

**NELSON**  **MANDELA**  
UNIVERSITY

**PERCEPTIONS OF EMPLOYEES TOWARDS THE PERFORMANCE  
MANAGEMENT AND DEVELOPMENT SYSTEM: DEPARTMENT OF SOCIAL  
DEVELOPMENT: EASTERN CAPE**

BY

**SIVE MAGUGWANA**

216368243

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

**MASTER'S IN PUBLIC ADMINISTRATION**

IN THE

**FACULTY OF ARTS**

AT THE

**NELSON MANDELA UNIVERSITY**

**APRIL 2021**

**SUPERVISOR: PROF. E. DRAAI**

# NELSON MANDELA UNIVERSITY

## DECLARATION

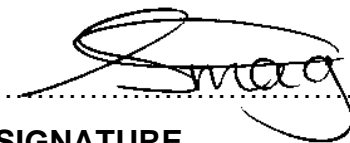
**NAME:** SIVE MAGUGWANA

**STUDENT NUMBER:** 216368243

**QUALIFICATION:** MASTER'S IN PUBLIC ADMINISTRATION

**TITLE OF PROJECT:** PERCEPTIONS OF EMPLOYEES TOWARDS THE  
PERFORMANCE MANAGEMENT AND DEVELOPMENT  
SYSTEM: DEPARTMENT OF SOCIAL DEVELOPMENT:  
EASTERN CAPE

In accordance with Rule G5.6.3, I hereby declare that the above-mentioned thesis is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

  
.....

**SIGNATURE**

26.03.2021  
.....

**DATE**

## **DEDICATIONS**

This dissertation is dedicated to the Lord, who has given me the strength to complete this study. I also dedicate this dissertation to my sons, Letokuhle Magugwana and Unakho Magugwana, to know that everything is possible if you believe.

## **ACKNOWLEDGEMENTS**

I would like to give thanks to the Creator of Heaven and Earth who provided me with strength and hope during all these years of completing my Master's in Public Administration.

The successful completion of this study would also not have been possible without the support, assistance, and encouragement of a number of people. My sincere appreciation and thanks to:

- My supervisor, Prof. Draai, for not giving up on me – thank you for your endless motivation and guidance throughout this study. It was an honour to be supervised by you.
- Dr Vuyokazi Lupuwana, thank you for your words of encouragement from the beginning that picked me up when I was about to give up.
- Mrs P Mwanda, Chief Director of Cooperate Services in the Premier's Office in the Eastern Cape – thank you for taking time out of your busy schedule to answer the questions I had for this study.
- My family – thank you for the love, encouragement, and continued support through all these years.
- My colleagues – thank you for your endless support and for playing vital roles in participating in the research interviews.
- My friends, who supported me all during all these years of completing my MPA.

## **ABSTRACT**

The Performance Management and Development System (PMDS) is a human resource management (HRM) strategy utilised for enhancing employees' performance. The strategy has gained momentum over recent years in the public sector. Much interest in the contemporary world is centred on optimising the performance of both the individual and organisations. As a result, many organisations are introducing and strengthening their PMDS implementation. Effective implementation and evaluation of employees' performance and continuous development is an essential element for any organisation's survival and growth. Thus, it is the obligation of any organisation to ensure that its employees are highly motivated to perform so as to obtain organisational goals and objectives.

This study explored the perceptions of employees regarding the PMDS in the Department of Social Development in the Eastern Cape (ECDSD), and was underpinned by Herzberg's (2005) Two-factor Theory, which focusses on the feelings of employees towards their working environments. The study adopted a qualitative research approach with the use of both primary (interviews) and secondary data collection methods in order to gather data that would answer the research questions. Results from the data collection and analysis revealed that the employees within the ECDSD are knowledgeable about the PMDS and that the majority of participants perceive the strategy as appropriate for enhancing employee performance. This study also found that employees currently face a myriad of challenges regarding PMDS implementation within the Department that include a lack of feedback, a lack of transparency, insufficient training, and a lack of fairness. Training, strengthening communication, providing feedback on performance, and a migration away from financial rewards were identified as strategies that could enhance the proper implementation of the PMDS that best serves the interests of employees.

The study recommends that the ECDSD work closely with its Department of Public Service and Administration (DPSA) in order to constantly monitor and evaluate PMDS implementation. The study also recommends that the Department conduct regular supervisor training sessions regarding the PMDS as well as awareness programmes about the PMDS for both its employees and its managers.

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>i</b>
<b>DEDICATIONS</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>LIST OF APPENDICES</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>xiii</b>

### CHAPTER ONE

#### OVERVIEW OF THE STUDY

1.1	INTRODUCTION .....	1
1.2	DEFINITION OF KEY TERMS.....	4
	1.2.1 Employee .....	4
	1.2.2 Performance Management and Development System.....	4
	1.2.3 Perception.....	4
1.3	BRIEF BACKGROUND OF THE EASTERN CAPE DEPARTMENT OF SOCIAL DEVELOPMENT .....	5
1.4	STATEMENT OF THE PROBLEM .....	5
1.5	THE AIM OF THE STUDY .....	6
1.6	RESEARCH OBJECTIVES .....	6
1.7	RESEARCH QUESTIONS.....	6
1.8	SIGNIFICANCE OF THE STUDY .....	7
1.9	RESEARCH METHODOLOGY.....	7
	1.9.1 Research Method.....	7
	1.9.2 Unit of Analysis .....	8
	1.9.3 Population, Sample, and Data Collection.....	9

1.9.4	Data Collection.....	10
1.9.5	Data Presentation and Analysis .....	10
1.9.6	Ethical Considerations .....	11
1.10	LAYOUT OF THE STUDY .....	12
1.11	CONCLUSION.....	13

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1	INTRODUCTION .....	14
2.2	THEORETICAL FRAMEWORK.....	14
2.2.1	Two-factor Theory .....	14
2.3	PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM EXPLAINED.....	16
2.4	PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM AS A TOP-DOWN PROCESS .....	20
2.4.1	Vertical Integration .....	21
2.4.2	Horizontal Integration .....	21
2.5	PERFORMANCE MANAGEMENT CYCLE .....	22
2.5.1	Performance Planning and Agreement .....	22
2.5.2	The Agreement .....	23
2.5.3	Performance Review.....	25
2.5.4	Personal Development Plan.....	27
2.5.5	Performance Monitoring, Review, and Assessment.....	28
2.5.5.1	<i>Performance Monitoring</i> .....	28
2.5.6	Performance and Development Review.....	29
2.6	CHALLENGES OF PERFORMANCE MANAGEMENT .....	29
2.6.1	Lack of Performance Feedback .....	30

2.6.2	Conflicting Objectives.....	30
2.6.3	Failure to Evaluate or Review the System .....	30
2.7	LEGISLATIVE FRAMEWORK .....	30
2.7.1	Constitution of the Republic of South Africa (1996) .....	31
2.7.2	Public Service Act (103 of 1994).....	32
2.7.3	Public Service Coordinating Bargaining Council Resolution (13 of 1998).....	33
2.7.4	Public Service Regulations (2001) .....	33
2.8	CONCLUSION.....	34

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1	INTRODUCTION .....	35
3.2	RESEARCH DESIGN .....	35
3.2.1	Case Study Research Design .....	36
3.3	RESEARCH APPROACH.....	36
3.3.1	Qualitative Research Approach .....	37
3.4	TARGET POPULATION AND SAMPLING METHOD.....	37
3.4.1	Sampling Procedure.....	38
3.4.2	Data Collection.....	39
3.4.3	Primary Data Collection .....	39
3.4.4	Secondary Data Collection.....	40
3.5	UNIT OF ANALYSIS.....	40
3.6	DATA ANALYSIS AND PRESENTATION .....	41
3.6.1	Thematic Analysis .....	42
3.7	TRUSTWORTHINESS OF THE STUDY .....	43
3.8	ETHICAL CONSIDERATIONS .....	45



3.8.1	Informed Consent .....	45
3.8.2	Confidentiality and Anonymity.....	46
3.9	CONCLUSION.....	46

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, AND INTERPRETATION OF FINDINGS

4.1	INTRODUCTION .....	47
4.2	PRESENTATION OF FINDINGS: BIOGRAPHICAL .....	47
4.2.1	Socio-demographic Data of the Participants .....	47
4.2.1.1	<i>Gender .....</i>	<i>48</i>
4.2.1.2	<i>Age.....</i>	<i>48</i>
4.2.1.3	<i>Level of education .....</i>	<i>49</i>
4.2.1.4	<i>Work unit.....</i>	<i>50</i>
4.2.1.5	<i>Work experience .....</i>	<i>51</i>
4.2.1.6	<i>Salary band.....</i>	<i>52</i>
4.2.2	Views of Employees regarding Performance Management within the Eastern Cape Department of Social Development.....	53
4.2.2.1	<i>The concept of the performance management and development system .....</i>	<i>53</i>
4.2.2.2	<i>Appropriateness of the performance management and development system .....</i>	<i>54</i>
4.2.3	Challenges Encountered by Employees with regard to the Performance Management and Development System within the Eastern Cape Department of Social Development.....	56
4.2.3.1	<i>Lack of feedback.....</i>	<i>56</i>
4.2.3.2	<i>Lack of transparency.....</i>	<i>58</i>
4.2.3.3	<i>Insufficient training .....</i>	<i>59</i>
4.2.3.4	<i>Fairness .....</i>	<i>59</i>

4.2.4	Strategies that can be Employed to Improve the Implementation of Performance Management within the Eastern Cape Department of Social Development .....	61
4.2.4.1	<i>Training</i> .....	61
4.2.4.2	<i>Strengthen communication</i> .....	62
4.2.4.3	<i>Provide feedback on performance</i> .....	63
4.2.4.4	<i>Migrate away from financial rewards</i> .....	64
4.3	CONCLUSION.....	64

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

5.1	INTRODUCTION .....	66
5.2	SUMMARY OF RESEARCH FINDINGS .....	66
5.2.1	Views of Employees regarding Performance Management within the Eastern Cape Department of Social Development.....	66
5.2.2	Challenges Encountered by Employees with regard to the Performance Management and Development System within the Eastern Cape Department of Social Development.....	67
5.2.3	Strategies that can be Employed to Improve the Implementation of Performance Management within the Eastern Cape Department of Social Development .....	68
5.3	CONCLUSIONS .....	69
5.4	RECOMMENDATIONS .....	70
5.4.1	Constant Monitoring and Evaluation of the Performance Management and Development System Process .....	70
5.4.2	Regular Supervisor Training and Skills Development .....	71
5.4.3	Regular Awareness Programmes .....	71
5.4.4	Use of Performance Outcomes to Improve Performance.....	71

5.4.5	Provision of Feedback.....	71
5.5	SUGGESTIONS FOR FUTURE RESEARCH.....	72
5.6	CONCLUSION.....	72
<b>REFERENCES.....</b>		<b>73</b>

## LIST OF APPENDICES

Appendix 1: Ethical clearance certificate.....	83
Appendix 2: Permission to conduct research .....	84
Appendix 3: Consent form.....	86
Appendix 4: Interview guide/ schedule .....	87
Appendix 5: Letter from the Language Practitioner .....	91

## LIST OF TABLES

Table 1.1: Chapter Outline .....	12
Table 3.1: Lincoln and Guba's (1985) trustworthiness criteria and techniques .....	44
Table 4.1: Gender of Participants.....	48
Table 4.2: Age of Participants .....	49
Table 4.3: Highest Level of Education of Participants .....	50
Table 4.4: Work Unit of Participants.....	51
Table 4.5: Work Experience of Participants .....	52
Table 4.6: Salary Levels of Participants .....	52

## LIST OF ABBREVIATIONS

BCEA	-	Basic Condition of Employment Act
DPSA	-	Department of Public Service and Administration
DSD	-	Department of Social Development
ECDSD	-	Eastern Cape Department of Social Development
ECPA	-	Eastern Cape Provincial Administration
GAF	-	Generic Assessment Factor
HoD	-	Head of Department
HRM	-	Human Resource Management
HRP	-	Human Resource Plan
KRA	-	Key Results Areas
MMS	-	Middle Management Services
NPM	-	New Public Management
PDP	-	Personal Development Plan
PM	-	Performance Management
PMDS	-	Performance Management and Development System
PSA	-	Public Service Act
PSC	-	Public Service Commission
PSR	-	Public Service Regulations
SMS	-	Senior Management Services

## CHAPTER ONE

### OVERVIEW OF THE STUDY

#### 1.1 INTRODUCTION

The Performance Management and Development System (PMDS) is a global phenomenon that has gained momentum over the years. The System is currently a standard international practice used to improve employee performance as well as to achieve organisational goals (Makamu, 2016). PMDS implementation in South Africa has, as a result, become a priority for many organisations, including those within the public sector (Mashego, 2016). Aguinis (2019) states that the System was traditionally known as 'performance appraisal' and was widely used by private companies to make decisions regarding employees' awards, merits, salary increases, and/or promotions. Furthermore, the need for increased customer satisfaction and global excellence influenced the development of PMDS, which is a more comprehensive and holistic strategy for employee performance management (PM) than the previous performance appraisal approach (Aguinis, 2019).

Armstrong and Taylor (2017) define PM as an ongoing process employed to improve individual, team, and organisational performance within an organisation. PM deems it essential to align the processes with an organisation's strategic goals (Tshefu, 2019). A PM system is founded on evaluating the day-to-day performance of both the employees and the organisation during a specific financial year and comparing this performance to the performance agreement that was entered into at the beginning of that financial year between the employee and employer (Public Service Commission [PSC], 2018). PM, thus, depends on the shared goals and agreements between employers and employees (Tshefu, 2019).

In the public sector, Makamu (2016) assert that reforms in relation to employee PM were necessitated by global economic influences. The advent of the New Public Management (NPM) also resulted in public service reforms that led to the introduction of both individual and organisational PM systems (Cameron, 2015). The PMDS forms a key component of the NPM framework, as the major aim of these reforms were to improve service delivery in the public sector as well as to motivate employees to work towards the attainment of set organisational goals (Tshefu, 2019). The focus on the

PMDS is mainly based on the need to improve both the employee and the organisation by ensuring that the organisational mandate is delivered effectively and efficiently, since the PMDS is linked with skills development (Tshefu, 2019). Employees can be seen as valuable resources and assets within organisations (Nassazi, 2013); therefore, Government entities, such as municipalities and other governmental departments are increasing efforts towards ensuring that public sector employees are well taken care of through rewarding employees' work performance (Makamu & Mello, 2017). Effective implementation of the PMDS is seen as a crucial step in these efforts towards improving employee performance (Nassazi, 2013).

Since the genesis of South Africa's democracy in 1994, the public has become aware of their rights, and this awareness has shaped their thinking and has increased their expectations regarding service delivery (Tshefu, 2019). Thus, the government has been obliged to transform the South African public service landscape so as to meet public expectations. Mashego (2016) argues that some of the policies that were put in place by the South African government in terms of improving public service delivery includes the Public Service Regulations (PSR, RSA, 2001), the White Paper on Transformation of Public Service (1995), and the Skills Development Act (97 of 1998). The White Paper on Transformation of Public Service (1995) stipulates the need for the establishment of mechanisms for performance auditing and appraisals; the Skills Development Act (97 of 1998) provides for the training and development of employees; and the PSR (RSA, 2001) mandates each province in South Africa to develop its own PM system.

In addition, Section 195(1) of the Constitution of the Republic of South Africa (RSA, 1996) states that democratic values and principles are linked to the concept of PM with reference to the following, *inter alia*, principles: the promotion of efficient, economic, and effective use of resources; an accountable public administration; transparency of information; responsiveness to the needs of the community; and the facilitation of a culture of public service and accountability amongst staff. Chapter 3 of the Constitution also states that an employees should be assessed based on the performance that was agreed upon when the employee signed a work plan agreement. Furthermore, Chapter 1 of the PSR (RSA, 2001) serves as a primary guide for



governmental departments as well as for the development and implementation of the PMDS.

Section 197 of the Constitution (RSA, 1996) further includes the democratic principles and values that lay out the manner in which public servants should undertake administration. The Section emphasises the importance of maintaining and promoting a high standard of professional ethics; the efficient use of resources; the equitable advancement of the provision of services; the development of public administration that responds to the needs of the people; and the encouragement of people to participate in policy-making, good human resource management (HRM), and career development practices that maximise human potential (RSA, 1996). Public administration must also be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past (RSA, 1996).

The PSC (2018) offers that South Africa's Department of Public Service and Administration (DPSA) develop a performance system that ensures the best standard in the management of public sector performance. The rationale behind the development of the PMDS was, thus, to ensure that all relevant governmental departments have a proper guideline on how to manage employee performance (Tshefu, 2019). Makamu and Mello (2017) argue that South Africa is perceived as suffering from a severe shortage of skills within both the provincial and local government levels, where the delivery of basic goods and services is paramount. The PSC was, therefore, tasked with the monitoring and evaluation (M&E) of the implementation of the PMDS within South African government departments (Sehoa, 2015). Based on this M&E, a report by the PSC (2018) established that the overall implementation of the PMDS in South Africa is unsatisfactory, which implies that South Africa still faces challenges in relation to the implementation of this System. Hence, there is a need for the constant M&E of the implementation of the PMDS in order to improve the delivery of public services in South Africa. This current study, therefore, sought to explore employees' perceptions of the implementation of the PMDS within the Eastern Cape Department of Social Development (ECDSD).

## **1.2 DEFINITION OF KEY TERMS**

In this section, the key terms that are used throughout this dissertation are defined.

### **1.2.1 Employee**

Section 213 of the Labour Relations Act (1995) defines an employee as any individual who performs work for another person, or for the State, and who receives remuneration for their work. This definition has been adopted in this study. Thus, an employee in the context of this study is understood to mean any individual who works for the ECDS.

### **1.2.2 Performance Management and Development System**

The PMDS is defined as the variety of activities, procedures, policies, and interventions that have been designed in order to enable employees to improve their performance, and includes performance appraisals, feedback, goal setting, training, and rewards (DeNisi & Murphy, 2017). According to Makamu and Mello (2017), a PM system is a critical tool for increasing employees' awareness and creating a dialogue with managers that can enhance employee contributions. The definition of PMDS propounded by DeNisi and Murphy (2017) has been adopted in this study.

### **1.2.3 Perception**

Risenga and Davhana-Maselesele (2017) define 'perception' as a constructive process that relies on top-down processing and which entails the inferences that people make about the world around them. Nzuve and Monica (2012) further assert that perceptions relate to the process involving the organisation, interpretation, and integration of external stimuli. In the context of this study, perceptions relate to how employees organise and integrate their sensory impressions in order to make inferences on what happens around them in relation to how PMDS is implemented within the ECDS.

### **1.3 BRIEF BACKGROUND OF THE EASTERN CAPE DEPARTMENT OF SOCIAL DEVELOPMENT**

The Department of Social Development's (DSD) provincial office in the Eastern Cape has a mandate to provide services to the most vulnerable groups of people within the society (ECDSD Annual Report, 2018). The ECDSD has eight districts under its jurisdiction, namely the Amathole, Buffalo City, Alfred Nzo, Chris Hani, Sarah Baartman, O.R. Tambo, Joe Gqabi, and Nelson Mandela districts (ECDSD, 2018). It is the Department's mandate to deliver services in a manner that engages and empowers communities to be active participants in improving their quality of life and to build self-reliance, which is a pre-requisite for sustainable development (ECDSD Strategic Plan, 2018). In addition, the ECDSD's mission is to improve the quality of life and social wellbeing of the poor and vulnerable, specifically children, women, people with disabilities, youths, and the elderly (ECDSD Annual Report, 2019). In the previous 5 financial years, the Department gained a 'qualified' audit opinion in the financial years 2018/19 and 2017/18, while it gained three 'unqualified' audit opinions in the financial years 2014/15, 2015/16, and 2016/17 (ECDSD Annual Report, 2019). It should be noted that in the financial year 2018/19, the Department did not conclude performance agreements for all top managers, which was attributed to the unavailability of a permanent Head of Department (HoD) within the Department (ECDSD Annual Report, 2018). A total of 1 249 employees were given performance rewards in the financial year 2018/19; the majority of whom were females (ECDSD Annual Report, 2019).

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

HRM is a crucial component in any organisation (Kuhlengisa, 2018). Coff and Raffiee (2015) argue that human capital is necessary for organisations to effectively and efficiently meet their mandates. Hence, employee PM is crucial for organisational growth and development (Tshefu, 2019). PM is also essential for ensuring that public sector officials know and understand what is expected of them (Tshefu, 2019). The PMDS can be helpful in this regard if implemented effectively, it enables managers to identify poor performance areas that can be improved (Makamu, 2016). However, Ndlovu and Mutereko (2018) argues that the implementation of the PMDS in South African public sector is not as developmental and consultative as it should be. This

limited development and consultation is due to a lack of constructive feedback by managers to the employees that they supervise; feedback is essential in improving performance and identifying learning needs (Mofolo, 2012).

Currently, the ECDS D applies annual salary increase incentives to those employees who have been evaluated and found to have met or exceeded their targets for that specific year after a performance review (ECDS D Annual Report, 2018). Although public officials are paid annual performance bonuses, there remains a high rate of absenteeism, staff turnover, incapacity leave, maternity leave, and noncompliance of the PMDS policy within the Department (ECDS D Annual Report, 2018). It is, therefore, necessary that the Department review the developmental needs of its employees and offer constructive feedback on performance, as a priority in the PMDS. Based on this need, this current study focussed specifically on exploring employees' perceptions of the implementation of the PMDS within the ECDS D.

## **1.5 THE AIM OF THE STUDY**

The aim of this study was to explore the perceptions of employees regarding the PMDS within the ECDS D.

## **1.6 RESEARCH OBJECTIVES**

The objectives of this study were to:

- Assess the views of employees regarding PM within the ECDS D.
- Determine the challenges encountered by employees with regard to the PMDS within the ECDS D.
- Establish strategies that can be employed to improve the implementation of PM within the ECDS D.

## **1.7 RESEARCH QUESTIONS**

The study was guided by the following research questions:

- What are the views of employees regarding PM within the ECDS D?
- What are the challenges encountered by employees with regard to the PMDS within the ECDS D?

- What strategies can be employed to improve the implementation of PM within the ECDS?

## **1.8 SIGNIFICANCE OF THE STUDY**

As noted previously, the PMDS plays a significant role in enhancing employee performance in many organisations and, subsequently, the attainment of organisational goals. The need to manage the performance of employees has led to the development of the PMDS by the DPSA in South Africa (PSC, 2018). Recommendations based on the findings of this study are, thus aimed at assisting human resource (HR) practitioners within governmental departments to effectively and efficiently implement PMDS, which may contribute towards enhanced employee performance. The study also contributes to the existing body of knowledge in the field of Public Administration, as it can be used as a point of reference in future studies. The recommendations arising from this study's findings are made to the ECDS as well as other governmental departments in order to aid them in improving their implementation of the PMDS in order to improve both employee performance as well as fairness on the part of managers.

## **1.9 RESEARCH METHODOLOGY**

The term 'research methodology' comprises three facets of a study, namely research design, data gathering, and data analysis (Creswell, 2014). A research methodology, thus, refers to an organised set of processes or procedures that are followed while executing a research project, and forms a collective term used to explain the structured process of conducting a research (de Vos, Strydom, Fouche, & Delport, 2011).

### **1.9.1 Research Method**

This current study employed a qualitative research approach, as it is a method particularly suited to understanding the reasons behind a research problem. Brynard (2011) explain that qualitative research produces descriptive information that is generally presented in the form of the spoken and written words of the people who participate in a study. Furthermore, "Qualitative research is an apprehensive methodology that understand how a particular individual or group think and the meaning they attach to their actions" (Okeke & van Wyk, 2015:209). Qualitative

research, thus, attempts to view the issues at hand from the perspective of a study's participants (Brynard, 2011). Based on this understanding of qualitative research, it was determined that this particular method would best assist the researcher for this current study to gain an in-depth understanding of the perceptions of employees working at the provincial office of the ECDSO regarding, in particular, the performance bonuses paid to them by their employer.

It should also be noted that a research design can be defined as a plan that includes every aspect of a proposed research study, from the conceptualisation of the research problem to the dissemination of the findings (de Vos et al., 2011). The researcher for this current study opted to utilise a qualitative case study design in order to better understand individuals' perceptions, perspectives, and understandings of the particular research context (de Vos et al., 2011). Specifically, the application of a case study design was aimed at gaining a better understanding of the perceptions of workers employed at the ECDSO with regard to their performance bonuses.

### **1.9.2 Unit of Analysis**

The research was conducted within the ECDSO, which is responsible for the provision of developmental social welfare services to individuals, families, groups, and communities using protection measures (ECDSO Strategic Plan, 2015). This particular Department's mandate is aligned with the social protection chapter of the National Development Plan (NDP) (2012) which is targeted at providing protection against vulnerability by developing and allowing for the establishment of an environment that promotes the provision of comprehensive, integrated, and sustainable social development services. Social protection is recognised as a basic right in terms of Section 27(1)(c) of the Constitution (RSA, 1996), which provides for the right of access to appropriate social assistance to those unable to support themselves and/or their dependants.

The ECDSO provides services predominantly to the rural and poor (ECDSO Annual Report, 2018). The vast majority of the poor in the Eastern Cape are Black people who live in the rural areas of the former Transkei and Ciskei. Impoverishment and underdevelopment in this part of South Africa continue to pose a challenge to the approach and refocus of strategic upliftment interventions (ECDSO Strategic Report,

2015). Therefore, it is necessary for governmental officials to adhere to the policies and regulations of PM in order to promote the eradication of poverty and the establishment of sustainable livelihoods within the province. This particular study area was chosen, as it is where the Department's decision makers are placed, and they are the ones who have the ability to improve the policies implemented within the Department.

### **1.9.3 Population, Sample, and Data Collection**

Bless, Higson-Smith, and Kagee (2006) define a study 'population' as all individuals about whom a research project intends to generalise. This definition means that the research population can consist of any group of individuals who share one or more characteristic(s), and from whom data can be gathered and analysed (Creswell, 2014). For this current study, it was determined that there is a critical need for the current social welfare system to be reformed in order to deliver better results for vulnerable groups; such reform includes conducting a review of relevant existing policies and legislation to take account of new contextual realities (NDA APP, 2018/19). The population for the study, thus, comprised employees from all sections within the ECDSD's Head Office. A sample of this greater population was then selected, which comprised participants of various ages, genders, levels of education, working experience, and sections or programmes within the Department. The final sample consisted of 20 participants with whom interviews were conducted.

There are two main groups of sampling procedures, namely probability sampling and non-probability sampling (de Vos et al., 2011). Probability sampling is based on randomisation, while non-probability sampling is performed without randomisation (de Vos et al., 2011). This current research utilised a non-probability sampling method, as it was deemed best for the purposes of conducting the selected qualitative design (Creswell, 2014). As such, a purposive or judgemental sampling technique was selected, based on how this technique allows a researcher a degree of flexibility in choosing participants (Creswell, 2014). When using purposive sampling, a researcher selects elements that contain the most characteristic, representative, or typical attributes of the population that best serve the study (de Vos et al., 2011).

#### **1.9.4 Data Collection**

Data for the study were collected using both primary and secondary sources. Secondary data were collected from reliable sources such as annual reports, strategic plans, auditor general's reports, and peer reviewed articles. It is of greater importance to note that the use of secondary sources of data was aimed at substantiation of the data findings. Primary data were collected using in-depth interviews. An in-depth interview is a one-on-one method of data collection that involves an interviewer and an interviewee discussing specific topics in detail (Creswell, 2014). In-depth interviews may, thus, be described as conversations with a purpose. A researcher's purpose when conducting this type of data collection is to gain insight into certain issues using a semi-structured interview guide (Hennink, Hutter, & Bailey, 2011). This guide presents a list of questions that are explored during the course of the interview (Turner, 2010).

For this current study, the researcher interviewed Salary Level 10-12 Senior Management Services (SMS) employees responsible for planning and formulating strategies of the Department; Level 7-9 Middle Management Services (MMS) employees responsible for implementing strategies; and Level 1-6 employees who function at the operational level where programmes and projects resources are aligned and scheduled to be operationalised. The information gathered from these various groups of employees was then analysed. Data were gathered from 20 study participants in total.

#### **1.9.5 Data Presentation and Analysis**

Data were analysed by means of thematic analysis, since this study was qualitative in nature (Creswell, 2014). Raw data from the interviews were re-arranged, categorised, and ordered into themes in line with the emergent views of the study's participants in order to answer the research questions. The data were then presented in the original words and expressions of the participants. In qualitative data analysis, data collection and analysis can occur concurrently, which meant that analysis occurred during the process of data collection in this study.



### **1.9.6 Ethical Considerations**

Ethics guide researchers as they determine what is right and what is wrong when conducting a study; they are regarded as the norms and values that are widely accepted and which offer rules and behavioural expectations pertaining to acceptable conduct when dealing with experimental subjects and research participants (de Vos et al., 2011). The researcher for this current study embraced the ethical values, which contributed significantly to the overall outcome of the research.

Firstly, upon completion of the proposal, the researcher applied for ethical clearance from the university, and an ethical clearance certificate was obtained from Nelson Mandela University (see Appendix 1). Secondly, once university clearance had been granted, the researcher was able to apply for permission from the Department, and permission was granted. Only once both the university and departmental clearances were issued did the researcher begin with data collection.

It is of importance to note that the researcher also observed other ethical considerations, such as avoiding plagiarism by acknowledging all sources from where data were derived. In addition, the researcher ensured that all the participants were briefed about the purpose of the study and were required to sign consent forms before being allowed to participate in the study. Harm to either the organisation or the participants was avoided by interviewing participants during their lunch breaks as well as by avoiding sensitive issues during the interview process. The confidentiality of participants was maintained by not including their names or job titles in the data presentation.

## 1.10 LAYOUT OF THE STUDY

This study has been divided into five chapters, as outlined in Table 1.1.

**Table 1.1: Chapter Outline**

<b>Chapter</b>	<b>Description</b>
<b>Chapter One: Overview of the Study</b>	This chapter introduced the research topic and explained the research problem, aims and objectives, and significance of the study. The chapter also provided a definition of key terms and detailed the overall structure of the study. In general, this chapter set the scope for the whole study and orientated the reader to the research's key points.
<b>Chapter Two: Literature Review</b>	This chapter discusses the existing literature on the implementation of PMDS in different settings in both South Africa and beyond. The chapter also focusses on deconstructing and understanding the concept of PMDS. South African legislation that guide PMDS implementation are also discussed in this chapter.
<b>Chapter Three: Research Methodology</b>	Chapter Three provides an in-depth description of the research process and methods used to realise the aim and objectives of the study. The chapter outlines the research design, sampling techniques, data collection methods, data analysis techniques, and ethical considerations implemented in this study.
<b>Chapter Four: Data Analysis, Presentation, and Interpretation of Findings</b>	This chapter focusses on the analysis, presentation, and interpretation of findings related to the perceptions of employees regarding the implementation of PMDS within the ECDSD.
<b>Chapter Five: Summary, Conclusions, and Recommendations</b>	This final chapter provides a summary for the study findings. Conclusions and recommendations are also presented in this chapter, along with suggestions for future research.

## **1.11 CONCLUSION**

This first chapter formed the foundation of the present research by providing a general overview of the need to better understand the perceptions of employees in relation to PMDS implementation within the ECDS. The chapter introduced the topic of study, definition of key terms and outlined the problem statement, aim, research objectives, research questions, and study area. Brief discussions on the chosen research methodology as well as the significance of the study and structure of the dissertation as a whole were also presented.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter offers a review of the literature related to the study topic and has been divided into three sections. The first presents the theoretical framework, which discusses the theory that underpins the study. The second details the conceptual framework, which relates to the concepts that are linked to the study, such as PM, employee performance, and the PMDS. The third section includes the legislative framework, which discusses the various legislations and policies related to the PMDS and the implementation thereof. It should be noted that this current study is framed within the Two-factor Theory, which highlights hygiene and motivational factors as they contribute to both organisational performance and employee motivation. This theory was deemed suitable for this study, as it could aid in explaining the perceptions of ECDSD employees regarding the PMDS.

#### **2.2 THEORETICAL FRAMEWORK**

According to Creswell (2015), theory plays a vital role in research, as it provides systematic guidance and wider explanations of the social challenges related to a study topic. This particular study was underpinned by Herzberg's (2005) Two-factor Theory, which explains how employees are motivated and perform better through the use of hygiene and motivation factors that, in turn, lead to employee satisfaction and improved performance.

##### **2.2.1 Two-factor Theory**

Fredrick Herzberg (1987) initially developed a dual factor motivational behavioural theory known as Hertzberg's Two-factor Theory in 1959. The theory offers an explanation for what really motivates and demotivates employees in terms of internal and external satisfaction in organisations in order to help organisations improve employee efficiency and productivity (Smerek & Peterson, 2007). Furthermore, the theory focusses primarily on employees' feelings towards their working environments (Lindsay, Marks & Gorlow, 1967). The assumption of the theory lies in the idea that

there are certain factors within any workplace that can cause job satisfaction, and a separate set of factors that can cause dissatisfaction (Smerek & Peterson, 2007). Herzberg (2005) asserts that the theory's dual nature lies in its approach to the sources of job satisfaction and motivation and articulates that job satisfaction is considered an outgrowth of achievement, recognition, work, responsibility, and promotion. These noted factors are considered to form part of individuals' basic needs that are essential for improved performance (Farr, 1977). The theory also suggests that in order to improve productivity and performance within the workplace, managers should recognise and attend to both motivation and hygiene factors (Smerek & Peterson, 2007).

Hygiene factors, if lacking in a vocational environment, can lead to workers' job dissatisfaction (Farr, 1977). Thus, by addressing hygiene factors, organisations could find a simple way to prevent workers' discontent (Smerek & Peterson, 2007). Specific examples of hygiene factors include organisational policy, interpersonal relations and job conditions, traffic during the commute, career stability and supervision, and a guaranteed retirement fund. It should be noted that while these factors do not lead to higher levels of motivation, their lack can be directly attributed to dissatisfaction (Farr, 1977).

Unlike the noted hygiene factors, motivation factors can truly encourage employees to work harder and enjoy their jobs more (Dunaway & Running, 2009). These factors involve what people actually do on the job and should be engineered into the jobs that employees perform in order to develop intrinsic motivation within the workforce (Farr, 1977). Motivators include personal growth, passion for the job, social responsibility, opportunity for advancement, respect, praise, recognition, and the feeling of achievement (Dunaway & Running, 2009).

Since the Two-factor Theory argues that employees are motivated by a number of factors that then improve their performance, this theory was utilised in the current study to broaden the understanding of the effectiveness of PMDS on employee performance within the ECDS. According to Herzberg (2005), motivators are crucial in organisations, since they are more effective in determining high levels of performance. In relation to this current study, this assertion implies that when motivators are provided through the PMDS, job satisfaction and job motivation should

increase, which, consequently, should result in increased employee within the ECDS.

The Two-factor Theory further describes employees' needs and indicates how jobs can be redesigned to achieve a well-motivated workforce (Fincham & Rhodes, 2005). In light of the Two-factor Theory, managers should motivate employees through factors linked with the job itself (Dunaway & Running, 2009). Such motivation could, within the context of this current study, assist in the effective implementation of the PMDS and ensure that the PMDS process is not only considered by employees as a way of earning a financial reward regardless of performance. Since the performance of ECDS employees can be attributed to a number of working conditions and motivating and/or hygiene factors, this theory was considered to be the most suitable for this research as it could help to gauge the perceptions of the employees of the PMDS within the ECDS system.

### **2.3 PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM EXPLAINED**

PM is a formal structured process used to measure, evaluate, and influence an employee's job-related attitudes, behaviours, and performance results (Tshefu, 2019). The PM approach assists in directing and motivating employees to maximise their efforts on behalf of an organisation. The PMDS, in turn, directs the attention of employees towards the most important tasks and behaviours necessary for meeting organisational goals as well as meeting personal development (Tshefu, 2019). The System is an ongoing process that involves continuous communication with and guidance to employees to efficiently and effectively achieve strategic organisational goals (Caldwell, Anderson, & Smith, 2018).

It should be noted that the PMDS in the South African context is guided by legislation and policy prescripts that have been developed to monitor whether or not what has been prescribed in the legislation is being effectively and efficiently implemented (Tshefu, 2019). These policies indicate the ways in which PM can motivate employees to perform to ever higher standards. In particular, the Constitution (RSA, 1996, Section 195) specifies that public administration should be governed by democratic values and principles, namely:

- A high standard of professional ethics must be promoted and maintained.
- Efficient, economic, and effective use of resources must be promoted.
- Public administration must be development oriented.
- Services must be provided impartially, fairly, equitably, and without bias.
- Good HRM and career development practices must be cultivated to maximise human potential.

The PM tool employed in the public service sector in South Africa is used to measure individual performance against organisational goals in order to determine whether the goals are being achieved or not (PSC, 2018). PM is, thus, an integral part of HR and strategic management, and acts as the engine of the PMDS (Tshefu, 2019).

The reason for adopting and institutionalising a PMDS that aligns individual work outputs with organisational goals and objectives cannot be discreet (Tshefu, 2019). For example, in 2002, the national sphere of the South African government adopted this approach and cascaded it down to provincial administration in order to implement the PMDS effectively and throughout all governmental spheres (Manyaka & Sebola, 2012). In so doing, managing performance became no longer a retrospective event but rather a planned and well-monitored process (Manyaka, & Sebola, 2012). The Eastern Cape Provincial Administration (ECPA) has institutionalised the PMDS since 2003, when it became mandatory for all government departments to implement the PMDS as a means to regulate PM (Manyaka & Sebola, 2012). The ECPA PMDS policy was revised in 2005 and this newer policy was implemented in 2006 (Makamu, 2016). The policy continues to be reviewed regularly in order to close any gaps within the policy that may arise during implementation as well as for any further possible improvement to the policy (Idowu, 2017).

The concept of 'performance' implies an agreed outcome that is produced for a set period of time (e.g. in the provincial sphere of government, the performance cycle begins on 1 April and runs until 31 March of the following year), for the purpose of keeping a record of an employee's performance (DPSA, 2007). Reviewing an employee's performance within a given time period enables an organisation to determine individual contributions and failures in relation to meeting the organisation's objectives (Idowu, 2017). Makamu (2016) states that when implementing a PMDS, a contingency plan should be drawn up between employees and employers, with the

aim of ensuring that organisational objectives are met. This contingency plan should include the inputs of both employers and employees so that employees whose performances are being evaluated can perceive the whole process as fair and, consequently, feel part of the process (Idowu, 2017).

The extant literature argues that the introduction of a suitable PMDS can change minds, values, and attitudes, which can eventually lead to a change in institutional culture (Nyoni, 2018; PSC, 2018). Managers have a role to perform in ensuring that they implement a System that is understood by subordinates, and which is fair and unbiased (Maimela & Samuel, 2016). Such a System could then result in employees developing a positive perception of PMDS implementation and would likely participate effectively towards capitalising on the strengths thereof (Idowu, 2017). As a result, both the employee and the employer would equally benefit from the process. Taylor (2009) claims that a strategic mandate for HRM is to promote high PM systems that develop employees' performance towards achieving departmental goals. Such development can, however, only be achieved through creating a positive environment that ensures the full participation of employees so that they develop a positive attitude towards PMDS (Nyoni, 2018).

Nel (2012) further notes that PM is an approach to managing people that comprises a set of practices used by managers to plan, direct, and improve the performance of employees in line with achieving the overall strategic objectives of the organisation. The author also argues that PM is a holistic approach to the effective management of individuals and groups to ensure that both their own goals as well as the organisation's strategic objectives are achieved (Nel, 2012). PM consists of a number of interrelated activities and processes, such as HRM and development, strategic plans, operational plans, a service delivery model, and annual performance plans of each department (Nyoni, 2018). Each of these activities are treated as being integrated and as key components of an organisation's approach to creating a high-performance culture, managing performance through people, and developing the skills and capabilities of its human capital; thereby enhancing organisational capability and the achievement of sustained competitive advantage (Armstrong & Taylor, 2017).



In addition, individual PM cannot be isolated from a department's strategic, annual performance, operational, and/or service delivery plan, as it is derived from the organisational goals and vision (Nyoni, 2018). Therefore, Makamu (2016) states that PMDS is essential for organisations to meet their strategic objectives. Effective PM services have a number of purposes within an organisation. On the one hand, such services can enhance employee motivation and facilitate strategic planning and change (Makamu, 2016). On the other hand, ineffective PM can have numerous negative consequences (Aguinis, 2013). As such, training and development activities should be used to improve employees' knowledge and skills so that they can perform well in their jobs (Makamu, 2016). The emphasis of PMDS is on improving performance by increasing the capabilities of employees who may not perform well unless they are motivated to do so (Aguinis, 2013). PM practices, thus, address the issue of motivating employees in order to ensure that their capabilities are fully utilised.

Based on the presented information, it can be argued that PM is integrated both vertically and horizontally (Aguinis, 2013). The former reflects integration in terms of the alignment of the organisation, team, and individual objectives. The latter denotes integration in terms of taking different and cross-sectional aspects of activities into account in order to achieve a coherent approach to the management and performance of employees (Aguinis, 2013). It is for this reason that the management of employees' performance can affect the organisational performance.

In order to understand PM within the context of this current study, it should be noted that the DPSA seeks to improve the performance of the government as a whole, which has led to the introduction of policies on government-related PM. A PMDS was introduced in April 2002 in a bid to manage the performance of senior management within the public sector (Aguinis, 2013). According to the DPSA (2007), the PM system policy objectives are that:

- Departments shall manage performance in a consultative, supportive, and non-discriminatory manner in order to enhance organisational efficiency and effectiveness, accountability for the use of resources, and the achievement of results.
- PM processes shall link to broad and consistent staff development plans and align with the Department's strategic goals.

- PM processes shall be developmental but shall allow for an effective response to consistently inadequate performance as well as for recognising outstanding performance.
- PM procedures should minimise the administrative burden while maintaining transparency and administrative justice.

In South Africa, the PMDS is governed by the PSR (PSC, 2018). The PSR (RSA, 2001) postulates that it is the responsibility of an executing authority to determine a system for PM as well as the development of employees. However, a study conducted in Gauteng by Makamu (2016) found that employees in the selected government departments were not satisfied with the PMDS. Similarly, a study conducted within the Department of Performance Monitoring and Evaluation indicated that approximately 40% of the participating employees agreed that the PMDS is effective within their department, while 40% disagreed (Makamu, 2016). Makamu (2016) further asserts that approximately 70% of the study respondents agreed that the Department of Performance Monitoring and Evaluation is facing a myriad of challenges that are derailing the effective implementation of the PMDS in that particular area of Government. Makamu and Mello (2017) also state that the PMDS in South Africa is effective, but the implementation of PMDS in the country is currently not satisfactory. Such findings are an indication that South Africa's governmental departments need to improve the implementation of the PMDS so that public sector employees can perceive the process as necessary and beneficial.

#### **2.4 PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM AS A TOP-DOWN PROCESS**

As noted in the previous section, PM is a force for both vertical and horizontal development and should unify the manner in which an institution is managed (Idowu, 2017). PM should also be aligned with other key processes, such as an institution's strategic plan and HR strategy, unit plan, and individual plan (Idowu, 2017).

### **2.4.1 Vertical Integration**

Vertical integration is achieved in two ways. First, it enables the integration or alignment of organisational strategic plans and goals with individual and team objectives (Idowu, 2017). The agreed upon objectives are those that make provision for the achievement of organisational goals. Manyaka and Sebola (2012) postulate that performance agreements with employees should be linked directly to both the organisation's annual performance plan as well as its annual budget. The core of this agreement should be based on ensuring that individuals are responsible for the annual plan and budgeting, or of any portion thereof, at the end of the year (Idowu, 2017). Individual employees' performance can then be evaluated in terms of the performance agreement.

At the end of the year, each individual's performance can be evaluated in terms of the degree to which they succeeded in spending the budgets and achieving the relevant performance targets for which they were responsible in terms of their performance agreements (Sehoa, 2015). The agreements form of interlocking objectives from the organisational to the functional levels that then move down to team and individual levels (Sehoa, 2015). Parameters, therefore, need to be clearly defined in order to ensure that the goals, as presented at each level, are aligned; thereby disseminating the goals by flowing them from the top down (Sefora, 2013). Individuals should then be given an opportunity to set their own goals that are in line with the overall goals of the organisation (Sehoa, 2015). Responsibility is, thus, shared, and mutual expectations are defined, as the agreement becomes a partnership between the two parties (i.e. the organisation and the individual employee) (Sefora, 2013).

Second, vertical integration takes place between the core values and capabilities of the organisation (Armstrong & Taylor, 2017). That is, the organisational values are adopted by employees, and are then enforced in practice through the level of capability achieved by individuals (Armstrong & Taylor, 2017).

### **2.4.2 Horizontal Integration**

Horizontal integration means aligning PM strategies with other HR strategies concerned with evaluating, paying, involving, and developing employees (Sefora, 2013). This type of integration can act as a powerful force in merging these noted

activities. The impact of PM on organisational effectiveness can be enhanced through horizontal integration because, along with the development of competency frameworks, it is the most important means of helping to integrate the various approaches that organisations can adopt to improve effectiveness through their processes for managing, motivating, and developing employees (Makamu, 2016). This approach is also related to the concept of ‘bundling’, which is the development and implementation of several HR practices together so that they are interrelated and, therefore, complement and reinforce one another (Makamu, 2016).

## **2.5 PERFORMANCE MANAGEMENT CYCLE**

The cycle for PM is discussed in the following subsections.

### **2.5.1 Performance Planning and Agreement**

HRM texts emphasise the importance of a shared view of expected performance between supervisors and employees (Makamu, 2016). This shared view can be expressed in various ways (e.g. in the traditional job description; or through key accountabilities, targets, and essential competencies) by signing a work plan agreement (Makamu, 2016). Although the PM cycle is presented as beginning with a discrete planning meeting that establishes clear goals and expectations for the forthcoming period, the literature acknowledges that it may follow directly on from, or even be part of, the review meeting that completes the cycle (Kumar & Kalyan, 2019). In relation to this current study’s context, the *Batho Pele* principles can be regarded as part of the PM process, as they involve the concepts of openness and fairness (Makamu, 2016). In respect to ‘openness’, the PM process should be as transparent as possible in order to enable both parties to understand fully what is expected of them (Kumar & Kalyan, 2019). Similarly, ‘fairness’ should be encouraged, as it allows for equal treatment of all employees.

Mondy and Martocchio (2016) describe supervisors as people who have a logistical choice regarding the evaluation of performance, which forms part of their responsibilities related to managing a particular unit. The PM process should, therefore, be seen by supervisors as continuous rather than a series of discrete events and/or activities (Moore-Gahan, 2014). Performance planning is, thus, the critical part of the process, as it is during planning that expectations are defined, and job

descriptions entailing a list of objectives or targets detailing what is expected from the employee are handed out (Moore-Gahan, 2014). These descriptions should offer clarification as to why each employee needs to do their particular job, as well as the goals they are expected to achieve. Agreement can then be reached with regard to the manner in which performance is to be measured, and what evidence is needed to assess the employee's level of competency (Armstrong & Taylor, 2017).

### **2.5.2 The Agreement**

The agreement is viewed in public services as an organisational cornerstone that functions at the individual level, where employees enter into the agreement with their respective departments no later than 30 April for each financial cycle (PMDS Manual, 2018). Armstrong and Taylor (2017) confirm that at this stage of the PM process, agreement is reached regarding how employees' performance is to be measured, as well as what evidence is needed in order to measure employee competency. The ECPA includes two kinds of agreements based on the salary scale of the individual, namely a:

- Work plan agreement for individuals on a salary scale of 6 to 12.
- Standard framework agreement for individuals on a salary scale from 1 to 5, including some categories of professional staff.

The content of any PM agreement must include: 1) employee data, such as the employee's name and surname; 2) job title, 3) personal number, 4) the employee's level and salary notch; and 5) a clear description of the employee's job role that emphasises the main objectives, job purpose, relevant key results areas (KRA), generic assessment factors (GAF), outputs, activities, and resource requirements (PMDS Manual, 2018). The agreement should also incorporate the personal development plan (PDP), which should note the learning action programme agreed upon with the support of the supervisor (Armstrong & Taylor, 2017).

Of further importance, if/when an employee changes jobs during the performance cycle, or if/when changing jobs within the same level, a new agreement must be entered into for the new role within 1 month (Armstrong & Taylor, 2017). The performance review should then take both periods of work into consideration (Moore-

Gahan, 2014). The agreement, especially in relation to the performance plan, should be re-negotiated if the employee has not, for any reason, been in the job role for 3 months or more (e.g. due to maternity, ill health, study, secondment, or travel), unless this absence was built into the original agreement (Moore-Gahan, S. 2014). An agreement without a completed and signed performance plan should be regarded as invalid and of little use in the PM process (Mondy & Martocchio, 2016).

The literature detailed in the following discussions clearly emphasises that PM, alone, is inadequate, and that performance expectations should be clearly understood and, where possible, include employees' input (Mondy & Martocchio, 2016 ). Furthermore, the agreement must be maintained by both the employee and employer in order to ensure that objectives are achieved, and standards are raised to improve performance. The literature also stresses the importance of line managers' commitment to planning the training, development, and resources required for employees to meet their objectives so as to avoid the concerns raised by Mondy and Marctocchio (2016); Sehoa, (2015); namely that supervisors tend to emphasise certain aspects of employee performance and neglect others.

Chapter 4 of the PSR (RSA, 2001) explains that the performance of an individual appointed to the post of senior manager should be managed in accordance with a performance agreement. This performance agreement should apply for a single financial year (e.g. 01 April and 31 March of the following year) and should be reviewed on an annual basis (Sehoa, 2015). These stipulations are particularly true in the case of the Department of Health, local government, and human settlements (Sehoa, 2015). It should be noted, however, that the process does not end with the signing of a performance agreement, as reviews should take place on a quarterly basis in order to ascertain whether or not the employee is complying with the goals and objectives of the organisation, as well as to assess whether or not additional training is required in order to improve a particular skill (Makamu, & Mello, 2017).

Furthermore, if/when an employee changes jobs during the performance cycle, a new agreement must be entered into for the new job description (Makamu, & Mello, 2017). Such practice also applies to if/when employees change jobs that are at the same level. The performance review should take both periods of work into consideration (Sehoa, 2015). The agreement, especially in relation to the performance plan, should

be re-negotiated if the exiting employee has not, for any reason, been in the role for 3 months or more (e.g. due to maternity leave, ill health, study, secondment, or travel), unless such absence or limited time was built into the original agreement (Sehoa, 2015). An agreement without a completed and signed performance plan should be regarded as invalid and of little use in the PM process. Once the agreement has been signed by both the employee and the supervisor, it should be submitted to the HR department (Makamu, 2016).

### **2.5.3 Performance Review**

Armstrong and Taylor (2017) describe a performance review as a process that provides key points for reflection related to important performance and developmental issues. This review also provides feedback for supervisors on how their unit and individuals are functioning (Mofolo, 2012). As such, a performance review can be used as an opportunity for senior public sector managers to receive feedback on how the managers and departments are performing (Makamu & Mello, 2017).

The PMDS Manual (2018) states that performance review meetings form an integral part of the monitoring process. These reviews must, therefore, take place every three months in order to motivate and indicate to an employee the performance areas that need improvement (Armstrong & Taylor, 2017). The reviews also afford supervisors the opportunity to discuss an employee's performance by way of meetings, report backs, or informal discussions. Furthermore, performance reviews provide an opportunity to employees to improve performance before the annual review takes place (Makamu & Mello, 2017).

The supervisor should use every opportunity to discuss the employee's performance during a review, including component meetings, report backs, and informal discussions (Nzume, 2016).

The supervisor must complete a full and formal review, assign ratings to KRAs, complete all documentation, and have the document signed by the employee in order to ensure the review has been comprehensively conducted (Nzume, 2016). In so doing, the supervisor can ensure that the employee has no doubt as to what work

outputs have been produced. According to Makamu (2017:13) supervisor is also responsible for:

- reviewing the previous period's performance.
- identifying the targets for the next period.
- identifying support needed and preparing a draft report of training and development needs.
- providing appropriate feedback from relevant role-players to support the process.
- reviewing and updating all relevant documentation; and
- identifying internal/external factors that have affected the jobholder's performance.

Conversely, the employee is responsible for:

- reviewing the previous period's performance and identifying possible new targets.
- delivering facts in support of performance.
- identifying factors that affected performance.
- identifying support that will be needed as well as possible training and development needs; and
- providing feedback to the supervisor.

The review should take the form of a one-on-one discussion between the supervisor and the employee, and the content and outcomes of the quarterly review session, as well as the end of year assessment, should be signed by both parties (Nzume, 2016). Such periodic reviews at all levels must also include a discussion of employees' development plan requirements (Makamu, 2016). The final assessment discussion should take place at the end of the performance cycle and should coincide with the end of the financial year (Nzume, 2016). In general practice the result of the assessment discussion and evaluation would then be the employee's assessment scores.



The PSC (2018:19) asserts that assessment discussions should allow:

- employees an opportunity to assess their own performance and contribution to the organisational goals, and to identify areas for improvement.
- supervisors the opportunity to provide formal feedback pertaining to performance over the year, and to identify ways of improving on what was achieved.
- employees the opportunity to contribute and respond to comments regarding personal performance and to identify issues beyond their control that limit the achievement of results.
- an opportunity for open discussion between employees and supervisors during which achievements can be fully recognised and ideas for solving problems and actions agreed upon.
- an opportunity to reach the overall assessment score based on the level of achievement attained in terms of the performance agreement; and
- provide both supervisors and employees the opportunity to agree on areas for personal development.

#### **2.5.4 Personal Development Plan**

A PDP is an essential learning strategy that organisations should utilise to improve organisational effectiveness through the attainment and improvement of employee understanding, perception, systems, and practices (Aguinis, 2019). The implementation of a PDP is one of the essential principles of HR, as it aids in ensuring that development is invested into officials in order to increase human capital and knowledge within organisations (Armstrong & Taylor, 2017). Therefore, performance administration should always include a PDP.

The purpose of the PDP is to identify any performance output shortfalls related to an employee's work – either historical or anticipated – relate these to the support of GAFs shortfalls, and then plan and implement a specific set of actions to reduce the gap (Aguinis, 2019). The competence gap may relate to any of the GAFs or any other area of the employee's required knowledge, skills, and/or attributes. The PDP should include interventions relating to the technical or occupational 'hard skills' of the job, though, for example, appropriate training interventions, on-the-job training, and

expanded job exposure and job rotation (Makamu & Mello, 2017). The employee and supervisor are also required to take joint responsibility for the achievement of the PDP, with allocated accountability clearly recorded on the PDP agreement document (PMDS Manual, 2018).

### **2.5.5 Performance Monitoring, Review, and Assessment**

The monitoring and reviewing of performance are crucial for ensuring that employees work towards the objectives and KRAs agreed upon during the initial contracting phase (Makamu & Mello, 2017). A performance review should usually be conducted through a series of review discussions that form a continuous process of monitoring and assessing individual performance (PMDS Manual, 2018). Generally, the final performance assessment then determines the overall level of performance of employees during a particular financial year, based on their achievement of identified objectives and KRAs. Performance assessments should take place annually, at the level of the individual employee (PMDS Manual, 2018).

#### **2.5.5.1 Performance Monitoring**

Nzume (2016) argues that performance at the individual level must be continuously monitored in order to enable the identification of barriers to, and changes in, performance, as well as to address development and improvement needs as they arise. Furthermore, Nzume (2016: 23) notes that monitoring should be practiced so as to:

- determine progress and/or identify obstacles in achieving objectives and targets;
- enable supervisors and jobholders to deal with performance-related problems; and
- identify and provide the necessary support, modify objectives and targets, and ensure continuous learning and development.

### **2.5.6 Performance and Development Review**

Debates during performance reviews allow past performance to be evaluated as a basis for making plans for the future; thereby taking an overall view of progress made (Korhonen & Suomala, 2012). Examples are also used during these debates to illustrate that the overview and analysis of performance focusses not only on what has happened but also on why it happened so that data are obtained for planning purposes (Makamu, 2016). Obtaining a historical perspective by means of analysis is a necessary part of a performance review but reaching agreement about what should be done in the future is what, ultimately, really matters.

The purpose of performance and development reviews is to enable those concerned to join together and engage in a dialogue about individuals' performance and development, as well as to discuss the support provided by managers, as such support is an essential part of PM (Armstrong & Taylor, 2017). Reviews are, thus, not occasions for top-down appraisals; however, some feedback can be provided (Makamu, 2016). Neither are reviews interviews in which one person asks all the questions while the other provides the answers. Instead, reviews should be more free-flowing and open types of meetings where views are exchanged so that agreed upon conclusions can be reached (Armstrong & Taylor, 2017). In all, a performance review should be regarded as an extensive overview of an employee's progress in relation to meeting objectives and targets, assistance needed, and challenges faced (Nzume, 2016).

## **2.6 CHALLENGES OF PERFORMANCE MANAGEMENT**

In order for a PMDS to be successfully implemented in any organisation, there is need for the availability of relevant stakeholders, such as managers, employees, unions, and shareholders (Mamahon, 2009). According to Harrison & Guba (2014), top managers within organisations play a vital role in the overall success of PMDS. Armstrong and Taylor (2017) also argues that a failure to implement the System correctly could lead to failure, despite having a well-designed System. There are a number of factors that can be attributed to the failure of PMDS, which are discussed in the following subsections.

### **2.6.1 Lack of Performance Feedback**

Armstrong and Taylor (2017) state that PM is an exercise in which an individual reflects on judgements, feedback processes, and organisational intervention. PM can, thus, be viewed as a measurement of progress towards attaining organisational goals (Sehoa, 2015). Continuous constructive feedback can assist line managers, for example, to distinguish between those employees who perform well and those whose performance is below expected standards (Manyaka & Sebola, 2012). It is vital, then, that employees be given feedback on their performance in order to allow for improvement of the individual as well as for their specific department (Sehoa, 2015).

### **2.6.2 Conflicting Objectives**

Sefora (2013) postulates that in a number of organisations' employee perceive PMDS as a 'money-making scheme'. That is, employees tend to believe that if the PM appraisal systems and an objective, such as pay, are dealt with simultaneously, there is a chance that employees may overlook issues that could benefit their organisation in the long-term in order to meet their own short-term gains (Sehoa, 2015). Such practices could end up costing the organisation in the long-run (Sefora, 2013).

### **2.6.3 Failure to Evaluate or Review the System**

Another factor related to why the PMDS might fail in a number of organisations is the failure by management to (effectively) evaluate or review the System (Moore-Gahan, 2014). Evaluation, as a summative process, requires the System to be examined to determine whether or not it yields the desired results (Armstrong, 2009). Such evaluation is necessary, since what might have constituted a good PMDS a few years ago does not necessarily mean that it is still the case in the current context (Sehoa, 2015). Systems, therefore, need to be constantly reviewed and updated, especially given that the world is ever-changing and requires greater attempts at keeping the System up to date (Armstrong, 2009).

## **2.7 LEGISLATIVE FRAMEWORK**

The legislative framework presented in this section is related to the legislation that governs PM in terms of the regulatory turnover in public sector institutions such as the DSD. The Constitution (RSA, 1996), Public Service Act (PSA, 103 of 1994), Public

Service Coordinating Bargaining Council Resolution (13 of 1998), and PSR (RSA, 2001) are all analysed in connection with PM.

### **2.7.1 Constitution of the Republic of South Africa (1996)**

The Constitution serves as the supreme law in the RSA, and all the laws within the land must be aligned to it (van der Westhuizen & Wessels 2011). Amongst its various functions, the Constitution gives effect to all labour law practices (Mofolo, 2012). For example, Section 195(1) of the Constitution (RSA, 1996) requires public institutions to

*...provide for promotion of the efficient, economic and effective use of resources, a development oriented and accountable public administration and cultivation of good HR and career development practices to maximise the potential of the employees.*

It is against this background that the research draws on some important aspects within the Constitution (RSA, 1996) that pertain to the study of PM. Hence, it should be noted that Section 195(1) advocates that public entities implement and cultivate good HRM practices and maximise employees' potential. This stipulation is in line with organisational commitments to utilise HR efficiently and effectively at the DSD (Mofolo, 2012). Nigro and Fryer (2017:46) posit that the South African PSC must perform consistent audits to ensure that PSR are in line with good practices that support employees.

Furthermore, Section 196(4) of the Constitution (RSA, 1996) provides for the PSC, which is mandated to measure and ensure effective and efficient performance within the South African public service sector and public institutions by means of public administration principles. According to the South African Board for Personnel Practice (SABPP, 2017:24), there is currently no uniform employee performance measurement metric in the public sector for consistent and fair performance evaluation. Such inconsistency has resulted in most Government employees earning salaries that are not commensurate with their actual performance.

Section 152 of the Constitution (RSA, 1996) addresses the objectives of local government and paves the way for PM with the requirement for an accountable government. A system should, therefore, be put in place to hold employers accountable for effective and efficient management (RSA, 1996). In terms of Section

195(1), democratic values and principles are allied with the concept of PM, with specific reference to the principles of, *inter alia*, the promotion of efficient, economic, and effective use of resources; accountable public administration; transparency; responsiveness to the communities' needs; and the facilitation of a culture of public service and accountability amongst staff. Chapter 3 of the Constitution (RSA, 1996) further states, in principle, that adhering to agreed procedures implies that employees should be evaluated based on their performance that was agreed to when they signed a work plan agreement. However, within the ECDSO employees are disgruntled as they feel that their assessment scores do not represent what they would have agreed on at the initial stage (ECDSO, 2017)

### **2.7.2 Public Service Act (103 of 1994)**

The PSA (103 of 1994) is responsible for upholding the requirements of the Constitution (RSA, 1996). The primary function of the PSA is to outline the conditions of employment, which is similar to the Basic Conditions of Employment Act (BCEA, 1998). Section 7(3)6 of the PSA enforces or obliges HoDs to effectively manage and administer their departments. These obligations include the utilisation and training of employees as well as maintaining of discipline in order to improve employee performance in line with public sector requirements.

However, when comparing the ECDSO's output with the PSA (103 of 1994), there appears to be a lack of organisational commitment in enforcing the Act so that employees' performance increases productivity. For example, the HoDs operating in the ECDSO have a tendency not consistently engage in performance reviews in order to aid employees who need skills upgrading by means of training. Murphy (2016:44) posits that performance appraisals should be undertaken in order to assess the intellectual capital of an organisation in line with public sector management. Goodman, Eric and Dennis (2013) similarly states that organisations in the public sector that experience less absenteeism and less labour turnover are those that constantly engage in performance reviews. Later findings by Bryman and Rye (2016: 14) agree with Goodman et al.'s (2013) assertions, and posit that PM is the central feature of employee motivation in the public sector.

The Skill Development Levy Act (2010) further executes the promotion of learning and development in South Africa. This Act establishes that, through the funding gained via the Skills Development Levy, employees have more benefits, are entitled to study, and are awarded bursaries; thereby promoting training and development.

### **2.7.3 Public Service Coordinating Bargaining Council Resolution (13 of 1998)**

The Public Service Coordinating Bargaining Council Resolution (13 of 1998) was passed to provide a guideline for managers to manage performance based on performance agreements. This resolution stipulates five items that must be included in any performance agreement (DSD Report, 2015), namely: key duties and responsibilities; output targets; dates for performance reviews; an appeals mechanism and dates on which salary increments come into effect; and mechanisms for managing or awarding increases. These five items provide direction for what to do and how to do it.

It is important to have a performance agreement in place, as it provides a sense of direction for achieving set goals. With regard to the DSD, applications for appeals are currently a challenge to management, as they are supposed to explain the reasons for employees not having access to the PMDS, even though such access has been agreed to in the annual performance reviews (Letsoalo, 2007). Some of the official reasons stated for the PMDS not being paid in 2018, for example, were that a number of officials did not present a portfolio of evidence to support their claim at their annual performance appraisals (Letsoalo, 2007). The organisation has also lost numerous previous appeals and has been forced to pay employees who claimed PMDS remuneration (DSD Annual HRM Report, 2015:9).

### **2.7.4 Public Service Regulations (2001)**

The PSR (RSA, 2001) provides for the establishment of a performance appraisal system for use in public services. Chapter 4, paragraph A, of the PSR (RSA, 2001) states that the performance of all members of SMS should be managed by means of a performance agreement that includes all staff members who work for the HoD. As such, every employer should have an agreement in place with each member of staff that specifies their duties. This agreement should be drawn up with mutual understanding from both parties.

The agreement should also occur in two phases – the first by peer supervisors, and the second by an HoD. According to Dessler (2012:34), “The performance appraisal needs to be balanced and a two-way process in which there must be a mutual agreement in the top management and the middle (tactical) management”. Dessler (2012) further asserts that there must be agreement with regard to the measurement criteria as well as the qualities, traits, or characteristics that are required to perform a particular job, and/or which should be present within any role or team specified in the performance appraisal.

## **2.8 CONCLUSION**

This chapter gave a detailed review of the literature related to the implementation of the PMDS. The conceptual framework presented in the chapter played a significant role in linking different attributes of this research study together. The empirical literature review section offered different case studies of how PMDS is implemented elsewhere in the world, while the theoretical framework explained the theory that supported this study. This section also discussed the relevant South African legislation linked to PMDS. The following chapter provides a detailed approach of the steps that were employed in this study to find answers to the research questions presented in Chapter One.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter outlines the adopted research methodology. A research methodology can be defined as a step-by-step process that evolves from the initial research problem formulation to the ultimate research conclusion, and which provides a link between theory and evidence (Tan, 2018). Information regarding the various steps followed by the researcher in collecting data relevant for this study is, thus, detailed in chapter. As noted previously, the aim of this study was to explore employees' perceptions pertaining to the implementation of the PMDS in the ECDS in order to determine whether or not the System is managed effectively in the best interest of employees.

In pursuit of this aim, this section presents the process used to acquire data on the perceptions of employees regarding the PMDS. In order to collect useful data, a qualitative research approach was utilised. Specifically, this section notes the research approach, design, target population, sampling method, data collection methods, unit of analysis, data analysis, and ethical considerations pertaining to the conduction of this qualitative study. The aim of this chapter is, ultimately, to justify the means in which data were collected and analysed for the purpose of this study.

#### **3.2 RESEARCH DESIGN**

A research design explains the processes involved when conducting research (Sahu, 2013). Kumar (2011) further asserts that a research design is a plan detailing the structure and strategy of an investigation that is followed in order to obtain answers to research questions or problems. A research design can also be described as the means of achieving the goals of a research project, as it links theoretical frameworks, questions, research, generalisations, and presentational goals with the methods used and resources available to meet a study's ends (Creswell, 2014; Flick, 2014; Kothari, 2004). Thus, in simple terms, a research design entails a plan of action that shapes the research process (Creswell, 2014). For this study, a case study research design was utilised.

### **3.2.1 Case Study Research Design**

A case study research design is a type of qualitative research design that focusses on an intensive description and analysis of a particular individual, group, event, or community (Creswell, 2014). Tan (2018) defines a case study design as an interpretive study that aims to conduct an in-depth and intensive investigation of a particular case in order to discover or explore something new, as opposed to testing an hypothesis. Similarly, Tight (2017) delineates a case study as being a method of research enquiry that is conducted within a localised boundary, and which involves an in-depth analysis of a limited number of events. Thus, researchers utilise case study designs as a way of exploring a general problem within a focussed setting (Creswell, 2014). The present study adopted a case study design in order to understand the complexity surrounding the perceptions of employees regarding the effective implementation of the PMDS within the ECDSD. The use of this particular design in this study ensured that the study obtained an in-depth description of PMDS in relation to ECDSD. Through a case study design, this research was able to acquire in-depth information related to the meanings that employees attach to PMDS implementation within the ECDSD context.

### **3.3 RESEARCH APPROACH**

A research approach is a critical aspect in any study as it forms the 'backbone' of research (Kurmar, 2011). The term 'research approach' refers to the different techniques that are employed in a study when conducting research (Walliman, 2018). In social science research, there are primarily three research approaches that can be utilised, namely the qualitative, quantitative, and mixed methods research approaches (Babbie & Mouton, 2010; Creswell, 2015; Creswell & Creswell, 2018). Each of these types is adopted to serve a different purpose in a research project. For example, Creswell and Creswell (2018) assert that a qualitative research approach is used when a researcher wishes to explore and understand meanings attached to social problems. Quantitative research involves entities that can be expressed numerically maybe when the study wants to test a hypothesis and a mixed method involves the use of both qualitative and quantitative research approaches. This current study, therefore, employed a qualitative research approach, since the aim was to understand the perceptions of employees (i.e. meaning) regarding the PMDS (i.e. social problem).

### **3.3.1 Qualitative Research Approach**

Gravetter and Forzano (2018) conceptualise a qualitative research approach as one which is based on observations that are summarised and interpreted in a narrative report. In addition, Creswell (2015) argues that a qualitative research approach provides a deeper understanding of a problem, enhances description, and offers a wide range of meaningful answers to research questions. Mohajan (2018:3) defines a qualitative research approach as a form of social action that emphasises the way people make sense of or understand the social reality of individuals. Qualitative research is also exploratory in nature and seeks to explain the *how* and *why* of a particular phenomenon (Mohajan, 2018). Based on these authors' definitions, qualitative research can be understood as a research approach that seeks to comprehend social problems through the study of individuals or groups of people within their given environment in order to derive meanings ascribed to a social phenomenon (Bryman, 2016). In the context of this current study, the researcher was, through the utilisation of interviews, able to gather comprehensive information regarding the implementation of the PMDS within the ECDS.

This study employed a qualitative research approach in order to allow for the collection of rich and detailed data regarding employees' perceptions regarding the PMDS, as opposed to gathering summarised numerical responses, which are characteristic of a quantitative research approach. The rationale for choosing a qualitative research approach was based on Saunders and Lewis's (2013:89) view that the approach encompasses all research into human feelings, and yields findings of greater validity that allow a researcher to develop a more precise understanding of the phenomenon under investigation. In order to gather data relating to ECDS employees' perceptions on PMDS implementation, face-to-face interviews that were guided by an interview protocol were conducted.

### **3.4 TARGET POPULATION AND SAMPLING METHOD**

Saunders and Lewis (2013) describe a 'population' as a group of people who share the same characteristics from which a sample can be drawn. Staff from the cooperate services chief directorate and social services chief directorate within the ECDS were designated as the population for this study, since these employees are the ones

responsible for the implementation of the PMDS, with social services forming the core business of the Department. The strategic objective of this unit is the provisioning of corporate services, including HRM, facilities management, training and development, and logistics (ECDOSD, 2017). Another reason for the selection of this particular population is that the Head Office is where policies are interpreted and monitored as well as where training pertaining to the relevant policies takes place and from whence relevant information is disseminated to district and area offices. It was imperative, therefore, that the research excavate information regarding perceptions of PM from amongst Head Office staff.

Sahu (2013) asserts that a 'sample' is a representative part of a population. A chosen sample should be representative of a population and should display particular characteristics that are reflective of the total population in which a researcher has an interest (Sahu, 2013). This current study included a sample of 20 participants from different chief directorates within the ECDSD's Head Office. The selected participants were from the following chief directorates: corporate services and social welfare services. The rationale behind the selection of these chief directorates was that corporate services is inclusive of HRM, which is responsible for the implementation of the PMDS. These were also selected because they work most closely to other employees, so they have insights into what these employees think about/how they respond to the PMDS implementation.

### **3.4.1 Sampling Procedure**

According to Kothari (2004:57), a 'sampling procedure' refers to "the technique to be used in selecting the items for the sample." In the context of this study, non-probability sampling was adopted, in which some elements have zero chances of being selected for the purpose of a study (Kothari, 2004). Non-probability sampling consists of four types, namely quota sampling, purposive sampling, snowball sampling, and convenience sampling (Henry, 1990, cited in Babbie, 2007). In this study, purposive sampling will be adopted as it allows for the researcher to use her own judgment in identifying participants with expert knowledge regarding the phenomenon under study. The advantage of non-probability sampling is that it is a convenient way for a researcher to assemble a sample with little cost (Bryman, 2016).

Purposive sampling can also be referred to as 'expert sampling' or 'judgemental sampling'. Edmonds and Kennedy (2017) define purposive sampling as a sampling procedure that encompasses the selection of participants to participate in a study based on a specific need or purpose. According to Battaglia (2008:524),

*...the selection of a purposive sample is often accomplished by applying expert knowledge of the population to select in a non-random manner a sample of elements that represents a cross section of the population.*

The primary reason for utilising purposive sampling in a study is because this method aids a researcher in accessing participants' points of view directly (Bernard, 2016: 48). In terms of this current study, then, this sampling approach was useful for gathering data from participants who would be best able to present their perceptions regarding the PMDS. It was assumed that the selected participants would have adequate knowledge and experience regarding the PMDS within the ECDS, as they included employees who had worked within the HR department for a minimum of 5 years as well as employees who have been beneficiaries of the PMDS over the past 3 years.

### **3.4.2 Data Collection**

McLaughlin (2016) defines 'data collection' as the gathering of information that relates to a study in a bid to obtain a clear picture of a given phenomenon. Data collection should be done in a systematic way (Bryman, 2016). Bryman (2016) states that data collection characterises the key point of any research and entails the collection of information from a selected sample so as to answer pre-determined research questions. In the context of this study, data were obtained from both primary and secondary sources.

### **3.4.3 Primary Data Collection**

According to Kothari (2004:95), 'primary data' is regarded as data that are collected "afresh and for the first time, and thus happen to be original in character". Similarly, Malhotra and Birks (2007) assert that primary data are information collected by a researcher in an effort to address or resolve a specific problem that they have identified for a research project.

Primary data collection in this study was conducted through the use of interviews related to participants' perceptions of the PMDS within the ECDS. Specifically, face-to-face, semi-structured interviews were conducted with participants to generate qualitative data. The researcher ensured different types of questions for different participant (Corporate services and social services). The researcher ensured that the attitudes and ideas expressed by the participants are written down, and all the interviews were also audio recorded and transcribed. An audio recorder was used with the consent of the interviewees. An interview guide was used during interviews as a tool for data collection; this guide contained a list of questions that were asked to each interviewee during the interviews.

#### **3.4.4 Secondary Data Collection**

The term 'secondary data' refers to information that has been collected from other sources, and consists of information that would have been collected and analysed by someone else for other purposes (Kothari, 2004). In the context of this study, secondary data were sourced from both published and unpublished secondary sources. Published sources consisted of Government documents, journals, conference papers, books, newspapers, reports (i.e. ECDS annual reports dating from 2015 to 2019), and publications of various organisations and reports prepared by scholars. Unpublished data were sourced from scholar reports, dissertations, and Government documents. Only valid and reliable sources were utilised to meet the main aim of the study.

### **3.5 UNIT OF ANALYSIS**

The 'unit of analysis' in research refers to an individual or object from which a researcher collects data (Kumar, 2018). In the context of this study, the ECDS was identified as the principal unit of analysis. In relation to PM, this provincial department contributes to the overall success of the national department in terms of efficiency and effectiveness. The ECDS is characterised by five work units or programmes, namely administration, social welfare services, children and families, restorative services, and development and research. The administrative programme is mandated to provide policy guidance and administrative support on strategic imperatives required by the

Constitution (ECDSD Annual Report, 2019), and consists of three sub-programmes, namely the Office of the MEC, Corporate Services, and District Management.

The social welfare services programme provides integrated developmental social welfare services to the poor and other vulnerable groups, in partnership with stakeholders and civil society organisations (ECDSD Annual Report, 2019). The children and families programme provides comprehensive child and family care and support services to communities, also in partnership with stakeholders and civil society organisations. The restorative services programme provides integrated developmental social crime prevention and anti-substance abuse services as well as victim empowerment and support services to the most vulnerable populations, in partnership with stakeholders and civil society organisations (ECDSD Annual Report, 2019). The development and research programme is responsible for sustainable development programmes that facilitate the empowerment of communities based on demographic and evidence-based information.

In the previous 5 financial years, the Department reported qualified audit opinions in the financial years 2018/19 and 2017/18. However, the Department reported three unqualified audit opinions in the financial years 2014/15, 2015/16, and 2016/17 (ECDSD Annual Report, 2019). In the financial year 2018/19, the Department did not conclude performance agreements for all its top managers; this incompleteness was attributed to the unavailability of a permanent HoD within the Department during that year. A total of 1 249 employees were given performance rewards in the financial year 2018/19; the majority of whom were female (ECDSD Annual Report, 2019). It is of concern that despite the number of rewards given to employees, the performance of the Department remains unsatisfactory.

### **3.6 DATA ANALYSIS AND PRESENTATION**

'Data analysis' is regarded as the management, analysis, and interpretation of collected data (Bryman, 2016). According to Kothari (2004:122), data analysis can be defined as the "computation of certain indices or measures along with searching for patterns of relationship that exist among the data groups". The primary qualitative obtained in this study were analysed using thematic analysis.

### **3.6.1 Thematic Analysis**

Braun and Clarke (2012:57) define thematic analysis as “a method for systematically identifying, organizing, and offering insight into pattern of meaning (themes) across a data set”. Similarly, Maguire and Delahunt (2017) stipulate that thematic analysis is a qualitative procedure that involves theme or pattern identification within qualitative data. Thematic analysis involves reading qualitative data over and over again in order to enhance the effective understanding of participant responses (Bryman, 2016). Feza (2015) argues that the overall aim of thematic analysis is to unravel the relevant themes that are prominent in the data.

Since this current study was qualitative in nature, it sought to identify the themes that emerged in relation to employee perceptions of the PMDS. The four research questions for this study (see Chapter One, Section 1.6) were used as a template to guide the identification of the key themes. Braun and Clarke (2006) developed a six-phase guide that is useful for conducting thematic analysis in qualitative data, and this framework was adopted for conducting analysis in this study.

The first phase of Braun and Clarke’s (2006) thematic analysis approach involves becoming familiarised with the collected data. In order to become familiar with this current study’s data, the researcher began by transcribing recorded data collected through the noted interviews. The researcher also constantly checked the transcribed data to ensure accuracy with the original recordings. After transcribing all the recordings, the researcher read through the transcripts several times so as to ensure familiarity with the data.

After becoming familiarised with the data, the next phase was the generation of initial codes in order to organise data into meaningful groups (Braun and Clarke, 2012). For this phase, the researcher wrote down brief notes from the transcribed data and use a highlighter to highlight potential themes for the study. The generation of initial codes also entailed the researcher copying extracts of the data from each interview transcript and grouping the quotes depending on whether they carried similar meanings.



After generating initial codes, the researcher then proceeded to search for and generate themes by considering how different codes best fitted together. At the end of this phase, the researcher had a collection of both main and sub-themes. The most relevant themes that related to the research objectives were then selected.

The fourth phase of Braun and Clarke's (2006) thematic analysis involves reviewing themes. At this stage, the researcher scrutinised the identified themes to ensure that they answered the research questions. The developed themes were then reviewed and modified so as to ensure accuracy as well as to best reflect the meaning.

In the fifth phase, themes were named in preparation for presentation. At this stage, the researcher defined and label the final established themes. Since this phase was the final theme-refinement stage, the researcher identified the central idea and determine whether or not the ultimate themes related to each other. In this step, the final sub-themes were formulated.

The final phase of the analysis included the production of a report of the themes found in order to answer the research objectives in an analytical manner. This report is presented in Chapter Four of this dissertation.

### **3.7 TRUSTWORTHINESS OF THE STUDY**

Trustworthiness of the study entails a search for quality of the research (Loh 2013). The trustworthiness of a research is determined by four criterions, namely credibility, transferability, confirmability and dependability as illustrated on Table below.

**Table 3.1: Lincoln and Guba's (1985) trustworthiness criteria and techniques**

<b>Criteria</b>	<b>Techniques</b>
Credibility (internal validity)	Continued engagement Tenacious observation Triangulation (sources, methods, investigators) Debriefing of peers Negative case analysis Referential adequacy (archiving of data) Member checks
Transferability (external validity)	Dense description
Dependability (reliability)	Overlap methods (Triangulation of methods) Dependability audit - examining the process of the inquiry (how data was collected; how data was kept; accuracy of data)
Confirmability (objectivity)	Confirmability audit - examines the product to attest that the findings, interpretations & recommendations are supported by data

Source: Loh (2013)

In any research it is the responsibility of the researcher to ensure that conclusions given in the study are trustworthy. According to Babbie and Mouton (2010:61) Validity is the depth to which an empirical amount to truly produce the real meaning of the concept under study, at the same time validity deals with the true reflection of the findings. During the conduct of this study the researcher had to ensure that information gathered for the purpose of this study is accurate. The researcher had to use different sources for this study that are trustworthy, the sources includes department's audited financial and annual reports, auditor general reports, books and peer reviewed journals.

### **3.8 ETHICAL CONSIDERATIONS**

Researchers tend to have greater power than their participants when conducting a study, and there is, therefore, always the potential for the rights of research participants to be violated (Bless & Rena, 2013). Research ethics emphasise the humane and sensitive treatment of research participants who may be placed at varying degrees of risk by research procedures (Bless & Rena, 2013). In order to ensure an ethical study, the researcher for this current study sought permission for conducting this research upon approval of the initial proposal. Specifically, ethical clearance was sought and granted (see Appendix 1) from the Nelson Mandela University. Upon receiving the university's ethical clearance, the researcher applied for permission to conduct the research at the Department, and permission was granted (see Appendix 2).

The researcher also ensured that the study complied with all relevant university ethical policies such as avoidance of plagiarism and seeking permission. Ethical considerations in this study have been developed in accordance with the university's policy and procedures pertaining to research ethics and its procedures on managing and preventing acts of plagiarism, as well as the DSD's policy on conducting research within the institution. As such, the ethical considerations presented in the following subsections were focussed on.

#### **3.8.1 Informed Consent**

Creswell and Clark (2018) states that social science research mostly involves interrupting peoples' regular activities and intruding into their lives, which may require time and energy from the participants involved. Thus, a researcher should ensure that all participants first consent to participation in the study before collecting data from them. Informed consent implies that subjects are made adequately aware of the type of information a researcher wants from them, why the information is being sought, to what purpose it will be put, how participants are expected to participate in the study, and how participation could directly or indirectly affect them (Kumar, 2011).

For this study, the researcher explained the purpose of the study, the information required, and the possible effects of participation to the participants and then requested only those who were interested in participating to sign the informed consent

form (see Appendix 3). As participation was voluntary, participants were informed that they could withdraw at any time during the research process and during the conduct of this study no one exited the study.

### **3.8.2 Confidentiality and Anonymity**

According to McMillan and Schumacher (2010), 'confidentiality' means that no one has access to an individual's data or any of the names of participants, except the researcher(s) and that the subject(s), who should know, before they agree to participate, who will see the data. For this study, the researcher ensured the confidentiality of participants by not including participants' names, or the directorate names, on the interview guide. The researcher also clearly explained to the participants from the outset that there would be no way that the data could be linked to the individuals involved. Babbie (2013) argues that the most pertinent concern in the protection of research subjects' interest and wellbeing is the protection of their identity. Thus, the researcher explained that the information would be collected, analysed, and reported anonymously. The researcher made sure that people's names or job titles are not included, and they are referred to as participant 1 or participant 2.

## **3.9 CONCLUSION**

This chapter discussed the various procedures involved in this study's research methodology. Discussions included details related to the research design, design validity, sampling design, data collection instrument, and data analysis. Ethical considerations, as well as the trustworthiness of the research, were also presented. The next chapter presents the results of the study.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, AND INTERPRETATION OF FINDINGS**

#### **4.1 INTRODUCTION**

The focus of this chapter is to present, analyse, and discuss the findings regarding employees' perceptions pertaining to the implementation of the PMDS in the ECDSO's Head Office. Data collection for this study was guided by the following research objectives:

- To assess the views of employees regarding PM within the ECDSO.
- To determine the challenges encountered by employees with regard to the PMDS within the ECDSO.
- To establish strategies that can be employed to improve the implementation of PM within the ECDSO.

The gathered data that align with these noted objectives are clearly presented and discussed in this chapter. As per the details presented in Chapter Three, the data highlighted here were collected qualitatively with the use of semi-structured interviews.

#### **4.2 PRESENTATION OF FINDINGS: BIOGRAPHICAL**

The researcher utilised semi-structured interviews to collect data from ECDSO employees. The findings gathered from participant responses provide a clear picture of the perceptions of employees regarding the PMDS, as it is implemented within the ECDSO. The collected data were analysed qualitatively using thematic analysis and presented in the form of tables.

##### **4.2.1 Socio-demographic Data of the Participants**

An analysis of the socio-demographic data of participants in a study is of fundamental importance, as it offers a clear picture of the characteristics of a study's participants to help in categorising and establishing themes. In this study, the participants' socio-demographic data were analysed in order to determine the age, gender, level of education, work unit, salary level, and work experience of the participants.

#### **4.2.1.1 Gender**

The main purpose of analysing the gender of the participants was to understand the proportion of males and females who took part in the study. The results of the analysis are presented in Table 4.1.

**Table 4.1: Gender of Participants**

<b>Gender</b>	<b>Number of participants</b>
Females	12
Males	8
<b>Total</b>	<b>20</b>

The results of the gender analysis presented in Table 4.1 show a difference in the proportion of male participants (8) to female participants (12). Thus, more females participated in the study than did males. The results are a reflection of the ECDSD statistics, which states that females constitute 73.5% of the total employee population within the Department, whereas males constitute 26.5% (ECDSD Human Resource Plan (HRP), 2015; ECDSD, 2018). The ECDSD HRP 2015 indicates that the reason for female dominance in this Department is due to the nature of the Department's work, which is primarily focussed on providing social development, protection, and welfare services. Such areas of interest tend to be linked more to females than males.

#### **4.2.1.2 Age**

This study also analysed the age of the participants who took part in the study. The results of the age analysis are shown in Table 4.2.

**Table 4.2: Age of Participants**

<b>Age group</b>	<b>Number of participants</b>
18-35 years	3
36-45 years	9
46-59 years	7
60 years and over	1
<b>Total</b>	<b>20</b>

The results in Table 4.2 indicate that the majority of the participants in this study was aged between 36-45 years. The other age groups were 46-52 years, 18-35 years, and 60 years and over, which constituted seven, three, and one participant(s), respectively. Such composition is congruent with the statistics regarding the workforce within the ECDSD, as the ECDSD HRP 2015-2020 states that the 30-39 years age group consists of more employees when compared to other age groups, and constitutes 47.3% of the total number of ECDSD employees. The 60 years and over age group contains the least number of employees, totalling to only 1.3%; 11.2% of the employees is aged between 50 and 59 years; 2.5% is aged between 40-49 years; and 17.7% of employees is within the 19-29 years age bracket (ECDSD HRP, 2015). Such details indicate that the age groups present in the Department are equally represented in the sample of this study. Furthermore, the staff within the Department tends to be long serving, since there is a recruitment and retention policy that, if followed well, focusses on removing any barriers to conducive working conditions (DSD, 2019). This entails that the use of older participants for the most part of the study is beneficial, as they are likely to have been working in the same department (directorate) for years, and, thus, could provide better enhanced information.

#### **4.2.1.3 Level of education**

Table 4.3 shows the results of the analysis of participants' levels of education. This study analysed the level of education in order to determine the employees' highest level of education in relation to their perceptions regarding implementation of PM within the ECDSD.

**Table 4.3: Highest Level of Education of Participants**

<b>Level of education</b>	<b>Number of participants</b>
Diploma	9
Honours	10
Other	1
<b>Total</b>	<b>20</b>

The majority of the employees within the ECDSD who took part in this study stated that their highest qualification is an Honours degree. A total of nine participants have diplomas, and only one participant indicated that they have another qualification that was not amongst the given options of Grade 12, Diploma, Honours, Master's, or PhD. This demographic information indicates that most of the employees within the ECDSD possess relevant and necessary qualifications. The relevance of analysing the highest qualifications of participants was based on the researcher's need to determine the current skills landscape within the Department to ensure the relationship between the skills and performance. The ECDSD HRP 2015-2020 states that there is a lack of skilled employees, and alludes to how 40% of the total employees currently working within the ECDSD only hold a Matric, while only a few employees have Master's or PhD degrees.

#### **4.2.1.4 Work unit**

An analysis of the work units of the participants was conducted in order to determine the programmes in which the participants work. The results of the analysis are indicated on Table 4.4.



**Table 4.4: Work Unit of Participants**

<b>Programme/work unit</b>	<b>Number of participants</b>
Programme 1: Administration	5
Programme 2: Social Welfare Services	4
Programme 3: Children and Families	4
Programme 4: Restorative Services	4
Programme 5: Development and Research	3
<b>Total</b>	<b>20</b>

Table 4.4 shows the different work units in which the participants work within the ECDS. Five work units were identified, namely Programme 1 (Administration), Programme 2 (Social Welfare Services), Programme 3 (Children and Families), Programme 4 (Restorative Services), and Programme 5 (Development and Research) (ECDS, 2018). The participants were balanced across Programmes, as each work unit was relatively equally represented. Five participants were part of Programme 1; four participants were part of Programmes 2, 3, and 4, respectively; and three participants were part of Programme 5. By having a relatively even distribution of participants across the various work units, this study was able to effectively capture the views of employees from throughout the ECDS.

#### **4.2.1.5 Work experience**

This study included an analysis of participants' work experience; the results of which are shown in Table 4.5. The years of employees' service was analysed in order to determine whether or not the participants have sufficient years of working at the Department to be able to know about the implementation of PM within that context.

**Table 4.5: Work Experience of Participants**

<b>Years of service</b>	<b>Number of participants</b>
1-5 years	3
6-15 years	10
16-25 years	6
26-35 years	1
<b>Total</b>	<b>20</b>

The results of the analysis presented in Table 4.5 show that the majority of the participants have been working at the ECDSD for at least 6-15 years (10 participants). Six of the participants indicated that they have 16-25 years of work experience, while only one participant stated that they have been working at the Department for 26-35 years. Three of the study participants indicated that they have been employed for 1-5 years at the Department. From these results, it can be deduced that the participants who took part in the study have been employed within the ECDSD for a long period of time they had sufficient years to compare before and after implementation which enabled them to offer fair and comprehensive opinions regarding the PMDS's implementation within the ECDSD.

#### **4.2.1.6 Salary band**

This study analysed the salary band of participating employees. The results of this analysis are presented in Table 4.6.

**Table 4.6: Salary Levels of Participants**

<b>Salary band</b>	<b>Number of participants</b>
Level 1-6	4
Level 6-9	10
Level 10-12	6
<b>Total</b>	<b>20</b>

According to the results of the analysis presented in Table 4.6, the majority of the study participants falls within the 6-9 salary band (10 participants). Category 1-5 salary band was comprised of four study participants, with six participants indicating that they fall within the 10-12 salary band.

#### **4.2.2 Views of Employees regarding Performance Management within the Eastern Cape Department of Social Development**

This study sought to investigate the views of participants regarding the PMDS within the ECDSD. Participants' views are elaborated upon in this section of the study.

##### **4.2.2.1 *The concept of the performance management and development system***

In a bid to investigate the views of participants regarding the PMDS, this study asked them questions related to their own understanding of the System. These questions aimed at determining whether the employees understand the concept and purpose of the PMDS. In this study, the PMDS is regarded as a variety of activities, procedures, policies, and interventions that have been designed to enable employees to improve their performance (DeNisi & Murphy, 2017). In accordance with this understanding, a PMDS can include performance appraisals, feedback, goal setting, training, and rewards (DeNisi & Murphy, 2017).

The participants in this study indicated that they are knowledgeable on the concept of the PMDS. The majority of the participants perceive the PMDS as a system that monitors employees' and ensures the development of employees when there is a need. The views of the participants can be summed up by Participant 12's response, who stated:

*Performance management is a scientific approach to achieving optimal organisational performance with the workforce and capabilities at the organisational disposal. Employer and the employee also agree on responsibilities, key performance areas, and performance levels.*

Participant 10 concurred with this statement by arguing that PM is used:

*...to measure employee performance and the department's performance as well to monitor if we have met the target for that financial year.*

These participant views show that both PM and development focus on ensuring that employees understand what they are expected to do at work. Based on this understanding, employees' performance is then measured against what is expected at the end of each financial year.

In addition, the participants considered the concept of PM as a tool that can be used to:

*...reward good performers so as to motivate the good performers and also identify areas of development for the less performers (Participant 8).*

The notion of 'reward' is of fundamental importance in any PMDS, as it can be used to motivate employees to continue performing well in their work, since by receiving a reward, employees can feel that their hard work is recognised within the workplace. Such recognition can, consequently, result in improved performance. Such sentiments are in line with what Herzberg (1987) hypothesised; namely that if hygiene factors, such as supervision, are present, employee discontent should be reduced. Some workers do not like being overly supervised and might see it as the opposite of a reward, while having more freedom from supervision might be seen as a reward instead by such people. Therefore, through proper supervision and the application of the PMDS that results in rewards within the workplace, employees can be better protected against discontent, which, in turn, could likely result in better work performance.

The analysis of participants' responses related to this particular topic show that the participant ECDS employees are both knowledgeable and aware of the concept of PM. Such insight indicates a positive step towards ensuring the effective implementation of the System, since when employees understand the concept, they are more likely to know what is expected from them by their employer (Mofolo, 2012).

#### **4.2.2.2 Appropriateness of the performance management and development system**

In relation to the views of employees regarding PM, this study analysed their perceptions regarding the appropriateness of the PMDS. Specifically, this analysis was conducted in order to assess the views of participants regarding the appropriateness of the tool used to measure employee performance.

The participants held different views regarding the appropriateness of the PMDS as an appropriate tool for measuring the performance of employees. Some participants were of the view that the tool is very appropriate, while others argued that the tool is not appropriate.

Participants who held a positive view of the PMDS as an appropriate tool for measuring employee performance offered various supportive arguments. Participant 2, for example, stated that the System is appropriate

*...because an employee gets to know if they have achieved the set goals of the department.*

While another participant argued:

*The performance management and development system tool is appropriate as it enables the managers to know who is performing and who is not, as well as knowing if employees are meeting the goals of the department programmes. The tool also enables employees to know the areas which needs improvement regarding their performance (Participant 9).*

The presented responses indicate that the PMDS is effective and appropriate in determining the performance of employees. Such sentiments are substantiated by Makamu (2016), who argues that the PMDS is a critical tool in managing employees' performance, as it can increase employees' awareness and may effectively create a dialogue between employees and their managers, which, in turn, can enhance the contributions that employees make.

Despite the known effectiveness of PMDS in managing employee performance, some participating employees were of the view that the PMDS is not an appropriate tool in measuring employee performance. The main argument raised by these employees was that the PMDS, as a tool for PM, is not being effectively and fairly implemented within the Department. To elucidate this view, one participant argued that the tool is not appropriate since

*...there are officials who work hard and are committed to their work, but they are not recognised or rewarded (Participant, 6)*

Participant 6 also stated:

*...the managers themselves do not understand PMDS or how it should work.*

These insights indicate that there is currently still a gap that needs to be addressed in terms of PMDS so that it can be effective and appropriately employed as a measuring tool for determining employee performance.

In addition, some of the participants argued that the appropriateness of the PMDS can be negatively affected by the reward system and unfair practices. This view is best summarised by Participant 4, who claimed:

*The performance management system is not an appropriate tool because it is based on financial rewards. Some employees who perform above average sometimes do not receive rewards and are told that the rewards should not exceed the budget.*

This statement highlights how well-performing employees are sometimes not recognised as a result of budget constraints, which might lead to decreased morale for those employees. This is in line with what was postulated by the two-factor theory which stipulates that not only financial rewards motivates employees (Smerek & Peterson, 2007). Hence, there is a need for the reward system to not only focus on financial rewards.

#### **4.2.3 Challenges Encountered by Employees with regard to the Performance Management and Development System within the Eastern Cape Department of Social Development**

This study analysed the challenges encountered by employees within the ECDSD with regard to the PMDS. From the analysis of the findings, this study determined that the ECDSD is committed to complying with the requirements of the PMDS, as prescribed by the DPSA (2007). However, some challenges were still highlighted by the participants that affect the effective and efficient implementation of the PMDS in the Department. These challenges are discussed in the following subsections.

##### **4.2.3.1 Lack of feedback**

The participants indicated that one major challenge they encounter with regard to the ECDSD's PMDS is a lack of feedback. In particular, the participants stated that the managers who are responsible for measuring employee performance often fail to provide feedback to employees after assessment has been completed. Such lack of feedback affects the positive implementation of the System, since the employees are

not aware of what needs to be improved with regard to their performance. This view is elucidated by Participant 14 who argued:

*There is no feedback provided regarding employee performance and people continue with their work as if there was no performance review conducted.*

Similarly, Participant 7 stated:

*I think that managers are not bothered about feedback; they are only bothered about complying with the requirements of doing performance reviews.*

These presented statements show that there is a challenge within the ECDSO regarding performance reviews, and that employees at the ECDSO perceive the PMDS as being negatively affected by a lack of feedback. Participant 5 substantiated the same point of view by stating that supervisors tend to only discuss the PMDS with employees if and when an employee has raised the issue in relation to performance rewards.

According to Sefora (2013), feedback provision is essential in the context of any PMDS, since providing feedback to employees can be regarded as motivational, as feedback can enable employees to become aware of what they have done well and which areas need improvement. Similarly, Makamu (2016) argues that appropriate feedback in the PMDS can result in increased task performance. Thus, a lack of feedback, as reported by this study's participants, could be a significant issue affecting the PMDS within the ECDSO.

In addition, another participant (5) added:

*At times, feedback is given, but it is never clear on the reasons for failure to qualify for performance rewards.*

This statement indicates that there may be selective feedback regarding PMDS within the ECDSO which does have negative implication towards effective implementation of PMDS. Extant literature shows that PM is an exercise that requires individuals to reflect on the feedback process in order to improve their performance and progress towards attaining organisational goals (Ndevu & Muller, 2018; Aguinis, 2019). Makamu (2016) also asserts that continuous constructive feedback is essential, as it can assist

managers to make a distinction between performing and non-performing employees. Feedback provision can, furthermore, assist employees to correct their mistakes (Aguinis, 2019). Thus, without feedback, it is difficult for employees to know what their mistakes or failings are, or which areas of their work require improvement.

A lack of feedback can also negatively affect employees' motivation (Nzume, 2016). If motivation factors are not present, employees are less likely to enjoy their work, enjoyment of work would lead to enhanced performance (Aguinis, 2019). According to the Two-factor Theory, motivation factors encourage employees to work hard and enjoy their jobs (Herzberg, 1987). Thus, if feedback is not provided, employees could begin to dislike their jobs, and their enthusiasm to work hard may be negatively affected.

#### **4.2.3.2 Lack of transparency**

Transparency relates to openness in sharing of information (Albu & Flyverbom, 2016), and it is valued in management since information disclosure facilitates trust. In the context of PMDS implementation, transparency entails sharing performance information openly and in a timely manner to ensure that both employers and employees have the same information regarding an employee performance (Albu & Flyverbom, 2016). Some of the participants in this current study indicated that the supervisors or managers within the ECDS are not transparent in relation to employees' PM. Participant (7) indicated:

*...the performance management process is conducted on a secretive basis and it also lack transparency.*

Participant 2 also argued that the

*...PMDS is not an open system.*

Furthermore, another participant 6 stated:

*There is no transparency with regard to performance management within the Department. You would not even know whether you have qualified for the performance rewards or not.*



The presented statements show that employees at the ECDSD are faced with a lack of (manager) transparency during performance reviews. The participants also elaborated that their managers, at times, do not involve them during performance reviews at all as they are not consulted. Such lack of transparency and employee involvement is detrimental to the effective implementation of the PMDS.

The DPSA (2007) states that the PM system should be regarded as an ongoing interactive process between an employee and his or her supervisor regarding the employee's performance. Thus, the non-involvement of employees during their own performance reviews is poor practice that does not align with departmental policies, and which can negatively affect both employee and organisational performance in the long-run. It is, therefore, evident from the presented findings that there is a potential lack of transparency within the ECDSD's PMDS.

#### **4.2.3.3 *Insufficient training***

As a further challenge to effective PMDS implementation, participants elaborated on how insufficient supervisor training on the PMDS affects employees' performance reviews. Participant 6 argued that managers often lack sufficient training and knowledge regarding the PMDS:

*...because the managers themselves do not understand the system and how it should work.*

This lack of training is evidence that employees are negatively affected by a lack of adequate supervisor training, since managers are the ones responsible for reviewing employees' performance. The problem of a lack of supervisor training is substantiated by both Nzume, (2016) and Makamu (2016), who argue that insufficient training affects PMDS as it leads to low employee motivation. Therefore, the formal and continuous training of managers is critical within the ECDSD so that the PMDS can contribute positively to employee performance.

#### **4.2.3.4 *Fairness***

The study participants reported that there is currently a lack of fairness in the implementation of the ECDSD's PMDS. The concept of 'fairness' in the context of this study is related to treating employees equally, without favouritism or discrimination

(Nzume, 2016). Fairness is one of the crucial elements in the implementation of any effective PMDS (Cugueró-Escofet & Rosanas, 2013), and can serve as a proactive strategic intervention for improved working relationships, trust, morale, and motivation. The employees who took part in this study argued that the managers or supervisors responsible for performance reviews tend to be unfair in their reviews. The participants particularly noted that some employees who are hardworking and committed to their work sometimes do not get performance rewards, while non-performing employees who are favoured by a manager may receive performance rewards based on that favouritism. The participants' views on fairness of the PMDS is best elucidated by Participant 8, who stated:

*The managers are unfair at times because some employees who do not deserve the performance rewards receive them. This compromises the performance of other employees who would be working hard but not being rewarded.*

Similarly, Participant 1 argued:

*The system is not really fair because us employees at times we are surprised by the individuals who get rewarded. At times individuals whom we work with in our department work extra hard, but they never receive any performance rewards.*

Based on the responses given by the participants presented here, it can be asserted that performance rewards are often dealt out unfairly within the ECDS and are not always based purely on employees' actual levels of performance (Makamu, 2016). Such unfair practices can have a negative bearing on the attitudes and performance of employees who would otherwise be making effort in their work, since they may believe that they will not, ultimately, be recognised or appreciated for their efforts. This understanding is in line with Herzberg's (2005). Two-factor Theory, which argues that employees are motivated by a number of factors, including recognition. Hence, a lack of recognition of employees' work by supervisors can demotivate employees, which could lead to them being less willing to perform in their duties to standard since they would know that their efforts will go unnoticed.

In addition, the unfair practice of the PMDS that is currently implemented within the ECDS, particularly in respect to scoring and performance rewards, reported by the participants can demotivate valuable employees, since employees who work extra

hard but who are not rewarded may begin to lose interest in their work, which, subsequently, can result in poor or average performance from previously high-performing employees as well as labour turn over. Losing good employees negatively impacts an organisation on all kinds of fronts – financially, skills-based, knowledge-based – and there’s always the risk of not hiring as capable an employee as the one lost (or extra time is needed to bring them up to speed), so that could lead to even more problems within the organisation.

A study conducted by Kubheka and Tshiyoyo (2018) found that a lack of performance rewards for employees who perform well within an organisation can be demotivating to these employees. Thus, the unfair PMDS practice asserted by participants within the ECDSD that results in performing employees not being recognised is likely to demotivate employees and create a barrier towards the attainment of organisational goals due to reduced efforts by employees.

#### **4.2.4 Strategies that can be Employed to Improve the Implementation of Performance Management within the Eastern Cape Department of Social Development**

The theme of establishing strategies that could be employed by the ECDSD in order to improve the implementation of PM is detailed in the following subsections.

##### **4.2.4.1 Training**

The participants in this study perceived training as a crucial strategy that needs to be implemented within the ECDSD in order to improve the implementation of the PMDS. Training would entail, amongst other aspects, conducting workshops that focus on PMDS information dissemination so as to ensure that employees are knowledgeable about the PMDS process. The need for workshops and training is elucidated by Participant 3 who stated:

*Workshops that include both the supervisors and the supervisee are critical for us so that we have the same understanding and the same point of reference regarding PMDS.*

This statement indicates that the HR department within the ECDSO should organise workshops that are aimed at training both supervisors and employees on the PMDS process. Such training could ensure the smooth implementation of the PMDS, since both the supervisors and employees would be aware of what is expected regarding PM from all concerned parties. The participants also reported, as presented in the previous section, that supervisors currently have insufficient training regarding the PMDS process, which has, subsequently, negatively affected its implementation. Thus, further training on PMDS is essential in order to improve implementation. This assertion is substantiated by Mpabanga (2016), whose study found that the further training of leadership and senior management within the public service should be prioritised, as there is currently little knowledge regarding PM. Better training can lead to better implementation, which in turn would lead to better monitoring and transparency of processes aiding to better service delivery.

Furthermore, training is needed within the Department so that managers are better able to comply with the requirements of the PMDS, since some of the participants have reported that performance evaluations are not always conducted as prescribed, or in a timely manner. For example, Participant 2 reported:

*...the managers do not take the performance management process seriously to ensure that implementation is according to the set policies.*

Thus, the managers operating in the ECDSO need to be trained on how to diligently follow the regulations set out by the PMDS, as prescribed by the PSA.

Participant 6, however, argued that the current workshops and training provided in relation to the PMDS are sufficient, but that the implementation itself was not sufficient. This assertion is an indication that employees, despite having (access to) training, within the ECDSO do not properly implement the PMDS. Such a claim indicates that there is, then, a need for effective M&E in order to ensure that what is expected is actually being implemented so as to avoid discrepancies.

#### **4.2.4.2 Strengthen communication**

One of the strategies that the Department could employ to improve the implementation of the PMDS would be to strengthen its communication channels. The majority participants reported that there is currently little to no communication between

supervisors and employees in relation to PM. A lack of clear communication and effective channels can hinder the overall implementation of the PMDS. For example, Participant 8 stated:

*The supervisor and the employee should communicate about what is expected. The scores need to be captured according to what the manager and the employee have agreed on.*

This statement indicates that there is need for managers and employees to constantly communicate regarding performance reviews in order to increase fairness and clarity during the PM process and to avoid doubts as to enable the employee to know what is expected and where she/he is actually going wrong. Strengthening communication between managers and employees could also contribute significantly towards increasing transparency regarding the PMDS process.

#### **4.2.4.3 Provide feedback on performance**

An analysis of the study findings revealed that there is a lack of feedback on performance within the ECDS, and that this lack has a negative bearing on employees. The participants elaborated on the need for PMDS feedback provision so that they could be better aware of how they are performing and what areas need improvement:

*The supervisors should provide us with feedback after reviewing our performance so that we know what to improve on during the next financial year. Feedback will also enable us to know why we did not qualify for performance bonus (Participant 4).*

*Provision of feedback is necessary because it shows respect for the employees (Participant 5).*

These participant responses reveal that employees require timely and constructive feedback regarding their performance. The participating employees were also concerned about the outcomes of their performance reviews. Therefore, in order to ensure the effective and efficient implementation of the PMDS, supervisors or managers within the ECDS need to ensure that the outcomes of the performance review process are availed to the respective employees. Such feedback could create a conducive environment for employees to work extra hard towards attaining their set goals.

#### **4.2.4.4 Migrate away from financial rewards**

This study found that some of the challenges confronting employees in relation to the PMDS were related to the issuing of performance bonuses. The participants highlighted how performance bonuses were not always fairly distributed, and that sometimes performing employees fail to receive bonuses due to budget constraints. For example, Participant 4 stated:

*...performing above average will be based on financial reward. We sometimes all perform but we will be told that there is a budget that must not be exceeded. We therefore need other forms of performance recognition. Good performance should not be based on financial reward only.*

Since there are limits to financial rewards, the ECDSD should move away from the practice of awarding good performers with monetary performance bonuses. Migration to non-financial rewards could assist in mitigating issues such as employees not receiving recognition as a result of budget constraints. For instance, the hard work of employees could be recognised through additional off days so that they feel appreciated and valued at the Department.

### **4.3 CONCLUSION**

This chapter presented and discussed the study findings. The study found that, overall, the participating ECDSD employees perceived the implementation of the PMDS to not be effective. Participants did, however, indicate that they understood the concept of the PMDS and how it works, although there were some participants who reported that they were not very knowledgeable about the PMDS process. It should be noted that the System was found to be an appropriate tool for measuring employee performance, at least to some extent, since it enables managers to identify areas that require improvement as well as skills development needs. However, the effectiveness of the System tends to be derailed by a lack of feedback, which hinders the overall goal of the System, since evaluated employees are not able to make necessary adjustments to their work in order to increase productivity because they do not know what needs to be improved.

Furthermore, the employees identified various challenges that they encounter with regard to PMDS implementation. Such challenges include a lack of feedback, a lack of transparency, insufficient training, and a lack of fairness. In order to mitigate these challenges, participants suggested various strategies that the ECDSD could employ, such as training, strengthening communication, providing feedback on performance, and migrating away from financial rewards. The findings were presented with respect to the research objectives detailed in Chapter One in order to ensure that the findings addressed all the research objectives. The forthcoming chapter is the last chapter of the study and focusses on summarising and concluding the whole research project. Recommendations for future research are also discussed in the next chapter.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This is the final chapter of the present study, and its focus is to summarise the findings presented in the preceding chapter as well as to conclude the study. The primary aim of this study was to explore the perceptions of employees regarding PMDS implementation, utilising the ECDSD as a case study. The study was supported by both primary and secondary data collection. Primary data collection was conducted through the use of interviews with participants who are ECDSD employees. Secondary data collection was conducted through the use of sources, which included the ECDSD HRP, ECDSD annual reports, and other documents that contained information that could provide answers to the previously mentioned research questions. The study ensured that all the gathered data presented in the preceding chapter met the overall aim of the study by grouping the findings under each research objective set out in Chapter One. A discussion of these findings, along with conclusions and recommendations to relevant stakeholders as well as for further research is presented in this chapter.

#### **5.2 SUMMARY OF RESEARCH FINDINGS**

This section offers a summation of the study findings based on the research objectives.

##### **5.2.1 Views of Employees regarding Performance Management within the Eastern Cape Department of Social Development**

The study analysed the views of employees regarding the PMDS within the ECDSD. The findings showed that the participants are knowledgeable about what the PMDS entails. Their knowledge extended to the recommended process that should be followed.

This study also analysed employees' perceptions regarding the appropriateness of the PMDS so as to determine whether or not they viewed the System as an appropriate tool for measuring employee performance. The results of this analysis indicated that



the participating employees held diverse views regarding the appropriateness of the PMDS as a tool to measure employee performance, with some deeming the PMDS as appropriate while others deeming it inappropriate or insufficient. Participants who were of the view that the PMDS is appropriate argued that the tool enables employees to be aware of their achievements and to keep track of their performance against the set goals of the Department. Despite the known positive impact of the PMDS in managing employee performance, employees who did not deem the PMDS to be an appropriate tool argued that the PMDS, as it was established within the ECDSD, was not being effectively implemented by managers. These participants also stated that they had noticed an element of unfairness in PMDS implementation, since there tends to be some employees who are very committed to their work and who work very hard, but that, at the end of the financial year, these same employees are neither recognised nor rewarded.

### **5.2.2 Challenges Encountered by Employees with regard to the Performance Management and Development System within the Eastern Cape Department of Social Development**

The study sought to determine the challenges encountered by employees with regard to the PMDS within the ECDSD. The results showed that the participating employees are faced with a number of challenges in this regard, including a lack of feedback, a lack of transparency, insufficient training, and a lack of fairness.

With regard to the challenge of a lack of feedback, participants indicated that the managers who are responsible for evaluating employee performance do not constantly provide employees with feedback after evaluation. As a result, many employees begin a new financial year without knowing how they performed in the preceding financial year, or what areas they need to improve upon in the coming financial year this may result in lack of motivation and development of the employee.

The challenge of a lack of transparency was determined by how participants indicated that managers or supervisors, at times, do not involve employees during performance reviews.

Insufficient training was also seen by participants as hindering effective PMDS implementation within the ECDSD. The participating employees argued that their managers often lack sufficient training and knowledge regarding the PMDS, which, in turn, negatively affected employee performance.

The participants further reported that there tends to be a lack of fairness in the implementation of the PMDS. The participating ECDSD employees argued that the managers responsible for performance reviews could, oftentimes, be unfair as they rewarded some and not others in their reviews, which affected employees and hindered their performance.

### **5.2.3 Strategies that can be Employed to Improve the Implementation of Performance Management within the Eastern Cape Department of Social Development**

The study attempted to establish strategies that could potentially be employed by the ECDSD in order to improve its implementation of the PMDS. During this part of the investigation, participants identified that the ECDSD could focus on training and skills development for managers, so that they could better know what is expected of them in relation to effective PMDS implementation. Participants indicated that such training should not be a once-off strategy, but that it should be done on a regularly and continual.

The participating employees also stated that the ECDSD should channel its efforts towards strengthening communication between managers and employees regarding PMDS, as, currently, the majority participants asserted that there is little to no communication between supervisors and employees in this matter. A lack of such communication was determined to hinder the effective implementation of the PMDS.

The participants also elaborated on the need for PMDS feedback provision so that employees can be aware of how they are performing and what areas require improvement. Additionally, migrating away from financial rewards was another suggestion made by participants. The participants elaborated that financial-based performance bonuses were not always fairly distributed, and that sometimes performing employees failed to receive bonuses due to them due to budget

constraints. The study established, thus, that there is a need to move away from the practice of awarding good performers with performance bonuses in monetary form.

In implementing the suggested strategies for improving the PMDS within the ECDS, there is need for the Department to pay particular attention to motivation factors, which are important in ensuring employees' hard work and commitment to their jobs. This assertion is substantiated by Herzberg (1987), who argues that motivation factors form an integral part in increasing employee performance. In Chapter Two of this study, the Two-factor Theory was discussed in detail, which indicates that there is a need for managers to ensure that motivation and hygiene factors (i.e. recognition, reward, personal growth, organisational policy, and career stability) are met so as to reduce discontent amongst employees. Thus, all the strategies suggested in this section, as well as any others that ECDS managers may wish to implement, should recognise both motivation and hygiene factors in order to ensure better outcomes.

### **5.3 CONCLUSIONS**

A PMDS is crucial in any organisation as it aids in the planning, management, and rewarding of employee performance. This study highlighted the important contribution that employee perceptions can make regarding the ability of managers to manage and develop employee performance. Managing employee perceptions is as important as managing individual components of a PMDS. Therefore, the study's findings indicate that a shared understanding regarding the purpose, process, and value of a PMDS must be evident as a pre-requisite for its effective and efficient implementation.

This study was qualitative in nature, and was conducted with the aim of exploring the perceptions of employees regarding the PMDS implemented within the ECDS. The study utilised both primary and secondary data collection methods. A primary conclusion that can be drawn from this study is that when PMDS is properly implemented, it is effective in shaping employees' positive perceptions regarding the process. Managers should also play a part in ensuring that employees perform their duties effectively and efficiently by ensuring that the managers also perform their delegated duties diligently. Within the ECDS, employees proved that they are aware of what the process of the PMDS entails and how it should be conducted. They also understood the reason for conducting performance reviews. However, the challenge

within the ECDSO's PMDS context lies in how the whole process is currently being implemented within the Department, which participants asserted was, essentially, fruitless as a result of unfair and non-transparent practices.

Despite how a PMDS can, generally, be effective in enhancing performance, this study has identified that there are challenges that ECDSO employees encounter regarding PMDS implementation. The identified challenges include a lack of fairness, a lack of feedback, insufficient training, and a lack of transparency, as discussed in Chapter Four. These challenges need to be addressed in order for the ECDSO's PMDS to be fruitful.

## **5.4 RECOMMENDATIONS**

This section outlines the recommendations drawn from the research conclusions. Outcomes of the research findings, as well as suggestions from the participants, enabled the researcher to establish these recommendations.

### **5.4.1 Constant Monitoring and Evaluation of the Performance Management and Development System Process**

There is a need to eliminate the bias and unfairness in PMDS implementation alluded to by participants. Addressing this issue can be done through collaboration between the DPSA and the ECDSO in order to facilitate checks and balances regarding PMDS implementation and adherence to stipulated regulations. Such collaboration could also increase adherence to relevant policies and transparency of practices. When constant M&E is conducted within the ECDSO, both motivation and hygiene factors that results in improved employee performance are likely to be met. M&E could also assist managers to quickly identify and act to address factors that lead to discontent amongst their employees. Supervision is an essential hygiene factors; therefore, the M&E of the supervision process could address dissatisfaction amongst employees in relation to the PMDS.

#### **5.4.2 Regular Supervisor Training and Skills Development**

The study recommends that the ECDS D conduct regular training and skills development, especially for its managers. Such training could equip managers with adequate and relevant knowledge regarding how they should evaluate the performance of their subordinates. The Two-factor Theory asserts that both hygiene and motivation factors need to be addressed so as to rule out employee discontent. Thus, regular supervisor training could enable supervisors to be well-equipped to deal effectively with issues that affects employee satisfaction in the workplace.

#### **5.4.3 Regular Awareness Programmes**

In order to do away with the negative energy of employees identified during data collection, this study recommends that the ECDS D conduct awareness programmes every year for the next 3 years on the PMDS with both employees and managers.

#### **5.4.4 Use of Performance Outcomes to Improve Performance**

The study recommends that ECDS D managers make use of the outcomes of employee performance reviews to improve employee performance. Such utilisation could take the form of listing all areas that require improvement and then organising workshops with relevant employees in order to address the issues that arise from the performance reviews.

#### **5.4.5 Provision of Feedback**

The majority of the participants in this study stated that they do not receive (sufficient) feedback from their supervisors regarding their performance. Feedback provision could provide employees with an opportunity to reflect on their performance and, thereby, enable them to improve their own development, and contribute towards the development of the organisation. In relation to the Two-factor Theory, personal growth is one of the motivation factors that are necessary for encouraging employees to work hard to improve their performance. Thus, when feedback is provided, employees are more likely to work on and improve in areas where they may be lacking, which, in turn, could result in personal growth as well as benefits to the ECDS D as a whole.

## **5.5 SUGGESTIONS FOR FUTURE RESEARCH**

It should be noted that this study is not conclusive. In light of the summarised findings, key contributions, and significance of the findings, this study offers various recommendations for further research. Firstly, it is recommended that future research be conducted on a similar basis, but on a broader scale, with focus being made primarily on a variety of (local) governmental departments across all South African provinces. This potential future study could even be extended to South Africa's national departments. Such a study could benefit the country in that its broadness could avail a comprehensive analysis of and valuable findings related to the perceptions of employees regarding the general implementation of the PMDS throughout South African governmental departments.

## **5.6 CONCLUSION**

This study explored the perceptions of employees regarding the implementation of the PMDS within the ECDS. This chapter summarised the findings of the study, which were presented and discussed in the preceding chapter, and then offered possible solutions of the problem stated in Chapter One. The chapter ended by proposing areas for future research on PMDS implementation.

## REFERENCES

- Aguinis, H. 2013. *Performance management*. 3<sup>rd</sup> ed. USA: Pearson Education.
- Aguinis, H. 2019. *Performance management*. 4<sup>th</sup> ed. Chicago: Chicago Business Press.
- Armstrong, M & Taylor, S. 2017. *Armstrong's Handbook of Human Resource Management Practice: Building Sustainable Organisational Performance Improvement 14th Edition*. New York. Kogan Page.
- Armstrong, M. 2003. *A handbook of Human Resource Management Practice*. Kogan-Page. London 9th edition.
- Armstrong, M. 2009. *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance* (4<sup>th</sup> edition). London: KoganPage.
- Armstrong, M., & Taylor, S. 2017. *Armstrong's Handbook of Performance Management* (14<sup>th</sup> edition). London: KoganPage.
- Babbie, E.L., & Mouton, J. 2010. *The Practice of Social Research*. Cape Town: Oxford University Press.
- Bless, C., Higson-Smith, C., & Kagee, A. 2006. *Fundamentals of Social Research Methods: An African Perspective*. Cape Town: Juta.
- Bless, G., & Rena, R. 2013. 'Human Capital Investment Is a Continuous Proposition: A Study of North East African States'. *Industrial Journal of Management & Social Sciences*, 2(1), pp. 50-65.
- Braun, V., & Clarke, V. 2006. 'Using Thematic Analysis in Psychology'. *Qualitative Research in Psychology*, 3(2), pp. 77-101.
- Braun, V., & Clarke, V. 2012. 'Thematic Analysis'. In H. Cooper (Ed.), *APA Handbook of Research Methods in Psychology* (volume 2, pp. 57-71). Washington, DC: APA Books.

- Bryman, A. 2016. *Social Research Methods* (5<sup>th</sup> edition). New York, NY: Oxford University Press.
- Bryman, P., & Rye, L. 2016 *Introduction to Research in Public Administration and Related Academic Disciplines*. Pretoria: van Schaik.
- Brynard, P.A. 2011. *Introduction to Research in Management-related Fields* (2<sup>nd</sup> edition). Pretoria: van Schaik.
- Caldwell, C., Anderson, V., & Smith, S. 2018. *Performance Management: A Strategic Perspective*. Online. Available at: [https://www.researchgate.net/publication/322525568\\_Performance\\_management\\_A\\_strategic\\_perspective](https://www.researchgate.net/publication/322525568_Performance_management_A_strategic_perspective) (Accessed 26 April 2020).
- Cameron, R. 2015. 'Performance Management in South African Department of Labour: Smoke and Mirrors?' *African Journal of Public Affairs*, 8(1), pp. 1-18.
- Christensen, R. 2006. *Roadmap to strategic HR: Turning a great idea into a business reality*. New York. Amacom.
- Coff, R., & Raffiee, J. 2015. 'Toward a Theory of Perceived Firm-specific Human Capital'. *The Academy of Management Perspectives*, 29(3), pp. 326-341.
- Creswell, J. W. & Clark, V. L. P. 2011. *Designing and conducting mixed methods research*. 2<sup>nd</sup> ed. London: Sage Publication.
- Creswell, J. W. & Clark, V. L. P. 2018. *Designing and conducting mixed methods research*. 3<sup>rd</sup> ed. Singapore: Sage Publication.
- Creswell, J. W. & Creswell, J. D. 2018. *Research design: qualitative, quantitative and mixed methods approaches*. 5<sup>th</sup> ed. Singapore: Sage Publication.
- Creswell, J. W. 2014. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 4<sup>th</sup> ed. California: Sage Publication.
- Creswell, J.W. 2014. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (5<sup>th</sup> edition). New Delhi: Sage.



- Creswell, J.W. 2015. *A Concise Introduction to Mixed Methods Research*. Atlanta, GA: Sage.
- Creswell, J.W., & Creswell, J.D. 2018. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (5<sup>th</sup> edition). Singapore: Sage.
- Cugueró-Escofet, N., & Rosanas, J.M. 2013. 'The Just Design and Use of Management Control Systems as Requirements for Goal Congruence'. *Management Accounting Research*, 24(1), pp. 23-40.
- de Vos, A.S., Strydom, H., Fouche, C.B., & Delport, C.S.L. 2011. *Research at Grassroots: For the Social Sciences and Human Service Professions* (4<sup>th</sup> edition). Pretoria. van Schaik.
- DeNisi, A. S & Murphy, K. R. 2017. Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 102(3), 421–433.
- Department of Public Service and Administration. 2007. *Employee Performance Management and Development System*. Online. Available at: <http://www.dpsa.gov.za/dpsa2g/documents/ep/A2007/EPMDS.pdf> (Accessed 1 June 2019).
- Department of Public Service and Administration. n.d. *Public Service Human Resource Planning Strategic Framework Vision 2015*. Online. Available at: <http://www.dpsa.gov.za/dpsa2g/documents/hrds/3%20Strategic%20Framework.pdf> (Accessed 28 August 2020).
- Dessler, G. 2012. *Fundamentals of Human Resource Management, 2nd Edition*. Florida. Pearson.
- Dessler, G. 2012. *Fundamentals of Human Resource Management, 2nd Edition*. Florida. Pearson.
- Dunaway L, & Running, A. 2009. *Job satisfaction as self-care within a restrictive regulatory environment:*

- Eastern Cape Department of Social Development. 2018. *Operational Plan, 2018/19*. Pretoria: Department of Social Development.
- Eastern Cape Department of Social Development. 2018. *Strategic Plan, 2019-2020*. Pretoria: Department of Social Development.
- Eastern Cape Department of Social Development. 2019. *Annual Performance Plan, 2018-2020*. Pretoria: Department of Social Development.
- Eastern Cape Department of Social Development. 2019. *Annual Report, 2019-2020*. Pretoria: Department of Social Development.
- Eastern Cape Department of Social Development. 2020. *Annual Performance Plan, 2019/20-2020/21*. Pretoria: Department of Social Development.
- Edmonds, W.A., & Kennedy, T.D. 2017. *An Applied Guide to Research Designs: Quantitative, Qualitative and Mixed Methods* (2<sup>nd</sup> edition). Los Angeles, CA: Sage.
- Farr, R. 1977. On the nature of attributional artifacts in qualitative research: Herzberg's two-factor theory of work motivation. *J Occup Psychol* 50(1):3–14
- Fincham, R. & Rhodes, P. 2005. *Principles of Organizational Behaviour, 4th Edition*. Oxford: Oxford University Press.
- Flick, U. 2014. *An Introduction to Qualitative Research*. London: Sage.
- Goodman, G., Eric, A., & Dennis, D.K. 2013. Schooling, Labor Force Quality, and the Growth of Nations. *American Economic Review*, 90(5), pp. 1184-1208.
- Harrison, Y.S., & Guba, E.G. 2014. *Naturalistic Inquiry*. Beverly Hills, CA: Sage.
- Hennink, M., Hutter, I., & Bailey, A. 2011. *Qualitative Research Method*. London: Sage.

- Herzberg, F. 1967 'Work and Motivation. Behaviour Science Concepts and Management Application'. In M.F. Rusk (Ed.), *Studies in Personnel Policy* (p. 216). New York, NY: National Industrial Conference Board.
- Herzberg, F. 2005. 'Motivation-Hygiene Theory'. In J.B. Miner (Ed.), *Essential Theories of Motivation and Leadership*. New York: M.E. Sharpe.
- Hoque, Z. 2014. '20 years of studies on the balanced scorecard: trends, accomplishments, gaps and opportunities for future research', *The British Accounting Review*, Vol. 46, No. 1, pp.33–59.
- Korhonen, T., Laine, T. and Suomala, P. 2012. 'Understanding performance measurement dynamism: a case study', *Journal of Management & Governance*, Vol. 17, No. 1, pp.35–58.
- Kothari, C.R. 2004. *Research Methodology: Methods and Techniques*. New Delhi: New Age International.
- Kubheka, Z., & Tshiyoyo, M. 2018. 'The Role of Motivation in the Implementation of the Performance Management and Development System (PMDS) within the Gauteng Emergency Medical Services (GEMS)'. *Administratio Publica*, 26(4), pp. 173-194.
- Kumar, K. 2011. *First Steps in Research*. Pretoria: van Schaik.
- Kumar, N. & Kalyan, N. B. 2019. A study on performance appraisal system in service sector organisations in India. *International Journal on Research in Computer Application and Management*, 8(1):20-24.
- Kumar, S. 2018. 'Understanding Different Issues of Unit of Analysis in a Business Research'. *Journal of General Management Research*, 5(2), pp. 70-82.
- Letsoalo, M. B. 2007. *An evaluation of performance management in the public sector*. Masters dissertation, University of Johannesburg, Johannesburg.
- Lindsay C, Marks E & Gorlow, L. 1967. The Herzberg theory: a critique and reformulation. *J Appl Psychol* 51(4):330–339

- Loh, J. 2013. Inquiry into issues of trustworthiness and quality in narrative studies: A perspective. *The Qualitative Report*, 18(33): 1-15.
- Maguire, M., & Delahunt, B. 2017. 'Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars'. *Journal of Teaching and Learning in Higher Education*, 8(3), pp. 3351-33514.
- Maimela, E.M., & Samuel, M.O. 2016. 'Perception of Performance Management System by Academic Staff in an Open Distance Learning Higher Education Environment'. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur*, 14(1), p. a784.
- Makamu, N. I. 2016. *Assessment of performance management and development System in selected South African national government departments*. Unpublished PhD thesis. North West University.
- Makamu, N.I., & Mello, D.M. 2017. 'Assessment of Performance Management and Development System in Selected Government Departments in South Africa'. *Journal of Social Sciences*, 53(1), pp. 36-44.
- Manyaka, R.K., & Sebola, M.P. 2012. 'Impact of Performance Management on Service Delivery in South Africa Public Service'. *Journal of Public Administration*, 47(1), pp. 299-310.
- McMillan, M., & Schumacher, K. 2010, *Research Methods in Social Sciences*. London: Longman.
- Mofolo, M. 2012. Reinforcing a Turnaround Strategy for Municipalities to Improve Performance. *Africa's Public Service Delivery & Performance Review*. Vol 1(2) 38-44.
- Mohajan, H. 2018. 'Qualitative Research Methodology in Social Science and Related Subject'. *Journal of Economic Development, Environment and People*, 7(1), pp. 23-48.

- Mondy, W.R & Martocchio, J.J. 2016. *Human Resource Management, 14th Edition*. Oxford. Pearson.
- Moore-Gahan, S. 2014. *The performance management development system working as an extrinsic motivator for employees at college X during an economic downturn: An exploratory case study*. Unpublished honours dissertation. National College of Ireland.
- Moyo, H. 2012. "MPs Obsessed with Money and Luxury." *The Zimbabwe Independent*, 7 December 2012
- Mpabanga, D. 2016. 'Performance Monitoring and Evaluation in Botswana's Public Service: Achievements and Challenges'. *Africa's Public Service Delivery and Performance Review*, 4(1), p. a106.
- Murphy, P. 2016. *Implementing Public Policy*. London: Sage.
- Nassazi, A, 2013. 'Effects of Training on Employee Performance: Evidence from Uganda'. Master's thesis, Department of Business Economics and Tourism, University of Applied Sciences.
- National Development Agency. 2018. *Annual Performance Plan 2018/19*. Pretoria: Department of Social Development.
- Ndevu, Z.J., & Muller, K. 2018. 'Operationalising performance management in Local Government: The Use of the Balanced Scorecard'. *Journal of Human Resource Management*, 16(1), pp. 1-11.
- Ndlovu, S.M & Mutereko, S. Analysis of supervisor and supervisee cooperation in performance management in a provincial government department in Kwazulu-Natal. *International Journal Of Business And Management Studies Vol 10 (2)*. 244-258.
- Nel, R. 2012. 'The Performance Gap in Public Sector'. *Journal of Human Resources*, 5(45), pp. 6-10.
- Nevada's study. *J Am Acad Nurse Pract* 21(10):557–564.

- Nigro, P., & Fryer, D. 2017. 'Market Failure, Human Capital and Job Search Dynamics in South Africa: The Case of Duncan Village'. Working Paper, Development Policy Research Unit, Rhodes University.
- Nyoni, N.E. 2018. 'The Effective Implementation of Performance Management and Development System in the Public Service: A Case Study of the Department of Public Works, Roads and Transport at Ehlanzeni District Municipality in Mpumalanga Province'. Master's thesis, Department of Economics and Management, University of Limpopo.
- Nzume, M.L. 2016. *An assessment of the performance appraisal process in Pelonomi Tertiary Hospital*. Unpublished Masters Dissertation. Stellenbosch University.
- Nzume, M.L. 2016. *An assessment of the performance appraisal process in Pelonomi Tertiary Hospital*. Unpublished Masters Dissertation. Stellenbosch University.
- Nzuve, S.N.M & Monica, N. 2012. *An assessment of employees' perception of performance appraisal: A case study of the department of immigration - Nairobi*. Available at: <http://ssrn.com/abstract=2192862>. Accessed 18 April 2019.
- Okeke, C., & van Wyk, M. 2015. *Educational Research: An African Approach*. Cape: Oxford University Press.
- PMDS Manual. 2018. *Performance Management in South Africa*. Pretoria: van Schaik.
- Public Service Commission. 2018. *Evaluation of the Effectiveness of the Performance Management and Development System for the Public Sector*. Pretoria: The Public Service Commission.
- Republic of South Africa. 1996. *The Constitution of the Republic of South Africa Act, 106 of 1996*. Pretoria: Government Printers.
- Republic of South Africa. 2001. *Public Service Regulations*. Pretoria: Government Printers.
- Republic of South Africa. 2001. *The Public Service Act 103*. Cape Town: Government Printing Works.

- Risenga, P.R & Davhana-Maselesele, M. 2017. *A concept analysis of young adults; Perception of HIV Counselling and Testing*. <https://doi.org/10.4102/hsag.v22i0.1002>. Accessed on 11 January 2020.
- RSA. 1995. *Labour Relations Act (LRA)*. Pretoria. Government Printers.
- RSA. 1995. *White Paper on the Transformation of the Public Service*. Pretoria. Government Printers.
- RSA. 1998. Public Service Co-ordinating Bargaining Council resolutions. Pretoria. Government Printers.
- RSA. 1998. Public Service Co-ordinating Bargaining Council resolutions. Pretoria. Government Printers.
- RSA. 1998. *The Skills Development Act 97 of 1998*. Pretoria. Government Printers.
- RSA. 2010. Skills Development Levies Amendment Act 24 of 2010. Pretoria. Government Printers.
- RSA. 2010. Skills Development Levies Amendment Act 24 of 2010. Pretoria. Government Printers.
- Sahu, P.K. 2013. *Research Methodology: A Guide for Researchers in Agricultural Science, Social Science and Other Related Fields*. West Bengal: Springer.
- Saunders, M., Lewis, P., & Thornhill, A. 2013. *Research Methods for Business Students* (3<sup>rd</sup> edition). London: Pearson Education.
- Sefora, J.T. 2013. 'Managing Performance Management and Development Systems (PMDS) in the Districts of the Gauteng Department of Education'. Master's thesis, Department of Education Management, University of South Africa.
- Sehoa, M. F. 2015. *Implementation of performance management system on the performance of municipal section 57 managers in the Capricorn District Municipality, Limpopo Province*. Masters dissertation: University of Limpopo.

- Smerek R, & Peterson, M. 2007. Examining Herzberg's theory: Improving job satisfaction among nonacademic employees at a university. *Res High Educ* 48(2):229–250
- South African Board for Personnel Practice. 2017. *Report of Strategic Human Resources Management Framework*. Online. Available at: [www.sabpp.co.za](http://www.sabpp.co.za) (Accessed 15 September 2018).
- Tshefu, Z. 2019. *Exploring the impacts of Performance management and development system on employee motivation: A case of Amathole District Municipality*. Unpublished Honours Dissertation. University of Fort Hare.
- van der Westhuizen, E., & Wessels, J. 2011. *Human Resource Management for the Public Sector* (2<sup>nd</sup> edition). Cape Town: Juta.
- Walliman, N. 2018. *Research Methods: The Basics* (2<sup>nd</sup> edition). New York, NY: Routledge.



## Appendix 1: Ethical clearance certificate



**SOUTH CAMPUS**  
**FACULTY OF ARTS**  
Tel: +27 (0)41 5042855 Fax: +27 (0)41 5041861  
[Noxolo.mngonyama@mandela.ac.za](mailto:Noxolo.mngonyama@mandela.ac.za)

Ref: H/19/ART/PML -0011

19 September 2019

Ms S Magugwana  
34 NU 16  
MDANTSANE  
EAST LONDON  
5219

Dear Ms Magugwana

### RE: APPLICATION FOR ETHICS CLEARANCE

**APPROVED TITLE:**  
**PERCEPTIONS OF EMPLOYEES TOWARDS THE PERFORMANCE MANAGEMENT AND DEVELOPMENTAL SYSTEM: DEPARTMENT OF SOCIAL DEVELOPMENT: EASTERN CAPE**

Your above-entitled application for ethics clearance was considered by the Faculty Postgraduate Studies Committee meeting (FPGSC) of the Faculty of Arts.

We take pleasure in informing you that the application was approved by the committee. Kindly note that this approval remains subject to the necessary formal permission being granted by gatekeepers relevant to your study.

Your Ethics clearance reference number is H/19/ART/PML - 0011, and is valid for a year, from 19 SEPTEMBER 2019 – 19 SEPTEMBER 2020. Please inform the FPGSC, via your supervisor, if any changes (particularly in the methodology) occur during this time. An annual affirmation to the effect that the protocols used are still those for which approval was granted, will be required from you. You will be reminded timeously of this responsibility.

We wish you well with the project.

Yours sincerely

A handwritten signature in black ink, appearing to be "Noxolo Mngonyama".

Mrs N Mngonyama  
FACULTY ADMINISTRATOR

cc: Supervisor  
HoD  
School Representative: Faculty FPGSC

## Appendix 2: Permission to conduct research



Province of the  
**EASTERN CAPE**  
SOCIAL DEVELOPMENT

Beacon Hill Office Park - Corner of Hargreaves Road and Hockley Close - Private Bag X0039 - Bhebe - 5605 - REPUBLIC OF SOUTH AFRICA  
Tel: +27 (0)43 605 5237 Fax: 043 605 5612 - Email address: [linda.saki@ecded.gov.za](mailto:linda.saki@ecded.gov.za) Website: [www.ecded.gov.za](http://www.ecded.gov.za)

22 OCTOBER 2019

MS.S.Magugwana  
34 NU.16  
MDANTSANE  
EAST LONDON  
5219

Dear Ms Sive Magugwana

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH: PERCEPTION OF EMPLOYEES  
TOWARDS THE PERFORMANCE MANAGEMENT AND DEVELOPMENTAL SYSTEM:  
DEPARTMENT OF SOCIAL DEVELOPMENT: EASTERN CAPE.**

The Department considered your application for permission to conduct a research study in the Eastern Cape Districts. The application is hereby approved.

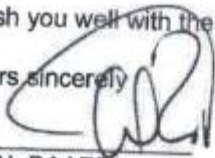
You are requested to adhere to the following conditions:

1. You will liaise with
  - Ms.Linda Saki: Assistant Director: Population Policy Promotion, Provincial Office to keep her abreast of progress and any issues that might arise when conducting your research. Contact details are [lindasaki93@gmail.com](mailto:lindasaki93@gmail.com)/0718814249
  - Chief Directors of all the programmes.
2. Interviews with the identified respondents must be conducted with the least disruption of service delivery.
3. The Department must be afforded a fair opportunity to respond to any issues that might arise from the research before publication.
4. After completion of your research, you must provide the Department (Population Policy Promotion Unit) with a written research report. The report will be used to inform Departmental programmes.
5. The research be undertaken for academic purposes only.
6. Strictly adhere to ethical standards to make sure no harm comes to participants in the study.
7. You avail yourself should the need arise, to make a presentation of the findings and recommendations to the Department.

PROVINCIAL LETTER FOR MS SIVE MAGUGWANA *Building a Caring Society. Together.*

I wish you well with the research and look forward to the findings and recommendations.

Yours sincerely



MS.N. BAART  
HEAD OF DEPARTMENT

DATE: 28/10/2019

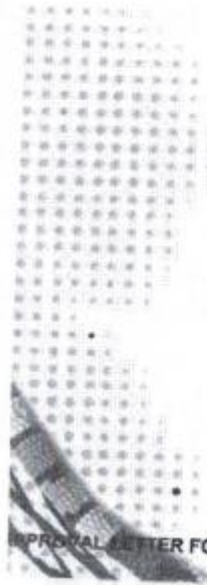
#### ACKNOWLEDGEMENT OF RECEIPT

Please acknowledge and sign this document to indicate that you agree to and accept the conditions as stated above. Return the signed document via e-mail to the Assistant Director: Population Policy Promotion E-mail, lindsayaki93@gmail.com



Ms.S. MAGUGWANA  
MASTER'S CANDIDATE: NELSON MANDELA UNIV.

DATE: 01/11/2019



## Appendix 3: Consent form



**SOUTH CAMPUS**  
**FACULTY OF ARTS**  
Tel.: +27 (0)41 5042855 Fax: +27 (0)41 5041861  
[Noxolo.mngonyama@mandela.ac.za](mailto:Noxolo.mngonyama@mandela.ac.za)

Ref: H/19/ART/PML -0011

19 September 2019

Ms S Magugwana  
34 NU 16  
MDANTSANE  
EAST LONDON  
5219

Dear Ms Magugwana

**RE: APPLICATION FOR ETHICS CLEARANCE**

**APPROVED TITLE:**  
**PERCEPTIONS OF EMPLOYEES TOWARDS THE PERFORMANCE MANAGEMENT AND DEVELOPMENTAL SYSTEM: DEPARTMENT OF SOCIAL DEVELOPMENT: EASTERN CAPE**

Your above-entitled application for ethics clearance was considered by the Faculty Postgraduate Studies Committee meeting (FPGSC) of the Faculty of Arts.

We take pleasure in informing you that the application was approved by the committee. Kindly note that this approval remains subject to the necessary formal permission being granted by gatekeepers relevant to your study.

Your Ethics clearance reference number is H/19/ART/PML - 0011, and is valid for a year, from 19 SEPTEMBER 2019 – 19 SEPTEMBER 2020. Please inform the FPGSC, via your supervisor, if any changes (particularly in the methodology) occur during this time. An annual affirmation to the effect that the protocols used are still those for which approval was granted, will be required from you. You will be reminded timeously of this responsibility.

We wish you well with the project.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Noxolo'.

Mrs N Mngonyama  
FACULTY ADMINISTRATOR  
cc: Supervisor  
HoD  
School Representative: Faculty FPGSC

## Appendix 4: Interview guide/ schedule

DISCLAIMER: The data gathered by means of this interview schedule will be used exclusively for academic research.

This questionnaire aims to explore the perceptions of employees pertaining to the implementation of performance management in the Department of Social Development's Provincial Office: Eastern Cape.

This questionnaire comprises two sections, A and B, which will take approximately 15 minutes of your time to complete. Your participation is purely voluntary and you may withdraw at anytime. This questionnaire is for research purposes only and will not have any influence over you as an employee. Your response will be recorded anonymously. Thank you so much for taking part in the study.

### SECTION A: BIOGRAPHICAL INFORMATION

#### GENDER

Female	
Male	
Other (Specify)	

#### LEVEL OF EDUCATION

Grade 12	
Diploma	
Honours	
Masters	
Phd	
Other	

#### AGE

18-35	
36-45	
46-52	
53-60	
60-65	

**IN WHICH WORK UNIT ARE YOU EMPLOYED**

Programme 1	
Programme 2	
Programme 3	
Programme 4	
Programme 5	

**YEARS OF WORK EXPERIENCE IN THIS UNIT**

1-5	
6-15	
16-25	
26-35	
36 or more	

**SALARY LEVEL**

1-6	
7-9	
10-12	

Have you ever received a performance bonus within the Department?

YES	
NO	

Have you received a performance bonus within the last three financial years (2016/17; 2017/18; 2018/19)?

YES	
NO	

**If YES/ NO, elaborate**

---

---

---

**SECTION B: PERCEPTIONS OF EMPLOYEES WITH REGARD TO THE PERFORMANCE MANAGEMENT AND DEVELOPMENTAL SYSTEM.**

1.1 What according to you is performance management? Please explain your perception.

---

---

---

---

---

---

1.2 Do you think it is an appropriate tool to measure employees' performance? Please elaborate. What do you think needs to be changed?

---

---

---

---

---

---

**2. CHALLENGES FACED BY EMPLOYEES WITH REGARD TO THE PERFORMANCE MANAGEMENT SYSTEM**

2.1 How do you know who has been selected for a performance bonus? Please explain.

---

---

---

---

---

---

2.2 What is your perception and opinion of an employee that has been chosen to receive a performance bonus?

---

---

---

---

---

---

2.3 Do you regard your manager/supervisor as fair? Please elaborate on your answer.

---

---

---

---

---

2.4 Are you provided with feedback by your manager about his/her selection? Please elaborate on your answer.

---

---

---

---

---

**3. STRATEGIES THAT ARE PUT IN PLACE WITH REGARD TO PERFORMANCE MANAGEMENT**

1. As an employee of the Department of Social Development, do you feel that the workshops and training provided are sufficient for you to understand the performance management system currently in place? Please elaborate.

---

---

---

---

---

2. In your opinion, what can be done to improve working conditions and the performance management system currently in place?

---

---

---

---

---



## Appendix 5: Letter from the Language Practitioner



One Stop Solution  
24 Firenze Gardens  
Warbler Road  
Cotswold Ext  
Port Elizabeth  
6045  
[www.onestopsolution.co.za](http://www.onestopsolution.co.za)

### TO WHOM IT MAY CONCERN

I, Debby Dewes, declare that I have proofread and edited the language (spelling, grammar, punctuation, consistency) of the thesis by:

**SIVE MAGUGWANA** (216368243)

entitled:

**PERCEPTIONS OF EMPLOYEES TOWARDS THE PERFORMANCE  
MANAGEMENT AND DEVELOPMENT SYSTEM: DEPARTMENT OF SOCIAL  
DEVELOPMENT: EASTERN CAPE**

Submitted in partial fulfilment of the requirements for the degree of Master of Public Administration at the Nelson Mandela University.

I cannot guarantee that the changes that I have suggested have been implemented nor do I take responsibility for any other changes or additions that may have been made subsequently.

Any other queries related to the language editing of this treatise may be directed to me at 076 481 8341.

Dated at Port Elizabeth on 31 August 2020



D.K. Dewes

**NELSON MANDELA**  
UNIVERSITY

**PERMISSION TO SUBMIT FINAL COPIES**  
**OF TREATISE/DISSERTATION/THESIS TO THE EXAMINATION OFFICE**

*Please type or complete in black ink*

FACULTY: Humanities

SCHOOL/DEPARTMENT: Department of Public Management and Leadership

I, (surname and initials of supervisor) Prof E Draai

and (surname and initials of co-supervisor) \_\_\_\_\_

the supervisor and co-supervisor respectively for (surname and initials of candidate) Magugwana, Sive, (Miss)

(student number) s216368243 a candidate for the (full description of qualification)

MASTER'S IN PUBLIC ADMINISTRATION

with a treatise/dissertation/thesis entitled (full title of treatise/dissertation/thesis):  
PERCEPTIONS OF EMPLOYEES TOWARDS THE PERFORMANCE MANAGEMENT AND DEVELOPMENT

SYSTEM: DEPARTMENT OF SOCIAL DEVELOPMENT: EASTERN CAPE.

It is hereby certified that the proposed amendments to the treatise/dissertation/thesis have been effected and that **permission is granted to the candidate to submit** the final copies of his/her treatise/dissertation/thesis to the examination office.



SUPERVISOR

25 March 2021

DATE

*And*

\_\_\_\_\_  
CO-SUPERVISOR

\_\_\_\_\_  
DATE