

**PERFORMANCE APPRAISAL OF ADMINISTRATIVE PERSONNEL
WITHIN THE DEPARTMENT OF EDUCATION: A CASE STUDY OF
ILEMBE DISTRICT OFFICE, KWAZULU NATAL (R.S.A)**

by

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ABSTRACT

This research examines the Performance Appraisal of administrative personnel in the Department of Education: iLembe District Office. The main aim of this study was to improve the understanding and the implementation of Performance Appraisal of all employees in the KZN Department of Education. This is a case study research utilising purposive sampling and thereafter census to identify the most appropriate participants based on the research objectives. This approach helped to reconcile findings through triangulation and complementing qualitative and quantitative data (both primary and secondary). This study relied on primary data as well as secondary data obtained from questionnaires administered to all administrative personnel in the Department of Education, iLembe District Office. The study revealed that management and administrative employees in the Department are aware that a Performance Appraisal policy exists but lack an understanding of its meaning and intent. Furthermore, Performance Appraisal was introduced without the appropriate training and follow-up by the Department of Public Service and Administration. Instead it was assumed that every worker in the Department understood the purpose and aim of the policy. However, management and particularly employees are still unclear about the main purpose of Performance Appraisal and employees in particular feel very dissatisfied and demotivated with the way in which it is implemented.

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LIST OF ACRONYMS AND ABBREVIATIONS

DoE- Department of Education

KZN- KwaZulu-Natal

HRSS- Human Resources Support Services

FSS- Financial Support Services

SPSS- Statistical Package for the Social Sciences (Software)

CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 Introduction

Performance Appraisal is a yardstick to assess the performance of employees and is a method that helps to identify employees who require development to improve performance in their daily work (Grobler, Warnich, Carrel, Elbert and Hartfield 2002: 179). Managers and supervisors should be able to identify performance gaps through Performance Appraisal and thereafter introduce training to close these gaps. In this way, overall organisational effectiveness and service delivery can be improved. As an important tool of Human Resources Management, Performance Appraisal may also be used as a way of encouragement to employees to continuously perform better than expected. Good employee performance can be recognised through financial or other rewards.

In South Africa, Performance Appraisal was introduced by the Minister of Public Service and Administration in 2002. The main reason for its introduction was to introduce salary progression as a reward to employees who meet and exceed their performance targets. Performance Appraisal is recommended by the Department of Public Service and Administration (DPSA), whereby every government official is required to have a work plan that should act as a guide to him/her with regards to their performance in a twelve month cycle. This study of Performance Appraisal in the Department of Education (DoE), iLembe District Office (which is situated in KwaZulu-Natal), will explore whether managers and employees understand the purpose of Performance Appraisal, with the aim of improving its implementation.

1.2 Problem statement

The general research problem that was addressed in this study is that Performance Appraisal is in some cases, not implemented consistently. This may then lead to poor performance, insecurities, frustration and a lack of morale and commitment on the part of the employees. This in turn can have an adverse effect on organisational performance and service delivery in the public sector.

1.3 Aims and objectives

The aim of this study is to investigate the implementation of Performance Appraisal of the administrative personnel at the DoE iLembe District Office, situated in KwaZulu-Natal. There are two main sub-directorates at the iLembe District Office, namely, Human Resources Support Services (HRSS) and Finance Support Services (FSS). The HRS sub-directorate is the driver of the institution. The HRS specialises in human capital, whereby they recruit, hire, plan, organise and lastly ensure the implementation of all departmental policies, including the implementation of Performance Appraisal. The FSS sub-directorate deals with and controls the flow of government money, ensuring that money is spent in accordance with the departmental policies and financial frameworks.

Performance Appraisal was first introduced at the iLembe District Office in 2007. All employees are appraised through their line of reporting. Once the Performance Appraisal is done, it is then submitted to the Intermediate Review Committee (formed by the management) which is then responsible for validating the performance agreements of employees within the relevant components or divisions (Implementation manual Performance Appraisal 2007).

The specific research objectives are to:

- 1.3.1 Identify whether managers and employees understand the purpose of Performance Appraisal;
- 1.3.2 Describe the impact of Performance Appraisal on employees' motivation towards their daily work;
- 1.3.3 Gather the different perceptions of both the employees and managers on the effectiveness and efficiency of the Performance Appraisal process; and
- 1.3.4 Make recommendations on Performance Appraisal in the Department of Education.

Therefore, the main objective of this research is to improve the understanding and enhance the implementation of Performance Appraisal of the administrative employees in the KZN Department of Education, iLembe District Office.

1.4 Research questions

The following research questions were articulated to guide the study:

- 1.4.1 Do managers and employees understand the purpose of Performance Appraisal?
- 1.4.2 How does Performance Appraisal influence employee motivation and morale?
- 1.4.3 What are the perceptions of employees and managers with regard to the effectiveness and efficiency of the Performance Appraisal process?

1.5 Significance of the study

The study will help to improve the understanding and enhance the implementation of Performance Appraisal of the administrative employees in the KZN Department of Education. It is hoped that the research findings will provide guidance to all stakeholders on how Performance Appraisal could be used as a mechanism for improving employees' performance.

1.6 Research methodology

1.6.1 Research Design

Research design is used as a guide for researchers in collecting and analysing data. This study utilizes a case study method. Brynard et al. (2006: 49) refers to a case study as a research design, but states that the most common use of the term associates the case study with a location, such as a community or organisation. Case studies usually involve the collection of perceptions and the underlying research problems tend to be fairly descriptive. Hence this study examines the manager and employee perceptions relating to Performance Appraisal within the real-life context of the Department of Education, iLembe District Office.

1.6.2 Study Type

This study uses qualitative and quantitative analysis, which is known as the mixed method approach. The purpose of this form of research is that these research methods, in combination, provide a better understanding of a research problem or issue (Creswell, 2008: 9). In addition, they can overcome potential bias from using a single approach.

1.6.3 Sampling

Census and purposive sampling were used in this study. Purposive sampling was first used to identify only those workers in categories 5-12 at the iLembe District Office. These workers are classified as “administrative employees”. Thereafter, census was used since the total number of such employees is quite small. This sampling approach enables the researcher to choose the participants who can bring more accurate results and to generalise the findings for the entire population.

1.6.4 Data Collection

Data was gathered through the use of structured questionnaires that were completed by the employees and the management. Each questionnaire was designed specifically to address the issues pertinent to that group. The questionnaires were pre-tested at another District Office prior to being administered at iLembe.

1.6.5 Data Analysis

Quantitative statistical techniques are used to analyse the data using the Statistical Package for the Social Sciences (SPSS) software. Factor analysis will be performed to identify the main themes in the results. Relevant descriptive statistics (measures of central tendency, cross-tabulations etc.) and inferential testing (Chi-square test statistics) will also be presented and discussed. The study also collects qualitative data from the open-ended questions by examining in more detail management and employees’ perceptions of Performance Appraisal. This includes their opinions on whether Performance Appraisal contributes towards employees’ growth and their recommendations on how Performance Appraisal could be improved at the iLembe District Office.

1.7 Outline of the study

The dissertation comprises five chapters, organised as follows:

- Chapter One This chapter introduces the research topic and describes the background of the problem, the empirical context and the significance of the study. An outline of the methodology used to conduct the study is given, as well as an overview of the data collection and analysis procedures.
- Chapter Two This chapter reviews the literature on Performance Appraisal. It describes the theoretical principles underlying “good” Performance Appraisal, summarises the results of the previous relevant empirical research on Performance Appraisal and gives an overview of South African legislation pertaining to the principles of Performance Appraisal and how it should be implemented.
- Chapter Three The chapter discusses the research methodology adopted in the study, the research design including the population, sampling, data collection (instruments) and analysis procedures. In addition, it presents the findings regarding the reliability of the instruments and factor analysis of the data.
- Chapter Four This chapter analyses the data from both a descriptive and inferential standpoint and contains a comprehensive discussion of the results that have been gathered. The focus will be on the feedback derived from the two questionnaires for employees and managers, respectively.
- Chapter Five This is the last chapter; it will present the research conclusions in terms of the research questions that were posed and will make

recommendations on how Performance Appraisal should be implemented within the Department of Education.

1.8 Conclusion

Performance Appraisal, when used as a means of assessing whether employees are meeting minimum performance targets, has the potential to improve both employee and organisational performance when implemented correctly. This study examines the extent to which the current Performance Appraisal system adopted within the Department of Education is having the desired outcome. This is done within the context of the iLembe District Office, focusing on administrative employees and their managers. The next chapter provides an overview of the theoretical and empirical literature pertaining to Performance Appraisal and the key legislation governing its implementation in South African public institutions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The success of every organisation depends on the availability as well as the quality of well-motivated employees. According to Sterlington (2009: 12), Performance Appraisal is a key component in the performance management of employees. In other words, Performance Appraisal focuses on managing people and their performance in a work place, and thereby may be used to achieve organisational goals and improve employee's performance (Sefala 2003: 5). This chapter comprises five sections which provide an overview of the literature on Performance Appraisal.

Section 2.2 of this chapter will focus on the theoretical literature review such as defining Performance Appraisal and performance management; the purpose of Performance Appraisal; the performance management cycle and the Performance Appraisal process at the Department of Education. Section 2.3 of this chapter gives an overview of international and South African studies on Performance Appraisal that have been conducted by other researchers over the past 15 years. Key legislation and associated policies that govern Performance Appraisal in South Africa are outlined in section 2.4 and section 2.5 concludes this chapter.

2.2 Theoretical aspects pertaining to performance appraisal

2.2.1 Definition of concepts

This section will define the key terms that are used in this study, namely, Performance Appraisal and performance management.

2.2.1.1 Performance Appraisal

Kreitner and Kinick (2004: 358) define Performance Appraisal as a process that is used to assess how individuals are performing and contributing to overall organisational performance. Erasmus, Swanepoel, Van Wyk and Schenk (2003: 372) define Performance Appraisal as a formal and systematic process by means of which the job-relevant strengths and weaknesses of employees are identified, observed, measured, recorded and developed. The appraisal can then be used as a basis for making important personal decisions and compiling a developmental plan (Kreitner et al. 2004: 358). Similarly, Paile (2012: 10) defines Performance Appraisal as a process that provides an analysis of a person's overall capabilities and potential, allowing informed decisions to be made for particular purposes.

Jane (2004: 21) defines Performance Appraisal as an on-going activity of evaluating and managing employees' outcomes against pre-set performance objectives, which is used periodically for formal evaluation. Jane further mentions that Performance Appraisal also identifies employees' potentials for career advancement, development and their weaknesses for their self-improvement and communicates feedback to the employees. According to Tlowana (2009: 17), Performance Appraisal is a process of establishing performance standards and evaluating performance in order to arrive at objective human resource decisions such as pay increases and training needs.

Performance Appraisal refers to the measurement, assessment, rating or appraisal of employee performance. The formal annual process is usually referred to as a Performance Appraisal or assessment, while more informal processes are referred to as a performance review (the Department of Education Implementation Manual 2007: 6).

Therefore, with reference to the above definitions, Performance Appraisal relates to both the impact of an individual employee's performance on the overall organisational goals, as well as serving as a guide to the development and career path of employees. In other words, Performance Appraisal informs employees about how well they are performing, but can also influence their morale and boost their self-esteem. Sekese (2011: 8) states that if Performance Appraisal is done properly it can be a very powerful

tool to increase an organisation's performance; if done poorly, it is just a waste of time and money and drains motivation from both the managers and the employees.

2.2.1.2 Performance Management

Performance management is a broader process in which organisational aims and objectives are used as a starting point for the setting of objectives for divisions, departments, teams and individuals (Grobler, Warnich, Carrell, Elbert and Hatfield 2004: 260). Paile (2012: 12) states that performance management is an integrated and continuous process that develops, communicates and enables the future direction, core competencies and values of the institution and helps to create a horizon of understanding. It is therefore said to be a process by which managers work to align employees' performance to organisational goals.

Performance management is a process that noticeably affects organisational success by having managers and employees work together to achieve expectations, review results and reward performance (Sefala 2003: 3). Performance management aims at helping managers to obtain improved performance from staff and rewarding individuals accordingly as well as developing potential so that employees are able to take greater responsibility (Van der Waldt 2004: 203). Performance management refers to a set of techniques used by a manager to plan, direct and improve the performance of subordinates in line with achieving the overall objectives of the department (Sefala 2003: 20).

There are five primary elements of performance management, as stated by Armstrong (2006: 509). These are measurement, feedback, positive reinforcement, dialogue and agreement.

- Measurement is assessing performance against agreed targets, objectives, behavior and attitudes as well as against organisational values.
- Feedback refers to providing information to individuals on their performance and progress and on what is required to continue to perform well in the future.
- Positive reinforcement is emphasising what has been done well and making only constructive criticism about what might be improved, drawing out the importance

of how things are done as well as what is done, and ensuring effort is directed at value-adding activities.

- Dialogue is an exchange of views about what has happened, how appraises can improve their performance, the support they need from their managers to achieve this and their aspirations for their future career.
- Agreement is when all parties come to an understanding about what needs to be done to improve and sustain performance generally and overcome any issues raised in the course of the discussion.

2.2.2 The purpose of Performance Appraisal

The overall purpose of Performance Appraisal is to provide an accurate measure of how well a person is performing on the job (Sefala 2003: 5). Sefala (2003: 25) further states that Performance Appraisal, through performance feedback, ensures that there is regular communication between the supervisor and the employees while also providing the employees with recognition for accomplishment.

Employees who feel successful work harder, try more difficult assignments, take more personal risks, are more innovative, and take greater responsibility for the consequences of their actions (Sefala 2003: 25).

Performance Appraisal aims at establishing a high performance culture in which individuals and teams take responsibility for the continuous improvement of work processes and for their own skills and contribution, within a framework provided by effective leadership (Armstrong 2006: 296). Performance Appraisal also aims to promote the wellbeing of an organisation in making sure that services rendered uplift the client and maintain the highest standard of performance (Armstrong 2006: 296).

Grobler et al. (2002: 179) argues that an employee's performance on the job depends on the employee's ability and motivation to perform the job and that motivation could be provided through rewards or money.

Employees should be encouraged by building their morale so as to make them perform above expectation in order to benefit both the organisation's goals and themselves (Armstrong 2006: 296).

2.2.3 Performance Appraisal as a motivational tool

Performance Appraisal, when effective, is said to increase employees' motivation and improve productivity. Motivational factors may be present in a job itself (Bhattacharjee and Sengupta 2011: 498). They may also take the form of opportunity for recognition, achievement, and growth. Hence, a leader that recognizes the employees' efforts and helps employees to achieve and grow can help improve the employees' job satisfaction, as long as the pay is perceived as fair. Thus, regularly spending time with employees, and focusing on their development and achievement adds value.

Khashana (2009: 6) states that the main purpose of Performance Appraisal is to improve employees' performance in the workplace. Hence Performance Appraisal may be carried out to determine rewards, motivate employees and thereby improve productivity. In other words, Performance Appraisal, when implemented correctly, ensures that employees' basic needs are taken care of in order for them to perform effectively.

According to Tlowana (2009: 21), managing performance is about raising performance. Tlowana (2009: 22) further states that in order for an employee to be motivated, the employee should be supported. The employees must have adequate resources such as tools, equipment, materials, and supplies to be able to do the work. Conducive working conditions, helpful co-workers, supportive policies and procedures, sufficient information to make job related decisions and adequate time to do a good job are factors that influence workers' performance (Tlowana 2009: 22). Once the employees are motivated to perform their duties, the organisation will be able to meet its target (Tlowana 2009: 22).

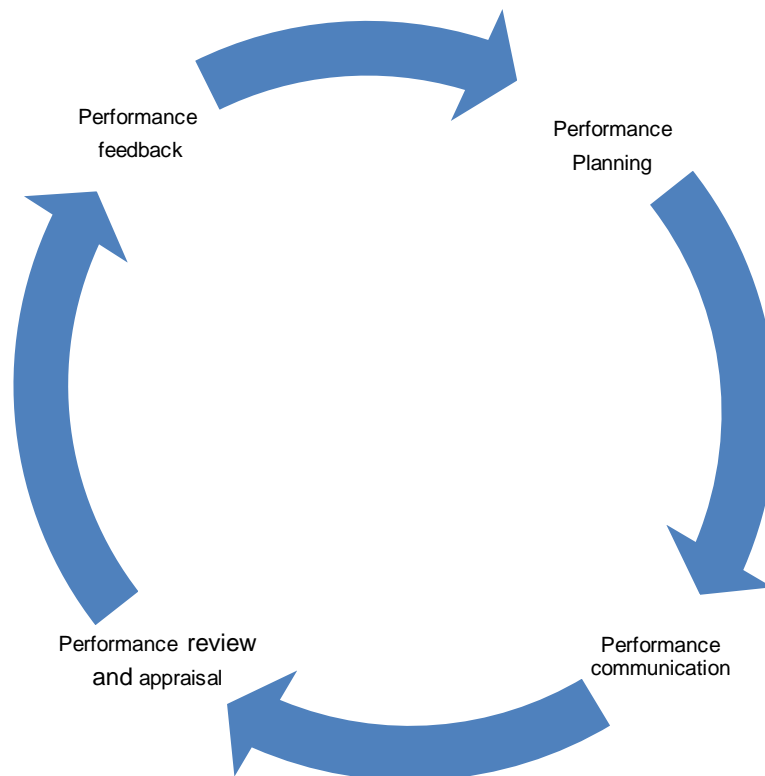
2.2.4 The Performance Management Cycle

Armstrong (2006: 504) defines the performance management cycle as a process that contributes to the effective management of individuals and teams in order to achieve high levels of organisational performance. Performance Appraisal as a component of performance management is the process that is used to assess how individuals are

performing and contributing to overall organisational performance (Kreitner and Kinick 2004: 358).

According to Paile (2012: 22), the performance management cycle includes the following components: performance planning, performance communication, performance reviews and appraisal and performance feedback, as shown in Figure 2.1.

Figure 2.1:



The four components of the performance management cycle are discussed next.

2.2.4.1 Performance Planning

According to Paile (2012: 22), performance planning means formulating performance expectations and goals for individuals and encouraging them to put their efforts into achieving organisational objectives. Spangenberg (cited in Paile 2012: 22) emphasises that performance planning comprises setting a mission, performance goals and plans, work related competencies and supportive behaviors. The supervisor and subordinate together identify what the employee would be doing for the planned period, how the work should be done, why it needs to be done and also the level of authority and decision-making for the employee. It should be noted that performance planning is performed once a year in every organisation. In other words, the main objective of performance planning is to have clear job descriptions for each employee.

2.2.4.2 Performance Communication

Performance communication is a process by which the supervisor and subordinate work together to share information about work progress, potential barriers and problems, possible solutions, and how the manager can help the subordinate (Boninelli and Meyer 2004: 222). Therefore the ongoing performance communication allows supervisors to gain an understanding of the employees' needs, and the barriers they face, and ensures that there is a constant discussion about performance measures (Paile 2012: 23).

According to Tlowana (2009: 34), performance communication provides a platform for supervisors and employees to work together to prevent problems, deal with any problems that do occur, and revise job responsibilities as it is often necessary in most workplaces. Ongoing communication can be conducted by having monthly meetings with each employee or by regular group meetings in which every employee reports on the status of his or her projects (Tlowana 2009: 34).

2.2.4.3 Performance Review and Appraisal

According to Armstrong (2006: 509), whilst performance management is a continuous process, it is still necessary to have a formal review once or twice yearly in order to provide a focal point for the consideration of key performance and development issues. This performance review meeting is the means through which the five primary performance management elements of agreement, measurement, feedback, positive reinforcement and dialogue can be put to good use (Armstrong 2006: 509).

2.2.4.4 Performance Feedback

Feedback is important to Performance Appraisal, as the employee has to be aware of their performance so that improvement can be achieved where needed. Performance Appraisal represents an opportunity for feedback as frequent feedback is important for developing new behaviors and improving current behaviors' (Krumm 2001: 368).

2.2.5 The Performance Management Cycle at the Department of Education

The performance cycle at the Department of Education is a 12 month period which begins each year on the 1st of April and ends on the 31st of March the following year (Department of Education Implementation Manual 2007: 13). The cycle is made up of three elements, namely, performance planning, performance monitoring and assessment. These are done at the end-of-cycle annual assessment period.

According to the Department of Education Implementation Manual (2007: 13) performance planning is the starting point for an employer and employee to begin the performance management process. During performance planning, both the supervisor and the employee are engaged in a discussion and reach an agreement on outputs that must be delivered, the competencies required, development needed and how the process will be handled. The Department of Education Implementation Manual (2007: 13) further stipulates that it is the responsibility of the supervisor to identify the areas that need to be developed for an employee and to complete a personal developmental

plan for all employees under his/her supervision. The supervisor also needs to identify specific tasks or events which the employee should ensure are achieved, the levels of performance which the employee should maintain and promote and actions for which the employee is personally responsible for in delivering his/her unique contribution.

Performance monitoring is described in the Department of Education Implementation Manual (2007: 18) as a process that determines progress in reaching objectives and also identifies performance problems. It is also to identify and provide the support needed so that remedial actions can be taken to ensure continuous learning and development. Appropriate support interventions must also be identified and provided immediately when needed.

The Department has stipulated the procedures that have to be followed during the performance assessment stage. According to the Department of education Implementation Manual (2007: 20), an executing authority may establish separate performance assessment instruments for different occupational categories or levels of work, but when assessing an individual employee, a single assessment instrument must be used in order to assist in deciding on rewards, promotions and skills development of the employee. The assessment should be based on the information contained in the designated performance assessment instrument. However, where an appeal is lodged against an assessment, information furnished in connection with the appeal should also be considered.

2.2.6 The Performance Appraisal process at the Department of Education

The Performance Appraisal process as outlined in the Department of Education Implementation Manual (2007: 11) is discussed as follows:

Performance management at the employee level is an on-going interactive process between an employee and his/her supervisor about the employee's performance. The performance cycle is a 12-month period for which performance is planned, executed and assessed. It must be aligned to the same period as the Department's annual business plan, i.e. the 1st of April to the 31st of March in the

following year. The 12-month cycle is also linked to the financial year for the purpose of planning, pay progression and other performance related incentives such as performance awards or cash bonuses.

The performance agreement is the cornerstone of Performance Appraisal. All employees enter into and sign performance agreements before the end of the first quarter of the new cycle. The content of a performance agreement must include the following:

- Employee data such as the personal number, job title and level, as well as a description of the employee's job role, with emphasis on the main objectives, job purpose, key result areas (KRAs) and generic assessment factors (GAFs).
- A work plan containing the key result areas (KRA), outputs, activities and resource requirements.
- A personal development plan (PDP) that assists in identifying developmental areas and needs of the employee, as well as methods to improve these.

Table 2.1 shows the five categories of performance that are used for the purpose of performance rating, review and the annual assessment of employees.

Table 2.1: Categories of performance and rating scale for Department of Education

Rating	Category	Description
1	Unacceptable performance	Performance does not meet the standard expected for the job. The review/assessment indicates that the jobholder has achieved less than fully effective results against almost all of the performance criteria and indicators as specified in the Performance Agreement and Work plan
2	Performance not fully effective	Performance meets some of the standards expected for the job. The review/assessment indicates that the jobholder has achieved less than fully effective results against more than half of the performance criteria and indicators as specified in the Performance Agreement and Work plan.
3	Performance fully effective	Performance fully meets the standard expected in all areas of the job. The review / assessment indicates that the jobholder has achieved as a minimum effective results against all of the performance criteria and indicators as specified in the Performance Agreement and Work plan.
4	Performance significantly above expectations	Performance is significantly higher than the standard expected in the job. The review/assessment indicates that the jobholder has achieved better than fully effective results against more than half of the performance criteria and indicators as specified in the Performance Agreement and Work plan and fully achieved all others throughout the performance cycle.
5	Outstanding performance	Performance far exceeds the standard expected of a jobholder at this level. The review/assessment indicates that the jobholder has achieved better than fully effective results against all of the performance criteria and indicators as specified in the PA and Work plan and maintained this in all areas of responsibility throughout the performance cycle.

As illustrated in Table 2.1, the performance management and development system utilises a five-point rating scale. A “3” on the scale –“Fully Effective” – means that the employee’s performance fully meets the standard required and has achieved effective results against all performance criteria (The Department of Education Implementation Manual 2007: 16).

2.2.7 Challenges associated with Performance Appraisal

Erasmus et al. (2003: 373) believes that Performance Appraisals are used to provide information on job related subjects in various departments and decision making processes. Grobler et al. (2006: 191) have the opinion that the proper analysis of a performance problem is a critical managerial skill. Therefore managers should be able to clearly define good performance of employees. The following problems may be experienced when carrying out Performance Appraisals:

2.2.7.1 The Recency Effect

Erasmus et al. (2003: 380) states that the Recency effect refers to the tendency to emphasise recent behaviours rather than an employee's performance over the review period. This may happen when the manager has not been keeping records during the year and could result in an unbalanced and possibly unfair appraisal.

2.2.7.2 Strictness and Leniency

This refers to the tendency of managers to assign either favourable evaluations or very harsh ratings to all employees (Erasmus et al. 2003: 380). Mntambo (2011: 54) states that some managers are either very strict or lenient, depending on their mood at the time of the appraisal. In other words, Performance Appraisal can become ineffective due to a lack of objectivity on the part of managers.

2.2.7.3 Central Tendency

The practice to assign all evaluations towards the center or average of all scales is referred to as central tendency (Erasmus et al. 2003: 380). In other words, central tendency occurs when appraisers avoid using high or low ratings. They prefer to settle on the satisfactory level of the rating scale where they rate many as average performers. This is a direct contrast to the leniency and strictness problem described above (Erasmus et al. 2003: 380).

2.2.7.4 The Halo Effect

This is where managers judge an employee based on a first impression which is positive and this bias has to be properly explained to individuals who become appraisers (Erasmus et al. 2003: 380). Managers apply a favourable rating to employees who are perceived to behave in a similar way to the manager, or alternatively, apply less favourable scores to those employees who demonstrate attributes different from those of the manager (Erasmus et al. 2003: 381).

2.2.7.5 The Role of Management

According to Mntambo (2011: 53), for Performance Appraisal to be successful, a high degree of commitment is required from management. Mntambo (2011: 53) also states that management should recognise the link between the development of the capabilities of their employees and organisational growth and dynamism. They should also recognize the need to pay special attention to the development of human resources in directions that facilitate the achievement of organisational objectives and growth plans, as well as determining the extent to which human capabilities can be developed and the conditions required in the organisation for the nurturing of human capabilities (Mntambo 2011: 53). Mntambo (2011: 53) also states that management should recognize their responsibility in humanizing the organisational environment in terms of making the employees feel that the organisation where they work values their input.

2.2.7.6 Providing feedback

According to Mntambo (2011: 52) employees need feedback on job performance, that is whether an employee has the ability to do work which has been assigned to him or her and/or feedback on work-related behaviour, which relates to the way an employee performs his or her tasks and the way the employee relates to other team members and other employees at all levels of the organisation.

With regard to the Performance Appraisal period, managers should invest a substantial amount time for this purpose and should be willing to receive negative feedback from the evaluating committee on the overall employees' performance and they should view

such feedback with understanding and use it for any corrective action that needs to be taken (Mntambo 2011: 52). Further, management must be willing to state openly and clearly the culture they want to establish in the organisation, the values they want to promote and the processes they would like to encourage and should then promote this by setting personal examples for others to follow in order to be able to provide employees with feedback (Mntambo 2011: 53)

2.2.7.7 Poor planning by management

Poor planning by management in implementing Performance Appraisal creates and leads to conflict between the supervisors and employees because of unclear roles and responsibilities. For example, if employees are not clear about their responsibilities they become confused when expected to identify their key performance areas. Furthermore, the managers' and employees' lack of knowledge on policies and processes influences the way they perceive Performance Appraisal, which then leads to a poor outcome for the department's expected objectives.

2.3 Key legislation and policies that govern Performance Appraisal in South Africa

There are several key documents (White Papers) and laws in South Africa that pertain to the ethos of Performance Appraisal and the ideal way in which it should be implemented. These include the Constitution of the Republic of South Africa, the White Paper on Human Resources Management in the Public Service, Public Service Regulations etc.

In general, the various laws pertaining to Performance Appraisal within the public sector in South Africa supports the idea that Performance Appraisal is to be viewed as a continuous process. These laws and policies are briefly discussed in the following sections:

2.3.1 The Constitution of the Republic of South Africa, 1996

The Constitution of the Republic of South Africa (1996: 111) states that public administration must be governed by the democratic values and principles enshrined in it, and includes the following principles:

- 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;
- Peoples' needs must be responded to and the public must be encouraged to participate in policy-making;
- Public administration must be accountable;

- Transparency must be fostered by providing the public timely, accessible and accurate information;
- Good human resource management and career development practices, to maximize human potential must be cultivated;
- Public administration must 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 to achieve broad representation.

Therefore Performance Appraisal should be aligned to these constitutional principles as stipulated above.

2.3.2. The White Paper on Human Resources Management in the Public Service, 1997

The White Paper on Human Resources Management in the Public Services (1997: 27-29) states that the success of public service in delivering its operational and developmental goals depends primarily on the efficiency and effectiveness with which employees carry out their duties.

Performance Appraisal is a key human resource management tool to ensure that employees know what is expected of them, managers know whether the employees' performance is delivering the required objectives, good performance is recognized and rewarded and also that poor performance is identified and improved. The White Paper on Human Resources Management in the Public Services (1997: 31) further states that managing employees' performance is therefore an ongoing process in which the employee and the employer together strive constantly to improve the employee's individual performance.

2.3.3 Public Service Regulations, 2001

South Africa Public Services Regulations (2001: 15) outline the key principles underpinning effective Performance Appraisal. These principles are as follows:

- 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;
- Performance Appraisal process shall be linked to broad and consistent staff development plans and be aligned with the Department's strategic goals;
- The Performance Appraisal shall be developmental, shall allow for recognising fully effective performance and for effective response to performance that is consistently not fully effective;
- Lastly, that Performance Appraisal should minimize the administrative burden on supervisors while maintaining transparency and administrative justice.

2.3.4 The Department of Education Implementation Manual, 2007

The Department of Education, as one of the Government Departments, also has to abide by the Public Service Regulation principles, and the Department itself has eight objectives which are aligned with the Public Service Regulations on the Performance Appraisal system. The objectives are outlined as follows in the manual:

- Establish a performance and learning culture in the department;
- Improve service delivery;
- Ensure that all jobholders know and understand what is expected of them. This objective emphasizes employees knowing their roles and responsibilities within the department;
- Promote interaction regarding performance between the jobholders and their supervisors. This objective emphasizes the importance of feedback on the employees' performance;
- Identify, manage and promote jobholders' development needs;
- Evaluate performance fairly and objectively;
- Recognise and award outstanding performance.

Therefore, in view of the aforementioned legislations, the purpose of managing employee performance is to reward satisfactory performance and good behavior and to improve the performance of employees who perform poorly or unsatisfactorily. Employees who perform poorly are subject to a development program to improve their performance.

2.4 Empirical research on Performance Appraisal

2.4.1 International studies on Performance Appraisal

Many studies have been conducted on Performance Appraisal within the public sector internationally. The following is an overview of some of the research conducted during the past five years in developing countries, similar to South Africa.

Research conducted by Gul, Dolu and Dogutas (2010: 505-519) on the Performance Appraisal system in the Turkish national police: the Case of Ankara Police Department, shows that Performance Appraisals, if done correctly should be able to give employees feedback about their work and provide supervisors with a reliable, valid instrument on which to base personnel decisions. Performance Appraisal is an ideal way to communicate and reinforce organisational values which will help to increase employees' performance and improve service delivery (Gul et al. 2010: 515). Gul et al. (2010: 517) further shows that the secret appraisal does not allow employees to learn about their mistakes and weaknesses. In order to be able to benefit from the performance evaluation, the results of the Performance Appraisal should be shared with the employees and feedback should be provided to them. Through the application of an open Performance Appraisal in the organisation, the employees would then be able to find out their deficiencies and have the opportunity to correct and improve those (Gul et al. 2010: 517).

A study by Najafi, Hamidi, Vatankhah and Purnajaf (2010: 6053) on Performance Appraisal and its effects on employees' motivation and job promotion indicates that the appraisal methods in the health care system in Australia are not effective and that the Performance Appraisal has little effect on increasing the motivation level of employees. Various factors can increase personnel's motivation which itself results in the employees' performance improvement and more organisation efficiency, including:

- The observance of justice and fairness in appraisal;
- Practicing the realistic appraisal;

- The managers complete control over the appraisal process;
- The appropriateness of the educational needs;
- And lastly, providing timely feed-back and participation of the appraised in the appraisal.

Ali, Madhi and Malihle (2012: 161) conducted a study that examined the effect of the employees' Performance Appraisal procedure on their intrinsic motivation in the Esfahan Province Transportation Department in Iran. Ali et al. (2012: 162) suggested that the performance evaluation systems have not been successful in creating motivation and improvement of employees' performance. Given the importance of performance evaluation, it is essential that organisations take action for more effectiveness of it. Ali et al. (2012: 167) states that an effective and suitable Performance Appraisal evaluation process in the organisation should provide necessary feedback to the employees and take action for inner motivation of them. Obviously such organisations with motivated and energetic employees can respond better to the environmental changes and meet the needs of clients and consumers of services efficiently (Ali et al. 2012: 167).

Performance Appraisal within a non-governmental organisation (NGO) in Bangladesh was the subject of a study by Tabassum (2012: 2229-4686). The results show that Performance Appraisals, if done frequently, can result in the improved performance of employees and can help to retain knowledgeable and motivated employees. The employees should be evaluated by multiple appraisers, as different people see different things from different perspectives. This practice can be useful for any organisation as it can ensure comprehensive and quality performance information. Although it is a complex and time consuming process, it can also lead to a bias/prejudice free appraisal (Tabassum 2012: 2229-4686). The Performance Appraisal information is used for placement, career development, job design and also performance improvement in the work place. Therefore, performance based compensation and feedback can be a useful practice as it can lead to increased employee satisfaction, which in turn can guarantee increased production (Tabassum, 2012: 2229-4686).

A study by Haron, Idiab and Ahmad (2012: 397- 405) on the concept of the Performance Appraisal system in Australia shows that when the assessment is done correctly, the individual's level of performance, not only in the present time but in the future as well, should improve. This improvement doesn't only affect the individual, but sets future trends in the efforts of improvement. Through awareness of the tasks and standards, a work plan will help strengthen development and continue to improve and be beneficial for the organisation. Haron et al. (2012: 397) shows that it is a common practice to assess performance; these assessments can also be linked to the ability to create increases in salaries and promotions. Haron et al. (2012: 403) further shows that, to overcome mistakes of Performance Appraisal is to improve skills of evaluators and training employees while observing behavior of individuals. This should be done carefully and judged in an objective, fair way. It can help to keep a note recorded according to critical events; this will aid employees to improve their skills in evaluating performance. There are various skills that can be used by managers for teaching individuals; they include training, continuing education, and continuous knowledge of new technology. Furthermore, managers should learn how to use the information of Performance Appraisal, communicate clearly and to provide feedback to individuals on their performance (Haron et al. 2012: 405).

2.4.2 South African Studies on Performance Appraisal

Many studies have been conducted on Performance Appraisal within the public sector in South Africa. This section gives an overview of some of the research conducted during the past fifteen years.

An early study conducted by Sefala (2003: 6) investigated the management of the Performance Appraisal process and the elimination of employee dissatisfaction in the Department of Local Government and Housing in the Limpopo Province. Sefala (2003: 90) shows that employees cannot give real commitment to their work unless they know what they are doing, why they are doing it and what progress they are making towards the attainment of their objectives and those of the Department.

Sefala (2003: 114) found that supervisors are not trained on ways to manage Performance Appraisal and how one can appraise job performance. As a result, the consistency and fairness of the system is questionable. This may develop a negative influence on supervisor/employee relationships and result in poor employees' morale (Sefale 2003: 114). Sefala (2003: 90) also states that supervisors must be trained to provide their employees with feedback on job performance without generating animosity, to appraise as well as to criticize, to confront employees constructively, to listen effectively and to be sensitive to the situations and conditions that employees face.

Research by Ravhura (2006) on the performance management system in the Department of Education, with special reference to the Limpopo province, shows that the management in the Department could not implement the system successfully because they did not understand the policy on Performance Appraisal. The study also reveals that most employees and the management in the Department did not receive training on the performance management system and that knowledge was limited to those who had undergone training (Ravhura, 2006: 81). The lack of sufficient training and inadequate knowledge about the Performance Appraisal among the personnel in the Department necessitates the establishment of Performance Appraisal team whose

duty will be to ensure that the Performance Appraisal is effectively implemented and ensure that proper training is provided regularly to its personnel (Ravhura 2006: 83).

A study by Letsoalo (2007) to evaluate the implementation of a performance management and development system in the public service, particularly in the Gauteng Department of Health, shows unfairness and favoritism amongst employees by the management in terms of their ratings. Letsoalo (2007: 94) further reveals that the performance management system may never work positively to benefit the employer because even the management do not know much about it; in addition, employees may have knowledge of Performance Appraisal but they do not understand its key principles and the purpose. The study further shows that even though the training on Performance Appraisal was conducted to employees and management, it was not done properly (Letsoalo, 2007: 95). Letsoalo (2007: 96) reveals that Performance Appraisal should be done continuously and not once-off at the end of each year.

Research was conducted by Tlowana (2009) on the evaluation of Performance Appraisal for supervisors in the Department of Agriculture, Sikhukhune District in the Limpopo province. It showed that employees are of the opinion that there is no adequate training offered for the under-performers. The management is not doing enough to ensure that under-performers receive assistance for the purpose of work empowerment. This results in more employees not understanding how the Performance Appraisal policy works. Tlowana (2009:50) also indicated that a few managers do not understand/are not conversant with how the system should operate. The study reveals that Performance Appraisal requires that there should be continuous monitoring and evaluation of the employees. However, most employees indicated that there is no monitoring at all, and, in most cases, managers are not completing the Performance Appraisal documents as required. Lastly, Tlowana (2009:54) states that Performance Appraisal does not encourage the best performers as all employees are awarded on a uniform percentage irrespective of whether they performed well or not. The poor performers are not differentiated from good performers during the awarding stage. The study indicates that managers view Performance Appraisal as a compliance issue

rather than a tool to monitor the performance of individuals with an aim to achieve the departmental goals.

Research conducted by Singh (2010:149) on the performance management and development system for senior managers in the public service reveals that management in public service organisations do not have individual goals that link to the organisational goals, hence achieving organisational performance is often nebulous and ambiguous. Singh (2010:149) further states performers and non-performers must be clearly defined, specified and understood by the management before any action can be taken for poor performers. Since many employees do not understand what is expected of them and there is no objective criteria to measure performance, they are likely to get away with poor performance (Singh, 2010:149). The study further shows that employees do not receive feedback on performance and they are not given tangible and concrete ideas that can aid to improve their performance. This results in the desire to perform exceptionally well being thwarted since there is no link between effective performance, reward and recognition (Singh, 2010:150).

Singh (2010:151) further shows that Performance Appraisal fails because often, compliance is enforced merely for the sake of compliance. Enforced compliance without proper and sufficient consultation between the managed and the supervised can ruin relationships and thereby compromise performance (Singh, 2010:151).

Sekese (2011:4) conducted research with the purpose of exploring the perceptions of employees in selected districts in the Free State province with regard to the effectiveness of Performance Appraisal in the Department of Social Development. It was revealed that participants felt that the theoretical part of the system is correct; however, its implementation within the Department is incorrect as it is based on individual understandings. With improved strategies and training, the system can produce the desired results (Sekese 2011:70). Sekese (2011:70) further shows that, employees also felt that Performance Appraisal is unfair as they are not given the opportunity to participate and set their own performance goals based on their job description, as the department provides a performance plan that is already compiled

with each key responsibility listed, and without their involvement. Furthermore, Sekese (2011:71) recommended that the department should take full responsibility in ensuring that all employees, whether appraisers or appraisees, are provided with proper training that will enable them to implement the Performance Appraisal properly.

Research conducted by Maluleke (2011) was based on the knowledge and attitudes of operational supervisors on the performance management system at the Mopani District hospitals in the Limpopo province. The study shows that the introduction of Performance Appraisal was not effectively implemented and that there was never an evaluation study done since its implementation. The managers said that Performance Appraisal derailed one from doing important work. This negative attitude is associated with poor planning by managers in the implementation of the performance management system, which then resulted in conflicts between the supervisor and employee (Maluleke 2011:34). Maluleke (2011:36) further shows that for an institution to grow and meet the needs of its customers, it needs to make an investment in developing people on identified gaps in knowledge, skills and competencies and changing managers' attitudes towards employee development. This will then assist in increasing employees' performance and their productivity (Maluleke 2011:36).

Kgantlapane (2011) conducted a study with the aim of analysing the performance management system in the Gauteng province. Kgantlapane (2011:77) shows that a relatively high percentage of employees do not believe that the Performance Appraisal policy is fair and equitable. Awareness by management regarding the Performance Appraisal is also a burning issue because almost half of the respondents indicated dissatisfaction with regard to efforts that are being made (Kgantlapane 2011:77). The study also revealed that rewards linked to good performance also comes to the forefront as an element that is lagging in the performance management cycle. The most important aspect that is overlooked, according to the respondents, is the fact that there is limited understanding of how the Performance Appraisal works (Kgantlapane 2011:77). The study further reveals that more effort is required to ensure that there is an understanding amongst employees of how the Performance Appraisal works and the

importance thereof. Performance progress needs to be properly and continuously monitored and proper feedback needs to be given to employees.

A study by Rakgoale (2011:43) on improving the performance management and development system in the Department of Health and Social Development in the Limpopo province shows that employees for both departments believe that the Performance Appraisal has been poorly or incorrectly implemented. Rakgoale (2011:43) further reveals that there seems to be high job dissatisfaction among employees due to a lack of proper implementation of the performance management system; and that there is aggression among the employees due to there being no rewards for their hard work. Rakgoale (2011:43) further reveals the challenges which both departments experienced in implementing the performance management system. These were resistance from the employees, non-compliance, misunderstandings and lack of support by the management.

A study by Makamu (2013) on the implementation of the performance management and development system at the Department of Education (Gauteng North district) shows that the employees lack of training is one of the disadvantages of Performance Appraisal in the Department. Makamu (2013:108) further shows that should the Performance Appraisal be implemented effectively, it will benefit the Department by identifying future potential and poor performers and that remedial action can be taken to assist them to improve their performance. Since managers are the ones responsible for the implementation of the Performance Appraisal policy, they need to improve the way in which they conduct the processes and follow the procedures when implementing Performance Appraisal (Makamu, 2013:109). Employees should familiarise themselves with the Performance Appraisal policy and its requirements, so that they can question their managers if they are dissatisfied by the way in which they had evaluated their performance (Makamu, 2013:111).

2.5 Conclusion

This chapter outlined important theoretical aspects pertaining to the study, such as defining Performance Appraisal and performance management, discussing the purpose of Performance Appraisal and identifying common challenges associated with Performance Appraisal. It can be said that Performance Appraisal is important in every organisation and that its main aim is to provide feedback on every employee's performance. This is important because Performance Appraisal measures the actual performance of an employee and ensures that the goals and objectives of an organisation are met effectively and efficiently. The manner in which Performance Appraisal is currently practiced in the DoE and the key South African legislation pertinent to Performance Appraisal were also described. The chapter concluded with an outline of the key findings and recommendations of national and international studies that have been conducted in the public sector on Performance Appraisal. In the next chapter (Chapter 3) the research methodology that was used to carry out this study will be described in detail, including the statistical procedures used to validate the instruments.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to the methods, techniques and procedures that are employed in the process of implementing research design or research plan, as well as the underlying principles and assumptions that underlie their use (Babbie, Mouton, Vorster and Prozesky 2003: 647). This chapter will focus on the research methodology that was used for the study, research design and target population, sampling methods, measuring instruments, data collection methods and factor analysis. In addition, data collection, data analysis, delimitations and limitations of the study as well as ethical considerations will be covered in this chapter.

3.2 Research design

This is a case study research. Brynard and Hanekom (2006: 40), discuss case study as an approach to qualitative research design and define the case study as the basic idea that one case or a small number of cases will be studied in detail, using whatever methods seem appropriate. While there may be a variety of specific purposes and research questions, the general objective is to develop as full an understanding of that case as possible. Brynard et al. (2006: 49) also treat case studies as a research design, but state that the most common use of the term associates the case study with a location, such as a community or organization. This type of research is chosen because it focuses on specific issues that need some clarity within an organisation.

The case chosen in this study is the iLembe District Office which is one of the offices of the Department of Education (DoE) within KwaZulu-Natal. iLembe District was chosen because the DoE is one of the largest government departments and in terms of resources such as finance, it would be impractical to use the entire population. However, using one district will serve as a sample to generalise the findings as the

characteristics of the sample reflect the entire population. Some of the issues that are investigated include identifying whether employees and management understand the purpose of performance appraisal, whether it is being conducted as intended and lastly to examine the impact of performance appraisal on employees' motivation towards their daily work.

Punch (2005: 144) describes a case study as an approach to qualitative research design, where one case or perhaps a small number of cases will be studied in detail using whatever methods that seem appropriate. Cooper and Schindler (2005: 14) explain that qualitative research is designed to tell the researcher how (process) and why (meaning) things happen as they do. They state further that qualitative research aims to achieve an in-depth understanding of the situation. Bryman (2004: 49) argues that case studies are frequently sites for the employment of both quantitative and qualitative research. Hence, this study uses the mixed methods approach, which is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study (Creswell 2008: 9). Creswell (2008: 9) further states that the purpose of this form of research is that both qualitative and quantitative approaches, in combination, provide a better understanding of a research problem or issue.

3.3 Target population

Population refers to the entire group of people, events or things of interest that the researcher wishes to investigate (Sekaran 2006: 265). There are two groups of interest in this study, namely administrative employees in levels 5 to 6 (hereafter referred to as "employees") and those individuals employed in levels 7 to 12 in a managerial capacity (hereafter referred to as "managers"). All these individuals are permanently employed. The employee population is 46 and there are 30 managers at the iLembe District Office.

3.4 Sampling method

Individuals employed in a non-managerial capacity at the iLembe District Office are from levels 1 to 6. Purposive sampling was used to identify only those individuals in levels 5-6 (described as “employees” in section 3.3 above) because the study focuses on the administrative personnel only, which excludes those in levels 1-3 (general workers), and level 4 no longer exists. Purposive sampling refers to the process where the researcher chooses participants that can bring more accurate results. This method was chosen because researchers rely on their experience, ingenuity and/or previous research findings to deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the relevant population (Welman, Kruger, Mitchell 2005: 69). All employees in this category (levels 5-6) and all managers (levels 7-12) were included in the study, i.e. a census approach was adopted. In statistics, census refers to a one hundred percent count of the total population of a specific area (Lehohla 2007: 33). Census was used in this study because it will assist in generalizing the findings and because the entire population of interest, namely administrative employees and managers, is quite small.

3.5 Measuring instruments

Structured questionnaires were used to collect data from the employees (Appendix 1) and the management (Appendix 2) respectively. Although there were some common questions on both the employee and the manager questionnaires, each one was designed specifically to address issues pertinent to their group. A questionnaire was used because it is less time-consuming, costs less, is easy to process and makes group comparison easier. It is also useful for testing hypotheses or research questions (Welman et al, 2005: 174). Questions sought to investigate staff perceptions regarding performance appraisal in the DoE iLembe District Office and on how performance appraisal could be improved. The questionnaires are discussed in more detail in the following sections.

3.5.1 The employee questionnaire

3.5.1.1 Structure

The research instrument that was used to collect employee data consisted of 36 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into 5 sections which measured various themes as described below:

Table 3.1: Main sections of the employee questionnaire

Section	Title
A	Personal Information
B	Knowledge and understanding of performance appraisal
C	Effectiveness and efficiency of performance appraisal
D	Morale and motivation of employees
E	General knowledge and opinions on performance appraisal

Section A of the questionnaire covers personal or demographic data of the respondents such as age, gender, level of education and rank. Section B will present results on the employees' knowledge and understanding of performance appraisal, for example, to determine whether employees understand the purpose of the performance appraisal policy. Section C will determine whether performance appraisal in the department is conducted effectively and efficiently. In section D, feedback on employee morale and motivation is examined, for example, whether performance appraisal serves as a motivational tool for employees. Lastly, section E will present findings on the general knowledge and opinions of employees on performance appraisal using open-ended questions.

3.5.1.2 Reliability

The two most important aspects regarding the precision of a measuring instrument are reliability and validity. Reliability is computed by taking several measurements on the

same subjects. A reliability coefficient of 0.70 or higher is considered as “acceptable”. The table below (Table 3.2) reflects the Cronbach’s alpha score for all the items that constituted the employee questionnaire.

Table 3.2: Cronbach alpha scores for employee questionnaire

section	title	number of items	Cronbach's alpha
B	Knowledge and understanding of performance appraisal	9 of 9	0,842
C	Effectiveness and efficiency of performance appraisal	10 of 10	0,950
D _x	Morale and motivation of employees	2 of 2	0,903
D _y	General knowledge and opinions on performance appraisal	4 of 4	0,734
		25 of 25	0,923

The overall reliability score of 0.923 exceeds the recommended value of 0.700. This indicates a (overall) high degree of acceptable, consistent scoring for this research.

All of the sections meet the minimum requirement value, with only Section D having to be slightly modified. The primary reason for this is that the questionnaire has been newly developed for this particular research context and the issues involved. Furthermore, the statements (variables) comprising Section D were included because the researcher felt this section examined the feelings of the respondents about performance appraisal, and based on the researcher’s experience working at the iLembe District Office, these have mainly been negative. In addition, this section deals with employees’ morale and motivation which are important aspects pertaining to the purpose of performance appraisal.

3.5.1.3 Factor Analysis

Factor analysis is a statistical technique whose main goal is data reduction. A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors. For example, as part of a national survey on political opinions, participants may answer three separate questions regarding service delivery, which reflects issues at the local, provincial and national level. Each question, by itself, would be an inadequate measure of attitude towards service delivery, but together they may provide a better measure of the attitude. Factor analysis can be used to establish whether the three measures do, in fact, measure the same thing. If so, they can then be combined to create a new variable, a factor score variable that contains a score for each respondent on the factor. Factor techniques are applicable to a variety of situations. For factor analysis to be possible, two statistical tests are done, namely the Kaiser-Meyer and Bartlett's Sphericity. The requirement is that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy should be greater than 0.50 and Bartlett's Test of Sphericity less than 0.05. In all instances in the employee questionnaire, the conditions are satisfied which allows for the factor analysis procedure (Appendix 3).

Principle component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalisation. This is an orthogonal rotation method that minimizes the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors. Factor analysis/loading show inter-correlations between variables. Items that loaded similarly imply measurement along a similar factor. An examination of the content of items loading at or above 0.5 (and using the higher or highest loading in instances where items cross-loaded at greater than this value) indicates effective measurement along the various components. Certain components divided into finer components. This is given in the rotated component matrix for the sections B, C and D (Appendix 4).

Section B split along three components. This implies that the respondents identified certain aspects of the sub-themes as belonging to other sub-sections. For example,

statements B2, B3, B4, B5, B6 and B8 load onto component 1. These statements mainly relate to employees' perceptions of and feelings about performance appraisal. Statement B1 loaded on its own (component 3), perhaps because it shows that the respondents are aware that a performance appraisal policy exists but they may not actually have a proper understanding of the policy. Also, in Chapter Four, the results show that employees feel that performance appraisal is not implemented effectively (Table 4.6). It is noted that the variables that constituted sections C and D loaded perfectly along one factor. This means that the statements (variables) that constituted components of C and D perfectly measured the component. In other words, the component measured what it was meant to measure.

3.5.2 The management questionnaire

3.5.2.1 Structure

The questionnaire was used as a research instrument to collect data from 30 managers of the KwaZulu-Natal Department of Education: iLembe District (Appendix 2). The questionnaire was divided into 5 sections which measured various themes, namely: Section A of the questionnaire covered personal or demographic data of respondents such as age, gender, level of education and rank. Section B presented results on the managers' knowledge and understanding of performance appraisal. Section C determined whether performance appraisal in the department is conducted effectively and efficiently. In section D, the effect of performance appraisal on morale and motivation of employees was examined. Lastly, section E presented findings on the general knowledge and opinions of managers on performance appraisal using open-ended questions.

3.5.2.2 Reliability

The sample size is small, but due to the highly concentrated nature of the respondents, reliability analysis was done.

Table 3.3: Cronbach alpha scores for management questionnaire

section	title	number of items	Cronbach's alpha
B	Management knowledge and understanding of performance appraisal	5 of 6	0,796
C	Effectiveness and efficiency of performance appraisal	13 of 13	0,903
D	Effect of performance appraisal on Morale and motivation	8 of 9	0,651

All of the sections have values that are at least equivalent to the minimum requirement of 0.700. This implies a high degree of consistency in scoring by the respondents.

3.5.2.3 Factor Analysis

Factor analysis was performed on the responses to the management questionnaire. The matrix tables are preceded by a summarised table that reflects the results of the communalities for the statements (Appendix 5). An assessment of how well this model is doing to measure issues pertaining to performance appraisal can be obtained from the communalities. The idea is to obtain values that are close to one. This would indicate that the model explains most of the variation for those variables. In this case, the model is acceptable as it explains approximately (90.1%) of the variation for variables that constituted the study.

The communality for a given variable can be interpreted as the amount of variation in that variable explained by the factors that constitute the variable. For example, there are 9 variables that make up Section D. The results are analysed similar to that for multiple

regressions: signage against the two common factors yields a $R^2 = 87.2$ (for the variable on “the performance appraisal at the department assists me in identifying ineffective work behaviors”) indicating that about (87%) of the variation in responses to this statement were explained by the factor model. This argument can then be extended to the rest of the model as the communality values are within acceptable norms. Certain components divided into finer components. This is given in the rotated component matrix for sections B, C and D (Appendix 6).

It is noted that the variables that constituted Sections B and D split along two components. This means that respondents identified different trends within the sections. For example: Section B, statement B1 and B2 load onto component 2. These statements relate to the managers’ knowledge on performance appraisal; whilst statement B3, B4 and B5 load onto component 1, which then relate to the managers’ understanding of performance appraisal. As for section D, statement D2, D5 and D8 load onto component 2. These statements relate to performance appraisal as a motivation tool for employees. Statement D1, D3, D4, D6 and D7 load onto component 1 which relate to whether performance appraisal increases employees’ morale.

The remaining section (C) loaded along 3 components (sub-themes). For example, Statement C1, C8, C9, C10, C11 and C12 load onto component 1. These statements relate to the effectiveness of performance appraisal; whereas statement C4, C5, C6 and C7 load onto component 2. These statements relate to the manner in which performance appraisal is implemented in the Department. Statement C2 and C3 load onto component 3. These statements relate to efficiency of performance appraisal. As discussed in Chapter Four (Figure 4.8), respondents are reluctant to answer whether performance appraisal enhances service delivery and allows for accountability for the use of departmental resources. This is proven by their responses where half (50%) of the respondents gave neutral responses to these statements.

3.6 Data collection

A formal meeting was arranged during the first week of September 2014 with all the employees at iLembe District Office to explain the purpose of the study, to request their participation and to obtain written consent (Appendix 7). The researcher explained that although approval to conduct the study had been obtained from the Department of Education (Appendix 8), their participation was still voluntary and the information obtained from the questionnaire would be used only for the purpose of meeting the study objectives. Thereafter, the participants were given the questionnaires and were asked to complete and leave them in sealed envelopes in a specially marked box at the security desk. The participants were given a week to complete the questionnaires and the questionnaires were collected in the following week from the district office.

Managers were approached individually after meeting with the employees to request their participation and the purpose of the study was explained to each of them. The questionnaires were left with each manager, and they were also given a week to complete the questionnaires. Thereafter, the questionnaires were collected from the secretary's office on the same day as the researcher fetched the employees' questionnaires from the district office.

3.7 Pilot testing

Pilot testing was conducted on ten employees and ten managers from uMlazi District Office. The overall Cronbach alpha reliability scores were acceptable for both the employee ($\alpha = 0.864$) and management questionnaires ($\alpha = 0.908$). Three themes were identified from both questionnaires according to principle component analysis, namely the effectiveness/efficiency of the performance appraisal process at the DoE, knowledge/understanding of performance appraisal, and morale/motivation effects. Any uncertainty within the questionnaires was refined to avoid misinterpretation of the questions, and the final questionnaires were restructured with sections B, C and D reflecting the three themes. The respondents said all instructions and questions were clear and it took them 10-15 minutes to complete the questionnaires.

3.8 Data analysis

Each questionnaire was read to gain a comprehensive understanding of the responses and views of all the employees and managers who participated in the study. A summary dataset of their responses was constructed using Microsoft Excel, the quantitative data was coded and the written comments in the open-ended questions were carefully examined and emerging themes were noted for both groups of participants. These common themes were then coded for the purpose of further analysis.

Quantitative statistical techniques were used to analyse the data using the software SPSS. Bless and Smith (2000: 37) state that quantitative research relies on measurement to compare and analyse different variables and that qualitative research uses qualifying words or descriptions to record aspects of the world. Factor analysis was performed both in the pilot and the main study to identify the main themes in the results for both employees and managers. The quantitative data in this research include for example, the number of employees, their age groups etc. Relevant descriptive statistics (measures of central tendency, cross-tabulations etc.) and inferential testing (chi square test statistics) will also be done.

The study also collects qualitative data from the open-ended questions by examining in more detail the managers' and employees' perceptions of Performance Appraisal, their opinion on whether Performance Appraisal contributes towards employees' growth and their opinion of how Performance Appraisal could be improved at iLembe. The qualitative research approach is helpful in gathering detailed information and is also useful in revealing underlying issues. Qualitative data was also coded according to themes and therefore could be analysed quantitatively.

3.9 Delimitations

The study only focused on one district office, namely iLembe District Office. The Department of Education is one of the biggest departments within the country (RSA) and it would have been difficult to reach all departmental offices since it would require more time and money. Furthermore, the researcher had to work under pressure in order to beat the deadlines while also attending to her employment.

3.10 Limitations

The limitations of the study were that some of the respondents chose not to answer some of the questions in the questionnaire and some chose not to participate. This could be because some employees may have feared victimization by managers or it could be because they felt the study will not make any difference in terms of contributing to changing the manner in which performance appraisal is implemented. Most managers showed no interest in answering the questionnaire. The researcher speculates this may be due to work commitments since they were only given a week to complete the questionnaires, or because they felt the research may expose their lack of knowledge about performance appraisal. Whatever the reasons, their reluctance indicates there are problems and issues with performance appraisal at the iLembe District Office.

3.11 Ethical considerations

According to Welman et al. (2005: 201), there are four ethical considerations that the researcher should pay attention to namely; informed consent, right to privacy, protection from harm and involvement of the researcher. In this study the researcher ensured that:

- Participation is completely voluntary and participants are allowed to withdraw whenever they want at any point during the study. As per the DUT Institutional Research Ethics policy, all participants had to complete and sign consent forms prior to the questionnaires being disseminated (Appendix 7).

- Anonymity and confidentiality were ensured to participants. The researcher compiled the Excel spreadsheet data from the questionnaires for analysis by the statistician.
- The information provided is treated as confidential and used for the purposes of this study only; no individual names or identities are disclosed in the study.
- Material obtained will be stored and ultimately disposed of after 3 years in a manner that will ensure confidentiality of the participants.

3.12 Conclusion

This chapter discussed the research methodology and research design used for the study. A case study approach was used by focusing on performance appraisal at the iLembe District Office of the Department of Education. The chapter elaborated on the target population, sampling procedure, measuring instrument, reliability and validity, data collection and data analysis. The chapter described the outcome of factor analysis for both employees and management questionnaires, pre-testing of the questionnaires, and the delimitations and limitations of the study. The chapter concluded with an overview of how the ethical considerations pertaining to the study were addressed.

The next chapter (Chapter 4) focuses on the analysis and discussion of results.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

The objectives of the study were to identify whether employees understand the purpose of Performance Appraisal, study the impact of Performance Appraisal on employees' motivation towards their daily work and lastly, to gather different perceptions of both employees and managers on the effectiveness and efficiency of the Performance Appraisal process. The aim was to improve the understanding of the implementation of Performance Appraisal on all employees in the KwaZulu-Natal (KZN) Department of Education, iLembe District Office.

This chapter presents the results and discusses the findings that were obtained from the questionnaires in this study. Two questionnaires were used, one being for the employees and the other for the management. The questionnaire was the primary tool that was used to collect data. It was distributed to 46 employees and 30 managers in the DoE iLembe District Office in the KwaZulu-Natal region. The data collected from the responses was analysed using SPSS version 22.0. The results will present the descriptive statistics in the form of frequencies, cross tabulations and other figures for the quantitative data that was collected. Inferential techniques focus on chi-square test statistics, which will be interpreted using the p-values. This chapter is divided into four sections: section 4.2 will present the findings based on the employee questionnaires and section 4.3 will present the findings based on the management questionnaires. Finally, section 4.4 will contain the conclusion, which summarises the key results.

4.2 Presentation and discussion of results (Employees)

The following analysis and discussion is organised according to the various sections that comprise the employee questionnaire, commencing with Section A (demographic data). The next four sections analyse the scoring patterns of the respondents per

variable per section. There are three sections of close-ended questions (Sections B, C and D). Section E consists of open-ended questions. Where applicable, levels of disagreement (negative statements) were collapsed to show a single category of “Disagree”. A similar procedure was followed for the levels of agreement (positive statements). This practice is allowed due to the acceptable levels of reliability, as discussed in Chapter 3. The results are first presented using summarised percentages for the variables that constitute each section. Results are then further analysed according to the importance of the statements.

4.2.1 Section A - Demographic data

In total, 46 questionnaires were despatched to the employees and 37 were returned, resulting in a response rate of 80%. Section A of the employee questionnaire summarises the biographical characteristics of the respondents. Table 4.1 illustrates the gender of the respondents by age.

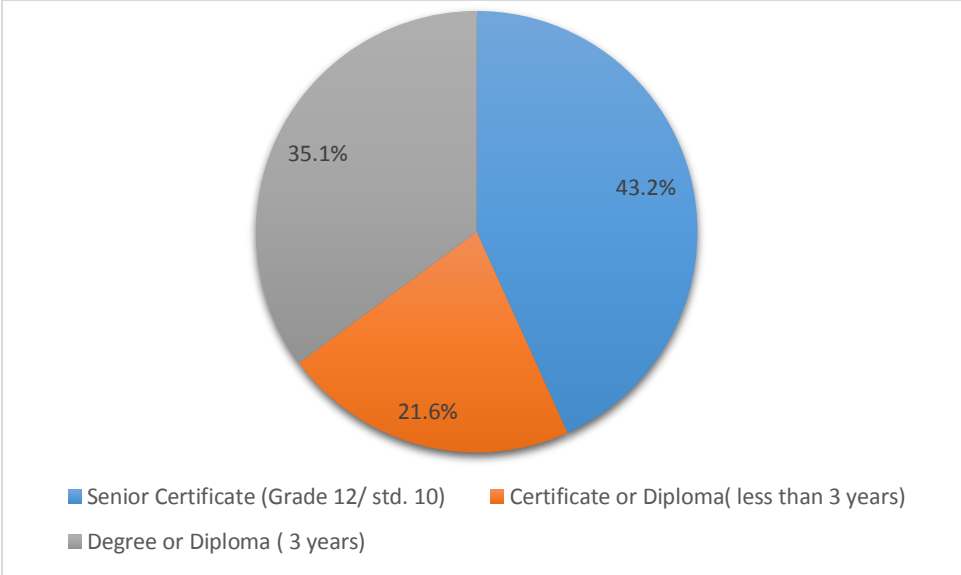
Table 4.1: Employee gender and age

		What is your gender?		Total	
		Male	Female		
What is your age category/group (in years)?	20 - 29	Count	3	0	3
		% within What is your age category/group (in years)?	100.0%	0.0%	100.0%
		% within What is your gender?	11.5%	0.0%	8.1%
		% of Total	8.1%	0.0%	8.1%
	30 - 39	Count	4	2	6
		% within What is your age category/group (in years)?	66.7%	33.3%	100.0%
		% within What is your gender?	15.4%	18.2%	16.2%
		% of Total	10.8%	5.4%	16.2%
	40 - 49	Count	14	6	20
		% within What is your age category/group (in years)?	70.0%	30.0%	100.0%
		% within What is your gender?	53.8%	54.5%	54.1%
		% of Total	37.8%	16.2%	54.1%
	50 and above	Count	5	3	8
		% within What is your age category/group (in years)?	62.5%	37.5%	100.0%
		% within What is your gender?	19.2%	27.3%	21.6%
		% of Total	13.5%	8.1%	21.6%
Total	Count	26	11	37	
	% within What is your age category/group (in years)?	70.3%	29.7%	100.0%	
	% within What is your gender?	100.0%	100.0%	100.0%	
	% of Total	70.3%	29.7%	100.0%	

Overall, the ratio of males to females in the sample is approximately 7:3 (70.3%:29.7%). Within the age category of 30 to 39 years, 66.7% were male. Within the category of males (only), 15.4% were between the ages of 30 to 39 years. This category of males between the ages of 30 to 39 years formed 10.8% of the total sample. The majority of males overall in the sample is indicative of the imbalances pertaining to past employment practices that still apply at the DoE iLembe District Office.

With regard to employee qualifications, respondents had to indicate their highest qualification, ranging from senior certificate (Grade 12) to a degree/diploma. The figure below indicates the highest qualification that the respondents have.

Figure 4.1: Employee qualifications



A little more than a third of the respondents (35.1%) had a 3-year post-school qualification. However, the majority of the respondents have at most, a school leaving certificate. None of the respondents had attained a post-graduate qualification. This could be attributed to the entry level requirement for a job in the DoE merely being a matric certificate, a requirement that has not changed in the subsequent years.

There are two divisions (sections) at the iLembe District Office namely; Human Resources Support Services (HRSS) and Financial Support Services (FSS). Human Resources support services provides leadership and direction in the formulation and implementation of policies, programs, and systems to promote efficient and effective workforce management. It also provides operational support for lifecycle employment within the Department of Education. Financial support services provide financial

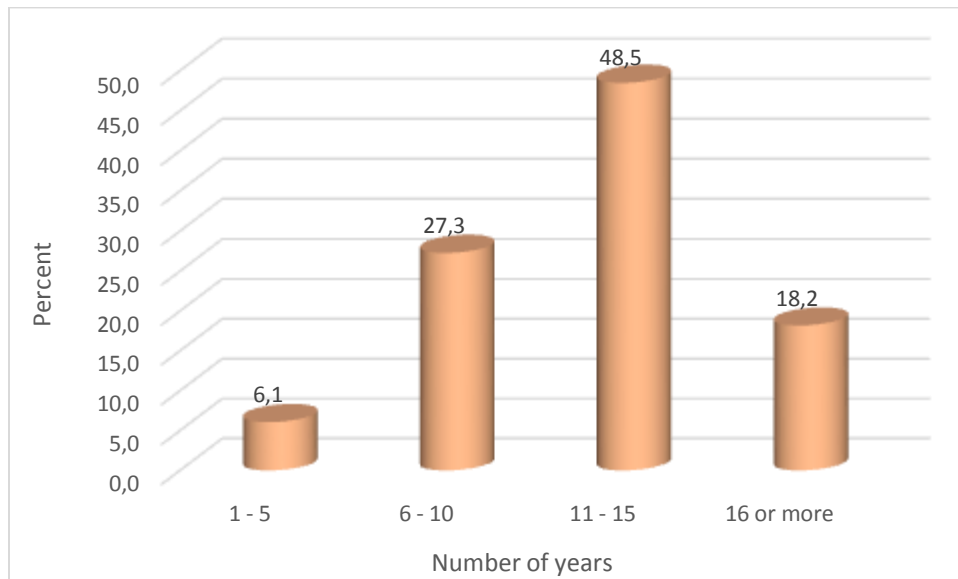
administration, supply chain management, budgets and expenditure monitoring, accounting, and salary payment services for the Department. Table 4.2 indicates the rank and the section in which the respondents work.

Table 4.2: Employee rank/ level of employment

			What is your rank?		Total
			Level 5 - 6	Level 7 – 8	
In which section are you employed?	Human Resource support services	Count	17	3	20
		% of Total	45.9%	8.1%	54.1%
	Financial support services	Count	16	1	17
		% of Total	43.2%	2.7%	45.9%
Total		Count	33	4	37
		% of Total	89.2%	10.8%	100.0%

Nearly 90% of the respondents had a rank level of 5–6. There was a somewhat equal divide in terms of the section they were employed in. Almost all respondents (90%) have the rank level of 5-6, which is the entry level. One possible explanation for this (given that 75.7% of the samples are over 40 years of age and are experienced) is the ineffective implementation of Performance Appraisal in the DoE iLembe District Office, resulting in the majority of the employees not having progressed to higher levels. The figure 4.2 below indicates the number of years of DoE work experience.

Figure 4.2: Employee work experience at the Department of Education



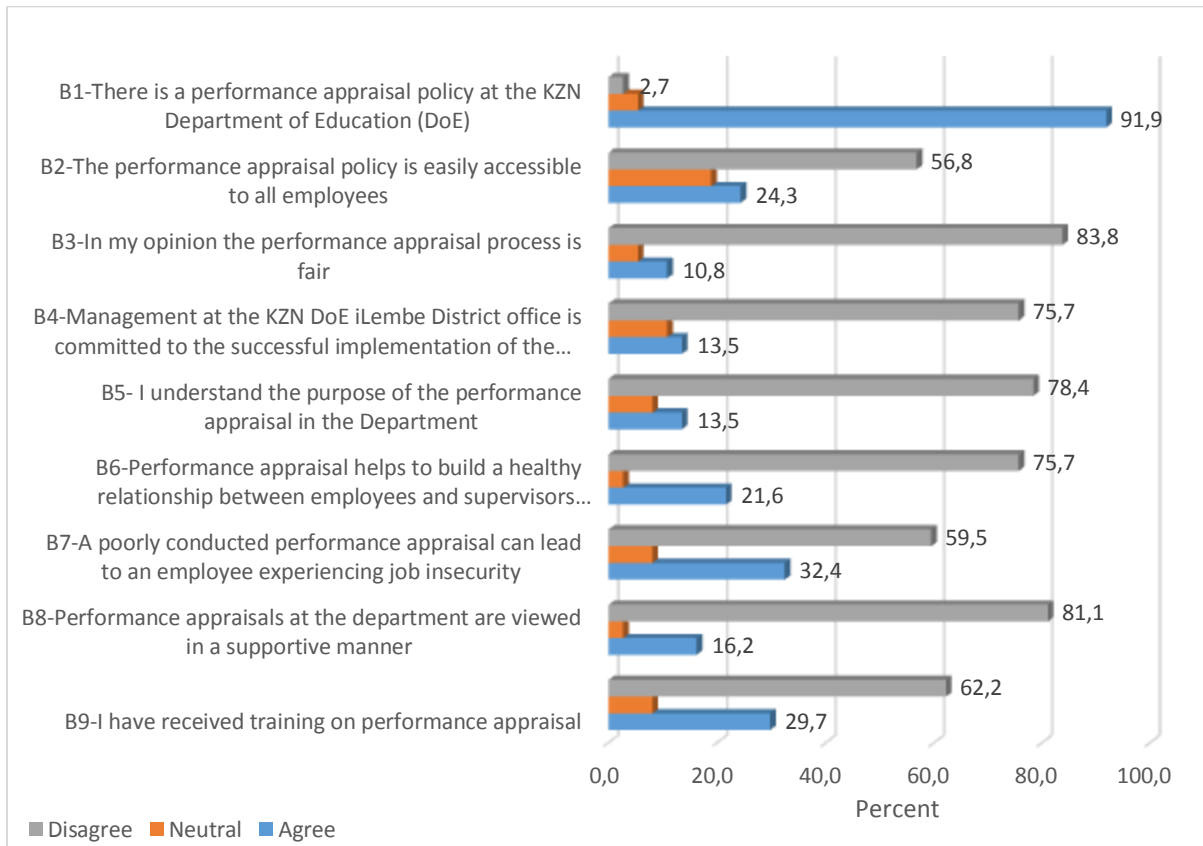
The majority of the respondents (94%) had been employed at the Department of Education for a period of more than 5 years. This is a useful statistic as it indicates that a fair proportion of the respondents have been in the profession for a while. This enhances the quality of the responses as it comes from a background of some experience. This can also be seen from the high reliability scores obtained earlier.

4.2.2 Section B: Knowledge and understanding

This section presents the employees' knowledge and understanding of Performance Appraisal both conceptually and as it is practised at the DoE iLembe District Office. Figure 4.3 illustrates the summarised scoring patterns. Excluding the first statement, which indicated a high level of agreement regarding the existence of a Performance Appraisal document (91.9%), the average level of disagreement for the remaining statements of this section was 71.6%. Three statements had an average of 60% for disagreement, namely, statements B2, B7 and B9; whilst the remaining average of 73%

for disagreement are statements B4, B5 and B6. The statements with the highest level of disagreement are B3 followed by B8.

Figure 4.3: Employee knowledge and understanding of Performance Appraisal



These results indicate that the respondents are well aware of the existence of the Performance Appraisal policy; however, policy is not easily accessible. This could mean that the employees do not have an understanding of what the Performance Appraisal policy entails. However, based on the high percentage of disagreement, it is evident that the majority of the respondents does not understand the purpose of Performance Appraisal and believe that the process is not fair. One of the study objectives was to identify whether employees understand the purpose of Performance Appraisal; these results indicate that employees do not have a clear understanding nor were they effectively trained in the Performance Appraisal process. In chapter 2, the literature review clearly revealed that Performance Appraisal should be fair and employees' lack

of knowledge on policies and processes influences the way that they perceive Performance Appraisal, which then leads to a poor outcome for the Department's expected objectives (Sekese 2011: 9).

In Section B, the following demographic variables had a statistically significant impact on employees' opinions, namely, gender, rank and the years of experience in the DoE (Appendix 9). For example, there was a strong association between the statement "In my opinion, the Performance Appraisal process is fair" and the employee's number of years of experience in the Department of Education. ($p= 0.006$). The majority of the respondents (almost 82%) do not believe that the Performance Appraisal process is fair; and of these, 18 respondents had more than 10 years of experience. This means 66.6% or more than half of all those who said the process is not fair are very experienced employees. These results suggest that employees with more years of experience in the Department are demotivated and see Performance Appraisal as a waste of time as they feel it does not add value to their growth and work performance. In addition, 70% of the employees who believe that Performance Appraisal does not necessarily improve relationships within the Department had over 10 years of work experience. Therefore, employee work experience had a significant impact on opinions regarding Performance Appraisal.

There is also a significant relationship between the statement "Performance Appraisals at the Department are viewed in a supportive manner" and the question "In which section are you employed?" Regarding the above statement, 65% of the respondents have disagreed. The majority of disagreements are from Human Resources Support Services. Therefore, the results show that majority of the respondents revealed that they were not satisfied with the way in which Performance Appraisal was being carried out in the Department, especially those who are employed in Human Resources. This could be because those in Human Resources have a better understanding of what Performance Appraisal is and how it should be implemented, so they feel it is not supportive.

There was a significant relationship between the statement “I have received training on Performance Appraisal” and the question “In which section are you employed?”. Just over half of the respondents (51.4%) had disagreed. However, 14 respondents were from Human Resources Support Services and 5 were from Financial Support Services. This means that 14/19 (73.6%) are from Human Resources Support Services. The results show that the majority of respondents did not receive training on Performance Appraisal based on the high percentage that was presented.

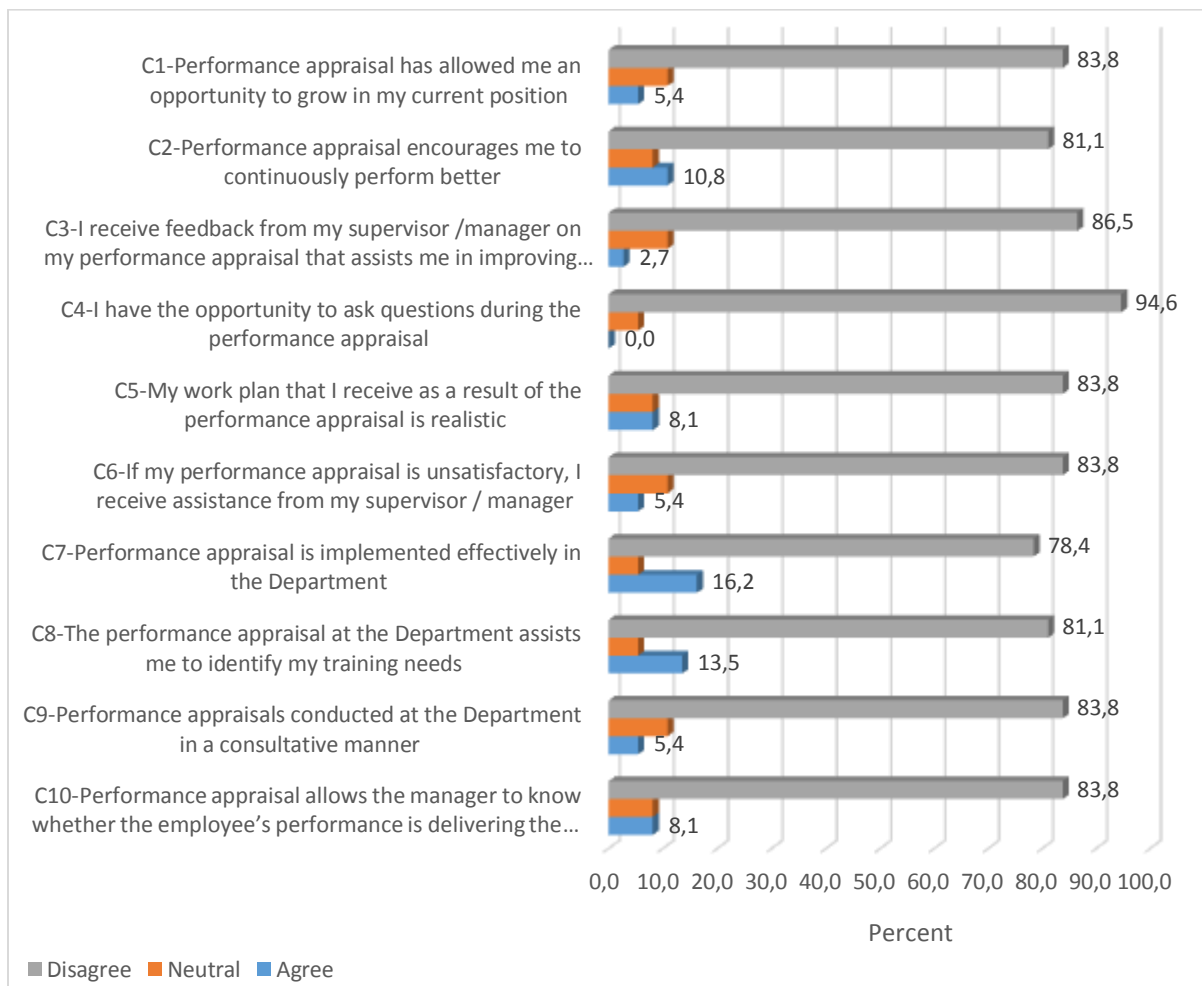
There was a significant relationship between the statement “Performance Appraisal helps to build a healthy relationship between employees and supervisors/managers” and the employee’s work experience in the Department of Education. Regarding the aforementioned statement, the majority of the respondents disagreed with the statement and 70% of those disagreements are from those with more years of experience in the Department. These respondents may have been involved or participated in the Performance Appraisal process and may have seen no difference whatsoever. According to the researcher, this could be because the same scores are given every year and they do not receive feedback from management/supervisors.

4.2.3 Section C: Effectiveness and efficiency of Performance Appraisal

This section deals with the respondents’ opinions on the effectiveness and efficiency of Performance Appraisal as it is currently implemented at the DoE iLembe District Office. Figure 4.4 presents the summarised scoring patterns. The average level of disagreement for this section is 84.1%. There is a constant and high level of disagreement with the variables in this section, for example, the statements such as C1, C2 and C3. With one of the study objectives being to gather different perceptions of the employees on the effectiveness and efficiency of the Performance Appraisal process, these results indicate that employees are very dissatisfied and they believe that Performance Appraisal is inefficient and is not implemented properly. In addition, 83.8% disagree that Performance Appraisal in the Department is conducted in a consultative

manner. Sefala (2003: 25) found that Performance Appraisal through performance feedback ensures that there is regular communication between the supervisor and the employees whilst also providing the employees with recognition for their accomplishment. However, this does not appear to be the case at the Department of Education

Figure 4.4: Employee effectiveness and efficiency of Performance Appraisal



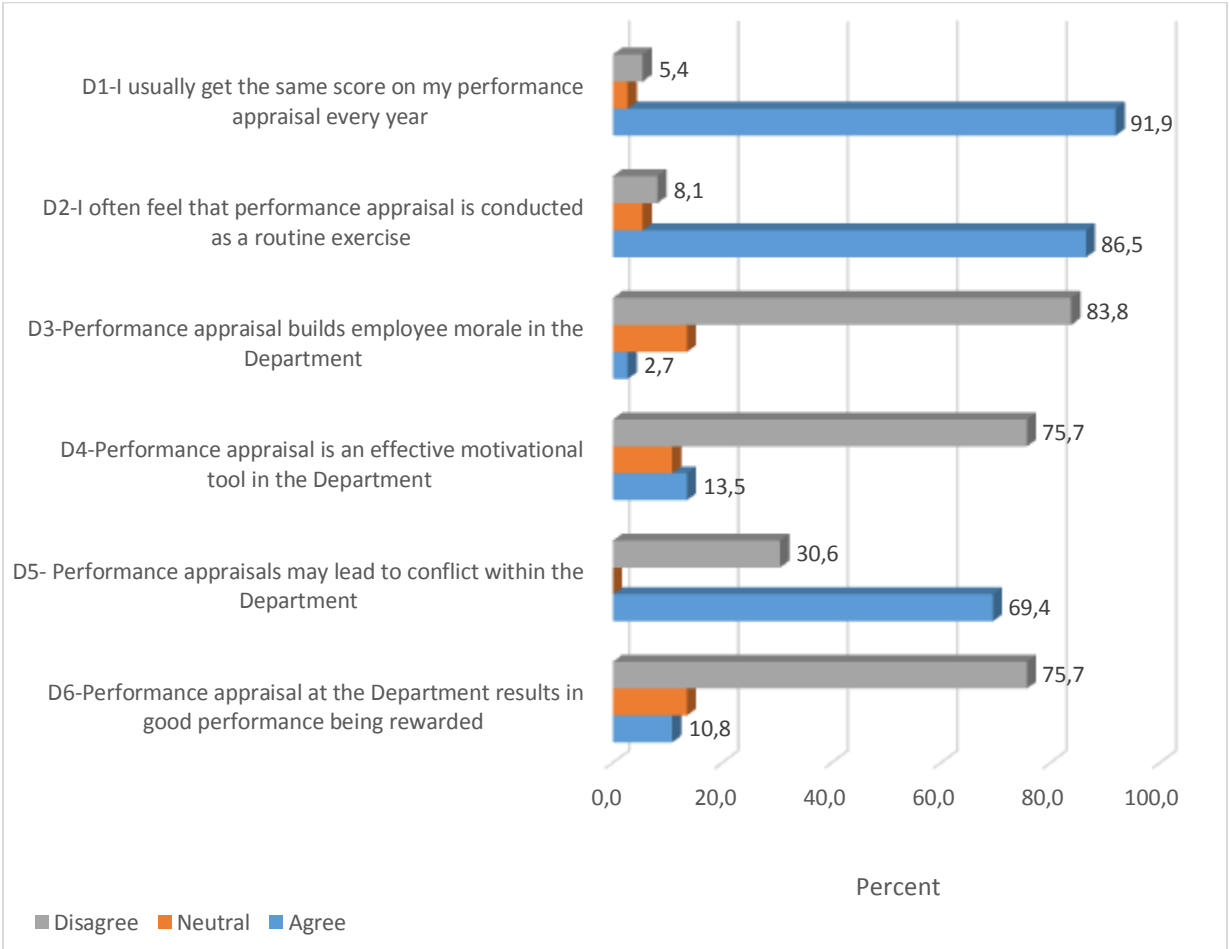
There was a significant relationship between the statement “I have the opportunity to ask questions during the Performance Appraisal” and the question “In which section are you employed?” The majority (almost 65%) of the respondents disagreed and the most disagreements are from Human Resources Support Services (54.1%). It can be said

that during the Performance Appraisal process, the respondents are not given an opportunity to ask questions. This result is especially concerning as Human Resources is argued to be the pillar of every organization; the people who work in this Department, and who should know and understand processes like Performance Appraisal themselves, believe that the process is not fair.

4.2.4 Section D: Morale and motivation

This section looks at the interrelationships between morale and motivation, employee performance and Performance Appraisal. There is some variation in the scoring patterns. The figure below presents the scoring patterns.

Figure 4.5: Employee morale and motivation



The majority of the respondents (91.9%) agreed with the statement that says “I usually get the same score on my Performance Appraisal every year”. Furthermore, 86.5% of the respondents felt that the Performance Appraisal process is conducted as a routine exercise. One of the study objectives was to study the impact of Performance Appraisal on employees’ motivation towards their daily work. In other words, employees believe that the manner in which Performance Appraisal is conducted in the Department is not motivating and does not play any role in assisting them to perform better or increase their daily performance. The study reveals that the DoE gives the same scores to employees every year, and employees feel that the Performance Appraisal does not result in good performance being rewarded. This supports the Erasmus et al. (2003: 371) theory that if Performance Appraisal remains unchanged, employees often feel that they are never recognised and rewarded for their good performance. In addition, if Performance Appraisal is done properly, it can be a very powerful tool to increase an organisation’s performance; if it is done poorly, it is just a waste of time and money and drains motivation from both the managers and employees (Sekese 2011: 8). Based on the Pearson Chi-square tests, there were no significant relationships between the statements in this section and the respondents’ demographic variables.

4.2.5 Section E: Employee general knowledge and opinions on Performance Appraisal

This section comprises open ended questions, allowing employees to express in their own words their general knowledge and opinions of Performance Appraisal as implemented at the DoE iLembe District Office. The questions and responses are presented on the following page:

4.2.5.1 Did you receive assistance from your supervisor/manager if your Performance Appraisal was unsatisfactory? Please explain.

Ninety-four percent of respondents answered no to this question. A few stated that their performance is never unsatisfactory since they all obtain the minimum score every year. Some of the other comments made regarding managerial assistance include the following: the respondents state that the system does not encourage the best performance as all employees are rewarded on a uniform percentage irrespective of whether their performance was good or poor. They stated that managers do not provide any feedback and that no incentives are provided for them, which in turn, demotivates them. Lastly, the respondents say that Performance Appraisal is done as a routine exercise. According to the researcher, this shows that Performance Appraisal is not done properly and the way it is conducted demotes employees.

4.2.5.2 Did you receive training on Performance Appraisal in your Department? If “Yes”, was this training helpful? Please explain.

The majority of respondents (72%) answered no to this question, meaning they did not receive training on Performance Appraisal. When employees receive any type of training, the Human Resources Development (HRD) office keeps documented records of the training, e.g. employees should receive training on what Performance Appraisal is about and what their roles and responsibilities are in the Performance Appraisal process. The remaining 28% answered “yes”, however, they stated that even though they received training, they still did not understand what Performance Appraisal is; and that not many understand it and lastly, that the training was not helpful. One of the study objectives was to identify whether employees understand the purpose of Performance Appraisal, and these results indicate that this is not the case for employees at the DoE iLembe District Office.

4.2.5.3 What are your suggestions on how Performance Appraisal may be implemented more effectively in the Department?

Only 27% of the employees responded to this question. Suggestions included the following: managers should appraise employees according to their performance; funds should be made available to reward performing employees so that they may progress to a higher level or rank; clear job descriptions and feedback should be provided to all employees; and courses should be provided for those who are underperforming. Several respondents state that good performance should be rewarded at all times, even for those employees who were already on the maximum salary. These responses proves the argument by Sefala (2003: 5) that Performance Appraisal focuses on managing people and their performance in a work place, and thereby may be used to achieve organisational goals and improve employees' performance.

4.3 Presentation and discussion of results (Management)

The analysis and discussion that follows is organised according to the various sections comprising the management questionnaire, commencing with Section A (demographic data). The next four sections analyse the scoring patterns of the respondents per variable per section. There are three sections of close-ended questions (Sections B, C and D) and Section E consists of open-ended questions. Where applicable, levels of disagreement (negative statements) were collapsed to show a single category of "Disagree". A similar procedure was followed for the levels of agreement (positive statements). This is allowed due to the acceptable levels of reliability, as discussed in Chapter 3. The results are first presented using summarised percentages for the variables that constitute each section. Results are then further analysed according to the importance of the statements.

The following statements appeared on both the Employee and the Management questionnaire (Table 4.3). This allows direct comparison of the opinions of managers and employees.

Table 4.3: Employee and management questionnaire comparison

Statement	Employee questionnaire	Management questionnaire
There is a Performance Appraisal policy at the KZN DoE.	B1	B3
The Performance Appraisal policy is easily accessible to all employees.	B2	B4
I clearly understand the purpose of the Performance Appraisal process in the Department.	B5	B5
The Performance Appraisal at the DoE assists me to identify my staff's training needs.	C8	C10
Performance Appraisal is conducted at the Department in a consultative manner.	C9	C11
I feel that Performance Appraisal improves the morale of the employees at DoE.	D3	D2
Performance Appraisal must always be reward driven.	D6	D3
Performance Appraisal results in team conflict.	D5	D5

4.3.1 Section A: Demographic Data

In total, 30 questionnaires were distributed to management and 8 were returned which gave a 27% response rate. This section summarizes the biographical characteristics of the respondents. Table 4.4 below describes the overall gender distribution by age for the management sample.

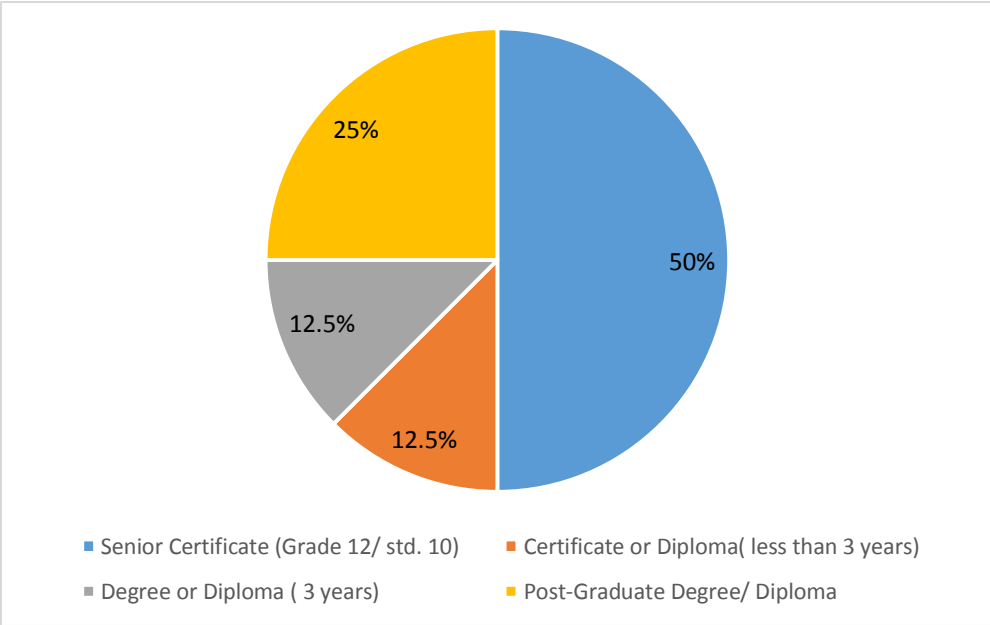
Table 4.4: Management gender distribution by age

		What is your gender?		Total
		Male	Female	
What is your age category/group (in years)?	Count	0	2	2
	% within What is your age category/group (in years)?	0.0%	100.0%	100.0%
	% within What is your gender?	0.0%	28.6%	25.0%
	% of Total	0.0%	25.0%	25.0%
40 - 49	Count	1	5	6
	% within What is your age category/group (in years)?	16.7%	83.3%	100.0%
	% within What is your gender?	100.0%	71.4%	75.0%
	% of Total	12.5%	62.5%	75.0%
50 and above	Count	1	7	8
	% within What is your age category/group (in years)?	12.5%	87.5%	100.0%
	% within What is your gender?	100.0%	100.0%	100.0%
	% of Total	12.5%	87.5%	100.0%
Total	Count	1	7	8
	% within What is your age category/group (in years)?	12.5%	87.5%	100.0%
	% within What is your gender?	100.0%	100.0%	100.0%
	% of Total	12.5%	87.5%	100.0%

Overall, the ratio of males to females in the sample is 1:8 (12.5%:87.5%). Given that 70% of the managers at the iLembe District Office are male, this result indicates that more females were willing to participate in this study. The lack of male manager participation may be due to disinterest, the perception that participation in the study was time consuming and/or the belief that the end results of the study would not make any difference towards a better understanding and implementation of the Performance Appraisal (Markanday, Brennan, Gould and Pasco 2013: 2). It also suggests that there may be underlying issues along gender lines within management at the iLembe District Office. Regarding the age dispersion of the overall sample, (83.3%) of the respondents who are above the age of 50 were females. Within the category of “Females” (only), 71.4% were older than 50 years. This category of “Females Older Than 50 Years” formed 62.5% of the total sample.

Regarding managers' qualifications, the respondents had to indicate their highest qualification ranging from a senior certificate to a post-graduate degree/diploma. The figure below indicates the qualification levels of the respondents.

Figure 4.6: Management highest qualifications



Fifty percent of the respondents had a Senior Certificate only. The remaining respondents had a post-school qualification. This is a useful statistic as it indicates that a fair proportion of the respondents have some form of qualification. This enhances the quality of the responses as it comes from a background of knowledgeable respondents.

Since 75% of the sample is above the age of 50 years, this possibly explains why half the sample is in possession of a Senior Certificate only. At the time at which these respondents were hired in this Department, a Senior Certificate was the required qualification. However times have changed, as the results show that 25% of the respondents now have a post-graduate degree/diploma. This is supported by the cross tabulation in Table 4.5.

Table 4.5: Management qualification and age

	What is your age category/group (in years)?		Total
	40 – 49	50 and above	
What is your highest Senior Certificate Count (Grade 12/ std. 10) % within What is your highest qualification?	2 50.0%	2 50.0%	4 100.0%
% within What is your age category/group (in years)?	100.0%	33.3%	50.0%
% of Total	25.0%	25.0%	50.0%
Certificate or Count	0	1	1
Diploma(less than 3 years) % within What is your highest qualification?	0.0%	100.0%	100.0%
% within What is your age category/group (in years)?	0.0%	16.7%	12.5%
% of Total	0.0%	12.5%	12.5%
Degree or Diploma (3 years) Count	0	1	1
% within What is your highest qualification?	0.0%	100.0%	100.0%
% within What is your age category/group (in years)?	0.0%	16.7%	12.5%
% of Total	0.0%	12.5%	12.5%
Post-Graduate Degree/ Diploma Count	0	2	2
% within What is your highest qualification?	0.0%	100.0%	100.0%
% within What is your age category/group (in years)?	0.0%	33.3%	25.0%
% of Total	0.0%	25.0%	25.0%
Total Count	2	6	8
% within What is your highest qualification?	25.0%	75.0%	100.0%
% within What is your age category/group (in years)?	100.0%	100.0%	100.0%
% of Total	25.0%	75.0%	100.0%

Regarding managers' rank, respondents had to indicate their ranks or levels as it ranges from level 7 to level 12. The Table 4.6 below indicates the rank of the respondents.

Table 4.6: Management rank/level

	Frequency	Percent
Level 7 - 8	5	62.5
Level 9 - 12	3	37.5
Total	8	100.0

The majority of the respondents (62.5%) had a rank level of 7-8. These are from the middle management who supervises employees on a daily basis at work. They are also responsible for conducting Performance Appraisal for the employees. The remaining respondents (37.5%) are top level management and they ensure the smooth running of the organisation and ensure that all policies are implemented effectively.

Table 4.7 below indicates the relationship between “How many years of experience in the Department of Education?” and “In which section are you employed?”

Table 4.7: Management experience by section employed

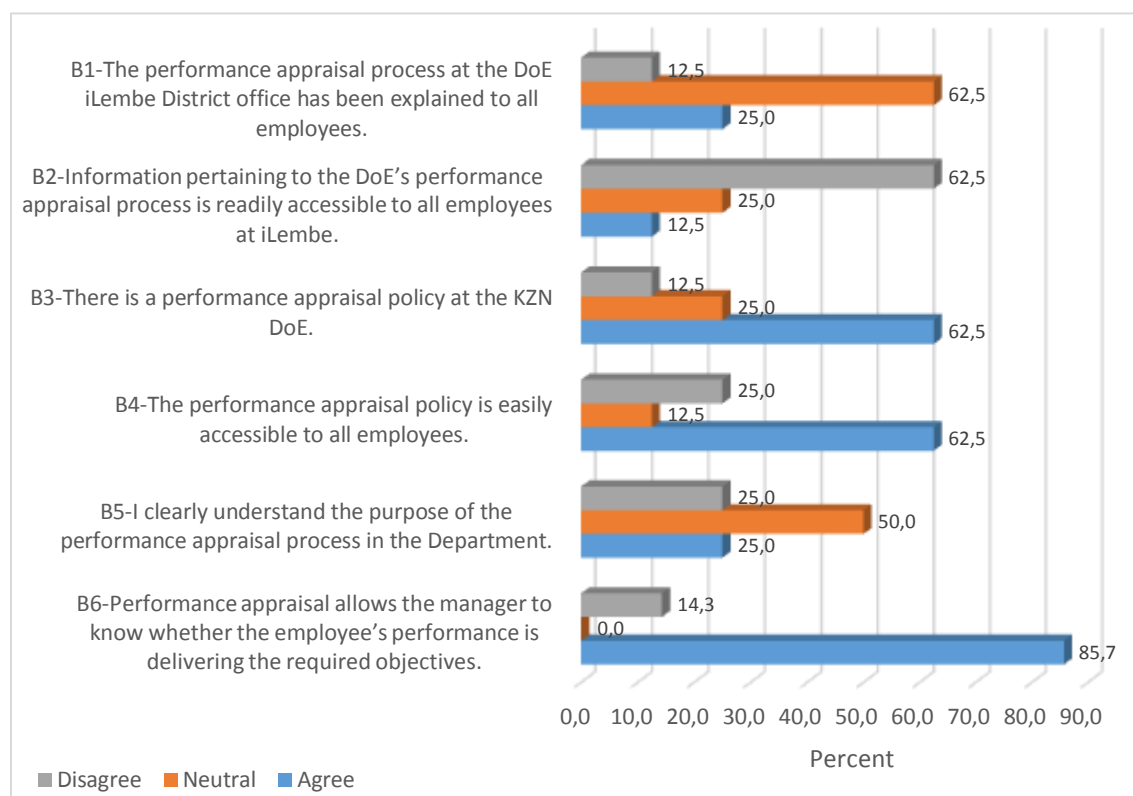
		In which section are you employed?		Total
		Human Resource Support Services	Financial Support Services	
How many years of experience in the Department of Education?	11 – 15	Count	0	1
		% of Total	0.0%	14.3%
16 or more		Count	3	6
		% of Total	42.9%	85.7%
Total		Count	3	7
		% of Total	42.9%	57.1%

Nearly 86% of the respondents indicated that they had been at the DoE for at least 16 years. The results on working experience at the DoE correspond with participants' age, since it was earlier indicated that the majority of respondents are 50 years or older. Therefore, many managers have built their careers at the DoE.

4.3.2 Section B: Knowledge and understanding of Performance Appraisal

This section deals with the management's knowledge and understanding of Performance Appraisal.

Figure 4.7: Management knowledge and understanding of Performance Appraisal.



The following patterns are observed:

- Three of the statements show higher levels of agreement (B3, B4, B6), one is predominantly a disagreement (B2) with the remaining 2 being neutral (B1, B5).
- The highest levels are similar across the statements, except for the last statement, where nearly 86% of the respondents agreed with the statement.

The results for statement B1 reveals that the majority (62.5%) of managers remained neutral to this statement , whereas 25% of the respondents agreed with the statement. This could be because they felt that as much as it has been explained, they still have no understanding of what it entails. However, 62.2% of the employees in the DoE disagreed with this statement, arguing that Performance Appraisal was not explained to them. Majority of the respondents (63%) disagreed with statement B2, this could be because managers know that the Performance Appraisal of the DoE is not easily accessible to the employees and that Performance Appraisal is not done according to its policy, but rather for the sake of doing it. The results for statement B3 shows a significant agreement (62.5%) that there is a Performance appraisal policy at the DoE, probably because Performance Appraisal has to be submitted annually.

The results for statement B4 also raises a concern as almost 62.5% of management agreed with the statement, however these results were not similar to that of the employees as the majority (56.8%) of the employees argued that Performance Appraisal was not easily accessible. Fifty percent of the respondents remained neutral with the statement B5 and (25%) of the respondents disagreed with the statement. This could be because training on Performance Appraisal is not done frequently and that most respondents do not understand the purpose of Performance Appraisal but they are doing it only because they feel they are compelled to do so. The result for statement B6, namely that almost (86%) of managers believe that Performance Appraisal allows them to determine if an employee is delivering the required objectives, is crucial. The literature shows that the purpose of Performance Appraisal is to provide an accurate measure of how well a person is performing in the job (Sefala 2003: 5).

Chi-square tests were done by variable (statement) for each section of the Management's questionnaire to determine whether the differences in the scoring patterns per statement were significant across management age, gender, and other demographic characteristics.

In Section B, the following gender and experience had a statistically significant impact on the managements' opinion (Appendix 10). For example, there was a significant relationship between the statement "The Performance Appraisal process at the DoE iLembe District Office has been explained to all employees" and the question "What is your gender?". Regarding the above statement, 71.4% of the respondents were neutral. Since the majority of the respondents were females (seven females and one male), this implies that most of the female managers were neutral. The reason for them to be neutral could be because they felt that if they disagree with the statement, they could expose the Department and also because they do not want to reveal their lack of knowledge on the processes of Performance Appraisal. The sole male manager in the sample disagreed with the statement, meaning it has not been explained to all employees.

There was also a significant relationship between the statement "The Performance Appraisal policy is easily accessible to all employees" and the question "How many years of experience in the Department of Education?" The majority of agreements (83,3%) were from those who have 16 years and more of experience in the Department. This could mean that those with more years of experience in the Department can easily access the Performance Appraisal policy as some of them agreed that they know about the policy but lack the understanding of its purpose.

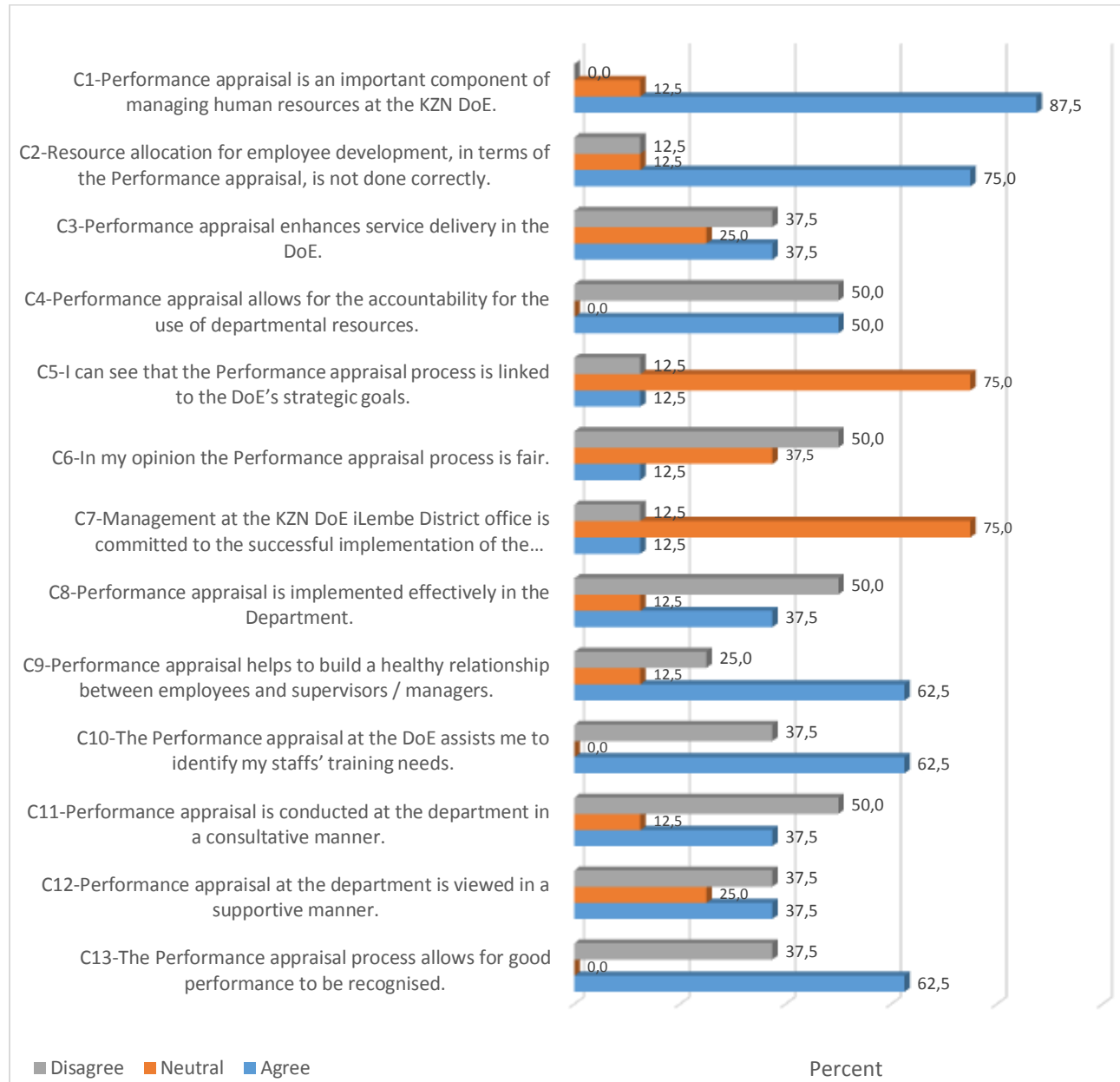
There was also a significant relationship between the statement "I clearly understand the purpose of the Performance Appraisal process in the Department" and the question "How many years of experience in the Department of education?". Almost (67%) of the respondents were neutral and yet they have 16 and more years of experience in the Department. Only (33, 3%) agreed with the statement, indicating that despite their years of experience, the majority of managers are still unclear about the purpose of Performance Appraisal.

4.3.3 Section C: Effectiveness and efficiency of Performance Appraisal

This section is concerned with the respondents' opinions regarding the effectiveness and efficiency of Performance Appraisal as it is currently implemented at the DoE iLembe District Office. Results are given in Figure 4.8. The following overall patterns are observed:

- Five of the statements show higher levels of agreement (C1, C2, C4,C9,C10 and C13). Four statements show relatively higher levels of disagreement (C4,C6,C8,C11), with the remaining two being neutral (C5, C7).
- The highest levels are similar across the statements (C2,C5,C7) and (C9, C10, 13) except for the last one where nearly 88% of the respondents agreed with the statement.

Figure 4.8: Management efficiency and effectiveness of Performance Appraisal



With regards to the statement C1, the majority of the respondents (87.5 %) agreed with the statement. This means that Performance Appraisal is generally accepted as a useful approach to managing people and it focuses on people (Mntambo 2011: 10). The majority of the respondents (75%) agreed with the statement C2. This means that the

implementation of Performance Appraisal in the Department needs to be re-evaluated in order for it to meet its objective and/or purpose as stated in chapter 2.

Results from statement C3 show that 37.5% of respondents agreed with the statement, 37.5% of respondents disagreed with the statement and 25% were neutral. Given the equal percentage of agreements and disagreements, these results are concerning. One may speculate that the respondents who disagreed with the statement were being honest (especially since another 25% of respondents were unsure of the effect of Performance Appraisal on service delivery in the district), whilst those who agreed were reluctant in giving an honest response, perhaps because they did not want to humiliate themselves as they form part of management. Research suggests that Performance Appraisal is an ideal way to communicate and reinforce organisational values which will help to increase employees' performance and improve service delivery (Gul et al. 2010: 515).

The results for statement C4 show that (50%) of respondents agreed with the statement, whereas another (50%) of the respondents disagreed with the statement. These results suggest that management should involve employees in setting clear, challenging yet attainable goals and objectives, and give them the authority to accomplish those goals (Maluleke 2011: 36). In terms of statement C5, the majority of the respondents (75%) remained neutral to this statement, perhaps because they were not familiar with how Performance Appraisal is implemented in the DoE.

The result for statements C6, C9, C11 and C12 shows that Performance Appraisal helps build healthy relationships between employees and supervisors, only if it is conducted in a fair and consultative manner. This argument is supported by the results of this study as 50% of the respondents disagreed with the statement C6; and another 50% of the respondents disagreed with the statement C11. Furthermore, Performance Appraisal would be considered fair if more of the respondents agreed that it is viewed in a supportive manner (C12), apart from the few (37.5%) who had agreed with the statement.

The results for statement C12 (37.5%) corresponds with the results on the Employees' questionnaire C9 (83.8%), where respondents disagreed with the statement. Managers view Performance Appraisal as a compliance issue rather than a tool to monitor the performance of individuals with an aim to achieve the Departmental goals (Tlowane 2009: 54). The result for statement C8 (50% disagreement) corresponds with the results on the Employees' questionnaire C7 (78.4% disagreement). This implies that the manner in which Performance Appraisal is implemented in the DoE needs to be improved as the majority of both the managers and the employees disagree that Performance Appraisal is implemented effectively.

In terms of the statement C10, the majority of the participants (62.5%) agreed with this statement, however (81.1%) of employees disagreed with this statement. This means that Performance Appraisal does not assist employees with the training they require as employees have said that it is done as a routine exercise. This then shows that it does not tell which employees perform best and who needs assistance; and that management needs to enhance the DoE Performance Appraisal system in order to make the training needs more clear for the employee. The Department should take full responsibility in ensuring that all employees, whether appraisers or appraisees, are provided with the proper training that will enable them to implement Performance Appraisal properly (Sekese 2011: 71). Results indicated by responses to statement C13 reveal that there is a degree of unfairness when implementing Performance appraisal for managers in comparison to the high level of disagreement from employees (83.8%), as the majority of managers agreed with the statement.

The chi-square test results for section C indicate several significant relationships between the demographic characteristics of the respondents and their opinions (Appendix 10). For example, there was a significant relationship between the statement "Performance Appraisal is an important component of managing human resources at the KZN Department of Education" and the question "What is your highest qualification?" The majority of the respondents (87.5%) agreed with the above statement; most of these managers have a Senior Certificate as their highest

qualification and have achieved management positions due to their years of service in the Department. However, half of the respondents remained neutral when asked in section B whether they understand the purpose of the Performance Appraisal process in the Department, implying that although they believe Performance Appraisal plays an important role, this is not happening at the iLembe District Office.

There was also a significant relationship between the statement “Performance Appraisals allows for accountability for the use of Departmental resources” and the question “In which section are you employed?” Most disagreements (80%) are from the Financial Support Services. These managers disagree with the statement and this could be because there is a general perception that Performance Appraisal is done as a routine exercise. However, all three respondents from Human Resources Support Services agreed with the statement. Their reasons for agreeing could be because they are aware that Performance Appraisal should be viewed as one of the Human Resource programs and that its purpose is to motivate and reward good performance.

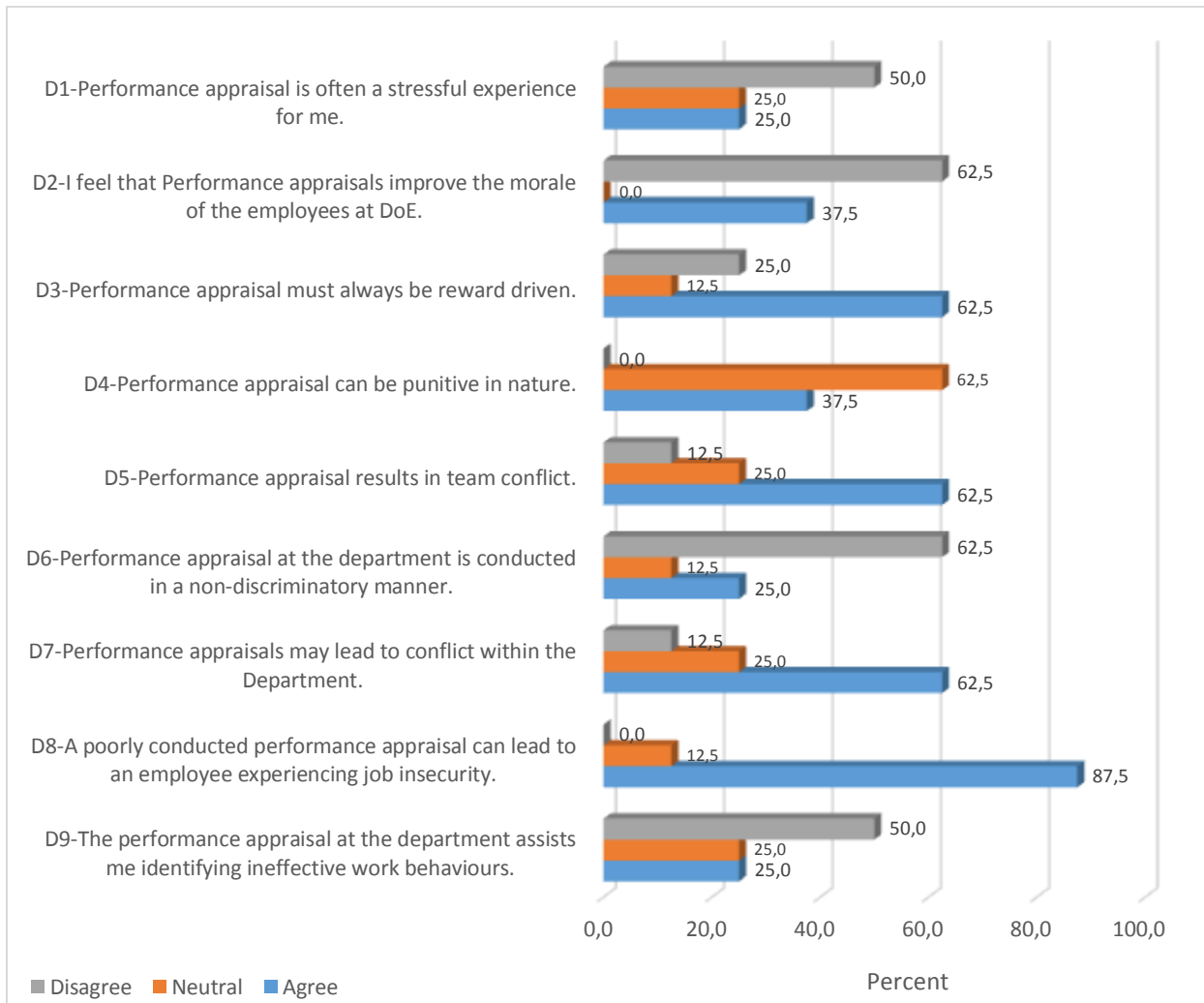
There was also a significant relationship between the statement “I can see that the Performance Appraisal process is linked to the DoE’s strategic goals” and the respondents’ age and years of experience in the Department. Seventy-five percent of the respondents overall were neutral about this statement (Figure 4.8), and all these managers are in the 50 and above age category. These respondents are managers who have been in the Department for a long time and their response raises some concern. Those being neutral could mean that they themselves do not see the relationship between Performance Appraisal and the Departmental goals. Furthermore, the majority of the respondents (83.3%) who have 16 or more years of experience were neutral on this statement. This implied a lack of understanding of what Performance Appraisal is, regardless of the years of experience that they have in the Department. One respondent who has 11 to 15 years of experience disagreed with the statement implying that managers themselves do not see a clear link between the DoE’s strategic goals and Performance Appraisal, or possibly how the latter could be used to achieve the goals of the Department.

There was also a significant relationship between the statement “Management at the KZN DoE iLembe District Office is committed to the successful implementation of the Performance Appraisal process” and the respondents’ age and years of experience in the Department. The result revealed that the older respondents remained neutral. This is concerning because, experienced employees at management level could not give a definitive response, choosing rather to remain neutral. At their level, they are expected to execute policies and ensure that they are successfully implemented. In addition, the respondents’ years of experience in the DoE had an influence in the responses of whether or not management at DoE iLembe District is committed to the successful implementation of the Performance Appraisal process. However, the results did not correlate with the link between the two statements as they revealed that majority (83.3%) belong to the ‘16 Years and More Experience’ category. These results therefore imply that managers should be provided with proper training that will enable them to implement Performance Appraisal properly (Sekese 2011: 71).

4.3.4 Section D: Morale and motivation

This section looks at the effect that Performance Appraisal has on the management morale and motivation at the DoE iLembe District Office. Figure 4.9 refers.

Figure 4.9: Manager morale and motivation



The results for statements D1, D6, D7 and D9 show that for managers at the iLembe District Office, Performance Appraisal is often a stressful experience. The process is conducted in a discriminatory manner and can lead to conflict within the Department.

Furthermore, Performance Appraisal does not assist managers in identifying ineffective work behaviours.

The results for statements D2, D5 and D8 shows that Performance Appraisal does not improve employees' morale, resulting in team conflict which thus leads to employees experiencing job insecurity when poorly conducted. This argument is supported by the high level of agreement (87.5%) for statement D8; and another 62.5% of respondents agreed with statement D5; also 62.5% disagreed with statement D2. The results for statement D3 and D4 further suggests that Performance Appraisal needs to be reward driven and should not be punitive in nature.

Both managers (63%) and employees (84%) disagreed with the statement that Performance Appraisal improves the morale of employees in the Department. This means that Performance Appraisal needs to aim at encouraging and empowering both managers and employees to perform more effectively. Although the majority of managers agreed with the statement D3, the results from employees reveal that the Performance Appraisal does not reward good performance in DoE. This issue is examined further in Section E of the Management questionnaire. Both managers and employees feel that the Performance Appraisal may lead to internal conflict. This might be caused by employees who feel that the Performance Appraisal results are biased, as they might feel that certain employees were given a higher score when in fact they did not deserve or work hard to accomplish it. In addition, employees with a high level of education might feel victimised when given a low score by managers that hold a Senior Certificate and might feel that those managers view these employees as a threat.

Based on the Pearson chi-square test statistics, there were no significant associations between the managers' demographic characteristics and their responses in Section D. However, responses in the open-ended questions in Section E provide further clarity.

4.3.5 Section E: Management general understanding and opinion on Performance Appraisal

This section comprises open-ended questions, allowing managers to express their general understanding and opinions of Performance Appraisal as implemented at the DoE iLembe District Office. The questions and responses are presented below:

4.3.5.1 Does the Performance Appraisal reward employees' good performance in your Department?

The majority of the respondents (87.5%) answered no to this question even though 62.5% believed that performance should be reward driven (Statement D3). Almost all of them stated that there are no funds available to reward good performance. This response explains why employees said that Performance Appraisal does not encourage best performers; it is because all employees are awarded on a uniform percentage, and they are always told no funds are available for rewarding best performance.

4.3.5.2 As a manager/supervisor do you think Performance Appraisal allows you to know whether the employees' performance is delivering the required objectives?

To this question, the majority of the respondents (62.5%) answered "no". Reasons given for this opinion include: Performance Appraisal is not implemented effectively in the Department; required objectives are not measured; and that employees on maximum scales are not rewarded. There was a significant relationship between this question and age. Older respondents with greater experience answered "no". This result is important because it indicates that managers with a wealth of experience do not have confidence in the Performance Appraisal policy, its implementation or that it is accomplishing the intended objectives.

4.3.5.3 Is Performance Appraisal conducted at the DoE in a consultative manner?

The majority of the respondents (83.8%) answered no to this question. Likewise, results for C11 (Figure 4.8) indicate that 50% of the management also disagreed that Performance Appraisal was conducted in a spirit of consultation at the Department. The respondents stated that Performance Appraisal is done in the DoE for the sake of doing it; it is done as a formality and everyone is given the same score to meet the minimum requirement of Performance Appraisal. The employees (86.5%) also believed that Performance Appraisal is done as a routine exercise and that everyone was given same score (satisfactory score) every year (Figure 4.4).

4.3.5.4 What are your suggestions on how Performance Appraisal may be implemented more effectively in your Department?

Almost (37.5%) decided not to answer this question. The remaining (62.5%) suggested that good performers should be rewarded with money; reports should be done quarterly and should evaluate employees individually. However, the Department of Education conducts Performance Appraisal annually (at the end of each financial cycle), a uniform scoring method is used, and as discussed earlier, there are seldom any financial rewards. Individual Performance Appraisal is recommended to provide an accurate measure of how well a person is performing in the job (Sefala 2003: 5).

4.4 Conclusion

The purpose of this chapter was to interpret and analyse the research findings. It dealt with the perceptions of employees and the management towards Performance Appraisal as a human resources tool and how it is implemented within the Department of Education, iLembe District Office. The study results revealed that while both groups are aware that a policy exists (average 62.5% agreement), as far as the employees are concerned the policy is not easily accessible. Both employees and the management lack a clear understanding regarding the process of Performance Appraisal and mostly, employees believe that Performance Appraisal is ineffectively implemented in the Department. The main reasons given for this opinion are that Performance Appraisal is not done according to its policy but is done for the sake of doing it; it is done in a uniform manner where every employee is given the same average score every year; and most employees said that Performance Appraisal is not conducted in a consultative manner. Finally, regarding the impact of Performance Appraisal on employee morale, it was found that Performance Appraisal does not improve employees' morale and often results in team conflict in the Department. The following chapter (chapter 5) will deal with the conclusion and recommendations of the study.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Performance Appraisal refers to a formal and systematic process by means of which the job-relevant strengths and weaknesses of employees are identified, observed, measured, recorded and developed. The overall aim of this research was to improve the understanding and implementation of Performance Appraisal of the administrative workers in the KZN Department of Education. The iLembe District Office of the DoE was chosen as a case study. The sample focused on those workers employed in grades 5- 6 (described as employees for the purposes of the study) and those workers employed in a managerial capacity (grades 7-12). The specific research objectives within the context of iLembe District Office were to:

- Identify whether employees and managers understand the purpose of Performance Appraisal;
- Study the impact of Performance Appraisal on employees' motivation to perform their daily work;
- Gather the perceptions of employees and managers on the effectiveness and efficiency of the Performance Appraisal process; and
- Make recommendations regarding the implementation of the Performance Appraisal process at the Department of Education.

This chapter will revisit the research objectives stated above, summarise the findings of this research in light of these objectives, provide recommendations based on the findings and suggest directions for future research.

5.2 Summary and conclusions

The following conclusions are drawn from the research findings:

5.2.1 Do managers and employees understand the purpose of Performance Appraisal?

The literature identified some reasons for Performance Appraisal, which is to provide an accurate measure of how a person is performing on the job. It encourages communication between the manager and the employee through performance feedback and promotes the wellbeing of an organisation in making sure that the services rendered uplifts the client and maintains the highest standard of performance.

The research findings showed that managers and employees were aware that the Performance Appraisal policy for the DoE was in place. 91.2% of the employees and 62.5% of the managers agreed that such a policy existed. However, both the employees and the management did not clearly understand the purpose of Performance Appraisal. The results further showed that 78.4% of the employees and 25% of management did not clearly understand the purpose of the Performance Appraisal process in the Department. This is concerning as these responses were from individuals with long years of service at the DoE. Moreover, 50% of the management remained neutral when asked if they clearly understood the policy. A possible reason for employees' lack of understanding is that they were not effectively trained in the Performance Appraisal process. Only 29.7% of the employees reported that they had received training.

Given that one of the purposes of Performance Appraisal is to measure employee performance with a view of identifying training needs, this study found that 62.5% of the managers agreed that Performance Appraisal assisted them in identifying their staff's training needs. However, 81.1% of the employees showed a high level of disagreement.

Regarding the impact of Performance Appraisal on improving communication within an organisation, this study found that 83.8% of the employees and 50% of the managers disagreed that Performance Appraisal is conducted at the Department in a consultative manner. Ninety-four percent of the employees also showed that they did not receive feedback from the managers as to whether or not their performance was unsatisfactory.

The main conclusion that can be drawn from the research on this issue is that when Performance Appraisal was introduced, the training provided at the Department of Public Service and Administration (DPSA) assumed that every worker in the Department understood the whole purpose and aim of the policy, when in fact management and particularly employees were still unclear about the main purpose of Performance Appraisal.

5.2.2 How does performance appraisal influence employee motivation and morale?

An employee's performance on the job depends on both his/her ability and motivation to perform the job. The latter could be provided through awards or money. In addition, Performance Appraisal should be carried out to motivate the employees and thereby increase their morale. Performance Appraisal, when conducted poorly, is a waste of time and drains motivation from both the management and the employees.

The research findings showed that Performance Appraisal in the Department does not encourage and improve employees' motivation. Furthermore, according to employees, the manner in which Performance Appraisal is conducted in the Department is not motivating. Almost 87% of the employees believed it was conducted as a routine exercise. Since most of the employees reported getting the same scores (91.9%), it is unclear as to whether the Performance Appraisal process plays any role in assisting the employees to perform better. Concerning the effect of Performance Appraisal on morale

within the Department, 83.8% of the employees and 62.5% of management had the opinion that it did not improve the morale of workers at the DoE.

The main conclusion that can be drawn from the research conducted on these issues is that the Performance Appraisal process at the DoE is done for the sake of meeting the policy requirement and to ensure that reports are submitted as proof that the Department follows the protocol just like any other government Departments. The underlying factors contributing to this result includes a lack of understanding of the Performance Appraisal purpose and process as well as insufficient funds to reward good performance, which would be reflected in higher appraisal scores.

5.2.3 What are the perceptions of employees and managers on the effectiveness and efficiency of the Performance Appraisal process?

The literature showed that Performance Appraisal, when implemented correctly, can benefit both the employee and the organisation. Performance Appraisal can help improve employees' performance and assist them in being more productive. The literature further showed that when Performance Appraisal is carried out correctly, it can act as a very powerful tool to increase employee performance and improve service delivery.

The research findings showed that overall, the employees and management believe that Performance Appraisal is not done in an efficient and effective manner. Almost 79% of the employees and 50% of the managers disagreed that Performance Appraisal is implemented effectively in the Department. Although 36% of managers agreed that Performance Appraisal was implemented effectively, half of them had a neutral opinion, implying some discomfort of employees and managers with this issue. However, 62.5% of the management agreed that when the Performance Appraisal process is implemented correctly, it allows for good performance to be recognised.

This research has shown a significant relationship between the demographic characteristics of the respondents and their opinions. The research also showed that there was a significant relationship between the management at the KZN DoE iLembe District office being committed to the successful implementation of the Performance Appraisal process and respondents' ages and years of experience in the Department.

The research conclusion that can be drawn from these issues is that, because of the poor introduction or training on Performance Appraisal, managers feel that the Performance Appraisal process is complicated and therefore take the easy way out by giving the same average scores to employees every year, irrespective of good or poor performance. This has led to both the managers and the employees dreading the implementation of the Performance Appraisal process. It was also suggested that the managers do not want to take charge and admit that they lack an understanding of Performance Appraisal and require assistance to remedy the situation or arrange for proper training. Finally, 69.4% of the employees and 62.5% of management agreed that the Performance Appraisal process can lead to friction and team conflict within the Department.

5.3 Recommendations

Looking at the aforementioned conclusions, related recommendations are as follows:

5.3.1 Provide proper training

Training on the implementation of Performance Appraisal should be provided to workers on an on-going basis with special attention being given to its purpose and process so that both the managers and the employees have a clear understanding of the policy and will thereby be able to implement it effectively. The Department of Public Service and Administration, which is responsible for setting the Performance Appraisal policy and providing the necessary training, should work more closely with the DoE in ensuring that the appropriate training is provided. The DPSA should also monitor the Performance Appraisal process, at least in its initial stages. Employees should also take on the responsibility of familiarising themselves with the Performance Appraisal policy and its requirements. By doing so, they can question their managers if they are dissatisfied with the way in which the management had evaluated their performance.

5.3.2 Reward good performance

Good performance must be recognised and rewarded in some way. Performance Appraisal is perceived as one of the tools to improve the morale and motivation of employees, help them to progress to the next level/rank of employment within the organisation and lastly, to improve overall service delivery. Therefore funds should be made available to reward good performance and to provide developmental training for the underperformers. Should funds not be available, good performers may also be rewarded with certificates, trophies, or by giving courtesy time off.

5.3.3 Adherence to correct the Performance Appraisal protocol and procedures by all role-players

Performance Appraisal should be seen as a joint exercise for both the management and the employees. Management should keep a proper timetable for the submission of the performance instruments through the provision of quarterly reports and annual reports. Managers must monitor employees continuously and make sure that all their performance evaluation documents have been done correctly and are submitted according to the policy framework. This will assist managers in identifying the strengths and weaknesses of each employee and the knowledge of which areas of performance need to be further developed.

5.3.4 Appraise employees individually

During the Performance Appraisal process, managers should appraise employees individually. This will enable the managers to measure an employee's work against the standard performance measures. Each individual Performance Appraisal also provides recognition and feedback to the employee because the manager and the employee are allowed the opportunity for discussion, sharing of ideas and co-operatively agreeing upon objectives.

5.3.5 Provide positive feedback

Feedback is one of the important components of the Performance Appraisal process. The results of this study suggests that employees believe that a clear job description and positive performance feedback should be provided to each employee so that they will be aware of their strengths and weaknesses and would therefore work on improving them. This can only be done if and when the employee is given the opportunity to participate during the Performance Appraisal process. The study further indicated that management also disagreed that Performance Appraisal was conducted in a spirit of consultation at the Department, meaning that it is done as a one way exercise whereby employees are only rated and no feedback is provided.

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APPENDICES

APPENDIX 1 QUESTIONNAIRE FOR EMPLOYEES

SECTION A: Personal information

Please answer each of the following questions. **Tick (✓)** the appropriate box

1. What is your gender?

Female	
Male	

2. What is your age category/group?

20-29 years	
30-39 years	
40-49 years	
50 years and above	

3. What is your highest qualification?

Senior Certificate (Grade 12/ std. 10)	
Certificate or Diploma(less than 3 years)	
Degree or Diploma (3 years)	
Post-Graduate Degree/ Diploma	
Other /None of the above Please describe:	

4. What is your rank?

Level 5-6	
Level 7-8	
Level 9-12	

5. In which section are you employed?

Human Resource support services	
Financial support services	

6. How many years of experience do you have in the Department of Education?

1-5 years	
6-10 years	
11-15 years	
16 years and above	

FOR SECTIONS B, C AND D BELOW PLEASE TICK (✓) THE STATEMENTS WHICH BEST SUIT YOUR CHOICE (OPINION) ABOUT PERFORMANCE APPRAISAL IN YOUR WORK ENVIRONMENT. PLEASE NOTE THIS IS YOUR OPINION. THERE ARE NO RIGHT OR WRONG ANSWERS.

SA = Strongly Agree

A = Agree

N = Neutral/Neither agree or disagree

D = Disagree

SD = Strongly Disagree

SECTION B:

	SA	A	N	D	SD
1. There is a Performance Appraisal policy at the KZN Department of Education (DoE).					
2. The Performance Appraisal policy is easily accessible to all employees.					
3. In my opinion the Performance Appraisal process is fair.					
4. Management at the KZN DoE iLembe District office is committed to the successful implementation of the Performance Appraisal process.					
5. I understand the purpose of the Performance Appraisal in the Department.					
6. Performance Appraisal helps to build a healthy relationship between employees and supervisors /managers.					
7. A poorly conducted Performance Appraisal can lead to an employee experiencing job insecurity.					
8. Performance Appraisals at the department are viewed in a supportive manner.					

SECTION C:

	SA	A	N	D	SD
1. Performance Appraisal has allowed me an opportunity to grow in my current position.					
2. Performance Appraisal encourages me to continuously perform better.					
3. I receive feedback from my supervisor /manager on my Performance Appraisal that assists me in improving my performance.					
4. I have the opportunity to ask questions during the Performance Appraisal.					
5. My work plan that I receive as a result of the Performance Appraisal is realistic.					
6. If my Performance Appraisal is unsatisfactory, I receive assistance from my supervisor / manager.					
7. Performance Appraisal is implemented effectively in the Department.					
8. The Performance Appraisal at the Department assists me to identify my training needs.					
9. Performance Appraisal is conducted at the Department in a consultative manner.					
10. Performance Appraisal allows the manager to know whether the employee's performance is delivering the required objectives.					

SECTION D:

1. I usually get the same score on my Performance Appraisal every year.					
2. I often feel that Performance Appraisal is conducted as a routine exercise.					
3. Performance Appraisal builds employee morale in the Department.					
4. Performance Appraisal is an effective motivational tool in the Department.					
5. Performance Appraisals may lead to conflict within the Department.					
6. Performance Appraisal at the Department results in good performance being rewarded.					

SECTION E:

1. Do you receive assistance from your supervisor/manager if your Performance Appraisal is unsatisfactory?

Yes	
No	

Please Explain

.....

.....

.....

.....

2. Did you receive training on Performance Appraisal in your Department?

Yes	
No	

If "Yes", was this training helpful? Please explain.

.....

.....

.....

.....

.....

3. What are your suggestions on how Performance Appraisal may be implemented more effectively in the Department?

Please explain

.....

.....

.....

.....

.....

APPENDIX 2

QUESTIONNAIRE FOR MANAGERS

SECTION A: Personal information

Please answer each of the following questions. **Tick** (✓) the appropriate box

1. What is your gender?

Female	
Male	

2. What is your age category/group?

20-29 years	
30-39 years	
40-49 years	
50 years and above	

3. What is your highest qualification?

Senior Certificate (Grade 12/ std. 10)	
Certificate or Diploma (less than 3 years)	
Degree or Diploma (3 years)	
Post-Graduate Degree/ Diploma	
Other/ None of the above Please describe:	

4. What is your rank?

Level 7-8	
Level 9-12	

5. In which section are you employed?

Human Resource support services	
Financial support services	

6. How many years of experience do you have in the Department of Education?

1-5 years	
6-10 years	
11-15 years	
16 years and above	

FOR SECTIONS B, C AND D BELOW PLEASE TICK (✓) THE STATEMENTS WHICH BEST SUIT YOUR CHOICE (OPINION) ABOUT PERFORMANCE APPRAISAL IN YOUR WORK ENVIRONMENT. PLEASE NOTE THIS IS YOUR OPINION. THERE ARE NO RIGHT OR WRONG ANSWERS.

SA = Strongly Agree

A = Agree

N = Neutral/Neither agree or disagree

D = Disagree

SD = Strongly Disagree

SECTION B:

	SA	A	N	D	SD
1. The Performance Appraisal process at the DoE iLembe District office has been explained to all employees.					
2. Information pertaining to the DoE's Performance Appraisal process is readily accessible to all employees at iLembe.					
3. There is a Performance Appraisal policy at the KZN DoE.					
4. The Performance Appraisal policy is easily accessible to all employees.					
5. I clearly understand the purpose of the Performance Appraisal process in the Department.					
6. Performance Appraisal allows the manager to know whether the employee's performance is delivering the required objectives.					

SECTION C:

	SA	A	N	D	SD
1. Performance Appraisal is an important component of managing human resources at the KZN DoE.					
2. Resource allocation for employee development, in terms of the Performance Appraisal, is not done correctly.					
3. Performance Appraisal enhances service delivery in the DoE.					
4. Performance Appraisal allows for the accountability for the use of departmental resources.					
5. I can see that the Performance Appraisal process is linked to the DoE's strategic goals.					
6. In my opinion, the Performance Appraisal process is fair.					
7. Management at the KZN DoE iLembe District office is committed to the successful implementation of the Performance Appraisal process.					
8. Performance Appraisal is implemented effectively in the Department.					
9. Performance Appraisal helps to build a healthy relationship between employees and supervisors / managers.					
10. The Performance Appraisal at the DoE assists me to identify my staffs' training needs.					
11. Performance Appraisal is conducted at the department in a consultative manner.					
12. Performance Appraisal at the department is viewed in a supportive manner.					
13. The Performance Appraisal process allows for good performance to be recognised.					

SECTION D:

	SA	A	N	D	SD
1. Performance Appraisal is often a stressful experience for me.					
2. I feel that Performance Appraisals improve the morale of the employees at DoE.					
3. Performance Appraisal must always be reward driven.					
4. Performance Appraisal can be punitive in nature.					
5. Performance Appraisal results in team conflict.					
6. Performance Appraisal at the department is conducted in a non-discriminatory manner.					
7. Performance Appraisals may lead to conflict within the Department.					
8. A poorly conducted Performance Appraisal can lead to an employee experiencing job insecurity.					
9. The Performance Appraisal at the department assists me identifying ineffective work behaviours.					

SECTION E:

1. Does the Performance Appraisal reward employees' good performance in your Department?

Yes	
No	

Please

Explain

.....

.....

.....

.....

2. As a manager/ supervisor do you think Performance Appraisal allows you to know whether the employee's performance is delivering the required objectives?

Yes	
No	

Please

Explain

.....

.....

.....

.....

3. Is Performance Appraisal conducted at the DoE in a consultative manner?

Yes	
No	

Please

explain.....

.....

.....

.....

.....

4. What are your suggestions on how Performance Appraisal may be implemented more effectively in your Department?

Please explain.....

.....

.....

.....

APPENDIX 3

Statistical tests for factor analysis (Employee questionnaire)

Table 3.1: Knowledge and understanding of Performance Appraisal

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.733
Bartlett's Test of Sphericity Approx. Chi-Square	210.754
Df	36
Sig.	.000

Table 3.2: Effectiveness and efficiency of Performance Appraisal

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.781
Bartlett's Test of Sphericity Approx. Chi-Square	438.208
Df	45
Sig.	.000

Table 3.3: Morale and motivation of employees

Statements 1 and 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.500
Bartlett's Test of Sphericity Approx. Chi-Square	40.889
Df	1
Sig.	.000

Rest of Section D (Table 3.4)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.647
Bartlett's Test of Sphericity	Approx. Chi-Square	60.518
	Df	6
	Sig.	.000

APPENDIX 4

Rotated Component Matrix (Employee questionnaire)

Table 4.1: Section B

Rotated Component Matrix^a

	Component		
	1	2	3
There is a Performance Appraisal policy at the KZN Department of Education (DoE)	.059	-.040	.951
The Performance Appraisal policy is easily accessible to all employees	.769	.052	-.099
In my opinion the Performance Appraisal process is fair	.809	.104	.243
Management at the KZN DoE iLembe District office is committed to the successful implementation of the Performance Appraisal process	.897	.113	-.185
I understand the purpose of the Performance Appraisal in the Department	.897	.102	.067
Performance Appraisal helps to build a healthy relationship between employees and supervisors /managers	.704	.401	.257
A poorly conducted Performance Appraisal can lead to an employee experiencing job insecurity	.117	.874	.181
Performance Appraisals at the department are viewed in a supportive manner	.915	.142	.091
I have received training on Performance Appraisal	.138	.766	-.294

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 4 iterations.

Table 4.2: Section C

Component Matrix^a

	Component
	1
Performance Appraisal has allowed me an opportunity to grow in my current position.	.846
Performance Appraisal encourages me to continuously perform better.	.931
I receive feedback from my supervisor /manager on my Performance Appraisal that assists me in improving my performance.	.680
I have the opportunity to ask questions during the Performance Appraisal.	.581
My work plan that I receive as a result of the Performance Appraisal is realistic.	.903
If my Performance Appraisal is unsatisfactory, I receive assistance from my supervisor / manager.	.845
Performance Appraisal is implemented effectively in the Department.	.788
The Performance Appraisal at the Department assists me to identify my training needs.	.954
Performance Appraisals is conducted at the Department in a consultative manner.	.879
Performance Appraisal allows the manager to know whether the employee's performance is delivering the required objectives.	.866

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Table 4.3: Section D

Component Matrix^a

	Component
	1
I usually get the same score on my Performance Appraisal every year	.957
I often feel that Performance Appraisal is conducted as a routine exercise	.957

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Matrix^a

	Component
	1
Performance Appraisal builds employee morale in the Department	.872
Performance Appraisal is an effective motivational tool in the Department	.907
Performance Appraisals may lead to conflict within the Department	.435
Performance Appraisal at the Department results in good performance being rewarded	.830

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

APPENDIX 5

Factor Analysis (Management questionnaire)

Section B	Initial	Extraction
The Performance Appraisal process at the DoE iLembe District office has been explained to all employees.	1.000	.874
Information pertaining to the DoE's Performance Appraisal process is readily accessible to all employees at iLembe.	1.000	.884
There is a Performance Appraisal policy at the KZN DoE.	1.000	.893
The Performance Appraisal policy is easily accessible to all employees.	1.000	.869
I clearly understand the purpose of the Performance Appraisal process in the Department.	1.000	.983

Section C	Initial	Extraction
Performance Appraisal is an important component of managing human resources at the KZN DoE.	1.000	.844
Performance Appraisal enhances service delivery in the DoE.	1.000	.903
Performance Appraisal allows for the accountability for the use of departmental resources.	1.000	.970
I can see that the Performance Appraisal process is linked to the DoE's strategic goals.	1.000	.828
In my opinion the Performance Appraisal process is fair.	1.000	.979
Management at the KZN DoE iLembe District office is committed to the successful implementation of the Performance Appraisal process.	1.000	.828
Performance Appraisal is implemented effectively in the Department.	1.000	.917
Performance Appraisal helps to build a healthy relationship between employees and supervisors / managers.	1.000	.945
The Performance Appraisal at the DoE assists me to identify my staffs' training needs.	1.000	.991
Performance Appraisal is conducted at the department in a consultative manner.	1.000	.866
Performance Appraisal at the department is viewed in a supportive manner.	1.000	.959
The Performance Appraisal process allows for good performance to be recognised.	1.000	.943

Section D	Initial	Extraction
Performance Appraisal is often a stressful experience for me.	1.000	.685
Performance Appraisal must always be reward driven.	1.000	.852
Performance Appraisal can be punitive in nature.	1.000	.648
Performance Appraisal results in team conflict.	1.000	.864
Performance Appraisal at the department is conducted in a non-discriminatory manner.	1.000	.770
Performance Appraisals may lead to conflict within the Department.	1.000	.864
A poorly conducted Performance Appraisal can lead to an employee experiencing job insecurity.	1.000	.773
The Performance Appraisal at the department assists me identifying ineffective work behaviours.	1.000	.886

**Extraction Method: Principal Component Analysis.

APPENDIX 6

Rotated Component Matrix (Management questionnaire)

Section B	Component	
	1	2
The Performance Appraisal process at the DoE iLembe District office has been explained to all employees.	-.337	.872
Information pertaining to the DoE's Performance Appraisal process is readily accessible to all employees at iLembe.	.463	.818
There is a Performance Appraisal policy at the KZN DoE.	.923	-.202
The Performance Appraisal policy is easily accessible to all employees.	.932	-.010
I clearly understand the purpose of the Performance Appraisal process in the Department.	.963	.233

Section C	Component		
	1	2	3
Performance Appraisal is an important component of managing human resources at the KZN DoE.	.645	-.588	.286
Performance Appraisal enhances service delivery in the DoE.	-.095	.219	.920
Performance Appraisal allows for the accountability for the use of departmental resources.	.216	.167	.946
I can see that the Performance Appraisal process is linked to the DoE's strategic goals.	.376	.796	.228
In my opinion the Performance Appraisal process is fair.	.275	.861	.403
Management at the KZN DoE iLembe District office is committed to the successful implementation of the Performance Appraisal process.	.376	.796	.228
Performance Appraisal is implemented effectively in the Department.	.382	.667	.572
Performance Appraisal helps to build a healthy relationship between employees and supervisors / managers.	.851	.463	-.087
The Performance Appraisal at the DoE assists me to identify my staffs' training needs.	.973	.208	.020
Performance Appraisal is conducted at the department in a consultative manner.	.689	.297	.550
Performance Appraisal at the department is viewed in a supportive manner.	.848	.293	.392
The Performance Appraisal process allows for good performance to be recognised.	.896	.367	.067

Section D	Component	
	1	2
Performance Appraisal is often a stressful experience for me.	.643	.521
Performance Appraisal must always be reward driven.	.201	.901
Performance Appraisal can be punitive in nature.	.802	.066
Performance Appraisal results in team conflict.	.852	-.371
Performance Appraisal at the department is conducted in a non-discriminatory manner.	-.123	.869
Performance Appraisals may lead to conflict within the Department.	.852	-.371
A poorly conducted Performance Appraisal can lead to an employee experiencing job insecurity.	.873	.107
The Performance Appraisal at the department assists me identifying ineffective work behaviours.	-.503	.796

APPENDIX 7

Letter of consent from study participants



LETTER OF INFORMATION

Title of the Research Study: Performance Appraisal of Administrative Personnel within the Department of Education:

A case study of the iLembe District Office, KwaZulu-Natal.

Principal Investigator/s/researcher: Z.R. Nyembe

Co-Investigator/s/supervisor/s: Dr. K.M. Parker

Dear Participant

I am currently undertaking a research project as part of my studies towards a Masters Degree in Technology: Public Management at the Durban University of Technology (DUT). The study aims to examine whether employees understand the purpose of Performance Appraisal, their perceptions of its effectiveness and its impact on employees' motivation in their daily work. The main objective of the study is to improve the implementation of Performance Appraisal of all administrative employees in the KZN Department of Education, iLembe District Office.

Would you agree to complete a questionnaire for the study? The questionnaire will take approximately 10-15 minutes to complete. You may also be requested to participate in an individual interview at a later stage. All participation is voluntary and you are free to withdraw from the study at any time without giving reasons, and without prejudice or any adverse consequences. The information you give will only be used for research purposes and will be aggregated with other responses and only the average information will be used. **Your identity and individual answers will be kept totally confidential.** Should you wish to discuss this further please feel free to contact me or my supervisor (Dr. K.M. Parker, telephone: 031 373 6824 or koo@dut.ac.za), or the IREC Administrator, Lavisha Deonarian: 031 373 2900 or LavishaD@dut.ac.za).

Your assistance will be much appreciated.

Yours faithfully.

Zesuliwe R. Nyembe (0728992798)

suenyembe@gmail.com



CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____(name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.
-

Full Name of Participant	Date	Time	Signature / Right Thumbprint

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher	Date	Signature

Full Name of Witness (If applicable)	Date	Signature

Full Name of Legal Guardian (If applicable)	Date	Signature

APPENDIX 8

Department of Education approval to conduct research



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8810

Ref.:2/4/8/1/51

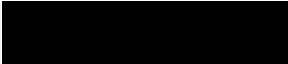
Ms ZR Nyembe
J 1680
Umlazi
4066

Dear Ms Nyembe

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"Performance Appraisal of Administrative Personnel within the Department of Education: A case Study of Ilembe District office Kwazulu-Natal"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 February to 30 June 2014.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education (Ilembe District).


Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 25 February 2014

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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APPENDIX 9

Chi-square test statistics: Employee questionnaire

		What is your gender ?	What is your age category/group (in years)?	What is your highest qualification ?	What is your rank?	In which section are you employed ?	How many years of experience in the Department of Education ?
There is a Performance Appraisal policy at the KZN Department of Education (DoE)	Chi-square	5.886	9.028	3.463	3.618	2.901	15.649
	df	3	9	6	3	3	9
	Sig.	0.117	0.435	0.749	0.306	0.407	0.075
The Performance Appraisal policy is easily accessible to all employees	Chi-square	2.467	7.571	8.579	1.256	2.967	9.692
	df	3	9	6	3	3	9
	Sig.	0.481	0.578	0.199	0.74	0.397	0.376
In my opinion the Performance Appraisal process is fair	Chi-square	.984	8.298	1.848	.868	.047	18.161
	df	2	6	4	2	2	6
	Sig.	0.611	0.217	0.764	0.648	0.977	.006*
Management at the KZN DoE iLembe District office is committed to the successful implementation of the Performance Appraisal process	Chi-square	2.352	3.881	.844	4.291	3.131	6.096
	df	3	9	6	3	3	9
	Sig.	0.503	0.919	0.991	0.232	0.372	0.73

I understand the purpose of the Performance Appraisal in the Department	Chi-square	3.280	7.506	5.463	1.240	.619	15.946
	df	3	9	6	3	3	9
	Sig.	0.35	0.585	0.486	0.744	0.892	0.068
Performance Appraisal helps to build a healthy relationship between employees and supervisors/managers	Chi-square	1.698	15.455	5.047	2.429	2.439	25.163
	df	3	9	6	3	3	9
	Sig.	0.637	0.079	0.538	0.488	0.486	.003*
A poorly conducted Performance Appraisal can lead to an employee experiencing job insecurity	Chi-square	9.053	17.107	4.668	4.577	4.209	16.481
	df	4	12	8	4	4	12
	Sig.	0.06	0.146	0.792	0.334	0.379	0.17
Performance Appraisals at the department are viewed in a supportive manner	Chi-square	1.897	6.835	8.835	1.133	8.982	13.121
	df	3	9	6	3	3	9
	Sig.	0.594	0.654	0.183	0.769	.030*	0.157
I have received training on Performance Appraisal	Chi-square	3.119	11.858	7.723	1.371	8.866	16.762
	df	3	9	6	3	3	9
	Sig.	0.374	0.221	0.259	0.712	.031*	0.053
Performance Appraisal has allowed me an opportunity to	Chi-square	.446	4.329	4.956	1.747	2.589	11.348

grow in my current position	df	3	9	6	3	3	9
	Sig.	0.931	0.888	0.549	0.627	0.459	0.253
Performance Appraisal encourages me to continuously perform better	Chi-square	.088	7.200	1.182	1.071	4.656	10.763
	df	3	9	6	3	3	9
	Sig.	0.993	0.616	0.978	0.784	0.199	0.292
I receive feedback from my supervisor /manager on my Performance Appraisal that assists me in improving my performance	Chi-square	1.274	3.480	4.611	.795	1.896	5.345
	df	3	9	6	3	3	9
	Sig.	0.735	0.942	0.595	0.851	0.594	0.803
I have the opportunity to ask questions during the Performance Appraisal	Chi-square	2.405	7.206	4.916	1.015	.014	12.108
	df	2	6	4	2	2	6
	Sig.	0.3	0.302	0.296	0.602	0.993	0.06
My work plan that I receive as a result of the Performance Appraisal is realistic	Chi-square	2.804	6.017	3.185	1.361	3.403	14.040
	df	3	9	6	3	3	9
	Sig.	0.423	0.738	0.785	0.715	0.334	0.121
If my Performance Appraisal is unsatisfactory, I receive assistance from my supervisor / manager	Chi-square	6.684	5.958	2.896	2.153	2.815	10.580
	df	3	9	6	3	3	9
	Sig.	0.083	0.744	0.822	0.541	0.421	0.306

Performance Appraisal is implemented effectively in the Department	Chi-square	8.536	5.682	8.414	1.256	1.361	10.543
	df	3	9	6	3	3	9
	Sig.	.036*	0.771	0.209	0.74	0.715	0.308
The Performance Appraisal at the Department assists me to identify my training needs	Chi-square	6.615	6.806	3.371	1.054	2.253	16.002
	df	3	9	6	3	3	9
	Sig.	0.085	0.657	0.761	0.788	0.522	0.067
Performance Appraisals conducted at the Department in a consultative manner	Chi-square	1.293	5.607	6.960	1.639	.810	16.124
	df	3	9	6	3	3	9
	Sig.	0.731	0.778	0.325	0.651	0.847	0.064
Performance Appraisal allows the manager to know whether the employee's performance is delivering the required objectives	Chi-square	1.554	6.564	3.892	1.179	3.312	13.417
	df	3	9	6	3	3	9
	Sig.	0.67	0.682	0.691	0.758	0.346	0.145
I usually get the same score on my Performance Appraisal every year	Chi-square	2.948	5.990	3.943	.454	4.107	7.902
	df	3	9	6	3	3	9
	Sig.	0.4	0.741	0.684	0.929	0.25	0.544
I often feel that Performance Appraisal is conducted as a routine exercise	Chi-square	.547	3.095	3.179	.834	4.788	7.323
	df	3	9	6	3	3	9

	Sig.	0.908	0.96	0.786	0.841	0.188	0.604
Performance Appraisal builds employee morale in the Department	Chi-square	1.818	6.871	4.230	2.040	1.030	10.641
	df	3	9	6	3	3	9
	Sig.	0.611	0.651	0.646	0.564	0.794	0.301
Performance Appraisal is an effective motivational tool in the Department	Chi-square	.664	5.511	2.380	1.472	1.712	15.538
	df	3	9	6	3	3	9
	Sig.	0.882	0.788	0.882	0.689	0.634	0.077
Performance Appraisals may lead to conflict within the Department	Chi-square	5.861	4.938	2.051	2.543	2.755	7.656
	df	3	9	6	3	3	9
	Sig.	0.119	0.84	0.915	0.467	0.431	0.569
Performance Appraisal at the Department results in good performance being rewarded	Chi-square	2.403	8.520	5.563	1.949	1.588	9.850
	df	3	9	6	3	3	9
	Sig.	0.493	0.483	0.474	0.583	0.662	0.363

APPENDIX 10

Chi Square test statistics: Management questionnaire

		What is your gender?	What is your age category/group (in years)?	What is your highest qualification?	What is your rank?	In which section are you employed?	How many years of experience do you have in the DoE?
The Performance Appraisal process at the DoE iLembe District office has been explained to all employees.	Chi-square	8.000	1.067	10.400	2.880	2.453	0.467
	Df	2	2	6	2	2	2
	Sig.	0.018*	0.587	0.109	0.237	0.293	0.792
Information pertaining to the DoE's Performance Appraisal process is readily accessible to all employees at iLembe.	Chi-square	0.686	3.733	5.400	4.587	2.880	0.875
	df	2	2	6	2	2	2
	Sig.	0.71	0.155	0.494	0.101	0.237	0.646
There is a Performance Appraisal policy at the KZN DoE.	Chi-square	.686	1.067	5.400	0.747	2.880	2.917
	df	2	2	6	2	2	1
	Sig.	0.71	0.587	0.494	0.688	0.237	0.088
The Performance Appraisal policy is easily accessible to all employees.	Chi-square	.686	1.067	10.400	2.880	2.880	7.000
	Df	2	2	6	2	2	2

	Sig.	0.71	0.587	0.109	0.237	0.237	0.030*
I clearly understand the purpose of the Performance Appraisal process in the Department.	Chi-square	1.143	2.667	8.000	1.600	1.600	7.000
	df	2	2	6	2	2	2
	Sig.	0.565	0.264	0.238	0.449	0.449	0.030*
Performance Appraisal allows the manager to know whether the employee's performance is delivering the required objectives.	Chi-square	0.194	0.467	1.556	1.556	0.875	0.194
	df	1	1	3	1	1	1
	Sig.	0.659	0.495	0.67	0.212	0.35	0.659
Performance Appraisal is an important component of managing human resources at the KZN DoE.	Chi-square	.163	.381	8.000	1.905	0.686	0.194
	df	1	1	3	1	1	1
	Sig.	0.686	0.537	.046*	0.168	0.408	0.659
Resource allocation for employee development, in terms of the Performance Appraisal, is not done correctly.	Chi-square	0.381	3.556	2.667	2.311	2.311	0.467
	df	2	2	6	2	2	2
	Sig.	0.827	0.169	0.849	0.315	0.315	0.792
Performance Appraisal enhances service delivery in the DoE.	Chi-square	1.905	1.778	11.000	0.178	3.022	2.917
	df	2	2	6	2	2	2

	Sig.	0.386	0.411	0.088	0.915	0.221	0.233
Performance Appraisal allows for the accountability for the use of departmental resources.	Chi-square	1.143	0.000	5.000	0.533	4.800	1.556
	df	1	1	3	1	1	1
	Sig.	0.285	1	0.172	0.465	0.028*	0.212
I can see that the Performance Appraisal process is linked to the DoE's strategic goals.	Chi-square	0.381	8.000	2.667	1.600	2.311	7.000
	df	2	2	6	2	2	2
	Sig.	0.827	0.018*	0.849	0.449	0.315	0.030*
In my opinion the Performance Appraisal process is fair.	Chi-square	1.143	4.000	8.500	0.889	1.956	1.556
	df	2	2	6	2	2	2
	Sig.	0.565	0.135	0.204	0.641	0.376	0.459
Management at the KZN DoE iLembe District office is committed to the successful implementation of the Performance Appraisal process.	Chi-square	0.381	8.000	2.667	1.600	2.311	7.000
	df	2	2	6	2	2	2
	Sig.	0.827	.018*	0.849	0.449	0.315	0.030*
Performance Appraisal is implemented effectively in the Department.	Chi-square	1.143	.444	12.500	3.733	1.956	1.556
	df	2	2	6	2	2	2
	Sig.	0.565	0.801	0.052	0.155	0.376	0.459

Performance Appraisal helps to build a healthy relationship between employees and supervisors / managers.	Chi-square	3.429	1.067	11.800	2.453	0.747	2.917
	df	2	2	6	2	2	2
	Sig.	0.18	0.587	0.067	0.293	0.688	0.233
The Performance Appraisal at the DoE assists me to identify my staffs' training needs.	Chi-square	1.905	.178	4.800	1.742	0.036	1.556
	df	1	1	3	1	1	1
	Sig.	0.168	0.673	0.187	0.187	0.85	0.212
Performance Appraisal is conducted at the department in a consultative manner.	Chi-square	1.143	.444	6.000	3.733	1.956	1.556
	df	2	2	6	2	2	2
	Sig.	0.565	0.801	0.423	0.155	0.376	0.459
Performance Appraisal at the department is viewed in a supportive manner.	Chi-square	1.905	.889	8.000	3.022	2.311	1.556
	df	2	2	6	2	2	2
	Sig.	0.386	0.641	0.238	0.221	0.315	0.459
The Performance Appraisal process allows for good performance to be recognised.	Chi-square	1.905	.178	4.800	1.742	.036	1.556
	df	1	1	3	1	1	1
	Sig.	0.168	0.673	0.187	0.187	0.85	0.212

Performance Appraisal is often a stressful experience for me.	Chi-square	1.143	1.333	11.500	1.600	1.600	2.917
	df	2	2	6	2	2	2
	Sig.	0.565	0.513	0.074	0.449	0.449	0.233
I feel that Performance Appraisals improve the morale of the employees at DoE.	Chi-square	.686	.178	4.800	2.880	1.742	0.875
	df	1	1	3	1	1	1
	Sig.	0.408	0.673	0.187	0.09	0.187	0.35
Performance Appraisal must always be reward driven.	Chi-square	.686	3.733	4.800	.747	2.880	.467
	df	2	2	6	2	2	2
	Sig.	0.71	0.155	0.57	0.688	0.237	0.792
Performance Appraisal can be punitive in nature.	Chi-square	1.905	0.178	4.800	1.742	.036	1.556
	df	1	1	3	1	1	1
	Sig.	0.168	0.673	0.187	0.187	0.85	0.212
Performance Appraisal results in team conflict.	Chi-square	.686	3.733	8.800	2.880	2.453	.875
	df	2	2	6	2	2	2
	Sig.	0.71	0.155	0.185	0.237	0.293	0.646
Performance Appraisal at the	Chi-square	0.686	1.600	16.000	2.880	0.747	0.875

department is conducted in a non-discriminatory manner.	df	2	2	6	2	2	2
	Sig.	0.71	0.449	.014*	0.237	0.688	0.646
Performance Appraisals may lead to conflict within the Department.	Chi-square	.686	3.733	8.800	2.880	2.453	0.875
	df	2	2	6	2	2	2
	Sig.	0.71	0.155	0.185	0.237	0.293	0.646
A poorly conducted Performance Appraisal can lead to an employee experiencing job insecurity.	Chi-square	.163	3.429	1.143	0.686	1.905	0.194
	df	1	1	3	1	1	1
	Sig.	0.686	0.064	0.767	0.408	0.168	0.659
The Performance Appraisal at the department assists me identifying ineffective work behaviours.	Chi-square	3.429	1.333	11.500	1.600	5.867	1.556
	df	2	2	6	2	2	2
	Sig.	0.18	0.513	0.074	0.449	0.053	0.459
Does the Performance Appraisal reward employees' good performance in your Department?	Chi-square	.163	3.429	1.143	0.686	1.905	0.194
	df	1	1	3	1	1	1
	Sig.	0.686	0.064	0.767	0.408	0.168	0.659

As a manager/ supervisor do you think Performance Appraisal allows you to know whether the employee's performance is delivering the required objectives?	Chi- square	.686	4.444	3.733	.036	.036	1.556
	df	1	1	3	1	1	1
	Sig.	0.408	.035*	0.292	0.85	0.85	0.212
Is Performance Appraisal conducted at the DoE in a consultative manner?	Chi- square	.163	3.429	1.143	0.686	1.905	0.194
	df	1	1	3	1	1	1
	Sig.	0.686	0.064	0.767	0.408	0.168	0.659