ACADEMIC STAFF PERCEPTIONS OF PERFORMANCE MANAGEMENT: A

QUALITATIVE STUDY.

By

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DECLERATION:

Unless it is otherwise stated, the following work is solely my own. Where information was

borrowed, all citations and references have been appropriately provided.

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CONTENTS PAGE

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ABSTRACT

Performance management as a tool of managing human recourses has flourished into the higher education sector, with more and more universities employing it to manage the performance of academics (Simmons, 2002). This research is a qualitative exploration of the individual and personal lecturer or university academic's experiences and perceptions of performance management. The research study conducted seven semi-structured, thirty to forty-minute-long interviews with seven university academics to ascertain their individual, personal, subjective perceptions, opinions and experiences of performance management within higher education institutions. Participants recognised the importance and positives of performance management, but also expressed frustration with the conception, implementation and execution of performance management. Performance management is viewed by academics as being detached from the realities of a university context, due largely to the pro-profit and bureaucratic approach employed in the entirety of the process. Participants desired an inclusive, qualitative, less bureaucratic approach to the conceptualisation of what constitutes 'good performance'. This approach must also honour the changing environment and context of contemporary universities that is driven less by neoliberal norms.

CHAPTER ONE: INTRODUCTION

Since the turn of the century, human resources management has yielded a number of tools for cultivating efficient workforces (O'Callghan, 2008). One of the tools that have had an indelible impression is performance management. The perceived successes of the corporate application of performance management as an effective human resources management technique has been well-documented (Huselid, 1995; O'Callghan, 2008; Fletcher, 2001; Deem, 2011; & Decramer, Christiaens and Vanderstaeten, 2007). So much so that this has prompted a noticeable rise in public institutions adopting performance management tools (Simmons, 2002).

Problem Statement

At the centre of interest for the researcher is the rise of performance management adoption within higher education institutions. The following research will explore the experiences and perceptions of performance management among university academics. This research makes a qualitative inspection into individual academic member's personal feelings, opinions and perspectives on how their performance is managed by the university they work for. This is in view of the ever-expanding discourse of quantitative performance management policy adoption in South African universities (Mapesela & Strydom, 2004; Flaniken, 2009).

Aims and Objectives

The primary objectives that frame this dissertation are four-fold and they are:

- To explore the experiences academic staff have had with performance management,

- Find out the personal opinions, perceptions and feelings individual lecturers have of performance management,

- To investigate the views academic staff have about universities being managed more like corporate environments,

- Finally to explore the effects of performance management between academic staff and management.

Research Questions

The questions that this research intends to answer are as follows:

- What has been the nature of the experiences that university academics have had with regards to performance management?

- What personal opinions, perceptions and feelings do individual lecturers have about performance management?

- How do university lecturers feel about the way in which universities are being corporatised?

- And how does performance management affect the relationship each individual lecturer has with his/her employer (university)?

Dissertation chapter Structure

Chapter 1: Introduction

An overarching summary of the paper in its entirety is provided in this section. This chapter is also concerned with the problem statement, the aims and objectives of the study and the research questions it intends to answer.

Chapter 2: Literature Review

Chapter two includes the literature review, where relevant scholarship on the subject in question (performance management) will be discussed at length.

Chapter 3: Theoretical and Conceptual Framework

This chapter presents the theoretical framework of the current study. Governmentality will be the theory that will be used to understand individual performance management experiences and perceptions. The concepts of neoliberalism and the psychological contract will also be used in this regard.

Chapter 4: Methodology

 The methodology chapter will provide details and information regarding how the actual research was carried out. The methodology chapter is inclusive of the nature of the study, sampling technique employed, method of data collection, method of data analysis and relevant ethical considerations with regards to the act of the field research of the study.

Chapter 5: Results

In this section, a clear description of the results gained from the collected and analysed data will be provided.

Chapter 6: Discussion

A discussion of the implications of the results gained from the data collected is included in this chapter. The discussion section will focus on each aspect of the research study as reflected in the data. This section will also entail a discussion of the research questions, reflect on the aims and objectives and the theoretical overview of the results generated.

CHAPTER TWO: LITERATURE REVIEW

Globalisation has shrunk the planet and thus transformed the organisational universe into a hub of greater competition. To keep up with the demands of increased competition, organisations have been targeting their simplest source of competitiveness; the employees. Performance management is a process which can significantly affect organisational success by having managers and employees work together in setting expectations, reviewing results and the rewards thereof (Mondy, Noe, & Premeaux, 1999). Performance management is the integrated process whereby managers work with employees in setting expectations, monitoring developmental goals, measuring performance, reviewing feedback and rewarding good performance in order to improve employee performance, with the ultimate goal of positively effecting organisational performance (Decramer, Christiaens and Vanderstraeten. 2007). Williams (1998 as cited in Fletcher, 2001) recognises three uses or forms of performance management:

• Performance management as a system for managing organisational performance

• Performance management as a system for managing employee performance

• Performance management as a system for integrating the management of organisational and employee performance.

Performance management is emanates primarily from the business field of organisational psychology. Unsurprisingly, much of the initial literature originates from the perspective of incessant management for the efficient meeting of budgetary goals (Brayfield & Crockett, 1955; Decramer, Christiaens & Vanderstraeten, 2007; Huselid, 1995). For many years this fairly psychometric heritage of performance management persisted and to an extent still persists. Four

out of five South African employers choose to have a performance management system, almost all of them have a formal communication strategy pertaining to performance targets and goals, and 86% of them allow their employees to jointly set targets and objectives with the manager (O'Callghan, 2008). This trend is in synch with the rest of the world, as companies globally are aligning their human resource initiatives with the overall goals of the organisation in order to increase business success (O'Callghan, 2008).

Performance management as a system often includes features such as performance and development reviews, personal development plans, learning and development activities, coaching and mentoring, objectives and performance standards, competency measurements, reward and remuneration, team working, and 360 degree feedback (Conger, & Riggio, 2012; O'Callghan, 2008). The importance of performance management lies in the fact that the employer knows where the company stands in relation to its business objectives. For the employee, performance management ensures workplace performance transparency, provides a good method of documenting performance-related information, and can help facilitate future career development needs and rewards (Conger, & Riggio, 2012; Decramer, Christiaens & Vanderstraeten, 2007; O'Callghan, 2008).

 What is abundantly clear from the nascent but growing literature on performance management is the influence with which human resource management (HRM) has dominated employee performance in the field of research (Decramer, Christiaens, & Vanderstraeten, 2007; Guest, 1997; Huselid, 1995). Guest (1997) noted the abundance of research evidence supporting an association between what is called high performance or high commitment HRM and performance management. HRM plays a pivotal mediating role in the performance management process (Decramer, Christiaens, & Vanaderstraeten, 2007).

There is ample literature which advocates for the positive benefits of the usage of performance management (Busi & Bititci, 2006; Decramer, Christiaens, & Vanaderstraeten, 2007; Guest, 1997; Huselid, 1995; Jackson & Schuler, 2002; Simmons, 2002; Whitford & Cotsee, 2006). Guest (1997) also noted a steep rise in the number of studies that found a positive association between more muscular HRM and performance. He however lamented zealotry of statistical sophistry at the expense of theoretical rigour. Empirical research that cites a positive relationship between HRM and performance management does so by only considering performance as a general value that requires management. Performance management is regarded as being something that is added to make work performance better, without there being sounder theoretical value. A majority of the studies on performance management are losing relevance to contemporary organisational dynamics and contexts (Busi & Bititci, 2006).

The interplay between HRM theory and performance management is a synopsis of contemporary empirical work within performance management (Guest, 1997; Huselid, 1995). The general trend in performance management research has been largely descriptive of performance management and only serving to treat performance management as an independent variable in relation to dependent variable of organisational performance (Guest, 1997; Huselid, 1995). Performance management research is lacking in finding theories that can assist in developing the understanding of performance management (Deem, 2011; Guest, 1997).

In an attempt to bridge the gap of the theoretical void that exits in performance management research, a number of scholars have come up with research agenda methods for performance management. Guest (1997) aimed to present a form of research agenda that will reintroduce theory into the massive empirical debate and utilise it to evaluate some emerging empirical findings. As has been noted above, performance management emerged from the business field

and has been the central interest of managers and researchers. However performance management has tended to focus too much on financial performance (Otley, 1999). The broader understanding of how HRM techniques, such as performance management, have an effect on employee performance can be greatly aided by theory-construction.

Guest (1997) further attempted to construct a theoretical bridge between HRM theory and HRM practice as it manifested itself in the management of worker performance. He distinguished between three types of HRM theory; namely strategic theories, descriptive theories and normative theories of HRM. Strategic theories deal with the relationship between a range of possible external contingencies and HRM policy and practice. Descriptive theories are concerned with describing the field in a comprehensive manner. Normative theories or models are prescriptive in approach, holding or showing a perspective dictated by a well-established discourse in order to give a framework for applying the best-suited values and practices (Guest, 1997). The in-depth analysis of the three facets of HRM theory is beyond the scope of the current study. The purpose is to provide a summary of the research agenda that guides the theoretical linkage(s) of HRM policy, practice and performance.

As noted, there exists no confirmed theory of organisational performance but several models and approaches (much like those discussed in this literature review) that are based on a specific discipline.

Busi and Bititci (2006) carried out research in order to find out how collaborative performance management can help create a model for defining a research agenda. They define collaborative performance management as the integrated process whereby multiple organisations are using inter-organisational systems to measure performance and using that measure to enable proactive decision-making and strategic management of the collaboration between the organisations (Busi

& Bititci 2006). It can be seen as fitting that most performance management research is concentrated within the corporate arena (finance, managerialism, productivity, and the ilk). The topic of collaborative performance management views performance management from the varying lenses that have been demanded by a shifting global economic climate. These views include considering leading performance management as opposed to lagging performance management; and moving away from the individualising nature of performance implied in traditional performance management (Busi & Bititci 2006).

Al-bahussin and El-garaihy (2013) note that the implementation of HRM principles such as performance management has been successful, however there have not been studies that are concerned with the function of HRM practices in strengthening organisational performance in the frame of innovation, organisational culture, and knowledge management. The link that exists between performance management and HRM is due to the former being concerned with the ultimate goal(s) that the entire organisation intends to achieve involving multiple levels of analysis (den Hartog, Boselie & Paauwe, 2004). The term 'strategic HRM' is prevalent within performance management literature. Al-bahussin and El-garaihy (2013) found in their research that there is a positive link between knowledge management and organisational performance, and they also found a positive relationship between organisational innovation and organisational performance.

Since the inception of performance management academic scholarship, most of the research done regarding performance management has infiltrated into industrial initiatives and prompted performance management being undertaken in many fields (Busi & Bititci, 2006). These fields include (but not exclusive to) marketing, logistics management and operations management. Otley (1999) pointed out the fact that there is less than enough studies that examine performance

management in a way that considers it as being one of many different parts that are working closely and successfully with one another.

This research has now shown that a large majority of contemporary research on performance management has been done in order to consolidate the research theoretical agenda of performance management. Otley (1999) constructed a model for defining performance as a function of organisational systems control. The analysis begins at the organisational level and continues to assume that a performing organisation is one that attains its objectives. This falls in line with the trend within performance management empirical research to work inductively to identify vital topics relevant to different organisations and how they go about doing performance management (Guest, 1997; den Hartog, Boselie & Paauwe, 2004; Whiteford & Coetsee, 2006; Stringer, 2007).

Performance management is a management control system, which is to say that it provides information intended to be utilised by managers in doing their jobs and to help organisations create and maintain viable patterns of behaviour amongst employees (Otley, 1999). Otley's model is based on the contingency theory which states that there no universal or single way of solving managerial problems, but that there are different solutions from which a contextually appropriate choice must be made (Jackson & Schuler, 2002; Otley, 1999). Otley (pp 365-366, 1999) then sets out five questions that frame performance management and from them he constructs a model for suitable performance management technique selection, these questions are:

a) What are the key objectives that are central to the organization's overall future success, and how does it go about evaluating its achievement for each of these objectives?

14

b) What strategies and plans has the organisation adopted and what are the processes and activities that it has decided will be required for it to successfully implement these? How does it assess and measure the performance of these activities?

c) What level of performance does the organisation need to achieve in each of the areas defined in the above two questions, and how does it go about setting appropriate performance targets for them?

d) What rewards will managers (and other employees) gain by achieving these performance targets (or, conversely, what penalties will they suffer by failing to achieve them)?

e) What are the information flows (feedback and feed-forward loops) that are necessary to enable the organization to learn from its experience) and to adapt its current behaviour in the light of that experience?

The above model is not used as a model for this research, its inclusion is for the purposes of illustrating the scholarship of performance management. Stringer (2007) responded to Otley's recommendation that successive performance management research should take an integrated stance when doing research that explores the utilisation of performance management in actual organisations. Stringer then applies Otley's performance management framework in finding out the number of longitudinal field studies that have been done in examining performance management from this integrative perspective. The use of long periods of studying performance management is a distinguishable trend in the literature. Also prevalent in the literature is the antagonistic view that employees have of performance management (Ammons, Liston & Jones,

2013; Ter Bogt & Scapens, 2012; Simmons, 2002; Sun & Van Ryzin, 2014; Whitford & Coetsee, 2006).

Fletcher (2001) noted that research into the field has been largely focused on socio-motivational aspects of performance management and identifies these prevailing themes in the research. In keeping with this trend of antagonism between employee and performance management, Mayer and Davis (1999), citing recent theoretical developments, conducted a study of trust for curtain organisations between top management and employees based on the former's use of performance management tools. The growing number of published studies on organisational trust express the importance of studying trust. A majority of scholars devoted to this task point to the suggestion that organisations almost routinely violate what employees see as the employer's obligations which pre-empts a discrediting of trust between the two parties (Mayer & Davis, 1999). An HRM (human individuals of the organisations) tool such as performance management provides a good 'cameo' for testing organisational trust. From this stand point, Mayers and Davis 1999) conducted a quasi-experiment on the effects that performance management has on trust for top management.

What they found was that employees were not trusting of employers who used performance-based recognition and performance rewards (Mayer & Davis, 1999). However it is questionable whether the amount of contact that employees have with management may have been a factor in this result. Furthermore, the issue of trust is rather subjective and very complex and thus it may be questionable also if it is fair to expect management to cater to all employee trust criteria.

Vernadat, Shah, Etienne and Siadat (2013) have put forward a performance management framework that is founded on value and risk. This involves a largely business and mathematical evaluation of performance. Fletcher (2001) pointed out the different methods that have been used

to do performance management and the various socio-political, economic and cultural differences in contexts that are ill-suited to non-American or non-Western settings of performance management. Thus, the sphere of research in performance management has been has been to primarily construct models of function or theories for performance management. His findings suggest that themes in performance management have dealt with i) the content of appraisal (what is being appraised), and ii) the context within which performance management occurs. The context within which performance management occurs is important because it continuously changes and evolves (Vernadat, et al., 2013).

This first section of the literature review has been an effort to present the scholarly attempts at constructing theoretical integrity within performance management research. Now the focus of the literature review shifts into the analysis of performance management within the higher education arena.

Performance Management in Higher Education Institutions

The rapid trend of organisational performance management has been initiated in the higher education sector. This research is concerned with the rising trend of performance management techniques in higher education institutions. In the last ten to twenty years there has been a gradual trend of performance management policies being adopted by higher learning institutions (Decramer, Christiaens & Vanderstraen, 2007 Flaniken, 2009). The new public management craze has been the main purveyor of the hallmark adoption of performance management within higher education institutions (Deem, 2011; Simmons, 2002). Performance management's demand of cost effectiveness, efficiency and quality have been identified by Decramer et al

(2007) as the emergence of new public management (NPM), which has augmented these quasi-market tendencies in the adoption of private-management tools and in turn normalises neo-institutional processes like performance management (Deem, 2011).

Due to the nature of NPM involving the use of private sector principles and methods in the public sector, it creates grounds for a battle between developmental versus judgemental usages of performance management (Ter Bogt & Scapens, 2012). Usually, performance management in universities is for developmental purposes (assisting the academician in improving his/her future performance), however NPM uses quantitative evaluation measures that are judgemental and create anxiety and uncertainty (Ter Bogt & Scapens, 2012).

This new system is being accused of stunting creativity and undermining the contributions of the world outside the university (Ter Bogt & Scapens, 2012). There seems to be heavy use of performance management but not much knowledge being produced about it. The encroachment of NPM in the public sector has been met with stern critique, mostly centred on the negative and dysfunctional consequences performance management derived from it wrecks (Ammons, Liston & Jones, 2014; Simmons, 2002; Ter Bogt & Scapens, 2012).

Much of what is today known as performance management was initiated in the seventies and eighties when NPM was first adopted (Ammons, Liston & Jones, 2014; Simmons, 2002; Ter Bogt & Scapens, 2012). This period included the ethos of management by objectives, programme budgeting and evaluation. These were the antecedents to the introduction of performance management in the public sector; a series of finance-driven strategies for making public institution budgeting less costly through making it more output-oriented (Deem, 2011; Simmons, 2012; Ter Bogt & Scapens, 2012; Ammons, Liston & Jones, 2014). In essence, it was

the successful introduction of economic rationalism within public institutions such as universities.

Performance management in universities implies management by value for money, as universities are now being assessed externally for teaching and research (not in direct terms in South Africa) (Deem, 2011; Simmons, 2012; Ter Bogt & Scapens, 2012). Universities are even starting to compete with one another now, especially with the initiation of world ranking systems based on teaching and research output performance (Mapasela & Streydom, 2004; Mbali, 2006; Ter Bogt & Scapens, 2012). As such, interest on the performance of individuals in university departments became the focal point.

Universities are in a shift of their own, a rise in student numbers has not been met with an adequate rise in appropriate funding and infrastructure to meet the expansion in access to university (Deem, 2011; Simmons, 2002; Ter Bogt & Scapens, 2012). Planning for universities and the allocation of funding in some institutions is done according to the number of degrees awarded; and in some universities there is even a move to create an actual formula for funding allocation that is based on accountability, performance, and a variety of audits that are similar to those performed in South Africa as well (Mapesela and Strydom, 2004; Ter Bogt & Scapens, 2012).

Research on performance management within universities is scarce, and if one does find it, it is usually concerned about issues of governance impact and resource deployment (Ter Bogt & Scapens, 2012). The main motivator for this adoption of performance management processes in universities is attributed to universities being faced with a huge amount of accountability, responsiveness, capacity building, efficiency and effectiveness (Mapesela and Strydom, 2004). This is in line with what Deem (2011) views as the seemingly insidious and wilful acceptance

and adoption of new managerialism among universities. New managerialism can be described as attempts to impose managerial processes that are normally associated with the field of commercial business on public sector organizations, such as universities (Deem, 2011).

Decramer, Christiaens and Vanderstaeten (2007) infer Weber's institutional theory in conceptualising the "biology" of new managerialism within higher education institutions. Isomorphism occurs when organisations homogenise by becoming more and more similar as they change and ascribe to the normative dictates of their new environment(s) (Decramer, Christiaens and Vanderstaeten, 2007; Meyer, Rowan, Powell, & DiMaggio, 1991). There is a strong emphasis on inter-university competition, higher education is being transformed into a quasi-market entity; and academic leaders are now managers and vice chancellors are the chief executives (Deem, 2011). The performance management requirement for role definition, goal setting, developmental goal setting, monitoring, and evaluation have turned higher education institutions into markets due to universities being held accountable for being social profit organisations (Decramer, et al., 2007).

Keeping up with what is an unfortunate characteristic of African academia, there is a paucity of research literature on performance management in universities within the continent. Of the small amount of research that has been done on performance management within higher education institutions, Flaniken (2009) noted that there was dissatisfaction among university employees about performance management. This dissatisfaction is due, inter alia, to a lack of leadership support for the performance management; supervisors not being held accountable for the timely completion of the performance management process and the lack of training that needs to be provided to supervisors in order to execute performance management properly (Flaniken, 2009).

Simmons (2002) dates the history of performance management in universities (at least in the United Kingdom) as early as the seventies. NPM is committed to quantitative performance management in its emphasis of accountability and efficiency through the utilisation of overt, external audit (Ter Bogt & Scapens, 2012). This notion is in stark contrast with the previous status quo. Prior to this period there was largely a laissez-faire spirit towards performance management (Deem, 2011; Simmons, 2002). Good performance was a function of free-thought, scholarship, academic liberty, collegiality and high trust (Deem, 2011; Simmons, 2002). The introduction of the finance-sensitive obligations that universities have had to fill has pitted collegiality against what Trow (1993) calls soft managerialism.

The history of management in the university has shifted form old managerialism to new managerialism, which (it has been argued) has more disruptive results than helpful ones (Ballantine, Brignall & Modell, 1998; Mapasela & Strydom, 2004; Ter Bogt & Scapens, 2012). Research studies show that performance management can have an effect on subordinate motivation, and the studies also note that performance management can instigate tension and/or stress (Ballantine, Brignall & Modell, 1998; Ter Bogt & Scapens, 2012). Other subjective characteristics of the workplace such as morale and job-related tension have also been found to have a connection to performance management (Ter Bogt & Scapens, 2012). The managerial shift that has been going on in universities has placed a great amount of pressure on academics and has on occasion resulted in high levels of work-related stress (Mapasela & Strydom, 2004; Ballantine, Brignall & Modell, 1998; Ter Bogt & Scapens, 2012).

Other forms of research in performance management in the academic arena are a convergence of opinions on the difficulty and complexity of performance management. As such, research in this context has been centred on the politics of performance management. Mapesela and Strydom

(2004) along with Mbali (2006) similarly discuss the question of who should have the onus of wielding performance management activities over university academic staff and how HRM policy affects how performance management is carried out.

CONCLUSION

Performance management is a human resources instrument that has emanated out of the rising standards of global competitiveness within organisations. There is undoubtedly evidence that points to the positives of performance management but theory-building scholarship still has to improve. Nascent performance management theorising is focused on integrative model construction. The corporate success of performance management has inspired a rising usage of the instrument within the higher education sector. Universities are now more competitive with one another and a greater emphasis is placed on individual performance. The discussion of the theoretical framework guiding this research paper now follows in a separate chapter from the literature review. Specific emphasis will be placed on the critical discussion regarding the psychological contract, neoliberalist hysteria and governance. This is the ambit under which the theoretical framework falls under, and is discussed in the following chapter.

CHAPTER THREE: THEORETICAL AND CONCEPTUAL FRAMEWORK

Introduction:

This chapter outlines the theoretical framework of this dissertation. It will include a description of one theory that will guide this work. The theory employed in this paper is the Foucauldian theory of governmentality. In this paper two concepts will also be utilised, namely the psychological contract and neoliberalism. Firstly, short discussions on governmentality, the psychological contract and the concept of neoliberalism will precede an integrated discussion of the conceptual framework provided by both governmentality and the psychological contract within a neoliberal context. This will thus be termed a theoretical and conceptual framework of the current study. This conceptual framework will further guide this dissertation's theoretical and critical reflection on the results gained from the data collected in the study. This chapter will also consider the implications of the use of such a theoretical and conceptual framework on the current study.

Governmentality

In simple terms, governmentality is a Foucauldian term that refers to the way in which the state uses control over its populace. Combining the words 'govern' and 'mentality', governmentality is a socio-theoretical inspection into how the practices of governing affect those who are being governed (Rose, 1990). Governmentality was assembled by the French philosopher Michel Foucault when he was attempting to consolidate his interest in political rationalities and the ethical enquiries into the lineage of the subject or the self (Lemke, 2002).

Similar to a majority of Foucauldian scholarship, governmentality stems from the conception of power as a non-possession, but something that avails itself when we actually use it (Davies &

Peterson, 2005). Thus, theorising in governmentality most often has to do with the relationship between "truth regimes" (such as the notion that periodical performance assessment yields positive performance results) that have helped us become what we are (subjects or objects who's performance must be managed) and the practises that have shaped the behaviour or conduct of ourselves and others (Rose, 1990; Davies & Peterson, 2005).

In this research, governmentality will be used as a way of viewing or analysing how the practices (performance management) of governments (universities) affect the governed (academics or academia at large). This is based on the fact that governmentality is more than the mere verb of governing, but it is a much broader social theory of how the governed conduct themselves and how the processes of governing interlink with the act of being governed (Rose, 1990; Lemke, 2002; Lemke, 2007). In other words, the theoretical framework for this research guides this work in as far as instruments or technologies that re-enforce politically motivated rationalities such as performance management affect how subjects or "selves" (subjectivity) or individual lectures conduct themselves as a result thereof. This is the reason why the theory of governmentality is sometimes given the phrase 'conduct of conducts'.

To further capture the essence of the theoretical framework for this study, governmentality and the psychological contract are considered in the backdrop of the neoliberalist assault on higher education. There is theoretical argument that neoliberalism should be thought of as a governmentality because it is a mechanism of political rationale that governs organisations, countries, economies and people (Rose, 1990; Davies & Peterson, 2005).

Psychological contract

Like most concepts within the science of human behaviour, the psychological contract is not easy to explain. According to Stiles, Gratton, Truss, Hope-Hailey and McGovem (1997) the psychological contract is a set of reciprocal and mutual expectations between an individual employee and the organisation/employer. The psychological contract encompasses the basic promise-based mutual economic collateral of the employment relationship. Performance management, by nature, is an obvious test to the relationship between the employee and the employer, this research seeks to observe critically the extent of the impact of performance management on each individual lecturer's perception of the contract being breached (if there is any impact).

Seminal writers such as Argyris and Rousseau conceived of the psychological contract as an implicit agreement between the worker and employer. The psychological contract further posits that this relationship involves the exchange of a higher level of productivity and lower grievance in return for good remuneration and job security (Coyle-Shapiro & Parzefall, 2008). The characteristic of the psychological contract having a variety of subjective and complex terms, even though it presents itself as practical and objective, is problematic because of its contradictory nature. The psychological contract's long theoretical genealogy passed through the influence of the social exchange theory, in that the psychological contract talks of tangible and intangible resources within the government of reciprocity (Coyle-Shapiro & Parzefall, 2008). This yields nominal categories within which psychological contracts can be placed, namely relational and transactional psychological contracts. Relational contracts are reliant on social interdependence and transparency, and the subjective expectations implied but not mentioned

within the employment relationship. Transactional psychological contracts are the concrete, objective contents thereof (Coyle-Shapiro et al., 2008; Guest, 1998).

In this research, the purpose is to critically analyse how the psychological contract between individual university lecturers (employees) and management is transforming from the perspective of the academics, as it accommodates the heightened demands of HRM policies introduced by employers in the form of performance management. With the increasing organisational universe instability, both commercially and academically, and the heightened need for better competency; are the agents of the psychological contract subconsciously undermined or unintentionally discredited? This study seeks to explore the critical perspective of the complex nature of the organisation-employee (university-academic) relationship in the context of the injection of the human resource gadget of performance management within the psychological contract framework.

Thus, performance management (in part) guides the framework of the psychological contract in three ways: the setting of objectives derived from corporate and business unit strategies; the evaluation of performance; and the linkage between evaluated performance and rewards in order to reinforce desired behaviour (Storey and Sisson, 1993). These promises include an understanding of job role; fair, timely and accurate evaluation of performance and the fair distribution of pay and development opportunities (Stiles, et. al, 1997). A further perspective on this point is provided by the section that discusses the psychological contract along with governmentality within a neoliberalist environment or context.

Guest (1998) cited basic theoretical problems with the psychological contract and said that though there is empirical importance in the study of the psychological contract, it is neither a theory nor a measure, but a hypothetical construct. For Guest (1998), the psychological contract

can only be given merit for framing policy and expansive research on areas concerned with employment security and career psychology.

Neoliberalism

Read (2009) wrote an excellent critique of Foucault's neoliberal and governmentality scholarship in as far as subjectivity is concerned. He stated that neoliberalism as a kind of governmentality, can be perceived as the production of subjectivity. Subjects, in this case academics, are constituted by the fact that they are seen as human capital (Read, 2009). Academics perform a daily task of higher institution education, which within a neoliberalist context can be seen as a "market" where the performance of the lecturer is "invested in", with the expectation of wages for the lecturer and good performance for and on behalf of the institution. Neoliberalist dictum asserts a claim to an ideal of what the self is, thus perceived 'freedom' can be institutionalised and rationalised subjection (Harvey, 2005; Read, 2009).

Neoliberalism differs from classical liberalism in that the former emphasises competition more than it does exchange (Read, 2009). Foucauldian scholarship sees neoliberalism as the new truth regime, and by extension a new subject producer (Rose, 1990; Read, 2009). This is then considered within a context where the neoliberalist civil encroachment has arrived in higher learning institutions. Universities are in competition with one another on a number of fields; primarily performance, teaching, research, excellence etc. The 'self' of an academic is considered alongside an economic gauge, for there is capital investment on their performance which is assumed to be the best measure as per the dictum of neoliberalism. The worker or academic is neoliberally transformed into human capital, a human resource on whose skills an investment is placed on. The welfare of this investment is protected by the periodical management of the subject's performance.

Psychological contract, governmentality (in a neoliberal context)

As pointed out in the beginning of this chapter, the purpose of this framework is to provide for theoretical bases of exploring the critique of how higher education governance in the contemporary neoliberal space links up with corporatist technologies such as performance management to discredit or undermine the psychological contract.

Governmentality is a particular way of identifying connections between the creation of subjectivities and population politics (Cotoi, 2011). There is thus a sound argument to theoretically discuss neoliberalism as a governmentality that has been spreading the world over since the 1990s (Cotoi, 2011). There are two kinds of governance, namely normative governance and social governance. Normative governance deals with all the activities which could be characterised as being that of good governance, whilst social governance deals with the sociology of governance (Cotoi, 2011). The sociology of governing entails all the total public and private player interactions aimed at resolving social hurdles and the creation of socially favourable circumstances. The sociology of governance also means that public institutions such as universities are identified as contextualisers of these governing interactions, thus creating a base for normative governance theory (Kooiman, 2003; Cotoi, 2011).

This study views tools such as performance management as being situated within a continuum between normative and social governance because the management of performance can be seen as a good or well-intentioned motive, while similarly consolidating the overarching social aspect implied in being a university 'citizen' or an academic.

Governmentality theorising stems from the notion that power is an incremental phenomenon, this is essential to the understanding of neoliberalism as a discourse or the power of economic

hegemony and desired global domination (Davies & Peterson, 2005). This perceived global domination is beginning to ring true as the encroachment of neoliberalism even within intellectual institutions is well and truly underway with the ever-increasing use of new managerialism within universities (Decramer et al., 2007; Deem, 2011; Simmons, 2002; Ter Bogt & Scapens, 2012).

Harvey (2005) defines neoliberalism as a theory of political and economic practices that advocate for individual libertarian entrepreneurship within an institutionalised framework of the privatisation of property, a market and trade that is perpetually free of state interference. Neoliberalism is the recovery of concepts connected with laissez-faire economics and state non-interference that started in the 1970s. Neoliberalism's resurgence coincided with the big government critique of the 1980s where there was a focus of individual power discussions and an attack on 'welfarism' which has acquired an unfair position in the category of pejorative (Cotoi, 2011; Davies, Gottsche & Bansel, 2006; Thorsen & Lie, 2006).

The enmeshment of globalisation (a loaded term with its own complexities) and neoliberal govermentalities has created a platform for gadgets such as performance management to consolidate and affirm the influence that econo-political ideologies have in contemporary society. Now this influence is spreading within higher education institutions (Davies, Gottsche & Bansel, 2006). Non-state authorities and informal power systems of governing that are flexible such as performance management are indicative of neoliberalism's push within universities (Davies, Gottsche & Bansel, 2006; Cotoi, 2011).

Rose (1990) reiterated Foucault's agreement that power not only restrains but also produces actions. Consider for example an academic scrambling to exceed their own potential at the

behest of ensuring required performance levels. Products of neoliberalism provide excellent conduits through which there can be an analysis of how neoliberalism has infiltrated universities.

Theoretical implications for study

The main theoretical implication for the study is that the neoliberal context under which the study is framed will be a test to the psychological contract. Performance management is a testing requirement for the psychological contract in that the implication lies in the extent to which the experiences and perceptions of performance management affect the relationship between the academics and the academy. Neoliberal agents such as globalisation have challenged universities to complete with one another in teaching, research output and overall quality, thus the individual perceptions of the expectations between lecturer and academy become more transactional (Coyle-Shapiro & Parzefall, 2008; Guest, 1998).

New Public Management (NPM) demands that university academics account in the standard of neoliberal expectations, which are largely quantitative (Deem, 2011; Simmons, 2002). NPM and neoliberalism act together and are galvanised by performance management to make the relationship between employer and employee become strictly based on concrete, objective, a-humanistic, a-collegial, and socially independent factors. This ultimately makes performance management vulnerable to contextual ignorance.

Since neoliberalism is a form of governmentality, this implication extends to the governance of the 'rules' of reciprocity between lecturer and academy. Performance management as a practice of governance affects academics in an anti-social manner. This is due to the objective and highly positivist nature with which each academic's performance is measured, as prescribed by the neoliberal NPM framework. Thus the personhood of the employer becomes nebulous and

automated, in the sense that the employer cannot be defined within the humanistic sense but through a bureaucratic, state or almost as a juristic institution. This theoretical implication could mean a great deal more self-surveillance or self-oversight on the part of the subjects being governed, which is the academics or lecturers (Read, 2009).

CONCLUSION

This chapter has demonstrated the theoretical framework for this study. The two main theories binding the research, the psychological contract and governmentality, have been described and applied as the critical and theoretical foundations of the perceptions and experiences of performance management among university lecturers. Further, each theory has been considered within the incumbent context of neoliberalism that has enveloped the academic universe under which all critical reflection on data gathered will be based.

CHAPTER FOUR: METHODOLOGY

Introduction

In this chapter, the empirical orientation of this research study will be presented, conveying the epistemological position of the research. The orientation guiding the methodology of this study is the interpretative paradigm. Also included in this chapter is the over-arching research plan or conceptual design, which is inclusive of the type of study that will be conducted, sample nature and thorough description of the participants; the instrument that will used in the collection of data; the overall process of data collection which details what was done in the study, how it was done and why. This chapter will close off with a description of the method used to analyse the data collected and all the ethical issues that could have been or were relevant in the conducting of this study.

Epistemological Orientation

The epistemological position selected for this study is the interpretative paradigm. This position has been selected due to the nature of the objectives and questions of the current study. The objectives of this study were to find out the effects of performance management on individual lecturer feelings, opinions, perspectives, perceptions, experiences of work and academy; to explore the theory of governmentality as a framework for analysing these effects on the employer-employee psychological contract; to look at how neoliberalism is creating a framework of how performance management is changing the world of academia; and to explore the effects that globalisation and neoliberalism have had on the higher education sector.

Research Questions

The questions that the current study aims to answer are as follows:

1. What has been the nature of experiences that university lecturers have had with regards to performance management?

2. What personal opinions, perceptions and feelings do individual lecturers have about performance management?

3. How do university lectures feel about the way in which universities are managed currently?

4. How does performance management affect the relationship each individual lecturer has with his/her employer (university)?

The epistemological foundation of this research was Interpretive Social Science (ISS). Neuman (2011) describes epistemology as the branch of philosophy concerned with how knowledge is created, with an emphases on how we know what we know. The knowledge this study intended to create was aimed at emphasizing meaningful activity among civil actors (Neuman, 2011). Interpretive social science places the meaning made by humans on phenomena (performance management) at the core of the research purpose (Schwartz-Shea & Yanow, 2013). This research study aimed to find out what meaning academics (civil actors) placed on the experiences of performance management, and the meaning they placed on their perceptions of performance management.

All of the above was done with the objective of using governmentality and neoliberalism as a theoretical perspective of exploring whatever meaning academics placed on their experiences and perceptions of performance management. The meaning placed on the experience and perceptions of performance management by university academics will be an epistemological product of the subjectivity production that is inherent in neoliberalism and governmentality, as shown in the theoretical framework chapter.

Governmentality is suited for the epistemological framework of this research because ISS studies social experiences such as performance management or institutional policy violation from the lens of bodies of knowledge, action, and texts that are constitutive of particular cultures (Schwartz-Shea & Yanow, 2013). The meaning that lecturers placed on performance management was notcstudied as fixed, static or generic, but as dynamic and socially-constructed contextual idiosyncrasies (Neuman, 2011; Schwartz-Shea & Yanow, 2013).

The research questions of this research, as stated above, are suited to ISS for they are concerned with finding out individual experiences and feelings of a socially constructed phenomena; there is no intention of finding out relationships between different variables that must be generalizable (Neuman, 2011).

RESEARCH DESIGN

The research method design that was employed in this thesis was qualitative, in the form of interpretative phenomenological analysis (IPA). Qualitative research is not concerned with the generalisability of the data collected but the way in which that knowledge is structured through social interaction and what meaning is placed on it (Neuman, 2011). IPA is a form of qualitative research methodology that gains insight into how individuals view a natural occurrence (Bryman, 2006; Neuman, 2011; Osborn & Smith, 1998; Schwartz-Shea, 2015). Data is usually gathered using focus groups or interviews; the data or answers received in the discussions are thus interpreted by the researcher to discover underlying themes which are pertinent to the research question(s) (Osborn & Smith, 1998). The unique focus of IPA on an individual's line of thinking and their perspective made it a suitable method for the current study (Bryman, 2006; Neuman, 2011, Osborn & Smith, 1998; Schwartz-Shea, 2015). This study was searching for the

meaning and perceptions each individual academic placed on their experiences of the social phenomenon of performance management.

There was no quest to find causal mechanisms between multiple variables but rather the *reasons* for a phenomenon (in this case experiences and perceptions of performance management among university lecturers). The positivist alternative is incompatible to the nature of the incumbent research in its objectivity. Social relevancy is an essential tenant to the research questions and thus subjective-social knowledge production will be used.

Sampling technique and sample description.

In this research, a number of non-probability sampling techniques were used. The sampling technique utilised for this research is a corporation of convenient, quota and snowball sampling. All techniques are non-probability sampling methods, which is to say that they are not concerned with targeting a sample that is representative of all South African university lectures (Neuman, 2011). Convenience sampling is when a researcher chooses any participant that he/she comes across at their convenience; quota sampling is when the researcher identifies individuals according to a curtain category they fill and then selecting participants in order to satisfy a certain number; snowball sampling entails attaining referrals from any of the participants that have been chosen to participate in the study (Neuman, 2011; Schwartz-Shea & Yanow, 2013). Participating lecturers we selected by the researcher according to his knowledge of lectures in the specific institution.

Due to the fact that the research was aimed at answering a problem that is largely a complex social issue, the intellectual discrepancy of convenience sampling was shored up by the use of judgemental sampling. Judgemental sampling allows for selection of participants that the

researcher (due to the research question) deems likely to the more productive in answering those questions (Marshall, 1996).

The sample can be described as seven lecturers (including senior lectures), doctoral lecturers and senior professors. Four of the participants are Caucasian males while the other three are made up of three females (two Indians and one Black African). See Table 1 (page 45) for further participant demographics.

Data collection

Upon the provision of ethical clearance from the relevant ethics board within the university, data collection was conducted. Data was collected through one-on-one, semi-structured interviews with the participants that were approximately 30 to 40 minutes long. An appointment for a meeting was first scheduled, accompanied by a full explanation of the research to the participant, which detailed the nature of the study and why the participant had been requested to participate. Relevant information regarding an interview date was exchanged between the researcher and participants.

The data collection process was performed under strict adherence to participant anonymity. All the information shared by the participants will be shared in confidence with the researcher and supervisor, with all of the participant's identities withheld and all other forms of identification withheld. Participants were provided with a letter of informed consent informing them of the exact nature and intent of the study. The interview was audio recorded with the permission to do so being granted by the participant. The interview schedule utilised for the study can be viewed in the appendices section of this dissertation under Appendix B. Each section of the interview schedule was structured so as to agitate for information that was specific to the research topic.

The sections included in the interview schedule included the demographics of the participant(s), the individual experiences of performance management by the participant; the individual perceptions that each participant held of performance management, and questions regarding the theoretical framework of the study were also include (the psychological contract, neoliberal governmentality).

Instrument

The instrument which was used in this research is an interview schedule created by the researcher with the assistance of the supervisor. The interview schedule can be viewed in appendix B page 75 of this research. Each section of the instrument involves questions that probe for each of the categories or themes of this research, namely biographical information, perceptions and experiences of performance management, the state of the psychological contract between individual lecturer and university management plus the issues of governance in higher education in the context of neoliberal realities.

Data analysis

The method of data analysis that was employed for this study was the thematic analysis approach. Data analysis was done using thematic analysis and the critical discussion of prevailing themes in the data which were relevant to the ambit of this study's research questions. Thematic analysis is a method of data analysis within qualitative research. Thematic analysis entails the identification, analysis, and reporting of patterns and themes that are present or prevailing in the data that has been collected (Braun & Clarke, 2006). Thematic analysis serves not only as a method of organising and describing a researcher's data richly, but to also interpret the multitude of features of whatever research question is asked (Braun & Clarke, 2006).

The type of thematic analysis that was used in this research was inductive thematic analysis as explained by Boyatzis (1998). In inductive thematic analysis themes or the patterns present in the collected data are identified in a bottom-up manner and they are strongly related to the data itself (Boyatzis, 1998; Braun & Clarke, 2006). Identified themes within the data were then appropriately compared post-analysis with any theoretical themes. A complete discussion of these themes is presented in the discussion chapter of this study.

Braun and Clarke (2006) state that a theme is something that is important within the data with relation to the research question(s) and reflects a patterned response or meaning within the rest of the data. Braun and Clarke (2006) go on to give 6 guides to the phases of conducting thematic analysis, and they are summarised as follows:

1. Becoming familiar with the data.

2. Generating initial codes.

3. Searching for themes.

4. Reviewing themes.

5. Defining and naming themes.

6. Producing the report.

For instance if a research topic is exploring the experiences and perceptions of performance management among university academics, the researcher would read thoroughly through the transcribed voice-recorded interviews in order to decipher or identify common responses by the participants. The aim of understanding university lecture's experiences and perceptions of performance management is aided by thematic analysis finding that university lecturers are

against what they see as "punitive versus developmental procedures" that have been constructed by "bureaucrats who are ill-informed about the context of working in a higher education institution". Another theme that can be identified is that performance management is seen as an encroachment of corporatist ideals in academic institutions.

Ethical Issues

Incumbent ethical issues for this research involved the passage of the research proposal through the ethics committee of the relevant university. The sample of participants for the current study was also from the relevant university, for which gatekeeper permission had to be requested along with a submission of the research proposal. Data collection only ensued upon the provision of ethical clearance and gate keeper permission.

Ethical dilemmas that arose out of the nature of the study involved confidentiality, informed consent and anonymity. To ensure that the data collected from the participants is in confidence, only the researcher will have access to the information gathered. All participants are assured full confidentiality and anonymity as no identifiers were used in the study, such as names, surnames, staff numbers or the like. All voice data will be destroyed after a period of five years during which the data will be stored in a place which only the researcher has access to. Informed consent was assured by the drafting of a generic consent document informing the participant that they are neither being forced nor rewarded for their participation and that they had the full right to withdraw from the study at any moment they wished. The letter of informed consent can be viewed in the appendices section of this study under Appendix A. A copy of the research proposal was also sent to all potential participants in the participation request e-mail.

CONCLUSION

This chapter has demonstrated the overall methodological orientation of this research. In this chapter the epistemological orientation of interpretive social science was described and selected as suitable for this current study. This study will also be a qualitative study concerned not with variable relationships or causal mechanisms but with socially-structured meaning and subjective context bound within the phenomena around us, such as performance management. This chapter has applied the suitability of this research accordingly to the objectives or intentions of the study and the questions the research aims to answer. The non-probability sampling techniques of convenience, quota and snowball sampling were utilised for there was no pursuit of representative rigour in participant selection. An interview schedule was created by the researcher with supervisory assistance and is included in the appendices section of this research under appendix B. The core ethical issues for this research were anonymity and confidentiality as some participants were anxious of management discovering the views they held. This was circumvented by ensuring the non-use of biographical identifiers of any kind. No names, surnames were used while conducting this study, nor do they reflect anywhere in the data collected.

CHAPTER FIVE: RESULTS

Introduction

In this chapter of the study is a representation of the results that have been generated from the analysed data. Only core themes will be presented in this chapter. For detailed definitions and interpretations of the core themes and how they relate to answering the research questions of the current study, refer to the discussion chapter. The results chapter will include results from the demographics, experiences and perceptions of performance management, performance management and the psychological contract, neoliberalism in higher education, and performance management and governmentality.

Table 1

Demographic Information

Demographic	n
Title of Employment	
Professor	2
Senior Lecturer	1
Lecturer	4
Department of Employment	
Social Work	1
Psychology	5
Criminology	1
Duration of employment	
10 years and less	2
11 to 30 years	4
30 and more	1
Highest Qualification	
Masters	3
PhD	4

*n= Number in sample of participants

Table 1 (above) represents the results as generated by the study. In this section, the study elucidates what the raw results are, an extensive interpretation of the results as far as the empirical and theoretical implications are concerned will be in the discussion chapter.

The demographic information shows that: out of the seven participants interviewed, two are professors, one is a senior lecturer and four are lecturers. All participants in the study are from

the School of Applied Human Sciences in the same campus of the same university. Five participants were from the discipline of psychology, one was from the school of criminology, and one participant was from the school of social work. The average duration of employment (in years) of the academics in their specific university is 25 years. Four of the participants hold Post-Doctoral degrees or PhDs, and three participants hold masters degrees.

Table 2 (below) presents the core themes of the overall study, namely experiences and perceptions of performance management by the participants; performance management and the psychological contract; neoliberalism, higher education and performance management; and performance management and governmentality. For the purposes of this study, the experiences and perceptions have been categorised into two sub-themes, namely Positive Factor Perceptions and Negative Factor Perceptions. The positive effects and perceptions include further sub-themes which include an assurance of employee accountability and responsibility, employee development and excellence, and quality assurance.

Table 2

Experiences and Perceptions of Performance Management Theme results

Experiences, Perceptions of Performance Management
Positive Factor Perceptions
Assures Employee Accountability & Responsibility
Employee Development
Quality and Excellence Assurance
Negative Factor Perceptions
Bureaucratic
Top-Down Power Exercise
Faults in Implementation
Problems with criteria

Demands outreach Resources

Performance Management & the Psychological Contract

Neutral Response

Alienation

Academic Freedom Curtailed

Neoliberalism & Performance Management

Commodification of Education

Corporate & Academic Environment Incongruence

Erosion of Academic/Collegial Ethos

Consumerisation of Student Support Structures

Premature Opinion Construction

Assists University with Global Trend Adherence

Safe Method of Fund Procurement

Performance Management & Governmentality

Neutral/No Effect/Highly Subjective

Bureaucratic Power Exercise

Passive Compliance

The negative effects and perceptions included the following: bureaucracy, top-down power exercise, implementation faults, problematic criteria, and demands that outreach demands, and unsatisfactory assistance.

The third theme of the study is that of performance management and the psychological contract, which is to say how the performance management techniques employed by the university have an effect on the psychological contract as perceived by the academics in their personal capacities. Core factors or subthemes within the psychological contract and performance management theme include a neutral or no effect response. Another core subtheme is a sense of alienation between participants and their employer (the university and its academy). Participants

also cited a loss of academic freedom they expect to have in their capacities as employees in an academic institution.

Neoliberalism within higher education counts as the fourth theme of this study. This theme stems from the feelings, views, opinions, and perceptions of the role played by neoliberal influences within higher education. Core sub-themes include a feeling that higher education is being commodified, an incongruence between corporate ideals and a complex academic environment, an erosion of the academic or collegial ethos; and the consumerisation of university student support structures. Another core theme which was necessary to include in the results of the study is the opinion among some of the participants that it is too early or too premature to construct an opinion on the effects of neoliberalism within the higher education sector. Also included as a sub-theme is the opinion among some participants that neoliberalism assists the university keep up and adhere to global trends. Other participants cited neoliberalism as an augmenter of positive and safe methods of bringing funding into the university.

The fifth and final theme captured in the study is the influence of performance management as a tool of political governance among the individual participant's sense of subjectivity or self. Almost all participants largely saw no effect of performance management on their private selves as subjects within the institution, thus one of the sub-themes include neutral, no effect or opinions that this aspect of the current research study is highly subjective. Bureaucratic power control and exercise is a second sub-theme identified as a core factor in the influence of governmentality and performance management. The final sub-theme in this theme includes actions of passive compliance among academics when it comes to how the management of their performance affects their subjectivity.

CONCLUSION

This chapter or section of the study shows the core themes generated from the data that has been analysed. Extensive definitions and interpretations of the themes and how they relate to the objectives and research questions of the study are included in the following discussion chapter.

CHAPTER SIX: DISCUSSION

INTRODUCTION

In the following chapter of the study, a discussion of the empirical implications of the results of the study will be done. The discussion chapter will include a description of the core themes of the study. The discussion will include the positive and the negative factor experiences that participants hold of performance management. This will be followed by a discussion on the feelings and views participants have about the effects of performance management on the perceived relationship with their employer (psychological contract). An extensive look into the effects of neoliberalism within the management of higher education institutions will also form part of the following discussion chapter. The nature of how performance management affects the self-governance of the participants in the study will also be discussed in this section of the study. Discussion will culminate with the limitations and relevant recommendations of this entire study.

Positive Factor Perceptions

Positive factor perceptions are all the characteristics that can be considered as being good and meaningful aspects of performance management. Positive factor perceptions that will be discussed include the nature of performance management being an assurance of employee accountability and responsibility; inspiring employee training and development, and how performance management promotes quality and excellence. There is an overwhelming consensus among the participants that performance management is indeed required. The primary reason they cite for this view is that they agree with the requirement to strive for excellence, quality, accountability and responsibility as members of a higher education institution. One particular participant, participant A (A) puts it poignantly by saying:

"you know I'm not at all opposed to the idea that everybody employed in any field needs to be accountable uhm you know the accountability part of it and ensuring responsibly on the part of the employees is not at all an issue and I think that would be so for a majority of academics."

Participants note that the introduction of performance management in their university was presented as something which would be in the interest of staff. Performance management was presented as a tool that would be of a developmental nature, bring positive staff support, and that a variety of development strategies would accompany it. This is in line with the purpose of performance management being for performance and developmental review, personal development plans, learning, and developmental activities (Conger, & Riggio, 2012). Another participant in the study noted that performance management helps and is a good and meaningful instrument.

"Well it was presented to us as a way of helping us become the best that we can be and I think it does help with regards to what your objectives are and what you're planning to do" Participant B (B).

This acceptance of the necessity of quality assurance is to be expected as Mapesela and Strydom (2004) pointed out that the main motivation behind the adoption of performance management processes within academic institutions is that universities are faced with a huge amount of expectation when it comes to accountability, responsiveness, capacity building, efficiency and effectiveness. Academics in the current study admit also that there is a requirement for performance management among some employees in the university, which participant C attests to by stating:

"I think that performance management is a good thing in the university. Uhm, people need to be measured in terms of what is expected of them. Their behaviour should be addressed in terms of

48

shortfalls through training, development or assistance and support with regards to a certain performance. They should be rewarded and I think my experience here, is both." Participant C (C)

Another participant also noted this requirement,

"I see value for many academics and I don't think many academics are internally driven to perform well"-B.

Negative Factor Perceptions

Negative factor perceptions are all themes expressed by participants which are characterised by things that participants consider to be void of positivity. First among the negative factor perceptions is bureaucracy. Other negative factor perceptions include a top-down power exercise, faults in implementation, problems with criteria and demands outstripping resources. Academics in this study felt that performance management has grave faults, one of them being that it has morphed into an externally-imposed bureaucratic tool. The "bureaucratic" nature that participants feel performance management has morphed into can be defined as performance management being characterised by an excessively complicated administration process. Further, the theme of bureaucracy alludes to performance management being determined by officials not necessarily in the university management, and that performance management criteria are determined in the absence of the academics whose performance will be measured.

"When it started it was to get staff to buy into it, it was presented in this positive way for staff development and it's become a lot more control-oriented"-A.

"It's developmental in terms of our strengths and our goals, it's now becoming a top-down approach where the college is going to tell us, after consultation, but they're going to tell us what we need to do." B.

"…as time went on it's become more and more externally and bureaucratically imposed, and so it's not just that I can set my own goals, my own career path or own performance objectives, and my own development goals." A.

As a result of bureaucracy informing how performance will be managed, participants argue that there is a top-down power exercise, which is to say participants mostly feel as if they are being told what to do, when to do it and for how long. All this, some participants feel, comes from an institution which is becoming ever-more faceless.

"I think over the years we've just been told what to do." E.

Consultation on the criteria of performance management was done after a litigation process lodged by disgruntled unionised academics and once obtained, it proved to be superficial. The academics are asked to comment on an already decided on criteria.

"…it's now becoming a top-down approach where the college is going to tell us (after consultation) but they're going to tell us what we need to do"-B.

 The dissatisfaction academics have towards performance management, wass also noted by Flaniken (2009). This study also joins a list of research which notes the antagonistic views employees have regarding performance management (Ammons, Liston & Jones, 2014; Simmons, 2002; Sun & Van Ryzin, 2012; ; Ter Bogt & Scapens, 2012; Whitford & Coetsee, 2006).

The dissatisfaction that the participants have towards performance management follows what could almost be termed as a logical path of antagonism. Bureaucrats get to decide, in virtual isolation, what "good" performance is. These ill-informed notions of good performance are constructed by individuals who are unaware or unsatisfactorily informed about the nature and context of working or being employed in an academic institution. Regrettably this leads to erroneous, faulty and seemingly unlettered processes of implementation. Thus, erroneous implementation has led to situations where the original message behind performance management, which is training, development and the like, is undermined because some participants indicate that they hardly receive assistance when they do require it.

> *Well initially it has been very...the word and the feeling that comes to mind is that it's a bit frustrating because initially I felt there wasn't enough information as to how to actually do it, how to put it online.*- E

Academics in this study stated the misgivings they had with regards to how the criterion of performance management was assembled. Problems with criteria can be defined as all facets or factors which are measured because they ostensibly represent good performance. According to the senate norms of the university where the study was performed, each academic in each level of teaching has different methods of how this is measured. This is to say that the performance of lecturers is supposed to be measured differently from senior lecturers and professors. Though different for each level of teaching, the university has a generic method of gauging performance that is categorised into teaching, research, administration, and research-based community outreach.

> *Under each of these, academics have to rate themselves between 1 (poor) and 4 (good) with 0 being an option. Your teaching has to be 40% of your work for example, the*

research, depends if you are a PhD student, had to be 35%, you needed to get grants for 5%, your community work was 5%, so the structure was then given to you and you had to do the measures accordingly and there was even confusion about that one year where some of the staff used the newer version as opposed to what the university said and then others used the old one while others used the new one. -E

Academics must also be rated by a line manager who has already been chosen for that particular academic by the university without the said academic's consultation or contribution. Participants felt that the current performance management criteria need to be reviewed.

"If I have to look at it critically I would have to say that performance management does not necessarily always incorporate everything, all dimensions that influence an individual" C.

The participants felt the academy needs to be cognisant of the fact that there is not a single method of solving managerial problems such as poor performance, particularly that of an academic. Performance is a universal issue for managers and its management requires a flexibility that matches its contextual complexity (Otley, 1999; Jackson & Schuler, 2002).

"I do feel that it can be vastly improved. I feel that it is a rush, performance management there's so much to do at the university that not much focus is given". F

Also of essential note is that an evaluation of the work environment can be different for each individual employee.

"*Evaluation on work environment is highly subjective and very fickle and can change rapidly*"-D.

Participants further lamented the unrealistic nature of the performance management's implementation. The theme of implementation can be defined as all the processes involved in putting performance management into effect. Central to this theme is the fact that performance management comes to them devoid of consideration for the immediate context. As such the theme of problematic implementation is considered inter-changeably with the theme of demands outstretching resources. Participant D describes it as being:

> "…*an irritation because it comes on top of major, major work load, we are under-resourced and yet the expectations increase year on and year on. The amount of teaching has increased, the amount of marking has increased, the amount of student consultations has increased, the amount of remedial work that needs to be done by teachers because of the inadequacy of the schooling system in this country gets in the way.*"

There is an increasing number of students coming into universities without the adequate resource funding to match the expansion (Bogt & Scapens, 2012; Deem, 2011; Simmons, 2012).

> "*I mean I'm starting to teach third year next week, there'ss 480 students in third year-we used to have 100.*"-A

Participants have their performance measured in the context of greater teaching demands placed on them, that the current performance management technique does not take into consideration.

Performance management is meant to provide assistance to employees who seek it. Some participants point out that the request for assistance from those who require assistance is unsatisfactory and often never comes.

> "*There's no reward for people who do well, and there's little assistance for people who don't do well, and I think also the performance management system is changing…*"-B.

The final prevailing negative factor theme in the study is that of demands being asked of academics outstripping the provided resources. Academics are expected to do more with less; and this reality manifests itself in different ways. The steep rise in the number of students that are being admitted into university is one of the ways this discrepancy manifests itself.

> *I mean if you look at the amount of time that we invest in teaching, if you look at the numbers of students that we teach, if you look at the numbers of staff and the students we teach, if you look at the ratio of staff versus teachers you know its unbalanced.*-F.

Performance management and the psychological contract

This study aimed to look critically at the transformation of the psychological contract between individual academics (the employees) and management (the academy). Participants generally felt that the performance management technique employed by the university had no effect on how they related with their employer. This may be due to how the concept of "employer" is perceived within an academic environment. This is in the sense that individuals working in an educational institution do not have a "relationship" with their employers the same way employees in a corporate environment may have a relationship with their employer. The psychological contract is highly subjective and this characteristic is also an influencer of how the participants responded.

The participants considered the relationship with their employer (the academy) as a relational psychological contract; that is all the subjective and unmentioned features of a socially-reliant, mutual and transparent relationship (Coyle-Shapiro et al., 2008; Guest, 1998). However, some participants revealed that performance management did invoke a sense of alienation from their employer. A sense of alienation is in the category of the relational psychological contract, which

is reliant on social interdependence and transparency. The psychological contract is a very subjective concept in nature and the responses of the participants were expectedly nebulous and unique. Performance is considered under the psychological contract in the setting of objectives, evaluation of performance and the linkage between the expected performance and the promised rewards (Stiles et al., 1997).

"It's taken the responsibility from me, I'm an individual I work best when people leave me alone and allow me to make up my own mind, it's taken that decision making power away from. It's almost shifted to a sort of child-adult relationship where the college tells me what constitutes inadequate performance and I sit there and comply with that rather than having the freedom to create for myself what I think would be what I'd like to achieve in any given year"-B.

"So, you know even your grants it's about knowing that you're going to get the money to publish or to support your students to publish and do research. So I can understand that you know publication and PhDs are vitally important for the institution it's just that you feel you getting told to do it. There is not much discussion as to how it's implemented or the purpose of it how you as an individual, if I speak about myself, can benefit from a particular thing." E

Participants felt that there was a limited amount of transparency in how the performance management criteria was constructed and put into effect, therefore this inspires a state or an experience of being isolated from activity that involves determining how their performance is going to be measured (Coyle-Shapiro et al., 2008; Guest, 1998).

Neoliberalism & Higher education management

In this section, the discussion shifts to how the tenets of neoliberalism are influencing the way in which higher education institutions are managed.

Participants overwhelmingly attest to the presence of neoliberal dictates within the university.

> *"There's a whole new range of criteria introduced that's totally in keeping with neoliberalism. You know…It's what can generate the highest amount of money and bring in cash flow for the university"*-A.

Instruments such as performance management are by-products of the new managerialism being applied in higher education institutions. As mentioned previously the current university of study has "senate norms" that dictate what "good performance" is. These are teaching, research, community outreach and administration.

Research and community work are overtly concerned about the university's social responsibility and covertly motivated by fund procurement.

> *"Well it's the primary source of university funding, I mean the university gets money from various sources: student fees, they take money from the department of education based on student numbers, the only student numbers their interested in are students that pass first year, pass second year and they get a lot of money for I mean every time I publish an article the university gets R150 000, Ok. They give some of that back to me as research incentive funding; it goes into the research fund that I can use for research purposes. I can't buy sweeties with it. But the university makes a lot of money out of publishing and it's quite a big source of income. So the university is pushing it for two reasons: one for the financial benefit and the other is because a good university publishes*

a lot and the university is keen to be seen as being in the top 500 or the top 100 or whatever in the world."-B.

The neoliberal push by the university is due to its obsession over budgetary constraints and possibly an anxiety over an absence of a secure budget.

"Universities cannot be carried by governments forever, that funding from government could be spent on employment, housing, on critical issues. I'm not saying that universities are not critical but if universities can have an impact, a real impact in the working environment their research should be paid for"-C.

Performance management and its structure are thus revealed to be purveyors of an ostensibly "excellent" tradition but evidently a corporate agenda. Research has always been the mainstay of fund procurement for universities; however the influence of new-managerialism has transformed research output from socially responsible fund seizure to a muscular positive individual academic performance indicator.

 Such anxiety is a sinister symptom of how neoliberal management of higher education institutions is commodifying education. The presence of neoliberalism within the university has led to a situation where education is being commercialised or become has a material that can be bought or sold. Higher education financial anxiety is however understandable:

> *South Africa is a poor country we should stop blindly adopting massification models that don't have, that don't work in a country where most people cannot afford to pay and then everybody gets terribly surprised when the university is owed R800 million because the students don't have their money. That's something that should have been predicted, that's something that should have been accommodated before the massification happened.-B*

Higher education is being bought (by students) and sold by universities at a price or cost (fees). One of the things that determine this cost is essentially ill-conceived and bureaucratic notions of good performance by the university. This good performance is advocated for because it brings profit for the university/academy/senate.

Participants note that neoliberalism may not be congruent or fit comfortably with an academic environment.

> "*I think the university is increasingly, not just the performance management, adopting a business model which sometimes doesn't fit very comfortably with an academic environment*"-B.

Participants felt the corporate message being spread in the university is eroding the so-called traditional values of academia. These values include academic freedom, a laissez-faire spirit towards performance management, freedom of thought, and scholarship, academic liberty, collegiality and high trust (Deem, 2011; Simmons, 2002).

> *I know that in business as you say in the corporate world there are particular theories and practices that are useful and that may make sense and could be implemented quite effectively in organisations. At an academic institution the challenge comes in that academia has a different core business, even though it's about educating students and developing future leaders and future professionals, there also needs to be a sense of flexibility to develop that academic critical thought and engagement that may not fit well with some of those business models perhaps because academia was always a sense of you come into work and you have the flexibility of time or the perception of flexibility of time. So if you want to write something outside you'll be in your garden and sit and be creative*

and think things through it was almost accepted as being ok that's how you would function. And then there are those who prefer to work at home, they don't want to be in the setting because they not creative enough to think things through and to debate so I think that this idea that we're going to run a corporate to make money and the fact that we have to be here particular hours as an academic, as a lecturer, as a teacher, as a professional, it provides a bit of limitations because it's almost saying you have to work from 8 to half-past four and this is what you have to achieve within those hours, but sometimes that may not be the way you want to function it's not exactly the same as being in an office because it's not very flexible.-E.

This regrettably leads to unfavorable, and even damaging, repercussions for all involved, with the students making up a majority of the casualties.

 The employments of economic rationalities that are guided by global trends and rankings have had negative effects on the unsuspecting students. This includes a consumerisation of student support structures. It necessitates quoting at length participant A regarding this particular factor:

Absolutely, everything is commodified in that the neoliberalism permeates every structure and every atom of everyone's function in this university. You cannot get a service anymore, you know I have a long history at university and there was a time when we had like service departments that supported the academic enterprise but we don't have that anymore because each unit functions on the basis of the maximization of profits. So if we want, for example, audio-visual services you have to pay for it, you know or want some printing done and I'm told now that printing on campus is so expensive that their looking at out sourcing.

The nature and extent to which a neoliberal ideology informs the management of higher education is still nascent in terms of scholarship. Thus a theme that prevails in the incumbent study is one where participants are not hesitant, but tentative in their criticism of the neoliberal encroachment into what constitutes good performance for an university academic.

> *The humaneness of the environment is being seriously undermined and eroded by the exhibition of it. But we need to be as academics as scientist, need to understand that 'wait and see' is probably a good idea*-D.

An alternate inspection of neoliberalism and higher education management is the issue of globalization or the globalization of higher education. Universities are now in part motivated by meeting world trends and meeting global demands. The motivation to chase these trends has negative effects for students.

> *I think our university is part of a set of interrelated structures in the global world. Our university and many other universities are trying to be top ranked institutions, so we are comparing ourselves with the Harvards and the Oxfords of the world and I think that kind of pressure on university executives to prove their worth and prove by criteria that is developed in the Western world and I always say that if you want us to chase world rankings and ratings, I think we should have comparable resources to what Harvard and Oxford has and we should also be able to recruit the same caliber of student and we know that in South Africa a large proportion of students who enter university have come from extremely disadvantaged backgrounds. A majority of them come here with English not as their first language, some of them it's not even their second language, their third if not fourth language and they come here and they battle with language…that's the thing*

the socio-economic realities of our students are very different from the students in

Sweden, or the US, or the U.K.-A.

On the surface these aspirations to global intellectual dominance may be welcome, but does this endevour honour context? In the ambition to attain world standard academic institution performance pedigree, there's an unmentioned consensus that all things are equal in the world, however they are palpably not.

Performance Management and Governmentality

In this section of the discussion, this research considers how governmentality and performance management interact. Also of concern in this section is the theoretical and critical reflection of this interaction as far as participants' responses and the research objectives and questions are concerned. Central themes that arose from the participants regarding governmentality and performance management are neutral responses; a recognition of bureaucratic power exercise and passive compliance. Also visible was the almost unanimous reluctance by participants to consider their feelings, experiences and perceptions of performance management within a political ideology.

> *For me, no performance management is the way that they've done it in the university. No*
> *I don't believe so, but it needs to continuously think about, it needs to be reflected on; it*
> *needs to be debates and discussions about it. To assume that performance management is*
> *a political ploy, you need to achieve certain group's...no I don't agree with that. I do*
> *agree that our government is strained and we don't have enough money I agree with that,*
> *that we need to use it sparingly and that we need to invest that money, we need to take*
> *that money and invest it and make it more the question is; are we doing that at*

61

university? Is the money that's being given being invested correctly? We need to answer that question, have we done the best with that money?-C.

The reluctance is motivated by the participants' conception of politics as an apparently sinister attribute of their experience. This research considered politics to concern the personal subjectivities as they are shaped by experiences of performance management within the working environment. Participants almost unanimously display a deviation from this kind of conception of politics. They rather view politics as being controversial or a kind of conspiracy. However on closer critical inspection there is an argument that can be made for the political aspect that is unmentioned in performance management as a body of knowledge.

Governmentality is political in a sense that it is a social theory of how governance affects those who are being governed (Rose, 1990). There is politics inherent in enquiring about an individual's experience, perceptions, opinions and feelings about a system that is a behavioural surveillance of said individual.

> *The personal is political, the personal is political ok. We also are in a political hegemonic environment where there is no accountability on behalf of the ruling party, they are accountable to themselves only. So yes, that has bound to have a knock-on effect I kind of sort of filtering effect like the way of society let alone the institution, and an educational institution at that.*-D.

Thus, prevailing views among participants are inspired by the very subjective essence of individual political perspective. This is to say that most participants saw politics as neither being here nor there in regards to how they felt the effects of performance management.

Participants do however note the much more muscular top-down, bureaucratic power exercise. Performance management has signalled for them much more control, policing or too much management.

> *"The sheer exercise of control, control and power as I said before permeates everything it's not just from one to another, it permeates all different parts and sectors of society in the institution"* A.

The effect is further compounded by the effectiveness of performance management as a tool of governing, to be subject-productive in nature. The nature of gorvenmentality that promotes subject self-reinforcement makes it easier for some participants to passively comply. In other words individual academics do performance management because it is part of the job.

> *"It's a necessity. I think for me it's something that we are expected to do"*-E.

Individual academics become subjects among subjects conducting their own conducts (Lemke, 2002; Rose, 1990).

Neoliberalism, as a type of governmentality reinforces the effectiveness and efficiency of individual academics conducting themselves in ways that are favourable for the university requirements. This it does through the deployment of the tool of performance management. Under the neoliberal dictum, governing oneself or the apparent need to conduct one's behaviour is elevated. Performance management is as much a human resources instrument as it is a neoliberal instrument. Neoliberalism is a political practice that is growing in popularity within the management of public institutions (such as universities), and utilises performance management in order to ensure that particular economic rationalities are realised. These economic rationalities exist in the growing economy of education; the privatisation of intellectual

institution property, a market-like free flow of knowledge and knowledge exchange. (Havery, 2005).

Academic participants in the university self-reinforce the constitution that they are human capital whose performance should be monitored because that performance is answerable to particular demands. The signing of a contract of employment as an academic is an affirmation to being a willing subject of the economic rationality of the governmentality of neoliberalism. Mental governance of individual subjects is surreptitiously and insidiously institutionalised as quasi-freedom, which is equivalent to an individual lecturer saying "performance management is part of the job, it's what I signed up for, it's necessary, regardless of how I may feel about it, however ill-thought of it may be."

Performance management as a tool of neoliberal governemntality erodes the already theoretically fragile basis of the psychological contract, particularly with the isolating nature and manner of how participants have to report their performance management results to their employer.

> *"And so there's not much space for staff even to get around and say this is what I'm doing, this is what I'm interested in, can we work together, can we develop our skills together, it's almost rushing in here, doing what you've got to do and then you out."* –E.

Hence the politics of having to police one's performance management and conduct is new to academia. Academics are people who are now going to have to come to greater terms with being governed, a dramatic shift since they previously enjoyed a liberal amount of autonomy.

CHAPTER SEVEN: LIMITATIONS, RECOMMENDATIONS AND CONCLUSION

The limitations of this study are primarily concerned with the methodology employed or the systems applied in the actual field work. A greater number of participants in the study could assist subsequent similar studies to increase the trustworthiness of the results. A greater number of participants also assists with saturation.

The diversity of responses among participants regarding their perceptions and experiences may have been greater had there not been an expeditious use of participants from the same department. Five of the seven participants in the research study were from one department in the university. Views, perceptions, and experiences may have differed had there been diversity in departments represented. This study recommends a greater number and more diverse sample of participants in similar studies in future. It is recommended that future research in this area included participants that are within university management or all other university stakeholders not just academics.

A recommendation is made that future research in this topic should consider and include the performance management process of the specific higher education institution where the research is taking place. The current study only considers performance management as a broad topic. A broader and microcosmic exploration of performance management in future will assist in producing more empirically rich knowledge, not just a mono-dynamic perspective.

The literature used in this study is outdated and there is no assurance that any empirical conclusions drawn from may still be accurate. A recommendation is made that future research should over-extend itself in searching for and consulting less old research. This will assist with reducing empirical redundancy. This study also recommends the inclusion of university

management as participants in future higher education institution performance management research.

CONCLUSION

The purpose of this research was to study the experiences and perceptions of performance management among university lecturers and/or academics. The primary objectives of this study included exploring the effects of performance management on individual lecturer perceptions and experiences and the exploration of neoliberalism as a concept framing how performance management is changing academia. This study also used the theory of governmentality as frame of analysis of the effects of performance management on individual participants. The nature of individual experiences and perceptions of performance management are both positive and negative but mostly negative. Participants submit to the relevance, importance and necessity of performance management. They recognise that some academics do require monitoring, training and self-development. Participants also have no issue with the emphasis of quality assurance, being answerable and the achievement of academic excellence. Core issues of antagonism among participants involved the pro-neoliberal conception of what defines good performance. Participants note the damaging over-emphasis on quantitative, commercial and exclusionary conceptions of good performance. Participants also view current performance management techniques as being detached from the contextual demands of an administratively hampered South African higher education sector, with ever increasing numbers of students not being mitigated by the provision of greater and better infrastructure. Hence, performance management comes on top of an already vast work load. Participants decry the erosion the fundamental ethos of freedom of academia. They felt that performance management is subjecting them to the mercy of bureaucrats who are ignorant of the complexities of an academic institution.

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INFORMED CONSENT

PROJECT TITLE: ACADEMIC STAFF PERCEPTIONS OF PERFORMANCE MANAGEMENT: A QUALITATIVE STUDY.

RESEARCHER	SUPERVISOR
Full Name: Lindani Mazibuko	**Full Name: Dean Isaacs**
School: School of Applied Human Sciences	**School: School of Applied Human Sciences**
College: College of Humanities	**College: College of Humanities**
Campus: Howard College	**Campus: Howard College**
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To the potential participant:

My name is Lindani Mazibuko (210506019) and I am currently working towards my Master of Social Science degree in the School of Applied Human Sciences, Faculty of Humanities at the University of KwaZulu-Natal (UKZN), Howard College, Durban. The Masters program for which I am registered requires a research project as partial requirement in the form of a thesis.

The title of my study is:

ACADEMIC STAFF PERCEPTIONS OF PERFORMANCE MANAGEMENT: A QUALITATIVE STUDY.

I have chosen a sample of lecturers from the UKZN, Howard College Campus. The intention of this study is to explore the individual, subjective emotions and feelings that lecturers have about performance management techniques employed by the university. You are being requested to participate in this research because of you are a lecturer at the UKZN Howard College campus, as such:

- There will be no direct benefit to you if you participate in this research, but your participation is likely to help generate knowledge and greater understanding on the views higher education teachers hold with regard to experiences and perceptions of performance management in universities.
- Your participation will be voluntary and your identity will be protected throughout the research. Anonymity will be assured throughout the study by the exclusion of any personal identification information, including name and staff number. Data retrieved for this study will only be shared by people inclusive to the research team and no one else.
- The interviews will be voice recorded and will last for an hour.
- Knowledge gathered from this research will be used exclusively for research purposes and not used against your person.
- Data will be stored in secure storage (and only accessible by the researcher and supervisor) and destroyed after 5 years.

- You have the full choice of whether to participate or not participate, for either of which you will neither be penalised nor rewarded.
- This research aims to gain understanding of the personal views and experiences you as a university lecturer have with regards to performance management.
- The interview for this research included voice recording and your consent will mean you are agreeing to the interview being audio recorded.

If you wish to obtain information on your rights as a participant, please contact the Research Office through:

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

DECLARARTION FOR CONSENT

I……………………………………………………………………………………… (Full Name) hereby confirm that I have read and understand the contents of this letter and the nature of the research project has been clearly defined prior to participating in this research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Additional consent required

I hereby consent to:

Audio-record my interview/ Focus group discussion	YES	NO
Video-record my interview/ focus group discussion	YES	NO
Use of my photograph(s) for research purposes	YES	NO

Participants Signature……………………………………………………………………………………

Date………………………………………………………………….

ACADEMIC STAFF PERCEPTIONS OF PERFORMANCE MANAGEMENT: A QUALITATIVE STUDY.

INTERVIEW SCHEDULE

BIOGRAPHICAL INFORMATION

- What is the formal title of your position in the University?
- In which department are you employed?
- How many years have you been employed in the university?
- What is your highest qualification?

EXPERIENCES OF PERFORMANCE MANAGEMENT

- Can you tell me about what you personally know about performance management in general?
- Tell me about how you would describe your experiences of performance management?
- Tell me about the main effects that these experiences have had on you personally? Are they positive or negative?

PERCEPTIONS OF PERFORMANCE MANAGEMENT

- What perceptions do you personally have about performance management, and why?
- In what way would you say these perceptions have affected your relationship with the university management?

NEO-LIBERALISM & PERFORMANCE MANAGEMENT

- In your opinion would you say that the university is moving towards a corporate approach (elaborate what is meant by corporate approach) to human resource?
- Tell me about your personal view of current forms of higher education management techniques?
- Could you tell me about your opinions on what effects globalisation have had public institution management?
- What are your views on the reasons why the university is becoming more research based rather than teaching based?

PSYCHOLOGICAL CONTRACT

- Can we discuss the impact your experiences and perceptions of performance management on your relationship with your employer?
- Has your role as university agent been affected in any way by the new management of performance techniques employed by the university?

GOVERNMENTALITY (QUESTIONS RELATING TO THE SELF/ PERSONAL MENTALITY) & PERFORMANCE MANAGEMENT

- Do you feel like the university is trying to exert greater means of control on yourself or less?