



**THE EFFECTS OF A PERFORMANCE MANAGEMENT
SYSTEM: A CASE STUDY OF THE SOUTH AFRICAN
SOCIAL SECURITY AGENCY, KWAZULU-NATAL,
SASSA DURBAN DISTRICT**

By

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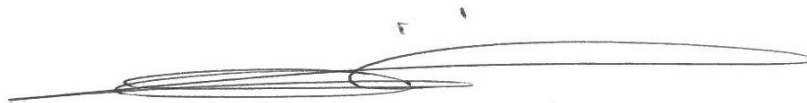
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DECLARATION

I Dumisani Alexander Mkhize declare that

- (i) The research reported in this dissertation, except where otherwise indicated, is my original research.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
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This acknowledgment will not be completed without acknowledging the Grace of God that has guided me thus far and will continue to lead me on. Glory be to God!

DEDICATION

This research study is dedicated to my late sister Zinhle, late brother, Mandlenkosi and my late parents, Casana and Belaphile Mkhize, who have always prayed for my success; to my loving children Likuwe, Lindokuhle and Senzo; and to my wife Nompumelelo: without their love and support this project would not have been possible.

ABSTRACT

Studies have shown that employees must be involved in the whole cycle of performance management. This view draws upon Locke's conceptualization of goal-setting theory in which employees and supervisors in a workplace should set objectives that need to be achieved during the performance cycle. Unfortunately, studies have shown that employees are not involved in the performance planning and setting of their performance targets. This study has sought to explore the effects of performance management in the South African Social security Agency (SASSA) in the Durban district.

Drawing on the pragmatism philosophy, the study has employed a quantitative method approach with documentary analysis and survey methods (92 questionnaires) to elicit the views of workers on the implementation of performance management in SASSA Durban district. Through documentary analysis, this study has established that there are proper and systematic procedures for performance management. However, workers are often excluded from the planning and setting of goals. The quarterly and half yearly reviews that are meant to assess performance are rarely performed.

Training needs that are identified through performance management are rarely addressed. A further analysis has revealed that the central tendency is evident when supervisors give performance scores, with most workers being given average scores and few scores being above the average, which adversely affects their motivation. These findings have critical implications for human resources managers in the public sector. The upshot of this is that there is a need to balance the tensions between time constraints and proper performance management by involving workers in the whole cycle of performance management.

LIST OF ACRONYMS AND ABBREVIATIONS

BCEA	Basic Conditions of Employment Act 75 of 1997
BSC	Balanced Scorecard
CEO	Chief Executive Officer
DPSA	Department of Public Service and Administration
EEA	Employment Equity Service Administration
GAFS	Generic Assessment Factors
HCD&T	Human Capital Development and Training
HOD	Head of Department
HR	Human Resources
HRM	Human Resources Management
KPI	Key Performance Indicators
KRA	Key Result Areas
KZN	KwaZulu-Natal
LRA	Labour Relations Act 66 of 1995
MBO	Management by Objectives
MPSA	Minister of Public Service Administration
PDP	Performance Development Plan
PFMA	Public Finance Management Act 1 of 1999
PM	Performance Management
PMDS	Performance Management Development System
PMS	Performance Management System
PS	Public Service
PSA	Public Service Act 103 of 1994
PSC	Public Service Commission
PSCBC	Public Service Co-coordinating Bargaining Council
PSR	Public Service Regulation
SASSA	South African Social Security Agency
SMS	Senior Management Service
TQM	Total Quality Management
WPHRM	The White Paper on Human Resource Management in the Public Service of 1997

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CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter outlines an overview of the study. A synopsis of the research problem is followed by the hypothesis, objectives and questions presented. It goes on to state the motivation and significance of the study. Research methodology is followed by study ethics and limitations. Definition of terms and the significance of the study are also provided in this chapter before the chapter ends with a dissertation chapter inventory and summary.

1.2 Background to the study

The South African Social Security Agency (SASSA) came into being in 2006 as a public entity in terms of schedule 3A in accordance with the Public Finance Management Act no 1 of 1999 (PFMA) (RSA 1999). The main aim of SASSA is to focus on administration of social grants including management thereof and payment to designated beneficiaries. The Durban district SASSA in the KwaZulu-Natal province has a staff complement of 409. The district has a total number of 824 514 grant recipients and 860 463 children who are receiving social grants (SASSA, 2013). The ability of SASSA to meet its mandate relies in part on the efficiency, productivity and conduct of its employees. Moreover, a satisfied employee is conducive to satisfied customers. This is crucial at local offices where frontline employees interact with clients daily.

1.3 Research problem

This study was prompted by the researcher's desire to probe into the dissatisfaction voiced by many employees of SASSA Durban district in KwaZulu-Natal province. The disenchantment alluded to relates to how the PMDS was implemented and subsequently executed towards the gradual realisation of the organisation's set objectives. There have been unprecedented perceptions that in the Durban District Office of SASSA it has become almost a norm that undeserving employees are the ones who frequently receive performance bonuses. Such prevalent perceptions to all intents and purposes put SASSA's reputation as a public organisation in a bad light which warrants the putting into place responsive corrective measures aimed at remedying the situation. Engaging in an investigative enquiry in the form of a research has been deemed the most pragmatic response to see if a different manner of implementing the performance management development system (PMDS) is necessary. It can be inferred from the disenchantment of the employees with the PMDS that SASSA has fallen short of observing the

stipulations as dictated to by the performance management (PM) policy (SASSA, 2013). The policy clearly states that the “employer shall provide the employee with the necessary resources and leadership to perform in terms of the employee`s performance resource requirements”. This information is supposed to be stated in the work plans of individual jobholder`s agreement. SASSA (2013) further stipulates that performance assessments shall be done four times a year and if monitoring demonstrates issues, supervisors should find a way to facilitate performance improvement. The aim of the PMDS is to be a management tool that connects single and group performance to achieve the intentions of the organisation or institution. The PMDS policy requires that the supervisor must show documentary proof assisting employees as supervisors are held accountable for proper PMDS implementation.

In the SASSA Durban district there is seemingly an outcry amongst employees regarding the implementation of the PMDS. Notably, the PMDS (SASSA, 2013) stipulates that the objectives to be achieved by implementing such a system relate, among other things, to the establishment of an organisational culture indicative of SASSA`s strategic objectives. Over and above the establishment of such a culture, all jobholders are to be made aware of that is expected and how work standards cascade into SASSA`s mission. SASSA Durban district seems to have disgruntled employees regarding the implementation of the PMDS. Notably, the PMDS (SASSA, 2013) stipulates that the objectives to be achieved by implementing such a system relate, *inter alia* the establishment of learning culture and performance auxiliary to the strategic objective of the agency. In addition to the establishment of such a culture, ensuring that all employees are *au fait* with the expectations and the applicability of work standards turns out to be an objective. There is thus a need to promote rapport between the supervisors and the Jobholders in so far as the work programs are concerned. The promotion of these elements can only be accomplished by firstly identifying the development needs of the jobholders. After which a collective planning, implementation and monitoring of relevant intervention activities can be put into effect. The implication thereof is that ensuring that continuous feedback and implementation of corrective action becomes an indispensable managerial imperative. On this basis, it can thus be argued that to realise the objectives of SASSA, it must be ensured that all jobholders are treated and evaluated fairly and objectively. Emanating on the research problem that arose from the literature review, a certain hypothesis along with research objectives and questions are presented.

1.4 Hypothesis of the study

The hypothesis of this study is that the PMDS is not being effectively implemented at SASSA. The alternative hypothesis is that the PMDS is being fully implemented.

1.5 Research objectives

The study is predominantly designed to examine the effects of implementation of the performance management system (PMS) in the SASSA Durban district. As such the study seeks to:

- a) Ascertain SASSA employee perceptions of PMDS implementation at the Durban district office;
- b) Examine the application of principles, theories and models of a PMDS in terms of factors that enhance or hinder PMDS implementation
- c) Determine training given to employees of the SASSA Durban district in performance management and its implementation;
- d) Identify any factors that drive the need for creating a different SASSA performance management system.

1.6 Research questions

Research questions provide a clear statement of what it is the researcher wishes to find out about. According to Sesay, (2015:32) research questions should mirror the objectives of the study, and they are viewed as fundamentally a translation of objectives. Based on the problem statement that emerged from the literature review, the following research questions guided the study.

- a) What are the employees' perceptions of the PMDS in the SASSA Durban district?
- b) How are the principles, theories and models of a performance development system being applied?
 - i. What are the factors that enhance the implementation of a PMDS?
 - ii. What are the factors that hinder the implementation of a PMDS?
- c) What form of training do employees of the Durban district of SASSA receive in using PM and its implementation?
- d) What factors, if any, drive the need for creating a different SASSA performance management system, if any?

1.7 Motivation and rationale for the study

This study aimed to address an observable gap in the implementation of PMDS in the Durban District of SASSA. Concerns raised by SASSA Durban employees are an indication that there is a deficiency in the implementation and monitoring of PMDS. There is a very strong conviction

that the PMDS at SASSA is not used correctly to measure performance of the employees. An investigative enquiry in the form of a research has been deemed the most pragmatic response towards establishing whether the alternative complementary ways of implementing the new PMDS can be established. This investigative enquiry also indicates whether PMDS can be adopted for application as means of addressing the challenges currently besetting the agency in its operational activities to provide commendable service delivery.

1.8 Significance of the study

An effective implementation of PMDS contributes towards a leadership and management that encourages best practices and performances. This study of the effects of PMDS is important because it will generate more information as a contribution to the body of knowledge by exploring training requirements for employees in PMDS. The study further generates information on the identification of relevant principles to be applied in the PM process and the perceptions of employees on the implementation of PMDS. This study is also important because it will further assist to establish whether the design features of the PMDS support the achievement of SASSA's strategic organisational goals. The study will also assist to ascertain the efficacy of the current system of PM with reference to SASSA, Durban District.

1.9 Philosophical worldview, research design and methods

1.9.1 Philosophical worldview

The philosophical worldview underlying the research design, research objectives and the research questions of this study is the pragmatism worldview. According to Creswell (2009:5) "there are four different types of worldviews; namely, post-positivism, advocacy or participatory, social constructivism and pragmatism". Creswell (2009:6) further highlights the following elements of pragmatism worldview, "consequences of actions, problem-centred, pluralistic, and real-world practice oriented". In this study the consequences of actions relate to the performance of the employees when they execute their duties which results in reward for good performance on one hand, then the application of remedial action in case of poor performance on other hand. With regards to the problem-centred element in line with the hypothesis of the study, the implementation of the PMDS policy seems to be problematic since the employees are discontent with its implementation practice. In relation to knowledge about the problem, the researcher used pluralistic approach by sending the questionnaires to various SASSA employees. The last element of the pragmatism worldview relates to the real-world practice oriented which in this case is the practice of implementation of PMDS policy that ought to yield positive results in terms of boosting the morale of the employees as opposed to demoralisation.

1.9.2 Research design

This study adopted the quantitative research approach. Leung and Shek (2011:116) state that one advantage of the quantitative methodology revolves around the power of giving effects of the social occurrence and the outcomes anticipations. Onwuegbuzie (2016:4) highlights that quantitative research studies mainly comprise the collection, analysis and interpretation of numeric data with goals that contain describing, explaining amplifying, as well as predicting phenomena.

1.9.3 Research strategy

This study adopted the case-study research design. Shimomura and Kimita (2013:174) highlight the importance of employing the case study method as the valuable approach for growing understanding of topics that are under-investigated. In accordance with George and Bennett (2004:19), the advantage of selecting the case study as the research strategy is that it allows the researcher to distinguish and quantify the pointers that symbolise the theoretical concepts the investigator predicts measuring.

1.9.4 Sampling methods

For this study, random sampling will be used as a probability sampling method. Cohen, Manion and Morrison (2011:153) point out that an equivalent chance of being a participant in the study is given to each member in the sample of the target population. This is further discussed in chapter 3, section 3.5. Rationale of the study

1.10 Data collection methods

Information for this study was gathered from both primary and secondary sources.

Primary data is data which is directly collected by the investigator whereas secondary data is readily available from various sources such as books, journals and other documentary sources. The research tool employed for obtaining primary data in this quantitative study was structured, self-administered questionnaire. As to secondary data, useful information was obtained from various publications such as textbooks and previous studies on PMDS. This includes evidence such as internal organisational documents, announcements and minutes of meetings, email correspondence, reports, etc. Archival records are also relevant and may include statistical information maintained by an organisation (Yin, 2009:105).

1.11 Ethical considerations

Ethical considerations are essential when conducting a study. In consideration of this, ethics committee in KwaZulu-Natal University issued ethical approval for the study. In support of the study the office of the Executive Manager of SASSA-KZN issued the gatekeepers letter which is attached as one of the appendices. The respondents that participated in the study will remain anonymous and confidential as there are no names or identifying information used during completion of a questionnaire. To this end, the respondents were assured that their human dignity will be strictly upheld by the researcher. Participation in this study was entirely voluntary and the respondents were informed of their right to withdraw at any time. All respondents were requested to sign an informed consent form prior to the empirical component of the study being undertaken. In compliance with ethical protocol, the ethical clearance letter is attached as Appendix 4.

1.12 Limitations of the study

The researcher encountered some limitations whilst undertaking the study. One of the challenges experienced by the researcher was the obtainment of the ethical clearance from the research office. It was obtained almost after ten months of which the cause of delay was unknown to the researcher. Consequently, data collection was only embarked upon in November 2016. There was also the delay in returning of the completed questionnaires from the participants of which some were not properly completed which resulted in limited responses. The time constraint added to the contributing factors which led to the delays in meeting the deadlines since there was a lot to do within the time limits.

1.13 Definition of key terminologies

Table 1.1 below provides the definition of key terms that are used in the study.

Table 1-1: Definitions of key terminologies

Terms	Definitions
South African Social Security Agency (SASSA)	“It is a schedule 3A public entity which was established in 2006 in line with the Public Finance Management Act of which its purpose is to deal with the management, administration and payment of social grants (Public Finance Management Act, No 1 of 1999)”.
Training and development	This is the management principle which focuses on “the performance assessment process to identify strengths and weaknesses of the employees and the interventions which are needed”. (South African Social Security Performance Management and Development Procedure Manual, 2016:06).
Performance Management Development System (PMDS)	“This is a system through which organisations set work goals, determine performance standards, assign and evaluate work, provide performance feedback, determine training and development needs and distribute rewards”. (Bhattacharyya, 2011:9)
Personal Development Plan (PDP)	“Personal development plan is the plan which defines employee’s aspirations, development needs, and time lines”.(Crawford, 2005:36)
Performance Management System (PMS)	“Performance management system is a means of integrating human resource management activities with the business objectives of the organisation where management and Human Resources activities are working together to influence individual and collective behaviour to support the organisation’s strategy”. (Latukha, 2016:16)
Performance management (PM)	“Performance management is an on-going communication process undertaken in partnership between an employee and his or her immediate supervisor”. (Ashdown, 2014:177)
Performance and development agreement	“Performance and development agreement emerges from the planning process and is based on the joint discussion and agreement of expectations”. (Armstrong and Baron,2005:24)
Performance review	“This is the process which summarises, assesses, and develops the work performance of employees based on the objectives assessment of performance-related information”. Bhattacharyya,2011:7)
Work Plan	“Work plan describes the sequence and flow in detail of the tasks necessary to carry out the work or project”. (Wallace and Van Fleet,2012:121)
Generic Assessment Factors (GAF’s)	“The GAF’s are used to describe and assess performance, taking into account knowledge, skills and attributes. (South African Social Security Performance Management and Development procedure manual, 2016:06)”.
Key Responsibility Areas (KRAs)	“Key Responsibility Areas describe broadly what the job entails, e.g. the main areas of responsibility. They should be broken down into activities with the resource requirements and should not exceed the maximum of six in number. Also, each KRA’s should be weighted in a percentage. (South African Social Security Performance Management and Development procedure manual, 2016:06)”.
Performance planning	“Performance planning is part of the performance management sequence which encompasses an agreement between the manager and the individual on what the latter needs to do to achieve objectives, raise standards, improve performance and develop the required competencies”. (Armstrong 2006:507)

1.14 Structure of the study

Table 1-2 provides the structure of the study detailing the chapter outline.

Table 1-2 Structure of the study

CHAPTER	OUTLINE
Chapter one	This chapter focuses, among other things, on the background of the study; research problem, objectives and questions; research methodology. . Additionally, the motivation for and significance of the study are also discussed, key terms identified and an inventory provided.
Chapter two	Pertinent literature is reviewed. Such literature comprises various publications and previous studies on the subject under investigation.
Chapter three	This chapter scrutinises the research methodology employed along with data quality control and study limitations.
Chapter four	The data gathered are analysed to determine or establish issues through the provision of descriptive statistics which are discussed in relation to literature.
Chapter five	This chapter discusses at length the findings and implications of the study. It further summarises study results and conclusions. Thereafter, recommendations are duly made.

1.15 Chapter summary

The study was conducted in accordance with professional academic writing procedures and makes direct reference to an immense body of literature pertaining to the research topic. Subsequent to the literature review, areas that were not adequately investigated by previous researchers were then identified and developed into a conceptual framework which, it is hoped that the study will provide opportunities for further studies. Subsequent to the development of a theoretical framework and appropriate research methodology, a research study was designed to provide guidance as to the strategies, methods of data collection and analysis that was suitable for the study.

The next chapter affords the statutory and legislative framework as well as the evaluation of the already prevailing literature on the study and censoriously investigate what is already known on the topic, and how the research will advantage the organisation.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This literature review chapter considers PM as practiced in organisations in general but with a particular focus on PDMS implementation at SASSA Durban District. It is against this backdrop that for purposes of this review there is recourse to various books, legislation, government publications and articles. The conceptual model guiding the study is identified early on and the chapter concludes with a summary.

This chapter discusses the theoretical perspectives already researched in previous studies. Various theories and legislations regulating performance management, alignment of reward systems with the performance results, performance management processes, and the importance of performance management are set forth. In addition, the benefits of performance management, the impact of performance management and the goal-setting process are addressed. Performance planning as well as the shortcomings of rater errors are highlighted before the chapter concludes with a summary.

2.2 Understanding performance management systems

Information used on this study was obtained from the past and present literature generated by studies conducted by other researchers who have examined the phenomenon. (Onwuegbuzie and Frels 2016:3; Whittaker and Williamson, 2011:144). Since literature review is a discursive prose which proceeds to a conclusion by reason or argument, the review of the literature thus considers the following questions: what is the gap in the literature; what conflict or unanswered questions does the research enquiry address; what findings of previous studies is this study challenging or extending? Of importance to note, therefore, is that the critical analysis of the literature focuses largely on the relationship among the different works and how these relate to the topic under investigation. It is also worth noting that the analysis and interpretation of the literature under review focus on discussing the findings and conclusions of the pertinent literature privileging categories that are in support of the position advocated in this study. Privileging such supportive categories is not done to the exclusion of those categories which assume an oppositional stance against those offering alternative theses entirely.

Thus, the next section discusses the conceptual model that guided the study legislative frameworks that are germane to performance management.

2.3 Conceptual model guiding the study

It is important at this point to indicate that PMDS as it applies to SASSA is grounded in several theories. Collis and Hussey (2014: 109) assert that research is largely grounded on theoretical expectations of what creates valid research and the methodology utilised for a given study. The theory then becomes the framework for the whole study. In this study, the two main theories, namely, goal-setting and principal agent theory serve as the conceptual framework against which the underlying arguments advanced in the study are conceptualised.

2.4 Goal setting theory

Goal setting forms part of contracting and performance planning. Moran and Morner (2018:254) explain that goal setting determines why some personnel outperform others. Bruce (2011:2) further asserts that motivation is the critical field that drives performance. In effect, goal-setting and motivation go hand-in-hand. Goals need to be specific in order to provide clear performance measures (Sutton.2015:41). This is the focus of goal setting theory.

Figure 2.1 below portrays the goal setting theory.



Figure 2-1: Goal setting theory

Source: Singh (2010: 68)

2.4.1 Include employees in goal setting

Goal setting forms part of contracting and performance planning. Performance planning should be jointly discussed by the supervisor and the supervisee, communication is central (Performance Management and Development System policy, 2016:12).

2.4.2 Highlight the goal to work

Among other critical management issues, the onus is upon the employee to engage the supervisor to seek support and guidance in setting work plan goals. Supervisors must be available and prepared for performance feedback and assessment discussions. The employee must take responsibility to raise relevant issues that may have negative repercussions (Performance Management and Development System policy 2016:12).

2.4.3 Set specific goals

Part of contracting and performance planning is setting of goals. Sutton (2015:41) highlights that performance expectations should be stated in clear and specific terms which explicitly tell employees what they are to do and how, or to what standard the task should be performed. Goals need to be specific in order to provide clear performance measures. Dingwall and McDonnell (2015:377) corroborates by stating that there should be specific work responsibilities.

2.4.4 Ask supervisors to set goals

Line management should drive PM; this is a fundamental principle. This includes immediate supervisors. Armstrong (2015:132) conceives of performance management as “an on-going communication process undertaken in partnership between an employee and his or her immediate supervisor and this involves establishing clear expectations and undertakings”. The impression on performance should be clear to all actors with what constitutes measurements and optimal performance made clear (Armstrong 2015:132). To Tshabalala (2013:172) despite the importance of ensuring that employees are made aware of their responsibilities and accountabilities as well as objectives they are expected to attain, an understanding of implementation practices is required.

2.4.5 Hold performance meetings

It is important that regular performance meetings are held between the supervisor and supervisee. Behn (2014:268) explains the purpose of holding performance meetings as to among other things, to check progress, to make assignments, to resolve differences and to establish priorities.

2.4.6 On-going feedback and coaching

Coaching and on-going feedback strengthens the relationship keeps with one's team and establishes each other's relationship as a partner. According to Barth and De Beer (2018:51), coaching is an on-going process that assists employees execute and improve to the best of their capabilities to accomplish organizational and personal objectives. Feedback is a simply process of providing information to an employee or group of employees regarding performance, to prompt them to maintain or improve performance (Dorio, 2011:19). Further mention is made that feedback is at the heart of the coaching one's needs to engage in with your employees, and lack of feedback is a frequent complaint among workers (Dorio, 2011:19). Coaching is anything the supervisor do or say that develops, reinforces or improves the on-the job performance of an employee. The ability of the coach to create a supportive climate is one of key elements required for successful coaching (Barth and De Beer 2018:51). On the other hand, Bryan, Musgrove and Powers (2018:283) amplifies that the advantage of coaching as that it provides immediate feedback on performance. Dorio, (2011:19) further asserts that coaching must be practiced on an on-going basis.

A worker who does not get any feedback will assume that everything is going well, even if it is not. Field and Holrod (2012:99) are in congruent in that performance feedback and coaching against identified goals save time in a long term. Coaching keeps one in tune with one's team and establishes one as a partner, not just a supervisor. Untainted feedback which is free of hidden agendas is very powerful. It further allows the medium for further development of individual's emotional intelligence (Field and Holrod 2012:99).

Does not agree However, holding back from giving feedback is common among managers, especially when the feedback is not positive (Lussier, 2012:483). The effect of silence however can be harmful to workplace and team members. Employees who get no feedback will shape their own beliefs about their job performances, and those beliefs might be quite different than one's own (Dorio, 2011:73). Coaching keeps one in tune with one's team and establishes one as a partner.

2.4.7 Ensuring focus on relevant areas

Focusing on relevant areas is a key factor in performance management. Bhattacharyya (2011:17) notes that when PM is properly and effectively executed, specific benefits accrue for everyone in the organisation most particularly managers and act as a self-motivating the employees. Arguably, this inclusivity of both the employees and the managers helps with the clarification of roles and responsibilities which translates into saving time.

2.4.8 Align reward systems with results

Reward system aims at granting special recognition to employees who have excelled in their performance targets for a particular financial year. The organisations should create a performance and reward system that fits in the organisational success factors and brings the approaches, among other things that it requires from its employees (Shields:2016:369). This includes rewarding individuals and teams for their skills, knowledge and competencies (Pandey, 2016:53). Through Alignment process, everyone is kept on the same path thereby discouraging the deviation and distraction that can derail progress toward planned business results. This is accomplished through among other things, linking and aligning of reward to performance.

It provides checkpoints to guarantee that all team members are working in parallel toward the attainment of a goal.

2.5 Goal-setting process

Goal setting is a crucial step in performance planning. Goals are used to guide the efforts as well as required action in order to reach the vision, whereas objectives provide a breakdown of goals. It is therefore, critical that the three should be aligned in order to make sense (Attong and Metz, 2013:15).

Locke and Latham (2014:5) suggest six steps to be followed in order to set strategic goals. The following diagram portrays these steps.



Figure 2-2: Goal setting process

Source: AVCI (2015:44)

These are the steps according to AVCI (2015:44)

Step 1: Defining the organisation's goal.

Step 2: Organisation's strengths and weaknesses must be identified.

Step 3: Analysis of the organisation's environment, which is inclusive of competitors and their strengths and weaknesses.

Step 4: Based on the environment analysis, identifying threats and opportunities.

Step 5: Setting strategic goals based on the information gathered from the above steps.

Step 6: Ensuring that the set goals will be achieved".

2.6 Principal-Agent theory

The Principal-Agent Theory underpins the PM and development paradigm. In this theory, the principal, SASSA, (the employer) is seen as devolving authority to the agent which is the employee. In the written performance agreement, the employees come to know their expectations and the employer is expected to provide necessary resources. The new public administration, as opposed to old or traditional public administration focuses on efficiencies and business-like effectiveness. New Public Management (NPM) draws from a number of theories including Principal-Agent Theory (Tarallo, 2012:3). Singh (2010: 82) explains Principal –Agent theory as the theory wherein power is vested on the principal who delegates power to the agent to carry out work on behalf of the principal. In this case it is the implementation of the policies and programmes of SASSA. In the Principal-Agent Theory, "it is assumed that the principal relates to one agent and that only a single task is performed on behalf of the principal" (Singh 2010: 82). However, in the context of organisations, multiple tasks must be performed giving rise to competing demands of managers and employees. The major challenge faced by the organisations is that of balancing and harmonizing the interest of the principal and the agent so as to achieve alignment in organisational objectives (Singh 2010: 82).

A clear alignment of goals, objectives and strategies is needed to assist the organisation understand and give meaning to actions, Kotnour (2010:93). The alignment of goals with objectives at all levels within an organisation is vital for performance maximisation (Kotnour 2010:93).

Legislative frameworks in South Africa are discussed next.

2.7 Legal framework of performance management

There are number of laws and policies governing public sector PM in South Africa. Some of these are shown in Figure 2-3.

Figure 2-3: Legal framework of performance management

Source: Adapted by the researcher

Each of these components is discussed in turn.

2.7.1 The Constitution of the Republic of South Africa (1996)

The PMS in the South African public sector derives its legitimacy from the Constitution of the Republic of South Africa (RSA 1996). The Constitution provides not only for its adoption but also for its implementation (chapter 5 of the White Paper on Human Resource Management in the Public Service (WPHRM). Chapter 10 of the Constitution provides the basic values and public administration principles. Section 195 (1)(h) and (i) of the Chapter 10 states that “good human resource practices be cultivated in dealing with employment and personnel management practices based on ability, objectivity, fairness and the need to redress the imbalances of the past to achieve broad representation”.

It is worth noting, that given the scope of this study, a reasonable number of relevant peremptory stipulations of Section 195(1) which are critical for management to reflect are worth mentioning as values enshrined in the Constitution. These include “professional ethics” and that “must be utilised efficiently, economically and effectively”. That section goes on to indicate that “public administration must be accountable”. The SASSA PMDS is designed to comply with these constitutional prescriptions for employees and the organisation as a whole.

2.7.2 The Public Service Act (PSA) 103 of 1994

The PSA (RSA 1994) is one of the most important pieces of legislations. It provides for, among other things, “regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service and matters connected therewith” (Ndletyana and Maimela, 2013:213). The PSA (RSA 1994) places an “obligation on public managers to effectively manage and administer public institutions” (Ndletyana and Maimela (2013:213). The management and administration contemplated in this regard includes, among other things, performance management and continuous improvement thereof.

Thus, as argued by Hartline and Bejou (2012:84), PM should address shortcomings of employee performance and reward outstanding performance. As a consequence, managers must apply

performance assessment instruments. Thus, as a matter of principle, good performance should be recognised and incentivised accordingly. The next section discusses the Public Service Regulations (PSR) of 2016.

2.7.3 Public Service Regulations 2016 (PSR)

The purpose of PSR is to interpret and give effect to the implementation of the Public Service Act (103 of 1994). Part 5 of PSR requires that the “head of department or person who has executive authority approves and implements” the performance management system for employees”. Section 71 of the PSR allows an “executive authority to approve and implement a system for the performance management of employees, other than those who are members of the senior management system, in his or her department”. Section 72 stipulates that “an employee shall enter into a performance agreement or an agreement of a similar nature within three calendar months of his or her date of appointment and within two months of the beginning of each financial year” and the supervisor must undertake ongoing performance assessment thereafter (Public Service Regulations 2016).

In terms of section 73 where appropriate, the employer must “provide training and development for employees”. For instance, in SASSA there is a unit called Human Capital Development and Training which specifically deals with training and development of staff. Furthermore, Section 73 stipulates that “an executive authority shall establish a performance incentive scheme to reward employees or any category of employees within the limits determined by the Minister of Department of Public Service and Administration (DPSA)”. The written performance agreement or contract entails the following: “a personnel number; a job title; a well-crafted job description” that spells out the key performance areas and competency requirements”. It also entails a “work plan with output, activity and resources requirements; and a Personal Development Programme (PDP) which identifies the employee’s competency and developmental needs and strategies to improve performance” (Department of Public Service and Administration, 2016).

2.7.4 The Labour Relations Act (LRA) 66 of 1995

Schedule 8 of the LRA (RSA 1995) helps address “incapacity and poor performance by employees”. A work plan and performance agreement alone do not warrant or make it possible to dismiss an employee but may be used as proof of incompetence. Employer can only seek recourse from the LRA (RSA 1995) if all other possible avenues of correcting under performance have been exhausted by the employer.

2.7.5 Treasury Regulations, 2002

The purpose of the Treasury Regulations is to interpret and give effect to the implementation of the PFMA (RSA 1999). Given the fact that the PMS encompasses performance incentives, therefore, the implementation should be in line with Treasury Regulations. Procedures for quarterly reporting by public entities must be established by the accounting officer of the organisation “to facilitate effective performance monitoring, evaluation and corrective action” (Part 9 of section 30.2 of the Treasury Regulations).

2.7.6 The White Paper on Human Resource Management in the Public Service (WPHRM), 1997

The purpose of the WPHRM (RSA 1997) is to ensure a paradigm shift in South African post-apartheid public service delivery.

The WPHRM (RSA 1997) advocates an enabling environment for commendable public service delivery. To this effect, it is argued that the public service can fruitfully deliver its mandate in respect of its operational and developmental goals provided that the employees are willing to discharge and execute their duties effectively and efficiently. Thus, PM is construed as a tool that can be used not only to produce but also to shape particular calibre of an employee desirable to the Public Service for the rendition of public services (WPHRM, RSA 1997, Chapter 5) It is against this backdrop, therefore, that the experience drawn from seasoned and newly appointed employees is critical in dealing with the varying variables in PM.

It bears repeating, therefore, that the importance of PM derives from the operational and development goals of the public service in all three spheres of government. This view is corroborated by clause 5.9.1 of the WPHRM in the public service. Hence, PM is tool for managing human capital such that both employees and managers deliver on set objectives. A determination and a value judgment would be made on whether the performance rendered when weighed against the set standards deriving from the objectives is deemed either poor, standard or outstanding performance (WPHRM, RSA 1997).

Hence, ongoing PM can be regarded as the lifeblood of any organisation despite there being variation in the PM procedures used in different group levels of employees when comparisons are drawn. This, arguably, would depend on the nature of the work assigned to the different groups of employees in their respective levels of operation in the organisation. Notably, part 5 of the WPHRM (RSA 1997) lists five principles that should be applied in the execution of performance management.

Figure 2.3 depicts the five principles applied in the execution of performance management.

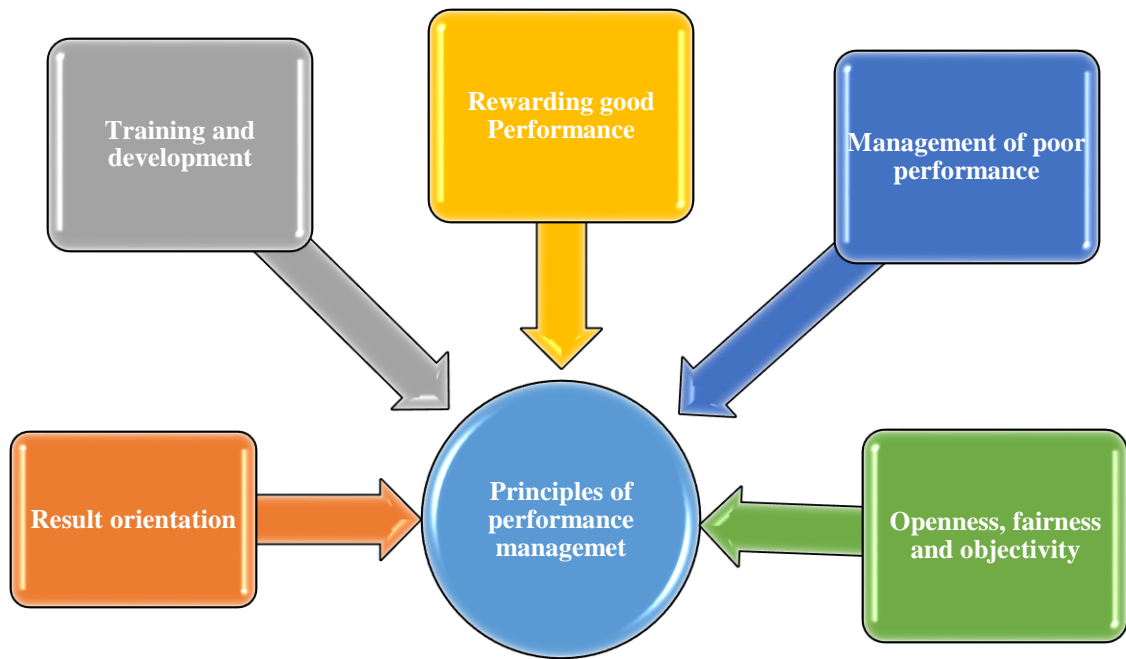


Figure 2-3: Principles of performance management

Source: White Paper on Human Resource Management (RSA 1997)

Starting from the lower left angle, the first principle mentioned is results orientation which means that a time-specific work plan must be included in the performance agreement. The second principle is training and development which focuses capacity-building of the employee. Thirdly, the principle of rewarding good performance is deemed to be a critical aspect contributing to the recognition of employees when they perform above the designated norm. The fourth principle concerns the management of poor performance which entails a situation where the employee has failed to accomplish the work plan as expected, meaning that corrective measures must be agreed upon between the manager and employee. It is also notable that in the event of the desired improvement not being attained, dismissal of the underperforming employees on the grounds of underperformance is warranted.

The fifth and final principle is openness, fairness and objectivity. This means that employees are entitled to documented evidence of performance be it under-performance, standard or outstanding performance. In addition, the employee has the right of appeal should disagreement arise between the employee and manager. The assessment process so envisaged has as its objective the identification of the strengths and weaknesses of the employees towards ongoing improvement.

It is against this backdrop, therefore, that good performers should be recognised and rewarded accordingly while poor performers should be managed and properly assisted towards showing an improvement.

2.7.7 Basic Conditions of Employment Act (BCEA) (75 of 1997)

The BCEA (RSA 1997) provides employment terms and is designed to advance “economic development and social justice”. The goals confirm the right to fair labour practices [(Constitution, RSA 1996, section 23(1)]. The terms stipulated in the BCEA (RSA 1997) apply except where there is more favourable law available to the employee. Therefore, PM cannot work in isolation from the BCEA.

2.7.8 Employment Equity Act (EEA) (Act 55 of 1998)

Accomplishment of workplace impartiality is at the heart of the EEA (RSA 1998). Employers are forbidden to discriminate against or harass employees (EEA Chapter 2(6) RSA 1998). This provision corroborated with Section 9 (4) of the Constitution which talks about unfair discrimination. According to England (2018: 4) it is illegal to discriminate against people when making decisions about employment. Managers are therefore, expected to treat employees according to merits when conducting performance management.

2.7.9 Skills Development Act (SDA) (97 of 1998)

The SDA (RSA 1998) is expected to “advance the skills of the South African workforce and to enhance the quality of life of employees and their prospects of work”. The provisions of the SDA relate to the PDP which is one of the tools devised for the purpose of developing the skills of the employees in the workplace to increase workplace productivity and increase economic growth of the country.

2.8 Performance management, generally

Performance management is essential for the achievements of organizational objectives. “Performance management is a management process for ensuring that employees are focusing on their work efforts in ways that contribute to achieving the organisation’s mission” (Ying Ying, 2012:7). “It consists of three phases: (a) setting expectations for employee performance, (b) maintaining a dialogue between supervisor and employee to keep performance on track and (c) measuring actual performance relative to performance expectations” (Battaglio, 2015:188). Arguably, “performance management is a means of getting better results from the whole organisation by understanding and managing within an agreed framework, performance of planned goals, standards and competence requirements” (Abraham, 2013:14). “As such, it is a process of designing and executing motivational strategies, interventions and drivers with an objective to transform the raw potential of human resource into performance” (Battaglio, 2015:188). This loom derives from the understanding that “notwithstanding the realisation that

all human beings' potential within themselves in a few or more functional areas, it cannot be gainsaid that utilisation and conversion of this potential into deliverable performances is often sub optimal due to a variety of reasons" (Lee, 2018:52). It is against this backdrop, therefore that PM "acts as an agent in converting the potential into performance by removing the intermediate barriers as well as motivating the human resource" (Kandula, 2014:5).

Ashdown (2014:177) conceives of PM as an "on-going communication process undertaken in partnership between an employee and his or her immediate supervisor". A PMS should be predicated, among other things, on the development of the organisation's mission and objectives; enhancing communication within the organisation so that employees are not only aware of the objectives and the business plan, but can contribute to their formulation. (Barth and De Beer, 2018:29; Mosoge and Pilane, 2014:2; Banfield and Kay 2012:282).

Arguably, accountability matters because public sector employees must protect citizens and make efficient and effective use of public resources (Mosoge *et al.*, 2014:1). According to Latukha (2016:16), PMS is increasingly seen as a means of integrating human resource management activities with the business objectives of the organisation.

There are concerns about PDMS implementation. One major concern for employees is that some important aspects of the PMDS policy appear to be flouted by supervisors and managers. The PMDS policy (SASSA, 2013), stipulates that there should be regular scheduled performance sessions between the supervisor and the supervisee in order to assess performance. However, that does not always take place. Regular meetings would assist in alleviating instances where performance sessions are only held at the end of the performance cycle where guidance and support towards improvement becomes irrelevant for the reporting period.

Another major concern is the lack of an active supportive role of top management. PM culture can only be built and maintained if it is encouraged by top management to ensure organisational achievements.

Mahajan (2016:92) highlights that support by executives of the organisations is the most basic requirement. Even the most perfectly designed training programme may fail if it does not get support from management. This includes executives from top down to first line supervisor (Mahajan, 2016:92). Managers are encouraged to support creative efforts by employees and the reward system of the organisations should support creativity including financial incentives and recognition (Dubrin 2016: 366).

Yet another concern is where line managers are not actively involved in training and development of workers. Bhattacharyya (2011:8) is in congruent that PM is a systematic approach that ensures continuous learning, updating of skills, knowledge and experience. Finally, a drawback of PMDS is where the process becomes punitive. Many employees dislike being evaluated as the whole

process is at times viewed as a meaningless and punitive tool. However, when such perceptions prevail among employees, supervisors are encouraged to stay focused and should not be derailed by such perceptions (Daly 2012:101). Coaching as part of PM has key features which include the focus that is mainly placed on improving performance and developing skills of individuals (Hutchinson 2013:171).

2.9 The performance management process

The PM process entails the performance cycle. The diagram in figure 2-4 depicts the processes involved in the PM cycle.

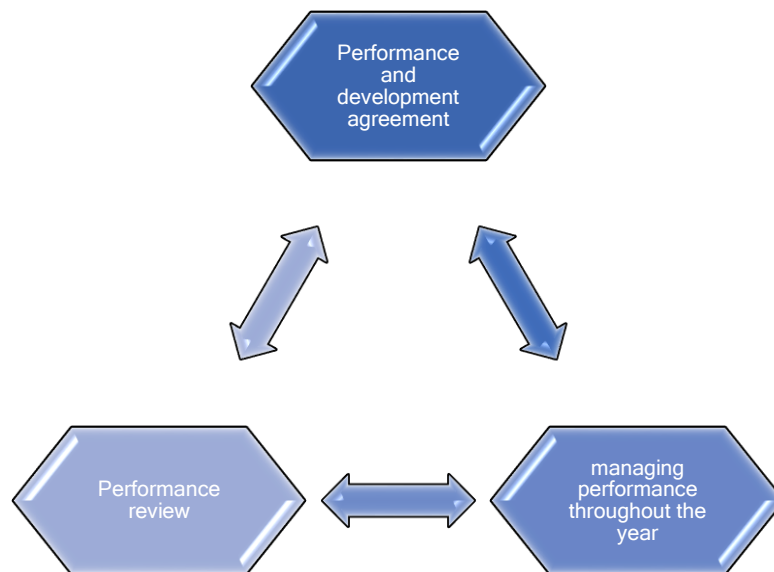


Figure 2-4: The performance management cycle
Source: Armstrong (2006:504)

Each component is discussed next.

2.9.1 Performance and development agreement

The Department of Public Service and Administration, (2016) defines this agreement as a document agreed upon and signed by the supervisor and the jobholder which includes a work plan, listing generic assessment factors and a personal development plan. Armstrong (2012:27) argues that “performance agreements are based on development, assessment and feedback in the process of performance management”. Barth and De Beer (2018:5) assert that performance agreements integrate role profiles with requirements for effective performance. The performance development plan (PDP) as subsequently discussed, forms part of the performance agreement (Behn, 2014:91).

2.9.2 Managing performance throughout the year

Managing performance throughout the year entails an ongoing continuous process that includes “planning, managing, reviewing, rewarding and developing performance” (Dessler 2013:286). This includes taking appropriate action along the way (Armstrong 2017: 76). Equally important and relevant to this study is the fact that this is the case with SASSA where the PM is being conducted twice a year and yet monitoring is done throughout the year.

2.9.3 Performance review

The principal aim of conducting performance review is to support attainment of performance targets by identifying any areas that need attention whilst the job is carried out. Performance review is done in the form of the meeting or session whereby the jobholder and the supervisor discuss and review the employee’s performance for a specific period (Armstrong 2012:25).

2.10 The importance of performance management

The importance of PM derives from the operational and development goals of the public service in all three spheres of government. Hutchinson (2013:171) asserts that employee performance is tightly related to organisational performance, “effective and efficient employee performance will positively influence organisational performance”. Thus, organisations recognise that human capital development is only as productive as an optimal PMS (Phillips and Gully 2016:7).

There is a correlation between employee performance and organisational success (Ying Ying, 2012:5). Organisational success is supported by individual contributions to teams, which involves an integrated approach (Mahapa *et al.*, 2015:245). This means bringing all the stakeholders to the PM table centred on particular goals (Makoma, 2015:53; Thomson and Arney 2015:3).

2.11 Benefits of performance management

With proper implementation, PM can benefit everyone from employers, employees to the public at large. (Bacal 2012:5),

Following is a discussion of some of the benefits accruing from PM as practiced in many an organisation. Thus, it bears repeating Bacal’s (2012:5) argument that when PM is properly executed, specific benefits accrue for everyone in the organisation most particularly managers and the employees. Arguably, this inclusivity of both the employees and the managers helps with the clarification of roles and responsibilities which translates into saving time. Again, it is notable that despite Bacal’s (2012:5) argument to the effect that PM cannot solve every problem, PM is

construed as having the potential of addressing many common management concerns. The following are some of the benefits for management:

- a) “Micromanagement entails the need to be involved in every activity.
- b) Employee empowerment focuses on equipping the employees with the necessary knowledge and understanding which can help them to make proper decisions, thus save time.
- c) Reduction of inefficiency is largely dependent on the reduction of the causes of errors and inefficiencies as well as the repetition thereof.
- d) Institutional memory will be safeguarded by guarding against the risk of not having the necessary information.
- e) Clarification of roles and responsibilities remains a critical facet in the attainment of clear understanding of roles and responsibilities by staff which will have the effecting of saving time” (Bacal 2012:5).

2.11.1 Benefits for employees

Employees need to know whether or not they are properly executing or discharging their duties. Arguably, structured performance sessions prior to the end of the performance cycle allow employees to discuss work progress and get feedback in terms of where they stand regarding their performance. Employees are more likely to know the degree of power and authority that they have. Thus, PMS allows for employees to make simple decisions (Fallik 2013:114). This has the potential of ensuring that neither employee nor manager are caught off-guard with negative results at the final PM review. Performance management can help employees to acquire and develop new skills (Mone and London 2010:165). Performance sessions are also regarded as appropriate platforms for employees to get accolades from their supervisors from the feedback that they get. The feedback that is received during performance sessions encourages employees since they get apprised of their standing in respect of their performance. In this regard, PM brings about an element of certainty. Muenjohn and McMurray (2018:263) highlight that when PM is religiously done. It creates enabling conditions for achieving the set targets timeously by all parties involved.

2.11.2 Benefits for the organisation

As discussed throughout, it is imperative for both employers and employees within the organisation to be aware of their responsibilities and understand how their sections of work feed into and contribute to the achievement of goals and objectives. This also helps to boost morale and productivity. Some of the other benefits of PM are the legal aspect. Organisations have

established laws, regulations, policies and guidelines to be followed when hiring and terminating employees (Bacal, 2012:8). This notion relates to the definition of one of the characteristics of the traditional model of public administration given by Denhardt and Denhardt (2009: 166) who state that it is a fixed and stable structure for describing and establishing roles and responsibilities, thus suggesting that this characteristic functions in accordance with rules and regulations. Likewise, the employees enjoy some rights in the workplace and they should not be unfairly treated or discriminated against.

Therefore, it is critical for the organisation to keep accurate records. Max Weber's third principle in the theory of bureaucracy is in congruent with this statement in that the management of offices is grounded on written records (Dehardt and Dehardt, 2009:166). For instance, if an employee is fired due to poor performance, the onus will be on the employer to provide relevant proof based on the records. Thus the organisation must be able to defend itself as objectively and precisely as possible with evidence of poor performance.

2.12 The impact of a performance management

Performance management assists managers appreciate the various behavioural patterns affecting their employees and their growth. It can have an impact on the organisation and the development of employees if it operates as a "steering wheel" guiding everyone toward end goals in an integrated manner (Bourne and Bourne 2012:5; Kermally 2004:1). But that impact can only occur through capacity-building of individuals that strategically feed into organisation teams (Creelman and Smart 2013:6).

2.13 Performance management development system in SASSA

The custodian of PMDS for SASSA is the Human Capital Development and Training section (HCD and T) which falls within the Human Capital Management Unit. This section oversees the co-ordination and implementations of PMDS.

PMDS is a management tool employed by SASSA which aims to combine agreed upon performance targets of individuals and teams to carry out execution of public grants efficiently and effectively. Pilot (2015:115) explains the importance of remembering that people in the organisation must know where the problems exist and will observe whether the resources to circumvent such problems are allocated. This is informed by the laws and policies set out in section 2.7.

Sections 2.13.1 to 2.13.4 discuss the main components of the SASSA PDMS. These are depicted in Figure 2-5 and are stipulated in the Performance Procedure Manual (SASSA, 2013).

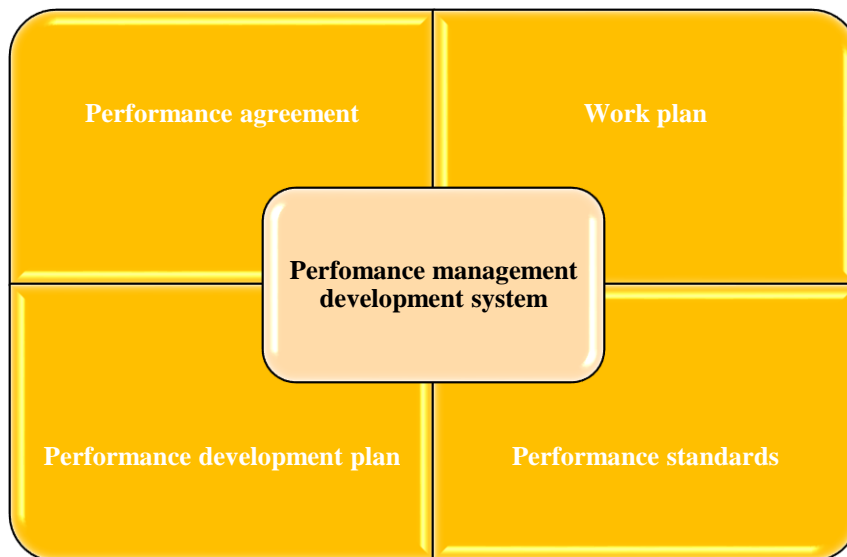


Figure 2-5: Performance management development system

Source: Performance management development (SASSA-2016)

Each one of these documents will be briefly discussed next. This section shows that, taken as a whole the SASSA PMDS is in line with the PMS discussed in the literature.

2.13.1 Performance agreement

Employees must enter into a performance agreement within three months of employment and again within two months of the beginning of each year (PSR RSA 2016).

The PDMS for employees on Salary levels 1 – 12, read in conjunction with chapter 4 of the SMS handbook also confirms that it is mandatory for all SASSA employees to enter into performance agreements. They also need to conclude their performance assessments with their supervisors at the beginning of each performance cycle. It further stipulates that newly appointed or promoted employees should have their performance agreements finalized within two months after the assumption of duties.

2.13.2 Performance standards

a. Key Responsibility Areas (KRAs)

Key Responsibility Areas describe expectations of employees, resource requirements and cannot exceed six in number.

Paragraph 71 of the PSR, (RSA 2016) stipulates the weighting for KRAs and competency requirements.

b. Generic Assessment Factors (GAFs)

The GAF's take into account the knowledge, skills and attributes of employees all of which are considered in juxtaposition to KRAs during performance assessment. These are agreed upon by employee and manager, relate specifically to the job to be performed and usually amount to six in number.

2.13.3 Performance Development Plan (PDP)

The PDP outlines the development needs and the important competencies of the jobholder. It contains time lines, accountability and the means by which these are to be satisfied. The quality workforce is developed by organisations with PDP's which then, enable them for organisational growth and development (Bhattacharyya 2011:8). In short, PDP enables both the supervisor and the jobholder to identify developmental needs and agree how and when development will be addressed.

2.13.4 Work plan

The work plan is a document which contains the key results areas associated with the activities of the job and their performance standards and resource requirements. In other words, the work plan is part of the performance agreement, built on performance standards and PDPs help establish and monitor adequate performance of the work plan.

2.14 Performance planning

Planning can be regarded as a series of functions that are carried out and employed as tools of execution to achieve the envisaged goals (Armstrong 2006:507). According to Ashdown (2018:76) the planning stage starts with cascading the objectives down to a team and individuals level with the primary aim of achieving vertical alignment. Therefore, it can be summed up that planning involves a series of planned functions that are carried out and used as tools of execution to achieve certain goals. SASSA managers and employees engage in performance planning.

2.15 Rater errors as shortcomings in PMDS

As with any systems there are shortcomings in PMDS and workings of the SASSA PMDS is not exception. This relates to various errors that might have a negative effect on the implementation of PMDS. These are the common patterns whereby mismatch is created between the reality of performance and the rating score. The examples and main causes of these errors are halo effect,

central tendency, recency, bias, central tendency and leniency or strictness. These are shown in Figure 2-6 and will be briefly discussed next.

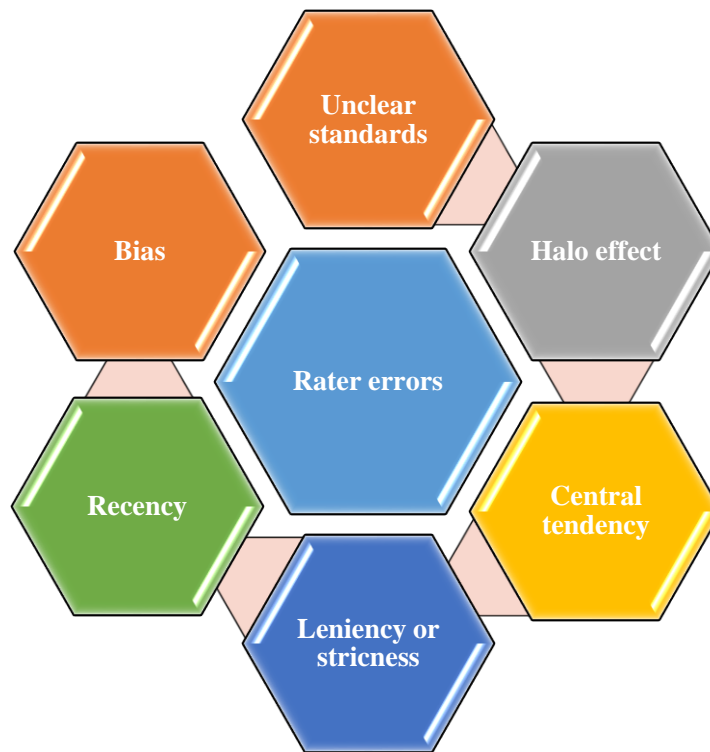


Figure 2-6: Rater errors

Source: Nel *et al.*, (2004: 283)

2.15.1 Unclear standards

There is inconsistency of standards between the raters as one of the problems in the evaluation of performance. The definition of standards as 'good, 'average 'and 'fair' differs from one person to another. In order to overcome this, the descriptive phrases that define the language the rater is required to use must be developed (Marzano and Toth, 2013:2). This is further asserted by Snell, Morri and Bohlander (2016:303) who state that unclear performance standards is one of the causes for performance evaluation failure.

2.15.2 Halo effect

This is the error that many supervisors find themselves committing. Bhattacharyya (2011:76) defines halo effect as a rating error whereby an impressive rating is given on one performance area and the same rating is utilized to influence the overall performance for other areas in a positive manner. Being aware of this common error is the main breakthrough to avoid it. The halo effect occurs when there is bias across the way in which ratings are assigned. For example, if the employee successfully adds value to the organisation through the development of higher skills,

he or she may be rated satisfactory overall. Yet the employee may not have accomplished agreed upon components of the work plan or PDP. Similarly, failure in one area may impact adversely on an overall rating. (Bhattacharyya 2011:76)

2.15.3 Central tendency

In central tendency practice, the supervisor rates everyone as average despite that the job performance reflects substantial difference. This may lead to the supervisor unwittingly classifying all employees as mediocre. Armstrong (2014:143) explains that central tendency is sometimes done due to the lack of supervisory ability or sometimes when the supervisor is not familiar with the key result areas of the employee. The assessor tends to award equal ratings to all employees.

2.15.4 Leniency or strictness

This is the lenient approach is usually applied by inexperienced supervisors in which they give unjustified high scores. This is usually done to avoid being challenged by the employees, thus circumventing exposure or in some instances trying to get popularity thereby avoiding bad affiliation with the subordinates (Bhattacharyya 2011:76). The opposite of leniency is strictness, whereby the supervisor considers everyone as incapable of achieving the set standards for an organisation. The best method which is recommended to deal with this error is counselling of those supervisors who practice this tendency. The opposite of leniency is strictness, whereby the supervisor considers everyone as incapable of achieving the set standards for an organisation. The best method which is recommended to deal with this error is counselling of those supervisors who practice this tendency (Kang and Shan, 2017:118).

2.15.5 Recency

The supervisor and employee should focus on both recent and past employee's performance when rating. Supervisors are discouraged to remember the end best. Phillips and Gully (2014:274) explain recency as the situation where current events and performance are given excessively large effect on the ratings. In this method, the assessor utilises isolated recent incidents to rate the overall performance of the employee. In this approach, the mind of the supervisor becomes overwhelmed by the employee's recent good performance which results in omission of the other key performance areas, thus arriving at an uninformed conclusion. (Bhattacharyya 2011:76) is in congruent with this statement in that the supervisor ignores that past employee's performance and only focus on the recent incidents when rating.

2.15.6 Bias

Biasness is whereby the ratings by the assessor are triggered as a result of personal characteristics of the employee as opposed to the actual meritorious performance. In this instance, the age, race, gender and sex should not influence the rating since it is expected to be done in line with the employee's individual performance as outlined in the PA. This is highlighted by Bhattacharyya (2011:76) wherein a mention is made that when personal liking or hating of the raters overlook the poor performance of an employee, this amounts to discrimination. Subjective and unjustifiable ratings are incorrect and in contravention Section 9 (2) of the Constitution (RSA 1996). The possible solution to bias is counselling which includes appropriate training and development of line managers to address this gap.

2.16 Chapter summary

This chapter focused on various sources of information in relation to the PMDS. It discussed the definition of PM, its process and various concepts. One of the objectives of this chapter was to discuss the principles that underpin PM in SASSA. This chapter also provided a summation of the regulatory framework pertaining to a PMS; highlighting the PM models, and the implementation of the system, characteristics, pitfalls and effectiveness of the PMS. The benefits for effective PM also received attention. An outline of the PMDS of the SASSA was sketched with a description of the policy underlying the system.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The preceding section reviewed the literature on PMDS. In this chapter a short overview on the research methodology chosen to analyse the effects of a PMDS with reference to the SASSA in the Durban district, was undertaken. The details on how the study was carried out as well as an overview of what emerged during the collection of data and the utilisation of plan that will be elaborated on hereunder is elucidated in this chapter. The main focus of chapter 3 of the research report is the description of the different stages which unfolded in the process

Background of the study will be discussed this includes a strategy which discusses research design places the foundation for the choice of methodology, case, respondent and site selection. The chapter further discusses the size of the sample in section 3.5.1; which shows an indication of the populace as well as the method used to choose the population, tools utilised to collect data. The research design is discussed next.

3.2 Research design

Research design is described as a type of inquiry within mixed methods, quantitative and qualitative approaches that provide specific direction for actions in the design of a research. (Creswell 2014: 12). Furthermore, Creswell (2009:3) Research designs are described as plans that are employed by the investigators during the research journey. One needs to decide the research design to be employed as a road map to arrive at findings of research which are objective, valid and accurate as well as economically as possible (Collis and Hussey 2014: 109).

The worldview from where the researcher is coming from determined the chosen research design. The selection of the sample, data collection and analysis methods form part of the strategy used by the investigator. The phenomenon to be studied informed the choice of researcher which included the observation of the researcher regarding environment and experiences where the study was conducted. It is more concerned about audiences of the study. In essence, the research guide was the theoretical framework. In the light of the above explanation, the researcher has chosen to use a case study research design.

3.3 Basis of the study

Pragmatism philosophical worldview underlines this study as research objectives and the research questions. Creswell (2009:8) points out that pragmatism as a worldview arises from the actions,

situations, and consequences. The following diagram on figure 3-1 below depicts the elements in relation to the chosen worldview.

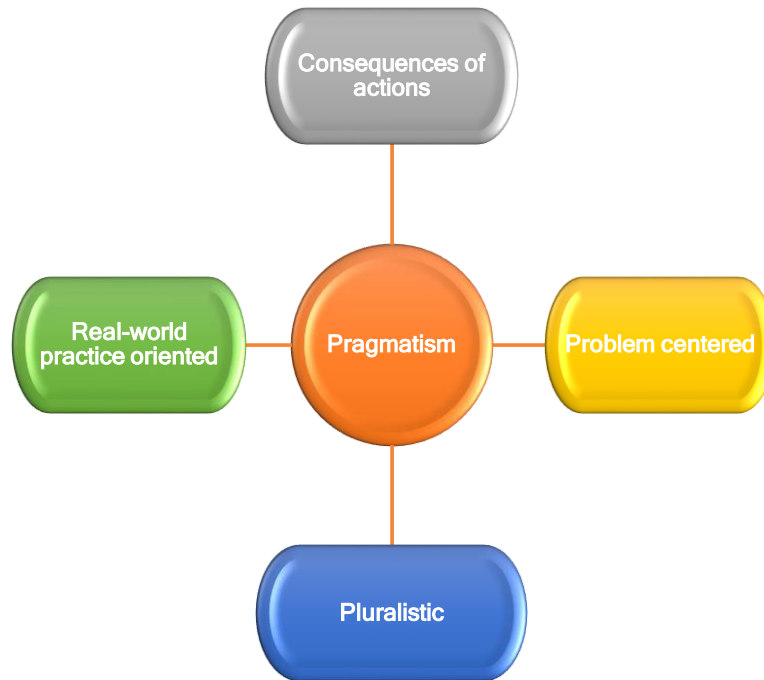


Figure 3-1: The philosophical worldview

Source: Creswell (2009: 6)

In line with the description of this worldview, consequences of actions in PM during that particular performance cycle like rewarding good performers and implementation of necessary intervention for those whose performance is unsatisfactory is the good example that talks to this element. In other words, the performance determines the reward or the remedial action in case of non-performance. The second element of this worldview, which is problem centred, relates to the hypothesis of this study which says that there is no proper implementation of PMDS and this seems to be problematic. The third element of this worldview is pluralistic which emphasises on the team work and combined efforts rather than individual accomplishments. This is also in line with the provisions of the PMDS policy (SASSA, 2013:11). The last element is realistic-world practice oriented which means that the implementation of PMDS as a practice should yield positive results towards the achievement of envisaged goals.

Quantitative and qualitative research approaches will be discussed next.

3.3.1 Quantitative research approach

Given the research objectives and questions, the problem emanates from the SASSA PMDS. When conducting this research, quantitative approach which is in line with the pragmatist worldview. Wang and Park (2016:86) explain that quantitative research method include

questionnaire surveys. Hesse-Biber and Leavy (2011:77) describe quantitative approach as a survey which uses statistics, whereby questionnaires are distributed. Questionnaires were circulated to participants to complete. The researcher employed a quantitative research method approach. Quantitative methods place emphasis on objective measurements and numerical analysis of data collected through polls, questionnaires or surveys (Rosenanthal 2012:4). It is proposed by certain scholars that research attempts to establish the appropriate and genuine statements that describe the situation or relationships of interest, in quantitative studies, researchers' develop the connection among variables and pose this in terms of questions or hypotheses (Creswell, 2014:12).

Case studies are a design of inquiry found in many fields, especially evaluation in which the researcher develops an in-depth analysis of a case, often a programme, event, activity, process, of one or more individuals (Creswell 2014: 12). Therefore, the case study approach in this instance is appropriate for the researcher to effectively address the research problem hence this approach is embraced.

3.3.2 Qualitative research approach

A flexible, unstructured approach that places emphasis on feelings, experiences and perceptions is followed in a qualitative approach. Observations or unstructured interviews are used in the qualitative approach as a means of data collection. They are predominantly suitable for exploring a topic largely (Tochrim, Donnelly and Arora 2015:63).

3.4 Case, site and participant selection

This study utilised a case study. Girden and Kabacoff (2010:27) highlight that the case study entails extensive study of a single individual, several individuals or a single group of individuals as a unit. Case study encompasses a particular unit of analysis which can be a programme, process or a project under study. Whitley and Kite (2013:39) describe a case study strategy as a research strategy that focus on one phenomenon in detail and is not concerned with generalisation of the findings. The researcher had to select the case or population for the study, the physical site where the study would be located, as well as the people from whom data would be gathered.

The next section will discuss how the case, the site as well as participants were selected.

3.4.1 Case selection

The choice of choosing the case has to be determined by the case being in the same group studied. It is crucial to choose a case that have greatest yield in terms of generalisation and theoretical impact (Macleod, 2010:38)

3.4.2 Site selection

The study was located within the jurisdiction of the EThekweni municipality. The study site is the physical place where the study is to be conducted in order to collect the desired data. For purposes of this study, the site was the SASSA offices in Durban, the largest district in the KwaZulu-Natal Region. EThekweni district is responsible for a total of sixteen (16) local offices and seven (7) service points. The SASSA district office in Durban, which formed the basis for this study, is located in the *uMngeni* area in the City Centre of Durban. The researcher is employed by SASSA hence the researcher anticipated to have easier access to the participants. Basically that had pivotal influence in selecting the sites which are all within SASSA offices of EThekweni district.

3.4.3 Participants selection

The study focused on five segments of stakeholders who are employees of SASSA from post level 5, 7, 8, 10 and 12 who are based at 16 local offices, and 7 service points within Durban district. Sargeant (2012:3) highlights that research questions, theoretical perspectives, and evidence are the basis for the decisions regarding the study. The above population sample was selected by the researcher because they make the sample perfect to best suited to deal with the research questions and objectives, and the hypo dissertation. The purpose was to obtain various perceptions on the PMDS at SASSA and to look on how the implementation of the PMDS of Durban district was perceived in all levels, both at district and local offices. The positions were crucial to the investigation as they are involved in the execution of the PMDS also. It was also crucial due to their knowledge and experience in that their activities shape the current status of the PMDS.

3.5 Population and Sampling

The target population for this study was selected from employees of SASSA from the Durban District Office and local offices within the Durban district. The Durban district has 410 employees attached to 21 local offices, 8 service points and district offices which can be further categorized and broken down to 01 Senior Manager, 10 Managers, 13 Assistant Managers, 48 Team leaders, 79 Supervisors (Senior Grant Administrators) and 259 Grant administrators. The study used random sampling method. A set of close-ended questions was used for the survey, which was conducted amongst selected SASSA employees. This was deemed as a suitable strategy for quantitative research in terms of data collection.

3.5.1 Sampling

The techniques for selecting the sample as well as its characteristics will be explained in this section. Data was collected with the aim of answering the research objectives and questions. The

researcher sampled a lesser group of the target population the purpose of defining the characteristics of the whole group (Saunders, Lewis and Thornhill, 2009:150). Table 3.2 shows categories of SASSA employees selected as respondents, including sample size and their positions or levels.

Table 3-1: List of respondents

Categories of officials and brief description of roles	Sample size	Level/Rank
<p>Managers</p> <p>These are the Managers of the Local Offices who report directly to the District Manager. These officials quality assure the assessment reports of the officials in their respective offices.</p>	02	12
<p>Assistant managers</p> <p>These are managers at the both district and local office who monitor and implement policies.</p>	03	10
<p>Team leaders</p> <p>These are officials who monitor the teams comprising of Grants administrators and Supervisors, They are supervised by Assistant Managers.</p>	11	08
<p>Supervisors</p> <p>These are employees that monitor Grant Administrators. They are supervised by Team Leaders.</p>	18	07
<p>Grant administrators</p> <p>These are employees who are not involved in decision-making process, but are supervised and assessed by level seven officials (Supervisors) who are their immediate supervisors.</p>	58	05
Total	92	

3.6 Data collection methods

In quantitative research, a large number is needed in order to conduct meaningful statistical tests. Mouton (2011: 104) highlights four categories of data collection methods which are: testing, observation, text analysis and interviewing. For the purpose of this study, self-administered questionnaires were employed (Mouton, 2011:152).

Both primary and secondary sources of data are discussed next.

3.6.1 Primary sources of data

Primary data is data which is directly collected by the researcher whereas secondary data is data that has been gathered by other sources and is available for utilisation. The research tool employed for obtaining primary data in this quantitative study was structured, self-administered questionnaire which is the most widely used data collection technique since it can reach large quantities of persons with little time or cost involved. Questionnaire can be a very useful and

valuable instrument (Mouton, 2011:152). Some scholars indicate that participants are more forthcoming in the absence of fact-to-face contact such as interviews or focus groups (De Leeuw, Hox and Dillman 2013:90).

Questionnaires were administered to 92 officials at Durban district SASSA. They were sent through email to employees ranging from level five to level 12, focusing on the five segments or levels of officials (5, 7, 8, 10 and 12). A questionnaire further allows participants time to consider their answers to the questions in the questionnaire.

Data produced by the participants through their responses was then utilised to determine whether the research objectives were achieved and whether the research questions were answered as elaborated on in chapter 4.

3.6.2 Secondary sources of data

Documentary evidence was collected and reviewed as part of the secondary data collection strategy. The researcher gets a broader access to information when using the secondary data as compared to using primary data sets and it provides alternative to the primary data sets (Vartanian, 2011:1). This included literature review in Chapter 2, including journal articles and books. The researcher also sourced policy documents such as the PMDS for SASSA (RSA, 2016), PMDS procedure (RSA 2016) and various reports. Procedure manuals and legislations that are used by different government levels for the purposes of providing a historical perspective and acceptable practices on the subject matter were also used.

3.7 Data analysis

Data analysis was done to obtain descriptive statistics which responded to the research objectives, questions and hypothesis. Analysis was different for primary and secondary data as discussed in sections 3.7.1 and 3.7.2 below.

3.7.1 Primary data analysis

For this study the researcher used Excel software to analyse summarise the collected data. A total of 92 questionnaires were distributed through email to various levels of staff at SASSA local offices of EThekweni district. Examination, categorisation and tabulation, testing or combining evidence of data in order to make up inferences on empirical study is described as the data analysis (Yin, 2009:126). These officials are from level five (Grants administrator) to level 12 (Manager). Notably, 41 completed questionnaires were returned and received by the researcher. Received questionnaires were coded giving a unique code for each questionnaire and responses were

captured on an Excel Spread sheet. Subsequently, tabulations were produced along with figures and tables to show the responses to the survey questionnaire, generating various percentages.

3.7.2 Secondary data analysis

For this study the use of documents assisted the researcher with the provision of documentary evidence which was reviewed as part of the secondary data collection strategy. Conclusions can be drawn from the documents (Yin 2009:103). In this way, the information in these documents assisted the researcher in either corroborating or negating arguments from other sources, thus leading to inferences based on the study. Content analysis was also used to analyse the documentary evidence obtained. Then, the researcher was able to draw findings and conclusions and make recommendations to the proper implementation of PMDS as presented in chapters 4 and 5.

3.8 Reliability and validity

Reliability and validity are the most important precisions of the study. The purpose of reliability and validity is to ensure that if another investigator conducts the same study and pursues the same procedure that was used by the earlier investigator, the findings and conclusions should be the same. For this study the researcher ensured accuracy and integrity while administering the questionnaires to the respondents. This was done by ensuring that they understood the meaning of the questions, which enabled them to provide the correct information for the study.

Consistency was maintained in this study since all respondents of various races and age were given the same questions in a structured questionnaire which was employed as a research instrument.

3.9 Ethical considerations

Ethical considerations in the context of this study denotes the processes followed by the researcher to protect the study participants from harm. Protecting the interests and well-being of the participants in a study both legally and ethically is a responsibility of the researcher. In the light of that, ethical approval for this study was obtained from the University of KwaZulu-Natal's Ethics Committee. All participants were requested to sign an informed consent form prior to the empirical component of the study being undertaken in this case a structured, self-administered questionnaire. The consent form included the confidentiality and anonymity clauses for participants. Confidentiality in a study refers to a responsibility to safeguard the identities of the

participants and the specific place where the study is based (Silverman 2011:419). The respondents were given assurance that no unauthorised person would be allowed access to the raw data. In addition, assurance was further given that their names or identity would not be revealed. The dignity of the respondents was upheld and protected during the study in accordance with the Constitution (RSA 1996) which guarantees every citizen inherent dignity. The researcher ensured that all essential protocols and adherence to ethical principles were considered for this study

3.10 Limitation of the study

Case study findings are not designed for generalisation of findings, hence the case-study method used can have limitations and that is a limitation on its own. Mouton (2011:152) highlights the lack of standardisation of measurement as well as the delays in data collection and analysis as another limitation. Quantitative data was collected in order to make best use of time; however, the researcher experienced delays in returning the completed questionnaires. Notably, a total of 92 questionnaires were distributed to various levels of staff ranging from level five to level 12 and only 41 completed questionnaires were returned. Another limitation can be attributed on delays in obtaining ethical clearance which was signed by the supervisor on 03 December 2015, but approval was only received by the researcher on 10 August 2016.

3.11 Chapter summary

This chapter has outlined the research methodology of the study. This included the research approached, sampling, data collection and data analysis. It identified the case, site and participants selected. The chapter went on to discuss reliability and validity, ethical considerations and limitations of the study. This study concludes the chapter. The results of the data collection and analysis are presented in the next chapter.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter discusses findings and explicates the results, which are taken on, an epistemic imperative, obtained from the questionnaires of this research study. Data analysis in any research undertaken is aimed at the interpretation of data gathered during the collection stage. Therefore, this chapter will also present findings of the study and will be linked to the hypothesis, objectives and the research questions.

Graphs, cross tabulations, and other figures for the qualitative data that was collected will be presented in a descriptive statistic on the findings. Inferential techniques include the use of correlations and Chi-Square Test values; which are interpreted using the p-values. Results and findings of the study are presented in this chapter.

Figure 4.1 below depicts eThekweni Metro where the SASSA Durban district is located. For purposes of this study, the site was the SASSA offices in Durban, the largest district in the KwaZulu-Natal Region which services eThekweni Metro and ILembe District Municipality with a total of 21 local offices and eight service points. The SASSA district office in Durban, which formed the basis for this study, is located in the *uMngeni* area in the City Centre of Durban.

Figure 4-1 below shows the areas within which Durban district SASSA offices are located.



Figure 4-1: Durban district offices
Source: www.municipalities.co.za

The hypothesis of the study is that PMDS is not being effectively implemented.

4.2 Demographic information

This section provides respondents' demographic information in terms of their race, gender, age, current positions and experience in SASSA.

4.2.1 Classification according to race

In terms of racial classification as depicted in table 4.1 below, there were 30 Africans who participated in the study constituting 73.2% of the total number of respondents'. Amongst the respondents there were eleven (11) Indians in terms of their racial affiliation, thus constituting 26.8% of the total number. Thus, it is notable that the two other racial groupings namely, the Coloureds and the Whites are not represented.

Findings on classification according to race are shown in table 4.1 below.

Table 4-1: Classification according to race

RACE	FEMALE (%)	MALE (%)	TOTAL
African	21(70.0)	9(30.0)	30
Indian	5(45.5)	6(55.5)	11

Source: researcher's own work 2018

Figure 4.2 below shows that the two other racial groupings namely, the Coloureds and the Whites are not represented.

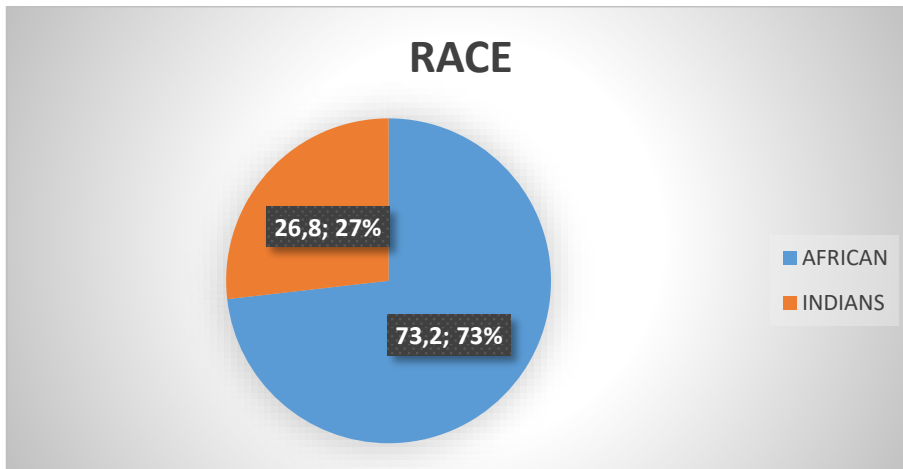


Figure 4-2: Classification according to race

Source: researcher's own work 2018

Table 4.2 below shows classification according to gender. There is a total of 41 respondents, 26 were females which translate to 63.4% and 15 respondents were males amounting to 36.6%.

Table 4-2: Classification according to gender

GENDER	FEMALES (%)	MALES (%)	TOTAL
	26(50.0)	15(50.0)	41

Source: researcher's own work 2018

As shown in table 4.3 below the age group 36 to 45 had a higher number (18) which equates to 44% than the other four age groups. The total number of respondents who were between 18 to 25 years old was 02 which equates to 5%. The percentage of the respondents who were between 26 and 35 years old were 7 which equates to 17%. The total number of the respondents who were between 46 and 55 years old was 13 which equates to 32%, while the total number of the respondents over 55 years old was only 01.

Table 4-3: Classification according to age

AGE CATEGORY (YEARS)	FEMALES (%)	MALES (%)	TOTAL
18-25	1(50.0)	1(50.0)	2
26-35	5(71.4)	2(28.6)	7
36-45	15(83.3)	3(16.7)	18
46-55	5(38.5)	8(61.5)	13
56 or older	0(0.0)	1(100.0)	1

Source: researcher's own work 2018

As can be seen from Figure 4.3 below, a higher percentage of respondents amounting to (44%) were the majority who are matured and seasoned employees, who could due to their age and experience, be expected to implement government policies effectively.

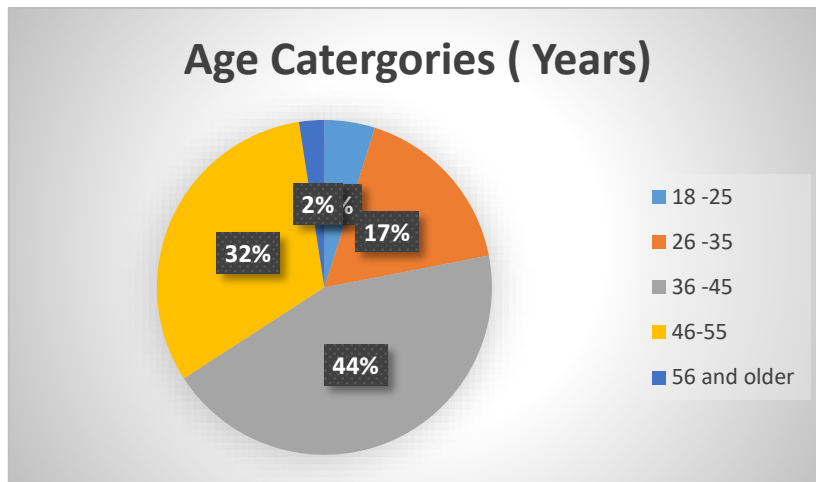


Figure 4-3: Classification according to age

Source: researcher’s own work 2018

Table 4.4 below indicates that the highest percentage of employees who participated in the study in terms of positions was Grants administrators who are at level 5. They comprised 50% of the respondents. Figure 4.4 below also reveals that 20% of the respondents who participated in the study were team leaders who are on level 8. The study shows that another fraction of 20% which is equivalent to team leaders above consisted supervisors who are employees on level 7. Some respondents (5%) were on levels 10, while others (5%) were on levels 12.

Table 4-4: Classification according to position

POSITION	FEMALES (%)	MALES (%)	TOTAL
Manager	1(50.0)	1(50.0)	2
Assistant manager	1(50.0)	1(50.0)	2
Team leader	5(62.5)	3(37.5)	8
Supervisor	5(62.5)	3(37.5)	8
Grant administrator	13(65.0)	7(35.0)	21

Source: researcher’s own work 2018

The position of the employees entails the nature of job they perform in SASSA. Some employees were at an operational level and others at the managerial level. Figure 4-4 below show the job positions of the respondents.

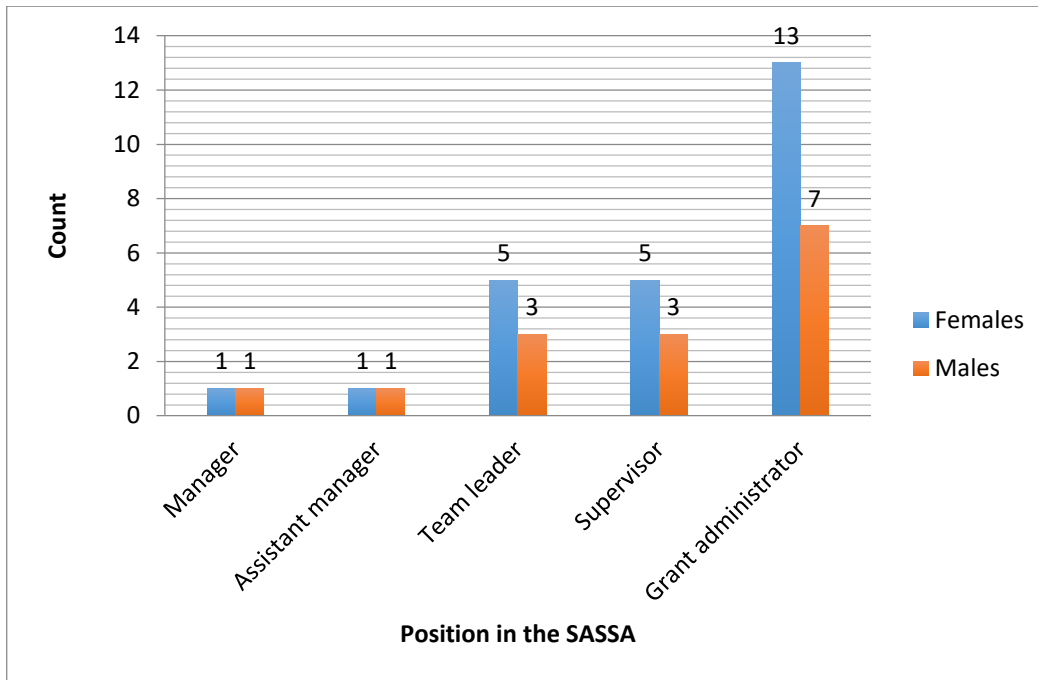


Figure 4-4: Classification according to positions

Source: researcher’s own work 2018

Figure 4-5 below shows the study participants in percentages of which Grants administrators comprised the highest percentage.

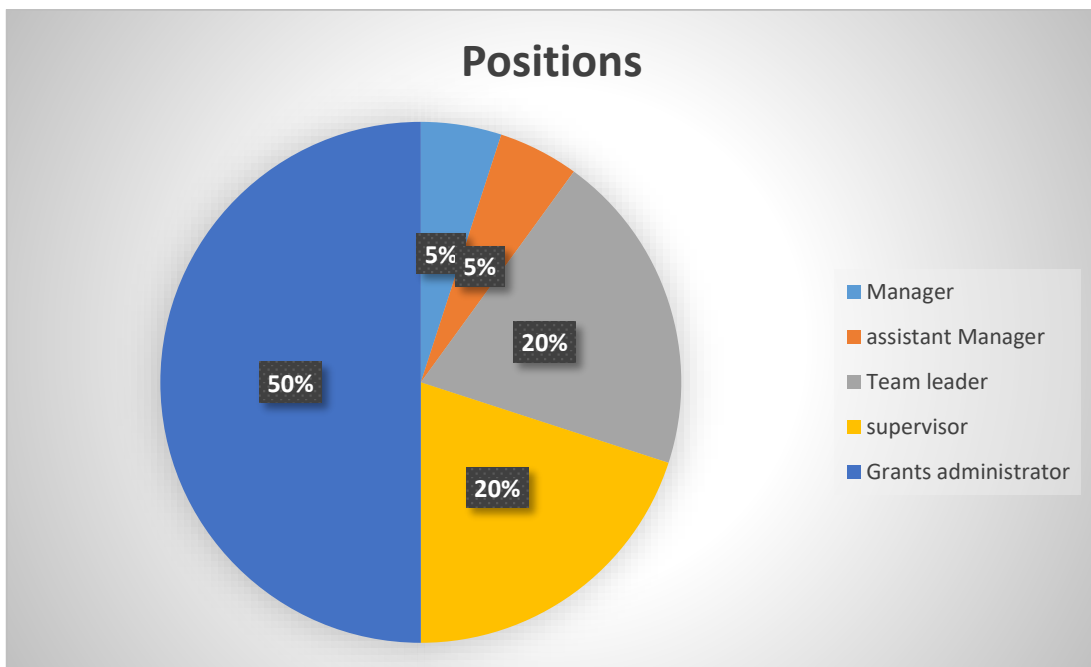


Figure 4-5: Classification according to positions

Source: researcher’s own work 2018

The percentage of respondents who had from one month to 5 years of experience was 14.6%. The percentage of respondents who had experience of 6 to 10 years amounted to 7.3%. Notably, this

was equal to those employees with the experience of 16 to 20 years which also amounted to 7.3%. Table 4-5 below depicts classification of respondents according to experience.

Table 4-5: Classification according to experience

EXPERIENCE (YEARS)	FEMALES (%)	MALES (%)	TOTAL
0-5	4(66.7)	2(33.3)	6
6-11	2(66.7)	1(33.3)	3
11-15	14(87.5)	2(12.5)	16
16-20	1(33.3)	2(66.7)	3
21 or more	5(38.5)	8(61.5)	13

Source: researcher's own work 2018

It is apparent in figure 4-5 below that a high percentage of the respondents (39%) had experience in SASSA ranging from 11 to 15 years. The total number of employees with highest experience which is 21 years and above amounted to 13 which translate to 31.7%.

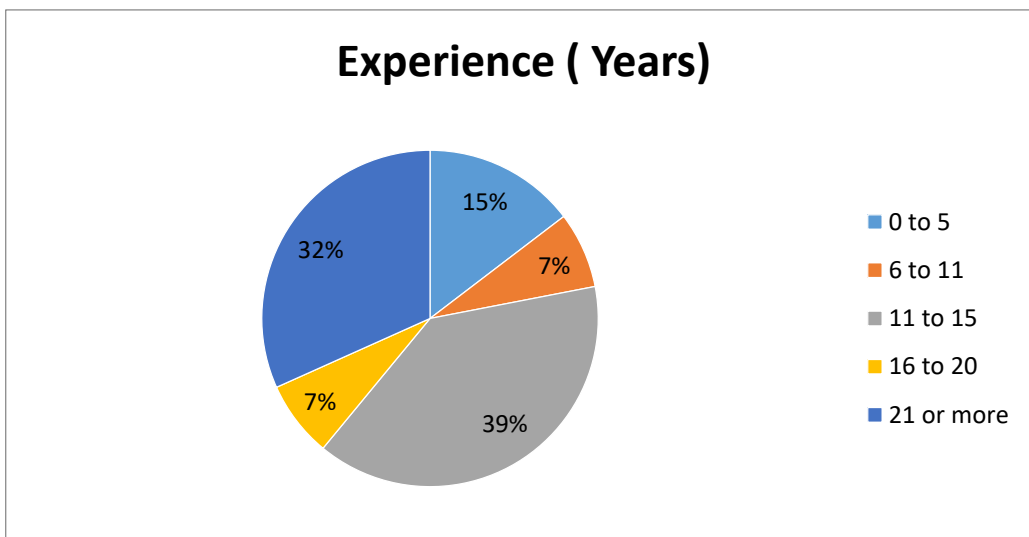


Figure 4-6: Classification according to experience

Source: researcher's own work 2018

4.3 Data presentation

This study is predominantly designed to examine the effects of implementation of the PMS in the SASSA Durban district. The main aim of this chapter is to present the established outcomes from the respondents in an attempt to address the research questions and objectives. The demographic characteristics of the participants are presented first in the form of tables and figures

4.3.1 Employee perceptions of the SASSA Durban district on PMDS

On PMDS being viewed a punitive tool to errant employees, the study revealed that 15 respondents = 37 percent disagreed that PM is viewed as a punitive tool towards errant employees, of that, 11 respondents =27 percent ‘Strongly disagreed’. This is shown in table 4-6 and on figure 4-7 below. A total of 12 respondents= 29 percent agreed that PM is viewed as a punitive tool towards errant employees. Among these, 4 respondents =10 percent strongly agreed.

Table 4-6: PMDS as a punitive tool to errant employees

Characteristic (n, %)	S. A	A	N	SD	D	Total
PMDS is punitive	0(0.0)	12(29)	14(34)	4(10)	11(27)	40

Source: researcher’s own work 2018

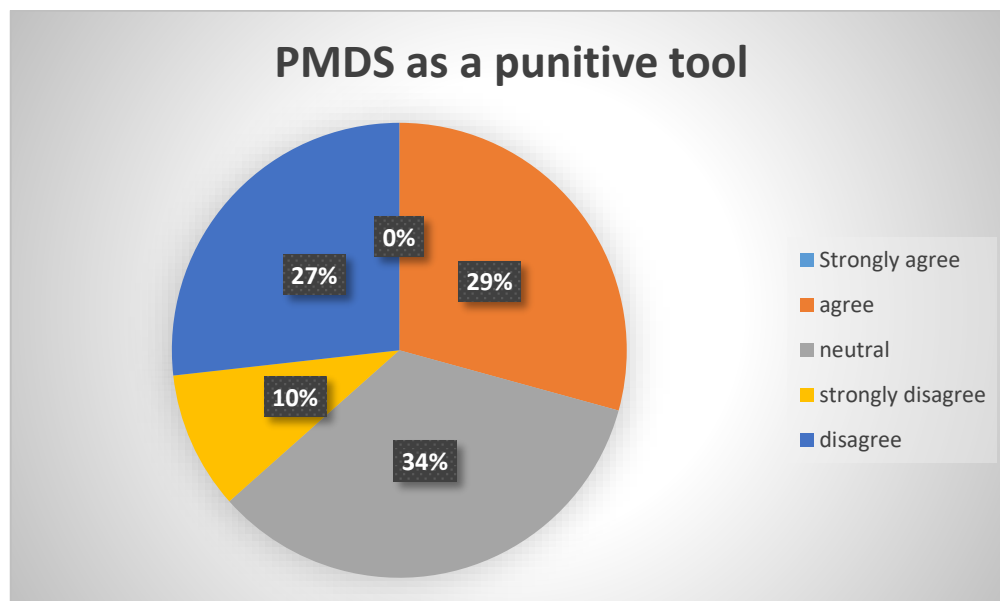


Figure 4-7: PMDS as a punitive tool to errant employees

Source: researcher’s own work 2018

Regarding procedures in place to deal with incompetence, the results revealed that 63.6 percent respondents agreed that procedures are in place to deal with incompetence. There were 36.4 percent respondents who disagreed that procedures are in place to deal with incompetence. This is shown in table 4-7 below.

Table 4-7: Procedures to deal with incompetence

Characteristic	Yes	No	Total
Procedures to deal with incompetence	29(63.6)	11(36.4)	41

Source: researcher's own work 2018

Turning to non-compliance, the results revealed that 85.4 percent agreed that procedures are in place to deal with non-compliance. Six respondents which equates to 14.6 percent disagreed that that procedures are in place to deal with non-compliance. This is illustrated in table 4-8 below

Table 4-8: Procedures to deal with non-compliance

Characteristic	Yes	No	Total
Procedures to deal with non-compliance	35(85.4.)	6(14.6)	41

Source: researcher's own work 2018

4.3.2 Examination of application of principles, theories and models of PMDS

The second objective was to examine the application of principles, theories and models of a PMDS. Regarding monitoring performance of employees, the study results revealed that 30 respondents = 75 percent agreed that there is close monitoring of employees. 10 respondents= to 25 percent disagreed that there is close monitoring of employees. This is shown in in table 4-9 below.

Table 4-9: Close monitoring of employees performance

Characteristic	Yes	No	Total
Employee performance monitored	30(75.0)	10(25.0)	40

Source: researcher's own work 2018

Turning to openness and transparency of moderation process, the study results that 24 respondents = 54.5 percent agreed that moderation process is transparent. A total of 17 respondents = 41 percent disagreed that moderation process is transparent. This is illustrated in table 4.10 below. The results under this objective have shown that principles, theories and models of PMDS are applied in SASSA Durban district.

Table 4-10: Openness and transparency of moderation process

Characteristic	Yes	No	Total
Moderation process transparent	24(54.5)	17(41.5)	41

Source: researcher's own work 2018

Turning to satisfactorily awarding employees who improve organisational performance, the results of the study revealed that 15 respondents =36.6 percent agreed. 12 respondents =29.3 percent disagreed. This is shown in table 4-11 below.

Table 4-11: Satisfactorily awarding of employees who improve organisational performance

Characteristic (n, %)	S. A	A	N	SD	D	Total
Employees who change the way things are done to improve organisational performance are satisfactorily awarded	1(2.5)	14(34.1)	14(34.1)	4(9.8)	8(19.5)	41

Source: researcher's own work 2018

a. Factors which enhance PMDS

The second objective looked into factors that enhance or hinder the PMDS given the application of principals, theories, and models of the PMDS. This section shows factors which enhance implementation of PMDS whereas the latter part aimed to check factors that hinder implementation of PMDS. There are certain procedures, mechanisms and practices in place to enhance implementation of the PMDS. For example, certain procedures deal with performance reviews, incompetence and non-compliance. As to performance reviews, the results revealed that 34 respondents= 83 percent agreed that employees do have planned reviews that should occur twice a year. A total of 7 respondents = 17.1 percent disagreed that employees do have planned half yearly reviews. This is shown in table 4-12 below.

Table 4-12: Planned half yearly reviews

Characteristic	Yes	No	Total
Do employees have planned half yearly reviews?	34(82.9)	7(17.1)	41

Source: researcher's own work 2018

The study further reveals that 10 respondents =27 percent indicated that performance reviews are done on quarterly basis. 25 respondents =67.6 percent said performance reviews are done half yearly. One respondent indicated that it is only done annually. Lastly, 1 respondent indicated that performance reviews are not done at all. Table 4.13 below shows the tabulated responses which give an indication of positive factors towards the implementation of PMDS.

Table 4-13 below depicts the frequency of performance reviews.

Table 4-13: Scheduled performance review

Characteristic		Total
Scheduled performance review		
Quarterly	10(27.0)	10
Half yearly	25(67.6)	25
Annually	1(2.7)	1
Never at all	1(2.7)	1

Source: researcher's own work 2018

Regarding procedures in place to deal with incompetence, the results revealed that 29 respondents = 63 percent agreed that procedures are in place to deal with incompetence. There were 11 respondents =36.4 percent disagreed that procedure is in place to deal with incompetence. This is shown in table 4-14 below.

Table 4-14: Procedures to deal with incompetence

Characteristic	Yes	No	Total
Procedures to deal with incompetence	29(63.6)	11(36.4)	41

Source: researcher’s own work 2018

As to mechanisms in place to deal with poor performance, the study revealed that there are mechanisms in place to deal with poor performance. Twenty-seven respondents =65.9 percent agreed. A total of 14 respondents =34.1 percent disagreed that there are mechanisms in place to deal with poor performance. Table 4-15 below demonstrates the outcome.

Table 4-15: Mechanism to deal with poor performance

Characteristic	Yes	No	Total
Mechanisms in place to deal with poor performance	27(65.9)	14(34.1)	41

Source: researcher’s own work 2018

As to moderation, the study revealed that 24 respondents = 54.5% agreed that moderation process is transparent. A total of 17 respondents = 41.5 percent disagreed that moderation process is transparent. Table 4-16 below reflects the results.

Table 4-16: Openness and transparency of moderation process

Characteristic	Yes	No	Total
Moderation process transparent	24(54.5)	17(41.5)	41

Source: researcher’s own work 2018

Regarding promotion of individual growth, the study results revealed that 15 respondents = 36.6 percent disagreed that PMDS promotes growth. Of that, 3 respondents = 7.3 percent ‘Strongly disagreed’ that PMDS promotes growth. A total of 19 respondents = 46.3 percent agreed that PMDS promotes growth. The results are depicted in table 4-17 below.

Table 4-17: PMDS and individual growth and development

Characteristic (n, %)	S. A	A	N	SD	D	Total
PMDS promotes growth	5(12.2)	14(34.1)	7(17.1)	3(7.3)	12(29.3)	41

Source: researcher’s own work 2018

b. Factors which hinder the implementation of PMDS

This section addresses the latter sub-part of the second objective which intended to check factors which hinder the implementation of PMDS in light of general principles, theories and models of PMDS. Regarding impartiality, the study revealed that 24 respondents = 54.5 percent disagreed that appraisal process impartial. A total of 17 respondents = 41.5 percent agreed that appraisal process impartial. Table 4-18 below reflects results.

Table 4-18: Impartiality of appraisal process

Characteristic	Yes	No	Total
Appraisal process impartial	17(41.5)	24(54.5)	41

Source: researcher's own work 2018

Turning to implementation of PMDS for compliance purposes, the study results revealed that 28 respondents =70.3 percent agreed that PM is done for compliance purposes. A total of 7 respondents=17.1 percent disagreed that PM is done for compliance purposes. This is shown in table 4-19 below.

Table 4-19: Performance and compliance

Characteristic (n, %)	S. A	A	N	SD	D	Total
PMDS done for compliance	4(9.8)	24(58.5)	6(14.6)	3(7.3)	4(9.8)	40

Source: researcher's own work 2018

Regarding promotion of career advancement, the results reflect that 18 respondents = 45 percent disagreed that PMDS promotes career advancement. Of that, 8 respondents = 19.5 percent 'Strongly disagreed' that PMDS promotes career advancement. Ten respondents = 30 percent agreed that PMDS promotes career advancement. Table 4-20 below reflects the results.

Table 4-20: PMDS and promotion of career advancement

Characteristic (n, %)	S. A	A	N	SD	D	Total
PMDS promotes career advancement	2(5.0)	10(25.0)	10(25.0)	8(20.0)	10(25.0)	40

Source: researcher's own work 2018

4.3.3 SASSA Durban employee training on PMDS implementation

Regarding active involvement of managers in training and development, the results shown that 27 respondents = 69 percent agreed that line managers are actively involved in training and development strategies. The study results further revealed that 7 respondents = 18 percent did not

agree that line managers are actively involved in training and development interventions. The results are shown in table 4-21 and figure 4-8 below.

Table 4-21: Active involvement of managers in training and development

Characteristic (n, %)	S. A	A	N	SD	D	Total
Line managers actively involved	2(5)	25(64)	5(13)	1(3)	6(15)	39

Note: SA=strongly agree, A=Agree, N=Neutral, SD=strongly disagree, D=Disagree

Source: researcher's own work 2018

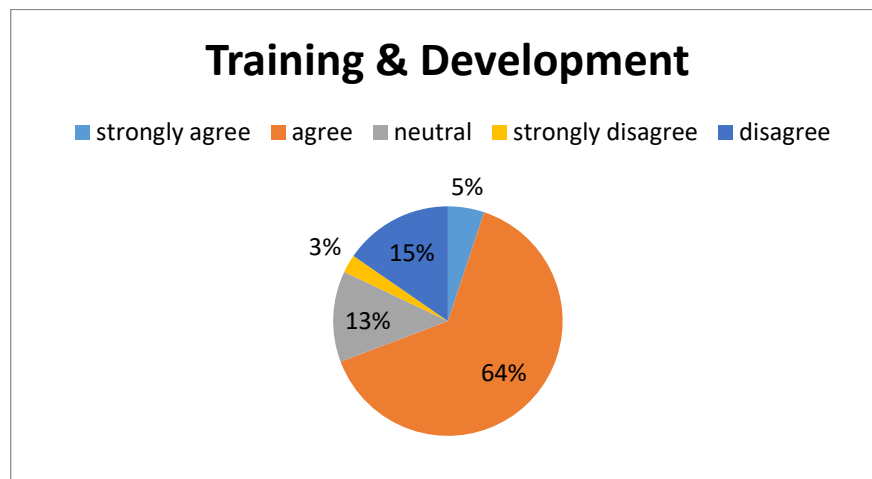


Figure 4-8: Involvement of line managers on training and development

Source: Researcher's own work 2018

4.3.4 Creation of a different SASSA PMDS

Regarding creativity and innovation on the reward system, the results revealed that 15 respondents = 37 percent agreed that the reward system encourages creativity and innovations. The study further revealed that 13 respondents = 32.5 percent disagreed that the reward system encourages creativity and innovations. Table 4-22 and figure 4-9 below reflect the results. The results show that there is no need to for creating a different PMDS within SASSA.

Table 4-22: The reward system in creativity and innovation

Characteristic (n, %)	S. A	A	N	SD	D	Total
Encourages creativity and innovation	2(5.0)	13(32)	12(30.0)	2(5.0)	11(27.5)	40

Source: researcher's own work 2018

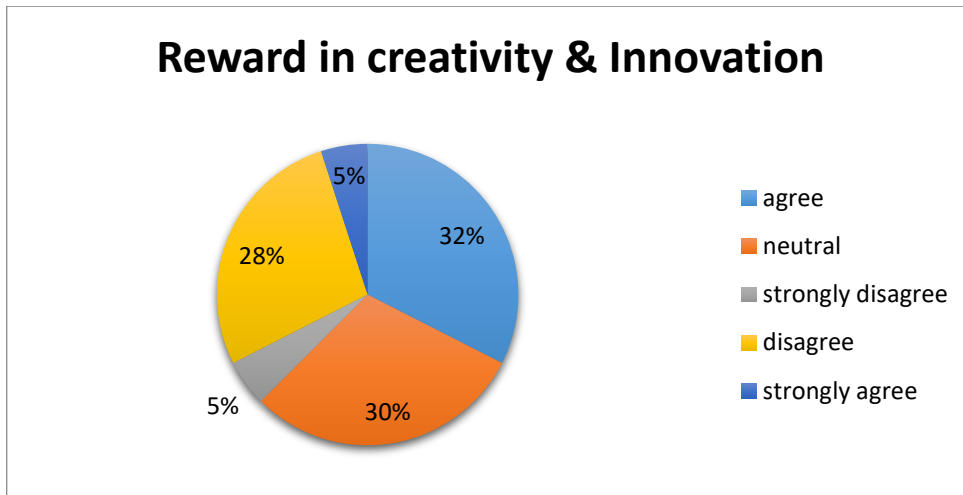


Figure 4-9: The reward system in creativity and innovation
Source researcher's own work 2018

4.4 Discussion of the findings

This section provides a discussion and analysis of the data presented. The depth of the discussion is drawn from the literature review presented in chapter two and the five broad research questions.

4.4.1 Employee perceptions of the SASSA Durban district on PMDS

The first question asked in this research ventured to determine the perceptions of Durban SASSA employees on PMDS. This question was further broken down into the following sub questions in order to make it easy to gather more insight from the participants. The results of the study revealed that PMDS is not viewed as a punitive tool towards errant employees as shown in table 4.23 below.

Table 4-23: PMDS as a punitive tool to errant employees

Characteristic (n, %)	S. A	A	N	SD	D	Total
PMDS is punitive	0(0.0)	12(29)	14(34)	4(10)	11(27)	40

Source: researcher's own work 2018

In contrast of the results of the study, Bill (2014:264) revealed that PM policies have the potential of being abused with the aim of getting a higher level of authoritarian control. However, Daly (2012:101) is in agreement with the study stating that if effectively implemented, PM policies can encourage goal congruence.

Procedures to deal with incompetent employee are in place. That is revealed by the results whereby respondents agreed that procedures are in place to deal with incompetence. Table 4-24 below illustrates the results.

Table 4-24: Procedures to deal with incompetence

Characteristic	Yes	No	Total
Procedures to deal with incompetence	29(63.6)	11(36.4)	41

Source: researcher's own work 2018

SASSA PMDS policy (2016:19) outlines the steps that must be followed to deal with incompetency. These include dedicating some time to deliberating work with the employees and advising them how it should be done proficiently. As part of course of action, this can go a long way towards motivating them to improve their efficiency and effectiveness in an organisation.

Bayle (2014:5) in divergence to the study, states that most managers conduct PM reviews for compliance purposes. Managers score employees as average during review. When the need arise to challenge incompetent employee, managers loose cases as the PMDS files indicates that the particular employee had been performing on average.

As already mentioned in chapter two, Reis and Geller (2010:84) asserts that organisations that PM is done for compliance purpose. The results as shown in table 4-25 below indicate that PM is done for compliance purposes.

Table 4-25: Performance and compliance

Characteristic (n, %)	S. A	A	N	SD	D	Total
PMDS done for compliance	4(9.8)	24(58.5)	6(14.6)	3(7.3)	4(9.8)	40

Source: researcher's own work 2018

According to Singh (2010:151) one of the reasons which lead to the failure of PMDS is because often compliance is enforced merely for the sake of compliance. Bhattacharyya (2011:76) states that managers are required to practice ethical PM in order to help employees to understand how their contributions mutually benefit them and the organisation.

Unacceptable performance and performance that is not fully effective fall within category of non-compliance. Incapacity process should only be implemented as the last resort in line with guidelines for the poor performance. Regarding the procedures to deal with non-complying officials, the study results revealed that procedures are in place to deal with non-compliance. Moseley III (2015:355) agrees with the study in that if there is evidence of training conducted to an employee, PM review should be a factor as grounds for disciplinary action.

SASSA PMDS policy (2016:13) mentions that performances of employees are expected to meet and conform to the set standards. PMDS policy (2016:13) also outlines the steps that must be followed to deal with non-compliance. All employees of SASSA must adhere and comply

with the provision of PMDS. Failure to comply would mean violation of conditions of employment.

4.4.2 Examination of application of principles, theories and models of PMDS.

The second question asked in this research intended to examine the application of principles, theories and models of PMDS. Regarding close monitoring of employees, the study results revealed that performance of employees is closely monitored. This is illustrated in table 4-26 below.

Table 4-26: Close monitoring of employees performance

Characteristic	Yes	No	Total
Employee performance monitored	30(75.0)	10(25.0)	40

Source: researcher’s own work 2018

Mosoge and Pilane (2014:2) are in agreement with the study results and highlights that employees are expected to deliver a public service and cannot be trusted to perform this onerous service without being managed.

Bainey (2016: 15) is also in support that PM should be closely monitored and mentions some of the responsibilities of a team leader as to lead and control the performance of team members.

Turning to satisfactorily awarding employees, the results revealed that employees are satisfactorily awarded for outstanding performance. Hartline and Bejou (2012:84) are in agreement with the results of the study, in that Hartline and Bejou (2012:84) writes that PM should not only be developmental but should also recognise and reward outstanding performance.

Creswell, (2012:51) mentions that studies are grounded in several theories. This is further supported by Collis and Hussey (2014: 109) who assert that research is largely grounded on theoretical expectations of what creates valid research and the methodology utilised for a given study.

a. Factors which enhance the implementation of PMDS

Factors which enhance the implementation of performance reviews, the results revealed employees do have planned reviews that occur twice a year. Table 4-27 below shows that scheduled performance reviews are done twice a year.

Table 4-27: Scheduled performance review

Characteristic		Total
Scheduled performance review		
Quarterly	10(27.0)	10
Half yearly	25(67.6)	25
Annually	1(2.7)	1
Never at all	1(2.7)	1

Source: researcher's own work 2018

This is supported by literature in chapter 2 where Barth and De Beer (2018:5) mention one of the factors that enhance the implantation of PMDS as the PDP which contains the records of actions agreed upon by the manager and employee to develop knowledge, skills and capabilities. Behn (2014:91) writes that implementation of PDP enhances the potential of individual to execute higher-level jobs. In supporting the study results, Kalashe (2016:22) highlights the attitude of willing to share the information by the managers as a very important factor that enhances the implementation of PMDS An effective management style also plays a crucial role in enhancing PMDS implementation (Kalashe, 2016:22).

b. Factors which hinder the implementation of PMDS

Regarding impartiality, the study sought to evaluate the effectiveness of moderating committee and questionability of PMDS partiality. The results revealed that respondents felt that appraisal process is not impartial. Table 4-28 below illustrates the results which show that appraisal process is not impartial.

Table 4-28: Impartiality of the appraisal process

Characteristic	Yes	No	Total
Appraisal process impartial	17(41.5)	24(54.5)	41

Source: researcher's own work 2018

Turning to implementation of PMDS for compliance purposes, the study results revealed that respondents felt that PM is done for compliance purposes, whereas regarding promotion of career advancement the results showed that PMDS does not promote career advancement. This is illustrated in table 4-29 below.

Table 4-29: PMDS and promotion of career advancement

Characteristic (n, %)	S. A	A	N	SD	D	Total
PMDS promotes career advancement	2(5.0)	10(25.0)	10(25.0)	8(20.0)	10(25.0)	40

Source: researcher's own work 2018

The literature revealed that PMDS cannot be wholly viewed as the panacea for improved productivity and performance in the public service (Robert, Cardy and Brian 2015:48). Chapter two further revealed that PMDS is fraught with several problems. Some of the reasons stated for the failure of PMDS is the lack of integration, design challenges, implementation failure, communication challenges and lack of monitoring and evaluation. (Robert, Cardy and Brian 2015:48). Evidence suggests that organisations in South Africa and elsewhere are not utilising the practices that are advocated by the theory of best practice. This is also asserted by Snell *et al* (2016:303) who state that unclear performance standards is one of the causes for performance evaluation failure. The literature also mentioned Halo effect as one of the factors which negatively affect the implementation of PMDS. Bhattacharyya (2011:76) defines halo effect as a rating error whereby an impressive rating is given on one performance area and the same rating is utilized to influence the overall performance for other areas in a positive manner. Bhattacharyya (2011:76) further mentions that if the employee who is being rated has successfully added value to the organisation through the development of higher skills, he or she may be rated satisfactory overall, even if no value was added in other areas that were agreed upon. Similarly, failure in one area may impact adversely on an overall rating.

Turning to effectiveness of moderating committee, results revealed that participants felt that moderating committees are ineffective. This is shown in table 4-30 below.

Table 4-30: Effectiveness of moderating committee

Characteristic	Yes	No	Total
Effectiveness of moderating committee	13(34)	25(66)	40

Source: researcher's own work 2018

One of the functions of PM moderating committee is to identify discrepancies in terms of the set standards. The committee should take the matter back to the supervisor to give reasons which led to arriving to such decision (SASSA Performance management procedure manual, 2016:5).

4.4.3 SASSA Durban employee training on PMDS implementation

One of the objectives of the study was to determine whether training is given to employees of the SASSA Durban district in PM and its implementation. Training facilitates the development of personnel in any organisation. The finding of the study was that participants felt that line managers are actively involved in training and development (Mahajan, 2016:92). Emphasis is made on chapter 5 of the WPHRM which lists five principles that should be applied in the execution of PM. One of the principles of PMDS is training and development which focuses on the performance assessment process to identify strengths and weaknesses of the employees and

the interventions which are needed to deal with them. This includes, among other things, the employee's future training and needs and other development interventions such as career counselling, coaching and mentoring.

4.4.4 Creation of a different SASSA PMDS

The final question that needed to be answered in this research was to check factors that are driving the need for creating a different PMDS within SASSA. The answer to the question is that there is no need to create a different PMDS within SASSA. The study results revealed that the reward system encourages innovation. According to Bansal *et al* (2009:242) one of the determinants of good PMS is organisational climate whereby officials are participative, have a freedom of expression and a large number of stimuli.

Armstrong (2016:97) argues that PM can motivate employees by functioning as a key component of a total reward system. Samson *et al.* 2018:513) state that PM helps companies to improve their performance and then contribute to the country's growth. Dubrin (2016: 366) mentions that managers are encouraged to support creative efforts by employees and the reward system of the organisations should support creativity including financial incentives and recognition.

In conclusion, the principle of rewarding good performance is deemed to be a critical aspect contributing to the recognition of employees. This is done with the view of encouraging them not only to keep up high achievement but to also set an example for other employees (Dubrin, 2016: 366)

4.5 Triangulation

This study employed the triangulation approach in the sense that data was collected using various sources of evidence within the quantitative method. These methods are depicted in the diagram below.

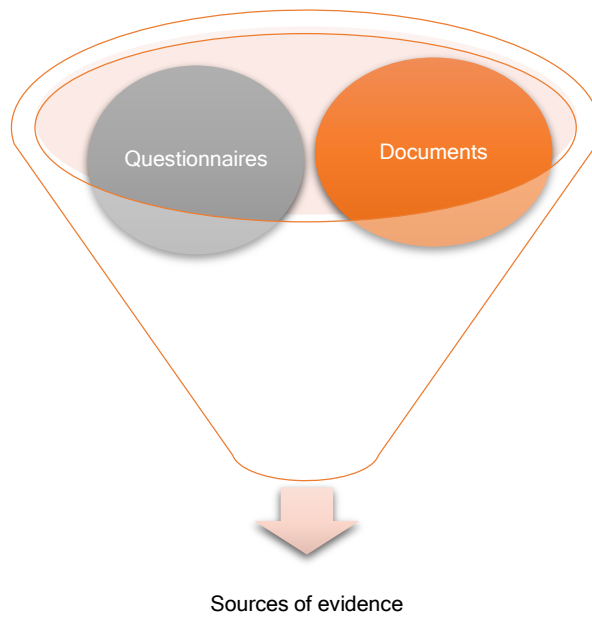


Table 4-31: Triangulation of the study

Source: Yin (2009: 287)

The researcher sourced policy documents and various journal articles. Primary data is data that was directly collected by the researcher using the self-administered questionnaire which was distributed to 92 employees of SASSA within Durban district.

Documentary evidence was also collected and reviewed as part of the secondary data collection strategy. This included literature review in Chapter 2. Yin, (2009:287) explains data triangulation as the use of multiple data sources to produce a more comprehensive view of the phenomenon being studied. The validity of the study is enhanced and biasness reduced when triangulation in data collection is used.

Table 4-3: Triangulation of the study

Research objective	Survey findings	Documents	Divergence or Convergence
To ascertain the perceptions of the employees on the PMDS in the SASSA Durban district.	Employees have good perception on PMDS. PMDS is not viewed as punitive to errant employees. Procedures to deal with incompetence are in place Procedures to deal with non-compliance are in place	Daly (2012:101) is in agreement with the study stating that if effectively implemented, PM policies can encourage goal congruence.	There is convergence in that perceptions of the employees on the PMDS in the SASSA Durban district are positive.
To examine the application of principles, theories and models of a performance management development system.	Principles, theories and models of PMDS are applied	Bainey (2016: 15) supports that PM should be closely monitored and mentions some of the responsibilities of a team leader as to lead and control the performance of team members.	There is convergence between survey and documents. Principles, theories and models of PMDS are applied.
To identify factors which enhance or hinder the implementation of PMDS.	There are both factors that enhance and hinder the implementation of PMDS	Barth and De Beer (2018:5) mentions one of the factors that enhance the implantation of PMDS	There is both convergence and divergence between survey and documents.
To determine training given to employees of the SASSA Durban district in PM and its implementation.	Training is given to employees of the SASSA Durban district in performance management and its implementation.	Line managers are actively involved in training and development (Mahajan, 2016:92).	There is convergence between survey and documents.
To identify factors that are driving the need for creating a different performance management system within SASSA.	There is no need for creating a different performance management system within SASSA.	Employees must maintain the high standard they have achieved, and also to encourage others to strive for the improvement of their own performances (Dubrin, 2016: 366)	There is convergence between survey and documents.

Source: Researcher's own work 2018

4.6 Hypothesis and the findings of the study

The hypothesis of this study was that PMDS is not effectively implemented. The alternative hypothesis was that PMDS is effectively implemented. The hypothesis is rejected and the alternative hypothesis accepted. The hypothesis was tested through self-administered questionnaires that were distributed to respondents. The findings established that PMDS is not fully being implemented. The employee perceptions on the implementation of PMDS as outlined on the first objective disprove the hypothesis in that results show good perceptions. Results on the application of PMDS theories, and models also disproved the hypothesis. They gave indication that principles, theories and models of PMDS are applied in SASSA. The results also show some hindrances in the implementation of PMDS. Regarding training of employees, the results gave indication that training is provided to employees. Lastly, regarding testing if there was need to develop a new PMDS policy, the results show that there is no need.

4.7 Chapter summary

The researcher reported on the analysis of data collected through the questionnaires as well as the documents reviewed that relate to performance management. The alignment of the research objectives and the research questions was also presented. The responses were used to show how the research objectives were achieved and also how the research questions were answered. The literature that relates to the study and its findings was also referred to throughout the chapter.

The following final chapter will present the conclusion and recommendations emanating from the study. These will be based on the interpretation of data obtained from the questionnaires.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The primary objective of this study was to examine the effects of implementation of the PMDS, using the SASSA Durban district as a reference point. This chapter draws conclusions from the findings presented and discussed in the preceding chapter. The chapter will also proffer recommendations on how to address challenges identified in the study. These recommendations are relevant to the government, SASSA, as well as to researchers with a focus on PMDS. In the last part of the chapter, possible trajectories for future research are being pointed out.

5.2 Recapitulation of research objectives and research questions

This study sought out to achieve the following research objectives and answer the following research questions as shown in Table 5.1.

Table 5-1: Research Objectives and Research Questions

Research Objectives and Research Questions	
Research Objectives	Research Questions
To ascertain SASSA employee perceptions of PMDS implementation at the Durban district office.	What are the employees' perceptions of the PMDS in the SASSA Durban district?
To examine the application of principles, theories and models of a PMDS in terms of factors that enhance or hinder PMDS implementation	How are the principles, theories and models of a performance development system being applied?
To determine training given to employees of the SASSA Durban district in performance management and its implementation	What form of training do employees of the Durban district of SASSA receive in using performance management and its implementation?
To identify any factors that drive the need for creating a different SASSA performance management system	What factors, if any, drive the need for creating a different SASSA performance management system?

Source: researcher's work 2018

5.3 Synopsis and contribution of chapters

Contributions of the chapters towards providing insight on understanding the phenomenon are as follows:

Chapter one contributed to the background of the study, the preliminary literature review which would serve as the reason why this study was necessary, the problem statement which would

outline the necessity of this study. Chapter one also highlighted the philosophical worldview underlying the research design, research objectives and research questions. The preliminary literature review of chapter one laid a foundation for the research questions and research objectives which would guide the study. It also provided information on the significance and rationale of the study. Furthermore, chapter one discussed the limitations of the study and at the same time providing contributions of the limitations in understanding challenges towards addressing the phenomenon. Chapter one further discussed the study site and the target population which would be relevant to answer research questions and objectives about the phenomenon being studied. The chapter concluded by articulating the limitations of the study and the summary of the chapter.

Chapter two contributed to the review of the literature on the phenomenon and discussed findings by previous scholars who have conducted researches on the same phenomenon. An attempt to make the reader understand what is included or excluded entailed in this study. It also discussed the conceptual framework from which the research questions and objectives were crafted. Chapter two further discussed the policy and legal framework guiding performance management. Chapter two also provided a review of relevant literature which provided information on PM challenges in SASSA, Durban district.

Chapter three contributed to the study by providing guidance and insight on how the research would be conducted to collect data which would be analysed in chapter four. The research questions and objectives would be answered after the analysis of data is conducted. The chapter outlined the research design and the research methods to be used. A quantitative approach was used. It further explained the data collection methods and the instruments at the same time explaining how data would be controlled. The process of analysing data was explained and ethical issues during the research were explained. Chapter three concluded by articulating the limitations of the study and the summary of the chapter.

Chapter four discussed data presentation and an analysis of collected data using instruments as explained in chapter three of the study. Geographical data was presented and thereafter responses presented by participants and respondents during the research process were analysed. Responses were presented in graphs and tables after being analysed using SPSS programme. Analysed data in chapter four was collected to generate answers to the research questions and objectives as they were identified in chapter one. Chapter four provided findings from analysed collected data. It also provided discussions on the findings and ended by triangulating findings on the survey to identify diversions and conversions on responses.

This chapter discusses findings, conclusions and recommendations for the PMDS at SASSA. As part of the empirical study; both the conclusion and recommendations were derived from the

literature. A deliberation on the results of the study with recommendations based on the findings will be done. Areas of future research will be provided, with recommendations arising from the study for future consideration for SASSA in particular.

5.4 Findings, Conclusions and Recommendations

. The findings, conclusions and recommendations are highlighted in the next paragraphs, 5.4.1 to 5.4.5 in an effort to address the research objectives and questions.

5.4.1 Employees' perceptions on PMDS

Findings: The first objective of the study was to determine the perceptions of the employees on the PMDS in the SASSA Durban district. The results revealed the following findings which helped to answer the first research question on the employees' perceptions of the PMDS in the SASSA Durban district:

PMDS is not viewed being viewed as a punitive tool to errant employees. This is highlighted in table 4-6 of chapter four. Performance can encourage goal congruence if effectively implemented. Procedures to deal with incompetent employees are in place. Regarding procedures to deal with non-complying officials, the results revealed that procedures are in place to deal with non-compliance.

The results also show that PM is done for compliance purposes.

Conclusions: Based on the above findings, it is then concluded that employees of SASSA Durban district believe that PM is done for compliance purposes. They also do not believe that PM is a punitive tool towards errant employees. Another revelation is that PMDS promotes individual growth and development. Lastly, it is concluded that PMDS promotes career advancement to SASSA employees of Durban district.

Recommendations: It is recommended that on-going training on benefits of PM should be provided to employees with the purpose of increasing understanding of PMDS among employees.

5.4.2 Applied principles, theories and models of PMDS

Findings: The second objective of the study was to examine the application of principles, theories and models of a PMDS. The findings established that principles, models and theories of PMDS are applied. Performance of employees is monitored. Also, employees who performed well are satisfactorily awarded.

Conclusion: Based on this finding, it can be concluded PMDS is correctly applied and that the current PMDS policy does encourage employees to excel in their performance when discharging their duties.

Recommendations: It is recommended that employees should on an on-going basis be work shopped on PMDS in order to maintain consistent application of its principles.

Factors that enhance or hinder implementation of the PMDS shed light on the extent to which PMDS principles, theories and models are applied at SASSA.

a. Factors that enhance the implementation of PMDS

Findings: The finding of the research study revealed that the following are factors that enhance implementation of PMDS:

Planned half yearly reviews are done twice a year to assist employees to obtain information about their progress towards achieving goals. This is highlighted in table 4-12 of chapter 4. Another finding is that procedures are in place to deal with incompetence and non-compliance. The presence of these procedures assists employees to know where they failed to comply with the procedures so that they will not repeat the same mistakes or errors in future.

Another finding is that PMDS does promote growth and career advancement, table 4-10 in chapter 4 highlights that finding. Therefore, PMDS can help employees to acquire and develop new skills which ultimately results in growth promotion. This is a positive finding which confirms opportunities for upward mobility of employees. Career advancement is a desire for most employees across organisations.

Appraisal process is not impartial. In addition to being fair, appraisal process should be impartial and unbiased.

Another finding is that moderation process is transparent. This is supported by the results on table 4-15 of chapter 4. Transparency helps to allay fears of favouritism by the supervisors and managers and all other possible negative perceptions by employees.

Another finding on factors that enhance PMDS is that mechanism to deal with poor performance is in place. This is highlighted in table 4-14 of chapter 4.

The last finding revealed that moderation committee is not effective. This is shown in table 4-20 in chapter 4. Moderation committee is required to play a pivotal role in terms of overseeing the fairness and compliance to procedures by the supervisors during performance assessment sessions.

Conclusions: Based on this finding, it is then concluded that PMDS is applied in a manner that enhance performance of the employees. However, it is also concluded that the moderating committee does not play an effective role.

Recommendations: Moderation committee should be strengthened in order to allow it to optimally and effectively play its role.

b. Factors that hinder the implementation of PMDS

Findings: the study results on the factors that hinder the implementation of PMDS established that Appraisal process is not impartial. This is shown in table 4-17 of chapter 4. Another finding was that PMDS is done for compliance purposes and PMDS does not promote career advancement. This is highlighted in tables 4-9 and 4-19 of chapter 4 respectively.

Conclusions: A conclusion can be drawn that there are still some barriers in the implementation of PMDS.

Recommendations: Judging from the above conclusion, it is then recommended that continuous training should be provided to SASSA employees, especially supervisors and managers who are responsible for PM of their subordinates.

5.4.3 SASSA Durban employee training on PMDS implementation

Findings: By and large the results indicated that that line managers are actively involved in training and development of employees. This finding is supported by the results as shown in table 4-20 of chapter 4.

Conclusions: Performance management sets expectations for employee performance and motivates employees to work hard in ways that are expected by the organisation. It can therefore, be concluded that for proper implementation of PMDS, all actors should undergo necessary training. On the basis of this finding, a conclusion is drawn that there is significant agreement that line managers are actively involved in training and development interventions.

Recommendations: Judging from the above conclusion, it is then recommended that continuous training should be provided to SASSA employees in order to continuously provide awareness on PMDS at SASSA.

5.4.4 Factors driving the need for creating a different PMDS

Findings: The finding established that there is no need for the creation of a different PMDS, but there are gaps in the existing system.

Conclusions: On the basis of this finding, a conclusion is drawn that some amendments on PMDS are necessary in order to address the areas where there are still gaps. One of areas for improvement is the strengthening of the moderation committee so that it can effectively play the role it was established for.

Recommendations: It is thus recommended that SASSA PMDS policy should be reviewed in order to address the identified gaps in the research study results.

5.5 Overarching Conclusions and Recommendations

As part of the empirical study; conclusions and recommendations were derived from the findings. One of the overarching conclusions is that the moderation committee is not playing its pivotal role which includes overseeing the fairness and compliance to procedures by the supervisors during performance assessment sessions. Thus, it is deemed as not effective. It is recommended that moderation committee should be strengthened in order to enable it to play its role optimally and effectively. One of the findings was that appraisal process is not impartial. An overarching conclusion drawn is that there are still some barriers in the implementation of PMDS. The study recommends that continuous training should be provided to SASSA employees in order to increase awareness on PM at SASSA and to close the glaring gap of uncertainty to some of SASSA officials. Such training must also cover the benefits of performance management. Also, SASSA PMDS policy should be reviewed in order to cater and accommodate for the gaps highlighted on the above recommendations in section 5.4.

5.6 Areas for future research

The limitations acknowledged do not compromise the results of the research. SASSA will gain from the results of the study by employing its recommendations. The following are recommendations for future research:

Although the research method adopted in this study was suitable for the objectives of the study, it is recommended that future studies use a mixed methods approach. This will facilitate the generation of both qualitative and quantitative understandings of the research area.

The same research may be reproduced in the whole of SASSA-KZN

5.7 Chapter summary

Chapter 5 of the study brought the conclusion of the study. As part of concluding the study, a recapitulation of research objectives and research questions were presented. A synopsis of the chapters were given as well as their respective contribution to achieving research objectives,

answering research questions. This chapter went on to deliver findings, conclusions and recommendations related to each research objective. This was followed by a few overarching recommendations and ideas for areas of future research.

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APPENDICES

Appendix 1: Consent Letter



School of Management, IT and Governance

College of Law and Management Studies

School of Management, Information Technology and Governance

Master's in Public Administration

Researcher: Dumisani Mkhize (072 2262 286)

Supervisors: Prof F.A.Ruffin (076 811 9595)

Research Office: Ms M. Snyman (031 260 8350)

Dear Respondent

I, Dumisani Mkhize am a Public Administration master's student in the School of Management, Information Technology and Governance, Discipline of Public Governance, at the University of KwaZulu-Natal. You are invited to participate in a research project entitled:

“The effects of a performance management system: a case study of the South African Social Security Agency, Durban district, KwaZulu-Natal.”

The aim of the study is to examine the effects of implementation of a performance management system in the SASSA Durban district. As such the study seeks:

- (a) To ascertain the perceptions of the employees on the PMDS in the SASSA Durban district;
- (b) To examine the application of principles, theories and models of a PMDS;
- (c) To identify factors which enhance or hinder the implementation of PMDS;
- (d) To determine training given to employees of the SASSA Durban district in performance management and its implementation;
- (e) To identify factors that are driving the need for creating a different performance management system within SASSA;

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 research project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the School of Management, Information Technology and Governance, Discipline of Public Governance at UKZN. Your identity will not be revealed or your name used in connection with this study.

If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above. It should take you approximately 15 minutes to complete the questionnaire.

Thank you in advance and in anticipation of your kind cooperation in agreeing to participate in my study.

Sincerely

Investigator's
Date: _____

signature: _____

This page is to be retained by participant

Appendix 2: Questionnaire

QUESTIONNAIRE

SECTION 1:

(Briefly provide the following information which will assist the researcher to understand your background and position in SASSA).

1. Racial group *(Tick in the appropriate box)*

<input type="checkbox"/>	African
<input type="checkbox"/>	Coloured
<input type="checkbox"/>	Indian
<input type="checkbox"/>	White
<input type="checkbox"/>	Other

- 1.2 Gender *(Tick in the appropriate box)*

<input type="checkbox"/>	Female
<input type="checkbox"/>	Male

- 1.3 What is your age?*(Tick in the appropriate box)*

<input type="checkbox"/>	18 to 25 years
<input type="checkbox"/>	26 to 35 years
<input type="checkbox"/>	36 to 45 years
<input type="checkbox"/>	46 to 55 years
<input type="checkbox"/>	56 and above

- 1.4 What is your level of employment within SASSA?*(Tick in the appropriate box)*

<input type="checkbox"/>	Manager
<input type="checkbox"/>	Assistant Manager
<input type="checkbox"/>	Team Leader
<input type="checkbox"/>	Supervisor
<input type="checkbox"/>	Grant administrator

- 1.4 How long have you worked for SASSA?*(Tick in the appropriate box)*

<input type="checkbox"/>	1 month to 5 years
<input type="checkbox"/>	6 to 10 years
<input type="checkbox"/>	11 to 15 years
<input type="checkbox"/>	16 to 20 years
<input type="checkbox"/>	21 years and above

SECTION 2:

PERFORMANCE AND LEARNING SUPPORT TO STRATEGIC OBJECTIVES OF SASSA

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
2.1 Line managers are actively involved in training and development interventions.	1	2	3	4	
2.2 The reward system encourages creativity and innovations.	1	2	3	4	
2.3 Employees who change the way things are done to improve organisational performance are satisfactorily rewarded.	1	2	3	4	

SECTION 3:

EMPLOYEE PERCEPTIONS PERTAINING TO PMDS AND APPLICABLE WORK STANDARDS

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
3.1 Performance management is done for compliance purposes.	1	2	3	4	
3.2 PMDS is viewed as a punitive tool towards errant employees.	1	2	3	4	
3.3 PMDS promotes Individual growth and development	1	2	3	4	
3.4 PMDS promotes career advancement.	1	2	3	4	

SECTION 4:

MONITORING PERFORMANCE ON AN ONGOING BASIS THROUGHOUT THE REPORTING CYCLE

	YES	NO
4.1 Do employees have planned half yearly reviews?	1	2
4.2 Are there procedures in place to deal with incompetence?	1	2
4.3 Are there procedures in place to deal with non -compliance?	1	2
4.4 Is there close monitoring of co-workers' performance?	1	2
4.5 Is the appraisal process impartial?	1	2
4.6 Is the performance of employees closely monitored?	1	2
4.7 Evaluation reports are provided to co-workers by supervisors.	1	2
4.8 The moderation process is open and transparent.	1	2
4.9 There are mechanisms in place to deal with poor performance.	1	2
4.10 Does the moderating committee play an effective role?	1	2

4.11 Indicate by way of tick/s when your performance reviews conducted.	
Quarterly	01
Half yearly	02
Annually	03
Not at all	04
Other (Specify)	05

Thank you for completing this questionnaire!

Appendix 3: Linkages between questions, responses and findings

Linkages between questions , responses and findings		
Questions	Data	Finding
1. Are line managers actively involved in training and development interventions?	69% agreed 15% disagreed	Line managers actively involved in training and development interventions.
2. Does the reward system encourage creativity and innovations?	36.6% agreed 27.5% disagreed	The reward system encourages creativity and innovations.
3. Are the employees who change the way things are done to improve organisational performance satisfactorily rewarded?	34.1% agreed 29.3% disagreed	Employees who change the way things are done to improve organisational performance satisfactorily rewarded.
4. Is performance management done for compliance purposes?	58.5% agreed 17% disagreed	Performance management done for compliance purposes.
5. Is PMDS viewed as punitive tool towards errant employees?	37% disagreed 29.3% agreed	PMDS is not viewed as punitive tool towards errant employees.
6. Does PMDS promote individual growth and development?	36.6% disagreed 29% agreed	PMDS promotes individual growth and development.
7. Does PMDS promote career advancement?	45% disagreed 25% agreed	PMDS promote career advancement.
8. Do employees have planned half yearly reviews?	82.9% agreed 17.1% disagreed	Employees do have planned half yearly reviews.
9. Are there procedures in place to deal with incompetence?	63.4% agreed 36% disagreed	There procedures in place to deal with incompetence
10. Are there procedures in place to deal with non-compliance?	85.4% agreed 46% disagreed	There are procedures in place to deal with non-compliance.
11. Is there close monitoring of co-workers' performance?	72.5% agreed 27.5% disagreed	There is close monitoring of co-workers' performance.
8. Is the appraisal process impartial?	54.5% disagreed 41% agreed	Appraisal process is impartial.
12. Is the performance of employees closely monitored?	75% agreed 25% disagreed	Performance of employees closely monitored.
13. Are the evaluation reports provided to co-workers by supervisors?	58.5% agreed 41.5% disagreed	Evaluation reports are provided to co-workers by supervisors.
14. Is the moderation process open and transparent?	54.5% agreed 41.5% disagreed	Moderation process is open and transparent.
15. Are there mechanisms in place to deal with poor performance?	65.9% agreed 34.1% disagreed	Mechanisms to deal with poor performance are in place.
16. Does the moderating committee play effective role?	65.8% disagreed 27% disagreed	Moderating Committee does play effective role.
17. When are the performance review conducted?	67.6% said performance reviews are done half yearly and 27% said performance reviews are done on quarterly basis	Performance reviews are conducted on half yearly basis.

Appendix 4: Ethical Clearance



10 August 2016

Mr Dumisani Alexander Mkhize (210552689)
School of Management, IT & Governance
Westville Campus

Dear Mr Mkhize,

Protocol reference number: HSS/0400/016M

Project title: The effects of a Performance Management System: A case study of the South African Social Security Agency, Durban district, KwaZulu-Natal

Full Approval – Expedited Application

In response to your application received on 18 April 2016, the Humanities & Social Sciences Research Ethics Committee has considered the above-mentioned application and the protocol have been granted **FULL APPROVAL**.

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 Shenika Singh (Chair)

/ms

Cc Supervisor: Dr FA Ruffin and Prof Derek Taylor
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

Dr Shenika Singh (Chair)

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Four (4) Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville