

**UNIVERSITY OF KWAZULU-NATAL**

**Effectiveness of Performance Appraisal in the College of Law and Management  
Studies, University of KwaZulu-Natal**

**By**

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## **ABSTRACT**

The effectiveness of performance appraisal system is the prime concern for public and private sector. Higher education institutions are faced with challenges of insufficient grant allocation, increased costs, more customer expectations in terms of quality and increased competition regarding student enrollment, college expertise and research accomplishments. Performance management system is the key for universities to gain competitive advantage, hence, this study was on the effectiveness of performance appraisal within the academics. The focus of this study was to examine the perceptions of academic staff on the effectiveness of performance appraisal in the College of Law and Management (CLMS) at University of KwaZulu-Natal, Westville Campus. A quantitative research approach was espoused, which consisted of the questionnaire in order to get primary data for investigating different aspects of the performance appraisal system. The questionnaire was distributed to the random sample of 103 respondents, from which 63 were returned, 61% response rate thereby contributing to the generalizability of the findings. The research findings indicated that the academic staff members within the College of Law and Management were satisfied with the performance management system implemented by the management of the University. However, the empirical results indicated that training and career development of employees were not clearly identified. Improvement is therefore required in respect of identifying career and development of employees, regular training for both the evaluator and the academics, a reduction of performance appraisal inconsistencies, transparency in the implementation of the system and continuous communication between management and academics on performance. Academics to form part of strategic sessions and budget workshops. Future research could be conducted for other three colleges in the university. Future research should consider a comparative study of academics of other universities for the effectiveness of performance appraisal system at their institutions.

**Key terms:** Performance management, performance appraisal, Human Resource Management.

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## **LIST OF ACRONYMS**

BSC	Balance score card
CLMS	College of Law and Management Studies
GSBL	Graduate School of Business and leadership
HEIs	Higher Educations Institutions
HR	Human Resource
HRM	Human Resources Management
LAW	School of Law
MBO	Management by Objectives
MIG	School of management, information systems and governance
PA	Performance appraisal
PM	Performance Management
UKZN	University of KwaZulu-Natal
SAEF	School of Accounting, Economics and Finance
SHRM	Strategic Human Resources Management

# **CHAPTER ONE**

## **OVERVIEW OF THE STUDY**

### **1.1 INTRODUCTION**

The current economic climate, unstable markets and technological changes have an impact on both the private and public sector. Performance management is the key to assist organisations to gain a competitive advantage and to maximise profits. Through performance management systems, organisations are able to achieve their strategic goals. Organisations require labour to increase productivity and profit (Cascio, 2016). Hence, the alignment of organisational goals with individual goals is crucial. In this view, this research study aims to establish the effectiveness of performance appraisals within the College of Law and Management in University of KwaZulu-Natal.

This chapter therefore focuses on the organisational context, background of the study, problem statement, objectives and the significance of the study. The key concepts are defined and the structural outline of the study is provided at the end of the chapter.

### **1.2 ORGANISATIONAL CONTEXT**

The University of KwaZulu-Natal (UKZN) was formed through a merger between the University of Durban- Westville and the University of Natal. In the 1960s, the University of Durban- Westville was formed as the University College for Indians on Salisbury Island in Durban Bay. The University of Natal was founded in 1910 as the Natal University College in Pietermaritzburg and granted independent university status in 1949 due to rapid growth in numbers, wide range of courses and the achievement opportunities in research. Following the donation by Mr. T.B Davis, whose son Howard Davis was killed during the Battle of Somme in World War I, then the Howard College was opened in 1931. The Faculty of Agriculture in Pietermaritzburg was approved in 1946, followed by the Medical School for Africans in 1947 (University of Kwa-Zulu-Natal, 2017).

- **Vision**

The vision of the University of KwaZulu-Natal is to be the Premier University of African Scholarship (University of Kwa-Zulu-Natal, 2017). The effectiveness of performance appraisal will assist the college to contribute to the vision of the university.

- **Mission**

The University's mission is that of academic excellence, innovativeness in research, engaging with the society and being demographically representative, redressing the disadvantages, inequities and imbalances of the past (University of Kwa-Zulu-Natal, 2017). The college will be able to achieve academic excellence through effective performance appraisal system.

- **The principles and core values**

The University has a clear understanding of its goals for broad and comprehensive change that is underpinned by the shared values (University of Kwa-Zulu-Natal, 2017).

The values are as follows:

- Respect the right of all scholars, staff and students to engage in critical inquiry, independent research, intellectual discourse and public debate in a spirit of responsibility and accountability, in accordance with the principles of academic freedom and institutional autonomy.
- Responsibility to support and contribute to regional and national development through the dissemination of information and the production of graduates that are socially responsible.
- Expand educational employment opportunities for all, through promoting access to learning.
- Promote and provide an awareness of sound ethical practice in a diverse society education.
- Foster culture of responsible, ethical and sustainable use of natural resources and succeed the institution in conscious awareness of the environment.

- Ensuring the effective governance through broad and inclusive participation, democratic representation, accountability and transparency.
- Promoting the intellectual, social and personal well-being of employees and students through tolerance and respect for multilingualism, diverse cultures, religions and social values and by fostering the realisation of each person's full potential.

- **Goals**

*The University's goals are as follows (University of Kwa-Zulu-Natal, 2017):*

- African-led Globalisation – Positioning the University through its teaching, learning, scholarship, research, innovation by promoting African-led globalization through African scholarship.
- Responsible Community Engagement – To nation building by connecting with and commitments to the communities that are served in a manner that adds value and earns respect, admiration and trust and contributing through knowledge, to the prosperity and sustainability of the KwaZulu-Natal Province.
- Pre-eminence in research – To be a pre-eminent producer of new knowledge that is both locally and globally recognised and to build a research ethos that acknowledges the responsibility of academic staff to nurture its postgraduate students.
- Excellence in teaching and learning – To excellently promote teaching and learning through creative and innovative curriculum design and development, pedagogical strategies and assessment practices in accordance with the highest quality management principles.
- Institution of choice for learners – To be an institution of choice that values students in their diversity and providing students with the curricula, teachers, infrastructure and support services designed around their needs and producing well-educated, competent, sought-after graduates.
- Institution of choice for staff – To be an institution of choice that attracts and retains academic and support staff of the highest caliber by creating an intellectual environment that fosters and stimulates academic life and climate of

organisational citizenship in which all staff recognise and understand their role in ensuring the success of the University.

- Management effectiveness – To maintain efficient, effective management systems and processes that provide a caring and responsive service to meet the internal and external needs in a pragmatic manner.

The University's organisational structure has four colleges which consists of nineteen schools. The four colleges are the College of Agriculture, Engineering and Science, College of Health Sciences, College of Humanities and College of Law and Management studies (University of Kwa-Zulu-Natal, 2017).

### **1.3 BACKGROUND OF THE STUDY**

Human resources strategies include the development of a strategy on performance management. Imran, Arif, Cheema and Azeem (2014) state that globalisation has placed a challenge to management to establish maintainable strategies for Human Resource (HR) that can optimise business performance. Performance management process should incorporate staff performance evaluation, training and development, as well as remuneration (Parmenter, 2015). That the process should also ensure that performance management is aligned to the overall organisational goals.

Performance management system should be designed to fit the requirements of each organisation because each organisation has unique vision, mission, internal environment, business strategy, strengths and weaknesses, as well as internal environment (Kandula, 2010). Performance management is a continuous process of setting goals and objectives, observing performance, ongoing coaching and feedback in pursuit of organisational goal achievement.

Universities are non-profit organisations. However, in recent times, universities are now regarded as profit making organisations as they are required to maximise profit through the subsidies that are received from the government. According to Hudzik (2011), the main business of universities is the creation of ideas through research and the dissemination of ideas through education and application. Public management is

driving universities to increasingly measure their research and teaching performance (Flaniken, 2011; Bogt & Scapens, 2011). Therefore, academics are rated according to whether they meet their expected teaching and research outputs.

The more emphasis on increasing productivity measured through students pass rates, research outputs, responsibility and accountability has resulted in developing and introducing the performance management system. As a result, performance appraisal reviews have been introduced in the universities in South Africa. This development is supported by scholarly work such as that by Nankervis and Stanton (2010), who oppose the strategic human resource management (SHRM) suggests that performance management is the pivot around which all other human resource management (HRM) processes revolve. That being said, literature is robust in its discussion about what HRM and performance management actually are.

The discussion has been focusing on the link between human resource management (HRM) practices and performance, with critical arguments being the failure of empirical studies to identify the causal links between HR practices and performance. While the majority of the empirical research has focused on the link between HRM and organisational performance in recent times, there has been growing recognition of the mediating factor that employee perceptions of the Human Resource (HR) processes, has on organisational performance. Given that it is the employees who are the subject of these HR practices, it seems only logical that greater credibility be given to the views of the employees, in this regard (Guest, 2011). This dissertation examines the perceptions of academics in the College of Law and Management studies at the University of KwaZulu-Natal, South Africa.

#### **1.4 STATEMENT OF THE PROBLEM**

The competitive market environment has increased pressure on Higher Education Institutions (HEIs) to improve the quality of education system (Kerai & Saleh, 2017). In order to enhance quality in teaching and increased research productivity, management in HEIs is required to monitor performance of its academic staff. The enhancement of

quality in teaching has called for introduction of performance management system. It is also understood that organisation can gain competitive advantage through innovation and effectiveness of performance management (Boachie-Mensah, 2012). Hence, the focus of this study was to examine the perceptions of the academics in the College of Law and Management (CLMS) on the institution's performance appraisal system. The college had little written in the literature, on performance appraisal system therefore, there was a need to determine the perception of the academics in order to enhance the quality in teaching.

### **1.5 PURPOSE OF THE STUDY**

The purpose of the study was to examine the perceptions of the academics on the effectiveness of the performance appraisal system implemented by the University of KwaZulu-Natal, within the College of Law and Management at the Westville Campus.

### **1.6 OBJECTIVES OF THE STUDY**

The objectives of the study were as follows:

- To examine the objectives of performance appraisal at UKZN.
- To establish the perceptions of the academic staff members on the effectiveness of performance appraisal at UKZN.
- To establish the perceptions of the college leadership on the effectiveness of performance appraisal at UKZN.
- To establish whether the training and career development needs of the employees match the University's identified personal development training programmes.
- To identify the challenges of performance appraisal at UKZN
- To suggest recommendations on the effectiveness of performance appraisal process.

### **1.7 RESEARCH QUESTIONS**

The research questions of the study were the following:

- What are the objectives of performance appraisal at UKZN?

- What are the perceptions of the academic staff members on the effectiveness of performance appraisal at UKZN?
- What are the perceptions of the college leadership on the effectiveness of performance appraisal at UKZN?
- What is the link between the training and career development needs of the employees and the University's identified personal development training programmes?
- What are the challenges of performance appraisal at UKZN?
- What needs to be done to improve the effectiveness of performance appraisal process?

## **1.8 SIGNIFICANCE OF THE STUDY**

The study envisages to provide vital insights and better understanding of performance management system. The findings of the study might help in outlining the challenges and recommendations on the effectiveness of performance appraisals. The outcome of the study could provide the management of the college with a better understanding with the perceptions of academics regarding the introduction and implementation of performance management system. The results of the study may also provide both locally and internationally to the existing literature in general field of Human Resource Management.

## **1.9 SCOPE OF THE STUDY**

The study was conducted within the College of Law and Management studies at University of KwaZulu-Natal, Westville Campus.

## **1.10 DEFINITION OF THE TERMS**

### **1.10.1 Performance appraisal (PA) and Performance Management system (PM)**

Performance appraisal can be defined as a process of determining the performance of an employee by way of evaluating the performance standards and goals of that job, providing feedback to the employee about his or her performance and working out training and development plan (Hunter, 2016). According to Parida, Kumar, Galar and

Stenström, (2015) described performance management as having processes, structures, organisational culture which allows managers to adapt policies to meet organisational goals

### **1.10.2 Balanced scorecard**

The balanced scorecard (BSC) supplements traditional financial measures with criteria that measure performance from three perspectives, namely innovation or product/service/people, internal processes effectiveness and customer experiences (Kaplan & Norton, 2009).

## **1.10 RESEARCH DESIGN**

Research design is a plan or framework for data collection and analysis, created to respond to research questions (Sekaran & Bougie, 2016). There are four types of research design which are exploratory, descriptive, causal and mixed methods research design. This research study was conducted using descriptive analysis as the purpose was to understand the effectiveness of performance appraisal within the CLMS at UKZN.

### **1.11 POPULATION**

According to Bernard, Wutich and Ryan (2017) a population is a full set of cases from which a sample can be taken. The population of this study comprised of 138 academics in the College of Law and Management Studies.

### **1.12 LIMITATIONS OF THE STUDY**

The study was based within the College of Law and Management, which is one of the four colleges at UKZN. A sample was 103 and only 63 respondents who completed their questionnaires. More details on limitations of the study are documented in chapter six.

## **1.13 STRUCTURE OF THE DISSERTATION**

### **Chapter 1 – Background of the study**

The chapter presents the overview of the research study. An introduction to the research study, organisational context and background of the study are discussed. The problem statement and objectives of the study are also presented.

### **Chapter 2 – Literature Review**

The chapter contains the literature analysis on effectiveness of performance management system. The performance management concept, performance management and appraisal systems are presented. Performance management and strategic management are discussed. Perception on performance management, the role of training and development and staff development plans, are also discussed.

### **Chapter 3 – Research Methodology**

The research processes analysis is presented in the chapter and the steps involved in the research methodology. The main aim and objectives of the study are outlined. The data collection strategy is presented, which links the research questions to the objectives. The concepts of validity, reliability, analysis of data and ethical considerations, are also discussed.

### **Chapter 4 – Presentation of Results**

This chapter presents the results of the data collected for the study. The treatment of data and the reliability of the questionnaire are presented. Demographic statistics are presented, followed by the results in relation to the objectives of the study.

### **Chapter 5 – Discussion of the findings**

The chapter is about detailing the discussions of the results and interpretation and analysis are thereof documented, with objectives linked to findings.

## **Chapter 6 – Conclusion and Recommendations**

The chapter concludes with recommendations, based on the findings of the study, as well as the recommendations for further research.

### **1.13 SUMMARY**

The organisational context and background of the study were discussed. The focus of the study and problem statement were defined. The research objectives and questions, the significance and scope of the study, were explained. The next chapter will review sources of literature in order to achieve a clear insight of the concept of performance management system and the various factors and processes that can be improved in order to increase performance in an organisation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

Human capital is the most important asset for most organisations (Mayo, 2016). Performance appraisal is the most vital tool for the human resource department, in order for the organisation to gain its competitive advantage. Human capital is a nation's and company's prime asset (Chowdhury, 2011). In order to identify employee capacity, as well as taking appropriate reward decisions, performance appraisal is considered to be one of the vital tasks for the Human Resources Manager (Jahan, 2016). The most impact of the bottom line performance of the firm is also affected by the effectiveness of the human resource function (Bamberger, Meshoulam & Biron, 2014).

In the same way, the purpose of performance management at the University of KwaZulu-Natal is to improve institutional and individual performance. In this view, this chapter introduces the concepts of performance management, performance appraisals and performance management, performance management and strategic management, perception of performance management, the role of training and development, as well as staff development plans.

#### **2.2 PERFORMANCE MANAGEMENT**

Bratton and Gold (2017) state that PM aims to improve organisational functionality by linking organisational goals and individual performance. Performance management does so through the use of job design, recruitment and selection, training, as well as performance appraisal. Performance management therefore takes a holistic organisational-wide view with performance appraisal being a subsection.

Perhaps the differentiation between the performance and performance management is best summarised by Aguinis (2016), who defines performance management as a process that continuously identify, measuring and developing the performance of individuals and teams and aligning performance with the strategic goals of the

organisation. Performance appraisal is the systematic description of an employee's strengths and weaknesses. Thus, performance appraisal is an important component of performance management, but it is just a part of a bigger whole because performance management is much more than just performance measurement (Aguinis, 2016).

The notion of performance management is creating a shared vision of the aims and purpose of the organisation (Bolden, 2016). Performance management also helps each individual employee to understand and recognise their part in contributing to vision and purpose, thereby managing and improving the performance of both the individuals and the organisation. Hawke (2012) defines the performance management concept as the interconnected strategies and activities to improve the performance of individuals, teams and organisations' methodologies, processes, metrics and systems that support an organisation to manage business performance.

Performance management is the systematic process of planning work expectations, frequently monitoring performance, developing capacity to perform, periodically rating performance and rewarding good performance (United States Office of Personnel Management, 2011). Based on the above definitions, performance management is regarded as employee performance with an endeavour to achieve organisational goals.

### **2.2.1 The evolution of performance management**

Rashidi (2015) indicated that the evolution of performance management is in four phases. In phase one, it was during the World War 1 in 1922, where performance management of army officers was done using scales, which failed to clarify the exact stage of performance management. Phase two was introduced in 1954, which was called Peter Drunker's Management by Objectives (MBO), which was found to be using specific goals. However, it was found to be time consuming. In the 1960s, performance appraisal system was introduced and failed to provide suitable feedback to employees. However, in the 1970s, formal written feedback was received and employees were able to identify their weaknesses.

During year 1990 to 2000, phase three introduced a 360-degree feedback system which provided responses and assessment on issues related to employee engagement and teamwork. From year 2001 to present, phase four introduced an outcome-based performance approach. An outcome based approach focuses on the development of employees, continuous and direct communication between supervisors and employees. New strategies, goal setting and human capital development, are key to success in the fourth phase (Biron, Farndale & Paauwe, 2011; Rashidi, 2015). In the nineteenth century, traditional accounting-based and cost accounting performance measures were used, but they were inaccurate. Performance management has changed in the twenty-first century, so much that even the public sector has adopted the private sector's management tools.

Hvidman and Andersen (2013) highlighted that the goal of the public sector is to change from bureaucratic processes to profitable performance outcome-based processes that are aspired by the private sector. Performance management has a profound effect on organisational culture, structures and processes which allow managers to adapt policies and planned guidelines to meet organisational goals (Parida, Kumar, Galar & Stenström, 2015). Henderson (2011) indicated that performance management cannot be viewed as performance appraisal or compensation for good performance; however, performance appraisal and reward form part of the performance management system.

Brudan (2010) states that performance management evolved through three different levels which are individual, operational and strategic levels. Individual performance evolution can be seen as the traditional level (i.e. performance appraisal) used in organisations, while the operational performance system is linked to the evolution of accounting and management practices due to the fact that traditionally, it has been evaluated in terms of productivity/low cost, as well as effectiveness in the achievement of goals (Brudan, 2010). Brudan (2010) further states that strategic performance management evolution deals with the achievement of organisational objectives. It is evident that human capital plays a key role of performance management in organisations.

### **2.2.2 The performance management framework**

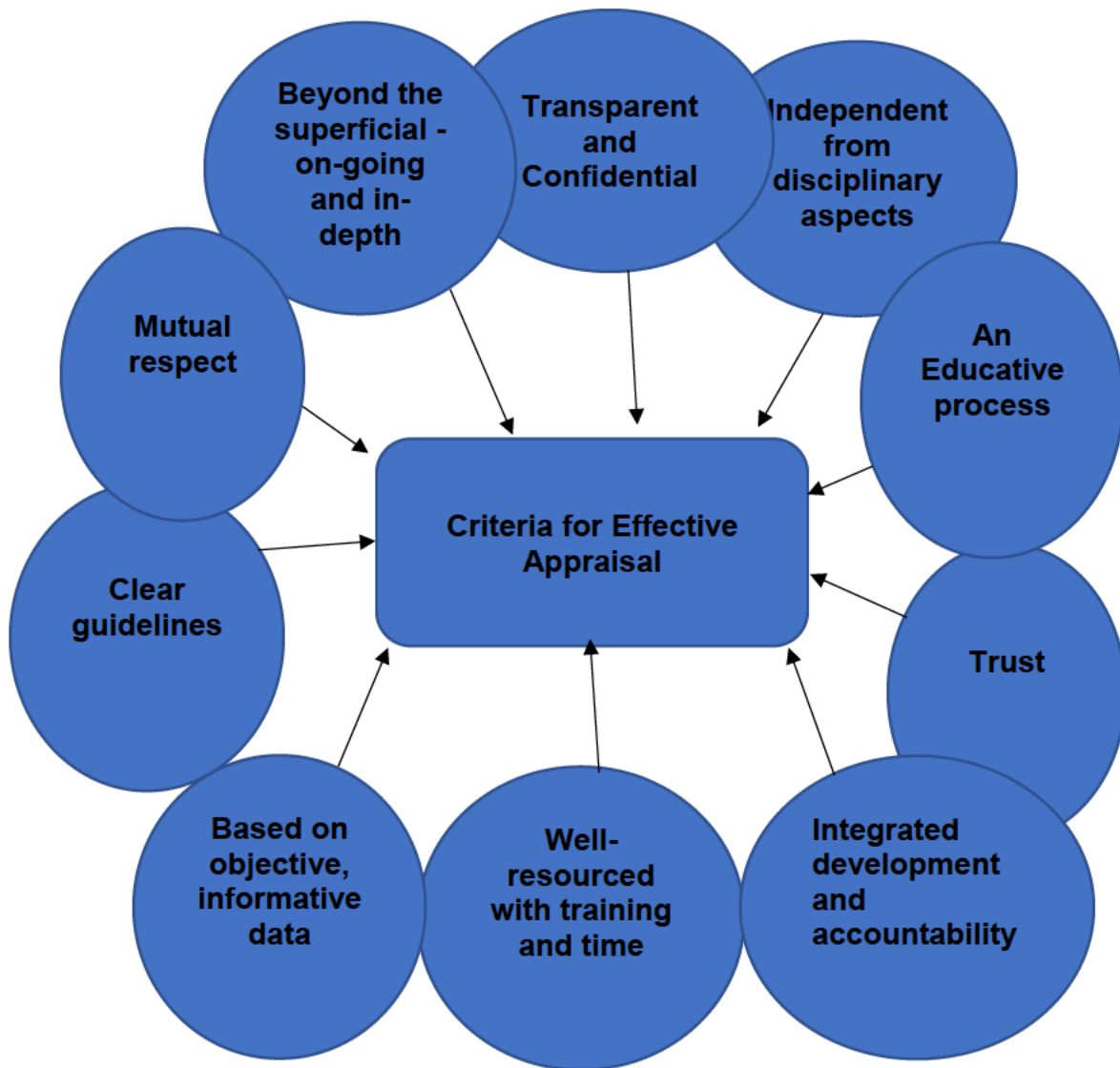
Clardy (2013) stated that performance management framework consists of four linking levels namely executive level, organisational infrastructure, human resource policies and working conditions. Executives' role is to structure the organisation's culture through values and actions in shaping employees' actions, values and perceptions towards a desired performance (Clardy, 2013). The organisational infrastructure includes business plans, the development of performance measures and engineering of processes of organisational performance. Human resource policies ensure guidance through the relationship of the organisation and its employees. Consistently managing policies of staffing, training and development, evaluation and reward, have a direct effect on the relationships that support the organisational corporate culture (Iglesias & Saleem, 2015). Lastly, the working environment under which the employee performs, also form part of performance management.

### **2.3 PERFORMANCE APPRAISAL SYSTEM AND PERFORMANCE MANAGEMENT**

In order to improve productivity, we need human resource, as they are the valuable asset of the organisation (Jahan, 2016). Most organisations are putting more emphasis on performance management system as a means of generating higher levels of job performance. Managers need to be trained on how to conduct performance appraisals. Without the proper training, performance appraisals will tend to be a frustrating exercise for both the managers and their subordinates. It is essential that managers are clear, with detailed instructions and guidelines on how to perform and evaluate performance appraisals (Longenecker, Fink & Caldwell, 2014). In order for performance management to be effective, it requires change in people and mind-set (Dopplet, 2017).

The supervisors' role is to evaluate their subordinates' performance, provide relevant and continuous guidance on the day to day activities, setting and measuring short-term deadlines and manage employee-manager relationship (Lee & Jimenez, 2011). Appelbaum, Roy and Gilliland (2011) mentioned the Piggot-Irvine (2003) model which indicates the critical elements of achieving effective performance appraisal, as shown

in Figure 2.1.



**Figure 2.1: Elements of Appraisal Effectiveness**

**Source:** Adapted from Appelbaum *et al.* (2011)

The Piggott-Irvine (2003) model, supported by both Appelbaum *et al.* (2011) and Ali (2012), supported that performance appraisal is a valuable tool in improving efficiency, awarding reward, as well as promoting or terminating services of employees, as indicated in Figure 2.1. The training of managers and supervisors on how to perform effective appraisals should be informal, but an annual routine (Ali, 2012). He further indicates that trust and respect can defeat the effectiveness of an appraisal. For an appraisal to be effective, the quality of standards, setting objectives in advance and the

relationship between appraiser and appraisee, are central and crucial.

### **2.3.1. Performance appraisal methods**

It is critical for an organisation to select an appropriate method to implement in managing its performance effectively (Grobler, Warnich, Carrell, Elbert & Hatfield, 2011). Common appraisal methods are Ranking method, Graphic rating scale, Behaviour anchored rating scales, Narrative method, MBO method and 360-Degree feedback. The ranking of employees that compares them to being best to worse, is a fast and easy method, but seldom developmental, as there is a lack of feedback (Grobler *et al.*, 2011). Graphic rating scales are probably the oldest and most widely used scales (unsatisfactory, fair, satisfactory, good and outstanding).

Graphic rating scales display attributes to which an employer can indicate the degree to which an employee demonstrates a result (Turgut & Mert, 2014; Khanna & Sharma, 2014). MBO is result-oriented (Khanna & Sharma, 2014; Grobler *et al.*, 2011). One of the advantages of the 360-degree is the enhancement of an organisation's performance and the quality of the performance management process (Bracken & Church, 2013). The 360-degree has a multiple of appraisers, including peers, subordinates and supervisors, to rate employee development.

### **2.3.2. Performance appraisal rating errors**

Necessary training is required by managers in order to minimise errors. Pal (2014) states that when performance appraisals are carried out fairly and accurately, employees get motivated and productivity increases. Lee and Steers (2017) indicate that basic requirement of an effective performance appraisal system should be fair and acknowledged by employees. The most dominant errors in appraisals are the rater bias and the halo effect (Wood, 2014). When the appraiser becomes sensitive to the older appraisee than the younger appraisee, then that is called rater bias error. Horn effect is when the appraiser continuously rates negatively when one poor aspect is identified, while halo error is when appraisers continue to rate positively when they find a satisfactory performance (Iqbal, Akbar & Budhwar 2014). The following are the

common rater errors:

- Rater bias – It's when an error, either by valuing or stereotyping employees, often stems from demographic or personal characteristics
- Halo effect – It's when rating an employee high due to generalisation
- Central tendency – When employer rates everyone at the average
- Leniency – When employer rates everyone at a high rating
- Strictness – When employer rates everyone at a low rating
- Recency/primary effect - Rating based on the last known experience of employee

Performance appraisal is normally the vehicle behind which the organisational goals and objectives are translated into an individual's objective and plays a critical role in performance management system. According to Fletcher (2006), PA remains the primary way of discussing and acting on the development of the individual. When a part of performance management appraisal is much more tightly linked with the larger business environment, performance management refers to a general set of activities which are carried out by the organisation to improve employee performance (Denisi & Griffen, 2016). Denisi and Griffen (2016) state that though performance management is typically dependent on performance appraisals and performance management is a broader and more encircling process and is the ultimate goal of performance appraisal activities.

Performance management has been seen to be more effective and successful in organisations with lots of benefits to an organisation. A study carried out by Fletcher and Williams in nine UK organisations showed that features of performance management lead to organisational commitment and job satisfaction. Lawler, Benson and McDermott (2012) state that performance management systems are effective when they are based on goals that are jointly set and are driven by an organisation's business strategy. Performance appraisal, from a social-psychological perspective, as opposed to the traditional tool for measurement, is becoming more popular, thus viewing performance appraisal as a communication and social process.

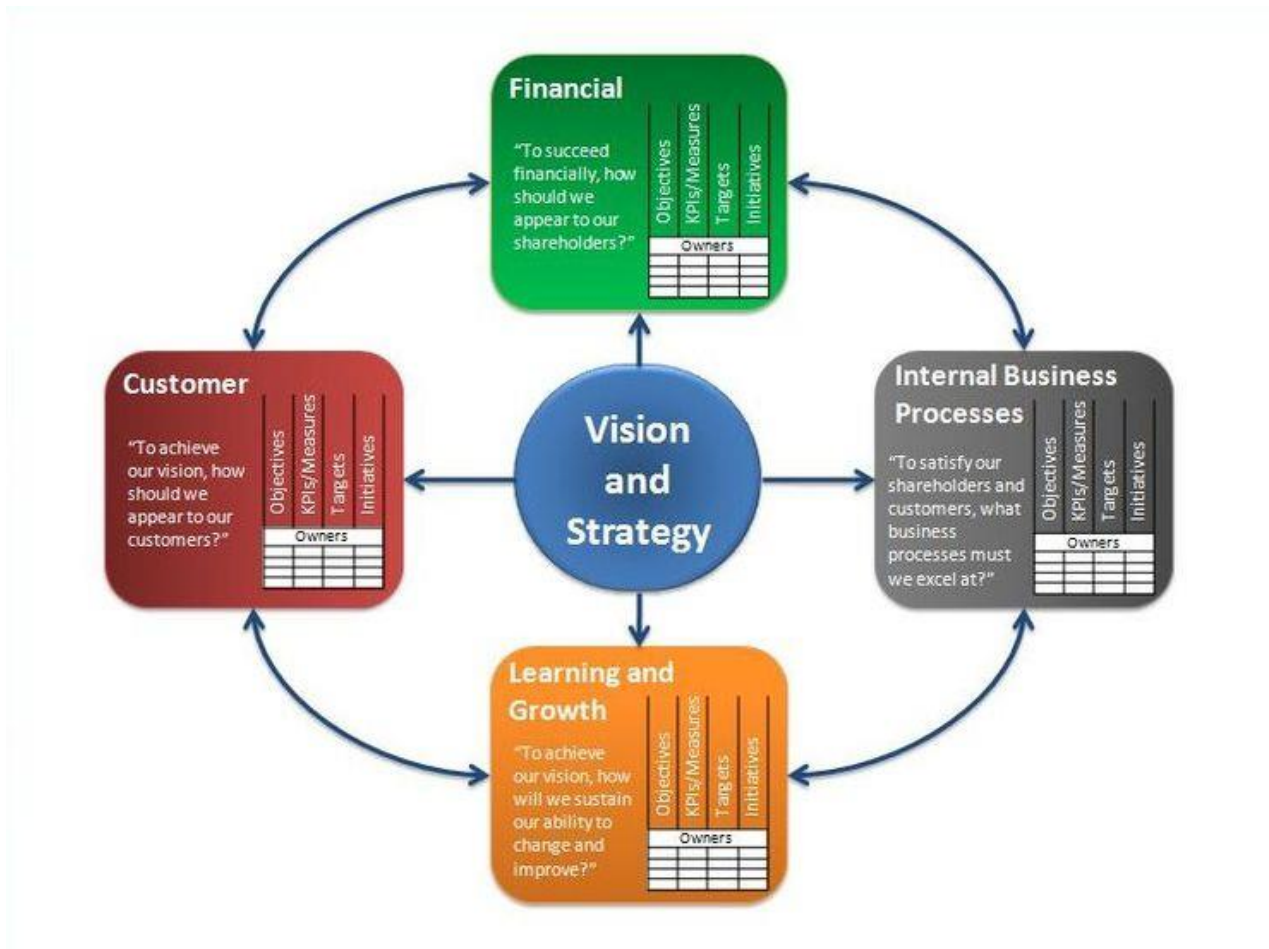
## **2.4 PERFORMANCE MANAGEMENT AND STRATEGIC MANAGEMENT**

Performance management is about setting and achieving goals set during strategic sessions (Hill, Jones, & Schilling, 2015). Kaplan and Norton (2009) state that Balanced Score Card (BSC) is a performance management that reveals the organisation's vision and strategy into implementation through four perspectives namely financial, customer, internal processes and innovation. Kallás and Sauaia (2014) indicate that there are five principles that enable companies to be strategy-focused, which are as follows:

1. Translate strategy into operational terms;
2. Align the organisation to create synergies;
3. Transform strategy in everyone's job;
4. Make strategy a continuous process;
5. Executive leadership to mobilise change.

The first principle defines the strategy which uses non-financial measures such as job satisfaction/competence. The second principle aligns the BSC to business level units supporting internal process visions. The third principle ensures that employees understand the corporate strategy and its alignment to daily jobs. The fourth principle enables strategic management processes to align with monthly performance evaluation and budget monitoring. The last principle enables leadership to recognise new management model that would incorporate new values into the structure (Kallás & Sauaia, 2014). Gruman and Saks (2011) highlighted that participatory theory is when employees are fully engaged. Organisational success is dependent on employees participating in an overall strategy.

Research indicates that when companies use the BSC approach, they tend to perform better when comparing with organisations that do not use the BSC approach (Hoque, 2014). The framework is depicted in Figure 2.2.



**Figure 2.2: The balance scorecard framework**

Source: (Kaplan & Norton, 2009)

The learning and growth (innovative) measures how often new products/services or techniques are introduced in an organisation. The internal business processes measure the effectiveness of processes that are value created by organisations. The customer perspective measures performance on how the organisations' value is experienced by the customer. The financial perspective measures the bottom line and the return on investment. The aim of BSC is to provide a 'balanced' within the set of indicators in order to maximise shareholders value.

According to Hudzik (2011), the universities' core business is to create and impact knowledge and disseminate scholarly ideas through research, while the private sector organisations are business oriented, with the sole objective of capital growth and profit

driven. The main aim of a PA system is to align employee and departmental goals to organisational goals and objectives and ensure that employee performance is in line with the goals. There must be a link between the goals of the organisation and the knowledge laid out for employees to aspire towards the success of the organisation. The key objectives of the University of KwaZulu-Natal, is to ensure the following:

- Managers evaluate staff performance in a consistently fair manner;
- The integrity of the performance management process is protected; and
- There is also a common understanding of the standards required at each level of work.

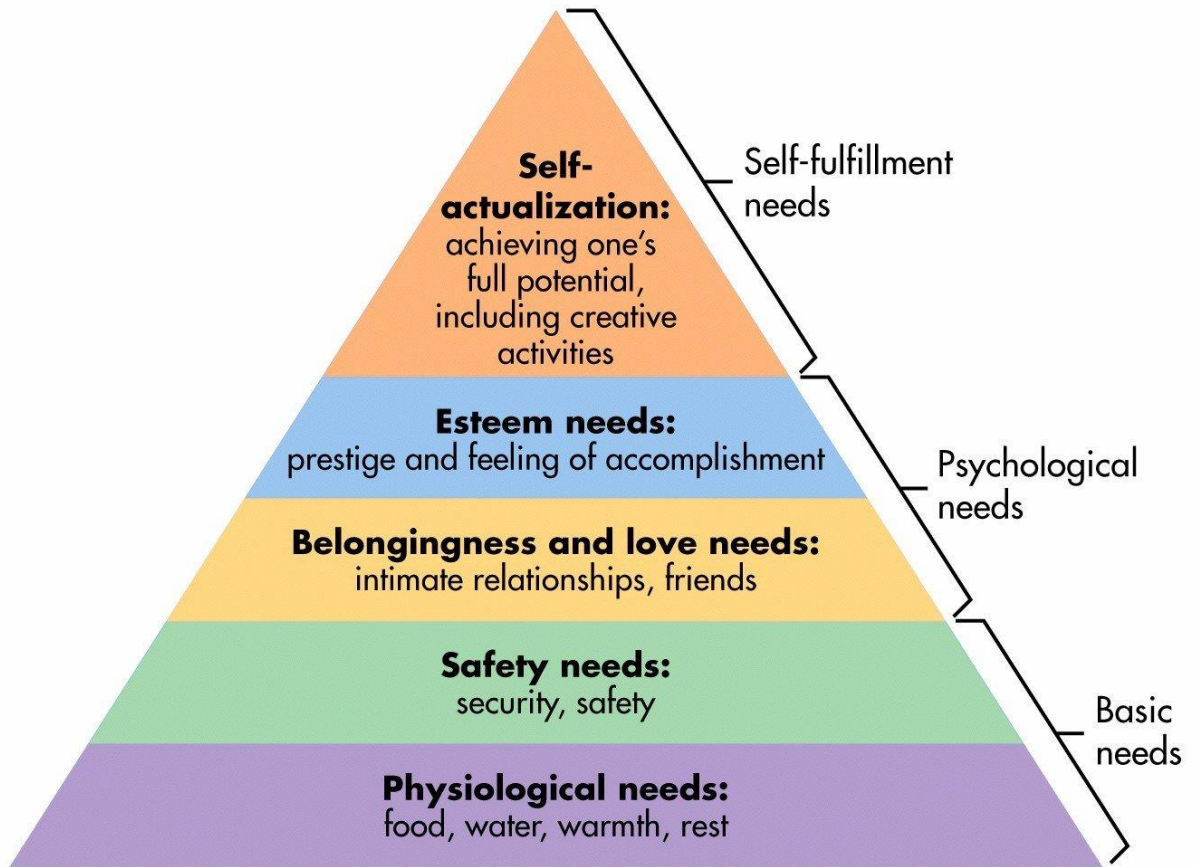
When employees are cognisant of and accept the organisational goals, this assists to boost the individual performance, which in turn results in improved and higher organisational performance (Osborne & Hammoud, 2017). To achieve good results, the managers (rater) need to assist employees (ratees) in goal setting, in order to be in sync with that of the organisation's goal. The rater must be trained to get accurate results from performance appraisal. As a means of achieving the desired results of performance, supervisors need to communicate organisational goals to individuals and link them to performance, to energize employees. When goals are accepted by employees, performance will improve as they will strive towards achieving them.

Thus, will assist in increasing individuals' persistence, as well as transfer effort into commitment and motivation (Osborne & Hammoud, 2017). When coordinating the work of the employee with that of the organisation, everyone will lead to success, not only in employee performance, but overall output of the organisation. The notion of having employees participate in the accomplishment of corporate goals can be described as participatory management or collaborative leadership style. When employees understand how their individual work contributes to the overall goals of the organisation, it allows them to make their own decisions about how to spend their work time so that their work is consistent with the priorities of the organisation. Performance reviews becomes easier, faster and causes less anxiety, when there are clear performance goals.

## **2.5 PERCEPTION OF PERFORMANCE MANAGEMENT**

Performance appraisals must be perceived to be fair, just and equitable, by both the employer and the employee in order to be a success. There will be a decrease in productivity and high employee turnover in an organisation, if the employees perceive that there is injustice in performance appraisals. George and Jones (2011) define perception as a sensory process that can be selected by people recognise their environment by using their sight, hearing, touch, smell and taste senses. Perception plays a vital role for managers to understand negative impact that perceptions have on organisational processes and tools (Jewoola, 2014).

According to Sengupta (2011), human behaviour is controlled by Maslow's motivational theory which advocates that behaviour is controlled by fundamental needs. Managers need to take care of employees' needs, for example, by motivating and rewarding the employees in order to increase productivity. If employee's needs are not taken care of, then there will be a decrease in productivity, which will result in poor performance for the organisation and the individual. Barrick, Mount and Li (2013) state that employees feel motivated when job roles and performance expectations are clearly defined. Figure 2.3 illustrates this sequence of needs.



**Figure 2.3: Maslow's hierarchy of needs**

**Source:** Adapted from Bull (2014)

Management needs to consider performance management system of its intended change with the prevailing organisational culture and tradition. According to the previous literature, it is argued that performance management system is proficient of transmuting the employee values, attitudes and behaviour, hence, resulting to a subsequent change in the overall culture of the organisation. Maimela and Samuel (2016) state that to have an effective behaviour change, a new innovative thinking process is required and to embrace new ways of doing things from the ancient ways. It is crucial to change the existing organisational culture and employees' behaviour to have a successful implementation of performance management system.

Higher education institutions' management expect employees in the sector (mainly

academics) to embrace organisational innovation practice that is emblematic of the companies in the private sector. Maimela and Samuel (2016), these expectations are conversant by the necessity to ensure efficiency in the operations of higher education institutions in South Africa. Thus, it involves a complete monitoring and measuring of academics' work performance and outputs (Maimela & Samuel, 2016). The implementation of performance management system in many institutions of higher learning recommends that work roles of academics are being defined by management based on values and purposes that are dictated by market economy, rather than academic enterprise (Pityana, 2004).

Higher education institutions managers are faced with challenge that are required by the educations authorities to increase the student enrolment and research productivity without the increase in budget allocation (Parsons & Slabber, 2001; Ruben, 2004). Higher education institutions need a business performance model which will needs to be adapted to the peculiarities of, and in order for the performance management system to be effective in the higher education environment.

According to Molefe (2010), a research study of some universities in the United States, United Kingdom, Nigeria, Australia and South Africa indicates that the performance management system introduction is likely to be resisted by academics, if its performance assessment criteria do not consider these:

- Distribution of workload and teaching workload between academic members of the departments;
- An acceptable format used by the faculty for student evaluation results;
- Student statistics per course research output, with emphasis on accredited output;
- Corporate citizenship which involves service to the community without rewards.

According to Taylor (2004), the introduction of performance management indicators in academic institutions can encourage its academic members to excel in their performance, especially academics who are inclined and motivated by extrinsic rewards such as money and other financial rewards. But, academics who are

intrinsically motivated would be motivated by factors such as recognition or quality of life factors, for example, leisure and holiday with family and friends. A challenge arising from the introduction of PA systems by different organisations is that such systems are not compatible with the organisational culture and it regularly outlines the perception of employees (Kandula, 2010).

According to Locke and Latham (2006), the motivation concept entails the internal factors that drive action and external factors that can act as inducements to action. Motivational theories underpin the content and structure of performance management strategies and drives (Kandula, 2010). According to Kandula (2010), quality comes from employees who are well-motivated. There are two theories that support performance management which are as follows:

### **2.5.1 Goal-setting theory**

Locke and Latham (2006) indicate that specific goals will increase employees' desire to exert more effort in order to achieve them. The theory is based on three arguments: the first one is that individuals have different goals, second one is that if there is a chance of success, people only act to achieve their goals. The third one is that the level of motivation affects the goals (Locke & Latham, 2006). Assigning specific goals to individuals does not only enhance employee performance, but it also improves goal acceptance through employee involvement (Locke & Latham, 2006). For employees to strive towards excellence, they need challenging tasks to motivate them.

### **2.5.2 Expectancy theory**

Expectancy theory explicates motivation on the degree to which an effort is perceived to lead to performance, performance leads to rewards, and the rewards presented are desirable (Purvis, Zagencyk & McCray, 2015). The employee's motivation level depends on the factors of valence, instrumentality and expectancy. Valence means the attractiveness of the outcome. Instrumentality refers to the belief that if we do one thing, it will lead to another. Expectancy is the probability that action will lead to outcome.

## **2.6 THE ROLE OF TRAINING AND CAREER DEVELOPMENT ON PERFORMANCE MANAGEMENT**

The core factor is the training and development and employee performance improvement, in which managers use in order to meet the organisation's target. The human resource of the 21<sup>st</sup> century includes globalisation. Organisations need to advance their strategies towards training and development, as technology is advancing very swiftly (Henson, 2016). Organisations also to provide training which is aligned to performance management in order to deliver valued outcomes (Haines & St-Onge, 2012).

The appraisal process has value as a means of developing the potential of employee and the organisation. When performance appraisal is used as a development tool, it provides a basis for determining who needs to be trained in terms of the desired job behaviour and the level of competence. On-the-job training is the most common type of training at all levels in organisations. Whether or not the training is planned, people do learn from their job experience, especially when the work involved is not complex.

Job training involves the supervisor paying some extra attention to the trainee, occasionally giving him criticism and suggestions. The need to continuously update one's knowledge in modern trend of practice of the profession cannot be over-emphasised. Absence of this will lead to poor performance, hence, low appraisal rating. According to Rao (2008), career development looks at the long-term career effectiveness of staff members, whereas employee development focuses on the present effectiveness of a staff member. The managers play a vital role in helping employees develop their capabilities in terms of their potential growth and defining their goals and work objectives in terms of their careers. The manager can delegate tasks to the employee who will give him or her a more responsibility. The employees will be free to try new methods and new ideas, if given the chance. This will lead to increased job satisfaction and productivity.

Employees can adversely affect the company's profitability as they can make or break

the organisation's reputation, hence, they are the most valuable asset of the company (Imran, 2013). Training is essential in the workplace, as employees are responsible for customer satisfaction and quality of products. Without proper training, workforce will not have the necessary skills to complete their tasks. There is a positive relationship between training and organisational performance.

In order for the companies to gain competitive advantage, they need to invest in training their employees. There is a return on investment and retention of employees through training (Becker, 2009). The businesses are now facing new changes, as well as trials, as a result of global and technological development. Technological developments have moulded the need of capabilities and competencies required to perform a particular task. Therefore, more enhanced and operative training programs are required in order to deal with these challenges. Effective training programs help in creating a more encouraging learning environment for the employees and train them to manage the imminent challenges more easily and timely (Tai, 2006).

Effective training programs help employees to get acquaintance with the desired new technological advancement, also gaining full command on the competencies and skills required to perform a particular job and to void on the job errors and mistakes. The more organisations have competent employees, the more employees are pleased with their work, henceforth, the firm output and profitability increase (Champathes, 2006). Elnaga and Imran (2013) indicated that organisations that focus on shareholders and customer satisfaction realised the investment in training is vital and thus recognises the worth of employee development. Training is a systematic process to enhance employees' skills, knowledge and competency necessary to perform effectively on the job. Training affects organisational competitiveness, revenue and performance.

## **2.7 STAFF PERSONAL DEVELOPMENT PLANS (PDPs)**

Personal development plan (PDP) can be defined as an assessment tool embedded in a larger assessment cycle of development and performance interviews. Kavanagh and Johnson (2017) indicated that personal development plan is used to gather and

document information about the competencies that the employee worked on and is planning to further develop in the near future. Personal development can be characterized as a tool that does the following:

- Provides an overview of the competencies that the employee worked on in the past and of the competencies that the employee is planning to do in the future;
- PDPs are completed by the employees themselves, as it is a self-direction by the employee, even though the format of personal development plan is generally fixed;
- PDP is used as the base for, or to structure the dialogues with the supervisor who provides the employee with feedback and inspires the employee's reflection; and
- Serves different decision-making processes ranging from planning and individual training-program, to whether or not giving an employee a promotion.

Personal development plans assist employees to reflect upon their experiences, identify their strengths and weaknesses and enabling them to set goals for personal and academic growth.

## **2.8 CHALLENGES OF PERFORMANCE APPRAISALS**

The major challenge of performance appraisal system is that of subjectivity to openness and discernment. Subjectivity arises from behaviours and practices of employees involved in the appraisal process than the procedures and policies established for guidance (Fletcher & Williams, 2016). Subjectivity becomes a problem as the appraiser and appraisee are friends. Luthra and Jain (2012) state that employees sometimes are not aware on how performance management system allocate rewards.

The challenge with performance appraisal system is that its includes disagreement on suitable performance appraisal criteria, lack of legitimacy and consistency of evaluation methods and adverse employee perception towards the system.

## **2.9 PERFORMANCE MANAGEMENT FRAMEWORKS**

There are three performance management frameworks that integrate organisational

and individual performance, namely BSC performance management model, Rockart's model and Aguinis performance model.

### **2.9.1 BSC performance model**

The BSC performance is the framework that enables organisation to translate its vision and strategy into implementation, working from four perspectives namely innovation, product/services/people, internal processes effectiveness, experiences of customers and financial performance (Kaplan & Norton, 2009). The BSC links vision and strategy to employees' everyday actions by translating strategy into clearer strategic priorities and initiates. Previously, it has been has indicated that the use of BSC approach tends to outperform organisations without formal approach to strategic management (Advanced performance Institute, 2012). The idea of BSC is to provide indicators that allow an organisation to measure the source and effect chain by which the customer and shareholders wealth are formed. BSC allows companies to integrate the objectives.

### **2.9.2 Rockart's model**

The introduction of Rockart's Critical Success Factors (CSFs) and Key Performance Indicator (KPIs) model combine non-financial leading indicators with financial indicators in one system. It provides a balance overview of the organisations' performance and verify if the company's strategy is being executed with success. Critical success factors (CSFs) are those factors that need to be properly managed to ensure successful competitive performance for the organisation (Abedin & Jafarzadeh, 2015). They are the few areas where things must go right for the business to flourish. If results in these areas are not adequate, the organisation's efforts for the period will be less than desired. As a result, the CSFs are areas of activity that should be constant and careful management attention. The current status of performance in each area should be continually measured and that the information should be made available successfully.

Organisational performance should be monitored to correct any deviations within time. The teams or individual performance should be in line with organisational CSFs and KPIs to achieve the strategic goals.

### **2.9.3 Aguinis's model**

Performance management is a continuous process which includes several components which are related to one another (Aguinis, 2016). According to Aguinis (2016), performance management provides an understanding to employees, as to what they have to achieve and how it will be measured, and clear directions about the kinds of behaviours that people must have to perform their duties to the organisation's acceptable level. There are six stages namely prerequisites, performance planning, performance execution, performance assessment, performance review and performance renewal. The three models advocate the value add to the achievement of organisational strategy and increased profits (Aguinis, 2016).

## **2.10 UNIVERSITY OF KWAZULU-NATAL PERFORMANCE MANAGEMENT**

The integrated talent management procedure and guidelines was effective in January 2012, which encapsulate the performance management guidelines (University of Kwa-Zulu-Natal, 2017). The purpose of UKZN's performance management is to improve the university and individual performance. Performance management is also used for talent identification. The teams and individuals are engaged as follows:

- To clarify team and individual performance requirements, standards and expectations;
- To align the individual objectives with those of the College;
- To identify training and career development needs;
- To measure and evaluate the individuals, team and college performance;
- To identify institutional and operational changes required in order to improve employee performance;
- To mentor and capacitate employees through constructive feedback;
- To promote job satisfaction through motivation;
- To improve communication between employer and employee
- To provide legally and sound mechanism to address poor performance.

The academic performance cycle is from the 1<sup>st</sup> of January to the last day of December. For most academics, performance appraisals are done twice in a year.

## **2.11 SUMMARY**

Organisations need to create the strategic alignment between a functional performance management system and the overall organisational goals. Performance appraisals assist organisations to achieve their goals. A positive attitude towards performance appraisals is vital for positive results. Once the employees have a negative attitude towards performance appraisal, it becomes a challenge for the organisation to achieve its goals. Performance appraisal is a process that needs to be understood by both the employee and employer. The process needs to be fair.

Through performance appraisal, the employer can identify employee strengths and weakness. Performance appraisal assists organisation to identify the training needs of the employees, assist employees to identify and understand their personal development plans. Performance appraisals also assist to identify the talent and employees who are ready for promotions, assist managers and employees to improve their communication skills through regular dialogue. In addition, performance appraisals assist in providing the appropriate and sound mechanisms for addressing poor performance. Performance appraisals also assist an organisation to attain its competitive advantage.

Research methodology of the study is discussed in the next chapter.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The fundamental purpose of the study was to determine the effectiveness of performance appraisal from the academics within the College of Law and Management Studies at the University of KwaZulu-Natal, Westville Campus. This chapter deliberates on the methods used in conducting the present study. The chapter also provides the descriptive analysis of the research methodology adopted in determining the effectiveness of performance appraisals within the CLMS. The chapter encapsulates the approaches used, data collection strategies implemented, data analysis and ethical considerations.

#### **3.2 RESEARCH DESIGN**

According to Sekaran and Bougie (2016), research design is a collection plan, measurement and data analyses created in order to respond to the research questions. There are four types of research designs which are exploratory, descriptive, causal and mixed methods research design.

##### **3.2.1 Exploratory Study**

An exploratory study is conducted when little is known about the problem (Sekaran & Bougie, 2016). The exploratory studies can be conducted by conducting interviews, by engaging with experts on the ground and by using search of the literature. Exploratory studies are conducted to simply regulate the opportunity of undertaking research in a particular area (Sekaran & Bougie, 2016).

##### **3.2.2 Descriptive Study**

A descriptive study is conducted in order to define the characteristics of the relevant group, for percentage estimation of the units in definite population and to determine the perception of product characteristics (Sekaran & Bougie, 2016). The main emphasis of the descriptive study is to afford a precise image of the characteristics associated with

any situation or organisation (Krueger, 2014).

### **3.2.3 Causal study**

Sekaran and Bougie (2016) state that a causal study is conducted to establish the relationship between variables. The purpose of the causal study is to understand independent variables and dependent variables and to determine the nature of the relationship between the casual variables and the effect (Sekaran & Bougie, 2016).

### **3.2.4 Mixed Methods**

Mixed method research combines the quantitative and qualitative methods into a single study. Mixed method research is the research methodology that employs multiple methods such as intentionally integrating or merging these methods to draw the strengths of each and framing the investigation within philosophical and theoretical positions (Sekaran & Bougie, 2016). It encompasses collecting, analysing and interpreting quantitative and qualitative data in a single study, or in a series of studies that explore the same phenomenon. The researcher needs to provide detailed steps for each method used.

This research study will be conducted under the premise of descriptive analysis. The aim of a descriptive study is to determine what cause a certain outcome without endeavouring to control the variables within that specific situation. The purpose of the study is to understand the effectiveness of performance appraisal within the CLMS at UKZN. The study seeks to identify perceptions of academics and understand the impact they may have on the effectiveness of performance appraisals at UKZN.

## **3.3 AIMS AND OBJECTIVES**

### **3.3.1 Aim**

The aim of the study was to establish the effectiveness of performance appraisals. An evaluation was required of the present performance appraisal system, in order to make recommendations to improve the existing system.

### **3.3.2 The objectives**

The objectives of this research study as indicated in chapter one was to encapsulate the understanding of performance appraisal within the academics at the College of Law and Management.

### **3.4 PARTICIPANTS AND LOCATION OF STUDY**

The location of the study was the University of KwaZulu-Natal, Westville Campus, within the College of Law and Management studies. The participants were the academics within the College of Law and Management.

### **3.5 SAMPLING**

Sampling is the process of selecting a slice of a population for the purposes of making observations and inferences about the population (Denscombe, 2014). It may not be practical to survey the entire population due to budget, time constraints, timeous feedback, hence, the need to sample (Saunders, Lewis & Thornhill, 2012). There are two major types of sampling techniques which include probability and non-probability sampling. Probability sampling is when every participant in the population has a chance to be selected in the sample, while non-probability sampling is when the probability selection of the participant is unknown (Saunders, Lewis & Thornhill, 2012).

Probability sampling was used for this study as it a method that use random selection. Each and every element in the population has an equal chance to be selected when using simple random sampling. Simple random sampling was used for the purposes of this study. A sample size of 103 Academics was drawn out of a population of 138 Academics within the College of Law and Management studies in Westville Campus.

### **3.6 DATA COLLECTION STRATEGIES**

The research strategies assist in answering the research questions of the study (Sekaran & Bougie, 2016). The research strategies include experiments, surveys, ethnography, case studies, grounded theory and action research. The research

methodology has three main approaches that are used to collect and analyse data. Creswell (2014) refers to these approaches as the quantitative, qualitative and the mixed methods research, as shown in Table 3.1.

**Table 3.1: Quantitative, Qualitative and Mixed Methods**

Quantitative Methods	Qualitative Methods	Mixed Methods
<ul style="list-style-type: none"> <li>✓ Close-ended questions</li> <li>✓ Performance data information</li> <li>✓ Attitude data information</li> <li>✓ Observational data information</li> <li>✓ Census data information</li> <li>✓ Statistical analysis</li> <li>✓ Statistical interpretation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Emergent methods</li> <li>✓ Open-ended questions</li> <li>✓ Interview information</li> <li>✓ Observational data</li> <li>✓ Document facts</li> <li>✓ Audio-visual assessments</li> <li>✓ Text and image analysis</li> <li>✓ Themes, patterns interpretation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Both pre-arranged and emergent methods</li> <li>✓ Both open- and close-ended questions</li> <li>✓ Numerous forms of information drawing on all opportunities</li> <li>✓ Statistical and text analysis</li> <li>✓ Across database interpretation</li> </ul>

**Source:** Creswell (2014)

To collect data timeously, adequately and ethically, an appropriate data collection strategy is essential. According to Denscombe (2014), surveys, interviews and observation form part of primary data, while document data sets and online information form part of secondary data. A survey was deemed the most appropriate method for this study, as the type of approach was the quantitative. In order to avoid delay in the data collection process, a drop-off and pick-up method of the questionnaires was adopted for this study. Denscombe (2014) states that the survey conducted by means of a questionnaire has the following advantages and disadvantages:

### Advantages of a questionnaire

- ✓ Cost effective method
- ✓ Coverage is wide and inclusive
- ✓ Response feedback is instant

### Disadvantages of a questionnaire

- ✓ Low response rate from email/web-based questionnaire
- ✓ Excludes respondents without internet or email

### 3.6.1 Questionnaire Design

The questionnaire was used to collect data. The questionnaire used to collect data encompassed questions that were measured on a five-point Likert scale. They further indicated that the Likert scale is a variation of the rating scale and consists of statements that indicate either a favourable or an unfavourable attitude to the research subject. The response is given a numerical score reflecting the least to the most of favourableness for example (1 = strongly agree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree). The respondents scores are compared from a well-defined sample or population.

**Table 3.2: The questionnaire consisted of seven sections (A – G)**

Section	Data Collected	Alignment to Research questions
Section A	Collected biographical information	Biographical information
Section B	Collected data on the purpose of performance appraisals	Purpose of performance appraisal
Section C	Collected data on performance goals and objectives settings	What are the objectives of performance appraisal at UKZN?
Section D	Collected data on employee's perception on performance appraisal system in the University	What are the perceptions of the academic staff members on the effectiveness of

		performance appraisal at UKZN?
Section E	Collected data on the link between training and career development needs of the employees and the University's identified personal development training programmes.	What is the link between the training and career development needs of the employees and the University's identified personal development training programmes?
Section F	Collected data on the challenges of performance appraisals	What are the challenges of performance appraisal at UKZN?
Section G	Collected data on the perceptions of the college leadership on the effectiveness of performance appraisal at UKZN.	What are the perceptions of the college leadership on the effectiveness of performance appraisal at UKZN?

### 3.6.2 Validity and Reliability

It is essential that validity and reliability tests be done to determine that the study has indeed been accurately presented in the data. The validity and reliability of a measuring instrument influence the degree to which a researcher can learn something about the phenomenon under study (Leedy & Ormrod, 2010). The validity and reliability of an instrument determine the probability that statistically significant results would be obtained in the data analysis and the extent to which meaningful conclusions are drawn (Leedy & Ormrod, 2010). The true reflection of the survey, not of the researcher's bias, is tested through the validity and reliability test to determine the true reflection of the survey (Denscombe, 2014).

#### 3.6.2.1 Validity

Validity tests how well the instrument developed measures the certain concept it is intended to measure (Sekaran & Bougie, 2016). There are three broad categories of

validity which are content validity, criterion-related validity and construct validity. Content validity ensures that adequate and representative set of items are measured, criterion-related validity is when the measure differentiates individuals on a criterion is expected to predict and construct validity illustrates how well the results obtained from the use of the measure fit the theories around the test designed (Sekaran & Bougie, 2016).

The study consisted of criterion variables such as purpose of appraisals and employee's perception on the effectiveness of performance to ensure concurrent validity while correlation analysis established the construct validity.

### **3.6.2.1 Reliability**

The reliability measure indicates the stability and consistency which the instrument measures the concept (Sekaran & Bougie, 2016). The reliability measures the consistency and error free of the instrument, despite the fluctuations. Reliability consists of stability of measures and internal consistency of measures. Stability of measures is the ability of a measure to be constant over time, while the internal consistency of measures is the homogeneity indication of the items that are constructed in the measure (Sekaran & Bougie, 2016).

This study used Cronbach's alpha method to test internal reliability. For the purposes of this study, the questionnaire was tested using Cronbach's alpha coefficient method to assess its internal relationship reliability to other questions. According to Bryman and Bell (2015) a factor of 0.8 is an acceptable assessment of internal reliability. Further details are obtained in chapter 4.

### **3.6.3 Questionnaire pre-testing**

The pre-test takes some time, but it saves time by letting a researcher know which items or approaches will or will not be effective to solve the research problem (Leedy & Ormrod, 2016). The questionnaire was pre-tested to determine the feasibility of the study, as well as the reliability and validity of the measuring instrument. The pre-testing

was done to ensure the quality of the data.

The pre-test was done to five academics. The researcher delivered the questionnaires by hand and collected after few days. The following issues were raised which were subsequently corrected:

- Age demographics below 18 years was identified. No academic under the age of 18 years was employed by UKZN. The respondent would have required a consent of an adult if it remained on the questionnaire. This resulted in an amendment in the age demographic on the questionnaire, where the line indicating below 18 years was removed.
- During the pre-testing, spelling and grammatical errors were identified and corrected.

The respondents selected for pretesting were excluded when sending the final questionnaire to the respondents in the main study.

#### **3.6.4 Questionnaire Administration**

The questionnaires were hand delivered to the respondents (the academics) and collected them after few days by the researcher.

### **3.7 DATA ANALYSIS**

The main purpose of the statistical analysis in the study was to analyse the effectiveness of performance appraisals at UKZN within the College of Law and Management. This study will use descriptive statistics to present data collected from the participants. Statistical Package for the Social Sciences (SPSS) will be used to analyse the data.

### **3.8 ETHICAL CONSIDERATION**

The primary concern of the study was committing to ethical responsibility. A consent letter was obtained from the Registrar in order to conduct the research study at UKZN, Westville Campus (Appendix 2). The clearance certificate with full approval was also

obtained at UKZN (Appendix 3). An informed consent letter was acquired from all respondents prior to participating in the survey (Appendix 1). The research study involved sensitive and controversial issues which included comments by academic staff on the effectiveness of performance appraisals. Therefore, the research data and anonymity of the research participants was protected.

### **3.9 SUMMARY**

This chapter described the research design and methodology used in conducting the empirical study. The aim and objectives of the study, sampling, data collection strategies, data analysis and ethical considerations, were discussed in the chapter. The following chapter presents and interprets the results of this study.

## CHAPTER FOUR

### PERESENTATION OF RESULTS

#### 4.1 INTRODUCTION

The data collection method described in the previous chapter focused on acquiring data on the perceptions of academics on the effectiveness of performance appraisals in the College of Law and Management studies at UKZN, Westville campus. The data that were gathered from the participants are presented through the use of descriptive statistics. The first section of this chapter presents the socio-demographic profiles of the academics and the second section presents the statistical results related to the objectives of the study described in chapter one.

#### 4.2 RESPONSE RATE

According to Rubin and Babbie (2013), 50% response rate is considered adequate for analysis and reporting. A response rate of at least 60% is considered good, while a response rate of 70% is considered very good. One concern of web surveys is the low rate response even though they are popular. The quality of web surveys is reduced by partial responses and rejections (Saunders, Thornhill & Lewis, 2012). The survey questionnaire for this study was hand delivered as a result of the shortcomings encountered for web surveys. A total of 63 participants out of the sample of 103 completed the self-administered questionnaire (which constitute 61%). Representations of the data are provided in this chapter, by means of graphical figures and in table formats.

##### 4.2.1 Reliability of the questionnaire

The reliability analysis showed that the data were reliable with a Cronbach's alpha coefficient of 0.897 as indicated in Table 4.1.

**Table 4.1: Reliability analysis output**

Reliability Statistics	
Cronbach's Alpha	N of Items
.897	46

Using Cronbach's alpha method indicated that the questionnaire was found to be reliable, with a coefficient of 0.897 for (N=46), as indicated in Table 4.1. According Bryman and Bell (2015), a coefficient of 0.8 is an acceptable assessment of internal reliability.

### 4.3 SOCIO-DEMOGRAPHIC PROFILE OF THE RESPONDENTS

The socio-demographic profile represents information on the respondents' position, qualification, age, gender, marital status, race, employment status, the school to which they belonged, for instance, the Graduate School of Business and Leadership, their years of experience within the college and frequency of performance appraisals in their schools.

#### 4.3.1 Respondents' positions

Table 4.2 shows the respondents' position in the CLMS.

**Table 4.2 Positions of the respondents in the CLMS**

Position	Frequency	Percent
Other	2	3.2
Junior lecturer	3	4.8
Lecturer	13	20.6
Senior Lecturer	27	42.9
Professor / Associate professor	18	28.6

Table 4.2 indicates that the majority of the respondents were senior lecturers 43%, followed by 29% professors / associate professors, 21% lecturers and 5% junior lecturers.

#### 4.3.2 Respondents' Qualifications

Table 4.3 shows the respondents' qualifications.

**Table 4.3 Qualifications of the respondents in the CLMS**

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
Other	1	1.6
Honours	7	11.1
Master's	32	50.8
Professional qualification	3	4.8
PhD	20	31.7

Table 4.3 clearly indicates that 51% of the respondents had the Master's qualification, followed by who possessed a PhD (32%), 11% with Honours degree and 5% having professional qualifications.

#### **4.3.3 Respondents' Age**

Table 4.4 shows the respondents' age.

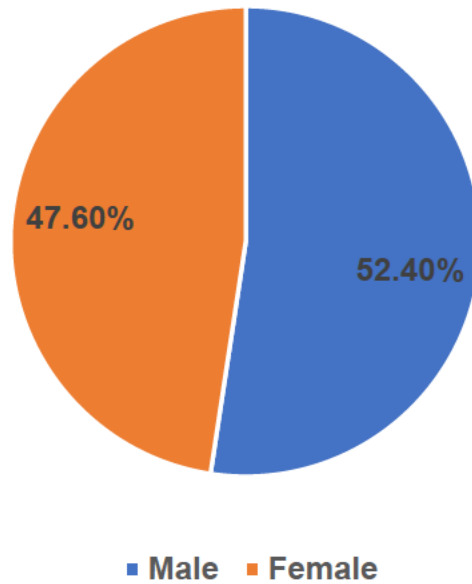
**Table 4.4 Age of the respondents in the CLMS**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
25-30 years	16	25.4
31-35 years	12	19.0
36-40 years	11	17.5
41-45 years	11	17.5
46-50 years	8	12.7
51 years or above	5	7.9

From Table 4.4, it is indicated that less than half of the respondents (44%) were 35 years or younger, 36% were between 36 years and 45 years, 13% were between 46 years and 50 years and 8% were above 51 years.

#### **4.3.4 Respondents' Gender**

Figure 4.1 shows the respondents' gender.

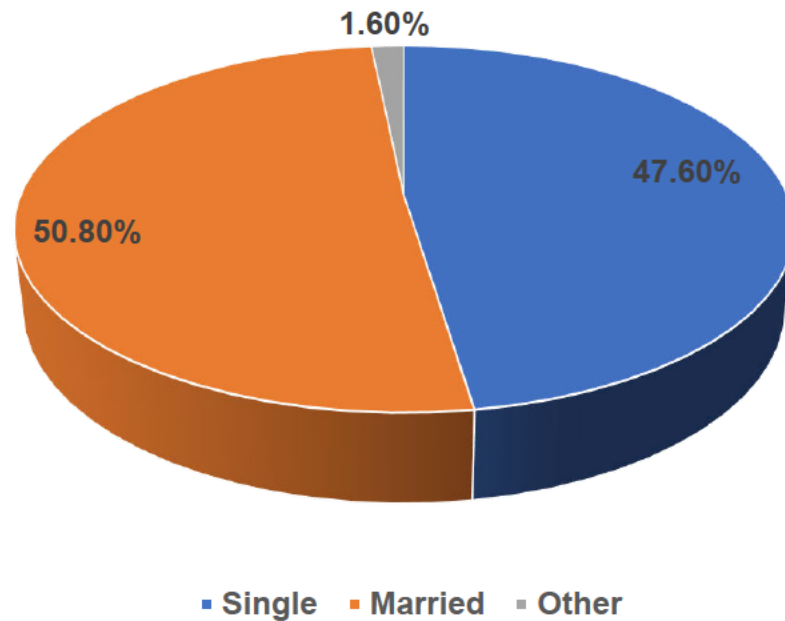


**Figure 4.1: Gender of the respondents**

The above figure 4.1 indicates that the majority of the respondents were males (52%) and females were 48%.

#### **4.3.5 Respondents' marital status**

Figure 4.2 shows the respondents' marital status.

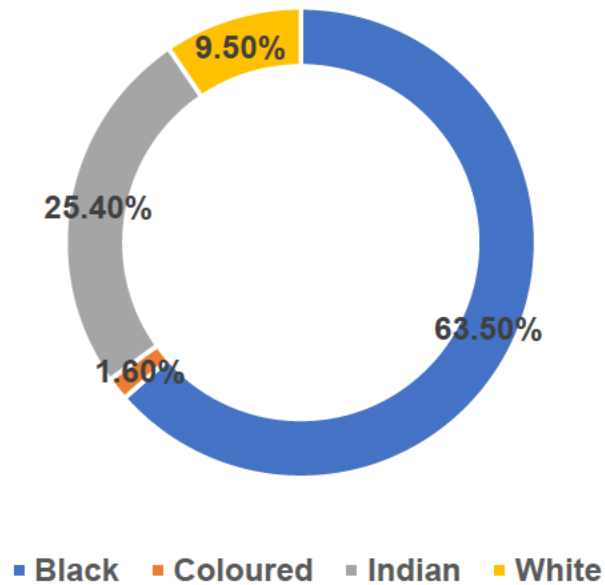


**Figure 4.2: Marital Status of the respondents**

The above figure indicates that majority of the participants (51%) were married, followed by other at 48% and other at 2%.

**4.3.6 Respondents' race**

Figure 4.3 shows the respondents' race.



### Figure 4.3: Race of the respondents

Figure 4.2 indicates that the majority of the respondents were Black (64%), followed by Indian (25%), Coloured (10%) and 2% White.

### 4.3.7 Respondents' Employment Status

Figure 4.4 shows the respondents' employment status in the CLMS.

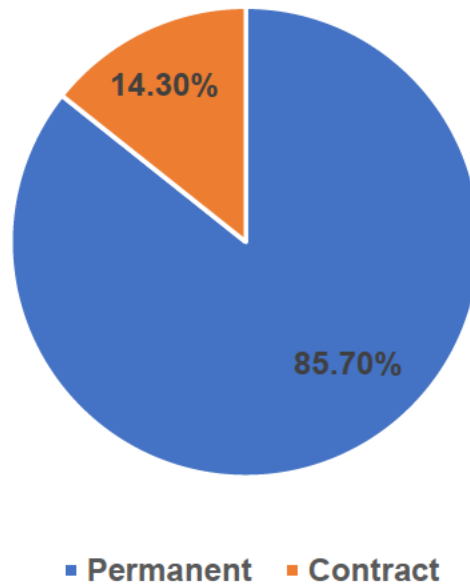
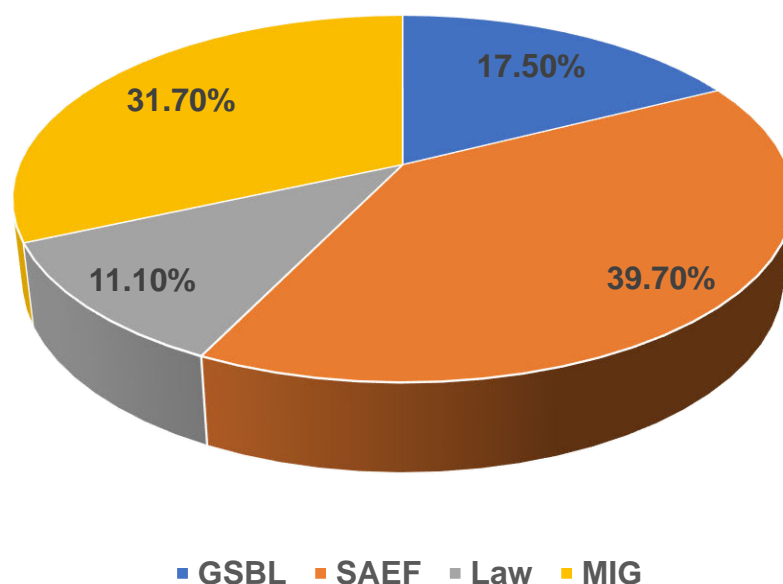


Figure 4.4: Employment status of the respondents

The above figure indicates the employment status of the respondents, of which 86% of them were permanently employed, while 14% was on contract.

### 4.3.8 School within the CLMS

Figure 4.5 shows the respondents' school to which they belonged within the CLMS.



**Figure 4.5: Schools within the CLMS**

Figure 4.5 indicates the schools within the CLMS. About 39,7% of the respondents were from SAEF, followed by 31,7% from the MIG, 17,5% from GSBL and 11.1% from Law.

#### 4.3.9 Number of years within the CLMS

Table 4.5 below shows the respondents' working experience within the CLMS

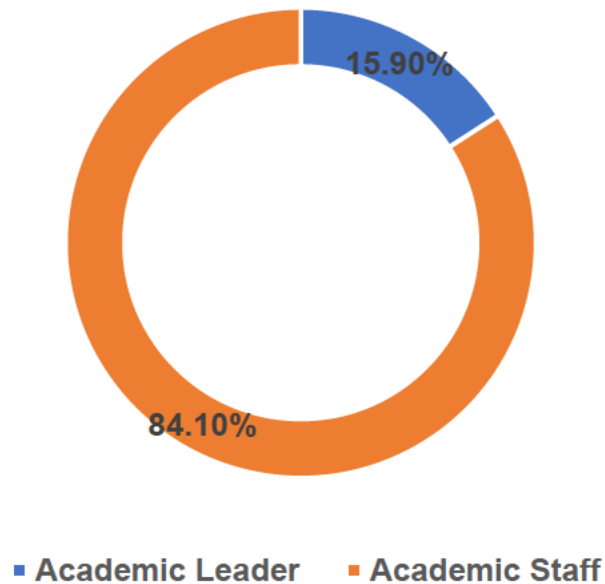
**Table 4.5: Respondents' number of year within the college**

		Frequency	Percent
Years working for college	0-2 years	15	23.8
	3-5 years	23	36.5
	6-10 years	13	20.6
	11-15 years	5	7.9
	>15 years	7	11.1

From Table 4.5, it is indicated that the majority of the respondents 60% had worked in the college for five years or less, 21% had worked for six to ten years, 11% had worked for more than fifteen years and 8% had worked for eleven to fifteen years.

#### 4.3.10 Academic leader or staff within the CLMS

Figure 4.6 indicates whether the respondents were academic leaders or academic staff within the CLMS

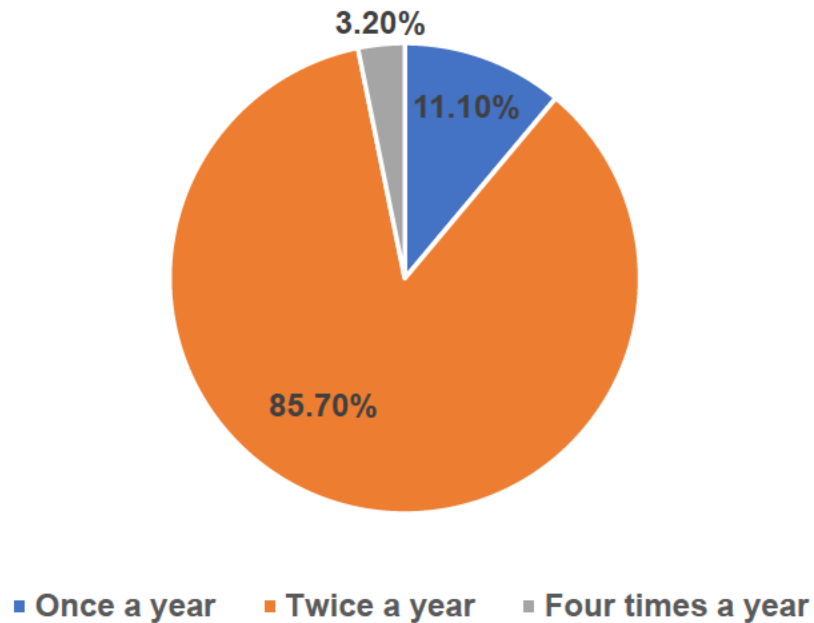


**Figure 4.6: Academic leader or staff**

The above figure indicates that the majority of the respondents 84.10% were academic staff and 15,9% comprised the academic leaders.

#### 4.3.11 Frequency of performance appraisals within the CLMS

Figure 4.7 shows the frequency of performance appraisals within the CLMS.



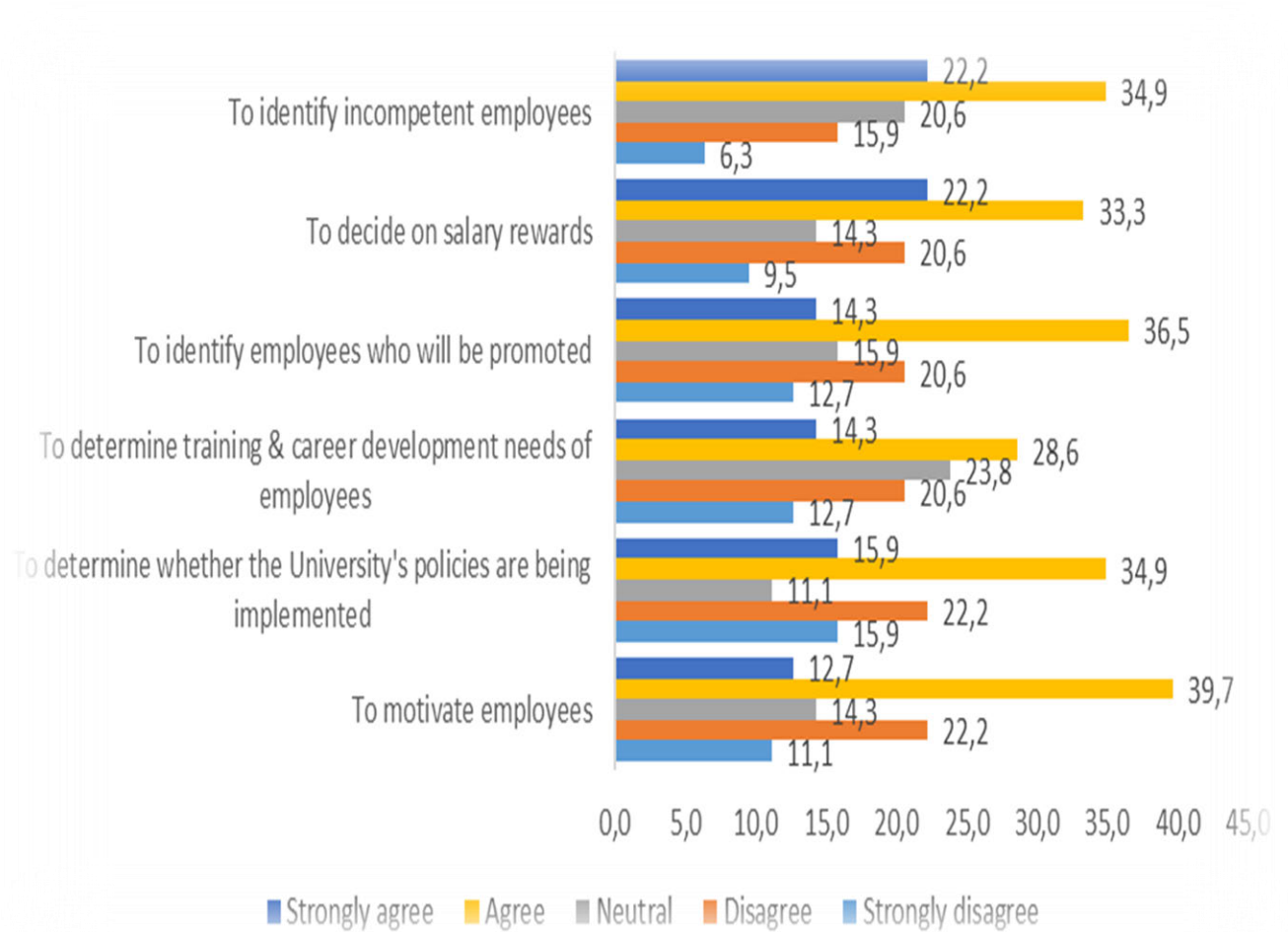
**Figure 4.7: Performance appraisal frequency**

The above shows the frequency of performance appraisal. The majority of the respondents (85,7%) indicated that performance appraisals were carried out twice in a year, 11,1% indicated that it was done once a year and 3,2% said it was done four times a year.

#### **4.4 DESCRIPTIVE ANALYSIS**

##### **4.4.1 Purpose of performance appraisals**

Figure 4.8 displays statistics on the respondents' understanding of the purpose of performance management in their institution.

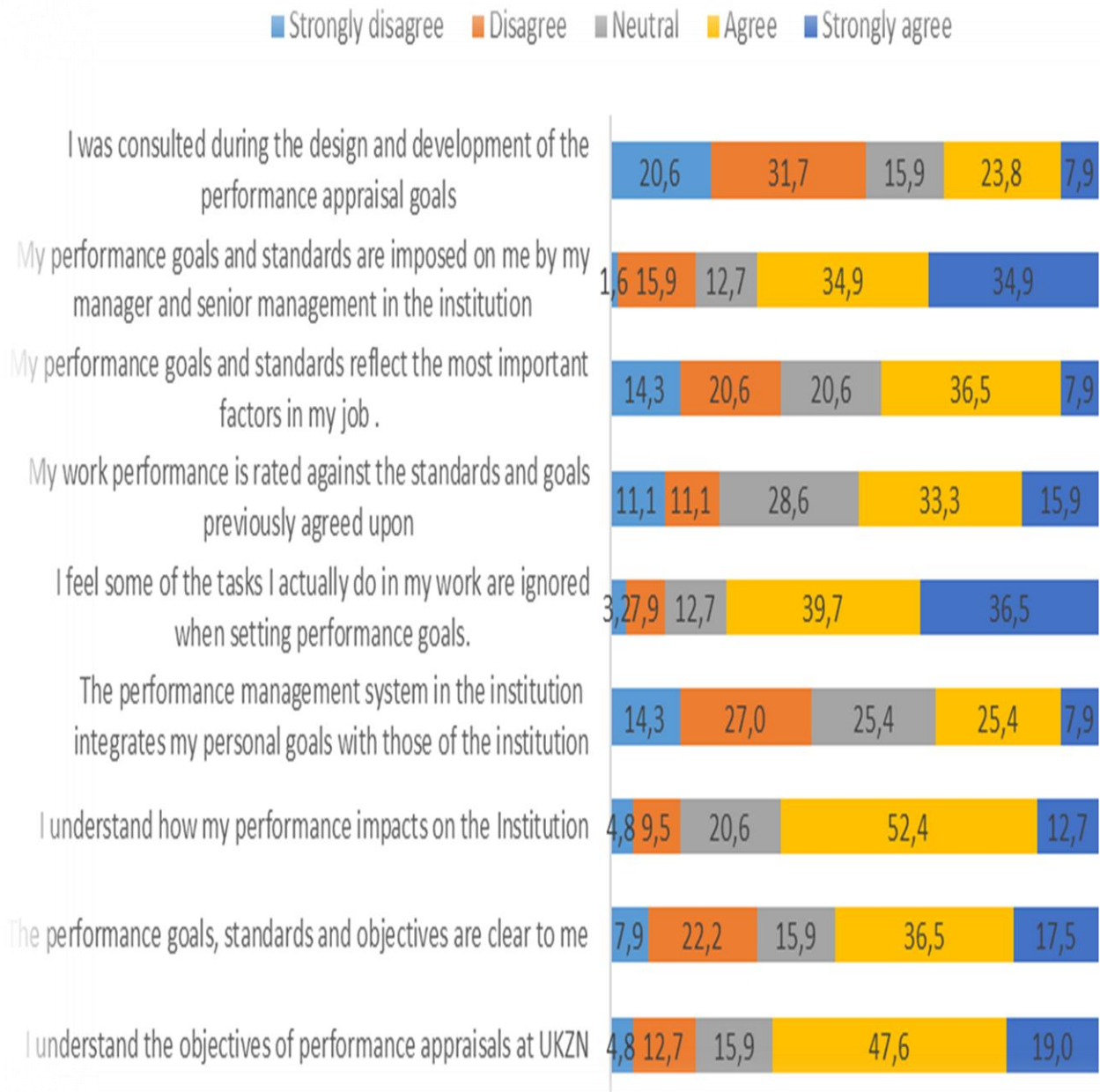


#### **Figure 4.8: Statements regarding purpose of performance appraisal**

To determine the purpose of performance appraisal, a total of six Likert type statements were asked, as shown in Figure 4.8. It is important to note that the researcher used the word agree to denote “Strongly agree and Agree” and disagree to denote “Strongly disagree and Disagree”, while the word “Neutral” is used as it was in the survey. In view of that, 52.4% of the participants specified that the purpose of performance appraisal was to motivate employees; promotion (50.8%); identification of incompetent employees (57.1%) and for the determination of salary rewards (55.5%). It was further discovered that the performance appraisal system was used to determine whether the University’s policies were being executed, to which 50.8% agreed. However, it was also indicated that the system was not used to identify the training and career developmental needs of employees, as 33.3% disagreed and 23.8% were neutral.

#### **4.4.2 Objective 1: Performance goals and objectives**

To determine the purpose of performance goals and objective setting, a total of nine Likert type statements were asked, as indicated in Figure 4.9.



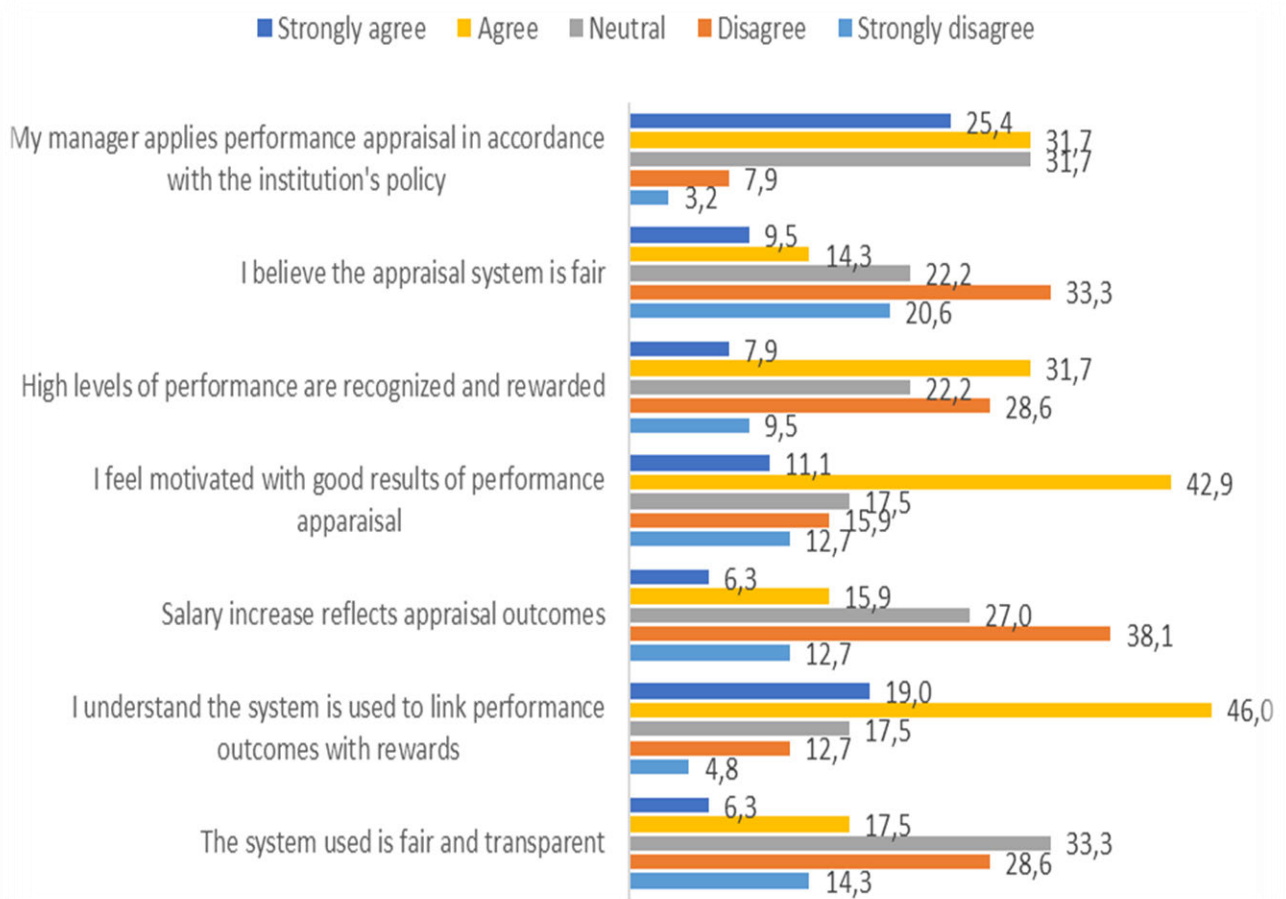
**Figure 4.9: Statement regarding goals and objective setting**

It was found that 66.6% and 65% of the respondents positively reported that they understood the objectives of performance appraisals at UKZN and they understood how their performance impacted on the institution. 54% indicated that performance goals, standards and objectives were clear to them, 76% felt that the tasks that they actually did were ignored when setting performance goals. However, more than half of

the participants (52%) disagreed that they were consulted during the design and development of the performance appraisal goals. 69.8% indicated that performance goals and standards were imposed on them, 44% agreed that performance standards and goals reflected the most vital aspects of their job, while 21% was neutral. 49% agreed that their performance was rated against the standards and goals that were previously agreed on, while 29% remained neutral. 41% disagreed that performance management systems of institution integrated with their personal goals of the institution, while 25% remained neutral in this regard.

#### **4.4.3 Objective 2: Perceptions of academic staff on the effectiveness of performance appraisal system**

To determine the employees' perceptions on the performance appraisal system, seven Likert type statements were asked, as shown in Figure 4.10.



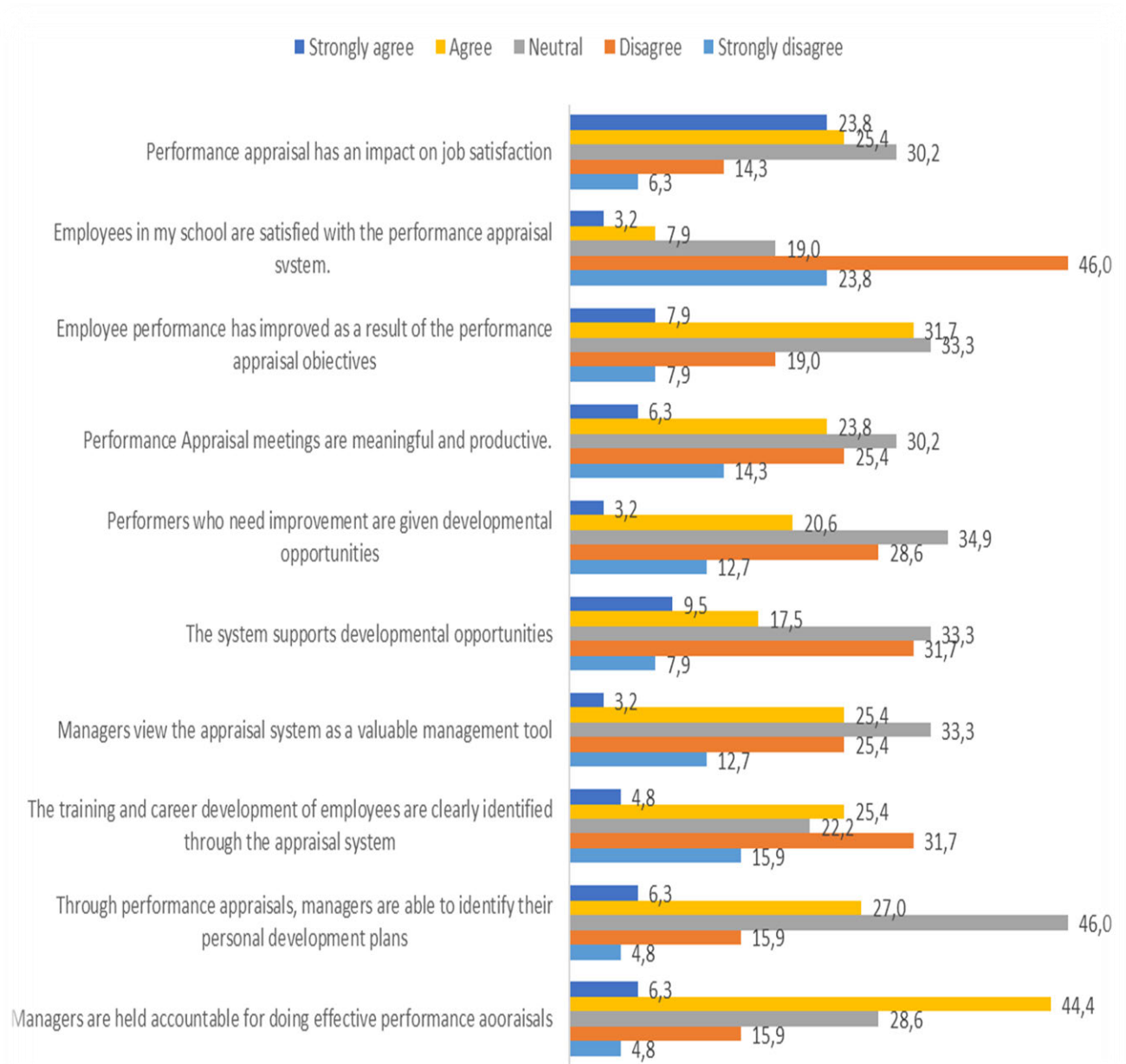
**Figure 4.10: Statement regarding the employees' perceptions of the performance appraisal system**

The results of the study showed in Figure 4.10 indicate that 65%, which was the majority of the participants, agreed that they understood that the purpose of the system was to link performance outcomes with rewards. 54% felt motivated with the good results of performance appraisal. 57% agreed that performance appraisals were in accordance with the institution's policy. 40% agreed that high performers were recognised and rewarded, while 22% indicated neutral. However, 43% disagreed that the system used was impartial and not transparent, while 33% was impartial. 54% disagreed that the appraisal system was fair. The reason the respondents might have perceived the system as unfair may be because they did not have access to information of other participants. 51% of the respondents disagreed that the salary increase reflects

appraisal outcomes. In general, the results indicated that good results are crucial for motivation, promotion and rewards. Good communication between the management and staff is the key to the success of performance appraisal system.

#### **4.4.4 Objective 3: Perceptions of the college leadership on the effectiveness of performance appraisal system**

To investigate the perceptions of the college leadership on performance appraisal, 10 statements were asked, as depicted in Figure 4.11.



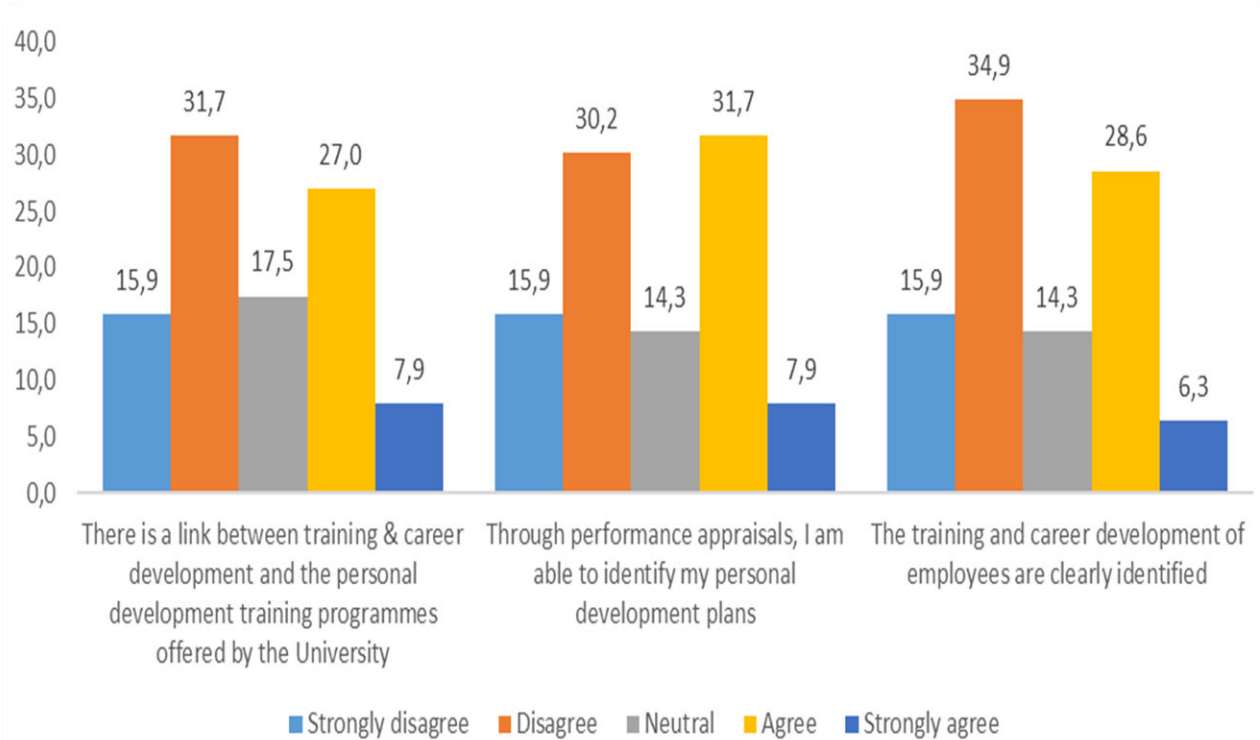
**Figure 4.11: College leadership’s perceptions on the effectiveness of performance appraisal**

It was found, as indicated in Figure 4.11, that managers were accountable for effective performance appraisals, as 51% agreed. 49% agreed that performance appraisal has an impact on job satisfaction, 30% was neutral. 70% of the participants negatively indicated that employees in their school were satisfied with the performance appraisal system. 40% agreed and 33% remained neutral, regarding the statement that

employee performance had improved as a result of the performance appraisal objectives. 46% was neutral and 33% agreed that through performance appraisals, managers were able to identify personal development plans. 48% disagreed that training and development of employees were identified through performance appraisal system. 37% disagreed and 33% was neutral that managers viewed the appraisal system as a valuable management tool. 40% disagreed and 33,3% indicated neutral, that the appraisal system supports developmental opportunities. 41% disagreed and 35% was neutral regarding the statement that the appraisal system was able to provide developmental opportunities to those who need improvement. 40% of them disagreed that the appraisal meetings were productive and meaningful.

#### 4.4.5 Objective 4: The link between training and career development and personal development training programmes

To determine if there was a link between training and career development, three Likert type statements were asked, as depicted in Figure 4.12. Many participants disagreed with all the statements.

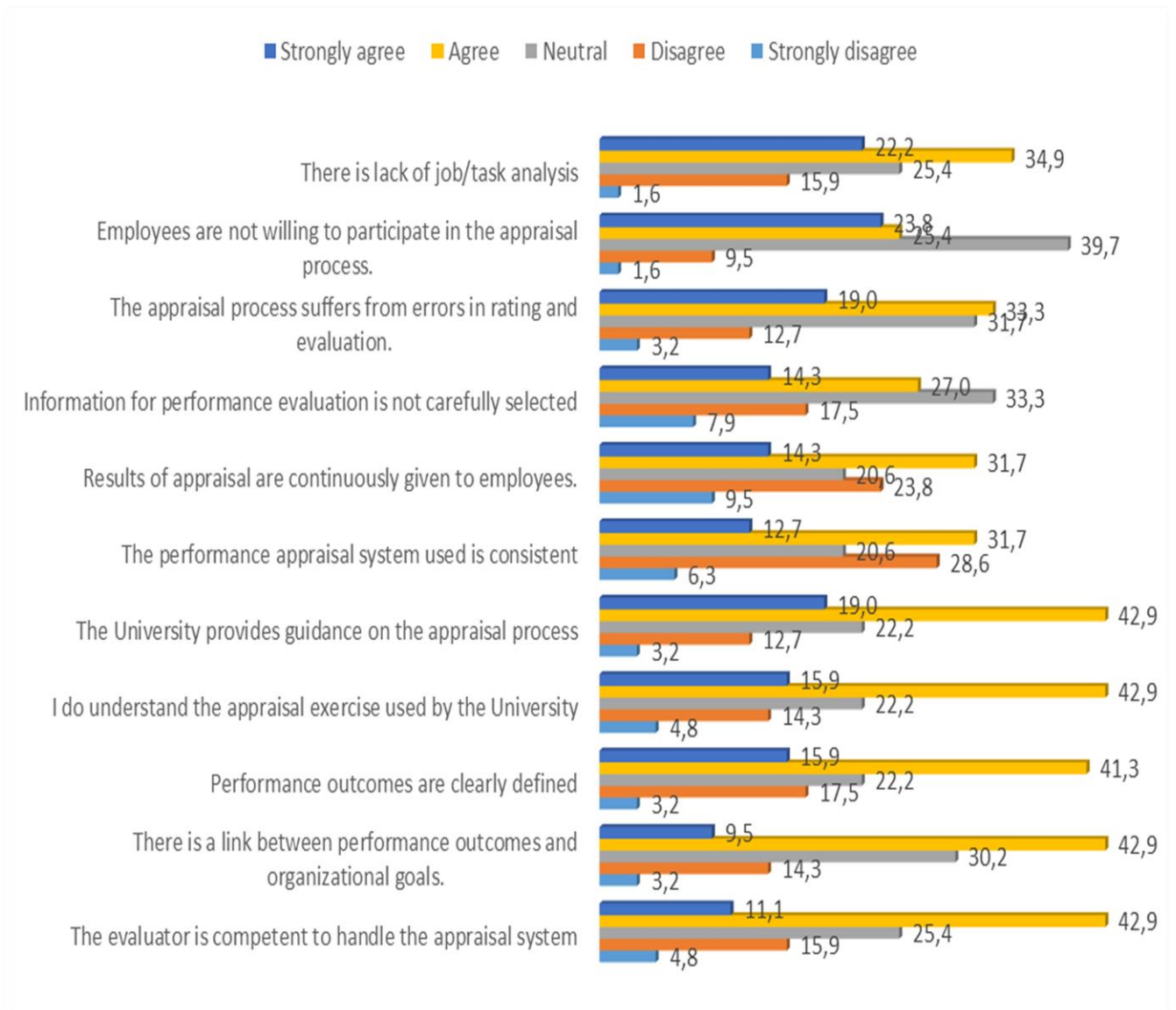


**Figure 4.12: Statement regarding the link between training and career development and personal development programmes**

As indicated in Figure 4.12, it was found that many participants disagreed with all the statements, 51% disagreeing that training and career development of the employees were clearly identified. These results were consistent with the results found on objective four, where 48% of the respondents disagreed that training and development of employees was clearly identified through appraisal system. 46% of the respondents disagreed that through performance appraisals, they were able to identify personal development plans. Lastly, 48% of them disagreed that there was a link between training and career development and personal development training programmes. The results indicate that improvement is required, regarding training and development.

**4.4.6 Objective 5: Challenges of performance appraisal**

Figure 4.13 indicate the responses regarding the challenges of appraisal system.



**Figure 4.13: Performance appraisal challenges**

The results of the study indicated in Figure 4.13 highlighted that many participants were positive about all the statements. 54% agreed that the evaluator was competent to handle the appraisal system, 52% of the respondents agreed that there was a link between performance outcomes and organisational goals, while 57% agreed that performance outcomes were clearly defined. 59% of the respondents understood the appraisal system used by the University, while 62% agreed that the University provided guidance on the appraisal process. However, 57% indicated that there was a lack of job/task analysis. 49% agreed that the employees were not keen to partake in the

appraisal process, while 40% were neutral. 52% agreed that the appraisal system suffered from errors in rating and evaluation. The results also indicated that training is required for the evaluators. 46% agreed that the results were continuously given to employees, while 32% were impartial. 41% of the participants indicated that the information for performance evaluation was not carefully selected. 44% of the participants agreed that the appraisal system used was consistent, while 32% indicated neutral.

#### 4.5 CORRELATION ANALYSIS

Pearson's correlation test showed that significantly positive relationship exists among the constructs ( $p < 0.05$ ), as indicated in Table 4.6.

**Table 4.6: Pearson's correlations test output**

		Purpose of performance appraisal	Performance goals and objective setting	Employees perception on performance appraisal system	The link between training and performance	Challenges of performance appraisal	College leadership on effective appraisal
Purpose of performance appraisal	Pearson Correlation	1	.326**	.507**	.475**	.281*	.487**
	Sig. (2-tailed)		.009	.000	.000	.026	.000
	N	63	63	63	63	63	63
Performance goals and objective setting	Pearson Correlation	.326**	1	.521**	.521**	.258*	.493**
	Sig. (2-tailed)	.009		.000	.000	.041	.000
	N	63	63	63	63	63	63
Employees perception on performance appraisal system	Pearson Correlation	.507**	.521**	1	.621**	.278*	.537**
	Sig. (2-tailed)	.000	.000		.000	.028	.000
	N	63	63	63	63	63	63

The link between training and career development	Pearson Correlation	.475**	.521**	.621**	1	.250*	.577**
	Sig. (2-tailed)	.000	.000	.000		.048	.000
	N	63	63	63	63	63	63
Challenges of performance appraisal	Pearson Correlation	.281*	.258*	.278*	.250*	1	.236
	Sig. (2-tailed)	.026	.041	.028	.048		.062
	N	63	63	63	63	63	63
College leadership on effectiveness of performance appraisal	Pearson Correlation	.487**	.493**	.537**	.577**	.236	1
	Sig. (2-tailed)	.000	.000	.000	.000	.062	
	N	63	63	63	63	63	63
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

Table 4.6 indicates a moderate relationship found between the purpose of performance appraisal and the employees' perceptions of performance appraisal system ( $r=0.507$ ,  $p=0.009$ ).

#### 4.6 SUMMARY

The data collected from the academics were presented in this chapter. The reliability of the questionnaire was verified at the outset and thereafter, followed by the presentation of the demographic data. Explanations of key data using descriptive statistics were highlighted on the various figures and tables. The findings of the study are discussed in the next chapter.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 INTRODUCTION**

The present study investigated the perceptions of academics on the effectiveness of performance appraisals within the College of Law and Management Studies at UKZN, to which the results have been presented in Chapter Four. The descriptive statistics presented in the previous chapter are analysed and discussed in this chapter. The chapter thus provides a link between the literature presented in Chapter Two and the results of the data presented in Chapter Four.

#### **5.2 SUMMARY OF THE RESULTS**

The study demonstrated that the participants understood the purpose and objectives of performance appraisal. The purpose of performance appraisal was to motivate employees; promotion; identification of incompetent employees and the determination of salary rewards. The participants felt that the performance goals, standards and objectives were clear to them. They also understood how their performance impacted on the institution. Participants understood that the system was used to link performance outcomes with rewards. They felt motivated by good results of performance appraisal.

Managers are held accountable for doing the effective performance appraisals. Participants indicated that the evaluator was competent to handle the appraisal system. It was also indicated that there was a link between performance outcomes and organisational goals. Performance outcomes were clearly defined. The participants understood the appraisal exercise used by the university. The university provided guidance on the appraisal process.

However, the participants also indicated that some of the tasks that they actually did in their work were ignored when setting performance goals. They felt that the performance goals and standards were imposed on them by their managers and senior managers of the institution. They also indicated that they were not consulted during the design

and development of performance appraisal goals. The participant believed that the system was unfair. They also indicated that the salary increase did not reflect the appraisal outcomes. Another finding was that the employees were not satisfied with the performance appraisal system in their schools. The training and career development of employees were not clearly defined. There was also a lack of job/task analysis. Lastly, the participants felt that the performance appraisal system suffered from errors in rating and evaluation.

### **5.3 AN EXAMINATION OF THE RESULTS IN RELATION TO THE EXISTING RESEARCH**

The effectiveness of performance appraisal is dependent on the effective management, positive attitude towards performance appraisal and employee performance evaluation. It is important for academics to understand the purpose of performance appraisals. The majority of the respondents (52%) agreed that performance appraisals motivate employees. Performance appraisal errors studies state that employee motivation and productivity are often improved when performance appraisals are carried out fairly and accurately (Pal, 2014). According to Kandula (2010), quality comes from people who are well-motivated. This suggests incongruence regarding the role of performance appraisal among the academics of the Law and Management College at the UKZN.

A total of 51% of the respondents considered performance appraisal as being used to identify employees who will be promoted, while 55% considered performance appraisals as being used to decide on salary rewards. In the same way, 57% of the participants considered performance appraisals as being used to identify incompetent employees. The results are congruent with Henderson's (2011) results that when continuous monitoring and evaluation are attained, high performance is rewarded and employees with low performance are coached and counselled. Once the incompetent employees have been identified, they need coaching and counselling to encourage them to improve their performance and productivity, because it is of no use to identify the incompetent employees without assisting them. The university management should commit in transforming incompetent employees to competent employees, in order to have an effective performance appraisal system.

Once the academics understand the purpose of performance appraisal, it will then be easier to understand the link between performance appraisal, goal setting and objectives. This research study indicated that the majority of the respondents understood the objectives of performance appraisals at UKZN. The results are supported by the goal-setting theory. According to Locke and Latham (2006), people who participate in goal-setting are likely to be more motivated by the goals, as compared to those whose goals created for them. When employees are fully engaged, it is called the participatory theory (Gruman & Saks, 2011). The results of the study suggest that the participants were involved in strategic sessions when goals and objectives are set. However, improvement is required in this regard.

The participants were of the view that performance goals, standards and objectives were clear to them. The results concur with Aguinis' (2016) argument that once the organisation has established its goals, then those goals need to be cascaded downwards with objectives setting of departments, in order to support the organisation's overall mission and objectives. The results suggest that the university is able to outline its goals and objectives to its employees. With clear goals and objectives, academics can improve their performance and work standards, which would also improve the performance system.

The participants understood how their performance impacted on their institution. The results are in congruent with the theory of purposeful work behaviour, which indicates that employees feel motivated when job roles and performance expectations are clearly defined, which aligns their behaviour to that of performance (Barrick, Mount & Li, 2013). The results also suggest that it is vital for employees to have an understanding of their performance impact, in order to have an effective performance appraisal system.

There was lack of consensus on whether the tasks done are actually ignored when setting performance goals. The majority of the respondents were of the view that not all tasks performed were considered when setting performance goals, which negatively affected their ratings. According to Pienaar and Bester (2007), academics view

performance management systems as lacking validity, as all that is supposed to be measured is not all measured. A study on how performance management affects job turnover indicated that organisations' credibility is increased when supervisors show support and gauge their subordinates' performance as credible (Lee & Jimenez, 2011). The tasks performed by the academics need to be incorporated when setting performance goals. Effective communication between the manager and the academics is also essential at all times, for the success of the performance appraisal.

The participants were of the view that performance goals and standards were imposed to them by their managers and senior managers of the institution. Also, they indicated that they were not consulted during the design and development of the performance appraisal goals. The results of the two statements were concerning, as they indicated that the academics were not considered when goals were set, which could potentially affect the achievement of the goals. The results are in contrary to the results obtained from the first statement regarding the understanding of objectives of performance appraisals at the UKZN.

The results indicated that academics understood the objectives as imposed to them and they did not participate in goal setting. This indicates the top-down approach for goals and standard setting approach, where managers take the lead during discussions and employees not provided with the opportunity to give an input in the final outcome. The results are contrary to Gruman and Saks (2011), who indicated that participatory management performance management system is essential in achieving organisational goals and objectives. The results suggest that the management of UKZN should encourage the participation of employees in goal-setting to achieve institutional goals.

The respondents largely agreed that the system is used to link performance outcomes with rewards and that they felt motivated by good results of performance appraisal. However, the participants disagreed that the system was fair. These results concur with the findings of Flaniken (2011), where the respondents reported that their performance

system lacked credibility. The results suggest that the respondents did not have access to information of other respondents because of confidentiality reasons. The results also suggest that there would be no buy-in from the employees if the system was perceived not to be fair. The basic requirement of an effective performance appraisal system is that it should be acknowledged as fair by all employees in the company (Lee & Steers, 2017). Impartiality is judgemental, as it can only be based on individual's expectations and assessment of the process outcomes with reference to individuals within the company.

The participants also disagreed that the salary increases reflected appraisal outcomes. It is still a challenge for most organisations to match the salary increase and appraisal outcomes because of limited budget. For example, the budget might increase at inflationary rate, yet the appraisal outcome is above the inflationary rate. The results concur with the findings of Luthra and Jain (2012), which discovered that workers usually have an adverse awareness of how performance management systems allocate rewards. The results suggest that the employees have different expectations. The expectancy is a momentary belief concerning the possibility that a particular act will be tailed by the particular outcome (Purvis, Zagenczyk & McCray, 2015). The results suggest that the management should do proper budgeting which would accommodate salary increases that reflect performance outcomes, in order to have an effective performance appraisal system.

According to Clardy (2013), the executive's role is to shape the organisational culture through values and actions in shaping the employee's actions, values and perception towards a desired performance. The majority of the respondents felt that managers were held accountable for doing effective performance appraisal. The results are supported by Aguinis (2016), who argues that the benefit of using managers as a source of performance information is that they are frequently in the greatest position to appraise performance in relation to strategic goals. The findings suggest that management should be properly trained for performance appraisal system to be effective. Managers should have a clear understanding of the purpose of performance

appraisal. Managers should take the lead in the implementation of the performance system.

However, they also felt that employees in their schools were not satisfied with the performance appraisal system. The dissatisfaction of the employees with the performance appraisal system could be attributed to three possible reasons which have already been indicated above. Firstly, the employees felt that they were not consulted during the design and development of appraisal goals. Secondly, the employees also felt that performance goals and standards were imposed on them by their line managers and senior management. Lastly, the employees felt that their tasks were ignored when formulating performance goals. The results indicate that the employees need to be involved during the strategic sessions when organisational goals and standards are set.

Performance appraisals assist to clearly identify employees' training and career developmental needs and enable the organisation to plan and budget accordingly. The results indicated that the majority of the respondents felt that training and career development of employees are not clearly identified. The results do not concur with Henson (2016), who indicated that organisations need to advance their strategies towards training and development, as technology is advancing swiftly. Haines and St-Onge (2012) also stated that organisations that provide more performance management training have performance management systems that deliver valued outcomes. However, 51% of the participants disagreed with this assertion by Haines and St-Onge (2012).

The results suggest that employees have not yet recognised the importance of training and career development for effectiveness performance appraisals at the UKZN. It is therefore for the management to foster the importance of training to academics. Most of the participants were younger, at 35 years and younger, which means the university should invest in training them as they are perceived to be with the university for longer period, for the fact that academics had the necessary qualifications does not mean that

they do not need training. Academics need the necessary skills, for example communication skills, leadership skills, coaching and mentorship, in order to achieve the University's goals and objectives. According to Champathes (2006), the more organisations have skilled employees, the more employees are fulfilled with their job, henceforth, the firm output and profitability also increase. There is a positive correlation between training and organisational performance.

The management of UKZN needs to know the challenges facing the performance appraisal system in order to enhance and align the system. The participants (54%) positively responded that the evaluator was competent to handle the appraisal system. The results are inconsistent with that of Flaniken (2011), which indicated that most organisational managers do not receive the necessary performance training and consequently, those managers do not have the suitable knowledge to rate employee performance. The results of the study suggest that managers are trained on how to handle performance appraisal. However, more training is required for managers in order for them to avoid errors.

The participants (52%) indicated that there is a link between performance outcomes and organisational goals. The finding in this study is supported by Aguinis (2016), who stated that the development and implementation of performance management must provide a strong guidance to management and personnel on how to deal with performance and capacity issues.

The respondents agreed (62%) that the University provides guidance on the appraisal process. The results concur with Dopplet (2017) who indicated performance management to be effective, arguing that it requires change in people, which means a shift in employee mind-set from the way things are done at the specific point in time. The results suggest that the management is able to provide clear guidance regarding the appraisal system. People become less frustrated and productivity improves when they understand the system. However, the participants specified that the appraisal process suffered from errors in rating and evaluation. The results are not consistent

with Pal's (2014) findings that employee motivation and productivity are often enhanced when performance appraisal is carried out fairly and accurately. However, training is required for both employees and management to improve the appraisal system.

The majority of the respondents indicated that there was a lack of job/task analysis. Job/tasks need to be clearly aligned, in order to improve performance. Gruman and Saks (2011) indicate the effect of participatory performance management system when the employees are fully engaged. The results suggest the importance of articulating job analysis to clearly align with the institutions' goals in order to have an effective performance appraisal system. As much as most of the participants agreed with most of the above statements, a shift to greater levels of agreement may create enhanced organisational commitment and greater performance alignment to the university.

#### **5.4 AN INDICATION OF THE IMPORTANCE OF THE FINDINGS**

This is the first study, to the researcher's knowledge, to examine the perceptions of academics on the effectiveness of performance appraisal at UKZN within the College of Law and Management Studies. These results may assist university's management of to provide necessary training to its employees in order to improve the effectiveness of performance appraisals. The management of CLMS will be able to have a clear indication of the training requires by staff and managers. These results may assist management of the college to align the college goals and objectives to those of the university. The results may also assist management conduct workshops from time to time to remind the academics of the performance appraisal processes. The results may further assist the college to improve its productivity as there will be a better understanding of the what is required and expected. Lastly, the management of the college will be able to recruit the right candidates for the job in order to improve performance.

#### **5.5 GENERALISATION THAT CAN BE MADE FROM THE RESULTS**

Although this study was conducted in one college, that is, the College of Law and

Management, the results cannot be generalised to other three colleges as their population was unknown.

## **5.6 LIMITATIONS OF THE STUDY**

The limitations identified in the study include the following:

- The University has four colleges. The study was conducted within the College of Law and Management studies, which is one of the four colleges at UKZN.
- The sample size was 103 and only 63 participants completed the questionnaire that was distributed.

The questionnaires were hand delivered to the participants, which caused a challenge as academics were not always available in their offices.

## **5.7 SUMMARY**

The key findings of the data collected from the respondents were discussed. These findings were set out in terms of the objectives discussed in Chapter One. The findings from other research sources had proven to be in support of the findings and some not to be in support of this study.

The last chapter, which is Chapter Six, addresses the conclusion of this study, with a discussion on the areas of recommendation and future research.

## CHAPTER 6

### CONCLUSION CHAPTER

#### 6.1 INTRODUCTION

The purpose of this study was to examine the perceptions of the academics on the effectiveness of the performance appraisal at UKZN, within the CLMS at Westville Campus. This chapter presents the summary of the study, conclusion, recommendations and areas for future research.

#### 6.2 SUMMARY

The overall aim of this study was to discover the complexities of performance appraisal system in the CLMS. The focus of the study was to examine the perceptions of academics in the CLMS, on the institution's performance appraisal system as indicated in Chapter One. Organisations have been introducing systems to monitor the performance of their employees. Universities have also introduced performance management systems in order to monitor the performance of the academics. Previous research indicates that HEIs, both nationally and internationally, are faced with performance management issues of the academics (Carl & Kapp, 2004; Mapesela & Strydom, 2004; Tam, 2008). The study was conducted in the University of KwaZulu-Natal, Westville campus. The data was collected in October 2017 and first week of November 2017. The quantitative method was used and questionnaire was used to collect research data. Statistical Package for the Social Sciences (SPSS) was used to analyse the data. Summary of the key findings were indicated as follows:

##### 6.2.1 Objective 1: Objectives of performance appraisal at UKZN

The study aimed to determine whether the respondents were satisfied with the performance of goals and standard setting process. A number of questions were developed and tested to adequately address the objective.

The majority of the respondents indicated that they understood the objectives of

performance appraisals. They also indicated that performance goals, standards were clear to them. They further indicated that they understood how their performance had impact on the institution. This is supported by Kallas and Sauaia (2014) who indicated that for organisations to be strategy-focused, they need to transform strategy in everyone's job and translate the strategy into operational terms.

However, the majority of the participants felt that some of the tasks that they actual did in their work were ignored when setting performance goals. They also indicated that performance goals and standards were imposed on them by their managers and senior management in the institution. They further indicated that they were not consulted during the design and the development of the appraisal goals.

### **6.2.2 Employees' perceptions on performance appraisal system**

The study aimed to determine the perceptions of the respondents on how they viewed performance appraisal system. Questions were developed and tested to address this objective, as indicated in Appendix 1.

Most of the respondents understood that the performance system was used to link performance outcomes with rewards and that they felt motivated with good results of performance appraisal. This congruent to Sengupta (2011) who indicated that managers need to take care of employees needs by motivating them in order to increase productivity. They further indicated that management applied the performance appraisal system as per the institution's policy.

However, the respondents indicated that they did not believe that the performance appraisal system was unbiased and transparent. The respondents were also unhappy that the salary increase did not reflect the appraisal outcomes.

### **6.2.3 Perceptions of the college leadership on the effectiveness performance appraisal system**

The aim of the study was to determine the perceptions of the college leadership on the

effectiveness of performance appraisal system. To adequately address this objective, a number of questions were developed and tested, as illustrated in Appendix 1.

The results showed that most of the respondents indicated that managers were held accountable for the effectiveness of performance appraisals. The results indicated that the management was committed to achieving performance goals and they understood why performance management system was introduced. However, there was a concern raised by the management, the fact that the majority of their employees in their schools were not satisfied with the performance appraisal system.

#### **6.2.4 The link between training and career development needs of the employees and the University's identified personal development training programmes**

The findings of the study indicated that most participants, including those who were neutral, indicated that there was no link between training and career development and personal development training programmes offered by the University. They also indicated that they were not able to identify their personal development plans through performance appraisals. They further indicated that they were not satisfied that training and career development of employees was not adequately identified.

#### **6.2.5 The challenges of performance appraisals**

The findings of the study indicate that most of the participants agreed that their managers were capable to handle the performance appraisal system. They also agreed that there was a link between performance outcomes and organisational goals. The participants further agreed that performance outcomes were clearly defined and that they understood the appraisal exercise used by the University. They further agreed that the University provided guidance on the appraisal process.

However, some of the participants indicated that the performance appraisal process suffered from errors in rating and evaluation. The participants also indicated that the employees were not willing to participate in the performance appraisal process. These

results concurred with the findings of the statement that employees were not satisfied with the performance appraisal system. They further indicated that there was a lack of job/task analysis.

Overall, the findings indicated that the participants understood why performance management system existed in the University.

### **6.3 CONCLUSION**

The study has highlighted the challenges that are essential to be addressed for the enhancement of the effectiveness of the university's performance appraisal system. In order for performance appraisal system to be enhanced, management needs to ensure that there is training provided for both the evaluators and the employees, a reduction of performance appraisal inconsistencies, implementation of performance appraisal system is transparent with more effective communication between management and academics.

### **6.4 RECOMMENDATIONS**

#### **6.4.1 Recommendations for Action: Performance management in general**

The majority of the respondents in this study indicated the performance goals and standards were imposed on them by the management. They also indicated that they were not consulted during the design and development of the performance appraisal goals. The participants highlighted the lack of job/task analysis. They further indicated that some of their tasks were ignored when setting performance goals. This indicates that the respondents were not given the opportunity to take part when goals and objectives were set. Aguinis (2016) states that all participants should be consulted and take part in the development and implementation of performance management, for the system to be successful. It is therefore recommended that the management adequately consults the academics during the design and development of the performance goals, so as to enhance the effectiveness of performance management systems. Before performance goals are finalised, both the manager and the employee should agree on the performance goals before implementation. Effective communication is thus vital for

the success of performance management system. Training for both managers and academics is also required. It is further recommended that academics to form part of the strategic workshops/sessions.

#### **6.4.2 Performance appraisal**

This study indicated that most of the respondents believed that the appraisal system was not fair. They also indicated that the salary increase did not reflect the appraisal outcomes. The participants indicated that the performance appraisal process suffers from errors in rating and evaluation. The participants were not willing to participate in the performance appraisal process. In order to improve the performance appraisal system, it is therefore recommended that the appraiser and the appraisee have a clear understanding of how the appraisal system works to improve the credibility of appraisal and enhance the performance of the University staff.

The management also ought to provide detailed guidelines on how to perform and evaluate performance appraisals. The managers have to be educated on how to avoid rater errors. Both the appraiser and appraisee should be trained on how the performance appraisal system works. The manager should provide coaching and counselling for high and low performers, they should provide the employees with continuous feedback on their performance. It is also recommended for the university to budget accordingly, in order to adequately reward for good performance. Workshops will also assist in outlining the performance appraisal system. Workshops to be conducted beginning of the financial year to remind academics of the performance appraisal processes. Budget workshops should also be conducted so that academics can have a better understanding of the university's finances for example the revenue generated including grants compared to expenditure incurred. Budget workshops will further clarify whether the university is making breakeven or making profit or loss.

#### **6.4.3 Training and Career Development**

The majority of the respondents indicated that training and career development of employees was not clearly identified. They also indicated that they were not able to

identify their personal development plans through performance appraisals. They further indicated that there was no link between training and career development and the personal development training programmes. To improve performance management, it is recommended that management focus on identifying the training and career development needs of their employees.

This is supported by Henson (2016) who indicated that as technology is advancing very swiftly, organisations need to advance their strategies towards training. Without skilled employees, it is not possible for the organisation to achieve its goals. The management needs to know that minimal improvement in employee skills can result in huge benefit for the organisation. It is also recommended for the management to ensure the link between training and career development and personal development, in order to achieve the university goals.

## **6.5 RECOMMENDATIONS FOR FUTURE RESEARCH**

Future research should be conducted for other three colleges in the university. Research should be conducted for the University, including the support staff. Research could include other human resources activities namely recruitment, selection, training and rewards that have major impact on achieving an effective performance appraisal. Future research should consider a comparative study of academics of other universities for the effectiveness of performance appraisal system at their institutions. Future research should be conducted in private universities as research could also compare public and private universities.

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# APPENDIX 1: INFORMED CONSENT LETTER AND QUESTIONNAIRE

## UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Dear Respondent,

### **MBA Research Project**

**Researcher:** Mrs. Bongiwe Millicent Majola (083 289 8068)

**Supervisor:** Prof. S Migiros (031 – 260 8104)

**Research Office:** Ms P Ximba 031-2603587

I, Bongiwe Millicent Majola an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled: “Effectiveness of performance appraisal in the College of Law and Management studies, University of KwaZulu-Natal”. The aim of this study is to: To identify the effectiveness of performance appraisals within the academics of the College of Law and Management.

Through your participation I hope to understand the challenges relating to performance appraisal process. The results of the questionnaire are intended to contribute in addressing the challenges and provide recommendations towards the effectiveness of performance appraisal.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey/focus group. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The questionnaire should take you about 20 minutes to complete. I hope you will take the time to complete this questionnaire.

Sincerely

Investigator’s signature \_\_\_\_\_

Date \_\_\_\_\_

**This page is to be retained by participant**

**UNIVERSITY OF KWAZULU-NATAL  
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

**MBA Research Project**

**Researcher:** Mrs. Bongiwe Millicent Majola (083 289 8068)

**Supervisor:** Prof. S Migiros (031 – 260 8104)

**Research Office:** Ms P Ximba 031-2603587

**CONSENT**

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

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

SIGNATURE OF PARTICIPANT

DATE

.....

**This page is to be retained by researcher**

## QUESTIONNAIRE

### TO BE ANSWERED BY UKZN – COLLEGE OF LAW AND MANAGEMENT STUDIES (ACADEMICS) IN WESTVILLE CAMPUS

The questionnaire seeks to determine the effectiveness of performance appraisal system in the institution. The information provided will remain anonymous and confidential.

#### SECTION A - BIOGRAPHICAL INFORMATION

1. Please indicate your position in the college?

6	Professor	
5	Associate professor	
4	Senior lecturer	
3	Lecturer	
2	Junior lecturer	
1	Other (specify	

2. Please indicate your highest qualification.

5	PhD	
4	Professional qualification (e.g. CA)	
3	Master's	
2	Honours	
1	Other (specify)	

3. Please indicate your age.

25-30 years	
31-35 years	
36-40 years	
41– 45 years	
46-50 years	
>51 years	

4. Please indicate your gender.

Male	
Female	

**5. What is your marital status?**

Single	
Married	
Divorced	
Other (specify)	

**6. Choose your race below**

Black	
Coloured	
Indian	
White	

**7. What is your employment status?**

1	Permanent	
2	Contract/temporary	

**8. Which school within the College of Law and Management are you working?**

Graduate School of Business & Leadership	
School of Accounting, Economics and Finance	
School of Law	
School of Management, Information Technology & Governance	

**9. How long have you been working for the College of Law and Management Studies?**

1	0–2 years	
2	3–5 years	
3	6–10 years	
4	11–15 years	
5	16 years and above	
6	Other (specify)	

**10. Are you an Academic Leader or Academic Member?**

Academic Leader	
Academic Member	

**11. How often is performance appraisal carried out in your school?**

Once a year	
Twice a year	
Four times in a year	
None	

**SECTION B: PURPOSE OF PERFORMANCE APPRAISALS**

To what extent do you agree with the following statements about the purpose of performance appraisal? [ 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree].

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	To motivate employees	5	4	3	2	1
2	To determine whether the University's policies are being implemented	5	4	3	2	1
3	To determine training & career development needs of employees	5	4	3	2	1
4	To identify employees who will be promoted	5	4	3	2	1
5	To decide on salary rewards	5	4	3	2	1
6	To identify incompetent employees	5	4	3	2	1

### SECTION C: PERFORMANCE GOALS AND OBJECTIVES SETTING.

To what extent do you agree with the following statements about your satisfaction with performance goals and objectives in your institution?

	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	I understand the objectives of performance appraisals at UKZN	5	4	3	2	1
2	The performance goals, standards and objectives are clear to me.	5	4	3	2	1
3	I understand how my performance impacts on the Institution	5	4	3	2	1
4	The performance management system in the institution integrates my personal goals with those of the institution	5	4	3	2	1
5	I feel some of the tasks I actually do in my work are ignored when setting performance goals.	5	4	3	2	1
6	My work performance is rated against the standards and goals previously agreed upon	5	4	3	2	1
7	My performance goals and standards reflect the most important factors in my job.	5	4	3	2	1
8	My performance goals and standards are imposed on me by my manager and	5	4	3	2	1

	senior management in the institution.					
9	I was consulted during the design and development of the performance appraisal goals	5	4	3	2	1

#### **SECTION D: EMPLOYEES' PERCEPTIONS ON PERFORMANCE APPRAISAL SYSTEM IN THE UNIVERSITY**

To what extent do you agree with the following statements about your perception on performance appraisal system in your institution?

	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	The system used is fair and transparent	5	4	3	2	1
2	I understand the system is used to link performance outcomes with rewards	5	4	3	2	1
3	Salary increase reflects appraisal outcomes	5	4	3	2	1
4	I feel motivated with good results of performance appraisal	5	4	3	2	1
5	High levels of performance are recognized and rewarded	5	4	3	2	1
6	I believe the appraisal system is fair	5	4	3	2	1
7	My manager applies performance appraisal in accordance with the institution's policy	5	4	3	2	1

**SECTION E: THE LINK BETWEEN TRAINING AND CAREER DEVELOPMENT NEEDS OF THE EMPLOYEES AND THE UNIVERSITY’S IDENTIFIED PERSONAL DEVELOPMENT TRAINING PROGRAMMES**

To what extent do you agree with the following statements about the link between your training and career development needs and the University’s identified personal development training programmes?

	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	There is a link between training & career development and the personal development training programmes offered by the university	5	4	3	2	1
2	Through performance appraisals, I am able to identify my personal development plans	5	4	3	2	1
3	The training and career development of employees are clearly identified	5	4	3	2	1

**SECTION F: CHALLENGES OF PERFORMANCE APPRAISAL**

To what extent do you agree with the following statements about challenges of performance appraisal system in your school?

	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	The evaluator is competent to handle the appraisal system	5	4	3	2	1
2	There is a link between performance outcomes and organizational goals.	5	4	3	2	1
3	Performance outcomes are clearly defined	5	4	3	2	1

4	I do understand the appraisal exercise used by the University	5	4	3	2	1
5	The University provides guidance on the appraisal process	5	4	3	2	1
6	The performance appraisal system used is consistent	5	4	3	2	1
7	Results of appraisal are continuously given to employees.	5	4	3	2	1
8	Information for performance evaluation is not carefully selected	5	4	3	2	1
9	The appraisal process suffers from errors in rating and evaluation.	5	4	3	2	1
10	Employees are not willing to participate in the appraisal process.	5	4	3	2	1
11	There is lack of job/task analysis	5	4	3	2	1

**SECTION G: THE PERCEPTIONS OF THE COLLEGE LEADERSHIP ON THE EFFECTIVENESS OF PERFORMANCE APPRAISAL AT UKZN.**

To what extent do you agree with the following statements about the perception of the college leadership on the effectiveness of performance appraisal system at UKZN?

	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	Managers are held accountable for doing effective performance appraisals	5	4	3	2	1

2	Through performance appraisals, managers are able to identify their personal development plans	5	4	3	2	1
3	The training and career development of employees are clearly identified through the appraisal system	5	4	3	2	1
4	Managers view the appraisal system as a valuable management tool	5	4	3	2	1
5	The system supports developmental opportunities	5	4	3	2	1
6	Performers who need improvement are given developmental opportunities	5	4	3	2	1
7	Performance Appraisal meetings are meaningful and productive.	5	4	3	2	1
8	Employee performance has improved as a result of the performance appraisal objectives	5	4	3	2	1
9	Employees in my school are satisfied with the performance appraisal system.	5	4	3	2	1
10	Performance appraisal has an impact on job satisfaction	5	4	3	2	1

**The End.**

***Thank you for your time and co-operation.***

## APPENDIX 2: GATEKEEPER'S LETTER



16 March 2017

Mrs Bongwiwe Millicent Majola (SN 971155116)  
Graduate School of Business and Leadership  
College of Law and Management Studies  
Westville Campus  
UKZN  
Email: [bongiwe.majola.bm@gmail.com](mailto:bongiwe.majola.bm@gmail.com)

Dear Mrs Majola

### RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate degree, provided Ethical clearance has been obtained. We note the title of your research project is:

*"Effectiveness of performance appraisal in the College of Law and Management Studies at University of KwaZulu-Natal".*

It is noted that you will be constituting your sample by handing out questionnaires to Academics within the College of Law and Management Studies on the Westville Campus.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Data collected must be treated with due confidentiality and anonymity.



**REGISTRAR**

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: [registrar@ukzn.ac.za](mailto:registrar@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

## APPENDIX 3: ETHICAL CLEARANCE



15 June 2017

**Mrs Bongile Millicent Majola (971155116)**  
Graduate School of Business & Leadership  
Westville Campus

Dear Mrs Majola,

**Protocol reference number: HSS/0402/017M**

**Project title:** Effectiveness of Performance Appraisal in the College of Law and Management Students, University of KwaZulu-Natal

### **Full Approval – Expedited Application**

In response to your application received on 20 April 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....  
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Professor S Migiro  
Cc Academic Leader Research: Dr Muhammad Hoque  
Cc School Administrator: Ms Zarina Bullyraj

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**Humanities & Social Sciences Research Ethics Committee**

**Dr Shenuka Singh (Chair)**

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Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

