

DURBAN UNIVERSITY OF TECHNOLOGY

**A STUDY OF EQUAL PAY FOR WORK OF EQUAL VALUE THROUGH JOB
EVALUATION
IN THE KWAZULU NATAL DEPARTMENT OF ARTS AND CULTURE**

by

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DECLARATION

I, **Lindiwe Constance MONAKALI**, declare that

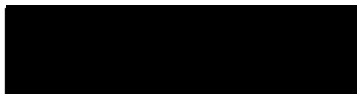
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Signature of the Supervisor

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03/04/2018

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ABSTRACT

The purpose of this study is to analyse the perception of employees of KwaZulu-Natal Department of Arts and Culture about job evaluation. The study was aimed at collecting and comparing employees' views and opinions regarding process of evaluating posts, and the functioning of job evaluation committees within the Department. The questionnaire was the primary tool that was used to collect data which was then analysed using SPSS version 24.0.

The study findings identified a high number of employees who do not understand job evaluation. The summary of the research findings statistics indicated that 66% of the people who participated in the study do not understand job evaluation, and this was not influenced by gender, age, race, and occupation of the respondents. Over and above that, employees are not really convinced that job evaluation promotes equal pay for work of equal value since there are existing inconsistencies in terms of salary levels, where the same jobs requiring similar set of skill are graded differently.

It was therefore recommended that, based on the study findings which revealed that 82% of the study population suggested that job evaluation process must be simplified and improved, this is probably one of the reasons why 66% of the study population indicated that they do not understand job evaluation. It is then recommended that, KwaZulu-Natal Department of Arts and Culture Management and Organisational Development and Design unit analyse the proposed improved job evaluation process, and, if possible implement the process with the aim of improving the efficiency when delivering services. It is also recommended that training/workshops be facilitated to educate all KwaZulu-Natal Department of Arts and Culture staff about job evaluation.

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ABBREVIATIONS

ABBREVIATIONS	ABBREVIATIONS WRITTEN IN FULL
CORE	Codes of Remuneration
DAC	Department of Arts and Culture
D-G	Director-General of the Province
DPSA	Department of Public Service and Administration
EA	Executing Authority of the Department of Arts and Culture
HRM	Human Resources Management
IT	Information Technology
JE	Job Evaluation
KZN	KwaZulu-Natal
MEC	Minister of Executive Committee
MPSA	Minister of Public Service and Administration
OD&D	Organisational Development and Design sub-directorate
OTP	Office of the Premier
OSD	Occupational Specific Dispensation
PAC	Provincial Audit Committee
PAS	Personnel Administration Standards
PSA	Public Service Act
PJEP	Provincial Job Evaluation Panel
PJES	Provincial Job Evaluation Structures
PERSAL system	Personnel Salary system used by the state
PSR	Public Service Regulation, 2016
RSA	Republic of South Africa
SL	Salary Level

CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Prior to the 1994 democratic elections and country's liberation, the government of South Africa functioned as a centralised sector which was a discriminatory and detrimental system to the non-white employees in terms of monetary remuneration and related benefits. As a result, there were huge salary gaps between white and non-white government officials even when they were performing exact similar jobs. In the past, the highly paying positions were only earmarked and filled by White race employees, particularly males, whilst the lesser remunerating jobs were occupied by the other races. However, 27 April 1994 brought a new era of hope for employees who worked for the government, and the citizens of South African as a result of democracy.

The new democracy supported the long awaited revolution of the country's Public Service sector which encouraged and supported the utilisation of a decentralised approach to work organisation through implementation of the Constitution of the Republic of South Africa (RSA), Public Service Regulations, and other various directives which placed greater emphasis on service delivery improvement and equitable internal control systems that encouraged immediate address of previously discriminatory labour practices which existed in government. When the Minister of Public Service and Administration first officially announced in July 1999 that job evaluation was going to be utilised as a grading system in government, to many employees, it meant the start of a new remuneration system which was anticipated to bring an end to unfair salary differentiations which existed in government.

The introduction of the new post grading system called "*job evaluation*" meant a complete shift in terms of how government was managing and determining salaries for employees. When dealing with issues of wages/salaries in any organisation, it is imperative that they are dealt with consistently and in a transparent manner since

they form an integral part of conditions of employment. Amongst many other reasons why the job evaluation process is and has been an interesting but tricky concept within HRM field in many organisations is the fact that, job evaluation results directly translates into relative worth of jobs occupied by employees, and ultimately prescribes each employee's take home pay.

1.2 RESEARCH PROBLEM

Salary differentiations and discrimination based on race, sex, and age are some of unfair labour practises which existed in government before democracy, which is why the implementation of job evaluation within the Public Service was viewed as the key tool in bringing fairness and equity, since job evaluation attempts to draw a connection between employees' salaries and relative worth of jobs. This process evaluates jobs based on core responsibilities attached to those particular posts, level of education, knowledge, skills, and years of experience. Whether "*equal pay for work of equal value*" principle is and has been followed when evaluating posts within the KwaZulu-Natal Department of Arts and Culture (KZNDAC) remains an interesting question.

During the initial implementation of job evaluation in the Public Service, job evaluation function was mainly performed by the centralised Provincial Job Evaluation Structures in all provinces between 1999 and 2003. Departments needed to be fully capacitated prior to them fully administering the function within their respective Departments. During this capacitation period, Departments could not evaluate posts internally, meaning that, all Departments had to submit their requests to have their posts between salary levels 01-16 evaluated within Provincial Job Evaluation Structures. Over the years, this business model started to create bottlenecks and hindered to service delivery within Departments, since the Public Service Regulations clearly indicate that, no post must be advertised and filled without determining its relative weight and salary level.

Following the implementation of job evaluation, National and Provincial Departments were then fully capacitated through trainings on job evaluation. Authority was then given authority by the MPSA through Provincial Offices of the Premiers for departments to conduct evaluations of jobs within their respective departments. All

jobs graded between salary levels 01-12 were evaluated within their respective departmental job evaluation structures and, all Senior Management posts between salary levels 13-16 were evaluated through PJES. This decision by the MPSA was aimed at resolving the bottlenecks which were caused by a completely decentralised model of evaluating posts, and the need to address the urgency of evaluation of posts as it was clear that the need was increasing immensely as Departments grew in sizes and created more posts in order to fulfil their legislated mandates.

Whilst provincial departments were able to address the backlog of non-evaluated posts, it was also realised that across the country, departments started to have different salary levels for jobs performing exact similar functions. This had a ripple effect on government as an employer i.e. it resulted in escalated salary bills due to high salary levels, it disrupted service delivery flow because employees migrated from department A to department B just so that they could attain higher salary levels, the system was no longer employing new people but recycling the existing workforce, and the level of unhappy/aggrieved workforce escalated because of the unequal salary levels, etc. These consequences were completely counterproductive to the employer (government) who wanted to ensure that posts of equal value were weighed and graded at similar salary levels, retain skilled workers within the government system, whilst ensuring service delivery efficiency and business continuity.

After observing and assessing the impact of salary level inconsistencies across the country, the MPSA issued a directive in 2013 to all provincial and national departments which instructed them that, all posts from salary levels 01-08 be evaluated by respective departmental JE structures, and that posts between salary levels 09-16 be evaluated at the central Provincial JE structures to maintain consistency. Subsequent to that, another directive was issued by MPSA in 2014 which instructed all departments that posts between SL 09-16 which fell within the Corporate Services category, also referred to as "*Programme 1*" (i.e. Legal Services, IT Services, Communication Services, HR, Auxiliary Services) must be submitted to the MPSA through the OTP's for verification of their JE results prior to the respective EA's approvals. This was again an attempt by the MPSA to address the salary level's inconsistencies which appeared to be escalating across the Public Service.

1.3 OBJECTIVES OF THE STUDY

The primary objectives of the study were to:-

- (i) Analyse the perceptions about job evaluation in the KZN Department of Arts and Culture.
- (ii) Assess overall implications/consequences resulting from process inefficiencies when evaluating posts in the KZN Department of Arts and Culture.
- (iii) Evaluate the views and opinions of participants pertaining to the process of evaluating posts within the KZN Department of Arts and Culture; and
- (iv) Critically analyse the findings and suggest a model to improve job evaluation process within the KZN Department of Arts and Culture.

1.4 KEY RESEARCH QUESTIONS

It is important to indicate that, the general criticism of the job evaluation does not shy away the fact that, it is a legislative responsibility of every Department's Executing Authority to evaluate all newly created or re-evaluate the re-defined posts within their respective Departments as stipulated in chapter 4, part 1 of the Public Service Regulations, 2016. The research questions arise from the afore-mentioned objectives of the study. The study is aimed at providing responses posed by the key research questions:

- (i) What are the perceptions about job evaluation in the KZN Department of Arts and Culture?
- (ii) What are the overall implications/consequences resulting from process inefficiencies when evaluating posts in the KZN Department of Arts and Culture?
- (iii) What are the views and opinions of participants pertaining to the process of evaluating posts within the KZN Department of Arts and Culture?
- (iv) What is the analysis of the findings and what model can be adopted to improve job evaluation process within the KZN Department of Arts and Culture?

1.5 RATIONALE OF THE STUDY

The researcher is permanently employed by the KZN Department of Arts and Culture as a Chief Work Study Analyst and a trained departmental JE Analyst within the Human Resources Management and Development Directorate under the sub-directorate Organisational Design and Development. The OD&D sub-directorate executes and oversees the JE process from the beginning until the end where recommendation(s) of the Departmental or Provincial JE Panel's recommendations get approved or rejected by the Department's EA. The OD&D sub-directorate also ensures correct implementation of JE results on the Department's post establishment on the Personnel and Salary (PERSAL) system by conducting monitoring services on quarterly basis.

The researcher is a trained JE Analyst who deals with the JE function daily and is involved from the initial stage up to the implementation stage of JE results, hence, she is in a better position to understand the general perception, complaints/challenges and to devise practical solutions to address such challenges. One of the complaints that the researcher has heard a couple of times during her employment period, is the fact that some Assistant Director posts are graded at salary level 9 and others are graded at salary level 10 and Deputy Directors graded at SL 11 and 12 whilst performing relatively similar activities.

The reason that motivated the initiation of the study is the fact that, ever since job evaluation was officially implemented in the Public Service, the MPSA has changed from an entirely centralized model where all departments had to evaluate their posts in the PJES to semi-decentralised model, where departments were only given a specific category of jobs to evaluate, i.e. only posts between salary level 01-08 were evaluated departmentally and salary level 13-16 evaluated through PJES. There has never been a study conducted to ascertain whether jobs of equal value are in fact graded and remunerated equally. The big question of whether the evaluation of posts within DAC promotes the main principle of JE which is *"equal pay for work of equal value"* remains the main question to be answered by the study findings.

1.6 STUDY DESIGN AND METHODOLOGY

The study was broadly conducted using the succeeding process. The study adopted a quantitative approach/methodology, where the questionnaire forms were utilised, and analysis of applicable literature and documentation was conducted. According to Rossouw (2003:163), qualitative analysis has the following characteristics; critical analysis, non-numerical analysis, subjective-inductive reasoning, exposes covert meaning, and the study findings are limited to sample. Rossouw (2003:163) indicated that, quantitative analysis is empirical in nature, involves numerical analysis, objective-deductive reasoning, generalisation of study results to the whole population and selection of a bigger sample is preferable.

The literature study consisted of a review of the following relevant sources i.e. media articles, text books, journal articles, internet sources, subject dictionaries, government publications, government gazettes, and other related dissertations in order to clearly comprehend the concept of job evaluation regarding its application to the public and private sector.

The methodology to report on the study results was conducted in the following manner:

1.7 STRUCTURE OF THE DISSERTATION

The whole thesis is arranged in the following method:

Chapter 1 deliberates on the contextualisation, background, origin of job evaluation, study problem, objectives and rational of the study, study design and methodology, and study limitations, and study delimitations.

In **chapter 2**, the job evaluation concept is discussed from a global level up to the South African perspective, where its foundation and reasons as to why it emerged in the Public Service is discussed in details. The human resource management and compensation management concept is discussed relatively to job analysis/examination, performance appraisal, as well as job evaluation. The meaning

of job evaluation, different methods/systems, criticism and benefits of job evaluation will also form part of this chapter.

Chapter 3 deliberates on pertinent regulations, acts, directives, articles and frameworks talking to the planning, execution, and management of job evaluation. A brief overview of the National, Provincial and Departmental Administration of job evaluation is discussed. In closing, all recent developments and changes in terms of job evaluation within the Public Service are discussed.

In **Chapter 4**, the research methodology which was followed by the Researcher is outlined. Furthermore, in this particular chapter; research settings, study population and sampling, methods of data collection, study reliability and validity, instrument pre-testing, and ethical consideration will be discussed.

In **Chapter 5**, the data which was collected during the study is analysed, interpreted and presented as study findings/ results.

In concluding, **Chapter 6** contains; summary of research findings, conclusion is formulated, and possible solutions/recommendations are proposed emanating from the research findings.

1.8 DELIMITATIONS AND LIMITATIONS OF THE STUDY

1.8.1 Delimitations of the study

The study was restricted only to staff working for the DAC, that factor limited the study since the job evaluation which is being questioned by the study is a generic and transversal support function which is also performed in all the other Provincial Departments within the KZN Province.

1.8.2 Limitations of the study

The study limitations resulted from:

- (i) The data which was given/received from study participants could not be verified or checked for its correctness in any way against any source.

(ii) It is important to mention that not all officials who were approached and showed interest in participating in the study actually did participate. Some officials did not return the questionnaires, it is believed that their inputs and responses could have added value.

(iii) The research conducted was quantitative, hence, one of its restrictions is that the respondents are not given an opportunity to expand or elaborate on their responses of which that is limiting.

1.9 CONCLUSION

It is true that there will always be a need to establish the relative worth and determine the salary levels of jobs within organisations through objective job evaluation process, whether in a private or public sector, that fact cannot be disputed. It is advisable that organisations conduct thorough research prior to implementing any form of job grading system(s) so that they are able to provide defensible and unbiased bases for determining and managing salaries. Also, conducting relevant assessments over a certain period of time to ensure that those job grading system(s) remains fair, relevant and practical is very much important.

CHAPTER TWO

BROAD CONCEPT OF JOB EVALUATION

2.1 INTRODUCTION

This chapter is aimed at introducing job evaluation concept from a global level up to the South African perspective, and to also discuss where the job evaluation concept originated from. The researcher discusses HRM and compensation management in relation to the JE concept. This chapter also defines JE, draws the connection between JE, job analysis and performance appraisal. The different methods of JE, JE systems, JE criticism and benefits are also discussed in this chapter.

2.2 JOB EVALUATION ORIGIN

JE is definitely not a new concept, it started in 1871. The first effort of evaluating posts was tried over a century ago in the United State. It was the Civil Service Commission who made the first attempt by applying job evaluation with an aim of attaining compensation fairness by adopting some rough form of evaluation which consisted of merely a classification of jobs. The history suggests that, the analytical study of labour only begun to be recognised mainly during the 19th century. In 1901, E.O. Griffenhagen developed a classification plan which was then implemented by the City of Chicago. Then in 1909, there were more modernised job analysis formats/systems which were implemented by the Chicago Civil Service Commission (CSC) and Commonwealth Edison Company (Henderson, 2000: 230). The three management techniques namely; work measurements, motion study, and job evaluation begun to advance during the 20th century after pioneers, i.e. Taylor, the Gilbreths, and Bedaux conducted studies (as cited in Livy, 1975: 41).

During the 1910s and 1920s, the size of enterprises grew and the official consideration of people's functions and industrial relations started to increase, as a result, determination to cut pay inconsistencies based on personal preferences also decreased. It is said that, the Americans, Merrill Lott and Eugene Benge were the ones who invented job evaluation schemes during the 1920s (as cited in Livy, 1975)

hence, the federal employees started to receive uniform salaries for each grade/post class regardless of gender. This act existed twenty years before the introduction of the 1963 Federal Equity Pay Act, which was aimed at erasing the obvious separation of pay scales which were based on gender and personal preferences of employers.

In 1924, a comprehensive job evaluation system was first developed and tried by Merrill R. Lott, a Director of Personnel in several companies. During the 1930's, there was an increase in terms of the American Trade Unions, hence, the United State National War Labour Board provided motivation to lunch job evaluation as a foremost management practise to be implemented. According to Henderson (2000:232), it was in 1938 when Edward Hay utilised factor comparison approach in defining the relative value of each management and professional jobs, and since then, many job evaluation systems have been developed and utilised everywhere. The classification scheme which was introduced by the Civil Service Commission was based on by the 1949 Classification Act. The General Schedule of eighteen grades covering most professional, administrative and clerical jobs was then established, according to (Fraser, 1992:27, as cited in Livy, 1975:13).

It was between 1945 and 1962 when the Congress refused to approve the Bill which was advocating equal compensation for similar jobs regardless of gender. A Bill was introduced later in 1962 which banned companies from discriminating female employees based on their gender when paying them their benefits. In 1963, Equal Pay Act was passed, the Act stipulated that, jobs were to be compared and determined if they were equal on not only on the basis of skills, effort and level of responsibility. It was during the 1970's that the women's rights groups still learned that only a few relevant and practical changes were actually made by companies to address the unfair labour practise which existed, since, men continued to be paid more than women even when performing similar jobs, according to Taylor and Francis.

The use of job evaluation systems in South Africa developed in two separate stages, the first was in the mining sector and the second one was the manufacturing sector. The largest company in the mining sector, called "*Anglo American Corporation (AAC)*" was the first to introduce job evaluation in 1946, however, the formal job

evaluation system was first used in the AAC during 1961 with an aim of preparing the basis for a new wage scale which was developed to satisfy wage requests of that time. The requirements of the new wage scale were that, it should allow for greater differentiation of those jobs which were carried out by Black underground workers. The job evaluation system that was developed consisted of three separate 16-factor plans, which covered non-supervisory jobs, supervisory jobs, and clerical jobs. This triple wage system which allowed and endorsed racial discrimination remained in use until 1971, this is according to Jacques Perold.

It was during the beginning of the 1980s that a new method of determining pay programme was introduced in government. The greatest advancement of job evaluation happened around the 1980s when the electronic job evaluation programmes were introduced brought efficiency. They significantly reduced the amount of paperwork and general administration of evaluating posts (Pritchard and Murlis, 1992:125). In general, the traditional job evaluation methods have been widely condemned for their inherently inflexibility and heavily administrative nature. However, the fact that JE did not necessarily enforce rigidity or inflexibly in organisations, thought it did impose inflexibility if not properly administrated was argued by Armstrong and Baron (1995:5).

The previous Office of the Commission for Administration was delegated with the responsibility of developing, coordinating and implementing the new job evaluation approach (Kastner, 1985:25). A research was then conducted by the Office of the Commission for Administration with an aim of developing manuals for each and every occupational class in government. The developed manuals then became well known in the South African Public Service as Personnel Administration Standards (PAS) which defined new jobs and set remuneration levels (Van der Merwe, 1985:30-31). However, for the success implementation of manual/new work procedure, it was essential that various occupational classes which comprised of scarce skilled, unskilled/uneducated and extremely qualified/educated personnel be determined, hence, about 500 occupational classes/groups were determined for PAS.

The Public Service then began to use PAS which consisted of twenty four COREs with the aim of ensuring that employees performing similar jobs and using uniform job descriptions were remunerated equally. The Personnel Administration Standards did not place a strong emphasis on career a growth for lower level workers, as a result, the system did not cater for workers who did not have formal qualifications, regardless of their level of competency. PAS favoured people who were in possession of specific formal qualifications, for example, certain post classes made provisions to provide rewards/benefits for people who received training and obtained advanced qualifications (DPSA 1999a:3). This approach also discouraged flexible working processes, since, during the PAS system, all National and Provincial Departments had to slot into the appropriate PAS for every filled post according to occupational class, without them creating their own title as they saw fits. Therefore, many occupational classes were narrowly defined, and this style of working brought disadvantageous effects when employees were looking for occupation upward mobility within their careers.

After transformation, codes of remuneration (COREs) and occupational classification system was then introduced in the Public Service so that existing job analysis and job grading system could be improved. It must be mentioned that, under CORE's and occupational classification system, departments were afforded an opportunity to design their own distinct job titles which were not covered by codes of remuneration, this allowed a room for creativity and innovation. Even though the level of formal qualification and prior work experience within government greatly influenced the grading of posts under twenty four COREs, information about the relation between salary ranges/ job-weight ranges, occupational codes, description of competencies and competency indicators per post class derived from PERSAL, was also included in the CORE's five volumes.

After democracy between 1997-1998, Public Service Act of 1994 was amended and one of the change which was made is the decentralisation of human resource management function, hence, as means of enabling that change, various directives were developed to place a great emphasis on service delivery improvement and equitable internal control systems that encouraged the address of previously discriminatory practices across the Public Service.

During 1996-1997, all-encompassing benchmark exercise was undertaken by KPMG management consulting firm, whereby majority of the post classes i.e. management, administrative and clerical jobs were evaluated. During this job analysis exercise, information which was collected from employees during interviews was later utilised to complete job evaluation related forms, i.e. job evaluation pre-interview questionnaire, job analysis questionnaire etc. The collected information was then captured on EQUATE (electronic) job evaluation software to calculate job weights and get jobs salary grading. EQUATE job evaluation software had five factors in which each was weighted against, and they are discussed in the below paragraph (DPSA Guide on Job Evaluation):

- (i) **Responsibility:** This factor deliberates on the resources that the post holder is accountable i.e. human, finances, asset etc., gauges job impact, the nature and value of resources allocated and the extent of operating independently.
- (ii) **Thinking demands:** This one particular element discusses the type and complex nature of work, level of analysis and evaluation of information that the post holder must comprehend in order to arrive at decisions and work judgements.
- (iii) **Communication and contacts:** This factor looks at the information to be absorbed by the post holder, level of contact, frequency of the job with internal (inside Public Service) and external (outside the Public Service) clients.
- (iv) **Knowledge:** This factor gauges the type of knowledge that must be possessed by the post holder to accomplish daily tasks, this includes formal qualifications, skills and preceding experience required before entering the post.
- (v) **Environmental demands:** This factor looks at the degree/level of physical, potential threats, and working conditions to which the post is subjected to.

In 1999, the EQUATE job evaluation system was officially announced by the MPSA for implementation in the Public Service as the only job grading system across the South African Public Sector. An international management consultants firm called KPMG was hired to design and customise the EQUATE job evaluation system with an aim of promoting the rule of paying equitable remuneration based on provision of equal effort whilst meeting government's needs.

In 2012-2014, the MPSA delegated a team to conduct research with an aim of refining, revamping and updating the EQUATE job evaluation system to a web-enabled platform to ensure that it remained relevant to the current changes within Public Service. The MPSA issued circular 3 of 2014, dated 07/04/2014, where the Minister gave an instruction that with effect from 1 April 2014, the new version of South African Public Service job evaluation system called EVALUATE shall be utilised in government following the formal activation of the EVALUATE system. The aim of migrating from EQUATE to a web-based system was to enable the MPSA to have 24/7 access to job evaluation data and view what the departments were doing when evaluating posts without requesting them to provide JE records. This web-based system was going to enable the MPSA to query job grading inconsistencies as and when they happened.

2.3 HUMAN RESOURCES MANAGEMENT AND COMPENSATION MANAGEMENT

2.3.1 Human Resources Management

The special provisions contained in the Public Service Staff Code of 1994 were substituted by the Public Service Regulations, 2016, which introduced the Affirmative Action as a method to address the imbalances which occurred during the Apartheid government. The South African democracy supported the transformation of government where by many other directives were put in place for greater emphasis on the service delivery improvement and equitable internal control systems that encouraged the redress of previously discriminatory practices. Chapter 4, part 1, (40) of the Public Service Regulations, 2016, enables Department's EA's to hold authority of making salary decisions within legislative mandates, this was previously not the case before democracy.

The 1998 White Paper on Human Resources Management in the Public Service encouraged the reviewal of national and provincial policies with an aim of providing policy frameworks which was going to facilitate the crafting and application of all human resources management policies (RSA, 1998). The aim was to facilitate quick advancement of social and financial transformation of government. The general perception of Human Resources function evolved over the years, hence, HRM is

now viewed as an important strategic partner in driving the transformation programme of the Public Service, with line managers' becoming more and more involved in managing human and financial resources allocated to them. Grobler et al (2002:1), says that the administration of human resource management functions differ from organisation to organisation. Byars and Rue (1997:3), indicated that HRM gurus identified six main functions encompassed in the HRM discipline, that is;

- (i) HR planning, recruitment and selection.
- (ii) HR development.
- (iii) Compensation and benefits.
- (iv) Occasional Safety and Health.
- (v) Labour relations and people's management.
- (vi) HR research.

2.3.2 Compensation management

According to Milkovich, Newman, and Gerhart (2014:13) compensation management encompasses all types/forms of monetary rewards and or benefits that staff receive as a result of tangible services which they have rendered for the employer. According to Henderson (2000), the management of compensation is very crucial because it essentially answers the vital question in terms of how much each employee is worth within the organisation. The answer to this crucial question about salary benefits have a huge impact in terms of whether or not the organisation is able to meet its strategic mandates whilst retaining existing personnel certified and attracting new people from the outside (Anthony et al., 2002:392).

In many instances, compensation management is often interchangeably used with salary/pay administration term. There is an interesting distinction drawn by Grobler et al (2002:382) when defining these two term, they indicate that compensation management discusses not only extrinsic rewards like salary. However, it also talks to intrinsic rewards i.e. employee accomplishing individual milestones, independence, and, receiving new career opportunities which will stimulate their intellectual capability. Whereas salary/pay management, strictly talks to financial rewards (extrinsic rewards) offered to employees by the employer. Noe, Hollenbeck, Gerhart and Wright (2006:463) indicate that, it is important to assign a pay rate to

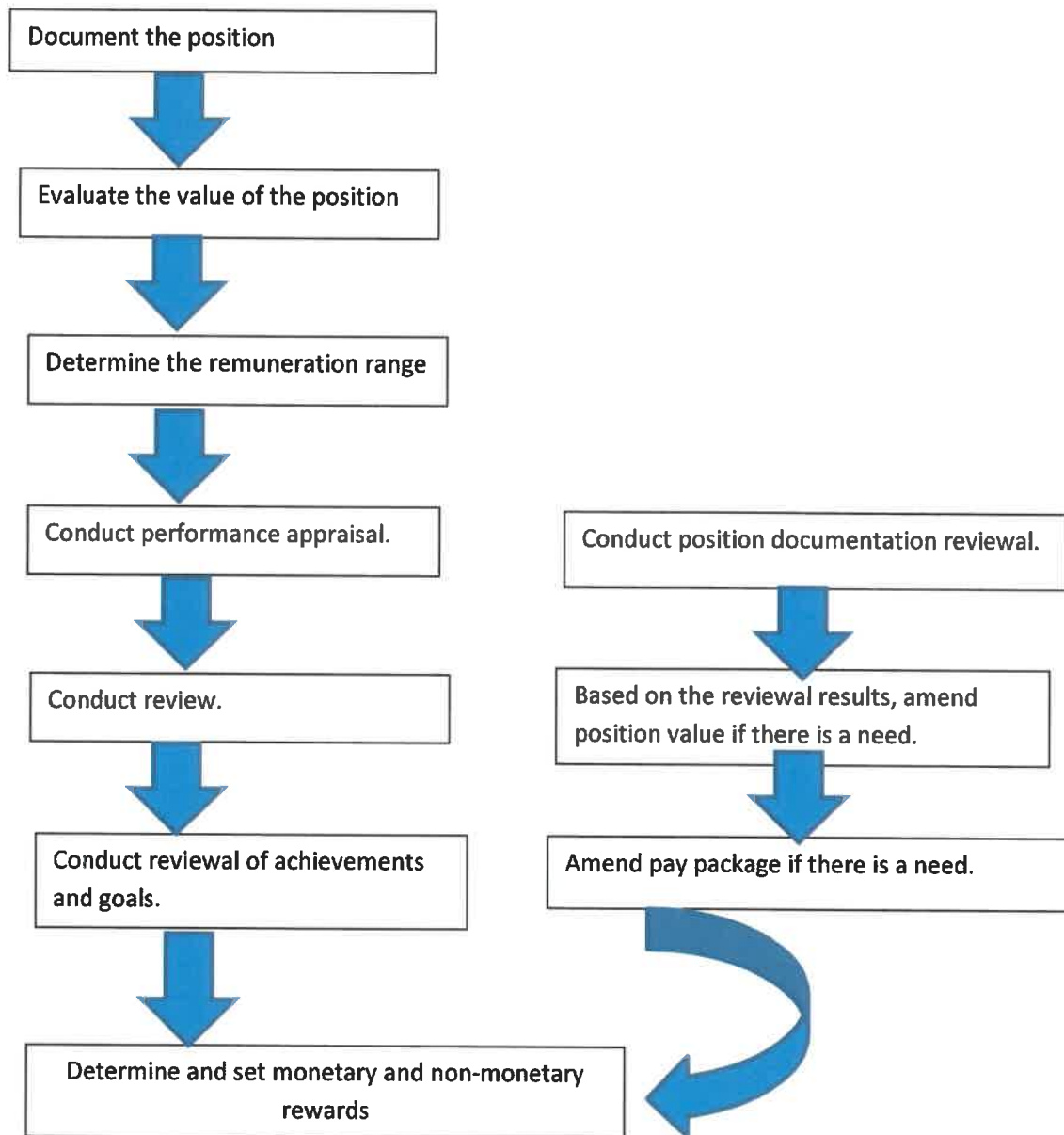
each and every employee which will be satisfactory in terms of covering individual, internal as well as external costs when determining employee compensation.

Internal equity/fairness institutes that employees performing similar functions be remunerated the same, and that employees performing different functions be remunerated differently, this is in terms of Milkovich and Newman (1996:45). Internal equity is however defined as a relationship/connection between the organisation's work and salary package, according to Grobler et al. (2002:384). Armstrong and Baron (1995:24) on the other side say that, it is pay packages/structures that enables organisations to make provision for internal equity through establishment of fair and reasonable pay rates and career progression paths, however, proper management of this process has an important role to play in making or breaking organisations' compensation systems credibility. It is true that the type of salary package offered by prospectus employers does influence the decision for some employees when making a decision to move from one organisation to another.

Compensation management system is said to comprise of four (4) main areas, namely; non-monetary benefits, employee benefits, salary packages, and measurement and management of employee output versus invested inputs, according to Armstrong and Murlis (1994:24). Kanchan (2009:124-125) argues that, compensation management has a significant role in the organisation's ability to retain employee with great potential by ensuring that internal salary packages remunerates employees according to their level of contribution towards the attainment of organisation's goals and targets. It is clear that compensation management interrelates with HRM discipline as highlighted above. Compensation management function deals with monetary and non-monetary incentives, including earnings of employees (Tomei et al., 2013). Proper administration of compensation management addresses gender differences in the workplace for the following reasons (Tomei et al., 2013):

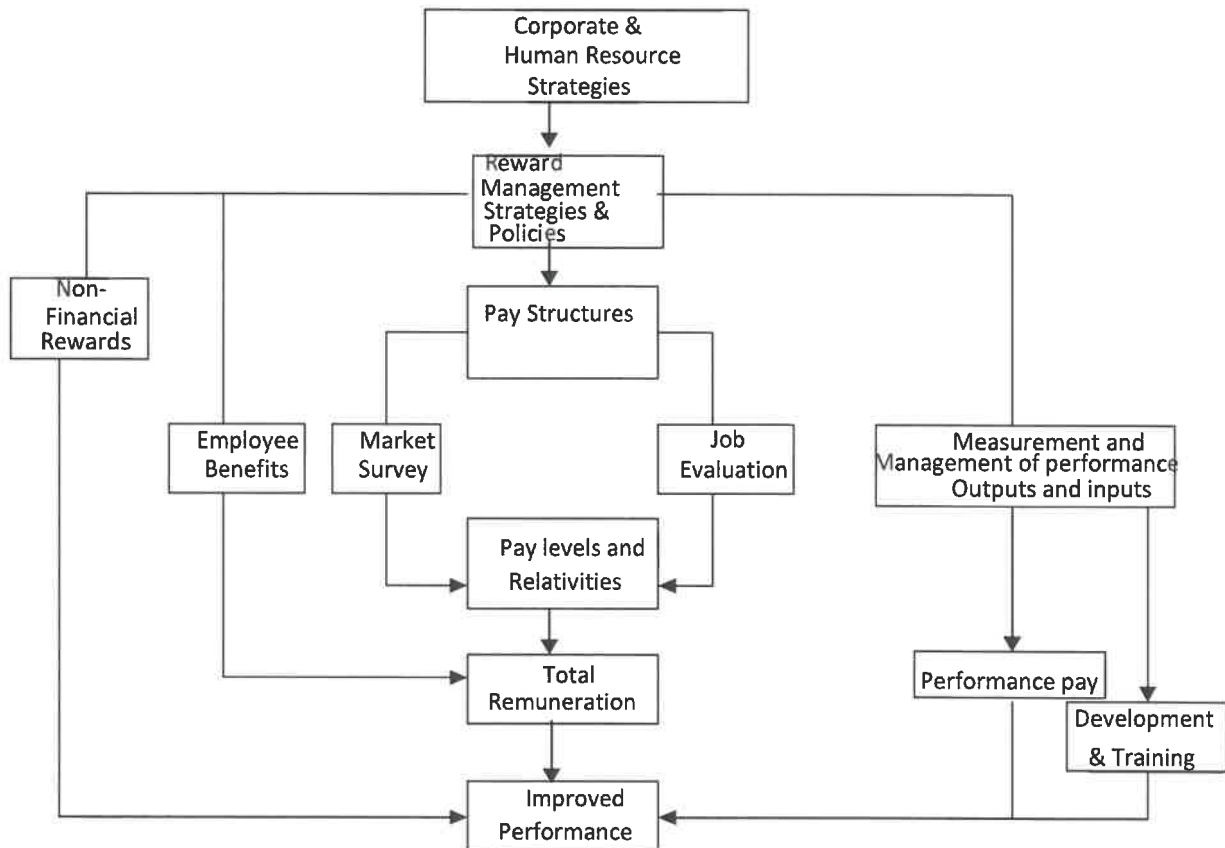
- (i) To achieve pay equity in the workplace regardless of the gender.
- (ii) To encourage women to aspire for better positions.
- (iii) To decrease the amount of pressure on women to work extra hours.
- (iv) To reduce staff turnover rate whilst achieving maximum output.
- (v) To enable the organisation to select and recruit the best employees.

Figure 2.1: An integrated system of compensation policy



Source: Kanchan (2009)

Figure 2.2: Armstrong and Murlis Compensation Management Model



Source: Armstrong and Murlis (1995)

2.4 RELATIONSHIP BETWEEN, JOB ANALYSIS, PERFORMANCE APPRAISAL AND JOB EVALUATION

2.4.1 Job evaluation

Job analysis, performance appraisal and job evaluation are all common terms which are interchangeably used within the HRM environment. Even though this study is based on job evaluation, since these three terms are normally used as identical terms, it is important that distinction amongst them is made clear through definitions with an aim of revealing their connection to each other. In terms of JE, It is important that formal systems be introduced in organisations so that management is able to explain why certain jobs are paid at certain salaries/grades. It is said that the process of determining job size/worth when analysing and interpreting facts, marking the job analysis questionnaire requires some level of judgment/ discretion from job evaluation analyst's side (Bussin, 2011:31).

2.4.2 Job Analysis

Mamoria and Gankar (2008:72) define job analysis as a detailed systematic process/study of obtaining all information related to that specific job/responsibilities. According to Bussin (2011:31), a process of scrutinising the entire job content by dividing it into small components/tasks with an aim of analysing and understanding the job is called job analysis. Bussin (2011:31) indicates that the process of broadly analysing a job looks at the following job areas:

- (i) **Duties and tasks:** This part includes factors like, type and frequency of efforts, job intricacy, type of equipment, etc.
- (ii) **Environment:** Looks at physical requirements for one to be able to perform that particular job.
- (iii) **Tools and Equipment:** Specify the type of tools and equipment used when performing that job.
- (iv) **Relationships:** This element breaks down the type and amount of relations the post incumbent has to manage, for example, internal and external clients, amount of supervision given to sub-ordinate and received from the immediate supervisor.
- (v) **Job requirements:** This element looks at the minimum post requirements for example; type of knowledge, set of skills, qualification, work experience, and amount of abilities and attributes that one requires to undertake the duties.

2.4.3 Performance appraisal

Performance appraisal looks at the characteristics at employee's individual accomplishments, strengths and weaknesses, behaviour, level of potential to be considered for future progressions, strengths and weaknesses (Grobler et al., 2002:260). Performance appraisal is the process of appraising employee's performance whilst creating precise work standards/ethics which may be linked directly to individual's tangible and actual contributions towards organisation's set goals over a pre-set time frame, according to Mamoria and Gankar (2008:74).

2.5 DEFINING JOB EVALUATION

Over the past years, different academics, researchers, and experts in the field have well-defined job evaluation. Discussed below are some of the definitions:

According to Oelz, Olney, and Tomei (2013), job evaluation is the process aimed at determining the virtual worth of jobs centred on the duties to be executed.

Job evaluation process is defined as a rational and unbiased method of relating one job to another regardless of the individual performance and or personal characteristics, according Bussin (2012:29).

Job evaluation is a formal systematic process used to determine pay packages by comparing jobs in order to define job's worth in relations to other jobs within the organisation, according to Mamoria and Gankar (2008:87).

Armstrong, Cummins, Hastings and Wood (2003:4) describe job evaluation as an analytical or non-analytical systematic process of determining job's worth to establish and provide basis for equitable salary grades.

Job evaluation is defined a formal procedure to define virtual value of jobs within an organisation, according Nel et al. (2003:154-155).

Job evaluation process is defined as a systematic method of assessing the virtual size of jobs in an organisation and sometimes even between different organisations (Thorpe and Homan, 2000:217).

According to Figart (2000:2), job evaluation is a process that was intended to remove previous paternalistic management practices which used to evaluate employee's personal characteristics, family settings, and work history when deciding on salaries.

Job evaluation establishes the relative "worth/value" of a particular job and not employee's individual worth/value (Grobler et al., 2002:260).

Job evaluation is a method used to determine justified/correct job ranks within the organisation (Benge as cited in Henderson, 2000:20).

Job evaluation is described as an orderly process used to define relative job's worth (Armstrong and Baron, 1995:13).

Job evaluation is a method of evaluating the relative size or job ranks in an organisation (Pritchard and Murlis, 1992:1).

The USA's Bureau of Labour Statistics states that, job evaluation is the evaluation or rating of jobs to determine their position in the job hierarchy. The evaluation may be achieved through the assignment of points or the use of some other systematic method for essential job requirements such as; skills, experience, and responsibilities.

DPSC's guide on job evaluation says that, job evaluation is an objective process of comparing jobs in order to define the relative size or worth of jobs by providing defensible and unbiased bases to determine and manage salaries.

2.6 JOB EVALUATION METHODS AND SYSTEMS

2.6.1 Job evaluation methods

Milkovich, Newman and Gerhart (2014:140) consider the decision of picking a method of evaluating posts to be implemented in the organisation as one of the most crucial decision that all organisations have to make at some point. Many scholars categorise job evaluation methods into two groups namely; non-analytical, and analytical methods. Armstrong, Cummins, Hastings and Wood (2003: 4-11) define these job evaluation schemes as follows:

2.6.1.1 Non-analytical (non-quantitative) methods

Kanchan (2009:117-124) argues that non analytical methods are broken into two systems, namely; ranking or job comparison and grading or job classification, Kanchan describe these methods as follows:

(a) Ranking or job comparison

The ranking method is where jobs are compared against each other, i.e., the whole job is compared rather than compensable factors. This method involves the following steps:

- (i) Prepare/develop job description to be used in the process.
- (ii) Select committee.
- (iii) Identify key jobs to be rated.
- (iv) Rank all jobs and or benchmark jobs based on the order of importance.

(b) Job grading or classification

Job grading is defined as a process of comparing different jobs with comparable characteristics in order to perform them i.e. jobs requiring similar skills, responsibilities, job knowledge, work experience, etc.

2.6.1.2 Analytical (quantitative) methods

When analytical methods of evaluating posts were initially introduced around the 1950's, more emphasis was on the physical efforts with more characteristic favouring male employees (Tomei, Manuela, Olney, Shauna, Oelz, and Martin, 2013). Analytical methods are further separated into two groups i.e. point-factor rating method, and factor comparison method.

(a) Point rating

Point rating system is a type of system that is founded on the theory that says, assigning and sum up points to essential respective job factors to get an index of the comparative worth of the rated jobs is possible, this is according to Mamoria and Gankar (2008). The total of the points contributes towards indicating the level of importance of jobs in an organisation. According Kanchan (2009:119), the following steps are involved in this process:

- (i) Selecting key jobs and cluster them on the basis of similar skills, efforts, and duties.
- (ii) Dividing all major job factors into a number of sub-factors.
- (iii) Defining each sub- factors in a favourite fashion.
- (iv) Assigning and totalling points per sub-factor.
- (v) Assigning monetary value to job based on the total scores.

a) Factor Comparison

Factor comparison method is a type of method that is based on the analysis of jobs with regards to distinctly demarcated factors. According to Kanchan (2009:12), the following steps are involved:

- (i) Determining the appropriate factors to quantity.
- (ii) Weighing the factors by assigning them to different weights as per their order of importance.
- (iii) Totalling scores or points in weights/value for each job.
- (iv) Assigning jobs to a specific salary structure.

2.6.2 Job Evaluation Systems

According to Professor Coen Bester, the mostly used job grading systems in South Africa include; Paterson, Peromnes, and Hay system. According to Bussin (2011: 38), the table below summarises various approaches to categorisation of different job evaluation systems around the world.

Table 2.6.2.1: Various approaches to categorisation of different job evaluation systems

Basis or method of comparison		method of analysis	
Basis or method of comparison		Consider job elements or factors	Consider entire job
	Comparing job against job	Factor comparison i.e. Hay	Ranking, internal benchmarking, paired comparisons, market pricing
	Comparing job against some scale	Points methods i.e. Peromnes, JE Manager, EQUATE. JExpert	Classification methods i.e. Peterson, TASK, JEasy

Source: Bussin (2011)

2.6.2.1.1 Paterson system

To facilitate the grading, Paterson system has identified six levels of decision-making. This system has bands which correlate with six levels of organisation.

Six levels of Peterson system:

Band F – top/executive management (strategic decision makers)

Band E - senior management (administrative and directional decision makers)

Band D – middle/interpretative decisions (operational management decision makers)

Band C – routine/monotonous decisions (are taken by skilled workers)

Band B - automatic decisions (are taken by semi-skilled workers)

Band A – distinct/straight forward decisions – (unskilled workers)

The Paterson system is used internationally, as well as in many South African organisations. The South African employers who are using the Paterson System use four factors to decide which sub-grade a worker/post should fall under. These factors include:

- (i) **Variety of tasks:** the more tasks or the more intricate the responsibilities, is the more complex the subgrade that the worker will fall under.
- (ii) **Length of a task:** the longer the time it takes to complete a particular task, the higher the worker's salary.
- (iii) **Pressure of work:** workers working under complex work conditions fall under higher sub-grades.
- (iv) **Tolerance or precision:** jobs that require a high level of precision rank in a higher sub-grade.

2.6.2.1.2 Peromnes system

Peromnes system is a system of evaluating jobs by allocating points against different factors to examine job's overall content. The Peromnes system was developed for SA Breweries by Professor Simon Biesheuvel as a simplified version of the Castellion method. The system was then later taken over by management consultants FSA Contact (Pty) Ltd, who then became exclusively accountable for advertising and promoting Peromnes system across South Africa. The Peromnes system uses eight factors to represent essential characteristics or requirements of

each specific job, with the first six factors focusing on the content of the job and the last two factors focusing on key requirements of the job.

Eight factors of Peromnes system:

- i **Problem solving:** this factor studies superiority and intricacy of decisions involved when solving work challenges
- ii **Consequences/costs associated with making a wrong judgement:** this factor looks at the impact caused by making work errors obviously through consideration of internal control systems which might be in place or implemented to avoid such errors.
- iii **Work pressures:** this factor assesses the amount of stress resulting from performing that particular job.
- iv **Job knowledge:** this factor assesses the amount of information/knowledge required to effectively perform the job.
- v **Job impact:** this factor measures the magnitude of influence/effect that exists as a result of executing that particular job.
- vi **Job comprehension:** this factor assesses the required level and complexity of
understanding when dealing with written and verbal communication.
- vii **Job educational requirements:** this factor assesses only job's inherent requirements.
- viii **Job training/experience requirements:** this factor assesses the type and level of job competency/advancement that the incumbent must have attained over a specific time frame.

2.6.2.1.3 Tuned Assessment of Skills and Knowledge (TASK) system

TASK came into effect in 1960 as a job evaluation system and it included methodology which was owned by a consulting firm called Deloitte & Touche. The TASK is a job evaluation system which is familiar within the South African local government sphere since it was approved by the South African Local Government Association (SALGA) through their National Executive Committee (NEC). Different spheres of government are governed by different pieces of legislation, hence, they function differently. The key purpose of introducing TASK in Municipalities was to ensure similar or uniform remuneration and job grading in local government. It is

SALGA who communicates the list of all evaluated jobs from other municipalities through Municipal Managers. For any functioning municipality to successfully implement TASK system, the following elements are very critical:

- (i) Approved organisational structure/post establishment indicating all posts must be in place
- (ii) Approved job descriptions documented in the prescribed TASK format.

Steps involved in TASK job evaluation process:

- (i) Receive and acknowledge evaluation/re-evaluation application.
- (ii) Determine if content of the permanent job has significantly changed and permanently for application of re-evaluation.
- (iii) Ascertain if the job has been executed for the past 6 months or more.
- (iv) JE unit to conduct research and collect relevant information facts about the post, through interviews with post incumbent, immediate supervisor, and or manager in charge of the post in question.
- (v) Compile job description to be signed by post incumbent and immediate supervisor.
- (i) Should consensus be not reached during post evaluation, the Municipal Manager is authorised to determine the content of the job description and decide.
- (ii) Evaluate the post using TASK job evaluation system, by scoring factors in relation to job complexity, knowledge, influence and pressure.
- (iii) Job evaluation result report to be compiled by the JE unit for approval by Municipal Manager.
- (iv) JE unit to forward all evaluation documentation to PAC for them to prepare and present job evaluation results.
- (v) Chairperson of the PAC to sign Job evaluation results after presentations.
- (vi) JE unit to compile and communicate final report for JE results to Municipal Manager for implementation and forward copy of JE results letter to the client.

2.6.2.1.4 EVALUATE system

The EVALUATE system is a system used to evaluate jobs within the Public Service. This system was previously referred to as "EQUATE" system but was then enhanced or revamped between years 2012-2014. The MPSA then issued a directive to all

National and Provincial Departments to cease the use of the EQUATE system with effect from 1 April 2014. However, because the departments had to migrate from the old systems to the new system, the MPSA gave departments a grace period of utilising the EQUATE system until they were fully capacitated in terms of the new system. The EVALUATE system is a web-based system which was authorized by the MPSA and is currently being used within the Public Service to eradicate subjective decisions of Analysts when evaluating posts, thus promoting consistency.

2.7 CRITICISMS AND BENEFITS OF JOB EVALUATION

2.7.1 Criticisms of job evaluation

Job evaluation concept is not a new concept, hence, all employers have been and will always be required to decide on their employees' salaries and pay packages, this decision obviously may vary from one post class or organisation to another. Whilst it may be a fairly less complicated process to define salary packages within a fairly small organisation comprising of a limited number of employees, it could be a very complex process to make salary decisions in a big establishment such as government departments where you find that some employees are highly, semi or unskilled.

According to Bussin (2012), the changing perception of management and the varied work priorities between section managers lead to discrepancies in terms of compensation rates from one business unit to another whilst jobs require similar set of skills and competencies, hence, the need for job evaluation to regulate relative pay levels for jobs. Individual earnings remain as organisational policy decisions based on internal and external factors. Armstrong, Cummins, Hastings and Wood (2003:9) indicate that, job evaluation has been criticised on the basis that it's a heavily administrative, complex, rigid/fixed system, consumes a lot of time when conducting which is against the 21st century business models, since time is money. Job evaluation schemes are generally further complicated by the need for human judgement/discretion when conducting the process.

Any decision around relative rank or value of posts in organisations automatically creates anxiety for the people who are involved. It is said that, evaluating posts

involves not only determining the grading of posts but also involves stabling a certain hierarchy of jobs which may not reflect every employee's views/perceptions, according to Peterson (1972). In addition, Fraser (1992: 27) cited in Livy, (1975) indicated that, the JE system is somewhat illogical, the criticism has been mainly on the grounds of its lack of objectivity in assessing a job before allocating it to a particular grade, where the mistakes and misconceptions can undermine the accuracy of the grading and in turn, diminish the confidence of the employees whose careers may be affected by it. Consequently, more definitive systems such as those involving analytical analysis of individual jobs have been demanded.

Armstrong, Cummins, Hastings and Wood (2003:9) indicate that, job evaluation is an unavoidable process since, whenever a decision on how much employees must be remunerated in one form or another, evaluation is needed. However, it is vital that the evaluation process be conducted fairly. It was Armstrong and Baron (1995: 17) who indicated that, JE is a systematic and not a scientific method since it depends on human conclusion/judgement which in turn makes it a subjective process. Kanchan (2009:114-115) specifies the following factors as restrictions/limitations of the JE process:

- (i) JE does not consider incumbents good personal characteristics, and their level of performance which makes it impersonal.
- (ii) JE concentrates mainly on determining work input as opposed end results.
- (iii) JE take longer to complete, can only be executed by trained and experienced personnel.
- (iv) JE process is not easy to be understood by staff not involved in it, hence, this create doubt in the minds of workers and trade unions because of the difficulty in understanding its techniques.
- (v) JE process is vulnerable because of its elements that allow human judgments.
- (vi) This technique is not accurate because of its lack of scientific basis when grading posts.
- (vii) JE may lead to regular and significant changes in wage and salary structure of the organisation which could increase expenditure.

- (viii) JE results may not exactly coincide with social evaluations and market trends, this in turn results in employee dissatisfaction, thus affecting productivity levels.

Bussin (2012: 30) says that, job evaluation should be applied in situations where discrepancies are seen in interdepartmental hierarchies regarding job values. Bussin (2012: 32) indicated that, there are popular misconceptions about JE which needs to be addressed; they are as follows:

- (i) All staff will receive big salary increase after an organisation has concluded job evaluation.
- (ii) The new hierarchy will be very different and difficult to recognize.
- (iii) Job evaluation outcome will result in salary reduction or salary downgrades for some employees.
- (iv) If the organisation implements a particular job evaluation system, all of their existing remuneration challenges will vanish or be automatically solved.

2.7.2 Benefits of conducting job evaluation

According to Bussin (2011:32-33), benefits of the job evaluation system includes the establishment of a consistent grading or pay structure which can be understood by both employees and management thus increasing transparency, consistency, reducing unfair pay inequalities and allowing management to properly control pay administration.

Job evaluation is the technique utilised by employers across the world to support their monetary incentives or pay structures within organisations. It is therefore vital that, the management of organisations are familiar with the JE concept, its role, its benefits and limitations. Successful implementation of job evaluation enables the organisation to design an unbiased payment strategy that will attract and retain high-performing and customer service orientated employees. Bussin (2012:32) identified the following as main benefits of job evaluation systems:

- (i) They provide a logical grading hierarchy and pay structure.
- (ii) They reduce inequalities by enabling both management and employees to recognise the differences in grading one post in relation to others.

- (iii) They enable organisations to establish and gain control over wage administration through maintenance of consistent rationale for pay structures.
- (iv) They create a defined point of reference when conducting negotiations and collective bargaining.
- (v) They facilitate proper career pathing and planning.

Mamoria and Gankar (2008:91-91) and Bussin (2012:32) highlighted the following as advantages of job evaluation:

- (i) JE is a rational, objective (to a certain degree) technique of ranking jobs to determine their worth in relation to others.
- (ii) JE provide a benchmark/standard to which employees's salary complaints can be judged since JE process streamlines and defends organisation's pay rates.
- (iii) JE eliminates errors which might occur in less systematic systems, since it creates clear basis for negotiations, hence, eliminate grievance cases.
- (iv) JE leads to more uniformity or equity in terms of salary/wage rates in organisations.
- (v) JE enable's organisation's ability to analyse and interpret information collected during job analysis for the purposes of developing organisation's strategies to improve recruitment and selection, retention and internal promotion systems.

2.8 CONCLUSION

Based on the analysis of information discussed above in terms of different systems/methods of job evaluation, it is clear that there is no extra special one particular job evaluation system/method that certifies all requirements of all institutions across the country or around the world. Hence, it is best that organisations carefully determine and define their needs before selecting any particular job evaluation/job grading system. Once chosen, both management and employees should feel at ease about that particular system before implementing it and everyone must be educated about the system before it is implemented to avoid resistance and confusion, particularly from employees' side.

CHAPTER THREE

EVALUATION OF THE THEORETICAL BACKGROUND AND LEGISLATIVE FRAMEWORKS

3.1 INTRODUCTION

In Chapter 3, a number of relevant legislative frameworks regulating job evaluation will be discussed in details. A brief overview of the KZN Provincial and the National administration of job evaluation will be shown. The current structural location of job evaluation function in the Department of Arts and Culture will be explained. Then, in closing, recent developments or changes around job evaluation within the Public Service will be discussed.

3.2 JOB EVALUATION CONCEPT WITHIN LEGISLATIVE FRAMEWORKS

The functioning of the South African Public Service is governed by different legislative frameworks. Prior to 1994, the Public Service encountered huge challenges with regards to transformation and efficient and effective delivery of public services. Emanating from previous chapters, it is clear that there is a connection between job evaluation and human resource management discipline. The table below indicate the legislative documents which governs the functioning of human resource management and job evaluation.

Table 3.2.1: The Legislative Frameworks that impact on the HRM discipline

	Legislation and Directive documents
3.2.1.1	The Constitution of the Republic of South Africa, 1996
3.2.1.2	The Public Service Act, 1994 (as amended)
3.2.1.3	The Public Service Regulations, 2016

3.2.1.1 The Constitution of the Republic of South Africa of 1996

The Constitution of the Republic of South Africa of 1996 is the supreme law of the Republic of South Africa and is above any other South African law. The Constitution contains broad guidelines that direct and govern the South African Public Administration. Chapter 10, Section 195(1), of the Constitution is important for the purposes of this study because it outlines the basic values and principles that govern South African Public Administration. This Section requires that good human resource management and career-development practices be applied in line with the legislative framework of the de-concentration of human resource matters be dealt with within the prescribed values and principles. Derived from this, the Constitution dictates that, the Public Service must ensure a “good” job evaluation programme is implemented and maintained to grade posts in an impartially, fairly, equitably and without bias manner.

3.2.1.2 Public Service Act, 1994 Proclamation 103 of 1994

The Public Service Act, 1994 Proclamation 103 of 1994, gives impetus to the values and principles outlined in the Constitution of RSA to ensure the execution of policies within government. The purpose of this legislation is to provide, among others, for the organisation and administration of the Public Service and the regulation of the conditions of employment. The Public Service Act, 1994 is Proclamation 103 of 1994 assigns certain responsibilities to three relevant role players namely, the Minister for Public Service and Administration, Executive Authorities, and the Director-General (in context of the Administrative Head of a Provincial Administration). The responsibilities of the identified three role players include the following:

(a) The responsibilities of the Minister for DPSA in terms of the Public Service Act, 1994, as amended

In terms of Section 3(2)(a) of the Act, the Minister is responsible for:

- The functions of, and organisational arrangements in, the South African Public Service.
- Employment and other personnel practices, including the promotion of broad representation as well as human resource management.
- The salaries and other conditions of service of employees.

(b) The responsibilities of the Executive Authority in terms of the Public Service Act, 1994, as amended

Section 3(5)(b) assigns powers and duties to an Executive Authority with regard to human resource management regarding:

- The post establishment of that office or department, including the creation, grading and abolition of posts and the provisioning for the employment of persons additional to the fixed establishment where the class of work is of temporary nature.
- The recruitment, performance management, promotion, transfer, discharge and other career incidents of officers and employees of that office or department, including any other matters which relate to such officers and employees in their individual capacities.

(c) The responsibilities of the Director-General (in the context of a Provincial Administration)

In terms of Section 7(3)(d) of the Public Service Act, 1994 (as amended), the Director-General, as the administrative head of a Provincial Administration, shall in respect of a provincial department exercise no power or perform no duty which is entrusted or assigned by or under the Public Service Act, 1994, (as amended) or any other law to the head of a provincial department. The Director-General's role in this regard is co-ordinate to ensure internal consistency in the Provincial Administration in terms of the job evaluation function.

According to Section 7(3)(c)(iii), Chapter III of the Public Service Act, 1994 (as amended) the Director-General, as administrative head of a Provincial Administration, is entrusted or assigned with specific responsibilities and duties. The Director-General is responsible for giving strategic direction in terms of the following human resource management aspects:

- The functions of, and organisational arrangements in a Provincial Administration.
- Employment and other personnel practices, including the promotion of broad

representation as well as human resource management.

- The salaries and other conditions of service of officers and employees.
- Labour relations in his/her Public Administration.

3.2.1.3 The Public Service Regulations (PSR), 2016

The Public Service Regulations, 2016 were approved and have replaced the Public Service Regulations, 2001 with effect from 1 August 2016. In terms of chapter 4, Part 1, Public Service Regulations, 2016, job evaluation is governed as follows:-

(a) Job evaluation and job grading systems

41.

1. *The minister shall determine-*

- (a) a job evaluation and job grading system or systems that shall be utilised in the public service to ensure work of equal value is remunerated equally; and
- (b) a range of job weights derived from the system or systems for each salary level in a salary scale.

2. *The minister may-*

- (a) issue directives on the application of a job evaluation or job grading system or systems;
- (b) review the application of job evaluation in the public service;
- (c) determine the job or category of jobs that an executive authority must evaluate ; and
- (d) issue directives that direct the evaluation and grading of any job or category of jobs.

3. *An executive authority may evaluate or re-evaluate any job in his or her department, except-*

- (a) jobs evaluated or graded by the minister in terms of sub regulation (2) (d); or
- (b) job determined in terms of an OSD

(b) Grading of posts

43.

1. This regulation does not apply to any job determined in terms of an OSD contemplated in regulation 42.

2. An executive authority shall-

(a) determine the grade of post to correspond with-

- the evaluation of the job by the minister in terms of regulation 41(2) (d) on a date determined by the minister;
- jobs determined in terms of regulation 42; or
- if the job was not evaluated or determined by the minister, the evaluation of the job by the executive authority in terms of regulation 41(3); and

(b) set the commencing salary of an employee on the minimum notch of the salary level attached to the relevant grade, unless a higher salary is awarded in terms of regulation 44.

3. An executive authority shall set the salary of a permanent or temporary employee employed in a part-time capacity proportional to the salary of an equally graded full time employee.

4. If an executive authority intends to evaluate jobs or implement job evaluate on results that will affect the grade of an occupation is utilised by more than one department, then he or she shall do so in consultation with the minister and the minister of finance.

(c) Setting of a higher salary

44.

1. Subject to sub regulation (2) to (4) an executive authority may set the salary of an employee above the minimum notch of the salary level indicated by the job weight-

- (a) if he or she has evaluated the job;*
- (b) if he or she requires to retain or recruit an employee with the necessary competencies; and*
- (c) he or she shall record the reason why the higher salary was awarded.*

2. The setting of a higher salary notch, as contemplated in sub regulation (1) to retain an employee (herein called the "counter offer") shall only take place on the first day of the month following the date of approval if-

- (a) the employee has received any employment offer (herein called the “external offer”) from any other body or organ of state;
- (b) the department has verified the validity and content of the external offer;
- (c) the counter offer made is limited to the salary notch closest to the external offer;
- and
- (d) the counter offer shall not exceed the salary level of the post.

3. The setting of a higher salary notch, as contemplated in sub regulation (1) to recruit an employee shall only take place on the first day of the month following the date of approval if-

- (a) the executive authority has complied with the process contemplated in regulation 64;
- (b) the employee occupied an equally graded post immediately before the date of appointment; and
- (c) the higher salary shall not exceed that of the employee immediately prior to appointment; and
- (d) the higher salary shall not exceed the salary level of the post unless such employee has been awarded a higher salary attached to the grade of the post in terms of any other provision of the Act.

4. If an employee is awarded a higher salary notch or a higher salary level in terms of sub regulation (1) to (3), he or she shall not be disqualified from progression to a higher notch or grade if he or she meets the requirements for such progression.

(d) Under graded posts

45.

1. If the job weight demonstrates that a post is under graded and the department’s budget and the medium expenditure framework-

- (a) provides for sufficient funds, an executive authority shall increase the grade of the post to a higher salary level; or

(b) does not provide for sufficient funds, an executive authority shall redesign the job to equate with the grade of post prior to regrading.

2. *If an executive authority increases the grade of a filled post as provided under sub regulation (1), (a) he or she shall continue to employ the incumbent employee in the higher graded post without advertising the post if the incumbent-*

(a) already performs the duties of the post;

(b) has received a satisfactory rating in his or her most recent annual moderated and approved performance assessment in the post and where the incumbent has not yet been assessed, his or her performance shall first be assessed to determine whether the performance is satisfactory;

(c) meets the inherent requirements of the post; and

(d) has been in the post for at least twelve calendar months.

3. *The higher salary applicable to the incumbent employee in the higher graded post as provided under sub regulation (2) shall take effect on the first day of the month of approval by the executive authority in terms of sub regulation (1).*

4. *If the incumbent of the higher graded post continues to be employed in terms of sub regulation (2), his or her commencing salary shall be set at the minimum notch of the higher salary level or at such salary that he or she received prior to the regrading, whichever is the higher.*

5. *If an incumbent employee is not continued to be employed in the upgraded post as provided for in sub regulation (2), an executive authority shall-*

(a) redesign the job to equate with the grade of the post before it was regraded;
or

(b) transfer the incumbent to another suitable post of an equivalent grade to the post that he or she occupied before it was regraded.

6. *Any transfer of an employee in terms of sub regulation (5)(b) shall-*

- (a) not alter the place of work of the employee without his or her consent; and
- (b) be effected by no later than the first day of the month following the month approval by the executive authority in terms of sub regulation (5)

(e) Over graded posts

46.

1. *If the job weight demonstrates that a filled post is over graded an executive authority shall-*

- (a) redesign the job to equate with the grade of the post before it was regraded; or
- (b) reduce the grade of the post in line with the job weight and transfer the incumbent to another suitable post of an equivalent grade to the post that he or she occupied before it was regraded.

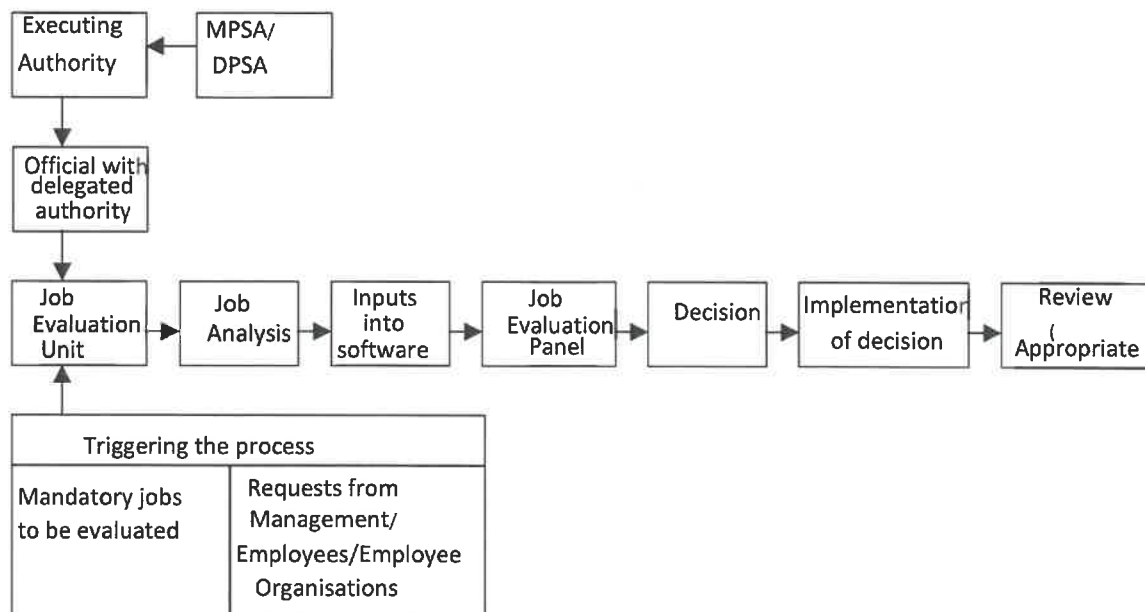
2. *Any transfer of an employee in terms of sub regulation (1)(b) shall-*

- (a) not alter the place of work of the employee without his or her consent; and
- (b) take place by the first day of the month following the month of approval by the executive authority of the grading of the post.

3.3 OVERVIEW OF THE NATIONAL ADMINISTRATION JOB EVALUATION PROCESS

An overview of the job evaluation process is set out in the diagram below.

Figure 3.1: Overview of the national administration job evaluation process



Source: Guide on Job Evaluation (DPSA, 1999b:12).

3.4 OVERVIEW OF THE KZN PROVINCIAL ADMINISTRATION JE PROCESS

The step-by-step process followed by the KZN Office of the Premier when evaluating posts that are between salary levels 09-16 is shown in **Annexure A**.

3.5 OVERVIEW OF KZN DEPARTMENT OF ARTS AND CULTURE JE PROCESS

The step-by-step process which is followed when evaluating posts through Departmental JE Committees within DAC. **(Refer: Annexure B)**.

3.6 ORGANISATIONAL PLACEMENT OF THE JE FUNCTION WITHIN DAC

Organisational Development and Design sub-directorate is responsible for the provision of the job evaluation function within the department. The sub-directorate is headed by the Deputy Director, supported by one Chief Work-study Analyst, and one

Work-study Analyst. It is only these three officials who are responsible for the evaluation of all departmental posts. The rest of the posts within the sub-directorate are vacant and unfunded. The organisational structure where the job evaluation function is located and performed is shown in **Annexure C**.

3.7 EVOLVEMENT OF JOB EVALUATION WITHIN THE PUBLIC SERVICE

Like any other discipline, job evaluation concept has evolved over the past 18 years, since the introduction and implementation of job evaluation within the Public Service between 1999-2017.

3.7.1 Development of Models by DPSA through co-ordination process of the entire occupation category

In 2004, the Minister of Public Service and Administration issued a directive to provide for a process to co-ordinate the upgrade of an entire occupational category or certain levels within an occupation based on job evaluation. The main purpose of the directive was to institute consistency/standardisation in the grading of transverse occupations/posts/jobs within the Public Service. However, the MPSA realised the inconsistencies and ineffectiveness of the process and a need to amend the said directive was identified. A new directive came into effect on the 18th of July 2013 where the process to be followed by all national and provincial departments to grade the entire occupation class/category was detailed. The following issues were discussed pertaining to the directive dated 14/02/2014:

- (i) **MPSA/DPSA:** National and Provincial Departments that plan to initiate a process to grade the entire occupational category or certain levels within the occupational category must approach DPSA, DPSA will then determine whether the occupational category is utilised by national and or provincial departments. If the occupational category is utilised by national and or provincial departments, the relevant department should then write a business case to DPSA outlining the need for job evaluation of the relevant occupation category/posts/jobs.

(ii) **Grading committees:** Must analyse the business case submitted to determine whether the business case justifies the need for a job evaluation process of a particular occupation category/posts/jobs.

(iii) **Executing Authorities/Head of Departments:** Must submit a business case to DPSA outlining the need for job evaluation of the relevant occupation category/posts/jobs and provide relevant supporting information when requested to do so. If the occupation category is not used by other departments, the relevant department may conduct job evaluation and implement the revised grades provided that the decision is supported by the job evaluation results as provided for in the Public Service Regulations, 2016.

3.7.2 Implementation of the new job evaluation system for the Public Service

The MPSA delegated a team to refine and update the EQUATE job evaluation system to a web-enabled platform. The MPSA issued circular 3 of 2014 where the MPSA gave an instruction that with effect from 1 April 2014, the new job evaluation system of the Public Service version called "EVALUATE" be used in Public Service.

Following the formal activation of EVALUATE system, DPSA conducted information sessions in all provinces around the country to present the new web-based system. Subsequently to that, trainings were facilitated by DPSA through all the Offices of the Premiers, and trainings were conducted by the National School of Governance (NSG). In the above mentioned circular, the MPSA indicated that as a transition measure, both job evaluation systems i.e. EQUATE (personal computer based) and EVALUATE (web-based) were said to run concurrently until full training has been rendered within the Public Service.

(i) **DPSA's Circular 4 of 2016- dated 26/07/2016:** During the year 2012- 2014, a project was undertaken by DPSA to refine and update the EQUATE job evaluation with the aim of moving towards the web-based job evaluation system which may only be accessed with passwords, and that project was finalized in 2014. The new job evaluation system came into effect for utilisation in the Public Service on the 1st of April 2014 as per DPSA Circular 3 of 2014. The MPSA indicated that as a transition measure, the new web-based system (EVALUATE)

and personal computer system (EQUATE) were to be used concurrently by Departments until they were fully capacitated on the use of the new system. DPSA conducted consultation and information sharing sessions where Departments were taken through the improved job evaluation system and were then supplied with the passwords to access the web-based system. Subsequent to that, National School of Governance conducted training on the system to all Job Evaluation Analysts throughout the country.

In 2016, the MPSA issued Circular 4 of 2016, dated 26 July 2016 which was addressed to all Heads of National and Provincial Departments to inform them to cease the use of EQUATE system and instructing the utilisation of only the EVALUATE job evaluation system to grade jobs/posts with effect from the 1st of August 2016. The MPSA indicated that DPSA had since learned that even in 2016, some departments were still utilising the EQUATE system despite the fact that their officials have been fully capacitated to operate on the EVALUATE system. The circular also highlighted that the results of posts graded by the EQUATE system were no longer going to be taken as valid results when departments forward them to MPSA for verification/consultation.

3.7.3 Implementation of the amendment to PSCBC Resolution 3 of 2009 and the grading of posts on salary level 9/10 and 11/12, dated 25/02/2013

The MPSA indicated that this circular be read in conjunction with PSCBC Resolution 3 of 2009 and circular 16/P dated 12 September 2011. The MPSA determined the following for the specific post categories:

(i) New job weights of the job evaluation system (2011): Following the conclusion of the PSCBC, Resolution 3 of 2009, the MPSA approved an implementation of the Directive Circular 16/P dated 12/09/2011 which gave effect to the new job weight ranges from the 01/10/2011. Initially, if a post was evaluated and the job score for that particular job fell in the discretionary area between two consecutive salary ranges from salary level 1-12, an Executive Authority had to use his/her discretion to grade the post at the salary level he/she felt was correct, and that in turn caused a lot of salary inconsistencies within the Public Service. The circular dated 12/09/2011, removed any job weight range overlap between salary levels where the Executive

Authority must grade the post at the grade attached to the lower job weight range. The purpose of the directive was to promote consistency in the grading of posts and to curtail human resource expenditure.

(ii) Posts graded on salary level 10 and 12 since the implementation of the PSCBC Resolution 3 of 2009: The salary level of such jobs will have to be reconsidered in terms of the revised job weight ranges determined by MPSA which came into effect from 1 October 2011 of which that circular removed any job weight range overlap between SL 9/10 and SL 11/12. This effectively meant that, any job which was elevated and the job weight fell in between two levels, i.e. a job with a 540 score fell between SL 9 and 10, based on the new job weights which came in effect of the 1st of October 2011 that job should be graded at SL 9 and not 10. However, the MPSA indicated that no retrospective implementation of re-grading must be done prior to the 1st of August 2012. With the consideration of the existing posts, either prior to 1 October 2011 or subsequent to 1 August 2012, job evaluation processes were to be followed and in compliance with Circular 16/P dated 12 September 2011 to prevent any unnecessary disputes, grievances or queries.

(iii) Corporate Services (Programme 1) posts: is typically a support service programme within Departments throughout the Public Service, responsible for providing support to the Core/Line function business units. As per the generic functional grouping framework of DPSA (dated 18/11/2015), Corporate Services functions are as follows, Strategy and Planning, Human Resource Management, Information Communication and Technology Management, Security Management Services, Legal Advice Services, Office Support and Auxiliary Services. In terms of PSCBC Resolution 1 of 2012 Clause 18.1 and as set out in Circular 16/P dated 25/02/2013, the MPSA determined the following for the specific post categories:

(a) all posts/jobs that were graded on salary level 10 and 12 between 1 July 2010 and 31 July 2012 and whose incumbents were appointed on salary level 9 and 11 be automatically upgraded so salary levels 10 and 12 respectively with effect from 01/08/2012, subject to availability of supporting job evaluation results.

(b) in terms of Section 3 (1)(c) and section 3 (2) of the Public service Act, 1994, should the EA grade new jobs/posts at salary level 9, 10, 11 or 12 grades of such posts must be consulted with and recommended by the MPSA before a final decision on the grade of the post is taken to ensure contemporaneous consistency within the Public Service. The evaluation of the programme 1 posts is done centrally within PJES.

(iv) DPSA Circular 4 of 2014: Implementation of amendment of PSCBC resolution 3 of 2009 and the grading of jobs/posts on salary level 9/10 and 11/12, dated 05/08/2014. The MPSA directed that the Circular 16/P dated 15/03/2013 be withdrawn with immediate effect and replaced by Circular 4 of 2014, dated 05/08/2014. The MPSA directed this in terms of Section 3.(1)(c) and he 3.(2) of the Public service Act, that should the EA grade new jobs/posts at salary level 9,10,11, or 12, grades of such posts must be consulted with and recommended by the MPSA before a final decision on the grade of the post is taken. This directive is applicable to the posts/jobs and employees who were appointed on or after 1 August 2012. The Head of Departments' approval of JE results is subject to consultation and approval by the MPSA. However, in line with Public Service Act, 1994, as amended, departments are still required to evaluate new posts and re-evaluate core function jobs, should the posts be not covered by the Occupational Specific Dispensation (OSD).

(v) DPSA Circular 1 of 2016: Compliance with Public Service Act, 1994 and the implementation directive (Circular 4 of 2014, dated 06-01-2016) on the grading of Corporate Services programme 1 jobs graded on salary level 9 and 10 and 11 and 12. DPSA received numerous complaints regarding non-compliance with implementation directive (Circular 4 of 2014). DPSA consulted with numerous National and Provincial Departments, prior implementation but still the level of compliance was a concern, which therefore necessitated the need to enforce compliance with Public Service Act, 1994 (chapter v, section 16A) and (chapter vii, section 38). Departments that had already upgraded employees who were appointed from 1 August 2012 on jobs/post graded on salary 9/10 and 11/12 in Corporate

Service without consulting DPSA were instructed to reverse those irregular upgrades and overpayments with immediate effect.

3.8 CONCLUSION

The aforementioned legislative frameworks and directives paved a way for fair and equitable pay structure within the Public Service through different allocation of roles and responsibilities to both political and administrative heads to maintain and guarantee the uniform application of job evaluation within government. The legislation pieces discussed above makes it clear that, the MPSA is overall in charge in terms of determining and enforcing proper implementation of legislated issues around human resources management discipline in government. The lack of compliance to DPSA directives result in ripple effects within the Public Service.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter discusses study design and methodology in details. The research settings, study population and sampling, methods of data collection, study reliability and validity, instrument pre-testing and ethical considerations are also outlined in the paragraphs following below.

4.2 RESEARCH APPROACH AND DESIGN

A survey research is a technique utilised in gathering data directly from the study participants who were nominated to be used a basis for inferences regarding a particular bigger population, this type of survey usually gives five kinds of research data such as i.e. opinions, facts, different perceptions, attitudes and reports of behaviour, according to Rossouw, (2003:127). A survey research is a multi-tiered process which requires a high standard of a systematic planning and implementation of research, Rossouw (2003:128). Kumar (2005:12) says that the choice of using qualitative or quantitative approach in the study is dependent on the aim of enquiry and the use of findings.

The quantitative approach was chosen by the researcher as a method of research for the study. Rossouw (2003:163), says that quantitative research is a quantifiable/measurable type of research which allows raw data to be collected and converted into usable data through mathematical manipulation with an aim of predicting a future around a particular issue or phenomenon. Furthermore, quantitative analysis are said to have the following characteristics; empirical, numerical analysis, objective deductive reasoning, findings can be generalised to population and a larger sample is preferable. Kumar (2005:12) refers to quantitative research as a structured approach to enquiry and qualitative as an unstructured enquiry. This method is more appropriate in determining the magnitude of the challenge or phenomenon.

4.3 RESEARCH SETTING

The study was conducted only within a relatively small Provincial Department called KZN Arts and Culture. The study participants are based at the Head Office in Pietermaritzburg, and Regional Offices, i.e. Northern Region (Mbazwana and Ulundi), Western Region (Ladysmith and Dundee), Southern Region (Pietermaritzburg), and Eastern Region (Durban central and Pinetown).

4.4 STUDY POPULATION AND SAMPLING

4.4.1 Study population

Rossouw (2003:108) refers to population as a term used to describe collectivity which the researcher studies and formulate statements about. The study population consisted of approximately 500 permanently employed employees of the KZN DAC. The study population came from all business units and was a fair representation in terms of genders, age, and race. To ensure that the study results were valid and representative of the opinions or views of the greater population, the sample size selected was 22 % of the entire population (500). The overall total quantity of employees whom were initially requested through random selection to partake in the study was 110 officials, however, only 100 respondents returned the completed questionnaires.

4.4.2 Study sampling

According to Rossouw (2003:108), sampling is the process through which it is decided who will be observed during the study. In addition, the confidence with which generalisations can be made depends on the accuracy of the study sampling process. According to Kumar (2005: 164) study sampling is defined as a method that is used to select a certain limited number from a larger collection so that it can be used as the basis for forming a conclusion or guessing the occurrence of an unidentified information or condition concerning that particular population. Kumar (2005:169) further states that, the achievement of maximum accuracy of estimates within a particular sample size, and prevention of biasness when selecting a sample are the main two aims of selecting a study sample. According to Kumar (2005:169), favouritism/biasness when selecting a sample can happen if:

- (i) Selection of a sample is done based on subjective/depending on human choice, also regarded as non-random selection.
- (ii) Using a selection method which is based on a particular sampling list, index or other population records, which could possibly be not accurately reflective of the study population.
- (iii) Selecting a study sampling is difficult to find or does not co-operate with the researcher.

The researcher selected the sample from the population using a random sampling method following no particular order in order to avoid biasness. It is through sampling that an estimation/assumption about what the total population is facing from the sample. However, if the researcher selects and uses a particular sample as a basis to form conclusions or estimations about a total population, it is possible to make an error, Kumar (2005:164).

4.4.2.1 Sample size

The total target sample size of 110 participants comprised of all post categories which existed within DAC, i.e. Senior/Executive Management, Middle Management, Junior Management and lower levels/operational officials with an aim of ensuring that the sample indeed reflected the variations in the population. All study participants who participated in the study met the specific criteria described below:

All study subjects had to:

- (i) be psychologically sound.
- (ii) be willing to participate and give written content to be study subjects.
- (iii) be permanently employed by the DAC in any business unit, regardless of gender/race/age

4.5 DATA COLLECTION METHODS AND TOOLS

A questionnaire was selected as a tool to collect data for the study. Kumar (2005:126) defines questionnaire as a form used to record written answers from study respondents after reading and interpreting study questions. Rossouw (2003:127) says that a questionnaire is a document completed by a study respondent when asked by an interviewer in the direct person-to-person situation,

without researcher's help or influence. A questionnaire may be used as a versatile instrument of measurement, or a data collection instrument in a qualitative descriptive survey, in the quantitative analytical survey, or in a structured one-one-interview. In the study, the researcher collected data through questionnaires with an aim of assessing subjects' acquaintance, general feeling and personal experience regarding the subject matter.

The study questionnaires were written in a simple and easy to understand English, where explicit instructions were explained in order to guide the subjects when completing the questionnaires. The questionnaires consisted of the covering letter which included all the details about the researcher and the supervisor, gave a synopsis of the study, guidelines for completing the questionnaires, and confidentiality nature of the study. The study questionnaires consisted of two subdivisions, namely, Section A and Section B, where A was designed to collect demographic information i.e. subject's age, gender, position at work, level of education, years of working experience, etc. Section B of the questionnaire contained a quantitative closed set of fifteen questions. In this section, respondents were only required to select the best answers for the questions asked or statements phrased, then the last question number 16 asked for any additional comments from the study subjects. The questionnaire forms were individually disseminated by the researcher to all departmental officials who expressed their interest in participating in the study. The research information was collected over the period of two months (from March until end of April 2017).

4.6 METHODS OF DETERMINING THE RELIABILITY OF AN INSTRUMENT

There are different types of methods which can be applied determining the study instrument's reliability, and these various methods can be categorised into two groups, namely; external and internal consistency/reliability procedures (Kumar, 2005:156).

4.6.1 External consistency procedures

These procedures are used to compare results from two different and independent processes of collecting data by verifying the reliability degree, this includes:

(i) **Test/re-test:** method commonly used to measure the research instrument's reliability. In the re-test phase, to measure instrument's reliability, the test is done for the first time to get the results and then repeated in the exact environment. The scores ratio between first and second test indicate the instrument's reliability, where the greater the value of ratio, the higher the reliability of the instrument.

(ii) **Parallel form of the same test:** in this method, procedure one hypotheses is used in two parallel instruments to calculate the same phenomenon in two populations by comparing results from one test against the other. The similar results assume or indicate instrument's reliability.

4.6.2 Internal consistency procedures

Under these procedures, the impression is that, items used to measure the same phenomenon should produce comparable/same results. The following methods are used when conducting internal consistency procedures:

(i) **The split-half technique** – This procedure is mainly used to associate the results/scores of the first half of the items with the second half to measure attitudes towards a particular situation when using two statements.

(ii) **Stepped-up reliability-** in this method, the dependability for the whole study instrument is measured by the "*Spearman-Brown formula*".

4.6.3 Pre-testing of the instrument

Testing a questionnaire refers to a trial administration of an instrument to identify flaws (Burns and Groves 1997: 270). The pre-testing of the questionnaire is one of the most important stages in questionnaire construction which could be tested on a small sample, probably between one and ten friends (Rossouw, 2003:140). As part of pre-testing, the first questionnaire was developed by the researcher and pre-tested on 10 officials (five males and five females) who met the set criteria within the DAC Pietermaritzburg Head Office. The researcher was then able to establish the average period of completing the questionnaire, which was between 15-20 minutes. The respondents who participated in the pre-testing exercise were able to answer all

the questions with minimal challenges. As a result of the pre-testing exercise, the researcher was able to review and simplify the questionnaire even further before final distribution to the study participants.

4.7 STUDY RELIABILITY AND VALIDITY

4.7.1 Reliability

According to Rossouw (2003:122), the reliability of a gauging instrument reveals the consistency of the measurement. A measuring instrument is regarded to be trustworthy if it yields equal outcomes even under three repeated tests such as stability reliability, representative reliability and equivalence reliability. Kumar (2005:156) indicate that if a study instrument is unchanging, predictable and precise, then it is regarded as reliable. Kumar (2005:156-157) indicate that a hundred percent accuracy in a social science environment is impossible/difficult to achieve, this is based on the fact that the control factors affecting reliability are impossible to control, Kumar defines these factors as follows:

- (i) **The wording of the study questions-** reliability of a research instrument may be affected by any minor doubt caused by the phrasing of study questions since study respondents may understand the study questions contrarily at different times, obviously resulting in unlike answers.
- (ii) **The physical setting-** reliability of a research tool may be affected by any change in the physical setting during the repeated interview. The physical setting does affect the responses provided by the interview respondent.
- (iii) **The respondent's mood-** reliability of a research instrument may be affected by a change in the respondent's frame of mind when answering study questions.
- (iv) **The nature of interaction-** reliability of a research instrument may be affected by interview condition, answers to repeat interviews may change due to the type of the interaction between the interviewer and interviewee.

- (v) **The regression of an instrument-** reliability of a research instrument may be affected by the respondent's change of opinion after he/she had participated in the study. When that particular respondent is asked to respond again to the same questions, they are likely to respond differently. Depending on whether he/she felt good about the initial responses he/she gave, responses are likely to differ.

4.7.2 Validity

Validity is described as a level of degree to which the study measuring instrument calculates what it is intended to calculate. Validity is divided into four categories, namely; content validity, criterion validity, construct validity and face validity, Rossouw (2003:123):

4.7.2.1 Content Validity

In the content validity, it is determined whether the whole content of the definition is represented in the measuring instrument. In terms of the study, questions were based on the data which was gathered during the literature review phase to ensure that the questions were descriptive of what study participants would/should know about job evaluation.

4.7.2.2 Criterion Validity

In criterion validity, when the results of the measurement are comparable with those of another measuring instrument, then the results are regarded as valid.

4.7.2.3 Construct Validity

According to Kumar (2005:155), construct validity is regarded as a more sophisticated method which is based on statistical procedures to establish the validity of an instrument.

4.7.2.4 Face and content Validity

In order for one to determine face validity, the researcher request experts in that particular field to judge the measuring instrument. Kumar (2005:153) stated that, the expert must express his/her opinion as to whether on the face value, the study instrument does measure what is expected, and this is the simplest method of determining validity. According to Kumar (2005:154), the study measuring instrument

is judged based on the weather it measures what it is supposed to measure on the basis that there is a rational connection between the main study questions and the main objectives of the study.

4.7.2.5. External validity

External validity has to do with the generalisation of findings from the sample to the target population according to Rossouw (2003:182). Internal validity is a precondition for external validity, representativeness is the central measure for external validity. One of the primary measures for ensuring external validity is ensuring that the sample size represents the study population in such a way that the study result/views can be generalised to the whole population. During the study, an external specialist was requested to quality assure the study instrument (questionnaire) prior to it being handed over to respondents for formal study.

In the study, the researcher ensured external validity since random sampling was used whilst ensuring a large sample, hence, generalisation of the findings to all members of the population is therefore justified. Rossouw (2005) indicates that, the total number of individual who were originally requested to partake in the study but refused should be reported so that the level of threats to external validity can also be measured. Hence, it is important to mention that, the ten people who formed the study population (110) did not return the completed questionnaires even though initially showed interest and gave written consent to participate in the study.

4.8 ETHICAL CONSIDERATIONS

Conducting a study requires not only proficiency and diligence skills, but also honesty and integrity at all times. This is informed by the need to acknowledge and protect the rights of the study participants/subjects. In any discipline, it is regarded as an unethical practise if study information is collected and used without receiving consent from the subjects. Prior to conducting a study, consent of the subjects was requested and received in writing.

The Faculty Research Ethics Committee (FREC) at the Durban University of Technology gave a formal printed consent to the researcher dated 20 February 2017

(Appendix 1A). The researcher was also granted authority by the Acting Head of the Department of KZN Arts and Culture to conduct the study within DAC because of the relevance of the study. According to Kumar (2005: 212), informed consent means that, the study subjects have been made are aware about the study purpose, type of information required from them, and the terms and conditions of participating in the study.

They researcher ensured that anonymity and confidentiality was upheld throughout the study, no personal information about participants such name, address, identity numbers, e-mail address, etc. was collected. Kumar (2005:214) says that, the distribution of data collected about study respondents with others people other except for study motives is considered as unethical practise. In the study, confidentiality was maintained through the collection of information from the study participants up to data analysis phase. A self-governing statistician was requested to provide professional service in capturing, coding and analysing study data.

4.9 CONCLUSION

This particular chapter concentrated mainly on detailing the methodology/procedure which was followed in conducting the study. Based on the above discussions, it is clear that there are many different types of testing and validating the information collected during the study, each with its advantages and disadvantages. However, generally, there are certain research standards that the study must meet, i.e. ethical considerations, pre-testing of data collection tool, and testing validity and reliability of study to ensure at the research findings add value to the body of knowledge in that particular field, and possibly form part of a solution in terms of providing solution to that particular challenge which led to a study.

CHAPTER FIVE

PRESENTATION OF FINDINGS AND ANALYSIS

5.1 INTRODUCTION

In this chapter, the study results are discussed in details. During the study, a questionnaire was used as a primary instrument/tool to gather data. The study data which was gathered from the responses which were recorded on the questionnaires and was analysed using the SPSS version 24.0. The study findings will present the descriptive statistics in the form of graphs, cross tabulations and other figures for the quantifiable information that was collected. Inferential techniques include the use of correlations and chi-square test values which are interpreted using the p-values.

5.2 THE SAMPLE

In total, one hundred and ten (110) questionnaires were distributed amongst KwaZulu-Natal Department of Arts and Culture staff and only one hundred (100) questionnaires were given back to the researcher by the subjects. The study response rate was ninety one percent (91%) which is viewed as an excellent study response rate since the average response rate is seventy percent (70%).

5.3 THE RESEARCH INSTRUMENT

The research instrument (questionnaire) consisted of 23 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was separated into four different but related questions to measure the following information:

- (i) Biography
- (ii) JE process
- (iii) Perception about JE
- (iv) JE Committees

5.4 RELIABILITY STATISTICS

In reliability statistics, there are two utmost important aspects of accuracy, i.e. **reliability** and **validity**. The reliability degree is calculated by taking numerous measurements/sizes of the identical subjects. A reliability coefficient of 0.60 or higher is regarded as “acceptable” for a newly developed hypothesis. The table below shows the Cronbach’s alpha score for all items which were contained in the questionnaire.

Table 5.4.1: Cronbach’s alpha score

	Number of Items	Cronbach's Alpha
JE Process	6	0.631
Perception about JE	5	0.640
JE committees	2	0.799

The total of reliability scores for all sections exceeds the recommended Cronbach’s alpha value. This shows a degree of acceptable and consistent scoring for these sections of the research.

5.5 FACTOR ANALYSIS

5.5.1 *Why is factor analysis important?*

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 environmental policy, reflecting issues at the local, provincial, and national level. Each question, by itself, would be an inadequate measure of attitude towards environmental policy, 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.

A researcher may want to know if the skills required to be a decathlete are as varied as the ten events, or if a small number of core skills are needed to be successful in a decathlon. One needed not believe that factors actually exist in order to perform a factor analysis, but in practice, the factors are usually interpreted, given names, and spoken of as real things.

The matrix tables are preceded by a summarised table that reflects the results of KMO and Bartlett's Test. The requirement is that 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, the conditions are satisfied which allows for the factor analysis procedure. Factor analysis is done only for the Likert scale items. Certain components divided into finer components, this is explained in the table below indicating rotated component matrix.

Table 5.5.1.1: KMO and Bartlett's Test

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
JE Process	0.741	150.991	15	0.000
Perception about JE	0.669	169.298	10	0.000
JE Committees	0.500	57.720	1	0.000

All of the conditions meet the requirements for analysis. That is, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy value should be greater than 0.500 and the Bartlett's Test of Sphericity sig. value should be less than 0.05.

5.5.1.2: Rotated Component Matrix

Rotated Component Matrix ^a		
JE Process	Component	
	1	2
I have no understanding of the job evaluation process; I need to be workshopped/trained so that I can clearly understand it	0.656	0.126
Job evaluation is not just a secret art practised behind closed doors; not only a few officials really understand it	0.835	-0.121
Job evaluation is an objective and unbiased process to grade posts	0.811	-0.002
Job evaluation is a clear and transparent process to grade posts	0.857	-0.141
Evaluation of posts within DAC is a very time consuming process	0.139	0.817
Job evaluation process must be simplified and improved	-0.187	0.737
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Rotated Component Matrix ^a		
Perception about JE	Component	
	1	2
I have confidence that job evaluation within DAC promotes equal pay for work of equal value	0.930	-0.047
I believe that jobs of equal value (similar posts) are graded and remunerated equally within DAC	0.908	-0.107
I believe that the post which I am occupying is graded correctly	0.830	0.166
The grading of my post directly impacts on the level of my work performance	0.070	0.704
Job evaluation results do not always correspond with the scales from other sectors, which in turn, result in employee dissatisfaction	-0.068	0.752
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Table 5.5.1.3: Component Matrix^a

Component Matrix ^a	
JE committees	Component
	1
The Departmental job evaluation committees are competent	0.913
The Departmental job evaluation committees' decisions on the grading of posts are always consistent	0.913
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Factor analysis is regarded as a numerical method which is mainly used to reduce study data. In a survey research, factor analysis is used whereby a researcher needs to show a number of questions with a small number of hypothetical factors, with reference to table 5.5.1.3 shown above:

- (i) The principle component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalization. This is an orthogonal rotation method that minimises the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors.
- (ii) Factor analysis/loading show inter-correlations between different variables.
- (iii) Items of questions that loaded similarly imply measurement along a similar factor.
- (iv) 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) effectively measured along the various components.

The statements that constituted the section on JE committees loaded perfectly along a single component. This implies that, the statements that constituted these sections perfectly calculated what was intended. However, it is noted that the variables that constituted Sections C and D loaded along 2 components (sub-themes), meaning that respondents identified dissimilar trends within this particular section, and the splits are colour coded, yellow is C1 and green is C2.

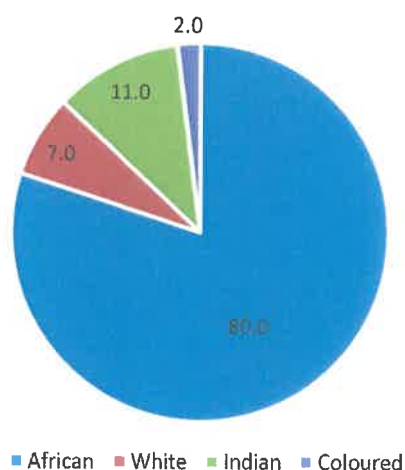
5.6 SECTION A: BIOGRAPHICAL DATA

Table 5.6.1: Summary of respondents' biographical characteristics, through overall gender distribution by age.

			Gender		Total
			Male	Female	
Age group (years)	20 - 30	Count	8	6	14
		% within Age group	57.1%	42.9%	100.0%
		% within Gender	16.7%	11.5%	14.0%
		% of Total	8.0%	6.0%	14.0%
	31 - 40	Count	18	21	39
		% within Age group	46.2%	53.8%	100.0%
		% within Gender	37.5%	40.4%	39.0%
		% of Total	18.0%	21.0%	39.0%
	41 - 50	Count	16	21	37
		% within Age group	43.2%	56.8%	100.0%
		% within Gender	33.3%	40.4%	37.0%
		% of Total	16.0%	21.0%	37.0%
	51+	Count	6	4	10
		% within Age group	60.0%	40.0%	100.0%
		% within Gender	12.5%	7.7%	10.0%
		% of Total	6.0%	4.0%	10.0%
Total	Count		48	52	100
	% within Age group		48.0%	52.0%	100.0%
	% within Gender		100.0%	100.0%	100.0%
	% of Total		48.0%	52.0%	100.0%

In overall, the ratio of males to females is approximately 1:1 (48.0%: 52.0%). Within the age category of 31 to 40 years, 46.2% were males. Within the category of males (only), 37.5% were between the ages of 31 to 40 years. This category of males between the ages of 31 to 40 years formed 18.0% of the total sample. Within the gender category of 51+ years, only 7.7% were females and 40% within age group were also females. Within the age category of 20-30 years, 57.1% were males. The interesting discovery is the fact that even the males seemed to be dominating in certain categories, i.e. 60.0% within age group category of 51+ years, the overall total for biography data is 52.0% of females under the gender category

Figure 4.1 below indicates the racial composition of the sample.



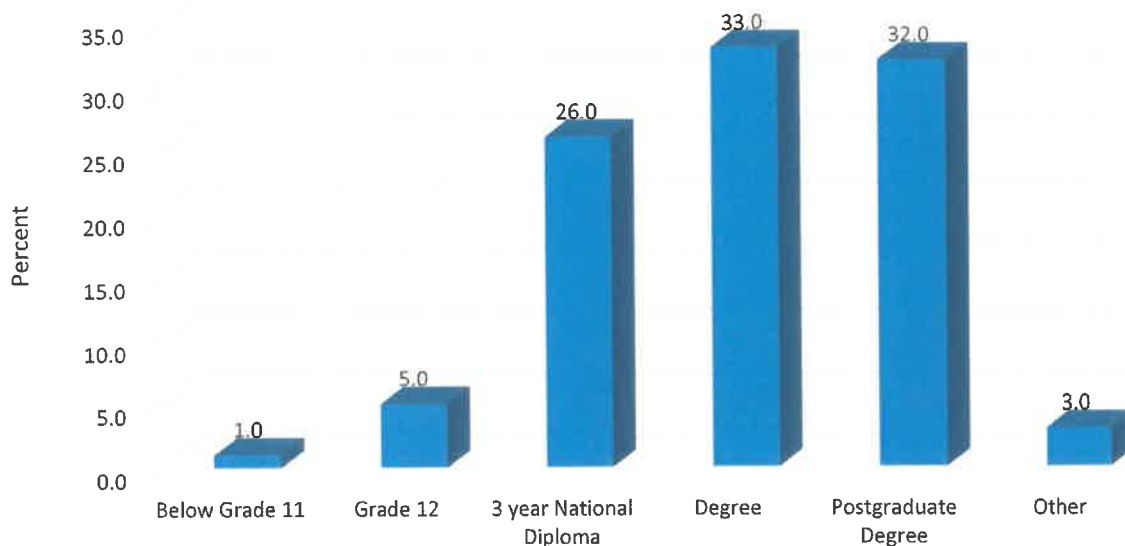
It is noted that the overall racial composition of coloured people is minimal at 2.0%, whilst Africans are recorded with 80.0%, this is indeed a true reflection of the population of experiment (sample size). It is also important to mention that in the KZN DAC's Strategic Plan for fiscal years of 2015-2016 to 2019-2020, the Africans are the majority of the employees within DAC, holding approximately 82%. In addition, statistics from Census 2011 indicated a decrease of White, Coloured and Indian communities in KZN Province. Hence, it is no surprise that Coloured and Whites reflect a much lesser percentage in the above figure when compared to Africans.

Table 5.6.2: Summary of the directorates in which the respondents worked in.

	Frequency	Percent
Financial Management	22	22.0
Administration Services	17	17.0
Corporate Governance	16	16.0
Cultural Affairs	12	12.0
LAM	22	22.0
ROM	11	11.0
Total	100	100.0

There is a somewhat even distribution by directorates ($p = 0.246$). That is, there were no major differences in numbers by directorates.

Figure 4.2 below indicates the education levels of the respondents.



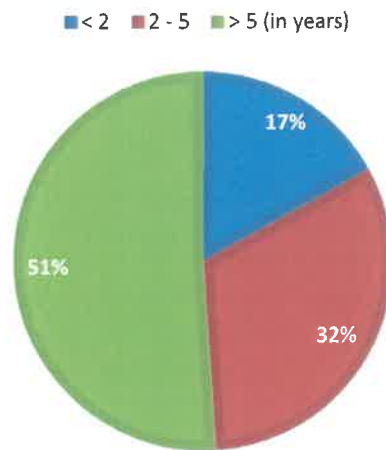
The majority of respondents (94.0%) had a post school qualification. One-third of the respondents (32%) had post graduate degrees. People with below grade 11 education were 1.0% of the population. This is a useful statistic as it indicates the fact that, a fair proportion of the respondents have a higher education qualifications such 3 year National Diplomas, Degrees and Postgraduate Degrees. This indicates that, the responses gathered would have been from an informed (learned) source.

Table 5.6.3: Summary of work categories of the respondents

	Frequency	Percent
Non manager (between salary level 2 up to 6)	25	25.0
First line supervision/junior management (between salary level 7 up to 10)	25	25.0
Middle Management (between salary level 11 up to 12)	25	25.0
Top Management (from salary level 13 upwards)	25	25.0
Total	100	100.0

There were equal numbers of respondents from each level.

Figure 4.3 below indicates the length of service of the respondents.



Just over half of the respondents (51.0%) had been employed for more than 5 years, meaning, they are experienced. This implies that the respondents have been in employment for quite some time, and this is also a useful fact as it indicates that responses were collected from experienced workers.

Section Analysis

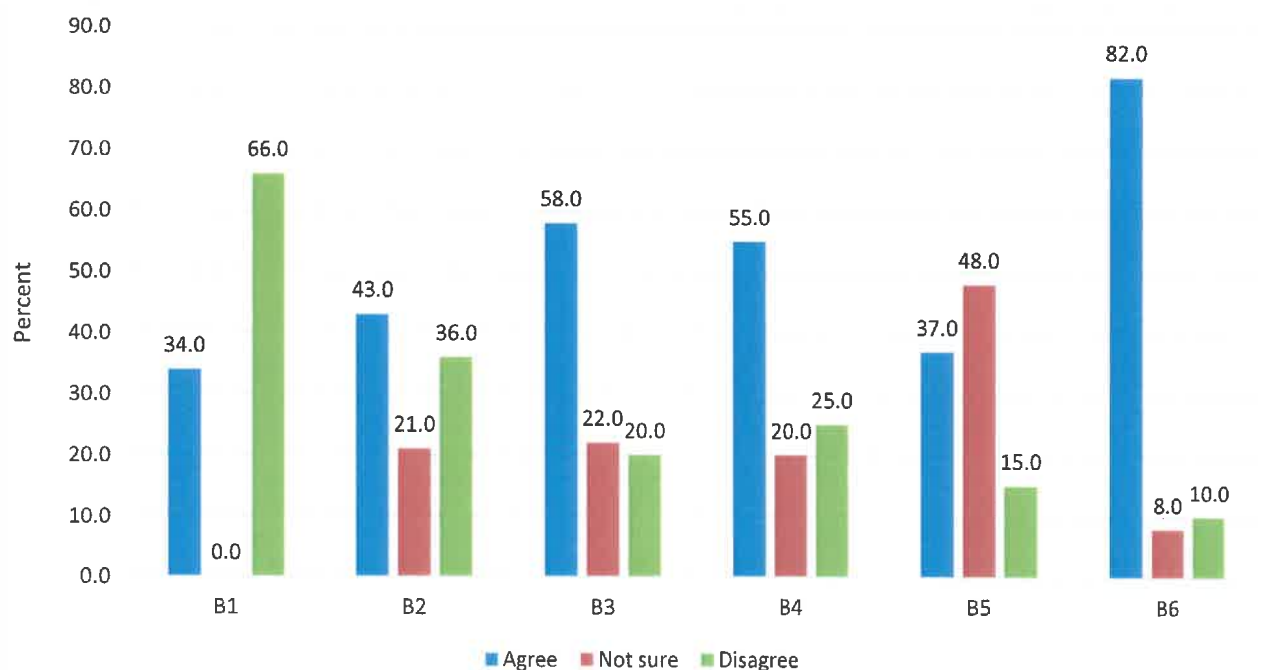
The section that follows analyses the scoring patterns of the respondents per variable, per section. The study results are presented using summarised percentages for the variables that constitute each section and further analysed based on the level of importance of the statements.

5.7 SECTION B

This section deals with questions pertaining to the JE process, perception about JE and the function of JE Committees. The questionnaires contained were quantitative closed set of fifteen questions where respondents were only required to select the best answers for the questions asked or statements phrased.

Table 5.7.1: Summary of scoring patterns observed in terms of B1-B6.

		Agree		Not sure		Disagree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	p-value
I have no understanding of the job evaluation process; I need to be workshopped/trained so that I can clearly understand it	B1	34	34.0	0	0.0	66	66.0	0.001
Job evaluation is just a secret art practised behind closed doors; only a few officials really understand it	B2	43	43.0	21	21.0	36	36.0	0.023
Job evaluation is an objective and unbiased process to grade posts	B3	58	58.0	22	22.0	20	20.0	0.000
Job evaluation is a clear and transparent process to grade posts	B4	55	55.0	20	20.0	25	25.0	0.000
Evaluation of posts within DAC is a very time consuming process	B5	37	37.0	48	48.0	15	15.0	0.000
Job evaluation process must be simplified and improved	B6	82	82.0	8	8.0	10	10.0	0.000



The results are shown in the above table. The following scoring patterns are observed in terms of B1-B6:

All p-values < 0.05 are significant, with some statements showing (significantly) higher levels of agreement whilst other levels of agreement being lower (but still greater than levels of disagreement). The highlighted sig. values (p-values) are less than 0.05 (the level of significance), it implies that the distributions were not alike. That is, the differences between the way respondents scored (agree, not sure, disagree) were significant.

Factor analysis shows that statement B1 and B2 form a sub-theme, hence, there is a correlation in terms of these statements, i.e. B1 indicates higher levels of disagreement (66.0%) in terms of understanding the JE process, whilst B2 shows a high level of agreeing (43.0%) to the statement that says JE process is only really understood by a few people, of which this related to the high number of people agreeing that they do not understand JE process.

Factor analysis shows that statement B3 and B4 form a sub-theme, hence, there is a correlation in terms of scoring patterns of these two statements, i.e. B3 indicates 58.0% level of agreement to the fact that JE is an objective and unbiased process of grading posts, whilst, B4 also 55.0% level of agreement to the fact that job evaluation is a clear and transparent process to grade posts.

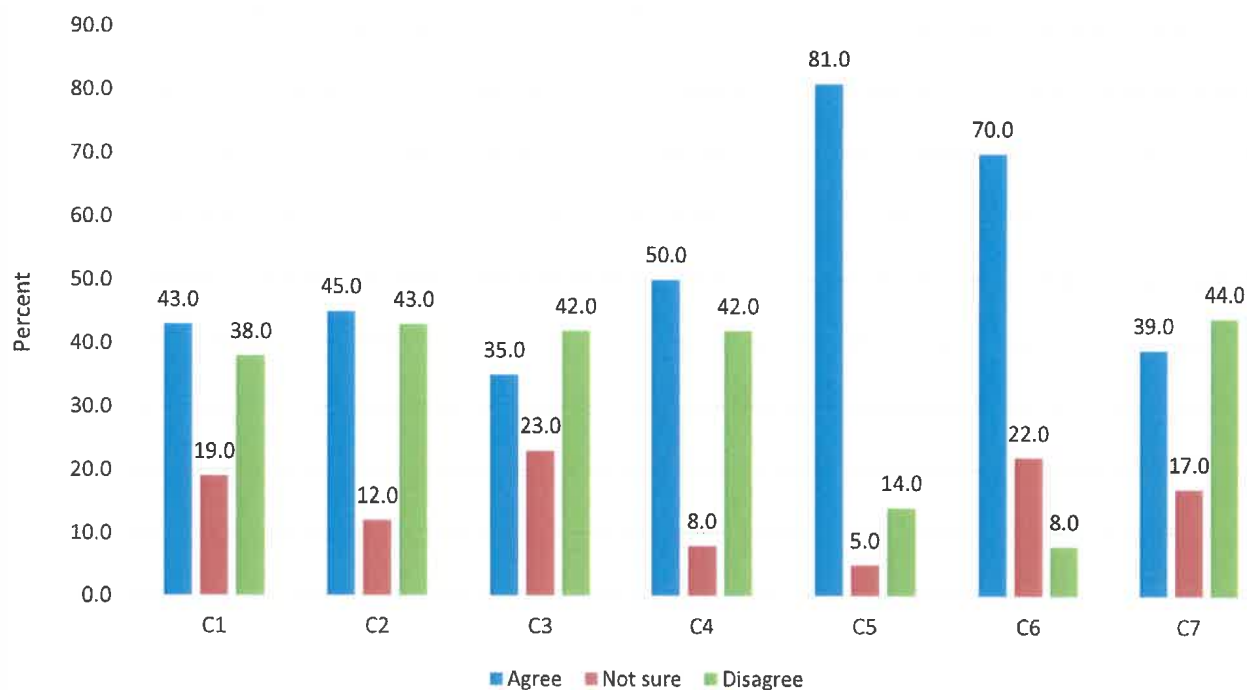
Factor analysis shows that statement B5 and B6 form a sub-theme, meaning that they correlate, the scoring patterns should be more or less the same. Scoring of B5 is at 37.0% agreeing that JE process is time consuming, Kanchan (2009) says that JE is criticized for its nature of taking too long to conclude whilst needing specialized technical employees to execute it. B6 shows a significantly high level of agreeing with the notion that says JE process must be simplified and improved at 82.0%.

In order to determine whether the scoring patterns per statement were significantly different per option, a test called "*chi square*" was conducted. The null hypothesis claims that similar numbers of respondents scored across each option for each statement (one statement at a time). The alternate states that there is a significant difference between the levels of agreement and disagreement. The highlighted sig. values (p-values) are less than 0.05 (the level of significance), it implies that the distributions were not similar. That is, the differences between the way respondents scored (agree, not sure, disagree) were significant.

5.8 SECTION C:

Table 5.8.1: Summary of scoring patterns observed in terms of C1-C7.

		Agree		Not sure		Disagree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	p-value
I have confidence that job evaluation within DAC promotes equal pay for work of equal value	C1	43	43.0	19	19.0	38	38.0	0.008
I believe that jobs of equal value (similar posts) are graded and remunerated equally within DAC	C2	45	45.0	12	12.0	43	43.0	0.000
I believe that job evaluation process is just a tool used by management to upgrade/downgrade posts	C3	35	35.0	23	23.0	42	42.0	0.063
I believe that the post which I am occupying is graded correctly	C4	50	50.0	8	8.0	42	42.0	0.000
The grading of my post directly impacts on the level of my work performance	C5	81	81.0	5	5.0	14	14.0	0.000
Job evaluation results do not always correspond with the scales from other sectors, which in turn, result in employee dissatisfaction	C6	70	70.0	22	22.0	8	8.0	0.000
Evaluation of DAC's posts must be done by Analysts from other Departments to eliminate any element of subjectivity	C7	39	39.0	17	17.0	44	44.0	0.002



The results are shown in the above table. The following scoring patterns are observed in terms of C1-C7:

It is noted that C3 shows p-value of 0.036, which means it does not show significant differences as $p > 0.05$.

Factor analysis shows that statement C1 and C2 form a sub-theme, hence, there is a very close relation in terms of scoring patterns of these two statements since you can not agree to statement C1 and disagree with statement C2, i.e. C1 indicates 43.0% level of agreement to the statement that says, job evaluation within DAC promotes equal pay for work of equal value, whilst, C2 shows 45.0% level of agreement to the statement that says, jobs of equal value (similar posts) are graded and remunerated equally within DAC.

Factor analysis shows that statement C3 and C4 form a sub-theme, hence, there is a very close relation in terms of scoring patterns of these two statements, in fact the scoring patterns for these two statements are exactly the same, i.e. C3 indicates 42.0% level of agreement to the statement that says, job evaluation within DAC promotes equal pay for work of equal value, whilst, C2 shows 45.0% level of agreement to the statement that says, jobs of equal value (similar posts) are graded and remunerated equally within DAC.

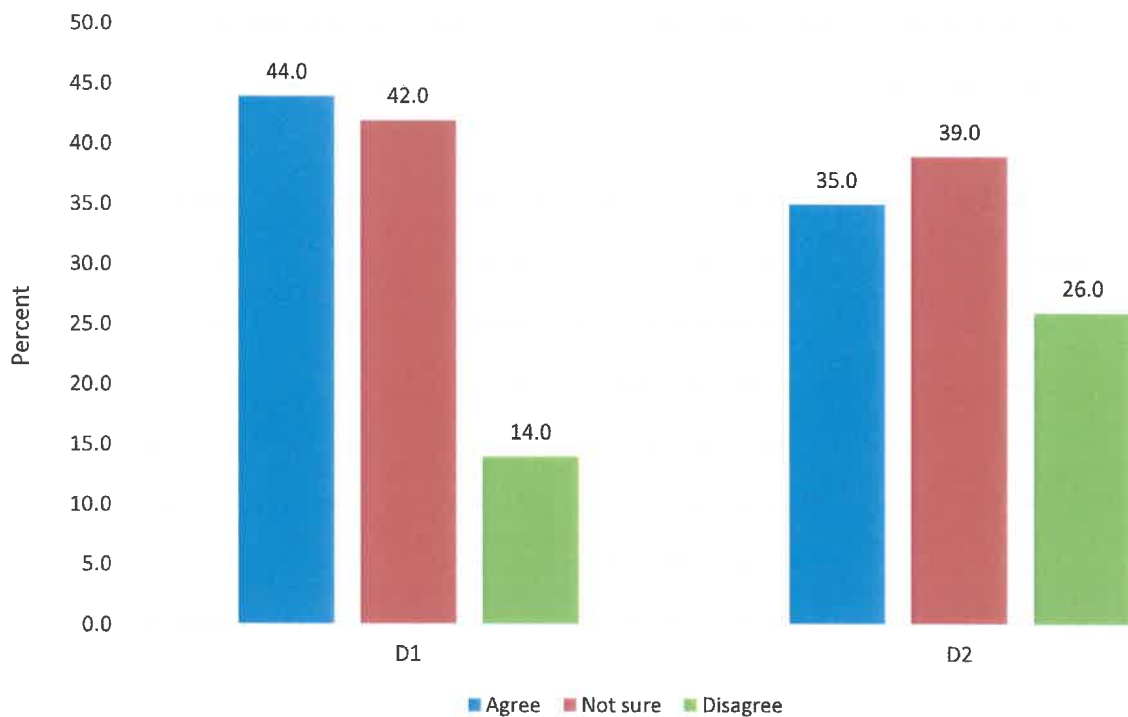
C5 has the highest scoring in this particular C category, its shows 81.0% of people agreeing that grading of their posts directly impacts on the level of their work performance, meaning that, there is a direct connection between the salary levels of the worker against the worker performance level. Kanchan (2009:) indicated that JE has many limitations, i.e. the fact that it is a process that does not regard the level of employees performance or their personal qualities, instead, it only regards the measurement of work effort as opposed to work output.

Scoring pattern shows that C6 70.0% of the population agree that job evaluation results do not always correspond with the scales from other sectors, which in turn, result in employee dissatisfaction. This scoring is supported by Kanchan (2009) in saying that JE process is limiting because its results may not exactly coincide with social evaluations, which in turn, result in employee dissatisfaction, in addition, it promotes increased number of grievances concerning wages.

5.9 SECTION D

Table 5.9.1: Summary of scoring patterns observed in term of D1-D2.

		Agree		Not sure		Disagree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	p-value
The Departmental job evaluation committees are competent	D1	44	44.0	42	42.0	14	14.0	0.000
The Departmental job evaluation committees' decisions on the grading of posts are always consistent	D2	35	35.0	39	39.0	26	26.0	0.264



The results are shown in the above table. The following scoring patterns are observed in terms of D1-D2:

It is noted that D1 shows p-value of 0.000, which means it does not show significant differences as $p > 0.05$. It is also noted that, there is a close relationship in terms of scoring patterns between D1 and D2, the level of being not sure reflects 42.0% in D1 and 39.0% in D2, answers to both these statements reflect that almost half the population is not aware of how the JE Committees function. However, looking at the agreeing level of both these statements, the agreeing level on both these statements is not impressive since it does not even reach 50%, D1 being 44.0% and D2 35.0%, this then implies that the population is not really confident in the level of competency of the JE Committees and this even questions their consistency in applying JE with DAC. Many previous researches have shown that one of the reasons why implementation of JE is not successful in organisations is the fact that staff do not get educated on JE, hence, the level of confidence in the functioning of JE committees is minimal. According to Bussin (2012), the changing perception of management and the varied priorities between section managers lead to discrepancies in pay rates between divisions and even between jobs with similar skills, hence, the need to educate staff and maintain consistency.

5.10 Hypothesis Testing

The traditional approach to reporting a result requires a statement of statistical significance. A **p-value** is generated from a **test statistic**. A significant result is indicated with " $p < 0.05$ ". These values are highlighted with a *. All values without an * (or p-values more than 0.05) do not have a significant relationship.

A second Chi square test was performed to determine whether there was a statistically significant relationship between the variables (rows vs columns). The null hypothesis states that there is no association between the two. The alternate hypothesis indicates that there is an association.

The table summarises the results of the chi square tests. **(Refer to Appendix 2D).**

For instance: The p-value between "I have no understanding of the job evaluation process; I need to be workshopped/trained so that I can clearly understand it" and "Qualification" is 0.024. This means that there is a significant relationship between the variables highlighted in yellow. That is, the qualification of the respondent did play a significant role in terms of how respondents viewed their understanding of the job evaluation process. It is observed that respondents with lower qualifications do not understand the process and need to have a workshop, while this trend is smaller for the graduate respondents.

For instance, the statement that says "Job evaluation is just a secret art practised behind closed doors; only a few officials really understand it" and "qualification" is related in a sense that, majority of the study respondents possess post graduate degrees, and 68.8% of those agree that job evaluation is just a secret art practised behind closed doors; only a few officials really understand it, this implies that, understanding JE has got to be interpreted in relation to the qualification that one holds.

5.11 Correlations

Bivariate correlation was also performed on the (ordinal) data. The results indicate the following patterns.

Positive values indicate a directly proportional relationship between the variables and a negative value indicates an inverse relationship. All significant relationships are indicated by a * or **.

For example, the correlation value between “I have no understanding of the job evaluation process” and “I have confidence that job evaluation within DAC promotes equal pay for work of equal value” is 0.434. This is a directly related proportionality. Respondents indicate that the greater the understanding of the process, the more they believe DAC promotes equal pay for equal work, and vice versa.

Negative values imply an inverse relationship. That is, the variables have an opposite effect on each other. That is, as one increases, the other decreases.

For example, the correlation value between “I believe that jobs of equal value (similar posts) are graded and remunerated equally within DAC” and “I believe that job evaluation process is just a tool used by management to upgrade/downgrade posts” is -0.432. That is, the more DAC management uses job evaluation process as just a tool, the less likely principle of equivalent remuneration for equal effort will be implemented.

For example, the correlation between “Job evaluation is just a secret art practised behind closed doors; only a few officials really understand it is 0.701” and “Job evaluation is a clear and transparent process to grade posts” is -0.451. That is, the more people believe that JE is just a secret art practiced behind closed doors only by certain individuals, the less likely they believe JE is a clear and transparent process to evaluate and grade posts.

For example, the correlation value between “The Departmental job evaluation committees are competent” and “The Departmental job evaluation committees’ decisions on the grading of posts are always consistent”, is 0.691. This is a directly related proportionality, meaning that, the respondents believe that the more the departmental job evaluation committees are competent, the more likely they are consistent in making decisions about the grading of the posts.

For example, the correlation value between “Job evaluation is an objective and unbiased process to grade posts” and “I believe that job evaluation process is just a tool used by management to upgrade/downgrade posts” is -0.393. That is, the lesser

people believe that, job evaluation process is objective and unbiased method of grading posts, is the more they believe that job evaluation process is just an instrument that management uses to upgrade/downgrade posts as and when they wish.

For example, the correlation value between “Job evaluation is a clear and transparent process to grade post” and “I believe that jobs of equal value (similar posts) are graded and remunerated equally within DAC” is 0.711. That is, the more JE is viewed as a clear and transparent process, the more likely similar posts will be graded and remunerated equally.

For example, the correlation value between “I believe that the post which I am occupying is graded correctly” and “The Departmental job evaluation committees are competent” is 0.587. That is, the more the JE committees are competent in performing their task, the more employees will be satisfied with the JE outcomes, and content with the grading of their posts and their salaries.

5.12 CONCLUSION

The overall perception about job evaluation within DAC is not looking very good. The summary of the research findings statistics show that 66% of the people who were involved in the study did not understand job evaluation. It was established that the study population’s gender, age, race, qualification, work position, business units they work in, number of working years’ experience within DAC, did not influence their level of understanding job evaluation. In addition, 82% of the study population indicated that JE process must be improved. This is in line with the views by Kanchan (2009:114-115) when stating that JE process is not easy to understand, hence, it is creating doubts on employees’ and trade unions’ minds because of the difficulty in understanding its techniques. The huge criticism revealed by the study findings is that with JE it is complex, and there is too much administrative processes, inflexibility/rigid and time consuming nature, and this view is also supported by Armstrong, Cummins, Hastings and Wood (2003:9).

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents the summary of the research and provides recommendations to the Management of KwaZulu-Natal Department of Arts and Culture, Job Evaluation Committees, staff, and potential for future research.

6.2 OBJECTIVES OF THE STUDY

The main objectives of this study were to:

- (i) Analyse the perceptions about job evaluation in the KwaZulu-Natal Department of Arts and Culture;
- (ii) Assess overall implications/consequences resulting from process inefficiencies when evaluating posts in the KwaZulu-Natal Department of Arts and Culture;
- (iii) Evaluate the views and opinions of participants pertaining to the process of evaluating posts within the KwaZulu-Natal Department of Arts and Culture; and
- (iv) Critically analyse the findings and suggest a model to improve job evaluation process within the KwaZulu-Natal Department of Arts and Culture.

6.3 KEY RESEARCH QUESTIONS

It is important to indicate that, the general criticism of the job evaluation process does not shy away from the fact that it is a legislative responsibility of every Department's EA to evaluate newly created or re-evaluate the re-defined posts within their respective departments as stipulated in the Public Service Regulations, 2016. The research questions arise from the afore-mentioned objectives of the study. The study attempted to provide responses the following key research questions:

- (i) What are the perceptions about job evaluation in the KwaZulu-Natal Department of Arts and Culture?
- (ii) What are the overall implications/consequences resulting from process inefficiencies when evaluating posts in the KwaZulu-Natal Department of Arts and Culture?
- (iii) What are the views and opinions of participants pertaining to the process of evaluating posts within the KwaZulu-Natal Department of Arts and Culture?
- (iv) What is the analysis of the findings and what model can be adopted to improve the process of evaluating posts within KwaZulu-Natal Department of Arts and Culture?

6.4 SUMMARY OF THE RESEARCH

It is apparent from the research findings that 66% of officials at the DAC which is the majority of the study population, do not understand how job evaluation works. This is backed by the frequency statistics contained in Appendix 1, where it is clear that respondents' gender, age, race, position, and years of work experience did not really assist in one understanding job evaluation and its dynamics. For example, 51% of respondents have been employed by Department of Arts and Culture for more than 5 years and only 1% of study participants possess Grade 12 certification, which means that the majority of the participants possessed tertiary qualifications which are above Grade 12, with this information one would expect a high rate in terms of officials understanding this function, however it was discovered that it is not the case.

The recorded high level in terms of not understanding job evaluation resulted in 43% of the population agreeing that job evaluation is just a secret art practised behind closed doors; only a few officials really understand it. However, it is consoling that the level of agreeing that JE is an objective and unbiased process to grade posts is sitting at 58% and the level of agreeing that JE is a clear and transparent process to grade posts is sitting at 55%. This implies that over half (50%) of the population do not necessarily have a problem with the JE process and what it stands for, besides the fact that they need more information/some education for them in terms of how it works in order to fully understand it. However, a higher level would have been preferable.

Only 43% of the population have confidence that job evaluation within DAC promotes equal remuneration for effort, and 45% of the population believe that jobs of equal value (similar posts) are graded and remunerated equally within DAC. The implication is that, more than 50% of the population do not believe that the principle of “equal pay for work of equal value” is followed within DAC. Having said that, it is also not surprising that, only 44% believe that departmental job evaluation committees are competent, and 35% believe that departmental job evaluation committees’ decisions on the grading of posts are always consistent.

This study identified a high number of employees who do not understand job evaluation. Over and above that, employees are not really convinced that job evaluation promotes equal pay for work of equal value since there are existing inconsistencies in terms of salary levels, where the similar jobs are graded differently. Furthermore, there is 82% of the population that indicated that job evaluation process must be simplified and improved. As the literature review has indicated in the previous chapters, effective implementation of job evaluation may be hindered by a number of issues, i.e. Armstrong, Cummins, Hastings and Wood (2003:9) indicate that the case against job evaluation has been presented loudly, critics emphasise the fact that JE is administrative, complicated, rigid process, and time consuming, however, these criticisms focus on the operation rather than the concept of job evaluation itself.

In light of the research results, the recommendations mentioned below are made:

6.5 RECOMMENDATIONS OF THE STUDY

This study identified a high number of employees who do not understand job evaluation. Over and above that, employees are not really convinced that job evaluation promotes the principle of ensuring that people performing similar duties are remunerated fairly and equally since there are existing inconsistencies in terms of salary levels, where the same jobs are graded differently. As literature review has indicated in the previous chapters, effective implementation of JE may be hindered by a number of issues.

In light of the research results, the following recommendations are made:

6.5.1 Recommendations to the Department of Arts and Culture Management

The DAC Executive Management should make funding available in order fill the three vacant Work-study Analyst positions within OD&D sub-directorate so that the unit could be fully capacitated. Since currently there is only three warm bodies performing the job evaluation function. The work load in this unit is massive, as there are other functions being performed besides job evaluation.

In order to address the challenge of officials not understanding job evaluation, the DAC Executing Management should plan and drive the workshops on job evaluation throughout the department with the aim of capacitating all the employees. An external Expert, preferably from DPSA since they are custodians of JE should be brought in to lead the workshops, and assisted by trained Departmental JE Committees members. It is possible that some of the misconceptions around JE i.e. *“JE is just a secrete art performed behind closed doors with only a few officials understanding it”* are caused by the lack of understanding/knowledge about JE.

A government environment is a highly controlled and regulated environment, it is difficult to introduce and implement new changes. For example, for one to be able to recommend a change in terms JE, he/she will have to compile a business case and consult with the MPSA through different channels since that is a prerogative of the MPSA as stipulated in the PSR, 2016.

However, based on the study findings which revealed that 82% of the study population suggested that JE process be simplified and improved, it is then recommended that DAC Management and OD & D sub-directorate analyse the proposed improved job evaluation process (**Annexure D**), and, if possible implement the process with the aim of improving turnaround time and service delivery.

6.5.2 Recommendations to Departmental JE committees

All trained and appointed departmental Job Evaluation Analysts are encouraged to be always consistent when evaluating posts, if the need arise, they must refer to the previous cases to ensure consistency, consult with DPSA and OTP for support and guidance.

6.5.3 Recommendations to Department of Arts and Culture staff

As individual employees, self-development, educating and keeping abreast with any government policies/directives, either on work related non-work related issues is a responsibility of each individual. It is recommended each and every employee visits DPSA website on regular basis in order to read the latest posted information or new documents, and should there be anything they do not understand about a particular issue/subject matter, they then should ask for policy interpretation from the relevant business unit.

6.6 RECOMMENDATIONS FOR FURTHER RESEARCH

Within the Department of DAC, there has been no study which has been conducted in relation to job evaluation. Therefore, it is recommended that this type of study be repeated in the future with an aim of allowing an opportunity to conduct a detailed comparative study in terms of how JE will be perceived then as opposed to present. It is believed that current status in terms of officials understanding JE would have improved immensely on the basis that, workshops on JE would have been successfully rolled out.

In addition, since the study was only limited to DAC staff, it is suggested that it be replicated in to all KZN Provincial Departments.

The questionnaire designed for this study was able to determine what employees thought about the JE process, JE Committee and general perception about evaluation/grading of posts within DAC. However, the study did not identify the core factors influencing these perceptions, hence, obtaining such data could be very

beneficial to JE end-users, implementers, and managers. Hence, details of the qualitative study combined with statistical study are recommended to allow respondents to fully elaborate on their responses.

6.7 CONCLUSION

It is true that change cannot be avoided because it happens everywhere and it is continuous. The dynamic nature of today's working environment needs all government officials to function in a flexible manner and adapt to change. The bureaucratic nature of processes and systems of the Public Service causes delays to service delivery, which in turn leads to non-ending service delivery protests because services are not reaching the right people at the right time.

This research has shown that the bulk of employees working for DAC do not understand job evaluation, they do not really believe that job evaluation process is aimed at promoting pay equity by rewarding similar benefits for work of equivalent/similar value. Over and above that, the majority of the study population recommended that the job evaluation process be improved because it is complex and time consuming. Part of the reasons why the process takes long to conclude, particularly for posts on Salary Level 09-16 is the fact that the OD&D sub-directorate is under staffed and the requirement by DPSA that departments are required to forward JE results of all Programme 1 posts to MPSA for concurrence. This concurrence process currently takes between 3-6 months to have everything finalised, that is the Analyst conducting analysis and presenting to posts PJES, OTP sending JE result/documents to DPSA, DPSA verifying JE results and forwarding final result to OTP, OTP forwarding results approved by the Director General to respective Head of Departments, Departmental JE Analysts requesting respective EA's to approve the JE result and notifying clients about approved grading, then implementing the results on PERSAL and organisational structure. It is no surprise that the majority of the respondents indicated that the JE process be simplified and improved.

In closing, Joseph Smith once said ***“knowledge is power, and the man who has the most knowledge has the greatest power”***, this is why one of the study's recommendations is that all departmental staff receive some form of job evaluation training so that they can be empowered through knowledge.

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APPENDIX 1A: LETTER SIGNED BY THE CHAIRPERSON OF FREC



MANAGEMENT SCIENCES: FACULTY RESEARCH ETHICS COMMITTEE (FREC)

20 February 2017

Student No: 20702302

FREC No: 32/15FREC

Dear Ms L Thusi/Monakali

MASTERS IN MANAGEMENT SCIENCES (PUBLIC MANAGEMENT)

**TITLE: EQUAL PAY FOR WORK OF EQUAL VALUE THROUGH JOB EVALUATION WITHIN KZN
DEPARTMENT OF ARTS AND CULTURE.**

Please be advised that the FREC Committee has reviewed your proposal and the following decision was made: Ethical Level 1 -Full Approval

Approval has been granted for a period of two years, after which you are required to apply for safety monitoring and annual recertification. Please use the form located at the Faculty. This form must be submitted to the FREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the FREC according to the FREC SOP's.

Please note that ANY amendments in the approved proposal require the approval of the FREC as outlined in the FREC SOP's.

Yours Sincerely

Prof N Dorasamy
Chairperson: FREC

APPENDIX 1B: LETTER OF APPROVAL SIGNED BY THE ACTING HEAD OF KZN



arts & culture
DEPARTMENT OF ARTS AND CULTURE
PROVINCE OF KWAZULU NATAL

Heritage House 222 Jabu Ndlovu Street, Private Bag x 9140, Pietermaritzburg 3201
tel: +27 33 264 3422 fax: +27 086 760 6465
twitter: @artskzn | instagram: @artskzn | facebook: Department of Arts and Culture KwaZulu-Natal

7 Marigold road
Cleland
Pietermaritzburg
3201

Dear Ms. LC Monakali
Cc: Durban University of Technology-Faculty Research Committee

RE: PERMISSION TO CONDUCT A RESEARCH ON THE TITTLE "EQUAL PAY FOR WORK OF EQUAL VALUE THROUGH JOB EVALUATION WITHIN THE DEPARTMENT OF ARTS AND CULTURE".

The above matter refers.

Kindly be informed that the Department of Arts and Culture is pleased to grant you a permission to conduct a research, assess, question and interview the Departmental officials about job evaluation in the Department.

The Department wishes you all the best in your studies.

Yours sincerely

**MR MB MNGUNI
ACTING HEAD: ARTS AND CULTURE**

DATE: 07 / 03 / 2017

Office of the Head of Department

APPENDIX 1C: LETTER OF STUDY INFORMATION AND CONSENT FORM



Faculty of Management Sciences

Department of Public Management and Economics

Dear Participant,

I would like to thank you for showing interest in the study to be undertaken during 2017.

LETTER OF INFORMATION

Title of the Research Study: Equal pay for work of equal value through Job Evaluation within the Department of Arts And Culture.

Principal Investigator researcher: Lindiwe Constance Monakali, B.Tech: Operations Management).

Co-Investigator/Supervisor: (Prof. Thokozani Ian Nzimakwe)

Brief Introduction and Purpose of the Study: Job evaluation is used as an objective process to determine the relative size of jobs within an organisation, as such, job evaluation is aimed at providing defensible information for organisational and salary structures. One of the principles of job evaluation is that fact it is concerned with the job and its demands, and not the personal characteristics of the job holder or how well the job holder is doing the job, meaning, it is not the amount of work allocated to a position which is measured but the demands, complexity and responsibility of the job as well as the knowledge and skills required to carry out the job effectively. The main principle of job evaluation is "Equal pay for work of equal value" and the aim of the study is to confirm whether this principle is adhered to or not. Amongst other factors that job evaluation is greatly criticised for, is the fact that it is not exactly scientific but it is systematic which automatically leave a room for human discretion and subjectivity.

The main objectives of this study are to:-

- Analyse the perceptions about job evaluation in the KwaZulu-Natal Department of Arts and Culture;
- Assess overall implications/consequences resulting from process inefficiencies when evaluating posts in the KwaZulu-Natal Department of Arts and Culture;
- Evaluate the views and opinions of participants pertaining to the process of evaluating posts within the KwaZulu-Natal Department of Arts and Culture; and
- Critically analyse the findings and suggest a model to improve job evaluation process within the KwaZulu-Natal Department of Arts and Culture.

The questionnaires are user friendly and written in simple English. Questionnaire forms will be utilised during the study as a tool/instrument to collect data. Follow-ups will be done via telephone and email by the researcher. Potential participants were not selected by gender, race or nationality.

Outline of the Procedures: The following are the responsibilities of the participant

- Arrive for all scheduled appointments which will be communicated in via email/telephone and allow enough time for participant to prepare.
- Call ahead should you be unable to keep an appointment.
- Follow the directions of the researcher.
- Update your contact information as and when they change.
- Provide to the best of your ability, accurate information when the researcher asks questions relevant to the study.
- Ask the researchers to completely answer any questions you may have at any time during the study.
- Inform the researcher of any negative experiences you have while participating in the study.
- Inform the research subject advocates and, if necessary, the Institutional Research Ethics Board if you feel your rights as a study subject has been violated.

Rights of the participant are as follows:

- Be treated with respect.
- Know the purpose of the study and of participation in the study.
- Withdraw from the study without penalty.
- Make your decision without feeling any pressure from the researcher.
- Know the name, credentials and contact information of the study's principal investigator.
- Know who will have access to your information.
- Know what procedures may be performed and what drugs or medicines may be used during the study.

Risks: No risks or discomfort will be experienced by the participant in any form; the researcher will facilitate meetings/appointments in non-threatening environments.

Benefits: to the participants will be a platform to their view and concerns regarding job evaluation and gaining additional information about job evaluation. Benefit to the researcher will be adding information to the body of knowledge.

Reason/s why the participant may be withdrawn from the study: Non-compliance, illness, adverse reactions, etc. might result to participant's withdrawal, however it should be noted that there will be no adverse consequences for the participant should they choose to withdraw at any stage of the study.

Remuneration: There will be no monetary or other types of remuneration during the study.

Costs of the Study: The participant will not be expected to cover any costs towards the study.

Confidentiality: Confidentiality will be maintained throughout the study. No personal information of the participant will be shared with anyone, reference numbers will be allocated to each participant.

Research-related Injury: There will be no research-related injury or adverse reaction.

Persons to contact in the event of any problems or queries:

Supervisor: Prof. Thokozani Ian Nzimakwe and details)

Tel (work): (031)2602606/ Cell: 0829592635/ Fax: (031)2607577/ Email: nzimakweth@ukzn.ac.za

Or

Researcher: Lindiwe Constance Monakali

Tel (work): (033)3413635/ Cell: 0720607539/ Fax: (086)6615287/ Email: monakalil@kzndac.gov.za

Or The Institutional Research Ethics Administrator on 031 373 2900. Complaints can be reported to the Director: Research and Postgraduate Support, Prof S Moyo on 031 373 2577

CONSENT FORM

Statement of Agreement to Participate in the Research Study:

- ☐ I hereby confirm that I have been informed by the researcher, Mrs. LC. Monakali about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: 32/15FREC.
- ☐ 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
Thumbprint

Date

Time

Signature / Right

I, Lindiwe Monakali (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 1D: STUDY QUESTIONNAIRE



DEPARTMENT OF PUBLIC MANAGEMENT AND ECONOMICS

MASTER OF TECHNOLOGY RESEARCH PROJECT

Researcher: Mrs. Lindiwe Constance Monakali (033) 3413635

Supervisor: Prof. Ian Thokozani Nzimakwe (031) 260 2606

EQUAL PAY FOR WORK OF EQUAL VALUE THROUGH JOB EVALUATION WITHIN DEPARTMENT OF ARTS AND CULTURE

The purpose of this survey is to collect information from the staff of KZN Department of Arts and Culture regarding the perception and effectiveness of job evaluation processes. The information you provide will immensely assist in identifying challenges and areas of improvement.

It should take you approximately 15-20 minutes to complete the questionnaire. In this questionnaire, there are three sections, i.e. demographic analysis, and quantitative (closed) questions. There is no "right" or "wrong" answer to any of the questions, if you wish to make any additional comment(s), please write it directly on the questionnaire. Please note that it is utmost important to complete all questions in the questionnaire.

Kindly return the completed questionnaire in a sealed envelope to office 11(a), 1st floor in 171 Boshoff Street on or before the 30th of April 2017. In addition, you are requested not to write your name or your contact details anywhere on the questionnaire since all the responses will remain anonymous and will be treated with high confidentiality.

Again, thank you for participating in this study.

PART A

DEMOGRAPHIC ANALYSIS

You are kindly requested to provide the following information about yourself. Please tick in the appropriate box.

1. Gender

Male		Female	
------	--	--------	--

2. Age group

20-30		31-40		41-50		51 and above	
-------	--	-------	--	-------	--	--------------	--

3. Race group

African	
White	
Indian	
Coloured	
Other	

4. Your Chief Directorate

Financial Management	
Administration Services	
Corporate Governance	
Cultural Affairs	
Libraries Archive & Museums	
ROM	

5. Qualifications: level of education

Below Grade 11	
Grade 12	
3 year National Diploma	
Degree	
Postgraduate Degree	
Other	

6. Position at work/title category:

Non manager (between salary level 2 up to 6)	
First line supervision/junior management (between salary level 7 up to 10)	
Middle Management (between salary level 11 up to 12)	
Top Management (from salary level 13 upwards)	

7. Years of experience in your position within DAC.

0-2 years	
2-5 years	
5 years and above	

SECTION B: QUANTITATIVE QUESTIONS

A - Agree

D-Disagree

NS - Not Sure

Rate the following statements by ticking in the relevant box reflecting the judgments indicated above

Statement/ Questions	Agree	Not sure	Disagree
1. I have no understanding of the job evaluation process; I do need to be workshopped/trained on job evaluation.			
2. Job evaluation is just a secrete art practised behind closed doors; only a few officials really understand it.			
3. Job evaluation is an objective and unbiased process to grade posts.			
4. Job evaluation is a clear and transparent process to grade post.			
5. Evaluation of posts within DAC is a very time consuming process.			
6. I have confidence that job evaluation within DAC promotes equal pay for work of equal value.			
7. I believe that jobs of equal value (similar posts) are graded and remunerated equally within DAC.			
8. I believe that job evaluation process is just a tool used by management to upgrade/downgrade posts.			
9. I believe that the post which I am occupying is graded correctly.			
10. The grading of my post directly impact on the level of my work performance.			
11. The Departmental job evaluation committees are competent.			
12. The Departmental job evaluation committees' decisions on the grading of posts are always consistent.			
13. Job evaluation results do not always correspond with the scales from other sectors, which in turn, result in employee dissatisfaction.			
14. Evaluation of DAC's posts must be done by Analysts from other Departments to eliminate any element of subjectivity.			
15. Job evaluation process must be simplified and improved.			
16. Additional comments:			

End of the Questionnaire

Thank you for taking the time to complete the questionnaire.

APPENDIX 1E: LETTER SIGNED BY THE STATISTICIAN

STATISTICIAN DECLARATION FOR CONSULTATION:

I, Deepak Singh have read **Lindiwe Constance Monakali 's (Reg. Number 20702302)** Master's Degree proposal and given her appropriate recommendations.

Signed.......... Date **13 August 2017**

APPENDIX 2A: RELIABILITIES

Reliability Statistics	
Cronbach's Alpha	No. of Items
0.631	6
Reliability Statistics	
Cronbach's Alpha	No. of Items
0.640	5
Reliability Statistics	
Cronbach's Alpha	No. of Items
0.799	2

	Number of Items	Cronbach's Alpha
JE Process	6	0.631
Perception about JE	5	0.640
JE committees	2	0.799

APPENDIX 2B: FACTOR ANALYSIS

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.741
Bartlett's Test of Sphericity	Approx. Chi-Square	150.991
	df	15
	Sig.	0.000

Rotated Component Matrix^a

JE Process	Component	
	1	2
I have no understanding of the job evaluation process; I need to be workshopped/trained on JE.	0.656	0.126
Job evaluation is just a secret art practised behind closed doors; not only a few officials really understand it	0.835	-0.121
Job evaluation is an objective and unbiased process to grade posts	0.811	-0.002
Job evaluation is a clear and transparent process to grade post	0.857	-0.141
Evaluation of posts within DAC is a very time consuming process	0.139	0.817
Job evaluation process must be simplified and improved	-0.187	0.737

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.669
Bartlett's Test of Sphericity	Approx. Chi-Square	169.298
	df	10
	Sig.	0.000

Rotated Component Matrix^a

Perception about JE	Component	
	1	2
I have confidence that job evaluation within DAC promotes equal pay for work of equal value	0.930	-0.047
I believe that jobs of equal value (similar posts) are graded and remunerated equally within DAC	0.908	-0.107
I believe that the post which I am occupying is graded correctly	0.830	0.166
The grading of my post directly impact on the level of my work performance	0.070	0.704
Job evaluation results do not always correspond with the scales from other sectors, which in turn, result in employee dissatisfaction	-0.068	0.752

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.500
Bartlett's Test of Sphericity	Approx. Chi-Square	57.720
	df	1
	Sig.	0.000

Component Matrix^a

JE committees	Component	
	1	
The Departmental job evaluation committees are competent	0.913	
The Departmental job evaluation committees' decisions on the grading of posts are always consistent	0.913	

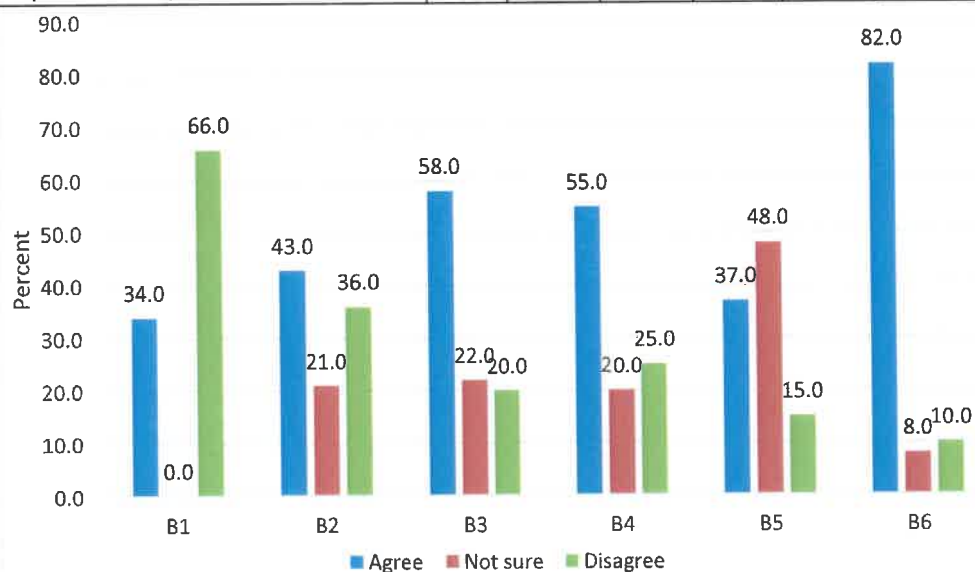
Extraction Method: Principal Component Analysis.

a. 1 components extracted.

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
JE Process	0.741	150.991	15	0.000
Perception about JE	0.669	169.298	10	0.000
JE committees	0.500	57.720	1	0.000

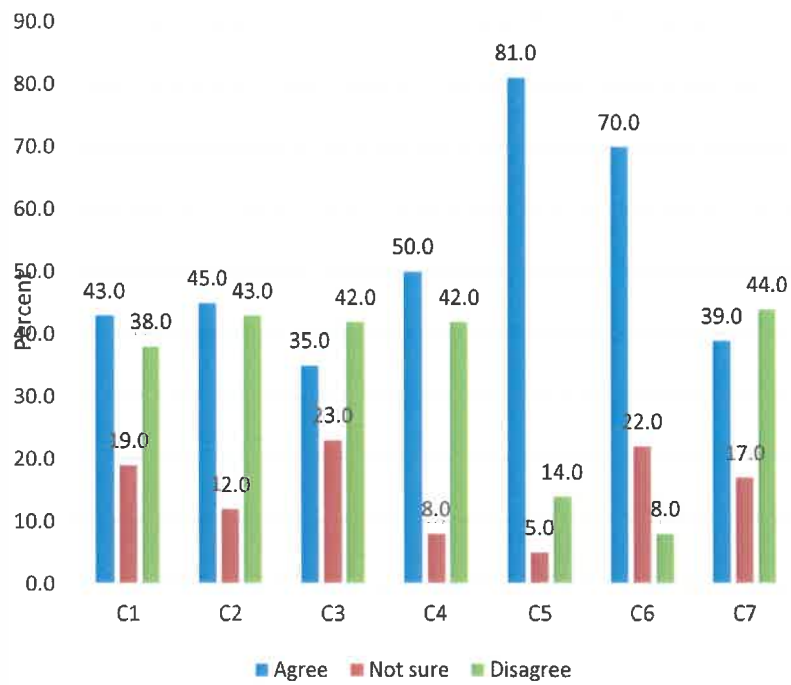
APPENDIX 2C: SECTION ANALYSIS

		Agree		Not sure		Disagree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	p-value
I have no understanding of the job evaluation; I need to be workshopped/traine on JE.	B1	34	34.0%	0	0.0%	66	66.0%	0.001
Job evaluation is just a secret art practised behind closed doors; only a few officials really understand it	B2	43	43.0%	21	21.0%	36	36.0%	0.023
Job evaluation is an objective and unbiased process to grade posts	B3	58	58.0%	22	22.0%	20	20.0%	0.000
Job evaluation is a clear and transparent process to grade post	B4	55	55.0%	20	20.0%	25	25.0%	0.000
Evaluation of posts within DAC is a very time consuming process	B5	37	37.0%	48	48.0%	15	15.0%	0.000
Job evaluation process must be simplified and improved	B6	82	82.0%	8	8.0%	10	10.0%	0.000



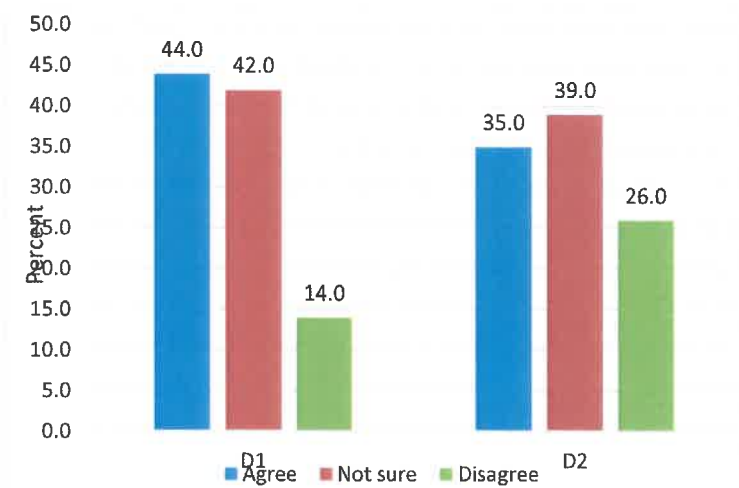
	Agree	Not sure	Disagree
B1	34.0	0.0	66.0
B2	43.0	21.0	36.0
B3	58.0	22.0	20.0
B4	55.0	20.0	25.0
B5	37.0	48.0	15.0
B6	82.0	8.0	10.0

		Agree		Not sure		Disagree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	p-value
I have confidence that job evaluation within DAC promotes equal pay for work of equal value	C1	43	43.0%	19	19.0%	38	38.0%	0.008
I believe that jobs of equal value (similar posts) are graded and remunerated equally within DAC	C2	45	45.0%	12	12.0%	43	43.0%	0.000
I believe that job evaluation process is just a tool used by management to upgrade/downgrade posts	C3	35	35.0%	23	23.0%	42	42.0%	0.063
I believe that the post which I am occupying is graded correctly	C4	50	50.0%	8	8.0%	42	42.0%	0.000
The grading of my post directly impact on the level of my work performance	C5	81	81.0%	5	5.0%	14	14.0%	0.000
Job evaluation results do not always correspond with the scales from other sectors, which in turn, result in employee dissatisfaction	C6	70	70.0%	22	22.0%	8	8.0%	0.000
Evaluation of DAC's posts must be done by Analysts from other Departments to eliminate any element of subjectivity	C7	39	39.0%	17	17.0%	44	44.0%	0.002



	Agree	Not sure	Disagree
C1	43.0	19.0	38.0
C2	45.0	12.0	43.0
C3	35.0	23.0	42.0
C4	50.0	8.0	42.0
C5	81.0	5.0	14.0
C6	70.0	22.0	8.0
C7	39.0	17.0	44.0

		Agree		Not sure		Disagree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	p-value
The Departmental job evaluation committees are competent	D1	44	44.0%	42	42.0%	14	14.0%	0.000
The Departmental job evaluation committees' decisions on the grading of posts are always consistent	D2	35	35.0%	39	39.0%	26	26.0%	0.264

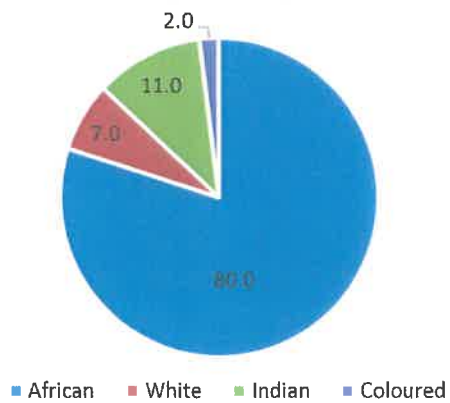


	Agree	Not sure	Disagree
D1	44.0	42.0	14.0
D2	35.0	39.0	26.0

APPENDIX 2D: CHI SQUARE TESTS

		Chi-Square	df	Asymp. Sig.
A1	Gender	0.16	1	0.689
A2	Age group	27.44	3	0.000
A3	Race group	162.96	3	0.000
A4	Your Chief Directorate	6.68	5	0.246
A5	Qualification	69.44	5	0.000
A6	Position at work/title category	0	3	1.000
A7	Years of experience in your position within DAC	17.42	2	0.000
B1	I have no understanding of the job evaluation process; I need to be workshopped/trained on job evaluation.	10.24	1	0.001
B2	Job evaluation is just a secret art practised behind closed doors; only a few officials really understand it	7.58	2	0.023
B3	Job evaluation is an objective and unbiased process to grade posts	27.44	2	0.000
B4	Job evaluation is a clear and transparent process to grade post	21.5	2	0.000
B5	Evaluation of posts within DAC is a very time consuming process	16.94	2	0.000
B6	Job evaluation process must be simplified and improved	106.64	2	0.000
C1	I have confidence that job evaluation within DAC promotes equal pay for work of equal value	9.62	2	0.008
C2	I believe that jobs of equal value (similar posts) are graded and remunerated equally within DAC	20.54	2	0.000
C3	I believe that job evaluation process is just a tool used by management to upgrade/downgrade posts	5.54	2	0.063
C4	I believe that the post which I am occupying is graded correctly	29.84	2	0.000
C5	The grading of my post directly impact on the level of my work performance	103.46	2	0.000
C6	Job evaluation results do not always correspond with the scales from other sectors, which in turn, result in employee dissatisfaction	63.44	2	0.000
C7	Evaluation of DAC's posts must be done by Analysts from other Departments to eliminate any element of subjectivity	12.38	2	0.002
D1	The Departmental job evaluation committees are competent	16.88	2	0.000
D2	The Departmental job evaluation committees' decisions on the grading of posts are always consistent	2.66	2	0.264

APPENDIX 2E: FREQUENCIES



Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	48	48.0	48.0	48.0
	Female	52	52.0	52.0	100.0
	Total	100	100.0	100.0	
Age group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 30	14	14.0	14.0	14.0
	31 - 40	39	39.0	39.0	53.0
	41 - 50	37	37.0	37.0	90.0
	51+	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

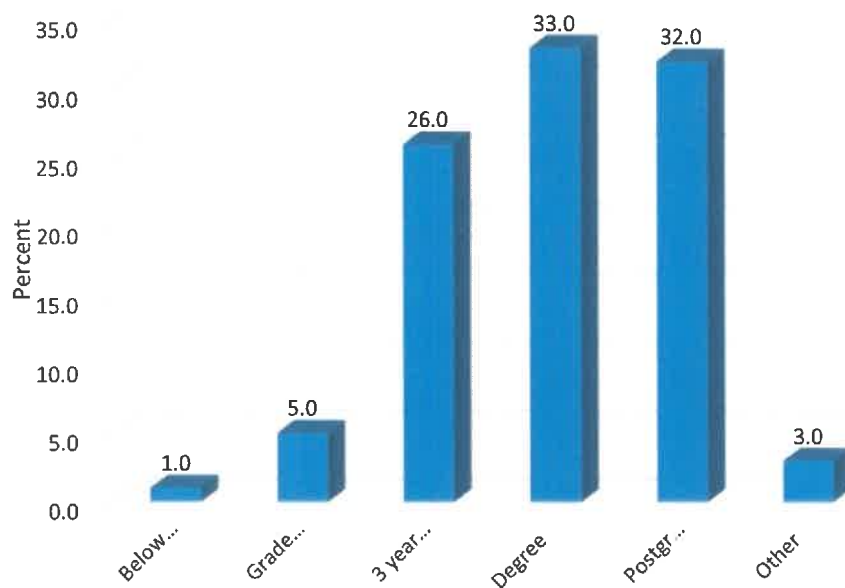
Age group * Gender Crosstabulation					
			Gender		Total
			Male	Female	
Age group (years)	20 - 30	Count	8	6	14
		% within Age group	57.1%	42.9%	100.0%
		% within Gender	16.7%	11.5%	14.0%
		% of Total	8.0%	6.0%	14.0%
	31 - 40	Count	18	21	39
		% within Age group	46.2%	53.8%	100.0%
		% within Gender	37.5%	40.4%	39.0%
		% of Total	18.0%	21.0%	39.0%
	41 - 50	Count	16	21	37
		% within Age group	43.2%	56.8%	100.0%
		% within Gender	33.3%	40.4%	37.0%
		% of Total	16.0%	21.0%	37.0%
	51+	Count	6	4	10
		% within Age group	60.0%	40.0%	100.0%
		% within Gender	12.5%	7.7%	10.0%
		% of Total	6.0%	4.0%	10.0%
Total		Count	48	52	100
		% within Age group	48.0%	52.0%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	48.0%	52.0%	100.0%

	Race group	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	African	80	80.0	80.0	80.0
	White	7	7.0	7.0	87.0
	Indian	11	11.0	11.0	98.0
	Coloured	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

	Your Chief Directorate	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Financial Management	22	22.0	22.0	22.0
	Administration Services	17	17.0	17.0	39.0
	Corporate Governance	16	16.0	16.0	55.0
	Cultural Affairs	12	12.0	12.0	67.0
	LAM	22	22.0	22.0	89.0
	ROM	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

	Frequency	Percent
Financial Management	22	22.0
Administration Services	17	17.0
Corporate Governance	16	16.0
Cultural Affairs	12	12.0
LAM	22	22.0
ROM	11	11.0
Total	100	100.0

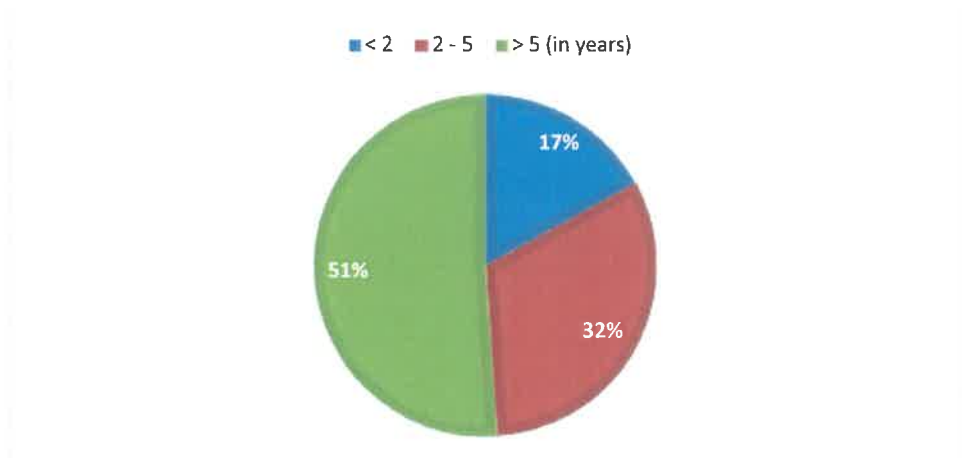
	Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Grade 11	1	1.0	1.0	1.0
	Grade 12	5	5.0	5.0	6.0
	3 year National Diploma	26	26.0	26.0	32.0
	Degree	33	33.0	33.0	65.0
	Postgraduate Degree	32	32.0	32.0	97.0
	Other	3	3.0	3.0	100.0
	Total	100	100.0	100.0	



	Position at work/title category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non manager (between salary level 2 up to 6)	25	25.0	25.0	25.0
	First line supervision/junior management (between salary level 7 up to 10)	25	25.0	25.0	50.0
	Middle Management (between salary level 11 up to 12)	25	25.0	25.0	75.0
	Top Management (from salary level 13 upwards)	25	25.0	25.0	100.0
	Total	100	100.0	100.0	

	Frequency	Percent
Non manager (between salary level 2 up to 6)	25	25.0
First line supervision/junior management (between salary level 7 up to 10)	25	25.0
Middle Management (between salary level 11 up to 12)	25	25.0
Top Management (from salary level 13 upwards)	25	25.0
Total	100	100.0

	Years of experience in your position within DAC	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 2	17	17.0	17.0	17.0
	2 - 5	32	32.0	32.0	49.0
	> 5 (in years)	51	51.0	51.0	100.0
	Total	100	100.0	100.0	



I have no understanding of the job evaluation process; I need to be workshopped/trained on JE.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	34	34.0	34.0	34.0
	Disagree	66	66.0	66.0	100.0
	Total	100	100.0	100.0	

Job evaluation is just a secret art practised behind closed doors; only a few officials really understand it					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	43	43.0	43.0	43.0
	Not sure	21	21.0	21.0	64.0
	Disagree	36	36.0	36.0	100.0
	Total	100	100.0	100.0	

Job evaluation is an objective and unbiased process to grade posts					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	58	58.0	58.0	58.0
	Not sure	22	22.0	22.0	80.0
	Disagree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

Job evaluation is a clear and transparent process to grade posts					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	55	55.0	55.0	55.0
	Not sure	20	20.0	20.0	75.0
	Disagree	25	25.0	25.0	100.0
	Total	100	100.0	100.0	

Evaluation of posts within DAC is a very time consuming process					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	37	37.0	37.0	37.0
	Not sure	48	48.0	48.0	85.0
	Disagree	15	15.0	15.0	100.0
	Total	100	100.0	100.0	

Job evaluation process must be simplified and improved					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	82	82.0	82.0	82.0
	Not sure	8	8.0	8.0	90.0
	Disagree	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

I have confidence that job evaluation within DAC promotes equal pay for work of equal value					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	43	43.0	43.0	43.0
	Not sure	19	19.0	19.0	62.0
	Disagree	38	38.0	38.0	100.0
	Total	100	100.0	100.0	

I have confidence that job evaluation within DAC promotes equal pay for work of equal value					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	43	43.0	43.0	43.0
	Not sure	19	19.0	19.0	62.0
	Disagree	38	38.0	38.0	100.0
	Total	100	100.0	100.0	

I believe that job evaluation process is just a tool used by management to upgrade/downgrade posts					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	35	35.0	35.0	35.0
	Not sure	23	23.0	23.0	58.0
	Disagree	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

I believe that the post which I am occupying is graded correctly					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	50	50.0	50.0	50.0
	Not sure	8	8.0	8.0	58.0
	Disagree	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

The grading of my post directly impact on the level of my work performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	81	81.0	81.0	81.0
	Not sure	5	5.0	5.0	86.0
	Disagree	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

Job evaluation results do not always correspond with the scales from other sectors, which in turn, result in employee dissatisfaction					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	70	70.0	70.0	70.0
	Not sure	22	22.0	22.0	92.0
	Disagree	8	8.0	8.0	100.0
	Total	100	100.0	100.0	

Evaluation of DAC's posts must be done by Analysts from other Departments to eliminate any element of subjectivity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	39	39.0	39.0	39.0
	Not sure	17	17.0	17.0	56.0
	Disagree	44	44.0	44.0	100.0
	Total	100	100.0	100.0	

The Departmental job evaluation committees are competent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	44	44.0	44.0	44.0
	Not sure	42	42.0	42.0	86.0
	Disagree	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

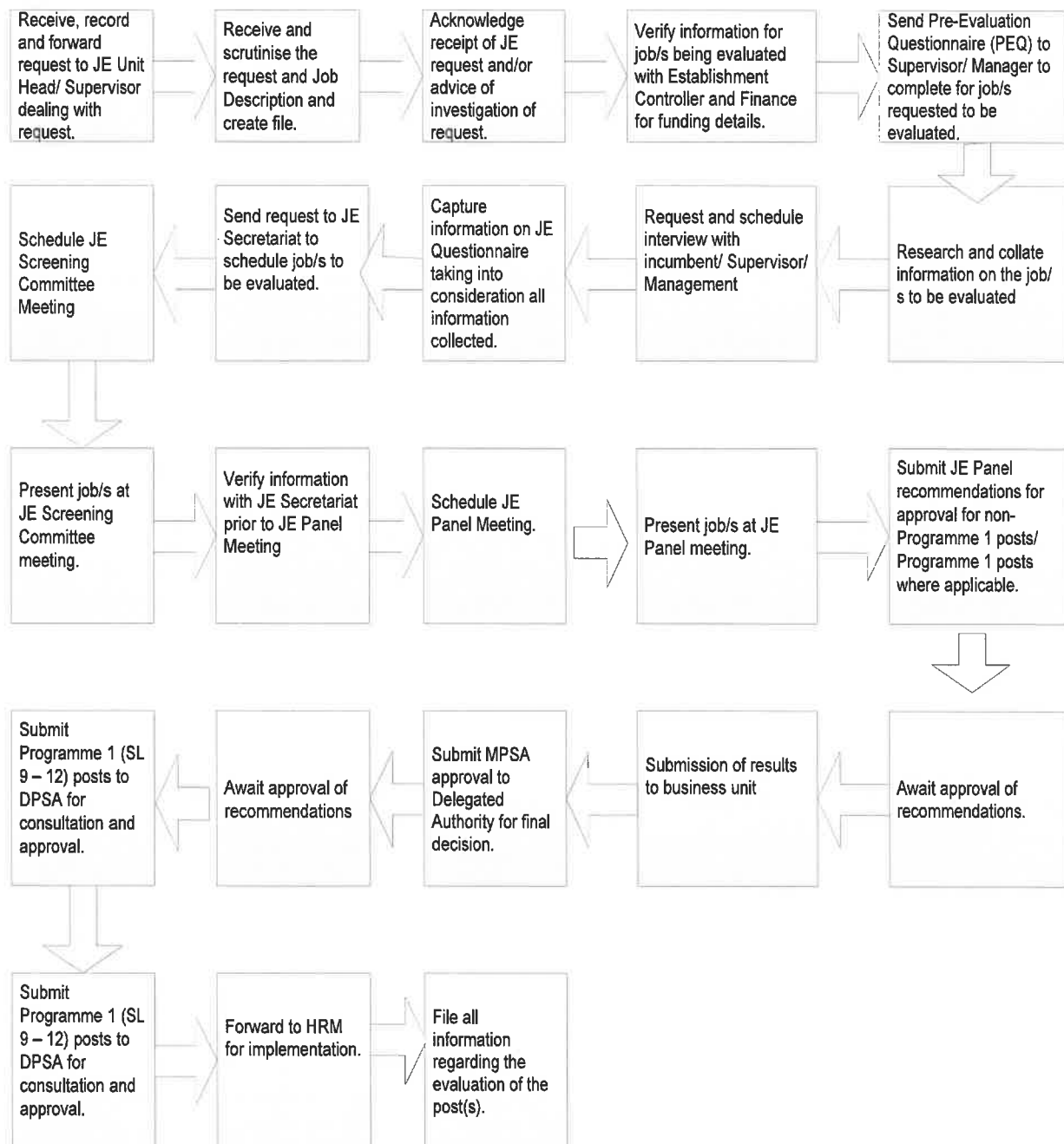
The Departmental job evaluation committees' decisions on the grading of posts are always consistent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	35	35.0	35.0	35.0
	Not sure	39	39.0	39.0	74.0
	Disagree	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

B16 - Comments					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ever since I joined the department, my post has never been evaluated. Some officials are performing same jobs but paid at different levels, causing frustrations. Some post are downgraded but work volume increases. Never heard of the JE Committees.	1	1.0	1.0	1.0
	Great work done by the JE unit.	1	1.0	1.0	2.0
	I don't know JE; I need training to clearly and fully understand it.	16	16.0	16.0	18.0
	I have a full and clear understanding of JE process.	3	3.0	3.0	21.0
	I have a full and clear understanding of JE process. However, it does have an element of subjectivity hence, the inconsistencies of salary levels.	1	1.0	1.0	22.0
	I have confidence in the JE process and the committees.	4	4.0	4.0	26.0
	I have neither understanding nor the confidence in the JE process at all. Perhaps attending workshops on JE could assist me.	1	1.0	1.0	27.0
	I only have a basis understanding of JE; I need to be trained/workshopped.	1	1.0	1.0	28.0
	I was trained as a JE panel member, the process is transparent and fair but I believe there is a room for improvement.	1	1.0	1.0	29.0
	I've been involved before, there is too much paperwork in the JE process.	1	1.0	1.0	30.0

	JE must be taken over by DPSA or Office of the Premier; it's an unfair and subjective process.	1	1.0	1.0	31.0
	JE must be taken over by DPSA or Office of the Premier; it's not a fair process but a subjective one.	2	2.0	2.0	33.0
	JE process must be improved. I have very limited information about it. I must be trained to clearly and fully understand JE	1	1.0	1.0	34.0
	No comment	50	50.0	50.0	84.0
	No consistency at all, some officials are performing same jobs but paid at different levels not sure why and how.	4	4.0	4.0	88.0
	some officials are performing same jobs but paid at different levels, causing frustrations	2	2.0	2.0	90.0
	Some officials are performing same jobs but paid at different levels, causing frustrations. I don't know JE; I need training to clearly and fully understand it.	1	1.0	1.0	91.0
	Some officials are performing same jobs but paid at different levels, causing frustrations.	1	1.0	1.0	92.0
	Some officials are performing same jobs but paid at different levels, causing frustrations. JE process must be improved.	2	2.0	2.0	94.0
	The JE process is fair and transparent; however, it entails a lot of work for JE Analyst.	1	1.0	1.0	95.0

	The process it too long, reduce turnaround time to finalize evaluation of posts.	1	1.0	1.0	96.0
	There is a room for improvement into the process, I recommend that Analysts from other department be used to eliminate perception that JE is not done objectively.	1	1.0	1.0	97.0
	There is a room for improvement into the process, I recommend that Analyst from other departments be used to eliminate the perception that JE is not done objectively.	1	1.0	1.0	98.0
	Too much paperwork in the JE process cut it out.	1	1.0	1.0	99.0
	too much work less pay	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

ANNEXURE A: OVERVIEW OF THE KZN PROVINCIAL JOB EVALUATION PROCESS



Source: Self-generated

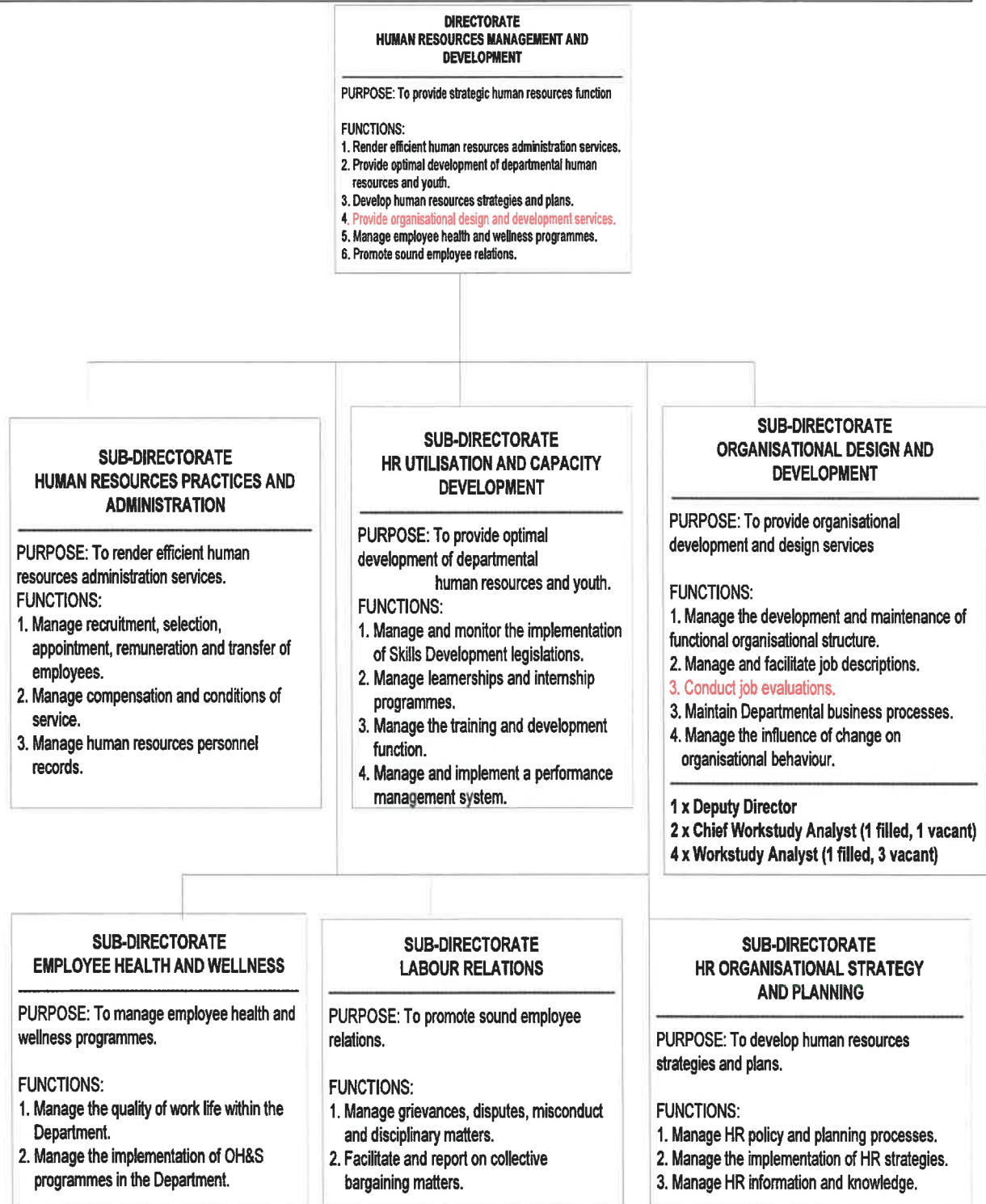
ANNEXURE B: OVERVIEW OF THE CURRENT KZN DAC JOB EVALUATION PROCESS



Source: Self-generated

Estimated time frame JE is 60 working days.

ANNEXURE C: ORGANISATIONAL PLACEMENT OF THE JOB EVALUATION FUNCTION WITHIN KZN DAC



Source: DAC
approved organogram

ANNEXURE D: PROPOSED IMPROVED MODEL JE PROCESS FLOW FOR KZN DAC

