



College of Law and Management Studies

**Effectiveness of Performance Management System at the
Development Engineering Department of eThekweni
Municipality**

By

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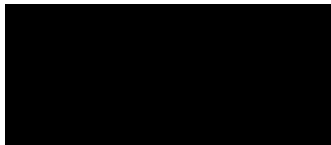
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Abstract

Service delivery protests in the eThekweni Municipality has placed the organisation under much pressure to find solutions to improving service delivery. The Development Engineering Department of the eThekweni Municipality was developed as a strategic department of the eThekweni Municipality mandated to drive the processes of designing and implementing capital infrastructure projects that deliver services to communities and thus speed up service delivery. As the South African economy is highly labour intensive, it is employees that are the principal agents for delivering services. This makes it very important that employers create a work environment conducive to them reaching their full performance potential. It is thus vital that performance management systems are relevant and meet the task of aligning employee performance to organisational goals.

This study, therefore, assessed the effectiveness of the performance management system at the Department of Development Engineering as perceived by its employees. Specifically, the study investigated aspects of the performance management system that pertained to (i) employee understanding, perceptions and attitudes towards the system, (ii) the strengths and weakness of the implemented system, (iii) the impact of the system on employee productivity, and (iv) the challenges opposing the successful implementation of the performance appraisal system at the Department of Development Engineering.

The quantitative research methodology was employed. A total of 57 members of a staff compliment of 65 participated in the study (88% participation rate).

The study findings revealed that overall, participants had a good understanding of the purpose of performance management. They also had a positive attitude towards the underlying principles of the performance management system at the Development Engineering Department. Furthermore, they believed that the performance management system contributed towards their productivity. However, they had very negative perceptions about the implementation of the performance management system at the Department of Development Engineering considering it weak and containing many pitfalls that prevented its successful implementation.

An important implication of the study was that although employees understood and appreciated the principles of the performance management system at the Department, they considered the application of these principles as falling short of the mark. This suggests that

the performance management system as it currently stands is inadequate to perform the task for which it was intended.

This study recommends that Top and Senior management should make it a priority to develop strategies that will improve the PMS. As part of the strategy development process, they should be transparent. This will ensure employee buy-in, especially with the implementation of the restructured PMS. In addition, it is also recommended that managers invest more time engaging with their subordinates when constructing performance agreements to instill understanding of the content of the agreement(s). This will establish a shared understanding of what employees need to do, how to do it and how it is to be measured.

KEY WORDS: Performance Management System (PMS), Performance Appraisal (PA), Motivation, Effectiveness, Employee Engagement.

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CHAPTER ONE

Introduction

1.1 Introduction

Employees constitute one of the most valuable human capital investments of many organisations. The South African economy is very labour intensive, thus making it very imperative that employers create an environment that makes them feel valued and allows them to reach their productivity potential. According to Nigam and Mishra (2015), performance management systems play a critical role in setting performance standards, evaluating employee performance, developing employee skills levels, and rewarding outstanding performance. It is thus vital that performance management systems are relevant and seamlessly meet the task of aligning employee performance to organisational goals (Ayers, 2015). This study investigated the performance management system (PMS) at the eThekweni Municipality's Development Engineering Department (DED). The aspects of the PMS that were investigated were (i) employee understanding, perceptions and attitudes towards the PMS, (ii) the strengths and weakness of the implemented PMS, (iii) the impact of the PMS on employee productivity, and (iv) the challenges opposing the successful implementation of the performance appraisal system at the Department of Development Engineering. The purpose of this research is to provide decision makers at the Development Engineering Department insight into areas of the PMS that can be improved so that the system operates efficiently.

1.2 Motivation for the Study

In light of the increasing service delivery protests experienced within eThekweni Municipality, the need to increase performance of the municipality and its departments to meet the demands of the communities has been brought to the fore. This study, therefore, explores the effectiveness of the PMS implemented with the municipality. It ultimately aims to understand and define the relationship(s) between performance management and improved service delivery. It aims to achieve this by assessing employee perceptions on different aspects of the PMS as these are the people who deliver on services to the public. A deeper understanding of the perceived effectiveness of the PMS is of great importance

because it will outline areas for improvement such that the system operates efficiently. Furthermore, insights gained from this study will inform successful implementation of the PMS, subsequently enabling managers to maintain consistency amongst all departments within the Municipality.

1.3 Focus of the Study

This study focused on the employees within the DED of the eThekweni Municipality. It is their perceptions of the PMS at the Department which identify shortcomings of the PMS that can be improved upon. The study thus evaluated employee attitudes towards the PMS, its strengths and weaknesses, its impact on employee productivity, and the challenges inhibiting its successful implementation.

1.4 Study Aim

The aim of the study is to assess the effectiveness of the PMS at the eThekweni Municipality's DED.

1.5 Problem Statement

The National Government of South Africa introduced the PMS into all spheres of national and local governments as a catalytic agent in stimulating human resources output and improving the operational efficiencies within these institutions (de Waal, 2010). The implementation of the PMS policy has of some shortcomings including the lack of acceptability, standardization and fairness within the Development Engineering Department (DED) of the eThekweni Municipality (Municipality, 2008). For this reason most people view the PMS as not effective in serving the purpose it was designed for, which includes improving workforce productivity and performance levels through assessments and ultimately improving service delivery. The DED was outperformed by other departments within the eThekweni Municipality, which was noted in the 2014/2015 Integrated Development Plan (IDP) review. There has also been an outcry and concerns from employees that the performance appraisal (PA) process was subjective. It is due to the above concerns that the researcher decided to establish why the performance of the DED has been outperformed by other departments within eThekweni Municipality. To successfully address these concerns, the need for an investigation into the effectiveness of the PMS implemented at the Department of Development Engineering, came about. This study therefore, sought to probe into this topic by asking, "Does the PMS at the Department of Development

Engineering contribute towards motivating and improving the productivity of employees and improve the overall performance of the DED?”

1.6 Study Objectives

The following objectives were developed to answer the research question posed above:

- i. To explore and identify staff understanding, perceptions and attitudes towards the DED’s PMS.
- ii. To identify the strengths and weaknesses of the implemented PMS.
- iii. To determine the extent to which the PMS contributes to the improvement of employee productivity.
- iv. To identify resistance challenges and bottlenecks affecting the implementation of performance appraisal system of the DED.

1.7 Research Questions

In the addressing the study’s objectives, the study answered the following questions:

- i. What are employees’ understanding, perceptions and attitudes towards the DED’s PMS?
- ii. What are the strengths and weaknesses of the implemented PMS?
- iii. To what extent does the PMS contribute towards the improvement of employee productivity?
- iv. What are the resistance challenges and bottlenecks affecting the implementation of performance appraisal system of the DED?

1.8 Limitations of the Study

The main limitation of the study was the shortfall of obtaining 100% participation rate of all employees at the DED. This was due to the deployment of technical staff offsite during the period over which the study was conducted. Participation was, however, obtained from 90% of the Department’s labour force.

Another limitation was the red tape that the researcher received from the necessary officials to proceed with this research within the Department. This, however, was based on misconceptions about the purpose of the research. Nonetheless, this caused a slight delay in conducting the research. However, after the purpose of the study was made clear, approval was given to the researcher to commence with the investigation.

1.9 Study Layout

The research project is presented using a five-chapter approach (including this chapter). These chapters are:

1.9.1 Chapter 1: Introduction

This chapter presents a general introduction to the study. It gives a brief explanation of the purpose of the study.

1.9.2 Chapter 2: Literature Review

This chapter lays the theoretical basis for the study by reviewing works done by other researchers and entities. The main purpose of the chapter was to contextualise the research project.

1.9.3 Chapter 3: Research Methodology

This chapter presents a blueprint of the methods that were used to conduct the study. It also outlines the logic behind selecting the research approach used to conduct the study.

1.9.4 Chapter 4: Results and Discussion

This chapter presents and analyses study data. Discussions into the findings of the study are also presented here.

1.9.5 Chapter 5: Recommendations and Conclusions

This chapter summarises the main findings of the study and makes recommendations based on these findings. It also makes suggestions for future research studies, and in so doing, brings the study to its conclusion.

1.10 Chapter Summary

This chapter summarized the details of the study. It gave background on the motivation for the study and its intended purpose aimed at solving the research problem. The next chapter reviews the literature to give a platform against which to contextualise this study.

CHAPTER TWO

Literature Review

2.1 Introduction

This chapter presents a review of the literature pertaining to the topic of performance management. It starts by defining performance management (PM). It then continues with a discussion on the PM process, the PMS of the DED, the theories underpinning PM and effectiveness factors of the PMS. The strengths and weaknesses of the PMS are also highlighted. Finally, the literature looks at the performance appraisal (PA) and challenges affecting the implementation of the PA process.

2.2 Background of Performance Management System Framework at eThekweni Municipality

The public service organizations around the world are still experiencing challenges when it comes to effective management of their performance to yield results and, the delivery of services to customers (Visser, 2018). According to Goh (2012), there seems to be challenges, barriers emanate from ineffective implementation of performance management systems in the public environment, resulting to the reduction in productivity and performance levels within these institutions. According to Mone, Eisinger, Guggenheim, Price and Stine (2011) there has been global perceptions predicting that the management of public organizations is insufficient, thus there are increasing demands for them to come up with effective ways in delivering public services to their customers.

These performance challenges have led to the South African public service organizations to undergo profound transformation of its internal management practices and functions in the name of performance, with a broader purpose of delivering services to customers through high performance (Saratun and Rungruang, 2013). Consequently, the role of performance management in supporting high performance has been recognized by public service organizations around the world, as a tool that can be used to encourage better performance in public sector organizations through the setting of goals, targets and performance indicators (Hvidman and Andersen, 2013).

The National Government of South Africa have found it crucial to provide and institutionalize legislation obligating local government to implement performance management systems, for improving the productivity and performance of municipalities and, for accelerating the delivery of infrastructure services to communities. However, these interventions have not yielded much desired outcomes. Moreover, most municipalities in South Africa have not performed optimally in relation to public expectations. Consequently, there has been outcry from communities associated with service delivery protests and increasing demands for an effective method that would enable public organizations to achieve sustainable productivity and performances to meet the community's needs (Waal, 2010).

The performance of municipalities around the provinces of South Africa have been a challenge. The eThekweni Municipality, as the largest municipality in the KwaZulu-Natal province is not immune from these performance challenges, since it has a constitutional obligation to provide an efficient delivery of services to the communities that it serves (Municipality, 2008).

In 2008, the eThekweni Municipality came up with Performance Management System Framework (Municipality, 2008). The fundamental purpose of introducing the performance management was to manage, develop and improve the productivity of employees to enhance efficiency and organizational effectiveness (Asamany and Shaorong, 2018). Furthermore, it was aimed at focusing the organization towards achieving its strategic objectives by linking individual employees' objectives to organizational objectives (Vajda, 2019). The performance management system framework of municipality was subsequently adopted by the Development Engineering Department in 2009.

The PMS in the DED is used as tool to improve service delivery. Moreover, it is carried for compliance purposes with eThekweni Municipality's systems directives governing the operations of the department, and as dictated by relevant national government directives, so that the its intention to the department is there and its impact can be measured (Mbili and Zondi, 2017). The purpose of adopting the performance management system within the DED was aimed at developing the human resources output, monitor, measure and evaluate individual's performance and promote the management of employees by objectives, so that the organization could better leverage their human capital and obtain required results.

2.3 Performance Management defined

Performance management is defined differently around the world due to its intended purpose. The concept of PM is understood differently by various authors. Performance management within the context of public service organisation is defined as a systematic business process by which the organisation develops the performance of individuals and teams for improving the organisation's overall performance and effectiveness (Jindal and Navneet, 2015, Nigam and Mishra, 2015). Armstrong and Taylor (2014) described performance management as a way of getting better results by providing the means for individuals to perform well within an agreed framework of planned goals, standards and competency requirements. The process involves creating mutual understanding about what is to be achieved, how to achieve it, and provides a people management approach that increases the likelihood of achieving success (Tommy, Umoh, Inegbedin and John, 2015). According to Maleka (2014), PM involves documenting the goals and objectives of individual employees, with a built in review mechanism. It is thus a goal-oriented endeavour focused on ensuring that processes within the organisation are in place to maximise the productivity of employees, teams and ultimately, the organisation.

2.4 Performance Management process

According to Mbonambi (2016), performance management is not a static sequence of events. This is supported by Mone and London (2018) who pointed out that PM is an ongoing process that is self-renewing as performance unfolds, particularly as key events generates opportunities to demonstrate expertise contributing towards the achievements of organisational goals. An effective PM process promotes collaboration between managers and employees to enhance work results (Maleka, 2014). Maleka (2014) further emphasized that the effectiveness of the process is dependent on both managers and employees taking an active role and working together to accomplish the key components of PM, such as performance planning, on-going feedback and coaching, performance review and outcome. The key components of the PM process are illustrated in Figure 2.1.



Figure 2.1: Performance Management Cycle

Source: Taken from Mishra and Farooqi (2013, 330)

Performance planning: This is an important component of PMS as it is during the process of performance planning that the goals are established, standards defined, and requisite competencies identified in accordance with the goals of the organization.

Feedback and coaching: This is best understood as an ongoing and important process whereby an employee is informed about his/her strengths, the progress in meeting expectations and in accordance with the “gray spots” identified; training and skill development sessions are arranged for the employee.

Performance review: It is a process whereby an employee is evaluated against a set of preestablished standards and relevant inputs are provided to him/her for the preparation of development plans.

Outcome (or consequences): This includes rewarding employees with financial and nonfinancial rewards, promotions and career progress along with recognition of their contribution individually and as members of the group towards accomplishment of organizational goals.”

(Mishra and Farooqi, 2013, 330)

2.4.1 Performance Planning

Performance planning is a starting point in the performance management process and provides a foundation for an effective process (Woyessa, 2015). The planning process is centred on agreements (Armstrong and Taylor, 2014). According to Nigam and Mishra (2015), the planning phase is concerned with the establishment of key performance objectives and key expectations that are in accordance with the organisational goals. Nigam and Mishra (2015) point out that it is through the process of performance planning that individual goals are explicitly defined, performance standards clarified, and behavioural

competencies required for effective performance are identified and agreed upon for the performance period. Mbonambi (2016), emphasized that it is critical that set goals are SMART, meaning that they are **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-based in accordance to what the organisation desires to achieve. This is supported by Maleka (2014) who stated that SMART goals help to increase employee motivation and encourage commitment to achieve goals, leading to greater success. Additionally, the findings of the study conducted by Nigam and Mishra (2015) revealed that the participation of employees in the performance planning process and the setting of goals plays a critical role in enhancing employee performance and behavioural outcomes.

2.4.2 Ongoing Feedback and Coaching

Generally, the job of rating employees rests in the hands of managers, who are also tasked with giving performance feedback to subordinates. Managers are thus responsible for providing candid feedback and coaching to employees on an ongoing basis, ensuring that employee developmental needs and career goals are in alignment with business goals / objectives; recommending methods for acquiring new skills, capabilities and knowledge, providing on the job training and development, among other things (Sultana, 2019). In the overall scheme of the performance appraisal system, feedback related challenges are considered important contributors to ineffective and / or inefficient performance ratings (Adler, Campion, Colquitt, Grubb, Murphy, Ollander-Krane and Pulakos, 2016). According to Adler *et al.* (2016), the reasons for poor feedback include ratees disliking and dismissing performance feedback, reluctance of raters to give “tough” feedback, and the failure of organisations to implement research findings on improving the feedback process. Discarding performance ratings based on these grounds, *albeit* the vast availability of resources to improve feedback delivery and receptivity, is like “throwing out the baby with the bath water” (Chawla, Gabriel, Dahling and Patel, 2016, 260).

Chawla *et al.* (2016) propose three steps to improve the performance feedback dilemma. These steps are (i) to cultivate a supportive feedback environment, (ii) to integrate employee coaching into PMSs, and (iii) addressing the characteristics of feedback recipients to understand how they process feedback. Chawla *et al.* (2016), therefore, advocate that effective performance management involves regular, ongoing communication with employees. This view is shared by earlier authors such as Pulakos, Hanson, Arad and Moye

(2015) who argue that continuous feedback is more likely to change employee behaviours in the direction of improved performance.

A study by Lawler III, Benson and Ledford (2016) on 244 companies investigating cutting-edge practices found that useful feedback to employees had a positive impact on performance. Moreover, performance culture, and time spent by managers coaching employees was also found to improve overall organisational performance (Lawler III *et al.*, 2016). Corporate giants such as General Electric in the United States, for instance, are repackaging feedback to be a coaching and development tool rather than a tool for criticism (Ewenstein, Hancock and Komm, 2016).

2.4.3 Performance Review

Performance review, as described by Mishra and Farooqi (2013), is the process of employee evaluation against pre-established standards. Although performance review is often referred to as performance appraisal, the former is considered to have a more developmental bias, whereas the latter focuses on the achievement of objectives (HR Grapevine, 2016). For the purposes of this review, the two terms will be used interchangeably to mean the same thing. Altındağ and Köseadağı (2015) state that the purpose of reviewing performance is to improve the performance of employees and to inform administrative decisions pertaining to, for example, wages, promotion, and dismissal. In addition, performance reviews also assist the organisation to distinguish between high and low performers and to provide feedback to employees relating to their performance. Ultimately, performance reviews tend to identify employee developmental needs and skills gaps that the organisation can focus on and strengthen to achieve its goals and mission (Altındağ and Köseadağı, 2015). Although PAs are most always viewed from the employer perspective, Grote (2002), posit that the PA process is invaluable to employees as well. To motivate, Grote (2002) states four ways in which employees benefit from appraisals. Firstly, it helps them and remedy their deficiencies, they learn what there is expected of them from their superiors, employees can gain job satisfaction through their performance contributions towards business successes, and the outcome of PA can present new breakthroughs and new quests for employees.

2.4.4 Outcome

Briefly, the outcome of the performance management cycle, as per Mishra and Farooqi (2013), is to decide on appropriate actions to take in light of the information received. This may include rewarding employees appropriately (i.e. financial and nonfinancial rewards), promoting employees, advancing employee career progression in recognition of their contribution(s) (individually and / or as members of the group) towards accomplishing organisational goals (Mishra and Farooqi, 2013). The outcome may also be rehabilitating or dismissing sub-standard performing employees.

2.5 The Performance Management System at the Development Engineering Department.

The performance of employees is always a major concern for organisations seeking success (Mishra and Farooqi, 2013). Performance Management Systems have gained a lot of attention as essential tools that contribute towards effectively managing the performance of employees for the attainment of organisational goals and customer expectations (Yadav, 2014). According to Mbonambi (2016), a PMS in public service organisations, is viewed as tool to implement and measure the organisation's strategy. It is concerned about how individuals and teams work, managed and developed to enhance their performance, and to maximise their contribution to the organisation (Woyessa, 2015). According Woyessa (2015), the PMS enables organisations to plan, monitor, measure, review performance indicators and control their performance, so that decisions, activities and allocation of resources are aligned with the strategy to achieve desired outcomes. (Slavica, Jelena and Otilija, 2016) argued that, the PM process should be viewed as day to day working practices driven by management, rather than an annual administrative activity imposed by the Human Resources department.

Briefly, the DED was established in 2005 as one of the key strategic departments of the eThekweni Municipality. The DED consists of three regional offices with extended operations in the north, south and west of the municipal area. It is mandated to drive the processes of designing and implementing capital infrastructure projects that deliver services to communities, thus reducing the ever-increasing service delivery backlog. To accomplish this objective, the DED needs to be effective in carrying out its functions, which are strongly dependent on employee performance. The PMS in the DED, therefore, is a major player in accomplishing the eThekweni Municipality's organisational objectives and monitoring the performance of activities within the DED (Nigam and Mishra, 2015).

According to Rashidi (2015), the main objective of PMS involves the process of measuring and foresting effectiveness in managing the performance of employees to reach the desired outcomes and specific goals of the organisation. This is accomplished through empowering, improving the value organisational members, and developing the capabilities of individuals to perform effectively in the management and the delivery of services (Ricci, 2016). According to Seotlela and Ogutu (2014), PM provides the means of recognising and rewarding good performance, managing and developing underperformers. As pointed out Woyessa (2015) effective PMS enables organisations to plan, monitor, measure, review performance indicators and control their performance, so that decisions, activities and allocation of resources are better aligned with the strategy to achieve desired outcomes.

The PM process serves a strategic purpose of aligning individual goals and performance with organisational objectives (Ricci, 2016). Makhubela, Botha and Swanepoel (2016) argued that the process should signal to employees about organisational goals, responsibilities, expectations, and how well they are contributing towards the achievement of goals. Moreover, PM serves to identify and drive employee behaviour with core values of the organisation, and to maximise the extent to which employees display the desired behaviour to achieve the results (Makhubela *et al.*, 2016).

Performance management is a goals-oriented process that is focused towards ensuring that the processes within the organisation are in place to maximise the productivity of employees, teams and ultimately, the organisation. Ramulumisi, Schultz and Jordan (2015) concurred stating that an effective PM process adopts a future oriented strategic focus aimed at maximising the employee's current productivity, performance levels and their future potential. Woyessa (2015), suggested that the development of employee capabilities through providing constructive never-ending feedback and coaching enhances the productivity of individuals. The findings of the study conducted by Rashidi (2015) indicated that receiving continuous feedback on performance do not only make employee aware of their strengths and weaknesses, but also increases the chances for the development of their skills, resulting to the improvement of employees involvement, motivation and commitment, because employees would perceive the PMS to be fair. Furthermore, the findings of the study by Eliphas and Razia (2017) indicated that there is positive relationship between feedback and employee's productivity. The study revealed that the more feedback provided to employees,

the more they value the quality of service they offer to the organisation. Moreover, recognition and feedback are vital to employee performance and indeed influence employee productivity in the organisation.

According to Slavica *et al.* (2016), PMS is about “creating a culture in which individuals, managers and teams take responsibility for ongoing improvement of organisational processes, and for their own skills and contributions”. It is thus important to create a high-performance culture and workplace environment that results to happy employees, performing to the best of their abilities for success. Nigam and Mishra (2015) are of the view that happy employees are more productive than the unhappy once. Furthermore, a workplace environment should not only lead to employees being productive, however, employees should be satisfied and committed in creating the future for themselves and the organisation. Lastly, Nigam and Mishra (2015) pointed out that an effective PMS will always result in employee engagement and satisfaction, which are critical for the organisational success.

Performance management serves to provide both formal and informal performance related information for employees, to learn about their performance and expectations, subsequently improving the communication between managers and employees (Woyessa, 2015). According to Mishra and Farooqi (2013), PMS provides a communicate channel enabling the organisation to continuously communicate its goals, strategic direction and expectations. A well implemented PMS provides more opportunities for managers to have ongoing discussion about what is expected from employees, give feedback on their progress towards the attainment of goals (Tommy *et al.*, 2015). Furthermore, the communication process helps to align the interest of individuals and management by clarifying organisational goals and how individuals are expected to contribute to the achievement of goals (Mishra and Farooqi, 2013).

2.6 Theories Underpinning Performance Management

The concept of PM is underpinned by number of motivation theories. Pasquire, Ballard, Darrington and Howell (2011) defined motivation as the reason why people work. On the other hand, according Mwita (2002), motivation is defined by goal directed behaviour. This suggests that motivation is concerned with the strength and direction of that behaviour. It implies that motivation takes place when people expect that a course of action is likely to lead to the achievement of goals and valued rewards, one that satisfies their needs (Mwita,

2002). Moreover, well-motivated people have clearly defined goals, and they take actions which they believe will achieve those goals. To understand how applied PM takes advantage of motivation theory as the mechanisms through which the system impacts employees' motivation and behaviours, the following four work motivation theories are reviewed:

2.6.1 Goal Setting Theory

The goal setting theory was developed by Edwin Locke in 1968, with a belief that employees are motivated by having a goal to work towards and that the achievement of that goal improves their overall work performance. This theory views personal goals as the central stimuli of individuals' behaviour (Locke and Latham, 2002). It highlights the following three elements that connects goals to performance outcomes: 1) goals direct the attention of individuals to priorities; 2) they challenge individuals to bring out their skills and knowledge to enhance their chances of success, and 3) the more challenging the goal is, the more individuals will use their full collection of skills to achieve them (Armstrong and Taylor, 2014). According to Mwita (2002), the main components of this theory include that there must be a goal clarity, optimum level of challenge and feedback.

Salaman, Storey and Billsberry (2005) concurs that this theory suggests that individuals tend to choose which goals to pursue and the suitable channels that will assist them to achieve the goals. Furthermore, the goals established by an individual employee plays an important role in motivating them for superior performance. This is because employees keep following their goals. If these goals are not achieved, they will either modify the goals and make them more realistic or improve their performance. In the event their performance improves, it will lead to the achievement of the purpose and the effectiveness of PMS. This theory supports the emphasis of the key elements of the PM process of setting and agreeing objectives which performance can be managed and measured against (Armstrong and Taylor, 2014).

2.6.2 Expectancy Theory

Expectancy theory was developed by Victor Vroom in 1964, and is based on the assumption that motivation is a function of the effort outcome expectancy and the attractiveness of the outcome. This theory suggests that individuals adjust their behaviour in the organisation based on the anticipated satisfaction of the valued goals set for them. The individuals modify

their behaviour in a way that is likely to lead them to achieve the goals. In other words, individuals expect to achieve certain outcomes through their efforts, the more attractive the outcome is to them, the more they are motivated to work towards achieving that outcome. This theory underpins the concept of PM as it is believed that performance is influenced by the expectation regarding future events (Salaman *et al.*, 2005).

2.6.3 Control Theory

The control theory focuses attention on feedback as a means of shaping behaviour. It provides a solid foundation for critically assessing the feedback elements of PM approaches. Buchner (2007) defined the control theory in self-regulatory terms as an ongoing comparative process aimed at reducing the discrepancy between the standard set for behaviour and the observed effects of the actual behaviour. This theory focuses on feedback as a primary regulatory of behaviour and means of shaping individuals' behaviour through feedback. It emphasises the comparison of the individual's current behaviour to some standard or goal set for that behaviour (Buchner, 2007).

This theory suggests that as people receive feedback on their behaviour they appreciate and evaluate the discrepancy between what they are doing and what they are expected to do and take remedial action to overcome the discrepancy (Armstrong and Taylor, 2014). Buchner (2007) concurs saying that people are self-regulating and that performers monitor their behaviour and its effects relative to behavioural standards. Furthermore, Buchner (2007) suggests that if the discrepancies between the actual and standard behaviours are minimal, no change to individuals' behaviour is warranted. However, if the discrepancies between standards and current behaviours increase, a call for change eventually occurs. Performers either change their behaviours to reduce this negative gap or they may attempt to change the standard itself. Buchner (2007) concluded saying that accessible and regular feedback to employees is thus recognized as a crucial part of the PM processes, because it encourages employee's self-monitoring of behaviour supported by the control theory, influencing performance and the achievement of goals.

2.6.4 Social Cognitive Theory

This theory is based on the concept of self-belief, suggesting that what people believe they can or cannot do, strongly influence their performance. Focussing of developing and

strengthening positive self-belief in individual employees is a critical objective of PM (Armstrong and Taylor, 2014).

2.7 Effectiveness factors of Performance Management System

Researchers like Ricci (2016) have defined PM effectiveness as the capability of the system to enhance employee outcomes, which include performance, motivation, collaboration and self-esteem to name a few. On the other hand, other researchers have investigated the various factors that can be used to measure the effectiveness of PMSs and PAs. Ramulumisi *et al.* (2015) studied the perceived effectiveness of PM at a government department in South Africa. Three factors were used to measure the PM effectiveness, namely, personal development, employee's personal performance and management support. Furthermore, Makhubela *et al.* (2016) assessed the employee perceptions of the effectiveness and fairness of PM in a South African public sector institution. Their results identified three organisational internal factors that are positively associated with PM effectiveness, namely performance orientated culture, employee involvement and management commitment. Their study further used six factors to measure the effectiveness and fairness of PA, namely appraiser's knowledge, employee participation, employee development, goal establishment, appraisal follow up and goal discussion. This study focuses on the five organisational internal factors influencing the effectiveness of PMS and appraisal, namely performance orientated culture, commitment of senior management, employee engagement and Involvement, employee attitudes, and employee training and development.

2.7.1 Performance Orientated Culture

Organisational culture is a critical factor for significantly improving the effectiveness of PMS and the success of the organisation (Makhubela *et al.*, 2016). Warrick (2015) defined culture as the predominant beliefs, values, attitudes, behaviours that are prevalent in organisations that can influence the organisations power relationship and their response to change. Organisational culture describes the environment in which people work and the effect it has on the way they think, act, and experience work. It has a major effect on employee behaviour, productivity, performance, morale, engagement, retention and the success of the organisation (Warrick, 2015).

Performance management is expected to enhance performance within the organisation by establishing a culture and work environment in which the accomplishment of high performance is a norm, and employees are empowered in taking responsibility without any fear of blame for continuous improvement of organisational processes, their own skills, abilities and contributions within a framework provided by effective leadership (Makhubela *et al.*, 2016). According to Warrick (2015), the key determinants for the creation of a high-performance culture should place a strong focus on performance and people where management demands high levels of performance result but genuinely care about the people and look for ways to employ in empowering, motivating, developing the potential of employees and rewarding employees appropriately to do their best. Warrick (2015) also suggested that for PM effectiveness to be realised, the organisational work environment should not only be performance and results oriented, but should also be a friendly, enjoyable place to work where open communication, teamwork, collaboration and innovation are encouraged.

A research article by Spreitzer (2012) on “creating sustainable performance” pointed out that if employees were offered an opportunity to learn and grow, they would give their best to succeed. Moreover, in creating a sustainable high-performance culture and work environment, it is imperative to keep employees happy and satisfied because happy and satisfied employees are more productive than unhappy ones over the long term (Spreitzer, 2012). Mishra and Farooqi (2013) concurred stating that the work performance of happy employees does not only exceed beyond work expectations to give excellent results, but also influence and inspire other employees to follow suit.

A positive culture is a very influential factor in the successful implementation of a PMS that would be effective and how it should operate to yield the required results (Jankulović and Škorić, 2013). Nigam and Mishra (2015) found that public organisations have not been able to implement PMSs effectively and draw benefits from them due to their rigid and inorganic organisational culture and systems which prevent flexibilities, innovation and much needed cultural change to support the implementation of the system. Dewettinck and van Dijk (2013) claimed that culture can be a barrier in implementing organisational new performance strategies. They pointed out that a weak, negative culture discourages both performance and attractiveness of employees to new organisational performance strategies. Moreover, a

strong positive culture improves performance and encourages employees to adapt to new organisational performance strategies that are rewarding.

2.7.2 Commitment of Senior Management

According to Mbanga (2018), committed leadership, active and supportive senior management in the implementation of PMSs are the critical factors affecting the effectiveness of a PMS. Mbanga (2018) argued that success in effective implementation of the PMS is reinforced for the most part by active and committed senior management in the implementation process. Makhubela *et al.* (2016) agreed by stating that the commitment of senior management brings about seriousness and formality, particularly to PM reviews that potentially influence employee commitment in achieving results and improving performance.

2.7.3 Employee Engagement and Involvement

An engaged employee is someone who feels involved, committed, empowered and passionate about their work and the organisation and, displays those feelings in the work behaviour (Mone and London, 2018). The primary objective of effective PM involves improving motivation, employee engagement and commitment to achieve objectives (Ngubane, 2013). One of the key determinants of performance is employee engagement within the work place, to improve and optimise the overall success of the organisation (Ngubane, 2013). Mone and London (2018) suggested that well implemented PM process that fosters employee engagement can motivate employees to be involved in achieving results and subsequently leading to higher performance levels that are beyond the levels achievable through a conventional PM. Nigam and Mishra (2015) argued saying that effectiveness of the PM process in an organisation will be improved if the focus and recognition of employee engagement is considered as an essential and vital element to high performance outcomes including individual productivity. Mone and London (2018) claimed that PM and related processes are critical in driving employee engagement that brings about a sense of purpose to employees by motivating and directing their attention, personal initiatives, adaptability and efforts towards organisational goals. They further suggested that for PM to be effective, focus should be on building trust, establishing favourable conditions of empowerment, ensuring that each employee has inspiring and meaningful work whose

importance to the organisation is clarified, foster clear development goals and maintain regular communication with employees and freedom to engage.

2.7.4 Employee Attitudes

According to Mbanga (2018), employees generally tend to develop attitudes and judgements to things and towards other employees, subject to the rewards that they can gain. As argued by Mbanga (2108), employees would be in full support of activities perceived to be more beneficial to them and have negative support for activities with less benefit to them. This argument is supported by Sharma, Sharma and Agarwal (2016) adding that PM is a more involved form of appraisal that includes capturing the employee's understanding, their behavioural aspect including attitudes, opinions about the PM and appraisal system since employee attitudes and their acceptance of the system is a better way to evaluate the effectiveness of the system. Moreover, an effective system is the one that is perceived as being fair and accurate by the employees. They further added that both employee and managerial behaviour play a significant role in determining the successful implementation and practical usage of the PMS (Sharma *et al.*, 2016).

2.7.5 Employee Training and Development

The continuous nature of the PM process enables organisations to create and sustain an organisational culture that values continuous improvement, promotes learning and professional development of employees (Zvavahera, 2014). According to Pillay (2015), employee development fostered by a monitoring and review process helps organisations to obtain valuable information that identifies the gaps in the skills, knowledge and abilities of an employee. This in turn can be used to initiate appropriate training and development programmes. Moreover, it is through this PM process that organisations are provided an opportunity to align their employees correctly to their jobs and create career path initiatives that will benefit both employees and the organisation to achieve goals (Pillay, 2015).

2.8 Strengths of Performance Management System

There are many identified strengths associated with the implementation of a PMS. Aguinis (2009) pointed out the following strengths emanating from a well implemented PMS which can make significant contributions to benefit both employees and the organisation:

2.8.1 Employee motivation to perform is improved

The effect of receiving feedback related to an employee's performance increases the motivation for future performance. The understanding about how an employee is doing in terms of performance and taking into consideration employees previous successes provide a stimulation for future accomplishments (Aguinis, 2009).

2.8.2 Management gain more understanding and insight about employees

Managers leading the appraisal of employees gain new understanding and awareness about the individual being appraised in terms of their personalities, performance and contribution to the organisation. The new understanding and knowledge about employees assists managers to develop and build productive and better relationships with their employees (Aguinis, 2009).

2.8.3 Employee self-esteem is increased

The performance management process is about providing formal and informal opportunities of giving feedback to employees to enhance their performance. The opportunity of employees receiving feedback regarding their performance contribute to fulfil a basic human need to be recognized and esteemed at the workplace, which possibly results in increasing employee's self-esteem (Aguinis, 2009).

2.8.4 Employee competence is increased

The use of PM for employee developmental purposes serves as a key aspect of a PMS that serves as a strength and a solid foundation that contribute significantly to enhance employees' skills and performance and also, helps employees to become more effective in achieving required results (Pessl, 2016).

2.8.5 The goals of the organisation are made clear

The PMS enables the organizations to clarify their goals and cascade their goals down to departments and individual employee's objectives. Each individual employee gets to understand explicitly how their efforts contribute to the success of the organisation. This is a strength of the system contributing to the communication of what the organisation is all

about. This in turn can help to improve the acceptance of organisational goals by employees (Aguinis, 2009).

2.9 Weaknesses of Performance Management Systems

Aguinis (2009) identified the following weaknesses associated with a poorly implemented PMS in an organisation:

2.9.1 Low acceptability and fairness of the system

A good system is acceptable and perceived as fair by all participants. A PM process viewed and perceived as not being fair may cause employees to become upset resulting in them withdrawing their efforts and leaving the organisation. This in turn, may result in the organisation having increased staff turnover, losing people with critical skills and talents to accomplish organisation goals (Aguinis, 2009).

2.9.2 Lack of standardisation

The effect of implementing a PMS that is not standardised throughout the organisation creates multiple opportunities and habits for the fabrication and usage of false and misleading information about an employee's performance, which may be inconsistent with their actual real performance (Aguinis, 2009).

2.9.3 Lack of specificity

A system lacking to provide specific details and guidance to employees regarding what is expected of them and how they can go about meeting expectations results not only in the reduction of employee commitment, but the organisation failing to achieve its goals (Aguinis, 2009).

2.9.4 Lack of appropriate feedback

Lack of feedback presents a weakness in the PMS in that it reduces employee motivation. Feedback provided in a way that is inappropriate and lacking accuracy may cause the reduction to employee self-esteem and damage relationships among the individuals involved, which may in turn cause employee resentment in the work place (Aguinis, 2009).

2.10 Performance Appraisal

Performance Appraisal has become a vital management tool which helps to improve upon the performance levels of the employees which also goes to improve the overall performance of the organisation (Ahmed, 2016). Performance appraisal is a separate but central tool of the overall PMS (Khauoe, Houbert and Karodia, 2015). van Dijk and Schodl (2015) refers to PA as methods and processes used by organisations to assess the performance level of their employees and how they can be developed to improve their weaknesses. The process involves measuring the performance of employees and providing feedback regarding the level and quality of their performance. Senyah, Coffie and Adu-Pakoh (2016) assert that it is a systematic and periodic process that assesses an individual employee's work performance and productivity in relation to pre-established criteria and organisational objectives.

An ultimate goal of PA in organisations is to maintain better performance by fostering employee motivation, which is subjected on their experiences of the situation in the work place, such as the present reward system and regulations. Thus an effective PA would be the one that achieves this goal as it is a process of formally evaluating work performance, making critical decisions on proactive management and resourcing of performance against agreed accountabilities and objectives, measuring of performance levels, empowerment and motivation of employees, rectifying of substandard performance, providing useful feedback to individual employees, counselling and developing individual employees, discussing and conveying compensation or rewards (Khauoe *et al.*, 2015). van Dijk and Schodl (2015) suggested that PA serves as a process that raises the awareness to employees that they are being observed and measured.

2.11 Challenges Affecting the Implementation of Performance Appraisals

The PA process is constantly under various criticisms. The criticisms stem from various challenges associated with the implementation of the appraisal process. The following section highlights some challenges with the implementation of a PA process.

2.11.1 Appraiser's Knowledge

Jawahar (2010) posited that appraisers who were knowledgeable about their jobs and used job-related criteria to assess employee performance were perceived by employees to give

accurate and meaningful feedback. This is in keeping with earlier studies that found that employee satisfaction with the evaluation process and their acceptance of feedback emanating from it had a positive monotonic correlation with their perception of their evaluator's knowledge (Klein, Kraut and Wolfson, 1971, Ilgen, Fisher and Taylor, 1979). Restated, the more knowledgeable the evaluator the more receptive employees were to the process and feedback (*vice versa* for when the evaluator was not very knowledgeable). Additional support for this stance was given by Landy, Barnes and Murphy (1978); Fulk, Brief and Barr (1985); and Kinicki, Prussia, Wu and Mckee-Ryan (2004) who reported that employees who perceived their evaluators knowledgeable of their jobs and performance felt that their performance was accurately evaluated in comparison to employees who perceived their evaluators less knowledgeable.

In their review of research on PA and PM from research articles published in the Journal of Applied Psychology and significant works from other journals over a 100 period, DeNisi and Murphy (2017) highlighted two dominant thematic issues around evaluator training. These were (i) how to train evaluators and (ii) how to establish whether the training worked. They, however, alluded to the import of evaluators having a firm grasp of the theory behind work performance prior undertaking any formal training on performance evaluation.

2.11.2 Perceived Fairness of Performance Appraisal

Among the main principles of the PA process are fairness and objectivity (Masenya, Mokoele and Makalela, 2018). To reinforce this stance (Bwowe and Marongwe, 2018) assert that the appraisal process is intended to evaluate and enhance performance and competitiveness based on the principle(s) of fairness. Mishra and Farooqi (2013) contend that the likelihood of obtaining positive outcomes from the process increases when employees are content with the appraisal process and perceive it to be fair. Furthermore, Bwowe and Marongwe (2018) caution that if rewards associated with performance are not perceived as aligned by employees, it raises issues of unfairness and causes “poorly performing” employees to become despondent and unmotivated to improve their performance.

2.11.3 Lack of Performance Feedback

As mentioned earlier in section 2.3.2, poor feedback is considered an important contributor to ineffective and / or inefficient performance ratings (Adler *et al.*, 2016). Among the reasons for poor feedback, as per Adler *et al.* (2016), are employees disliking and dismissing performance feedback, the unwillingness of evaluators to give tough feedback, and the failure of organisations to implement research findings on improving the feedback process. Aguinis (2009) also mentions that the lack of feedback reduces employee motivation. In addition, feedback received by employees is inappropriate and / or lacking accuracy may reduce employee self-esteem and may cause strained work relationships between superiors and their subordinates.

2.12 Chapter Summary

This chapter presented a review of literature pertaining to employee performance management and performance management systems. In the process, the strengths and weaknesses of the performance management system was reviewed. It is against this backdrop that the present study is based. The following chapter outlines the methodology that was used to design and collect research data.

CHAPTER THREE

Research Methodology

3.1 Introduction

Research methodology pertains to the process(es) and tools involved in conducting a research study (Mouton, 2011). Consequently, its main focus areas are the research process itself, the types of tools employed, and the specific steps used in conducting a research project. This chapter thus describes the methods and procedures used in performing the present study. It begins by outlining the aims and objectives guiding the study and the type of data that was collected. Thereafter, the chapter discusses the research paradigm, general design of the study, sampling methods, the data analysis methods, among other things.

3.2 Aims and Objectives

The present study assesses employee perceptions on the effectiveness of the PMS implemented at eThekweni Municipality's DED. The purpose of the study is to gain insight of the effectiveness of the present PMS at the DED. Through this research, it is hoped that the potential weaknesses, bottlenecks and challenges influencing the effective implementation of PA will be highlighted, as well as the strengths of the PMS. The study also aims to investigate the extent to which PMS improves employee productivity. This information is intended to give managers a better understanding of the implemented PMS and to equip them to make informed decisions on how to improve the PMS at the DED for maximum benefit to both the employees and the organisation.

3.2.1 Objectives of the Study

The objectives of the study are:

- v. To explore and identify staff understanding, perceptions and attitudes towards the DED's PMS.
- vi. To identify the strengths and weaknesses of the implemented PMS.
- vii. To determine the extent to which the PMS contributes to the improvement of employee productivity.
- viii. To identify resistance challenges and bottlenecks affecting the implementation of PA system of the DED.

3.2.2 Research Questions

In addressing the study's objectives, the study aims at answering the following questions:

- v. What are employees' understanding, perceptions and attitudes towards the DED's PMS?
- vi. What are the strengths and weaknesses of the implemented PMS?
- vii. To what extent does the PMS contribute towards the improvement of employee productivity?
- viii. What are the resistance challenges and bottlenecks affecting the implementation of PA system of the DED?

3.3 Research Paradigm

Research paradigm or philosophy is a guiding framework that an investigator / researcher uses to conduct their research (Chilisa and Kawulich, 2012). Through the research paradigm, a researcher is able to provide a roadmap of the methods that they used to perform their research (Cohen, Manion and Morisson, 2007, Collis and Hussey, 2014). Ultimately, the research paradigm is a comprehensive approach to research that reflects an investigator's understanding of the different area(s) that they are researching and how best to acquire knowledge about what they are investigating (Kasi, 2009, Saunders and Tosey, 2012).

According to Chilisa and Kawulich (2012), subsequent to a researcher's decision on choice of topic, the researcher then has to give careful consideration about the mechanism(s) by which they will investigate their topic. The approach that they use will depend on the researcher's outlook of the problem and how they intend to study it with the content of its findings being credible to the researcher and others in their discipline (Chilisa and Kawulich, 2012). Generally, the views held by researchers about what constitutes the truth and knowledge also directs their thinking, beliefs, and assumptions about society and themselves (Schwandt, 2001, Chilisa and Kawulich, 2012). Subsequently, researcher views frame how they assess and / or interpret the world around them (Schwandt, 2001).

The framing of world through the lens of the researcher is sometimes referred to as a paradigm (Schwandt, 2001). A paradigm, thus leads a researcher to ask specific questions and use appropriate methods to systematically pursue their inquiry (i.e. methodology) (Chilisa and Kawulich, 2012). The choice of research paradigm thus informs the design of a study design.

3.3.1 Paradigms and Philosophical Underpinnings

In the view of TerreBlanche and Durrheim (1999), a research paradigm as an all-encompassing system of interrelated practices and thinking that define the nature of enquiry along the dimensions of ontology, epistemology and methodology. The ontological and epistemological aspects of the research process are primarily focussed on a person's worldview, which is thought to be an important influencer on their perceived relative importance of aspects of reality (Lather, 1986, TerreBlanche and Durrheim, 1999). Two such worldviews include objectivism (i.e. objects around us have existence and meaning, independent of our consciousness of them) and constructivism (i.e. reality is mind dependent and a personal or social construct). Depending on the purpose and type of research, both these worldviews may be either be appropriate, yet in some circumstance insufficient or overly complex.

Guba and Lincoln (1994) describe the existence of three worldviews, namely positivism, post-positivism and postmodernism. Positivism, as described by Guba and Lincoln (1994), assumes a nature of reality based on realism, which assumes that reality does exist. The term “positivism” is thought to have first been coined by Auguste Comte (as cited by Bogdan and Biklen, 2003). According to Bogdan and Biklen (2003), in conceptualising the term, Comte wanted to reflect the rigorous empirical approach to research such that any claims about knowledge were founded strictly on direct experience. This approach maintained that the methods and techniques from the natural sciences offered the best framework for investigating the social sciences (Chilisa and Kawulich, 2012). However, Heisenberg and Bohr chiselled at this view of positivism arguing that no matter how rigorously a scientist followed the scientific method of research, their research outcomes could never be absolutely objective nor totally certain (Crotty, 1998). Consequently, Heisenberg and Bohr modified the “certainty” in positivism to “probability”.

Post-positivism, on the other hand, assumes that the reality assumed by positivism is limited and thus “imperfectly and probabilistically apprehendable” (Guba and Lincoln, 1994, p109). Phillips (1990) restates this saying that post-positivism believes that complete objectivity is almost impossible to attain, but nonetheless provides an important guide of an ideal state critical to pursue in the search for knowledge (Phillips, 1990). Post-positivism can thus be thought of as a variant of positivism as both are objectivistic.

Post-modernism, according to Guba and Lincoln (1994), is part of critical theory, in that it adopts a transactional and subjectivist epistemology. Critical theory tends to be subjective as the researcher and the 'object' being investigated are presumed to be interactively connected (Guba and Lincoln, 1994). By this theory, investigators critique contemporary societal norms, constraints and injustices through questioning and evaluating society and the effectiveness of the structures that maintain it (Reeves and Hedberg, 2003). In distinguishing between objectivism and critical theory, Willmott (1997) states that the purpose of positivism and post-positivism enquiry is to explain, predict and to control; while the aim of critical theory is to critique and emancipate.

Related to subjectivism is the interpretivism paradigm, described by Gephart (1999) as placing more emphasis on understanding the world as it is from the subjective experiences of individuals. This approach employs meaning oriented methodologies (cf. measurement methodologies) that are based on subjective relationships between researcher and research participants, and typically involve data collection techniques such as interviews or observing participants (Reeves and Hedberg, 2003). As stated by Deetz (1996), interpretivism attempts to understand phenomena through the meanings that individuals give to them. Therefore, this approach tries to put analyses into context (Reeves and Hedberg, 2003). A comparison summary between the two positivists and interpretative paradigms are tabulated in Table 3.1.

Table 3.1: Comparison of positivist, post-positivist and interpretative paradigms

Point of comparison	Positivist / Post-positivist Paradigm	Interpretative / Constructivist Paradigm
Reason for doing the research	To discover laws that are generalizable and govern the universe	To understand and describe human nature
Philosophical underpinnings	Informed mainly by realism, idealism and critical realism	Informed by hermeneutics and phenomenology
Ontological assumptions	One reality, knowable within probability	Multiple socially constructed realities
Place value in the research process	Science is value free, and values have no place except when choosing a topic	Values are an integral part of social life; no group's values are wrong, only different
Nature of knowledge	Objective	Subjective; idiographic
What counts as truth	Based on precise observation and measurement that is verifiable	Truth is context dependent
Methodology	Quantitative; correlational; quasi-experimental; experimental; causal comparative; survey	Qualitative; phenomenology; ethnographic; symbolic interaction; naturalistic
Techniques of gathering data	Mainly questionnaires, observations, tests and experiments	Mainly interviews, participant observation, pictures, photographs, diaries and documents

Source: Adapted from Chilisa (2011)

The present study is a descriptive study using quantitative techniques. It therefore uses a positivistic objectivist approach with its main purpose to objectively report on empirical observations (see section 3.2 for purpose of the study and 3.4 for method and design).

3.4 Research Methods and Design

Research design can be thought of as a roadmap for the collection, measurement, and analysis of data (Sekaran and Bougie, 2014). There are generally three methods used for collecting research data, namely quantitative methods, qualitative methods and mixed methods. Briefly, in qualitative research the researcher gathers data, inductively analyses it, and focuses on the meanings given by participants (Lofland and Lofland, 1995). Data collection using this research technique is often achieved through an interview process and tends to be very in-depth and rich (Sekaran and Bougie, 2014). However, the generally small sample sizes often make the data collected using this technique non-generalizable (Sekaran and Bougie, 2014). Furthermore, qualitative research is very subjective (Denzin and Lincoln, 2000, Sekaran and Bougie, 2014).

Quantitative research, on the other hand, is a formal, objective, systematic process that is able to test relationships among different variables (Sekaran and Bougie, 2014). Quantitative methods tend to be more objective than qualitative techniques for collecting, analysing and interpreting data. Data collection using the quantitative method is normally through structured questionnaires, with response options numerically coded for the ease of data analysis and manipulative flexibility. Statistical inferences can often be made with quantitative data and, depending on sample size relative to the population of interest, findings can be generalised (Babbie, 2010, Sekaran and Bougie, 2014). The final data collection method, the mixed method approach, is basically a combination of the qualitative and quantitative techniques.

The present study is descriptive in nature. Consequently, the quantitative research approach was thought the most suitable choice to use. The quantitative method approach also allowed the researcher flexibility to analyse and manipulate data in a manner that the qualitative approach would not allow. This data collection method was also preferred because of the potential generalisability of the research findings over the entire DED workforce within the eThekweni Municipality.

3.4.1 Participants and Study Location

The targeted study were employees at eThekweni Municipality's DED. The study specifically aimed to gain an understanding on the effectiveness of the PMS implemented at the DED as perceived by employees within this department.

3.4.2 Sample Population

eThekweni Municipality has approximately 65 employees. Based on this population size, a sample size of 56 valid responses is considered representative of the entire DED employee population at the 95 % confidence level (Sekaran and Bougie, 2014).

3.5 Sampling Method

The present study is a descriptive in nature. As the results are intended to be generalizable over the entire DED population at the eThekweni Municipality, probability random sampling was used. This method considered as one of the best data collection techniques because it highly reflects the population of interest (Sekaran and Bougie, 2014). According to Sekaran

and Bougie (2014), each individual within a population of interest has a known and / or an equally likely chance of being selected as part of the sample using the probability random sampling (Sekaran and Bougie, 2014).

3.6 Data Collection Instrument

Research data were collected using self-administered structured questionnaires. Each participant’s responses were coded for statistical analysis. The data collection tool was informed by similar questions and statements from previous studies. The questionnaire design also incorporated specific questions that the researcher aimed to address. The questionnaire consisted of five sections; a summary of these is shown in Table 3.2.

Table 3.2: Overview of sections in questionnaire

Section	Description
A	Demographics
B	Effectiveness of the PMS
C	Strengths and weaknesses of the PMS
D	Contribution of the PMS towards improving employee productivity
E	Challenges and bottlenecks affecting PMS implementation

A mixture of ordinal and nominal scaling techniques and measures were used to extract data for the demographics section of the questionnaire. The remaining four sections used five-point Likert scales to collect research data. The scales are discussed briefly under Section 3.6.1 (i.e. Questionnaire Construction).

3.6.1 Questionnaire Construction

The questionnaire was designed using MS Word 2016. Several drafts of the questionnaire were made before arriving at the final version that was used to collect data. In the process of redrafting the questionnaire, a pretesting pilot run of the study using the questionnaire was performed before it was finalised.

The first step of the questionnaire design used questions and statements obtained from a review of academic literature. Informal discussions were also held with DED employees to better understand some of their concerns. The insights gained from these discussions helped

to better inform the design of the questionnaire. Revisions of the questionnaire also focussed on comprehensibility and general layout.

Different scaling techniques were also used in the design phase to capture responses. The four types of scales generally used in research are nominal, ordinal, interval and ratio. According to Sekaran and Bougie (2014), the extent of data analysis that can be done on using different types of scales increases from nominal through to ratio. The scales used in the present research included nominal and ordinal scales.

Briefly, nominal scaling was used briefly in the demographic section of the data collection tool to capture categorical data such as gender and race. Ordinal scales (i.e. meaningful rank order scaling based on categories, as described by Sekaran and Bougie (2010, 2014)), were used to capture participant responses from Sections B through to E. In these sections, the five-point Likert scale was utilised exclusively. Likert scales are used for assessing how strongly individuals either agree or disagree with statements (Sekaran and Bougie, 2014). The five-point Likert scale was used to evaluate how strongly DED employees felt about the PMS at the organisation. The scale ranged from “strongly disagree” to “strongly agree”.

There are at least two approaches to analysing Likert scale data. The first approach, individual scale items can be analysed separately. In the second approach, participant responses can be summed up with other related items to create a score for a group of statements. Due to this latter approach, Likert scales are sometimes called summative scales (Bertram, 2007; Sekaran and Bougie, 2010). Some of the strengths and weaknesses of using Likert scaling are summarised in Table 3.3.

Table 3.3: Strengths and weaknesses of Likert scaling

Strengths:	Weaknesses:
easy to construct	central tendency bias as participants may avoid extreme response categories
scale is often highly reliable	acquiescence bias because participants may agree with statements as presented in order to “please” the researcher
easy for participants to read and complete	social desirability bias from participants trying to portray themselves in a more socially favourable light rather than being honest
	lack of reproducibility
	validity may be difficult to demonstrate

3.6.2 Pilot Testing

In the second phase of the survey process, the questionnaire was first piloted to four DED employees. Each employee was briefed about the study and asked to voluntarily complete the questionnaire. Participants in this pilot run were encouraged to critique the questionnaire as well as to give feedback on the aesthetic, layout, clarity and relevance of the statements and questions. The feedback received was then used to further polish the questionnaire to its present state.

3.6.3 Participant Recruitment

The recruitment of study participants was accomplished through the active support of Senior / Top Management and Human Resources at the DED and. All employees at the DED were sent an email from the organisation to make them aware of the study and encouraged to participate. The researcher then physically delivered hardcopy questionnaires to participants based on the belief that this method would result in a higher participation rate over emailing. Sending emails to employees seemed ominous because of the possibility of distribution through this getting ignored or deleted by employees, as well as potentially being automatically filtered into “junk mail”. Hand delivering questionnaires also allowed the researcher to physically follow-up on participants.

Before enrolling into the study, each participant was given an information sheet containing an overview of the study and its specific aim and objectives. Participants were also made aware that their participation was voluntary and that they could withdraw their participation in the research at any point during the study. Their confidentiality was also assured. Finally, participants were asked to complete an informed consent form to indicate that they understood the reason for the study, that they were participating on their own free will, and that they understood their rights as participants.

3.6.4 Data Entry

The data collected was captured from questionnaires into a MS Excel 2016 database. Each cell was pre-loaded with dropdown lists to reduce data capturing errors. Each questionnaire that was collected from participants was assigned a unique identifier, which was also used in the database. This made it easy to track specific questionnaires when data inconsistencies were discovered in the database, as well as for data verification purposes. Data was also numerically coded for export into statistical software to ease the data manipulation and analysis process.

3.7 Reliability and Validity

According to Tavakol and Dennick (2011), validity and reliability are essential when evaluating a measuring instrument. The latter tests the consistency of a measuring instrument's ability to measure a particular concept of interest, while validity measures how well that instrument is able to measure what it is intended to measure (Tavakol and Dennick, 2011, Sekaran and Bougie, 2014). The present study used Cronbach's Alpha to test for reliability. This test is believed to be one of the most unbiased tools for evaluating the reliability of a measuring instrument (Coakes and Ong, 2011).

3.7.1 Cronbach's Alpha

Cronbach's alpha was used to provide a standard measure of the internal consistency of questionnaire. The Cronbach's alpha values range between 0 and 1, with numbers closer to 1 indicating higher degrees of reliability (the converse holding true for numbers closer to 0). In general, alpha readings $< 0,6$ are considered poor, $\geq 0,6$ & $< 0,8$ are considered acceptable, whilst readings $\geq 0,8$ are normally considered good (Tavakol and Dennick, 2011, Sekaran and Bougie, 2014). The reliability or internal consistency of the scales used in the questionnaire, as measured by their Cronbach Alpha's, are shown in Table 3.4.

Table 3.4: Cronbach's Alpha reflecting the overall reliability of the study questionnaire and its four sections

Section	Description	Cronbach's Alpha	N of Items
B	Effectiveness of the PMS	0,805	9
C	Strengths and weaknesses of the PMS	0,815	8
D	Contribution of the PMS towards improving employee productivity	0,790	6
E	Challenges and bottlenecks affecting PMS implementation	0,667	8
B, C, D & E	Overall Alpha	0,912	31

Based on an overall Cronbach's alpha of 0,912, the reliability of the data collection tool was considered good. As stated in the previous paragraph, any reading equal to or greater than 0,8 for Cronbach's Alpha suggests that the measuring tool's reliability can be considered good for its intended purpose. The reliability of the individual constructs for PMS effectiveness (Section B), its strengths and weaknesses (Section C), and possibly its contribution towards improving employee productivity (Section C) can also be considered good as the first two have alpha values above 0,8, while the last one has an alpha approximately equal to 0,8. The reliability of the construct of the challenges and bottlenecks affecting PMS implementation (Section D) was considered acceptable, having an alpha of 0,667.

3.8 Data Analysis

The collected data was manually captured into an MS Excel database and exported to the Statistical Packages for the Social Sciences (SPSS v 25) software for analyses. The Likert scale responses were then coded in SPSS for data analysis. The variables of interest were analysed in accordance with the aims and objectives of the study.

Tests for significant differences between categorised responses were performed using the Kruskal-Wallis hypothesis test, which is a non-parametric test analogous to the one-way between-groups analysis of variance i.e. ANOVA (Coakes and Ong, 2011). The Kruskal-Wallis test operates by examining possible differences that might exist between two or more groups (Coakes and Ong, 2011).

Spearman's rank-order (Spearman's rho) correlations were also performed to assess whether any significant monotonic correlations existed between the variables of interest where appropriate. The Spearman's rho is a non-parametric equivalent of Pearson's Product-moment correlation. The strength and direction of association between two ranked variables is measured by the Spearman's correlation coefficient (ρ or r_s), which ranges from -1 to +1 (Laerd Statistics, 2013). Stronger relationships are indicated by absolute values closer to 1, while absolute values closer to zero indicate weaker relationships. In addition, positive values indicate that the variables being compared to each other are positively correlated, while the opposite is true for negative values. Table 3.5 presents a general guide to interpreting Spearman's rho output.

Table 3.5: Spearman's rho strength of association scale

Range	Interpretation
0.0 – 0.199	Negligible to very weak
0.2 – 0.39	Weak
0.4 – 0.69	Moderate
0.7 – 0.89	Strong
0.9 – 0.99	Very Strong
1.0	Perfect

Adapted from: O'Neil (2009). Basic statistics for the utterly confused

The general form of null hypothesis for a Spearman correlation is:

H_0 : There **is no** [monotonic] association between the two variables.

H_1 : There **is a** [monotonic] association between the two variables

It is worth noting that statistical significance (p value) of a Spearman's rho correlation does not indicate the strength of the association. Thus, a value of $p = 0.001$, for example, does not mean a stronger relationship than a value of $p = 0.045$. This is because the significance test investigates whether to accept or reject the null hypothesis. If significance level (α) is set to 0.05, achieving a statistically significant Spearman rank-order correlation means that one can be assured that there is less than a 5% chance that the strength of the relationship found (ρ coefficient) happened by chance if the null hypothesis were true.

3.8.1 Reporting

The summarised data were presented in the form of frequency distribution tables, crosstabulations and relevant graphs (see Chapter 4). The final report was then prepared once all the data were analysed and interpreted.

3.9 Chapter Summary

This chapter provided an overview of the research methodology used in this study. It commenced by presenting the aims and objectives of the study. This was followed by a brief discussion of research paradigm, which culminated in why the researcher selected a quantitative approach for this study. Furthermore, the construction and testing of the research data collection tool was also detailed. In addition, a description of the data collection and data analysis tools used in the study were also stated. The reliability of the collection tool was also reported. The data collected using the methods outlined in this chapter are presented and discussed in Chapter 4.

CHAPTER FOUR

Results and Discussion

4.1 Introduction

This chapter presents and discusses the findings of the data collected in the study. The chapter begins with gaining an overview of participants' demographic information. It then proceeds to address each of the study's objectives, namely employee understanding of the purpose of the PMS at the DED, perceived strengths and weaknesses of the PMS, the PMS's contribution towards employee productivity, and the challenges affecting the successful implementation of a performance appraisal system. Hypotheses tests and crosstabulations are also presented to detect any relationship or patterns that might exist between variables.

4.2 Demographics

The entire employment force at the DED consisted on 65 members of staff. Of these, 57 employees participated in the study. This gave a participation rate of 88%. According to statistical tables, participation a minimum of 56 employees is considered sufficient to adequately represent the entire population of 65 employees at the 95% confidence interval. The demographic information of staff members from the DED that participated in the study are presented in the coming subsections.

4.2.1 Age

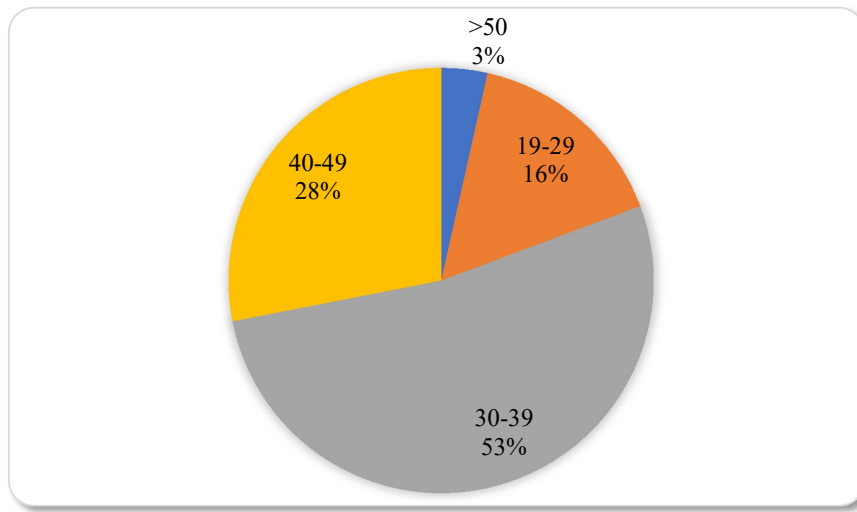


Figure 4.1: Participant age profiles

As illustrated in Figure 4.1, the majority of participants were in the 30-39 year age range. This age range contained 30(52.6%) DED employees. This was followed by participants between the ages of 40-49 [16(28.1%)]. Nine (15.8%) participants were younger than 30 years old. This brings the total of study participants aged younger than 40 years to 39(71.9%). The remaining two participants were at least 50 years old.

4.2.2 Gender

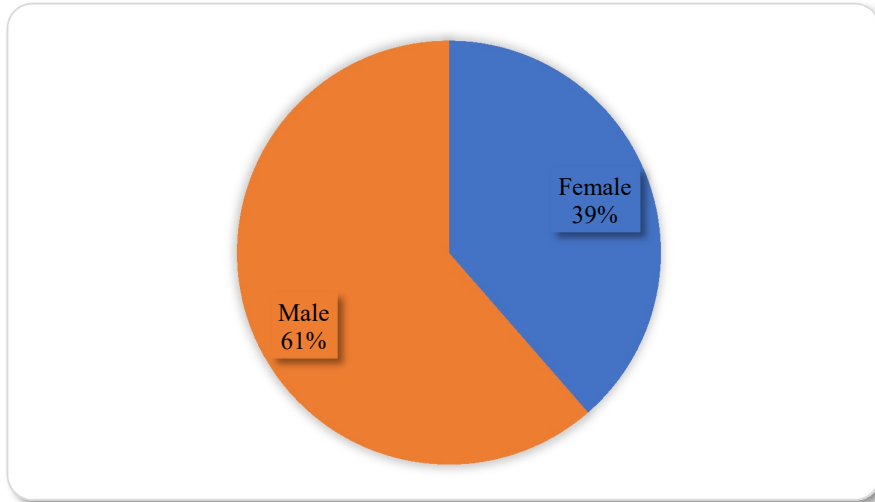


Figure 4.2: Participant gender distribution

The reason for collecting and analysing data according to gender was to get an idea if there is some degree of gender balance at the DED. It also served to draw up comparisons of findings between male and female participants.

Figure 4.2 shows that the majority [35(61.4%)] of study participants were male. This indicates that the eThekweni Municipality DED is a male dominated work environment.

4.2.3 Race

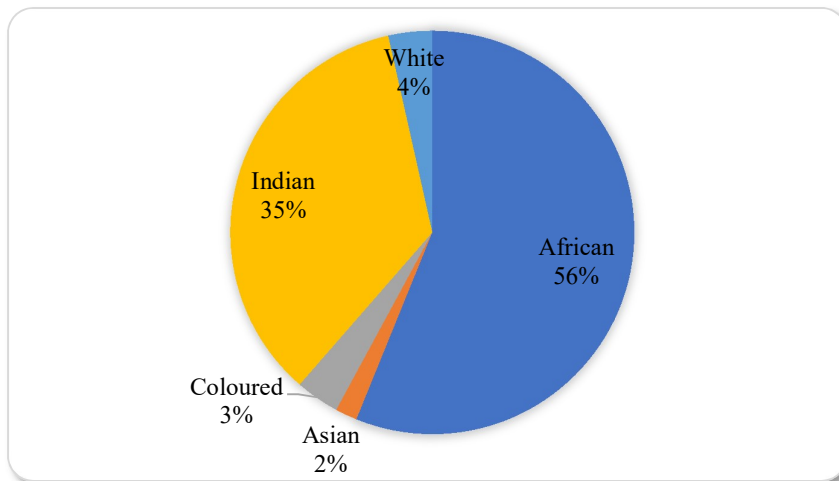


Figure 4.3: Participant racial profiles

The reason for collecting to demographics according to race was to get an idea of the diversity of the DED employees. It also served a platform for drawing up comparisons of findings between the different race profiles at the DED.

As seen in Figure 4.3, most DED employees were African and Indian. Africans and Indians constituted 91% of the DED's labour force, while Whites, Coloureds and Asians made a collective minority of only 9% of the DED staff compliment.

4.2.4 Position held at the DED

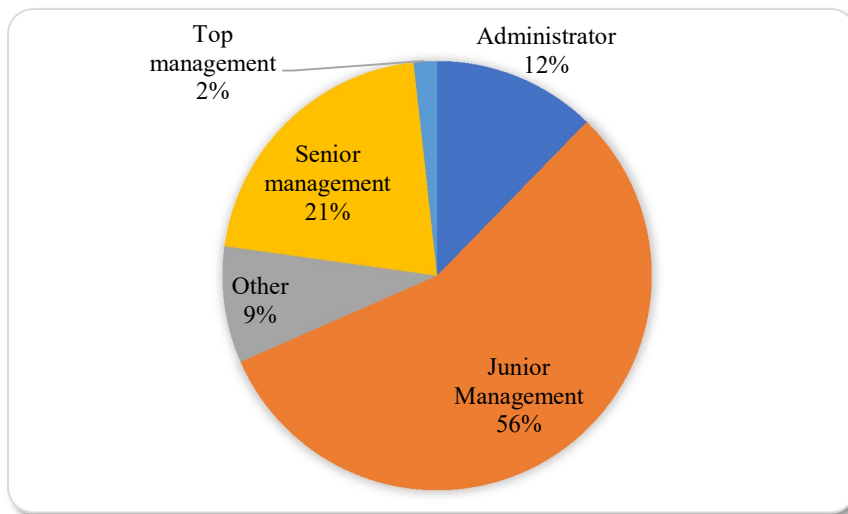


Figure 4.4: Position held at the DED

The reason for collecting data according to position held within the DED was to draw up comparisons of findings in a form of opinions and the experiences of employees regarding PMS at different position within the DED organogram.

As illustrated in Figure 4.4, most of the study participants held Junior Management positions. This can be seen by 32(56,1%) of them indicating as such. Twelve (21,1%) participants were in Senior Management and seven (12,3%) were administrators. Of the 27 study participants, only one of them was part of Top Management.

4.2.5 Years employed at DED

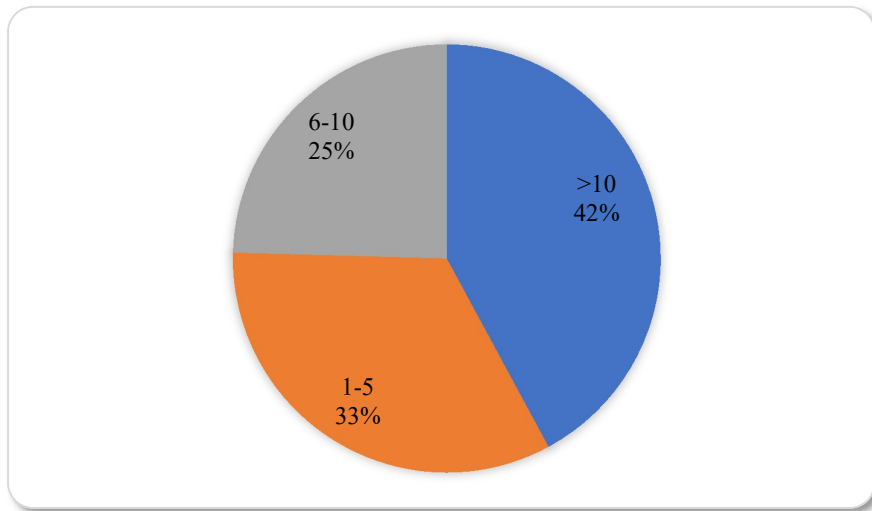


Figure 4.5: Years employed at the DED

The reason for collecting data according to years of employment at the DED was to get the historical experiences and opinions of employees on how PMS has been implemented over the years.

As can be seen in Figure 4.5, 42% of the participants were employed at the DED for more than 10 years. This was followed by an increased number of new recruits (i.e. employed at the DED for not more than 5 years, viz. 33%). Twenty-five percent of the study participants were with the organisations between 6 to 10 years.

4.3 Employee understanding, perceptions and attitudes towards the DED’s PMS.

This serves as the first objective of the study aimed to assess the effectiveness of the PMS at the DED. Therefore, employee’s understanding, their perceptions and attitudes towards the PMS were evaluated to get a holistic picture of the effectiveness of PMS at the DED. Thus, Table 4.1 contains participant opinions on the effectiveness of the PMS. It tabulates the overall summary of scores given per statement. This table was constructed by assigning scores to each of the Likert responses ranging from -2 for strongly disagree to +2 for strongly agree (see Appendix 1 for detailed frequencies of responses per statement using the five-point Likert scale). These scores were then added for each statement to assess whether participants rated that statement positively or not. In this instance, all totalled scores greater than zero were indicative of a positive perception for a statement, whilst the converse held true for scores that added up to less than zero. Moreover, the summed-up scores for each statement were added together for all nine statements making up the “perceptions and attitudes towards the PMS” construct to give an overall score for the construct (i.e. refer to overall scoring of construct 1 in Table 4.1).

Table 4.1: Summary scores of participant perceptions and attitudes towards the PMS

Question No.	Statement	Total Score	Overall perception
Q1	Purpose is clearly defined and communicated	17	+
Q2	Aligns individual objectives and performance with organisational goals	8	+
Q3	Used to manage service delivery through motivating individual and teams to perform toward achieving department’s objectives and goals	7	+
Q4	Is a valuable communication tool to manage how work gets done and how effective each individual is performing	-18	-
Q5	Designed to promote a high-performance culture	-6	-
Q6	Allows for the identification of learning, development and empowerment needs of employees	13	+
Q7	Allows for unsatisfactory performance to be identified earlier for corrective action to be taken	1	+
Q8	Objective is to recognise and reward good performance	26	+
Q9	Results in fair performance appraisal of staff members	-33	-
Overall scoring of Construct 1: Perceptions and understanding of the PMS		15	+

As seen in Table 4.1, the construct assessing employees’ understanding and perceptions of PMS, and attitudes towards it was on the whole viewed positively by participants (i.e. overall score = 15). Participants’ collective responses, therefore, suggest that they understood the

overall purpose of the PMS at the DED. However, collective responses also indicated that they did not think that the PMS was a valuable communication tool for managing how work gets done and for measuring employee performance (Q4: -18)¹. Employees also seemed unconvinced that the PMS was an effective tool for the early detection (and subsequent prompt correction) of unsatisfactory performance (Q7: +1). This may suggest that the PMS at the DED failed to achieve its desired purpose, which is to establish a shared understanding of what is to be achieved, how it is to be achieved, and an approach of managing employees in a way that increases the probability of achieving success, as posited by Armstrong and Taylor (2014). This also implies that the measuring or evaluation criteria against which employees' performance are measured by managers is not explicitly made known to employees so that they are aware about what that they are being measured. There thus seems some discord between the theoretical purpose about the PMS communicated to employees, and the practical application of the PMS, hence the PMS not been viewed as tool to measure staff performance.

Participants also did not consider the PMS at the DED to result in fair PAs of staff members (Q9: -33). This indicates that employees had lost confidence and trust in the PMS due to inconsistent implementation of the PA process. It also suggests that employees felt that the performance measuring criteria was not applied consistently and objectively during the review process. Furthermore, it might also be that additional *ad hoc* duties performed by employees when requested, which fell beyond the scope of their agreement performance plans were not considered during the PA process, resulting in employees' beliefs that the process was unfair. It is also possible that the perceived unfairness with the PA as due managers' lack of knowledge in conducting PA effectively.

In addition, employees did not think that the PMS at the DED promoted a high-performance culture (Q5: -6). This may infer that management has been unsuccessful in defining predominant values, beliefs and behaviours needed for the establishment of an organisation culture of goal achievements. Moreover, it also suggests that the PMS is not yet integrated into the DED's culture.

¹ NB: Q4 refers to question / statement number 4, while the -18 refers to the total score for that question / statement

Participants did, however, consider the purpose of the PMS to be clearly defined and communicated (Q1: +17), that the PMS was used to recognise and reward good performance (Q8: +26), that it served as a tool to identify employee learning, developmental and empowerment gaps (Q6: +13), that the PMS aligned individual objectives and performance with organisational goals (Q2: +8), and that the PMS can be used to manage service delivery using motivation (Q3: +7). These findings indicate that the DED took relevant measures to ensure that their employees were well-informed, understood and were well-versed about the PMS and its overall purpose, which was to improve both their and the organisation's performance. The DED's employees' understanding of PMS is in keeping with Nigam and Mishra's (2015) definition of PMS as a systematic business process by which an organisation develops the performance of individuals and teams for improving the organisation's overall performance and effectiveness. The present study's findings, however, contradict those of a study by Murika (2015), which reported that the participants of that study (from South African mining industry and the Health Department in the Northwest) displayed limited (or lacked) understanding of what the PMS was about and hence displayed a high resistance to change and difficulties were experienced in getting buy-in from some employees.

On the whole, participants considered the recognition and reward of good performance as the most important purpose of the PMS (Q8: +26) and felt that the weakest element of this construct was the failure of the PMS to translate into fair employee PA (Q9: -33).

4.4 Strengths and weaknesses of the implemented PMS

Table 4.2: Summary scores of participant perceptions of the strengths and weaknesses of the PMS

Question No.	Statement	Total Score	Overall perception
Q10	Senior management commitment to implementation	-9	-
Q11	Employees are committed to setting performance standards	27	+
Q12	Performance goals and standards are specific, measurable, attainable, realistic and time-based	-5	-
Q13	Performance plan explains what is expected of employees and guides behaviour towards departmental goals	11	+
Q14	Coaching and motivation provided to improve skills / behaviour and help achieve planned performance	-48	-
Q15	Performance feedback is given as soon as possible after the activity is performed	-44	-
Q16	Performance feedback clearly points out strengths and areas for improvement to enhance my performance	-28	-
Q17	Ongoing feedback during the performance management cycle gives an accurate evaluation of individual performance against planned performance	-41	-
Overall scoring of Construct 2: Strengths and weaknesses of the PMS		-137	-

This is a second objective of the study aimed to discover how strongly participants considered presented aspects of the PMS as either a strengths or weaknesses. Thus, as can be seen in Table 4.2 above, participant scores indicate that they considered the PMS holistically weak (overall score = -137). Apart from employee commitment to setting performance standards (Q11: +27) and performance plans explaining what was expected of them and guiding their behaviour towards departmental goals (Q13: +11), the remaining six statements within this construct were considered PMS weaknesses by participants. The weakest aspect of the PMS was the inability to use it to coach and motivate employees towards achieving personal goals and to better align their skills and / or behaviour with planned performance (Q14: -48). This was followed by a delay in performance feedback after the performance review process (Q15: -44), and the failure of ongoing feedback during a performance management cycle to accurately evaluate individual performance against their planned performance (Q17: -41). In addition, performance feedback also failed to clearly highlight employee strengths [to encourage them] and weakness to improve upon (Q16: -28).

The lack of timeous feedback could possibly be attributed to management procrastination due to (i) the lack of skills and training to enhance confidence, (ii) fear of giving negative feedback to employees, (iii) fear of confrontation with the employees, (iv) limited time to give feedback due to high work load and many responsibilities. Consequently, employees work for extended periods without knowing what their strengths, weakness and overall work performance, so that corrective measures can be taken (e.g. employee training). It is possible that the lack of constructive performance feedback could be because the discussion(s) between managers and employees at these sessions are mainly focused on employee needs rather than their actual performance progress.

Senior Management were also perceived by employees as not being committed to the successful implementation of the PMS (Q10: -9). The perceived lack of commitment from senior management may hint that senior management do not display a sense of seriousness, commitment and formality to influence employee attitudes towards the PMS, or they simply appear disinterested in the whole “ticking the box” process. Senior management commitment, as argued by Makhubela *et al.* (2016), brought an air of seriousness and formality to performance reviews that potentially influenced employee commitment towards achieving results. This implies that managers are not actively involved and aware of their role and responsibilities in the PM process. Moreover, this finding might suggest that managers are lacking knowledge, and are not trained enough to show their confidence and commitment in implementing the PM process effectively. Possibly, this could be that managers perceive PM as a frustrating process that should be a responsibility of the HR department.

Lastly, employees did not consider performance goals and standards of the PMS to be specific, measurable, attainable, realistic or time-based (Q12: -5). This implies that, in as much as the employees are committed to the process of setting performance goals, managers have been unsuccessful at ensuring that set goals were clear, detailed, realistic and specific enough to indicate how and when they are to be achieved by employees. Please see Appendix 2 detailing frequencies of participant responses to each of the statements contained in this construct.

4.5 Contribution of PMS towards the improvement of employee productivity

Table 4.3: Summary scores of participant perceptions of the contribution of the PMS towards employee productivity

Question No.	Statement	Total Score	Overall perception
Q18	The PMS motivates me to improve my productivity level	-33	-
Q19	Participation in setting departmental goals helps me to be committed in accomplishing my work responsibilities	18	+
Q20	Understanding the areas of my responsibility motivates me to be productive in trying to achieve them	40	+
Q21	Receiving performance feedback from my supervisor enables me to strengthen self-development that enhances my productivity at work	11	+
Q22	Appraisal rewards and recognition structure within the DED increases my job satisfaction and motivates me to be productive to accomplish targets	-24	-
Q23	Employees are committed to producing excellent standards of performance	12	+
Overall scoring of Construct 3: PMS and employee productivity		24	+

This is a third objective of the study aimed to assess the perceptions that participants had of the contribution that the PMS had on improving employee productivity. Thus, as shown in Table 4.3 above, employees generally felt that the PMS enhanced their productivity (overall score = 24). Participants felt most strongly that understanding the areas of their responsibilities motivated them to be productive in trying to achieve them (Q20: +40). This was followed by the positive relationship between productivity and employee involvement in setting departmental goals (Q19: +18). This relationship implies that employee involvement in setting departmental goals gave them a sense of purpose, enhanced their commitment and helped them understand their role(s) and responsibilities, ultimately their productivity. However, given the *status quo*, employees felt that the PMS did not motivate them to be more productive (Q18: -33). In addition, the appraisal rewards and recognition structure did not improve employee job satisfaction, nor did it motivate them to be more productive (Q22: -24). This highlights that an imbalance that exists between perceived individual performance, and actual performance ratings and associated monetary rewards. This could be interpreted as performance rewards misaligning with required performance criteria. Hence, not served any motivational value to improve employee performance and productivity. Please refer to Appendix 3 for frequencies of participant responses to each of the statements contained in this construct.

4.6 Challenges affecting the successful implementation of a performance appraisal system of the DED

Table 4.4: Summary scores of participant perceptions of the challenges affecting the successful implementation of a performance appraisal system

Question No.	Statement	Total Score	Overall perception
Q24	Employees consider the appraisal process to be simple, uncomplicated and clear	-31	-
Q25	Performance is measured against criteria previously agreed upon and there are no deviations from the initial performance agreement activities	-7	-
Q26	There is on-going open, honest and factual communication between supervisors and employees about performance	-23	-
Q27	The performance appraisal process is consistent, reliable and very objective thus does not allow subjectivity	-44	-
Q28	The performance appraisal process is fair to all employees and free from errors, biasness and favouritism	-49	-
Q29	Performance appraisal is used as tool to punish poor performers rather than to enhance performance	4	+
Q30	Performance review ratings are accurate and reflect actual performance	-42	-
Q31	Training in conducting effective appraisals and giving feedback accurately to employees is provided to appraisers	-4	-
Overall scoring of Construct 4: Performance appraisal system implementation challenges		-196	-

This serves as the fourth objective of the study aimed at evaluating the challenges that hindered the successful implementation of the performance appraisal system at the DED. Overall participants rated this construct most poorly of the four constructs / objectives that the study aimed to assess. This construct had a total scoring of -196. This indicates that participants were very pessimistic about the current appraisal system and felt that much had to be done for it to be successfully implemented at the DED. The only statement that participants scored positively of the eight statements constituting this construct was concerned with performance appraisal being used more as a punishment tool rather than a tool to enhance performance (Q29: +4). This statement itself seems a negative statement, as such, it is possible to view the overall score as a negative as it reinforces a negative sentiment.

The greatest challenge with the performance appraisal system, according to study participants, was the fairness of the appraisal system to all employees (Q28: -49). This

suggests that participants felt that the appraisal system was riddled with errors and biases, favouring some employees over others. Participants also felt that the performance appraisal system was inconsistent, unreliable and subjective (Q27: -44). Furthermore, they also indicated that they considered the performance review ratings as inaccurate and not reflective of actual performance (Q30: -42). In addition, the appraisal process was perceived as complicated and lacking clarity [or transparency] (Q24: -31). This was further reiterated by employees indicating that there was no transparency and factual communication between supervisors and employees about performance (Q26: -23). This poor communication could be due to the loss of trust between managers and employees arising from errors and favoritism in rating employees. Moreover, the errors in PA process could be the source of conflict between managers and employees that has resulted in limited, dishonest, nonfactual communication.

Additionally, employees also felt that performance was not measured against previously agreed upon criteria (Q25: -7); and that appraisers were not given adequate training to conduct effective appraisals and to give employees accurate feedback based on appraisal findings (Q31: -4). Please see Appendix 4, which tabulates the actual frequencies of participant responses to each of the statements contained in this construct.

4.7 Hypothesis tests, crosstabulations and correlations

To detect whether there were any significant discrepancies between how participants responded to statements contained in the four constructs assessing the DED's PMS, each construct was tested using each of the age, gender, race, position, and the number of years employed at the DED demographics. The null hypothesis for each of these tests was that there were no differences in the responses given per statement per demographic at the 0.05 significance level. The alternative hypothesis was that a difference was detected in how participants responded to a statement based on demographic subdivision. The Kruskal-Wallis hypothesis test did not detect any differences in the answering patterns of all, but four, statements based on demographic background. This indicates that, apart from the four significant statements, responses were consistent and independent of participants' backgrounds at the 0.05 level of significance. Significant differences across the four constructs by demographic are tabulated in Table 4.5 (see Appendices 5-8 for p-values for each statement by demographic variable).

Table 4.5: Statements that produced significant differences in responses given based on demographic groupings

Null hypothesis	Sig. (p-value)	Decision
The distribution of <i>the PMS is designed to promote a high-performance culture within the DED</i> is the same across categories of <i>Years employed</i> .	0,016	Reject H ₀
The distribution of <i>as an employee at the DED, I am committed, involved and participate fully in setting performance standards</i> is the same across categories of <i>Years employed</i> .	0,001	Reject H ₀
The distribution of <i>senior management is committed to the successful implementation of the PMS</i> is the same across categories of <i>Age</i> .	0,035	Reject H ₀
The distribution of <i>the PMS within DED motivates me to improve my productivity level</i> is the same across categories of <i>Race</i> .	0,029	Reject H ₀

The significance level using the Kruskal-Wallis hypothesis test was set at 0.05

As shown in Table 4.5, there were significant differences in participant responses to two statements based on the number of years that they were employed at the DED. These statements revolved around the PMS promoting a high-performance culture within the DED (p-value = 0.016), and employee participation and commitment towards setting performance standards (p-value = 0.001). To get a better indication of why there were differences between this demographic and this statement, crosstabulations were performed (see Table 4.6).

Table 4.6: Crosstabulation of the years worked at the DED and perceptions about the PMS as well as the strengths and weaknesses of the PMS

Years employed at DED * The PMS is designed to promote a high- performance culture within the DED Crosstabulation							
		The PMS is designed to promote a high- performance culture within the DED					
	Years employed at DED	S. Disagree	Disagree	Uncertain	Agree	S. Agree	Total
Effectiveness	>10	2	14	1	6	1	24
	1-5	1	9	3	6	0	19
	6-10	0	3	2	6	3	14
	Total	3	26	6	18	4	57
Years employed at DED * As an employee at the DED, I am committed, involved and participate fully in setting performance standards Crosstabulation							
		As an employee at the DED, I am committed, involved and participate fully in setting performance standards					
	Years employed at DED	S. Disagree	Disagree	Uncertain	Agree	S. Agree	Total
Strengths and weaknesses	>10	0	3	3	17	1	24
	1-5	1	11	1	4	2	19
	6-10	0	2	0	6	6	14
	Total	1	16	4	27	9	57

Table 4.6 shows that responses were only “remarkable” in the level of disagreement to this statement by years employed. Specifically, 14(58%) of the most experienced employees felt that the design of the PMS failed to create a high-performance culture at the DED. In addition, nearly 50% of new employees to the DED felt the same way. However, only 21% of participants that were employed at the DED between 6 to 10 years felt the same as the other employees.

The second significant difference that participants were divided on was their commitment and involvement in setting performance standards (p-value = 0.001). The main visible difference between the years at the DED and involvement in setting performance standard was between the more experienced employees and the new employees. Fifty-eight percent of the employees that were with the DED for not more than five years felt that they did not have much say in setting performance standards, whereas 71% of the most experienced employees indicated that they were committed and involved in setting performance standards.

Table 4.5 also shows that there were significant differences between how participants felt about Senior Managements' commitment to successfully implementing the PMS based on participants' ages (p-value = 0.035). Here both participants that were older than 50 years felt that Senior Management were committed to the successful implementation of the PMS, while only 33% of participants aged between 30 and 50 shared the same sentiment. However, 30% of the latter age group did not believe that Senior Management was committed to the successful implementation of the PMS (see Table 4.7). Perhaps the most outstanding response came from participants aged between 30 to 39. Here 43% of them were unsure about Senior Management's committed towards the success of the PMS. This group also constituted 76% of the uncertainty concerning this statement.

Table 4.7: Crosstabulation of participant ages and perceptions about Senior Managements' involvement in the successful implementation of the PMS

Age * Senior management is committed to the successful implementation of the PMS Crosstabulation							
		Senior management is committed to the successful implementation of the PMS					
Strengths and weaknesses	Age	S. Disagree	Disagree	Uncertain	Agree	S. Agree	Total
	>50	0	0	0	2	0	2
	19-29	3	3	2	1	0	9
	30-39	2	8	13	7	0	30
	40-49	0	6	2	8	0	16
	Total	5	17	17	18	0	57

The final statement for which there were significant responses shown in Table 4.5 was about the contribution of the PMS to motivating employees to improve their productivity (p-value = 0.029). Responses by race category to this statement were fairly scattered (see Table 4.8).

Table 4.8: Crosstabulation of participant race groups and perceptions about the PMS and improvement of productivity levels

Race * The PMS within DED motivates me to improve my productivity level Crosstabulation							
		The PMS within DED motivates me to improve my productivity level					
Productivity	Race	S. Disagree	Disagree	Uncertain	Agree	S. Agree	Total
	African	3	13	7	7	2	32
	Asian	1	0	0	0	0	1
	Coloured	0	1	0	1	0	2
	Indian	6	11	2	1	0	20
	White	0	1	1	0	0	2
	Total	10	26	10	9	2	57

As can be extracted from Table 4.8, a total of 36(63%) of participants disagreed² with this statement. Of these, 44% were Black and 47% were Indian. Apart from this response category, it is not very clear what other responses by race were visually significant. If one speculates, then perhaps significance in responses was affected by the large disparity between the most represented race groups and those that were in the minority.

4.7.1 Spearman’s rho

To assess whether there were any significant correlations between response to the four constructs described in sections 4.3 to 4.6, the Spearman rho and Pearson’s coefficient were performed. Since these correlation treatments produced similar results, the Spearman rho will be used to describe significant correlations. Spearman rho results are for the constructs are tabulated in Table 4.9 (Note: results for Pearson coefficient are not shown).

Table 4.9: Spearman rho correlations of participant scores in each of the four constructs assessing the PMS at the DED

		Section B	Section C	Section D	Section E	
		Effectiveness	Strengths and weaknesses	Employee productivity	Implementation challenges	
Spearman's rho	Section B: Perceptions of the PMS	ρ	1,000	0,673	0,579	0,572
		p-value		4,74E-09	1,20E-06	1,69E-06
		N	57	57	57	57
	Section C: Strengths and weaknesses	ρ	0,673	1,000	0,52	0,553
		p-value	4,74E-09		1,70E-05	4,02E-06
		N	57	57	57	57
	Section D: Employee productivity	ρ	0,579	0,520	1,000	0,504
		p-value	1,20E-06	1,70E-05		3,24E-05
		N	57	57	57	57
	Section E: Implementation challenges	ρ	0,572	0,553	0,504	1,000
		p-value	1,69E-06	4,02E-06	3,24E-05	
		N	57	57	57	57

Correlations are at a significance level of 0.01 (1-tailed).

² To find some sort of uniformity, “strongly disagree” and “disagree” responses are grouped together and treated as “disagree” for this statement only.

As seen in Table 4.9, all the correlations detected by the Spearman rho were positive and fell within the 0.4-0.69 range. Moreover, each correlation was significant at the 0.01 level of significance. This suggests that statistically, there is sufficient evidence to suggest that a moderate positive monotonic correlations exist between employee perceptions of the PMS and how they perceive (i) strengths and weaknesses of the PMS ($\rho = 0.673$, $n = 57$, $p = 4.74E^{-09}$); (ii) the strengths and weaknesses of the PMS ($\rho=0.579$, $n=57$, $p = 1.20E^{-06}$); and (iii) the challenges impeding the successful implementation of a performance appraisal system ($\rho=0.572$, $n=57$, $p=1.69E^{-06}$). Furthermore, there were also moderate positive monotonic correlations that existed between employee perceptions of the strengths and weaknesses of the PMS and (i) the contribution of the PMS towards employee productivity ($\rho=0.52$, $n=57$, $p=1.7E^{-05}$) and (ii) the challenges impeding the successful implementation of a performance appraisal system ($\rho=0.553$, $n=57$, $p=4.02E^{-06}$). Finally, a moderate positive monotonic correlation existed between employee productivity and the challenges hindering the successful implementation of a performance appraisal system ($\rho=0.504$, $n=57$, $p=3.24E^{-06}$). These findings indicate that a positive stance or attitude taken by employees has a positive, *albeit* moderate, impact on any of the other constructs assessing performance management at the DED. Scatterplots of each of these correlations are depicted in Appendix 9 for visualisation purposes.

4.8 Chapter Summary

This chapter presented and discussed the findings of the study. The study revealed that overall participants had a positive understanding of the purpose of the PMS and also perceived it as contributing towards employee productivity. However, they considered the PMS weak overall with several challenges hindering its successful implementation. The next chapter draws the study to close by reporting on important findings and making recommendations to assist the DED successfully implement their PMS, as well as recommendations for future research.

CHAPTER FIVE

Recommendations and Conclusions

5.1 Introduction

This study aimed to gain a better understanding of employee perceptions of the effectiveness of the PMS implemented at eThekweni Municipality's DED. The main objectives that the research aimed to achieve were to assess employee attitudes towards the PMS at the DED, to gauge the perceived strengths and weaknesses of the PMS, to identify the bottlenecks and challenges influencing the effective implementation of performance appraisal at the DED; and to evaluate whether the PMS had a positive impact on employee productivity. The entire purpose for gathering this information was for it to be used by DED managers to better understand the PMS at the DED and to equip them to make informed decisions on how to improve it to benefit employees and the organisation. This chapter, therefore, presents a summary of the study's findings. Conclusions are drawn from the findings in alignment with the research's objectives. Furthermore, the benefits of the study are also discussed. Finally, recommendations from the study findings are presented as well as recommendations for future research.

5.2 Research outcomes

The outcomes of this research are presented and discussed under the four objectives that the study aimed to achieve. These are:

5.2.1 Objective 1: Staff understanding, perceptions and attitudes towards the DED's PMS

This objective aimed to assess study participants' understanding of the PMS, and their perceptions and attitudes towards it. Overall, participants had a good grasp of what the PMS was all about and perceived it in a very positive light. They considered the purpose of the PMS to be clearly defined and communicated. They also considered the recognition and reward for good performance as the most important purpose of the PMS. Moreover, they perceived the PMS as a tool used to:

- 1) recognise and reward good performance,
- 2) identify employee learning, developmental and empowerment gaps,

3) align individual objectives and performance with organisational goals. However, study participants did not think the PMS a valuable communication tool for managing how work gets done and for measuring employee performance. Additionally, they also did not believe that the PMS at the DED encouraged a culture of high-performance at the DED, nor did it result in fair performance appraisals of staff members. Furthermore, employees were not entirely convinced that the PMS was an effective tool for detecting and remedying unsatisfactory performance. Overall, the failure of the PMS to translate into fair employee performance appraisal was perceived the weakest aspect of the PMS by study participants.

5.2.2 Objective 2: Strengths and weaknesses of the implemented PMS

This objective aimed to discover how strongly participants considered presented aspects of the PMS as either a strengths or weaknesses. Overall, participants scored the PMS is weak. The only aspects of the PMS that were considered strengths were the commitment of employees towards setting performance standards; and that performance plans explained what was expected of them thereby guiding their behaviour towards attaining departmental goals. The weakest aspect of the PMS, as per participants, was its inability to coach and motivate employees towards achieving personal goals and to better align their skills and / or behaviour with planned performance. Also considered critical weaknesses of the PMS was the feedback lag time after the performance review process and the failure of the performance management cycle to accurately evaluate individual performance against planned performance. Performance feedback was also criticised for not clearly highlighting employee strengths and weakness. In addition, Senior Management were perceived as lacking commitment to successfully implement the PMS at the DED. Lastly, employees did not consider performance goals and standards of the PMS to be specific, measurable, attainable, realistic or time-based.

5.2.3 Objective 3: Contribution of the PMS towards improving of employee productivity

This objective assessed the perceptions that participants had of the contribution that the PMS had on improving employee productivity. Participants generally felt that the PMS enhanced their productivity. They felt most strongly that better understanding of the areas of their responsibilities motivated them to be more

productive. Participants also believed that there existed a positive correlation between employee involvement in setting departmental goals and productivity. However, participants felt that the PMS did not motivate them to be more productive *per se*. In addition, the appraisal rewards and recognition structure did not motivate employees to improve their performance nor did it enhance their job satisfaction.

5.2.4 Objective 4: Challenges and bottlenecks affecting the implementation of performance appraisal system

This objective evaluated the challenges that hindered the successful implementation of the performance appraisal system at the DED. Of all the elements evaluating the PMS, performance appraisal system implementation was the most poorly scored. This suggests that study participants had the strongest reservations about this particular aspect of the PMS over the previous three. This also implies that participants had many misgivings around why the performance appraisal system was not successfully implemented. The greatest critique of the performance appraisal system was the lack of fairness of the appraisal system, suggesting that participants considered it to be riddled with errors and biases, and showing favouritism to some employees. Participants also felt that the performance appraisal system was inconsistent, unreliable, subjective, and had inaccurate performance review that did not reflect actual performance. Moreover, the appraisal process was perceived to be complicated, unclear, and devoid of transparency and factual communication between supervisors and employees about performance. Furthermore, employees also felt that performance was not measured against previously agreed criteria and appraisers were not adequately trained to conduct effective appraisals and to give employees accurate feedback about performance findings. Finally, participants thought that performance appraisal more a punishment tool rather than a tool to enhance performance.

5.3 Policy Implications of this Research

This study contributes to the body of literature on the understanding of the challenges with impeding the successful implementation of an effective PMS.

The following stakeholders stand to benefit from this study:

1. The Development Engineering Department

This study focused specifically on the DED. The benefits of the outcomes from this study to the organisation include the organisation gaining better understanding of the implemented PMS. This knowledge is aimed at better informing strategies and decisions for effective PMS implementation within the DED.

2. The eThekweni Municipality

Improving the PMS at the DED has greater application and benefit to the eThekweni Municipality. Any gains from the improvement of the PMS at the DED can serve as template on which to improve municipal-wide PMSs.

3. Employees

The valuable input and insights shared by participants, if acted upon, can enhance employee morale and ownership of the PMS. This suggests that, as part owners in its development, employees have a vested interest in making its implementation a success. Moreover, they are less likely to resist management around performance evaluation processes.

5.4 Recommendations to solve the research problem

In light of the research findings, the following recommendations are proposed to solve the research problem:

1. The organisation should take in positive light the insights shared by its employees. As the most valuable assets that the DED has, improving the PMS as advised by employees will create a work environment and culture wherein employees feel confident that their performance is measured accurately, and the reward structure is fair. Moreover, the views shared were obtained from almost the entire labour force at the DED. This makes it more critical to consider their concerns as they represent the entire department's employee concerns.
2. The moderate positive correlations that existed between all the elements that evaluated the PMS at the DED indicate that improving one aspect of the PMS is likely to have a positive impact on, and improve, the other elements of the PMS as each element positively impacts the others. Failure to improve any one aspect of the PMS is likely to negatively affect the other elements of the PMS.

3. Top and Senior management should make it a priority to develop strategies that will improve the PMS. As part of the strategy development process, they should be transparent. This will ensure employee buy-in, especially with the implementation of the restructured PMS. In addition, it is also recommended that managers invest more time engaging with their subordinates when constructing performance agreements to instill understanding of the content of the agreement(s). This will establish a shared understanding of what employees need to do, how to do it and how it is to be measured.
4. As it is important that employee performance be conducted on all employees, it is thus important that they, the employees, be regularly informed of their performance so that appropriate measures can be taken to address performance matters. It is, therefore, vital that managers be trained on how to give constructive feedback to employees. This training could possibly enhance management confidence to identify and communicate strengths and weaknesses to employees.
5. Management at the DED need to ensure that performance reward schemes are fair and transparent. Performance review ratings should be clearly linked to individual goals. This could possibly make them more attractive to employees and inspire them strive for attaining better performance against set targets.
6. Manager and Supervisors should clearly define and communicate to all employees the predominant values, beliefs and behaviors that will inform what the organization is all about and what it wants to achieve through a PMS. This will help to shape employee's behavior in line with the organization values, resulting to the establishment of a culture needed for the achievement of the organizational goals. Moreover, the PMS is not integrated into the DED's culture.

5.5 Recommendations for Further Research

In light of the lessons learnt during conducting this study, the investigator would like to make the following recommendations for future research:

1. One of the limitations of the study was the shortfall of obtaining a 100% participation rate of all employees at the DED. This was due to the deployment of technical staff offsite during the period over which the study was conducted. Participation was, however, obtained from 90% of the Department's labour force.

Although the number of participants in this study were considered statistically representative of the entire DED workforce, it would have been ideal to obtain the participation of all DED members. This would make each employee feel that they added value to the research, rather than having a handful of employees feeling marginalised because they were not part of the process. It is thus recommended that future research be as inclusive as possible and conducted over a longer period for deployed employees to have an opportunity to participate.

2. Another limitation of the study was the red tape that the researcher received from the officials to conduct the study within the Department. This, however, was based on misconceptions about the purpose of the research. Nonetheless, this caused a slight delay in conducting the research. However, after the purpose of the study was made clear, approval was given to the researcher to commence with the investigation. It is thus recommended that the purpose and intent of future research be clearly explained to the relevant authorities to dispel any fears and concerns.

5.6 Conclusion

This research investigated the perceptions of the eThekweni Municipality's Development Engineering Department's employees on the effectiveness of the performance management system within the Department. This included gaining an understanding of what employees perceived the purpose of performance management, the strengths and weaknesses of the appraisal system and highlighted areas where employees expressed concerns about the application of the performance rating process.

In respect to the above, this research was successful in that it was able to identify areas where the performance management system fell short and gave insight into areas where the system could be improved.

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Appendices

Appendix 1: Participants' levels of agreement or disagreement to statements assessing their perceptions of the PMS

Statement	S. Disagree n(%)	Disagree n(%)	Uncertain n(%)	Agree n(%)	S. Agree n(%)	Total N
1. The purpose of the PMS is clearly defined and communicated to all employees within the DED	3(5,3)	12(21,1)	9(15,8)	31(54,4)	2(3,5)	57
2. The PMS aligns individual objectives and performance with organisational goals	3(5,3)	18(31,6)	8(14,0)	24(42,1)	4(7,0)	57
3. The PMS is used to manage service delivery through motivating individual and teams to perform toward achieving department's objectives and goals	5(8,8)	16(28,1)	7(12,3)	25(43,9)	4(7,0)	57
4. The PMS is viewed by employees as a valuable communication tool to manage how work gets done and how effective each individual is performing	6(10,5)	23(40,4)	13(22,8)	13(22,8)	2(3,5)	57
5. The PMS is designed to promote a high- performance culture within the DED	3(5,3)	26(45,6)	6(10,5)	18(31,6)	4(7,0)	57
6. The PMS allows for the identification of learning, development and empowerment needs of employees	1(1,8)	17(29,8)	9(15,8)	28(49,1)	2(3,5)	57
7. The PMS allows for unsatisfactory performance to be identified earlier for corrective action to be taken	3(5,3)	19(33,3)	11(19,3)	22(38,6)	2(3,5)	57
8. The objective of performance management is to recognise and reward good performance	0	12(21,1)	12(21,1)	28(49,1)	5(8,8)	57
9. The PMS results in a fair performance appraisal of staff members	8(14,0)	28(49,1)	12(21,1)	7(12,3)	2(3,5)	57

Appendix 2: Participants' levels of agreement or disagreement to statements assessing the strengths and weaknesses of the PMS

Statement	S. Disagree n(%)	Disagree n(%)	Uncertain n(%)	Agree n(%)	S. Agree n(%)	Total N
10. Senior management is committed to the successful implementation of the PMS	5(8,8)	17(29,8)	17(29,8)	18(31,6)	0	57
11. As an employee at the DED, I am committed, involved and participate fully in setting performance standards	1(1,8)	16(28,1)	4(7,0)	27(47,4)	9(15,8)	57
12. Employees consider performance goals and standards to be specific, measurable, attainable realistic and time-based	3(5,3)	22(38,6)	12(21,1)	17(29,8)	3(5,3)	57
13. The performance plan gives me guidance and a clear idea of what is expected of me and help me focus my efforts and behaviour relevant to meet departmental goals	4(7,0)	13(22,8)	9(15,8)	30(52,6)	1(1,8)	57
14. I get coaching and motivation I need during the year to achieve my goals and/or to improve my behaviour/skills to achieve planned performance	8(14,0)	39(68,4)	5(8,8)	3(5,3)	2(3,5)	57
15. Performance feedback is given as soon as possible after the activity is performed	10(17,5)	32(56,1)	7(12,3)	8(14,0)	0(0,0)	57
16. Performance feedback points out clearly my strengths and areas for improvement to enhance my performance	7(12,3)	27(47,4)	11(19,3)	11(19,3)	1(1,8)	57
17. The ongoing feedback during the performance management cycle gives an accurate evaluation of how I am performing against planned performance	7(12,3)	34(59,6)	10(17,5)	5(8,8)	1(1,8)	57

Appendix 3: Participants' levels of agreement or disagreement to statements assessing the contribution of the PMS towards employee productivity

Statement	S. Disagree n(%)	Disagree n(%)	Uncertain n(%)	Agree n(%)	S. Agree n(%)	Total N
18. The PMS within DED motivates me to improve my productivity level	10(17,5)	26(45,6)	10(17,5)	9(15,8)	2(3,5)	57
19. Participating and being involved in setting departmental goals helps me to be committed in accomplishing my work responsibilities	2(3,5)	12(21,1)	13(22,8)	26(45,6)	4(7,0)	57
20. Understanding the areas of my responsibility motivates me to be productive in trying to achieve them	0	9(15,8)	3(5,3)	41(71,9)	4(7,0)	57
21. Receiving performance feedback from my supervisor enables me to strengthen self-development that enhance my productivity at work	3(5,3)	15(26,3)	12(21,1)	22(38,6)	5(8,8)	57
22. The appraisal rewards and recognition structure within the DED increases my job satisfaction and motivates me to be productive to accomplish targets	11(19,3)	20(35,1)	12(21,1)	10(17,5)	4(7,0)	57
23. Employees are committed in producing excellent standards of performance	5(8,8)	11(19,3)	12(21,1)	25(43,9)	4(7,0)	57

Appendix 4: Participants' levels of agreement or disagreement to statements assessing the challenges associated with the implementation of a performance appraisal system

Statement	S. Disagree n(%)	Disagree n(%)	Uncertain n(%)	Agree n(%)	S. Agree n(%)	Total N
24. Employees consider the appraisal process to be simple, uncomplicated and clear	9(18,8)	24(48,1)	13(25,8)	11(21,3)	0(0,0)	57
25. Performance is measured against criteria previously agreed upon and there are no deviations from the initial performance agreement activities	4(7)	0	21(36)	10(17)	22(38)	57
26. There is on-going open, honest and factual communication between supervisors and employees about performance	5(8,8)	28(49,1)	10(17,5)	13(22,8)	1(1,8)	57
27. The performance appraisal process is consistent, reliable and very objective thus does not allow subjectivity	12(21,1)	27(47,4)	12(21,1)	5(8,8)	1(1,8)	57
28. The performance appraisal process is fair to all employees and free from errors, biasness and favouritism	17(29,8)	22(38,6)	11(19,3)	7(12,3)	0(0,0)	57
29. Performance appraisal is used as tool to punish poor performers rather than to enhance performance	4(7)	17(29)	14(24)	15(26)	7(12)	57
30. Performance review ratings are accurate and reflect actual performance	12(21,1)	25(43,9)	14(24,6)	5(8,8)	1(1,8)	57
31. Training in conducting effective appraisals and giving feedback accurately to employees is provided to appraisers	2(3,5)	17(29,8)	22(38,6)	15(26,3)	1(1,8)	57

Appendix 5: Kruskal-Wallis hypothesis test summary across demographic information and perceptions of PMS effectiveness at the DED

A	Statement No.	Null Hypothesis	Sig.	Decision
Position	1	The distribution of the purpose of the PMS is clearly defined and communicated to all employees within the DED is the same across categories of Position.	0,482	Retain H ₀
	2	The distribution of the PMS aligns individual objectives and performance with organisational goals is the same across categories of Position.	0,813	Retain H ₀
	3	The distribution of the PMS is used to manage service delivery through motivating individual and teams to perform toward achieving department's objectives and goals is the same across categories of Position.	0,213	Retain H ₀
	4	the distribution of the PMS is viewed by employees as a valuable communication tool to manage how works gets done and how effective each individual is performing is the same across categories of Position.	0,567	Retain H ₀
	5	The distribution of the PMS is designed to promote a high- performance culture within the DED is the same across categories of Position.	0,845	Retain H ₀
	6	The distribution of the PMS allows for the identification of learning, development and empowerment needs of employees is the same across categories of Position.	0,295	Retain H ₀
	7	The distribution of the PMS allows for unsatisfactory performance to be identified earlier for corrective action to be taken is the same across categories of Position.	0,856	Retain H ₀
	8	The distribution of the objective of performance management is to recognise and reward good performance is the same across categories of Position.	0,656	Retain H ₀
	9	The distribution of the PMS results in a fair performance appraisal of staff members is the same across categories of Position.	0,230	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

B	Statement No.	Null Hypothesis	Sig.	Decision
Years Employed	1	The distribution of the purpose of the PMS is clearly defined and communicated to all employees within the DED is the same across categories of Years employed.	0,942	Retain H ₀
	2	The distribution of the PMS aligns individual objectives and performance with organisational goals is the same across categories of Years employed.	0,081	Retain H ₀
	3	The distribution of the PMS is used to manage service delivery through motivating individual and teams to perform toward achieving department's objectives and goals is the same across categories of Years employed.	0,671	Retain H ₀
	4	the distribution of the PMS is viewed by employees as a valuable communication tool to manage how works gets done and how effective each individual is performing is the same across categories of Years employed.	0,862	Retain H ₀
	5	The distribution of the PMS is designed to promote a high- performance culture within the DED is the same across categories of Years employed.	0,016	Reject H ₀
	6	The distribution of the PMS allows for the identification of learning, development and empowerment needs of employees is the same across categories of Years employed.	0,511	Retain H ₀
	7	The distribution of the PMS allows for unsatisfactory performance to be identified earlier for corrective action to be taken is the same across categories of Years employed.	0,490	Retain H ₀
	8	The distribution of the objective of performance management is to recognise and reward good performance is the same across categories of Years employed.	0,827	Retain H ₀
	9	The distribution of the PMS results in a fair performance appraisal of staff members is the same across categories of Years employed.	0,196	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

C	Statement No.	Null Hypothesis	Sig.	Decision
Race	1	The distribution of the purpose of the PMS is clearly defined and communicated to all employees within the DED is the same across categories of Race.	0,762	Retain H ₀
	2	The distribution of the PMS aligns individual objectives and performance with organisational goals is the same across categories of Race.	0,187	Retain H ₀
	3	The distribution of the PMS is used to manage service delivery through motivating individual and teams to perform toward achieving department's objectives and goals is the same across categories of Race.	0,428	Retain H ₀
	4	the distribution of the PMS is viewed by employees as a valuable communication tool to manage how works gets done and how effective each individual is performing is the same across categories of Race.	0,615	Retain H ₀
	5	The distribution of the PMS is designed to promote a high- performance culture within the DED is the same across categories of Race.	0,351	Retain H ₀
	6	The distribution of the PMS allows for the identification of learning, development and empowerment needs of employees is the same across categories of Race.	0,925	Retain H ₀
	7	The distribution of the PMS allows for unsatisfactory performance to be identified earlier for corrective action to be taken is the same across categories of Race.	0,254	Retain H ₀
	8	The distribution of the objective of performance management is to recognise and reward good performance is the same across categories of Race.	0,269	Retain H ₀
	9	The distribution of the PMS results in a fair performance appraisal of staff members is the same across categories of Race.	0,068	Retain H ₀

Asymptotic significances are displayed. the significance level is .050.

D	Statement No.	Null Hypothesis	Sig.	Decision
Age	1	The distribution of the purpose of the PMS is clearly defined and communicated to all employees within the DED is the same across categories of Age.	0,558	Retain H ₀
	2	The distribution of the PMS aligns individual objectives and performance with organisational goals is the same across categories of Age.	0,071	Retain H ₀
	3	The distribution of the PMS is used to manage service delivery through motivating individual and teams to perform toward achieving department's objectives and goals is the same across categories of Age.	0,573	Retain H ₀
	4	the distribution of the PMS is viewed by employees as a valuable communication tool to manage how works gets done and how effective each individual is performing is the same across categories of Age.	0,782	Retain H ₀
	5	The distribution of the PMS is designed to promote a high- performance culture within the DED is the same across categories of Age.	0,718	Retain H ₀
	6	The distribution of the PMS allows for the identification of learning, development and empowerment needs of employees is the same across categories of Age.	0,167	Retain H ₀
	7	The distribution of the PMS allows for unsatisfactory performance to be identified earlier for corrective action to be taken is the same across categories of Age.	0,403	Retain H ₀
	8	The distribution of the objective of performance management is to recognise and reward good performance is the same across categories of Age.	0,168	Retain H ₀
	9	The distribution of the PMS results in a fair performance appraisal of staff members is the same across categories of Age.	0,890	Retain H ₀

Asymptotic significances are displayed. the significance level is .050.

E	Statement No.	Null Hypothesis	Sig.	Decision
Gender	1	The distribution of the purpose of the PMS is clearly defined and communicated to all employees within the DED is the same across categories of Gender.	0,935	Retain H ₀
	2	The distribution of the PMS aligns individual objectives and performance with organisational goals is the same across categories of Gender.	0,376	Retain H ₀
	3	The distribution of the PMS is used to manage service delivery through motivating individual and teams to perform toward achieving department's objectives and goals is the same across categories of Gender.	0,278	Retain H ₀
	4	the distribution of the PMS is viewed by employees as a valuable communication tool to manage how works gets done and how effective each individual is performing is the same across categories of Gender.	0,911	Retain H ₀
	5	The distribution of the PMS is designed to promote a high- performance culture within the DED is the same across categories of Gender.	0,138	Retain H ₀
	6	The distribution of the PMS allows for the identification of learning, development and empowerment needs of employees is the same across categories of Gender.	0,986	Retain H ₀
	7	The distribution of the PMS allows for unsatisfactory performance to be identified earlier for corrective action to be taken is the same across categories of Gender.	0,904	Retain H ₀
	8	The distribution of the objective of performance management is to recognise and reward good performance is the same across categories of Gender.	0,646	Retain H ₀
	9	The distribution of the PMS results in a fair performance appraisal of staff members is the same across categories of Gender.	0,895	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

Appendix 6: Kruskal-Wallis hypothesis test summary across demographic information and the strengths and weaknesses of the PMS at the DED

A	Statement No.	Null Hypothesis	Sig.	Decision
Position	1	The distribution of senior management is committed to the successful implementation of the PMS is the same across categories of Position.	0,590	Retain H ₀
	2	The distribution of as an employee at the DED, I am committed, involved and participate fully in setting performance standards is the same across categories of Position.	0,455	Retain H ₀
	3	The distribution of employees consider performance goals and standards to be specific, measurable, attainable realistic and time-based is the same across categories of Position.	0,550	Retain H ₀
	4	The distribution of the performance plan gives me a guidance and clear idea of what is expected of me and help me focus my efforts and behaviour relevant to meet departmental goals is the same across categories of Position.	0,730	Retain H ₀
	5	The distribution of I get coaching and motivation I need during the year to achieve my goals and/or to improve my behaviour/skills to achieve planned performance is the same across categories of Position.	0,418	Retain H ₀
	6	The distribution of performance feedback is given as soon as possible after the activity is performed is the same across categories of Position.	0,272	Retain H ₀
	7	The distribution of performance feedback points out clearly my strengths and areas for improvement to enhance my performance is the same across categories of Position.	0,342	Retain H ₀
	8	The distribution of the ongoing feedback during the performance management cycle gives an accurate evaluation of how I am performing against planned performance is the same across categories of Position.	0,243	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

B	Statement No.	Null Hypothesis	Sig.	Decision
Years Employed	1	The distribution of senior management is committed to the successful implementation of the PMS is the same across categories of Years employed.	0,207	Retain H ₀
	2	The distribution of as an employee at the DED, I am committed, involved and participate fully in setting performance standards is the same across categories of Years employed.	0,001	Reject H ₀
	3	The distribution of employees consider performance goals and standards to be specific, measurable, attainable realistic and time-based is the same across categories of Years employed.	0,114	Retain H ₀
	4	The distribution of the performance plan gives me a guidance and clear idea of what is expected of me and help me focus my efforts and behaviour relevant to meet departmental goals is the same across categories of Years employed.	0,571	Retain H ₀
	5	The distribution of I get coaching and motivation I need during the year to achieve my goals and/or to improve my behaviour/skills to achieve planned performance is the same across categories of Years employed.	0,591	Retain H ₀
	6	The distribution of performance feedback is given as soon as possible after the activity is performed is the same across categories of Years employed.	0,487	Retain H ₀
	7	The distribution of performance feedback points out clearly my strengths and areas for improvement to enhance my performance is the same across categories of Years employed.	0,910	Retain H ₀
	8	The distribution of the ongoing feedback during the performance management cycle gives an accurate evaluation of how I am performing against planned performance is the same across categories of Years employed.	0,333	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

C	Statement No.	Null Hypothesis	Sig.	Decision
Race	1	The distribution of senior management is committed to the successful implementation of the PMS is the same across categories of Race.	0,508	Retain H ₀
	2	The distribution of as an employee at the DED, I am committed, involved and participate fully in setting performance standards is the same across categories of Race.	0,928	Retain H ₀
	3	The distribution of employees consider performance goals and standards to be specific, measurable, attainable realistic and time-based is the same across categories of Race.	0,420	Retain H ₀
	4	The distribution of the performance plan gives me a guidance and clear idea of what is expected of me and help me focus my efforts and behaviour relevant to meet departmental goals is the same across categories of Race.	0,254	Retain H ₀
	5	The distribution of I get coaching and motivation I need during the year to achieve my goals and/or to improve my behaviour/skills to achieve planned performance is the same across categories of Race.	0,274	Retain H ₀
	6	The distribution of performance feedback is given as soon as possible after the activity is performed is the same across categories of Race.	0,055	Retain H ₀
	7	The distribution of performance feedback points out clearly my strengths and areas for improvement to enhance my performance is the same across categories of Race.	0,104	Retain H ₀
	8	The distribution of the ongoing feedback during the performance management cycle gives an accurate evaluation of how I am performing against planned performance is the same across categories of Race.	0,298	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

D	Statement No.	Null Hypothesis	Sig.	Decision
Age	1	The distribution of senior management is committed to the successful implementation of the PMS is the same across categories of Age.	0,035	Reject H ₀
	2	The distribution of as an employee at the DED, I am committed, involved and participate fully in setting performance standards is the same across categories of Age.	0,133	Retain H ₀
	3	The distribution of employees consider performance goals and standards to be specific, measurable, attainable realistic and time-based is the same across categories of Age.	0,660	Retain H ₀
	4	The distribution of the performance plan gives me a guidance and clear idea of what is expected of me and help me focus my efforts and behaviour relevant to meet departmental goals is the same across categories of Age.	0,487	Retain H ₀
	5	The distribution of I get coaching and motivation I need during the year to achieve my goals and/or to improve my behaviour/skills to achieve planned performance is the same across categories of Age.	0,260	Retain H ₀
	6	The distribution of performance feedback is given as soon as possible after the activity is performed is the same across categories of Age.	0,583	Retain H ₀
	7	The distribution of performance feedback points out clearly my strengths and areas for improvement to enhance my performance is the same across categories of Age.	0,458	Retain H ₀
	8	The distribution of the ongoing feedback during the performance management cycle gives an accurate evaluation of how I am performing against planned performance is the same across categories of Age.	0,535	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

E	Statement No.	Null Hypothesis	Sig.	Decision
Gender	1	The distribution of senior management is committed to the successful implementation of the PMS is the same across categories of Gender.	0,966	Retain H ₀
	2	The distribution of as an employee at the DED, I am committed, involved and participate fully in setting performance standards is the same across categories of Gender.	0,312	Retain H ₀
	3	The distribution of employees consider performance goals and standards to be specific, measurable, attainable realistic and time-based is the same across categories of Gender.	0,850	Retain H ₀
	4	The distribution of the performance plan gives me a guidance and clear idea of what is expected of me and help me focus my efforts and behaviour relevant to meet departmental goals is the same across categories of Gender.	0,287	Retain H ₀
	5	The distribution of I get coaching and motivation I need during the year to achieve my goals and/or to improve my behaviour/skills to achieve planned performance is the same across categories of Gender.	0,788	Retain H ₀
	6	The distribution of performance feedback is given as soon as possible after the activity is performed is the same across categories of Gender.	0,709	Retain H ₀
	7	The distribution of performance feedback points out clearly my strengths and areas for improvement to enhance my performance is the same across categories of Gender.	1,000	Retain H ₀
	8	The distribution of the ongoing feedback during the performance management cycle gives an accurate evaluation of how I am performing against planned performance is the same across categories of Gender.	0,571	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

Appendix 7: Kruskal-Wallis hypothesis test summary across demographic information and employee productivity associated with the PMS at the DED

A	Statement No.	Null Hypothesis	Sig.	Decision
Position	1	The distribution of the PMS within DED motivates me to improve my productivity level is the same across categories of Position.	0,188	Retain H ₀
	2	The distribution of participating and being involved in setting departmental goals helps me to be committed in accomplishing my work responsibilities is the same across categories of Position.	0,546	Retain H ₀
	3	The distribution of understanding the areas of my responsibility motivates me to be productive in trying to achieve them is the same across categories of Position.	0,681	Retain H ₀
	4	The distribution of receiving performance feedback from my supervisor enables me to strengthen self-development that enhance my productivity at work is the same across categories of Position.	0,331	Retain H ₀
	5	The distribution of the appraisal rewards and recognition structure within the DED increases my job satisfaction and motivates me to be productive to accomplish targets is the same across categories of Position.	0,495	Retain H ₀
	6	The distribution of employees are committed in producing excellent standards of performance is the same across categories of Position.	0,584	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

B	Statement No.	Null Hypothesis	Sig.	Decision
Years employed	1	The distribution of the PMS within DED motivates me to improve my productivity level is the same across categories of Years employed at DED.	0,246	Retain H ₀
	2	The distribution of participating and being involved in setting departmental goals helps me to be committed in accomplishing my work responsibilities is the same across categories of Years employed at DED.	0,110	Retain H ₀
	3	The distribution of understanding the areas of my responsibility motivates me to be productive in trying to achieve them is the same across categories of Years employed at DED.	0,085	Retain H ₀
	4	The distribution of receiving performance feedback from my supervisor enables me to strengthen self-development that enhance my productivity at work is the same across categories of Years employed at DED.	0,991	Retain H ₀
	5	The distribution of the appraisal rewards and recognition structure within the DED increases my job satisfaction and motivates me to be productive to accomplish targets is the same across categories of Years employed at DED.	0,506	Retain H ₀
	6	The distribution of employees are committed in producing excellent standards of performance is the same across categories of Years employed at DED.	0,820	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

C	Statement No.	Null Hypothesis	Sig.	Decision
Race	1	The distribution of the PMS within DED motivates me to improve my productivity level is the same across categories of Race.	0,029	Reject H ₀
	2	The distribution of participating and being involved in setting departmental goals helps me to be committed in accomplishing my work responsibilities is the same across categories of Race.	0,956	Retain H ₀
	3	The distribution of understanding the areas of my responsibility motivates me to be productive in trying to achieve them is the same across categories of Race.	0,234	Retain H ₀
	4	The distribution of receiving performance feedback from my supervisor enables me to strengthen self-development that enhance my productivity at work is the same across categories of Race.	0,936	Retain H ₀
	5	The distribution of the appraisal rewards and recognition structure within the DED increases my job satisfaction and motivates me to be productive to accomplish targets is the same across categories of Race.	0,123	Retain H ₀
	6	The distribution of employees are committed in producing excellent standards of performance is the same across categories of Race.	0,234	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

D	Statement No.	Null Hypothesis	Sig.	Decision
Age	1	The distribution of the PMS within DED motivates me to improve my productivity level is the same across categories of Age.	0,803	Retain H ₀
	2	The distribution of participating and being involved in setting departmental goals helps me to be committed in accomplishing my work responsibilities is the same across categories of Age.	0,075	Retain H ₀
	3	The distribution of understanding the areas of my responsibility motivates me to be productive in trying to achieve them is the same across categories of Age.	0,069	Retain H ₀
	4	The distribution of receiving performance feedback from my supervisor enables me to strengthen self-development that enhance my productivity at work is the same across categories of Age.	0,283	Retain H ₀
	5	The distribution of the appraisal rewards and recognition structure within the DED increases my job satisfaction and motivates me to be productive to accomplish targets is the same across categories of Age.	0,706	Retain H ₀
	6	The distribution of employees are committed in producing excellent standards of performance is the same across categories of Age.	0,153	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

E	Statement No.	Null Hypothesis	Sig.	Decision
Gender	1	The distribution of the PMS within DED motivates me to improve my productivity level is the same across categories of Gender.	0,487	Retain H ₀
	2	The distribution of participating and being involved in setting departmental goals helps me to be committed in accomplishing my work responsibilities is the same across categories of Gender.	0,433	Retain H ₀
	3	The distribution of understanding the areas of my responsibility motivates me to be productive in trying to achieve them is the same across categories of Gender.	0,917	Retain H ₀
	4	The distribution of receiving performance feedback from my supervisor enables me to strengthen self-development that enhance my productivity at work is the same across categories of Gender.	0,668	Retain H ₀
	5	The distribution of the appraisal rewards and recognition structure within the DED increases my job satisfaction and motivates me to be productive to accomplish targets is the same across categories of Gender.	0,198	Retain H ₀
	6	The distribution of employees are committed in producing excellent standards of performance is the same across categories of Gender.	0,924	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

Appendix 8: Kruskal-Wallis hypothesis test summary across demographic information and implementation challenges with the performance appraisal system at the DED

A	Statement No.	Null Hypothesis	Sig.	Decision
Position	1	The distribution of employees consider the appraisal process to be simple, uncomplicated and clear is the same across categories of Position.	0,270	Retain H ₀
	2	The distribution of performance is measured against criteria previously agreed upon and there are no deviations from the initial performance agreement activities is the same across categories of Position.	0,425	Retain H ₀
	3	The distribution of there is on-going open, honest and factual communication between supervisors and employees about performance is the same across categories of Position.	0,072	Retain H ₀
	4	The distribution of the performance appraisal process is consistent, reliable and very objective thus does not allow subjectivity is the same across categories of Position.	0,260	Retain H ₀
	5	The distribution of the performance appraisal process is fair to all employees and free from errors, biasness and favouritism is the same across categories of Position.	0,436	Retain H ₀
	6	The distribution of performance appraisal is used as tool to punish poor performers rather than to enhance performance is the same across categories of Position.	0,185	Retain H ₀
	7	The distribution of performance review ratings are accurate and reflect actual performance is the same across categories of Position.	0,161	Retain H ₀
	8	The distribution of training in conducting effective appraisals and giving feedback accurately to employees is provided to appraisers is the same across categories of Position.	0,068	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

B	Statement No.	Null Hypothesis	Sig.	Decision
Years employed	1	The distribution of employees consider the appraisal process to be simple, uncomplicated and clear is the same across categories of Years employed at the DED.	0,903	Retain H ₀
	2	The distribution of performance is measured against criteria previously agreed upon and there are no deviations from the initial performance agreement activities is the same across categories of Years employed at the DED.	0,894	Retain H ₀
	3	The distribution of there is on-going open, honest and factual communication between supervisors and employees about performance is the same across categories of Years employed at the DED.	0,563	Retain H ₀
	4	The distribution of the performance appraisal process is consistent, reliable and very objective thus does not allow subjectivity is the same across categories of Years employed at the DED.	0,759	Retain H ₀
	5	The distribution of the performance appraisal process is fair to all employees and free from errors, biasness and favouritism is the same across categories of Years employed at the DED.	0,960	Retain H ₀
	6	The distribution of performance appraisal is used as tool to punish poor performers rather than to enhance performance is the same across categories of Years employed at the DED.	0,057	Retain H ₀
	7	The distribution of performance review ratings are accurate and reflect actual performance is the same across categories of Years employed at the DED.	0,657	Retain H ₀
	8	The distribution of training in conducting effective appraisals and giving feedback accurately to employees is provided to appraisers is the same across categories of Years employed at the DED.	0,870	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

C	Statement No.	Null Hypothesis	Sig.	Decision
Race	1	The distribution of employees consider the appraisal process to be simple, uncomplicated and clear is the same across categories of Race.	0,466	Retain H ₀
	2	The distribution of performance is measured against criteria previously agreed upon and there are no deviations from the initial performance agreement activities is the same across categories of Race.	0,346	Retain H ₀
	3	The distribution of there is on-going open, honest and factual communication between supervisors and employees about performance is the same across categories of Race.	0,574	Retain H ₀
	4	The distribution of the performance appraisal process is consistent, reliable and very objective thus does not allow subjectivity is the same across categories of Race.	0,461	Retain H ₀
	5	The distribution of the performance appraisal process is fair to all employees and free from errors, biasness and favouritism is the same across categories of Race.	0,213	Retain H ₀
	6	The distribution of performance appraisal is used as tool to punish poor performers rather than to enhance performance is the same across categories of Race.	0,631	Retain H ₀
	7	The distribution of performance review ratings are accurate and reflect actual performance is the same across categories of Race.	0,247	Retain H ₀
	8	The distribution of training in conducting effective appraisals and giving feedback accurately to employees is provided to appraisers is the same across categories of Race.	0,418	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

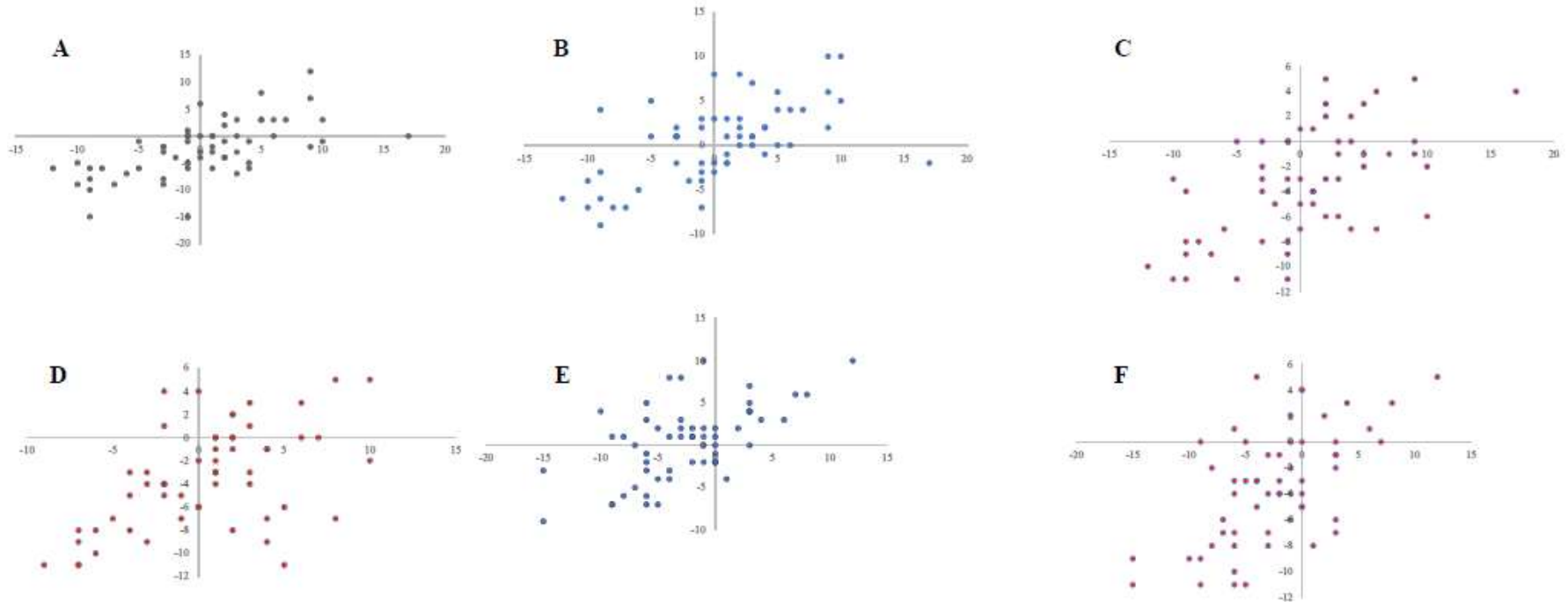
D	Statement No.	Null Hypothesis	Sig.	Decision
Age	1	The distribution of employees consider the appraisal process to be simple, uncomplicated and clear is the same across categories of Age.	0,451	Retain H ₀
	2	The distribution of performance is measured against criteria previously agreed upon and there are no deviations from the initial performance agreement activities is the same across categories of Age.	0,816	Retain H ₀
	3	The distribution of there is on-going open, honest and factual communication between supervisors and employees about performance is the same across categories of Age.	0,131	Retain H ₀
	4	The distribution of the performance appraisal process is consistent, reliable and very objective thus does not allow subjectivity is the same across categories of Age.	0,517	Retain H ₀
	5	The distribution of the performance appraisal process is fair to all employees and free from errors, biasness and favouritism is the same across categories of Age.	0,823	Retain H ₀
	6	The distribution of performance appraisal is used as tool to punish poor performers rather than to enhance performance is the same across categories of Age.	0,687	Retain H ₀
	7	The distribution of performance review ratings are accurate and reflect actual performance is the same across categories of Age.	0,879	Retain H ₀
	8	The distribution of training in conducting effective appraisals and giving feedback accurately to employees is provided to appraisers is the same across categories of Age.	0,816	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

E	Statement No.	Null Hypothesis	Sig.	Decision
Gender	1	The distribution of employees consider the appraisal process to be simple, uncomplicated and clear is the same across categories of Gender.	0,523	Retain H ₀
	2	The distribution of performance is measured against criteria previously agreed upon and there are no deviations from the initial performance agreement activities is the same across categories of Gender.	0,663	Retain H ₀
	3	The distribution of there is on-going open, honest and factual communication between supervisors and employees about performance is the same across categories of Gender.	0,705	Retain H ₀
	4	The distribution of the performance appraisal process is consistent, reliable and very objective thus does not allow subjectivity is the same across categories of Gender.	0,478	Retain H ₀
	5	The distribution of the performance appraisal process is fair to all employees and free from errors, biasness and favouritism is the same across categories of Gender.	0,711	Retain H ₀
	6	The distribution of performance appraisal is used as tool to punish poor performers rather than to enhance performance is the same across categories of Gender.	0,417	Retain H ₀
	7	The distribution of performance review ratings are accurate and reflect actual performance is the same across categories of Gender.	0,781	Retain H ₀
	8	The distribution of training in conducting effective appraisals and giving feedback accurately to employees is provided to appraisers is the same across categories of Gender.	0,457	Retain H ₀

Asymptotic significances are displayed. The significance level is .050.

Appendix 9: Scatterplots of correlations between various constructs assessing PMS at the DED



Plot No.	Y - axis	X - axis
A	Effectiveness	Strengths and Weaknesses
B	Effectiveness	Employee Productivity
C	Effectiveness	Implementation Challenges
D	Employee Productivity	Implementation Challenges
E	Strengths and Weaknesses	Employee Productivity
F	Strengths and Weaknesses	Implementation Challenges

Appendix 10: Ethical Clearance



19 September 2016

Mr Thamsanqa John Jabulani Sindane (214580259)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Sindane,

Protocol reference number: HSS/1258/016M

Project title: Effectiveness of Performance Management System at the Development Engineering Department of eThekweni Municipality

Full Approval – Expedited Application

In response to your application received on 16 August 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned 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 Shamira Naidoo (Deputy Chair)

/ms

Cc Supervisor: Professor Theuns Pelser
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj / Ms Eileen Mohamed

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

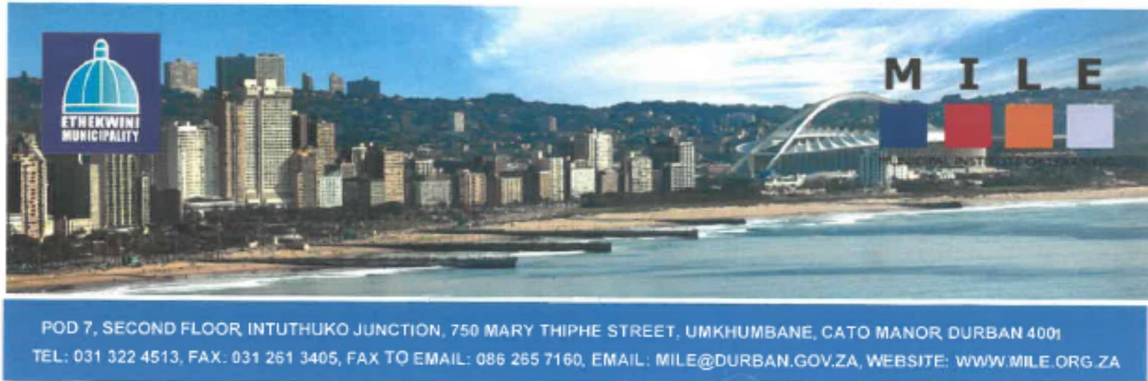
Telephone: +27 (0) 31 260 3587/8360/4557 **Facsimile:** +27 (0) 31 260 4609 **Email:** shmsup@ukzn.ac.za / shymh@ukzn.ac.za / mqh@ukzn.ac.za

Website: www.ukzn.ac.za



Forobing Carousell ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

Appendix 11: Gatekeeper Letter



For attention:
Chair of Ethics Committee (HSSREC)
Graduate School of Business Leadership
University of Kwazulu Natal
Durban
4001

29 March 2016

RE: LETTER OF SUPPORT TO T.J.J SINDANE, STUDENT NUMBER 214580259 - GRANTING PERMISSION TO USE ETHEKWINI MUNICIPALITY AS A CASE STUDY

The Development Engineering Department and eThekweni Municipal Academy (EMA), have considered a request from THAMASANQA JABULANI JOHN SINDANE to use eThekweni Municipality as a research study site leading to the awarding of a **Master's in Business Leadership (MBA)** entitled "Effectiveness of Performance Management System at the Development Engineering Department of eThekweni Municipality.

We wish to inform you of the acceptance of his request and hereby assure him of our utmost cooperation towards achieving his academic goals; the outcome which we believe will help our municipality improve its services. **The student is reminded of the ethical considerations which have to be prioritized when engaging our city officials during the course of the research.** We also stipulate as conditional that the student is supported by his supervisor to present the results and recommendations of this study to the relevant city unit on completion. The engagement will be facilitated by MILE and the student must contact the MILE Office on 031 3224513 or by mail, collin.pillay3@durban.gov.za to confirm a date for this presentation.

Wishing Mr Sindane all the best in his studies.

[Redacted Signature]

Mr Greg Evans
Head: Engineering Unit
eThekweni Municipality

[Redacted Signature]

Dr M. Ngubane
Head: eThekweni Municipal Academy
eThekweni Municipality

I THAMASANQA JOHN JABULANI SINDANE hereby accept as conditional that I will comply fully as per the con

Signed: [Redacted Signature]

Date: 11/4/2016



ETHEKWINI MUNICIPAL ACADEMY

Shell House
221 Anton Lembede Street, Durban , 4001
Tel: 031 311 3192, Fax: 031 311 3292
www.durban.gov.za

13 April 2016

ATT: THAMSANQA SINDANE

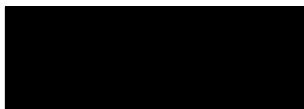
RE: AUTHORITY TO DO RESEARCH IN THE ETHEKWINI MUNICIPALITY

Your letter dated 29 March 2016 requesting to do research on Master's in Business Administration Degree has reference.

You are hereby informed that you are granted authority to do research as requested. You are reminded of the ethics which have to be prioritized when engaging our employees on this research. Please contact the relevant units for all other logistics.

Regards

Date... 13/04/2016



Dr M.B. Ngusane

Head: EThekweni Municipal Academy

Appendix 12: Turnitin Report

MBA Dissertation			
ORIGINALITY REPORT			
9%	2%	4%	10%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	Submitted to University of KwaZulu-Natal Student Paper		4%
2	Submitted to Mancosa Student Paper		2%
3	journals.sagepub.com Internet Source		1%
4	Submitted to North West University Student Paper		1%
5	Submitted to University of Mauritius Student Paper		1%
6	Thomas Bilaliib Udimal, Zhuang Jincal, Emmanuel Caesar Ayamba, Patrick Boateng Sarpong. "Human capital accumulation and its effect on agribusiness performance: the case of China", Environmental Science and Pollution Research, 2017 Publication		1%
7	Submitted to University of Wales Swansea Student Paper		1%

Exclude quotes On
Exclude bibliography On

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