Whom It May Concern

Subject: Ethical Approval of DBL (Doctor of Business Leadership) Research in the MERET Program of SNNP Region

Messele Gebregziabher Kidanemariam has requested our office (National MERET Program Coordination) to permit him to conduct his research study on:

"THE ROLE OF LEADERSHIP TOWARDS INSTITUTIONALIING A RESULT-BASED PERFORMANCE MANAGEMENT CULTURE **IN** AN ETHIOPIAN NATURAL RESOURCES
DEVELOPMENT PROGRAM" of which the data to be collected in eight districts (Konso, Alaba, Boreda, Humbo, Damotgale,lemu,Gurage,omosheleko) and six zones (Wolaita, Gomugofa, Hadia,Tembaro,Garage, konso) of the SNNPR region.
We understand that this research is going to explore the role of leadership towards institutionalizing a results based performance measurement and management culture in the natural resources development and management program of the agricultural development sector.

Natural resources development and management program (MERET) and results based management have been under implementation at federal, regional, zonal, district and community levels for a long period of time. We understand collecting this data and undertaking this research project will not harm the environment or the community, rather we believe that it will benefit the program in enhancing and improving its overall program management and leadership across.
Therefore, we support and approve the implementation of this research project as per the schedule outlined by the researcher.

Sincerely,

BETRU NEDESSA
MERET Project Coordinator

The Federal Democratic Republic of Ethiopia
Ministry of Agriculture

APPENDIX 6: SIMILARITY INDEX (TURNITIN)

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A LEADERSHIP MODEL FOR THE OPTIMAL INSTITUTIONALISATION OF A RESULTS-BASED PERFORMANCE MEASUREMENT AND MANAGEMENT CULTURE IN THE NATURAL RESOURCE MANAGEMENT SECTOR OF ETHIOPIA

by

MESSELE GEBREGZIABHER KIDANEMARIAM

Submitted in accordance with the requirements

for the degree of

DOCTOR OF BUSINESS LEADERSHIP (DBL)

at the

UNIVERSITY OF SOUTH AFRICA

PROMOTOR: PROFESSOR SANCHEN HENNING

May 2021

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SUBMISSION OF CHAPTERS

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)Ubmission status

Submission	Submittedlor grading status
Gradingstatus	Notgraded
Duedate	Wednesday, JOMarch1011,11:00 AM Time remaining 119

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Sumbission comments

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APPENDIX 7. QUALITY AND CONFIDENTIALITY AGREEMENT: STATISTICIAN

GRADUATE SCHOOL OF BUSINESS LEADERSHIP (SBL)

Quality and Confidentiality Agreement: Statistician

This is to certify that I, *Dr Dion van Zyl*, the statistician of the research project *A leadership Model for the Optimal Institutionalisation of a Results-Based Performance Measurement and Management Culture in the Natural Resource Management Sector of Ethiopia* agree to the responsibilities of the statistical analysis of the data obtained from participants (and additional tasks the researcher(s) may require in my capacity as statistician).

I acknowledge that the research project is conducted by *Messele Gebregziabher Kidanemariam* of the Graduate School of Business Leadership (SBL), University of South Africa.

I understand that any information (written, verbal or any other form) obtained during the performance of my duties must remain confidential and in line with the UNISA Policy on Research Ethics.

This includes all information about participants, their employees/their employers/their organisation, as well as any other information. I understand that any unauthorised release or carelessness in the handling of this confidential information is considered a breach of the duty to maintain confidentiality.

I further declare the statistical analysis is correct to my knowledge and in line with the stated objectives of the study.

Full Name of Statistician: DION VAN ZYL

Signature of Statistician: Date: 7 April 2021

Full Name of Primary Researcher: Messele Gberegziabher Kidanemariam

Signature of Primary Researcher: Date: 7 April 2021.

SBL 2021