



**THESIS TITLE: (AN EVALUATION OF THE RELATIONSHIP BETWEEN
PERFORMANCE MANAGEMENT AND INCREASED EFFICIENCY IN THE
DEPARTMENT OF EDUCATION (ILEMBE DISTRICT)).**

BY

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1. DECLARATION

I, the undersigned Mrs Lindiwe Memory Sibiya hereby declares that the thesis is my own original work and that it has not been submitted and will not be presented at any other University for a similar degree award.

.....

Lindiwe Memory Sibiya

.....

Date

.....

Supervisor's signature

.....

Date

2. DEDICATION

I dedicate this thesis to my adorable sons, Maqhawe and Xolani. They have been in my mind during the hard time of my study and they are so dear to me. I also dedicate this thesis to my late husband, Mhlonipheni Dennis Diza Sibiya and to my late parents Mr Johnson Ndaleneni and Mrs Thandiwe Ndaleneni, who gave me the opportunity to obtain an education.

3. ACKNOWLEDGEMENTS

3.1 PERSONAL

I hereby wish to express my gratitude to the following people for their support, encouragement, input and motivation that enabled this thesis to be successfully completed.

- Firstly, I would like to heartily acknowledge God Almighty for His wisdom and direction all through this thesis. Heavenly Father; you have walked me through troublesome paths and guided me through trials and tribulations that I thought I will never go through in my life. Thank You Lord!
- Secondly, I would like to acknowledge my late parents Mr Johnson Ndaleneni and Mrs Thandiwe Ndaleneni (uMaSithole) I am grateful to them and I am what I am today because of them, they will remain in my heart.
- Special thanks go to my family, my sons, Maqhawe and Xolani Sibiyi, for their support and encouragement and my special thanks also goes to Xolani for data analysis and being my critic till the end of my study.
- My extended thanks goes to my sisters, Rose Myeni, Busisiwe Mbatha, Bongekile Thusi, and my only brother Mandlenkosi Ndaleneni plus the whole Ndaleneni family whose names are not mentioned. I would like to convey my heartfelt thanks for their support and encouragement from inception to completion of my study.
- Grateful thanks to my late grandmother on my mother's side MaMkhize Sithole you will always remain in my heart.
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3.2 PROFESSIONAL

- I would like to thank Administrative staff and the Management in the Department of Education (iLembe District) who assisted me and co-operated in the conducting of the study. God bless you all.
- Grateful thanks to the District Manager of the Department of Education (iLembe District) for allowing me to conduct this research study in the District Offices.
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4. SUMMARY OF THE STUDY

This research case study was conducted in the iLembe District; Department of Education. The study investigates how an Employee Performance Management and Development System (EPMDS) is implemented in the Department. The aim of the study was to improve employee's performance and increase efficiency. The study revealed that there are challenges associated with the implementation of Employee Performance Management and Development System as an appraisal system within the Department of Education (iLembe District). The findings of the study showed that there was no proper training on EPMDS due to limited resources and unavailability of qualified practitioners. Hence, there was inconsistency in the implementation of EPMDS as an appraisal system which resulted in a lack of morale and demotivation in employees' performance. Another contributing factor to employees lack of motivation was that the department was failing to pay performance bonuses to employees with good performance due to unavailability of funds. Furthermore, employees were not provided with performance outcomes. The study provides new strategies that will assist to improve performance within the District office. Therefore, the study recommends that Human Resource Development should identify and provide new necessary skills, competencies and proper training to District employees. The study further suggests that managers should liaise and provide performance feedback. The study suggests that the department should allocate funds and pay performance bonus to deserving employees. The research employed in this study is the triangulation method. A sample of 100 respondents was drawn from a population of 800 employees in the iLembe District; Department of Education. A non-probability sampling known as purposive sampling was utilised to generate qualitative data and probability sampling was employed to generate quantitative data.

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8. LIST OF ABBREVIATIONS

DOE- Department of Education

DPSA- Department of Public Service and Administration

EAP- Employee Assistance Programme

EPMDS- Employee Performance Management and Development System

ER- Employee Relations

HRD- Human Resource Development

HRM- Human Resource Management

KRAs- Key Responsibility Areas/ Key Result Areas

PSA- Public Service Act

SDT- Skills Development and Training

SPSS- Statistical Package for the Social Sciences (Software

CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

The proposed research study was geared towards investigating the relationship between performance management and increased efficiency in the iLembe District, Department of Education. Firstly, the research will start by establishing whether the iLembe District, Department of Education operational plan is linked to employee's key responsibility areas (KRAs). Secondly, the study will identify whether employees training needs are aligned to the Departmental goals, visions and objectives. Thirdly, the research will evaluate the effectiveness of the Employee Assistance Programme (EAP) and the Skills Development and Training (SDT) initiatives in the iLembe District, Department of Education. Lastly, the study will identify the challenges associated with performance management and appraisal in the Department. The methodological approach to be employed by the researcher is both quantitative and qualitative. The data gathering approach will involve questionnaires that comprise of semi-structured and structured questions. A sample of 100 respondents will be drawn from a population of 800 employees in the Department. A non-probability sampling technique known as purposive sampling will be utilised to generate qualitative data and a probability sampling, termed systematic sampling will be employed to generate quantitative data. The selection of a sample for quantitative data will be according to a random starting point and a fixed, periodic interval. This interval, called the sampling interval, will be calculated by dividing the population size by the desired sample size. Quantitative data generated will then be analysed through SPSS 25 software and the qualitative data through induction approach which starts with specific to broad generalisation. Raw data will be analysed according to the framework analysis which sifts, charts and sorts data according to key issues.

1.2 CONTEXT OF RESEARCH

Performance management process is a means of obtaining better results from the organisation, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and attributes/competencies and requirements (Armstrong, 1994: 23). This process is not simply about working hard or working quickly. It is not only about meeting individual's objectives but also about directing and supporting employees to work effectively and efficiently in line with the requirements of the organisation (Walters, 1995). Before 1994, public servants were promoted on merit e.g. number of years in a rank, known as rank/leg promotion (Public Service Act, 1994, Proclamation No 103 of 1994). Employee performance management became effective on 01 April 2007 and as an Incentive Policy Framework for Public Service employees salary level 1-12, (DPSA Circular 1/7/1/4/1). Although a number of companies and government entities have shown keen interest in performance management, there is a growing perception, which seems to be rising, that there are enormous gaps in the implementation of Employee Performance Management in both the private and public sector (McKinsey and Company, 2011).

The system is to evaluate Public Service Employees performance in ratings known as Key Responsibility Areas (KRAs), where performance is assessed on merits (DPSA, 24 April 2007) (www.dpsa.gov.za/dpsa2g/EPMDS). The employee performance management and development System (EPMDS) is in replacement of Performance Appraisal instrument, formerly known as the writing of assessment reports, where every employee will state all key performance responsibility areas achieved¹. According to Armstrong (1994:23), the main aim of Performance Management is to establish a culture in which individuals and groups take responsibility for the consistent improvement of institutions processes and of their own skills and responsibilities. In light of the above explanations on the need for performance management, the focus of the study is to investigate whether the implementation of performance management at the iLembe District Department of Education has increased efficiency within the Department.

¹ This EPMDS is an amended and simplified version of the Integrated Performance Management and Development System (IPMDS) developed and distributed by the DPSA in May 2003

1.3 RESEARCH PROBLEM STATEMENT

There is a perception that when Departments are implementing performance agreements/appraisals they are failing to take into consideration the importance of equipping employees with training and development initiatives and other necessary skills that can enable them to be effective and efficient (DeNisi and Kluger, 2000; Venkateswara Rao and Rama, 2004; Jones, 2013). Therefore, performance in the iLembe District, Department of Education is poor due to lack of training and development initiatives. Hence, this study is aimed at investigating how the implementation of Employee Performance Management and Development System as an appraisal instrument can be enriched to increase efficiency in the iLembe District, Department of Education.

Armstrong (1994:163) states that training programmes should include description process, defining key tasks, setting objectives, understanding competencies and preparing work and development plans to produce a performance agreement. His view is supported by Swanepoel, Erasmus, Van Wyk, Schenk, 1998:481) argument that training needs assessment should be undertaken to determine the nature of performance in order to establish the shortcomings and how these can be addressed by training and development initiatives and other necessary skills.

1.4 RESEARCH AIMS

The purpose of the study is to investigate whether the implementation of performance management at the iLembe District Department of Education has brought about the increased performance and efficiency of the iLembe District Department of Education. The key questions that this study seeks to answer are:

- Is Employee Performance Management and Development System as an assessment tool, properly implemented in the iLembe District Department of Education?
- Is the iLembe District Department of Education operational plan linked to employees key responsibility areas (KRAs)?
- What are the training and development initiatives and other necessary skills that can improve the performance of employees in the iLembe District Department of Education?

- Are the Employee Assistance Programmes (EAP), Skills Development and Training (SDT) initiatives effective in improving employee performance in the iLembe District Department of Education?
- What are the challenges associated with the implementation and appraisal of performance management in the iLembe District Department of Education?

1.5 RESEARCH OBJECTIVES

The objectives of the study are to:

- To ascertain whether Employee Performance Management and Development System (EPMDS) as an assessment tool is implemented properly in the iLembe District, Department of Education.
- To establish whether the iLembe District, Department of Education operational plan is linked to employees key responsibility areas (KRAs).
- To identify the training and development initiatives and other necessary skills that can improve the performance of employee's in the iLembe District, Department of Education.
- To assess the effectiveness of Employee Assistance Programme (EAP), Skills Development and Training (SDT) in improving employee's performance in the iLembe District, Department of Education; and
- To recommend new strategies that can assist in the implementation and appraisal of performance management in the iLembe District, Department of Education.

Thus, the hypothesis advanced in this study was that the iLembe District Department of Education is failing to emphasize training and development as part of a broader strategy of equipping employees with knowledge and skills to achieve their key responsibilities.

1.6 RESEARCH QUESTIONS

The following questions were articulated to guide the study:

1.4.1 What is the importance of EPMDS as an appraisal system and when was it started?

1.4.2 How is EPMDS implemented and what are the key responsibility areas?

1.4.3 What is your opinion on the implementation of Employee Performance Management and Development System as an appraisal?

1.3.4 Are the employees provided with the necessary training and knowledge on EPMDS to enhance performance? Yes or No? If yes, please explain.

1.7 LITERATURE REVIEW

The historical background of performance management is in the shape of developments, in merit ratings, management of objectives and performance appraisals (Armstrong, 1994:2). According to Wildavsky (1975), performance management is a rational process often used to justify what government and public sector do and how government and various agents within the public sector are accountable for actions and results. DeNisi and Kluger (2000) also confirmed that it is a never ending process of setting goals and objectives, observing performance, and giving and receiving on-going coaching and feedback. According to Aguinis (2009), performance management is a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning performance with the strategic goals of the organisation. Bates and Holton (1995:277) pointed out that performance is a multi-dimensional construct, the measurement of which varies depending on a variety of factors. For Jones (2013), performance management is about getting results through getting the best from people and helping them to achieve their potential; making them recognise their role in contributing to the goals and aims of the organisation. Paile (2012) opined that performance management involves thinking through various facets of performance, identifying critical dimensions of performance, planning, reviewing, and developing and enhancing performance and related competencies. However, it should be noted

that employees are not regarding performance management as a tool for personal development and growth, but as an incentive.

Performance management and Development System (EPMDS) is aimed at improving performance by directing attention to key responsibility areas of activities (KRA's) ,which are identified through strategic planning processes². It seeks to provide guidance and to establish clear links between institutional development, the delivery of quality services and the personal and professional development of employees at work. DPSA, (2003) outlined that performance as human performance involves (1) employee actions, and (2) outcomes or effects of those actions. Performance is a process in which resources are utilised in an effective, efficient and productive way to produce results that satisfy requirements of time, quality and quantity, and which are the effect or outcome of the actions or behaviour of a performer in work process (www.dpsa.gov.za.dpsa2g/EPMDS).

According to Greyling (2006), proponents of performance measurement are convinced that performance measurement can greatly contribute to an efficiency boost and increase productivity in the public services. Li (2008:1), further identified four areas in an organisation that contributes to success and efficiency namely, competencies on how staff go about their work, attitude on how staff prepare to work, skills on what staff can do and knowledge on what staff know. Thus, these areas must be aligned with organisational operational plan for effectiveness and development of performance management system and as drivers to improve performance.

Institutions have a tendency not to link performance development plan as an activity throughout the year and implement it during performance cycle only. Hence, Fletcher (2008) opined that there is no objective and no clear direction in most organisations and there are some managers who fail to set objectives from the onset of the process. Furthermore, Vicky, Whitworth, Johnstone and Kamath (2011), highlighted that corporate strategies and objectives, performance agreements and plans, continuous management of performance throughout the year, formal performance reviews and development planning are the key role aspects of conceptual framework for performance management. Knoco White Paper also highlighted that there is knowledge gap where performance

² Armstrong (1994:1) states that performance management aims specifically in (1) achievement of objectives, (2) knowledge skill and overall performance and day to day effectiveness. Thus knowledgeable employees who are well capacitated will perform more effectively.

management should be strongly linked with knowledge management, the more you know, the more you perform better, if you learn from knowledge you increase from knowledge. (www.knoco.com/whitepaper).

Roy and Seguin (2000) suggested that the final employee development plan should be specific and should include in the agreement plan what the employee needs to do, when the employee needs to do it, what the manager needs to do and when. Institutions do not synergise all programs with performance management, e.g. skills development and training, employee assistance programme and employee relations. As a result performance suffers because there is no operational plan. Armstrong (1994:163) highlighted that training programmes should include description process, defining key responsibility areas, setting objectives, understanding competencies and preparing work and development plans to produce performance agreement. Swanepoel et al. (1998:481) state that training needs assessment is an investigation which is undertaken to determine the nature of performance in order to establish shortcomings on how these can be addressed by training.

Roy and Seguin (2000) further mentioned that the final employee development plan should provide a direction and should include in the agreement plan, what is expected from employees, what the employees needs to do, what the manager needs to do and when? Thus, Armstrong (1994:149) stressed that the objectives of performance should be formulated to provide guidance for its development and implementation, e.g. in government departments, employees who are on maximum notches, do not qualify for pay progression as an incentive.

1.8 SIGNIFICANCE OF THE STUDY

The study will recommend new strategies that will assist in the implementation of employee performance management and development system as an appraisal system in the iLembe District, Department of Education. It is hoped that the research findings will assist in improving and increasing performance and efficiency in the iLembe District, Department of Education.

1.9 RESEARCH METHODOLOGY AND DESIGN

This study will utilise both qualitative and quantitative methods (triangulation method). According to Flick (2006:37) “triangulation combines qualitative and quantitative research methods, the different methodological perspectives complement each other in the study of an issue, and this is conceived as the complementary compensation of the weakness and blind spots of each single methods”. Kobus (2007:255) defined the quantitative as a “numerical data to test the relationships between the variables”, and is regarded as the system tool that uses numbers to obtain information. Reaves 1992) as a research method that involves assessing the quality of things.

The sample of the study will be 100 respondents drawn from a permanent population of 800 employees within the iLembe District, Department of Education. The sample will be used in order to cut down costs in obtaining data and speed up data collection (also see <http://www.ccnmtl.columbia.edu>.) The population from which the sample will be drawn, will include Management Personnel Officers and General Assistants of the iLembe District Municipality, Department of Education. The respondents will be drawn from employees, who are from levels 3 to 12. The sample will include Deputy Manager (01), and Assistant Manager (01), Chief Personnel Officers (22), Principal Personnel Officers (24), Senior Personnel Officers (25) and General Assistants (27). De Vaus (2014:67) defines a sample as the data gathered from the large group of the population that will be representing the whole population.

A purposive sampling technique will be utilised to select the Deputy Manager and the Assistant Manager and a questionnaire will be used to generate qualitative data from both Managers. The researcher will employ a probability sampling technique known as the systematic sampling technique to select a sample from a population of 800 employees who are from Level 1 to Level 8. The selection of a sample for quantitative data will be according to a random starting point and a fixed, periodic interval. This interval, called the sampling interval, will be calculated by dividing the population size by the desired sample size. The sample size breakdown will be 22 Chief Personnel Officers, 24 Principal Personnel Officers, 25 Senior Personnel Officers and 27 General Assistants. The measuring instrument that will be used to collect data is a structured and semi structured questionnaire. Reliability of the measuring instrument will be ensured through a test-retest technique. If the measuring instrument gives the same result every time the same property is measured in the same way, it will mean that it has high reliability. The validity of the measuring

instrument will also be undertaken to measure the degree to which the measuring instrument succeeds in describing or quantifying what it is designed to measure, which in this case is the effectiveness of Employee Performance Management and Development Systems. The type of validity to be undertaken in this study is content validity, which will enable the researcher to ascertain whether the items included in the measure adequately represent the universe of questions that could have been asked. An informed consent approach will be used with the participants of the study, assuring them of their confidentiality.

Data analysis procedures can be divided into quantitative and qualitative techniques. The quantitative data generated through a semi-structured and structured questionnaire will be analysed through the SPSS Version 25. For the quantitative data, the researcher will compute means, standard deviation, cross-tabulations and the Pearson correlation matrix. As far as qualitative data is concerned, thematic analysis of the respondents' answers will be undertaken. Induction approach will be utilised to undertake the qualitative analysis which starts with specific to broad generalisation. Raw data will be analysed according to the framework analysis which sifts, charts and sorts data according to key issues.

1.10 ETHICAL CONSIDERATIONS

To abide by the principles of ethical considerations, the following were attended to:

- A letter from the Provincial Department of Education, Kwa-Zulu Natal to confirm researcher's identity was obtained.
- The purpose of research was explained, to ensure that applicants understood the conditions and relevance of their contribution to this work.
- Participants were informed that they are at liberty to withdraw from the research without any complications.
- It was explained to respondent's that their rights shall be respected and any information given will be treated with confidentiality.
- Minors were not part of the interview session.

1.11 GENERAL OUTLINE OF THE STUDY

- **Chapter One** provides the context and the background of the research that is to be undertaken. This chapter will outline the research problem and the aims and objectives of this study. Furthermore, this chapter will provide a short synopsis of the research methodology to be utilised and the limitations of the study.
- **Chapter Two** provides a detail literature review on the discourse of Employee Performance Management and Development Systems. Both the international and national literature on performance management will be engaged.
- **Chapter Three** is on the research methodology that will be utilised. The researcher will focus on the research methodology which includes data collection methods, measuring instruments, reliability and validity, test-retest technique, sampling methods, data analysis methods and research protocols and ethics.
- **Chapter Four** presents data analysis and interpretation and discussion of results. A tabulation technique of presenting data in themes will be used to analyse qualitative data and SPSS will be utilised for quantitative data. Subsequent to that, hypothesis testing will also be undertaken.
- **Chapter Five** provides conclusions and recommendations emanating from the findings of the study.

1.12 CONCLUSION

The study will identify the training and development initiatives and other necessary skills that will improve the performance of employees in the iLembe District, Department of Education. Furthermore, the study will recommend new strategies that can assist in the implementation and appraisal of performance in the iLembe District, Department of Education.

CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

The previous Chapter provided the reader with information on how performance management should be implemented in the iLembe District, Department of Education. Furthermore, the research investigates if there is a relationship between performance and increased efficiency in the iLembe District, Department of Education. Firstly, this research will establish whether the iLembe District, Department of Education's operational plan is linked to employee's key result areas (KRA's). Secondly, the study will identify whether the employee's training needs are aligned to the Departmental goals, visions and objectives. Thirdly, the research will evaluate the Employee Assistance Programme (EAP) and Skills Development and Training (SDT) initiatives in the iLembe District, Department of Education. Lastly, the study is aimed at identifying the challenges associated with the implementation of performance management as an assessment and appraisal system in the Department.

This Chapter will focus on the definition of concepts of performance management, Employee Performance Management and Development System, performance management as a driver, the systems of performance management, methods of performance management, measuring performance, the role players in performance management, cycles of performance management, performance agreement plan, managing satisfactory and unsatisfactory performance, performance diagnosis, training and performance management, Employee Assistance Programme, and advantages and disadvantages in performance management as a system.

2.2 THE NATURE AND SCOPE OF PERFORMANCE MANAGEMENT

The historical background of performance management is in the shape of developments, in merit ratings, management of objectives and performance appraisals (Armstrong, 1994:2). According to Wildavsky (1975), performance management is a rational process often used to justify what government and public sector do and how government and various agents within the public sector are accountable for actions and results. DeNisi and Kluger (2000) also confirmed that it is a never ending process of setting goals and objectives, observing performance, and giving and receiving

on-going coaching and feedback. According to Aguinis (2009), performance management is a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning performance with the strategic goals of the organisation. Bates and Holton (1995:277) pointed out that performance is a multi-dimensional construct, the measurement of which varies depending on a variety of factors. For Jones (2013), performance management is about getting results through getting the best from people and helping them to achieve their potential; making them recognise their role in contributing to the goals and aims of the organisation. Paile (2012) opined that performance management involves thinking through various facets of performance, identifying critical dimensions of performance, planning, reviewing, and developing and enhancing performance and related competencies. However, it should be noted that employees are not regarding performance management as a tool for personal development and growth, but as an incentive.

Performance management and Development System (EPMDS) is aimed at improving performance by directing attention to key responsibility areas of activities (KRA's) ,which are identified through strategic planning processes³. It seeks to provide guidance and to establish clear links between institutional development, the delivery of quality services and the personal and professional development of employees at work. DPSA, (2003) outlined that performance as human performance involves (1) employee actions, and (2) outcomes or effects of those actions. Performance is a process in which resources are utilised in an effective, efficient and productive way to produce results that satisfy requirements of time, quality and quantity, and which are the effect or outcome of the actions or behaviour of a performer in work process (www.dpsa.gov.za/dpsa2g/EPMDS).

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areas must be aligned with organisational operational plan for effectiveness and development of performance management system and as drivers to improve performance.

Institutions have a tendency not to link performance development plan as an activity throughout the year and implement it during performance cycle only. Hence, Fletcher (2008) opined that there is no objective and no clear direction in most organisations and there are some managers who fail to set objectives from the onset of the process. Furthermore, Vicky, Whitworth, Johnstone and Kamath (2011), highlighted that corporate strategies and objectives, performance agreements and plans, continuous management of performance throughout the year, formal performance reviews and development planning are the key role aspects of conceptual framework for performance management. Knoco White Paper also highlighted that there is knowledge gap where performance management should be strongly linked with knowledge management, the more you know, the more you perform better, if you learn from knowledge you increase from knowledge. (www.knoco.com/whitepaper).

Roy and Seguin (2000) suggested that the final employee development plan should be specific and should include in the agreement plan what the employee needs to do, when the employee needs to do it, what the manager needs to do and when. Institutions do not synergise all programs with performance management, e.g. skills development and training, employee assistance programme and employee relations. As a result performance suffers because there is no operational plan. Armstrong (1994:163) highlighted that training programmes should include description process, defining key responsibility areas, setting objectives, understanding competencies and preparing work and development plans to produce performance agreement. Swanepoel et al. (1998:481) state that training needs assessment is an investigation which is undertaken to determine the nature of performance in order to establish shortcomings on how these can be addressed by training.

Roy and Seguin (2000) further mentioned that the final employee development plan should provide a direction and should include in the agreement plan, what is expected from employees, what the employees needs to do, what the manager needs to do and when? Thus, Armstrong (1994:149) stressed that the objectives of performance should be formulated to provide guidance for its development and implementation, e.g. in government departments, employees who are on maximum notches, do not qualify for pay progression as an incentive.

Aguinis (2013:24-27) cited that performance management became effective since 1970 in Mexico. He adds that performance management is a process that is used to link employees activities with institutions goals and objectives. Furthermore, performance management is an infinite process of identifying, measuring and developing employees in terms of aligning performance with organisation's strategic goals and objectives. This is supported by Huprich (2008) that Performance Management System has been employed for nearly two millennia. She states that performance management is designed to assist organisations in order to realise the organisational goals and objectives through continuous assessment. Furthermore, performance management will assist organisations to match goal setting that will identify progress areas, strengths and weaknesses in each employee. She further explains that employees and supervisors are confusing the two systems, performance management and performance appraisal. Hence, performance appraisal also known as evaluation is to measure the effectiveness of an employee and performance management is an assessment tool.

Performance management is viewed differently by a number of authors. In Paile's thesis, (2012:10) performance management is defined as a system that is aimed at providing solutions to problems that will assist in the management tools. Thus, performance management and performance appraisal as tools will ensure that the organisations realises its goals and objectives. Performance management is viewed by government leaders as a tool that can assist organisations to improve quality of service and reduce unnecessary spending in public services (McKinsey and Company 2011). According to Armstrong and Taylor (2014:26) performance management is an instrument directed at employee's performance, their engagement and skills enhancement. Furthermore, this will assist to improve organisation's productivity and quality levels of customer service, increase growth and productivity. Thus, the organisation will be able to realise its goals and objectives. This is supported by Aguinis (2013:26) that a well-designed performance management system can be a useful tool in many ways in terms of employee self-esteem and increase motivation that will assist in improving performance. Thus, this will improve organisation's performance and productivity. Aguinis (2013:88) further commented that performance management is aimed at measuring what an employee does, the results and outcomes of employee behaviour. Hence, the outcomes of behaviours can be assessed as neutral, negative, or positive; affecting the individual's and organisation's effectiveness. Thus, different behaviours have an impact to advance or hinder organisation's goals and objectives. Management Study Guide (2016) viewed performance

management as support system of any organisation aimed at identifying the capabilities of employees in order to perform well in their duties. Thus, performance is aimed at realising organisation's goals and objectives.

When referring to performance management as the concept of the study, it is imperative that supervisors communicate and liaise with employees in order to monitor performance. Supervisors must ensure that the roles and responsibilities are clear and clarified according to the job description in order to monitor and evaluate performance. Thus, training in performance play is an integral part to ensure that employees are well skilled to improve organisation's performance. During performance cycle, supervisors are expected to design and develop performance agreement plan and employees must be informed about expectations according to the roles and responsibilities. At the end of performance cycle, feedback must be provided about the outcomes of performance. Employees referred as underperformers must be provided with coaching, guidance and counselling sessions.

The study will employ the concept of performance management on how it should be implemented and how it can be improved to increase efficiency in performance. In order to realise the objective, employees must have a clear vision of what is expected where roles and responsibilities are clarified. Supervisors must develop performance agreement plans during performance cycle. Key result areas must be aligned with organisation's operational plan. Since performance management is an infinite process, employees must be assessed and evaluated at regular intervals to measure performance. Training in performance will ensure that employees are well skilled in order to increase job knowledge and efficiency. The next section will explain the definition of concepts and aspects related to performance management and performance appraisal system.

2.3 DEFINITION OF CONCEPTS

2.3.1 Concept of performance management

Performance management is viewed by a number of authors with various meanings. University of California (2017:1) cited performance management as an on-going process of communication between supervisor and employees throughout the year. Further, they explain that the main aim of performance is to accomplish institution's strategic goals and objectives. Armstrong (2009:9) opined performance management as a tool for upgrading organisation's performance through the development of employees and teams. Thus, this will increase organisation's performance and productivity. Furthermore, performance management is directed on agreed time frames of planned goals and standards in order to obtain better results. According to Ionescu (2015: a, b), performance management is a system that utilises performance management for decision-making, it is management approach that employs performance information for decision-making.

McMahon (2013) cited performance management as a driver that is vital in any organisation to set goals, evaluate and assign tasks and evaluate performance standards in order to realise institution's goals and objectives. This is supported by Berkeley, University of California (2017) that performance management is an infinite process of cascading information between the supervisor and employee that took place throughout the year. Furthermore, performance management is aimed at providing support; liaise with employees in order to accomplish the institution's strategic goals and objectives. Management Study Guide (2013) viewed performance management as an organisation's systematic tool of various activities that involves joint goal setting, on-going progress review and communication. In addition, performance management is a systematic tool to assist in coaching and employee's development programmes. According to Armstrong and Taylor (2014:58-62) performance management processes are linked to organisation's goals to ensure that employees are involved in achieving objectives and standards. Thus, performance management will contribute vastly to the advancement of high-performance culture in an organisation.

2.3.2 Concept of Employee Performance Management and Development System

Employee performance management and development system, referred as EPMDS is a performance assessment tool developed by the Department of Public Service and Administration as a framework for voluntary use by government departments. The system is aimed at managing performance from salary levels 1 to 12 (DPSA 2007:9). In addition, Employee Performance Management and Development System is linked to Incentive Policy Framework (IPF) for salary levels 1-12 in line with DPSA Circular 1/7/1/4/1, dated 27 January 2003 (DPSA 2007:5).

According to DPSA (2007:5) in order to obtain better results, public institutions must be well trained on how to implement Employee Performance Management and Development System. Furthermore, it is advisable that managers and supervisors are well capacitated for the advancement, effectiveness and efficiency of the system. In addition, employees must be well capacitated on the system. Thus, Human Resource Management and Development (HRD) unit must ensure that all employees are well capacitated on EPMDS as an assessment operational tool (DPSA 2007:8). DPSA (2007:11) further stated that Employee Performance Management is a continuous process aimed at:

- Performance planning and agreement.
- Performance monitoring.
- Performance assessment/ appraisal, and;
- Managing the outcomes of assessment.

The objectives of the study are:

- To ascertain whether Employee Performance Management and Development System (EPMDS) as an assessment tool is implemented properly in the iLembe District, Department of Education.
- To establish whether iLembe District, Department of Education operational plan is linked to employee's key responsibility areas (KRAs).
- To identify the training and development initiatives and other necessary skills that can improve the performance of employees in the iLembe District, Department of Education.

- To assess the effectiveness of Employee Assistance Programme (EAP), Skills Development and Training in improving employees performance in the iLembe District, Department of Education, and;
- To recommend new strategies that can assist in the implementation and appraisal of performance management in the iLembe District, Department of Education.

Thus, the hypothesis advanced in this study is that the iLembe District, Department of Education is failing to emphasize training and development as part of a broader strategy in equipping employees with knowledge and skills to achieve their key responsibilities.

2.3.3 Concept of performance

Performance refers to the accomplishment of allocated tasks with accuracy, completeness and at saving costs (Business Dictionary 2016). In additional, performance is considered to be a fulfillment of responsibility in a way that the performer releases the executor of a task from all liabilities under the contract. DPSA (2007:10) supports this; that performance involves employee actions, the results of actions that will produce positive outcomes in terms of effectiveness and efficiency and satisfy the requirements of time.

McKinsey and Company (2011:1) opined that managers can improve performance if they fully understand what drives it. Furthermore, government authorities must understand the relative importance of each factor of performance as a tool in order to improve performance and safeguard resources. According to Van Dooren, Bouckaert and Halligan (2015:1-2) performance concept has various meanings and can be associated with a number of activities. In addition, performance is about employee's behaviour in an organisation, quality of performance which is judged on the basis of whether it is good or bad. Furthermore, performance is assessed in terms of quality of actions associated with competency. Hence, the term performance is related to programme of change and improvement. DPSA (2007:6) cited performance as a process where resources allocated are utilised in an economic and effective manner in order to produce positive results. Thus, the results will satisfy the requirements of time in terms of quality and quantity.

2.3.4 Concept of development.

DPSA (2007:5) refers to development concept as an activity that involves training and development in order to enhance employees' competencies and performance. This is supported by Business Dictionary (2017) that development plays a vital role in motivating and encouraging employees to acquire new knowledge, skills and competencies, by providing learning and training opportunities. Thus, it will enhance performance and productivity in an organisation. This is supported by Shah (2017:1) that development seeks to improve or increase human capabilities and freedoms and allows people to be agents of their own development. Therefore, well-equipped and knowledgeable employees will take sensible decisions in relationship with executing of tasks to meet the objectives of performance and will increase efficiency and productivity.

2.4. PERFORMANCE MANAGEMENT AS A DRIVER.

Arringdale (2015:1) opined that performance management can be challenging to organisations leadership. Further, he explains that this may be as a result when the organisation has to balance between what works better for the organisation and provide guidance to employees. In addition, it is recommended that organisations adopt performance strategy. The four steps are identified as drivers of performance, namely: (1) raise individual performance (2) link performance to organisations goals (3) train managers to coach employees and (4) conduct interview questions.

The four drivers of performance provide a descriptive explanation:

- Raise individual performance: will allow employees to contribute and provide input on their job and increase participation during performance cycle.
- Link performance to organisations goals: will assist employees to identify the link between organisations responsibilities and objectives.
- Train managers to coach employees: will assist in terms of managing poor performance and provide guidance.
- Ask good questions e.g. Interview questions in order to analyse employee's views and perceptions on performance (Arringdale 2015:1).

Hickok and Boardman (2017:1) highlighted that in order to drive performance, managers should invest in employee training and 360 degree appraisal. In addition, training should be conducted in a manner that motivates employees to perform outstanding work. Thus, the impact of positive results will contribute to the overall strategy of an organisation's goals and objectives. Dinnen (2015) cited that performance should be no longer an event but an on-going activity for the benefit of the organisation to attain the objectives. Singh (2010:151) cited that the shortcomings of performance appraisal are as a result of involuntary participation; as a result performance is considered as an event and not a continuous activity.

McKinley (2014) identified five key drivers of performance management that a manager should adopt for positive results of employee performance, namely:

- Manage the quality of work.
- Manage and supervise tasks on daily activity.
- Develop employee's coaching and training, and;
- Choose the right tools and resources in order to realise the institutional goals and objectives.

Furthermore, in order to achieve the goals and objectives, employees should be part of each step to understand the visions and objectives of the organisation. Sundaray (2011:53) supported this, that in order to drive performance it is advisable that managers attract, develop and engage employees as part of a performance strategy plan in order to achieve positive results of performance. In addition, the organisations require employees who are innovative and always willing to go beyond the call of duty. McKinsey and Company (2011:10) opined that managers can only improve organisation's performance if they fully understand what drives it.

2.5 THE SYSTEMS OF PERFORMANCE MANAGEMENT

The previous section explained the definition and concepts, performance management, the concept of development and the difference between performance management and performance appraisal. This section focuses on the systems of performance management namely, Key Result Areas

(KRAs), objectives of performance management, performance goals, performance measurement, progress review, performance evaluation and performance rewards.

2.5.1 Key Result Areas

DPSA (2007:6) indicated that key result areas play a vital role in an organisation in terms of contribution to the achievement of institutions goals and objectives. Hrdictionary (2012) defines key result areas as an outcome or end of results on what is expected to be delivered and expectations on a job to be accomplished. Paul (2017) defined key result areas as an organisation's strategic goal that has positive impact on realisation of organisation's goals and objectives. Thus, key results areas acts as organisations key drivers of success.

Ivara Corporation (2005:7) indicated that key performance indicators also referred to as key result areas are the organisation's key elements. In addition, managers should implement key result areas as a guide to address reliability process, organisation's focus, work identification, work planning, work scheduling, work performance, follow-up and performance analysis. Therefore, these elements will provide guidelines on how the work must be allocated. This is supported by PricewaterhouseCoopers (2007:2-4) that key performance indicators provide guidance on how the duties can be measured and executed in a cost-effective manner. In addition, key performance areas should be relevant to an organisation's strategic plan, goals and objectives. Governance Institute of Australia (2015:1) opined that key result areas is an effective and accountable measure that assists government institutions to improve service delivery and enhance productivity. In addition, key result areas must be presented in a meaningful manner and should be linked to employee's performance.

McCormick (2013:5) defined key result areas as the general responsibilities of outcomes and outputs of which the organisation's role is accountable. Therefore, key result areas will assist managers to prioritise activities and to set goals and objectives. Governance Institute of Australia (2015) explained that key performance areas should provide meaning that is relevant to employee duties and the overall strategy of the organisation. Therefore, key result areas should be directed at performance objectives and improving performance.

2.5.2 Objectives of performance management

DPSA (2007:10) opined that the top management provides direction to the overall strategic direction and organisation's mission, goals and objectives. Therefore, the objective of performance is to provide better service and encourage the relationship between employees and supervisors. Management Study Guide (2017:1) highlighted that the objectives of performance is to enhance and encourage employees in order to produce a high quality of work, thus, equipping employees with necessary skills in order to perform tasks well. Therefore, developing and equipping employees with the right skills will enhance, sharpen and drive their performance. Furthermore, it will drive their focus to perform tasks in a correct manner. In addition, managers must identify obstacles that may hinder performance through monitoring and coaching.

NSW Public Service Commission (2013:1) suggested that managers should align performance planning with organisation's objectives and strategy. Thus, the whole process will assist employees to understand their role and contribution towards the organisation. Therefore, managers should design a performance plan for each employee and such a plan must clearly state the areas of skills and knowledge for development. Opu (2008) identified that managers are faced with challenges on how to drive employee's performances. She further emphasise the importance of qualified workforce in order to drive employees productivity and motivation. In additional, the objectives of performance must be linked to cultural organisation's strategic plan. Thus, such elements will assist to realise the overall objectives of performance. This is supported by Missouri State Government (2009:1) that public service employee's performance is linked to quality of work, job experience and the ability to take initiatives and reliability. Hence, a manager's role is to design a detailed performance plan and provide direction. Further, it is suggested that performance objectives must be aligned with developmental objectives for the overall organisation's goals and strategy.

2.5.3 Performance goals

Moody (2017:1) mentioned that employee's performance plan must be clearly designed, specific, and measurable and provide dated performance targets. In addition, each objective must clearly state how many goals are to be achieved. Therefore it should be noted that performance goals are

designed for specific duties in employee's current job position. Thus, the purpose of performance goals is to provide clarity on what is expected in employee position. In addition, performance goals must be specific, reliable, measurable, attainable and time bound. Drexel University (2017) cited performance goals as an activity on what an employee works towards to in order to meet goals and objectives. Furthermore, performance goals are linked to organisation's strategic goals.

2.5.4 Performance measurement

Management Systems (2012:1) cited methods and procedures as tools that can assist to assess performance. Armstrong (2000:53) indicated that the organisations must be clear on what is to be measured. He further identified five problems in performance measurement: (1) too many to measure (2) measures not related to organisation's strategy (3) ambiguity in measurements where the manager is not sure how to measure the outcomes of results (4) reward systems not aligned to measure performance and (5) measures are in conflict with the organisation's structure. Bourne (2005) opined that employees fear and dislike performance measurement because they have a perception that managers use measurement as a means of judgement at identifying failures and under-performance.

United States, Office of Personnel Management (2017:58) cited performance measurement as a useful tool in an organisation when used correctly. Therefore, it is suggested it is important that managers and employees trust that the system is beneficial to them for the overall performance in an organisation. In addition, managers must demonstrate to employees that measurement system is consistent and reliable. Department of Trade Industry (2017:1) mentioned that performance measurement is a vital tool to measure employee performance in any organisation. Therefore, performance measurement as a system will assist supervisors and managers to identify and follow-up on progress against organisations goals. Furthermore, performance measurement will identify opportunities for development and allow managers to measure performance against internal and external criteria.

Van Dooren, Bouckaert and Halligan (2010:54) indicated that performance measurement is a devise measurement rule for the government sector performance. Therefore, performance measurement as a tool will assist in targeting, indicator selection, and information collection and

in analysing and feedback. In addition, performance management should form the bases of accountability. Harvey and Technical Information Service (2007:4) added that performance measurement is a cornerstone in an organisation to make informed decisions at a strategic and operational level.

Rakos (2014) opined that productive employees are vital in any organisation; therefore, it is important on how managers assess worker's performance to understand goals and objectives. He further adds that employee's performance must be monitored and assessed on regular basis. Thus, managers must consider seven ways to measure performance; namely, (1) punctuality (2) quality of work (3) observe personal habits (4) check employee's attitudes (5) review personal presentation (6) carry out client survey and; (7) carry out random checks. Furthermore, performance management must form the basis of monitoring as a continuous process and ensure that employee's objectives are met.

Health Resources and Services Administration (2012:1) identified four components of performance management from Silos systems, namely; performance standards, performance measures, reporting of progress and quality improvement. Rick (2014) opined that organisations are faced with challenges economically; therefore it is important that they address organisational problems with limited resources. Thus, performance measurement must be exercised as a tool to address challenges. He further states that performance measurement should form a culture of accountability to ensure that organisational goals are linked with key areas.

2.5.5 Progress review

The data about the effectiveness and employee's performance must be related to organisation's goals (Management Systems 2012:1). Hunt and Lehen (2016) supports this, that managers must have a "SMART" goal framework that assists in writing effective goals. Furthermore, the goals must be specific, measurable, attainable, realistic and time bound. Wells (2016) cited that supervisors are accountable in monitoring employee's performance through communication and progress feedback. Therefore, employee's performance should be measured according to capabilities in relationship with performance norms. Furthermore, employees must be appraised on their performance according to performance plan.

O'Callaghan (2005:3) indicated that performance review should be linked with performance objectives, performance planning and performance management process in order to attain better results of performance management. University Human Resources (2017) commented that since performance management is a continuous process it is essential that supervisors provide progress report and feedback on employees reviews. Furthermore, the aspects of progress reviews must provide areas of development, employee aspirations and objectives of overall success. In addition, supervisors must ensure that progress reviewing process is consistent and is conducted annually.

2.5.6 Performance evaluation

Management Systems (2012) cited performance as an appraisal system that assists institutions to be able to use the systematic of evaluation. Furthermore, institutions uses systematic of evaluation at the end of planning period against performance for goal setting linked with key result areas. Aguinis (2013:311) opined that performance evaluation is a formal documentation of detailed performance outcomes for the whole year. He further clarifies that there is a link between evaluation and development which links employee's performance expectations within the organisation's goals. Thus employees should be assessed yearly in relationship with the job results and the outcomes expected.

Capko (2003:1) stated that performance evaluation will provide managers with an opportunity to judge and determine employees performance and involvement in an organisation. Therefore, performance evaluation will identify areas and shortcomings where employees need to be developed. Furthermore, supervisors must design an evaluation document which identifies performance measures, evaluation schedule and the general principle for feedback. Libraries Publishing (2017:1) commented that organisations play a vital role in performance evaluation, therefore supervisors and managers should enforce employee encouragement to produce positive results and employee development. Such elements will encourage positive behaviour, job satisfaction and high performance within the organisation.

Dooren, Bouckaert and Halligan (2010:82) highlighted that performance evaluation forms the foundation of performance planning and evaluation. In addition, the process of performance evaluation focuses on assessment and monitoring employee performance. This is supported by the

University of Alabama (2017), that performance evaluation is directed at employee performance and between the supervisor and employee. In addition, performance evaluation as a system is to assess employee performance, strengths and weaknesses. Thus, it will identify shortcomings and provide development and coaching on areas identified as employee shortcomings. University of Illinois (2017) also supports this, that performance evaluation is a communication tool between employees and supervisors. Thus, performance evaluation as a tool will assist supervisors in coaching and conducting formal evaluation throughout the year.

2.5.7 Performance rewards

O'Callaghan (2005:10) mentioned that for the past five years, the South African Industries are increasingly linking reward with performance. There is an underlying fact that the reward system has a positive contribution in motivating employee performance. Hence, the positive results contribute to the future of the organisation. The same view is supported by National Council for Voluntary Organisations (2017:1) that performance rewards can play a pivotal role in encouraging employee's performance. Thus, employees will be willing to go the extra mile when executing their tasks if they understand there will be a performance reward forthcoming. Furthermore, performance can be in a form of salary increase, performance bonus and promotion. Therefore, a performance reward system will increase staff loyalty and enhance employee retention.

Hurd et al. (2017) opined that performance rewards is the most essential tool and managers must choose the reward system and plan properly the criteria on how it should be implemented. Furthermore rewards as a system can address important aspects of manager's responsibilities in relationship to employee's encouragement. Therefore, the reward system will promote, encourage and enhance employee performance. In addition, the reward system can encourage employee's personal growth and development and utilise those particular skills for the benefit of the organisation. In Robert's thesis (2005:8) she mentioned that in order to achieve high performance, organisations must reward employees who are producing better results of performance. Further, she adds that organisations can realise the goals and objectives of performance by recruiting and retaining employees who are well skilled and knowledgeable.

2.6 METHODS OF PERFORMANCE MANAGEMENT

The previous section focused on the systems of performance management whereby key result areas, objectives, goals, measurement, progress review, performance evaluation and performance rewards were explained as the systems of performance management. This section will explain methods of performance management.

2.6.1 Management by objectives

Gordon Institute of Business Science (2017:1) viewed management by objectives as a tool that motivates employees to provide services in an efficient and effective manner towards the organisation. Therefore, it is recommended that managers should delegate clear roles to each employee in order to obtain positive results. In addition, managers are entrusted with their roles as mentors and they should display qualities of good support and inspiration to employees. Mulder (2010) echoes the same belief that management by objectives is a performance management approach focused at addressing the sequence between the objectives of employees and the objectives of the institution. The aim of management objectives is to evaluate organisations objectives and provide information on the results. Furthermore, management by objectives is closely related to performance rewards, performance recognition and employee's growth and development. Therefore, management must design and develop performance plan at all levels within the organisation. Thus, it is advisable that managers follow the smart goals plan when designing management by objectives plan. In addition, the format of the plan must provide detailed information on how organisations goals and objectives can be achieved.

According to Kotelnik (2017) management by objectives is a systematic tool directed at achieving organisation's goals and objectives. He further adds that in order to ensure that the system is effective; employees must provide inputs and suggestions to identify their roles and time frames. Therefore, since management by objectives is an on-going process, managers must provide reports in order to reach objectives of the organisation. Barrow (2017) supports this, that management by objectives must be clear and specific, measurable and provide time frames on how organisation's goals and objectives will be achieved.

University of Minnesota Publishing Libraries (2015:1) highlighted that management by objectives is to ensure and promote performance efficiency by linking employee's objectives with the overall organisations goals and objectives. Hence, managers must concentrate on the results and not actions. In addition, managers must ensure that every employee's goals and objectives are linked with the organisation's goals and strategy. Therefore, managers must understand their roles on how they fit into the overall organisation's operational strategy. Society for Human Resource Management (2014) commented that management by objectives as a tool requires the supervisors and subordinates to grow and agree on achievable and measurable objectives. In addition, the agreement should focus on how the goals and objectives can be achieved to meet the objectives of the organisation.

2.6.2 360 degree appraisals

Aguinis (2013:206) explained that 360 degree is the most effective and reliable tool for assisting employees, more especially at supervisory level, to improve performance. Therefore, in order to obtain better results of performance, information is obtained from different individuals. He further clarifies that although the system is directed at supervisory level, all employees are engaged in the system. Furthermore, employees are provided with an opportunity to rate themselves according to their perception on performance. Thus, information collected assists in designing the development plan. A 360 degree appraisal tool is useful for development and administrative purposes. Organisations utilise 360 degree appraisals to collect information and reduce paperwork, which is in-line with technology.

Bersin by Deloitte (2017:1) defined 360 degree appraisal as the information that the employee submits to his/her supervisor. In addition, 360 degree as a tool is to evaluate performance and provide coaching on employee's assessment. Thus, it provides development on aspects recognised as the areas for improvement and development. This is supported by Gordon Institute of Business Science (2017) that supervisors use 360 degree appraisals as a method to gather information. Furthermore, the principles of this method assist in obtaining important aspects on individual's performance.

Mayo (2016:1) cited 360 degree appraisal as a multipurpose system for performance assessment which combines feedback from employees performance. He stated that the system is utilised for employees at middle level and senior level. Thus, the difficulty of their responsibilities allows the organisations to create more information for assessment. He adds, that 360 degree appraisal is a useful tool for employee development and must be conducted yearly as an on-going process to monitor employee's progress. In addition, managers must focus on the following areas:

- Development of performance appraisal.
- Concentration on employee feedback that will assist in self-development.
- Increase accountability on employee performance.
- Combine ideas that will contribute to successful assessment.
- Gather information from middle management employees.

Gluck (2017:1) believes that 360 degree appraisal is an assessment process that is directed to evaluate middle management employee's and manager's performance; her views are not different from those of Mayo. She further states that a detailed performance appraisal system provides results on manager's performance obtained from direct supervisors, employees and direct stakeholders.

2.6.3 Self-assessment

Shepherd (2016) commented that self-assessment is one of the useful tools of key performance indicators whereby an employee rates his/her own assessment. DPSA (2007:18) supports this, whereby during performance assessment, public service employees are offered an opportunity to rate themselves first, as self- assessment based on performance. In addition, at this stage, an employee must assess his/her own progress in terms of performance agreement plan entered to and provide his/her own performance scores. Furthermore it is important to alert immediate supervisors in connection with extra- ordinary inputs referred to as high performance and considered as outstanding achievement.

Duke Human Resources (2015:1) mentioned that employee self-assessment provides an opportunity to every employee to indicate self-reflection on tasks performed throughout the year. Hence, self-assessment allows communication between supervisors and employees. Texas M and A University (2017) supports this, that performance management is an infinite process of communication between the supervisors and subordinates. Thus, the system is aimed at assisting and supporting employees to attain the best results of performance. Supervisors are encouraged to plan properly, all activities related to performance planning; and communication with employees must be a continuous process.

2.6.4 Competency based assessment

Ministry of Education Guyana (2014) defined competency based assessment as the process used to collect evidence based on competency, skills and knowledge. The Competency Group (2017) mentioned that high level of productivity is essential in an organisation and depends on how skilled and knowledgeable employees are. Therefore, it is important that organisations arm employees with formal education and the right skills. Employees with the right skills will be success driven and produce better results of performance for the benefits of the organisation. In addition, competency based assessment is aimed at providing and grooming employees with skills in order to execute tasks in a professional and efficient manner.

Asheville-Buncombe Technical Community College (2014) highlighted that competency based assessment is linked to professional development and is in-line with organisations strategic plan objectives. Therefore, managers must encourage employees to improve their skills to support performance management. Mwaniki (2016:4) cited competency based performance review as competencies and knowledge utilised for the benefit of the organisation in order to achieve successful results. Further, he adds, that competency based appraisal is aimed at assessing employee's conduct and how much they contribute to organisation's performance goals and objectives. Schilling (2016:1) commented that managers must pay attention to the elements of competency based assessment in order to achieve results in performance namely; organisations results, employee performance results and skills and competencies.

2.7 ROLE PLAYERS IN PERFORMANCE MANAGEMENT

The previous section explained performance measurement whereby different ways, methods and tools to improve performance measures in organisations were discussed. It is vital that managers understand aspects of performance measurement in order to achieve performance goals and objectives of an organisation. This section will focus on the role players in performance management.

2.7.1 Role of managers in performance management

Management Study Guide (2016:1) states that managers play a leading role in performance. In addition their main role is to design policies that will ensure effective performance management policies for positive outcomes in realising the organisation's goals and objectives. Furthermore, managers should ensure that the organisations culture is well developed through the following:

- Mission, goals and objectives of an organisation should be communicated to employees, clients and stakeholders.
- The work roles and expectations should be clearly defined through communication by involving all parties concerned, for the overall success of an organisation.
- Employees involved must be provided with updates on performance progress.

Management Study Guide (2016) further added that line managers play vital role in enacting human resource (HR) policies. Thus it is crucial that management ensures that line managers have good qualities and capabilities in implementing human resource policies and performance management policies. Management Study Guide (2017:1) also commented that it was essential that performance managers draft policies that will ensure the smooth and efficient management of performance. Line managers should understand the importance of performance management as a tool and what drives it. Therefore line managers are responsible for making their teams aware of performance goals and for ensuring that the whole process of performance is clear and simple.

This is supported by Pote (2016) that managers should enforce performance management as a tool system through employee support, growth and development. Managers should arrange regular

meetings to communicate progress and improvement on performance targets and goals. Such meetings should identify problems and provide solutions through performance coaching. Managers must also re-visit and revise performance goals. Tibco and Mashery API solutions (2016) indicated that there are rewards of performance management when implemented correctly. Therefore, managers must lead in performance and communicate performance goals to ensure that employees understand about employer's expectations and their roles and responsibilities.

Hughes (2017:1) mentioned that one of the manager's shortcomings is that they tend to focus on the desired outcomes of performance instead of coaching employees. He adds that managers must have the correct roles with matching qualifications because if they are in the wrong roles, performance management will not be successful. University of Southern Mainne (2017) suggested that managers and supervisors should focus on employee development and achievement in performance management.

2.7.2 The role of supervisors in performance management

Management Study Guide (2016) cited that supervisors as middle managers play a vital role in providing leadership. In addition, supervisors should play the following roles in performance:

- Provide leadership and guidance to employees.
- Liaise with managers on the importance of performance as a driver to success.
- Ensure that performance management is a consistent and continuous process by involving line managers to design performance management plans.

Department of Public Service and Administration (2007:14) identified that supervisors must ensure that performance appraisal is taking place and in progress. Thus, supervisors should attend to internal and external elements of performance management. Supervisors must assess employees in terms of contribution to the organisational goals and identify elements of improvement. CompassPoint Nonprofit Services (2012:35) mentioned that the supervisor's role is to support and encourage employee performance. Furthermore, it is encouraged that there must be mutual respect between the supervisor and employee. Therefore, the supervisor must show support and confidence in the employee's capabilities to succeed.

2.7.3 The role of employees in performance management

Management Study Guide (2016) opined that employees play an imperative role in performance as a process that involves them. In addition, they play a key role in formulating performance agreement, together with their supervisors. They must liaise with supervisors in terms of their roles, competencies and objectives. DPSA (2007:13) supports this; that each employee is responsible for developing the performance plan and the supervisor should communicate the development plan. Halogen Software Incorporation (2017:1) also supports this, that employee's play a vital role in performance management; to ensure that they work towards achieving organisational goals and self-growth.

2.7.4 The role of human resource management in performance management

Management Study Guide (2016) defined human resource management as a strategic organisation's partner that plays an important role for the realisation of organisation's strategy. In addition human resource strategies will ensure that performance management is well managed. Furthermore, today's human resource management has introduced new innovative methods to improve performance management. DPSA (2007:32) indicated that human resource development is responsible for identifying employee's training needs into planning in order to fulfil organisations processes. Thus, provide training on performance management as an organisational tool. In addition human resource development should align training needs into capacitation and skills development planning within the operational plan of the organisation.

The global body for professional accountants (2015:1) highlighted that managers should acknowledge that employees play crucial a role in performance. Therefore it is important that human resource management ensures that the organisation is equipped with the right employees with the right skills in order to perform effectively and efficiently. Thus, training and development is encouraged, to achieve better results of performance. This is supported by Armstrong and Taylor (2014:38); that the role of human resources in organisation is to provide learnership, training and

development opportunities to ensure that employees contribute towards the effectiveness of the organisation.

The next section will focus on cycles of performance management.

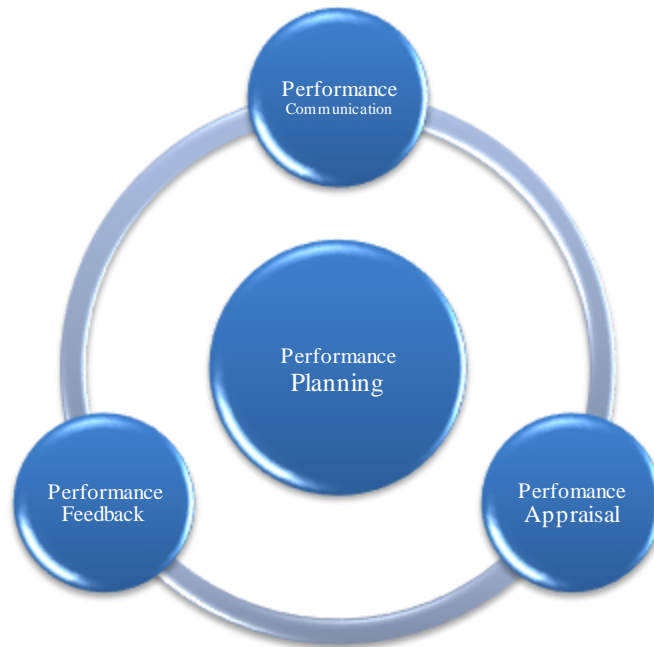
2.8 CYCLES OF PERFORMANCE MANAGEMENT

DPSA (2007:6) defined the performance management cycle as a 12 month calendar where performance is well planned, performed and monitored, examined and assessed. University of Aberdeen, Researcher Development (2016) view a performance cycle as a continuous process of activity that links an organisation's culture, mission goals, objectives and strategy to employee's performance. In addition, managers play a crucial role in driving each aspect of the performance management cycle by ensuring that:

- They determine performance expectations and ensure that objectives are useful with each employee.
- They supporting the development of employees by providing appropriate necessary training skills and development opportunities.
- They conduct performance review meetings to provide progress on performance.
- They monitor and observe progress towards the attainment of an organisations performance standard.

In Paile's thesis (2012:22), he identified aspects of performance management cycle; namely; performance planning, performance communication, performance appraisal/review and performance feedback.

Figure 2.8: A basic performance management cycle (Paile, 2012).



2.8.1 Performance planning cycle.

Business Services (2007) states that planning should be the first stage of a performance management cycle and that all activities that need to be done, should be well planned. This is supported by (DPSA 2007:11), that public service employee's performance planning and agreement forms the basis of performance management at the employee's level. In addition, employees are expected to enter into agreement and sign a performance agreement plan in the first trimester of the new cycle. At this stage of the cycle, employee data and line of functioning code, is indicated in the performance agreement.

Ryerson University (2015:4) echoes the same views of Business Management (2007); that performance planning is the initial step of performance whereby all activities of performance management are well planned for the following year. Furthermore, performance planning should table all plans of performance activities that need to be achieved. In addition, performance planning

should include performance goals on what is expected from employees performance, including development goals.

2.8.2 Manage performance management cycle

Managing is the second stage of the performance management cycle that will assist in managing all plans and activities already planned, on what needs to be done (Business Services 2007:1).

2.8.3 Performance communication.

Berkeley (2017) defined performance communication as a continuous process of providing information between supervisors and employees. In addition performance communication is connected with how the institutions long term goals can be realised. The communication process comprises of an organisations expectations and an organisation's objectives on how they can be achieved. Paile (2012:23) indicated that performance communication is between the supervisor and an employee whereby they both share ideas on work progress and possible obstacles that may hinder progress, and how they can be solved.

2.8.4 Performance appraisal

Business Services (2007) states that reviewing, also known as appraisal, will assist to ensure that all activities are linked to planning. In addition, this will assist to identify barriers of performance that may have a negative impact in other aspects of the organisation. Carnegie Mellon University (2016) supports this; that performance appraisal should be linked with performance and employees performing the same job. In addition supervisors should take the appraisal process as an opportunity to discuss employee's performance in terms of strengths and weaknesses. Furthermore, supervisors should evaluate how employee's jobs add value and fits into organisations strategic goals.

Dubinsky et al. (2010) viewed performance appraisal as a systematic tool of employee evaluation on how performance on employee capabilities can be improved. Therefore performance appraisal is an evaluation tool of employee performance. Tibco Mashery API Solutions (2016) cited performance appraisal as a performance tool that provides direction on how to measure employee achievements and conduct in terms of strengths and weaknesses. Thus, such areas identified as weaknesses must be improved. In addition, performance appraisal provides an opportunity for the management team to rate employees in terms of performers and non- performers. Aguinis (2013:50) opined that performance appraisal is the meeting between manager and the employee whereby it provides formal communication on employee performance and feedback. He further stated that most managers are reluctant to provide feedback if employee performance is not satisfactory.

2.8.5 Performance feedback

Busser (2012:1) indicated that it is the duty of managers to discuss employee progress in order to enforce organisation's culture and values. In addition, providing employee feedback may also have a negative impact on the organisation; as a result of employees becoming defensive about poor management. Therefore, managers are advised to strategise better solutions and engage employees in new solutions. In addition, managers should link employee feedback to the overall organisational strategy. Suder (2017:1) commented on the importance of performance feedback; that it adds value and correctness when implemented correctly. Hence, performance feedback encourages employees to revisit performance shortcomings. It provides an opportunity for employees to develop themselves in their performance and take steps to indicate that they care about their work.

Griffin (2017) defined performance feedback as the continuous procedure of communication between supervisors and employees. In addition, the senior management team has an obligation to provide feedback on employee performance. Thus, it provides an opportunity to both supervisor and employee to discuss work related problems, in order to solve any issues. Furthermore, since feedback is proactive, it is advisable that managers should notify employees of frequent updates. In addition, it is important that managers keep employee confidentiality. This is supported by the

University of Indiana (2006); that performance feedback is an infinite process between supervisors and employees. Therefore, managers should exercise the process as developmental tool that can show appreciation on good performance and as a corrective measure on poor performance.

2.9 REWARD SYSTEM

Business Services (2007) referred to reward system as an incentive offered to employees on merit, whereby the intention is to motivate employees in terms of the job well done. In addition it focuses on an individual's job: if the performance was satisfactory and meets the organisation's objectives. Armstrong et al. (2009) supports this; that the purpose of a performance reward system is to enhance performance and motivate employees. In addition, a performance appraisal should indicate clear roles of work aspects and give clear indication on what is to be completed successfully. The White Paper on Human Resource Management in the Public Service (1997) supports this; that every employee should be assessed annually to identify strengths and weaknesses. In addition, good performance should be recognised and rewarded.

2.9.1 Revise objectives of performance management cycle

Business Services (2007:1) indicated that revising and renewing previous institution's objectives of performance cycle will assist in examining what needs to be done and improved from the previous performance cycle. Thus, the organisation will be able to identify the shortcomings of previous cycles and provide new strategy.

2.10 PERFORMANCE AGREEMENT PLAN

The previous section focused on the performance management cycle whereby aspects of the performance management cycle were explained. This section will focus on the performance agreement plan.

Breede Valley Municipality (2015-2016) viewed the performance agreement plan as the agreement between the employer and employee before a performance appraisal process takes place. In addition, it is highlighted that the supervisor represents the employer and the agreement is entered upon between the supervisor and the supervisee. DPSA (2007:11) support this; that the performance agreement cycle starts at the beginning of each financial year and is based on a 12 month calendar. Further, he adds that the agreement is entered into between the supervisor (representing the employer) and the employee. The main aim and purpose of the agreement plan is to share information with employees on employer's expectations concerning employee performance (DPSA 2007:11). In addition, the work plan should form the basis of performance agreement for all permanently employed employees. DPSA (2007:11) further highlights that the performance agreement plan must form the basis of an assessment framework in terms of Key Results Areas (KRA's) and Generic Assessment Factors (GAF's). In addition, the assessment of employees should be based on key result areas and generic assessment factors. Individuals performance is assessed on a 5-scale ratings from 1 to 5, where 1 reflects unacceptable performance, 2 reflects performance not fully effective, 3 reflects fully effective performance, 4 shows above expectations performance and; 5 indicates outstanding performance.

Table 2.10: The following table represents 5 –scale categories of performance ratings.

RATING	CATEGORY	DESCRIPTION
1	UNACCEPTABLE PERFORMANCE	Performance does not meet the standard expected for the job. The review/assessment indicates that the jobholder has achieved <u>less than fully effective results against almost all</u> of the performance assessment criteria and indicators as specified in the Performance Agreement and Work plan.
2	PERFORMANCE NOT FULLY EFFECTIVE	Performance meets some standards expected for the job. The review/assessment indicates that the jobholder has achieved <u>less than fully effective results against more than half</u> of the Performance Agreement and Work plan.
3	PERFORMANCE FULLY EFFECTIVE	Performance fully meets the standard expected in all areas of the job. The review/assessment indicates that the jobholder has achieved as a minimum <u>effective results against all of the performance criteria</u> and indicators as specified in the Performance Agreement and Work plan.
4	PERFORMANCE SIGNIFICANTLY ABOVE EXPECTATIONS	Performance is significantly higher than the standard expected in the job. The review/assessment indicates that the jobholder has achieved <u>better than fully effective results against more than half</u> of the performance criteria and indicators as specified in the Performance Agreement and Work plan and fully achieved all others during performance cycle.
5	OUTSTANDING PERFORMANCE	Performance far exceeds the standard expected of a jobholder at this level. The review/assessment indicates that the jobholder has achieved <u>better than fully effective results against all</u> of the performance criteria and indicators as specified in the PA and Work plan and maintained this in all areas of responsibility throughout the performance cycle.

Source: DPSA (2007).

2.10.1 Managing performance

The previous section focused on the performance agreement plan whereby performance agreement is entered upon between the supervisor (representing the employer) and the employee. This section will explain how to manage satisfactory performance and unsatisfactory performance.

2.10.2 Managing satisfactory performance

University of Washington (2015) cited performance management as the best tool that managers can use to enhance performance in achieving organisational goals and objectives. Furthermore managers should ensure that employees understand the job expectations, job knowledge, skills and competencies. DPSA (2007:26) identified two methods of rewarding employees with satisfactory performance: pay progression and performance bonus. Pay progression is only applicable to employees who have not reached maximum notches. Employees on maximum notches do not qualify for the pay progression system. University of Washington (2015) supports this; that employee recognition is a means of saying “thank you,” for the work well accomplished. This is a symbol of recognition or award and can be given in many ways depending on the culture of an organisation. It can be in a form of the following:

Employee recognition: whereby the employee can be rewarded with an award for good performance and loyalty.

- Long service award: this kind of award can be rewarded for long service contributed to an organisation.

In order to enhance performance, it is suggested that managers design and provide employees with an updated job description. In addition, employees must be provided with an opportunity to discuss aspects of their job description on which they do not have clarity. It is advisable also that manager should develop a competency schedule to identify each employee’s skills and competencies and provide training (University of Washington 2015).

2.10.3 Managing unsatisfactory performance

Munro (2012:1) defined poor performance as unsatisfactory work content in terms of quality and quantity, bad habits, absenteeism, non-observation of working hours, insubordination and harassment of other fellow workers. Public Service Commission (2007) echoed the same view; that poor performance is a shortcoming or failing to meet the required standards of a job. Further, they claim that supervisors view poor performance as a challenge, since failing to address the problem may influence other fellow workers with bad perceptions which may lead to bad conduct. Public Service Info (2007) supports this, and emphasised that supervisors should know and understand their role to manage poor performance and initiate steps thereon. The following are identified as remedies to address poor performance.

- Information should be communicated to the underperformer about his or her unsatisfactory performance.
- Discuss with employee the expectations and accepted standards accepted of their work performance.
- Discuss with employee the reasons for poor performance and provide amicable solutions to address poor performance.

DPSA (2007:24) supports this; that supervisors are expected to firstly examine the development plan to deal with poor performance. In addition, supervisor's perception on employee's performance should not be directed on employee's failures to meet the standard. It is advisable that supervisors intervene by means of (1) counselling (2) job mentoring (3) formal training and retraining (4) restating the work plan requirements and (5) establishing other factors of correct placement (DPSA 2007:24).

According to Mc Pheat (2010:24-26) employee poor performance can be triggered by various reasons, namely:

- If the job is not challenging and an employee have more capabilities that are not utilised. Therefore, the symptoms will be a lack of motivation, poor attitude towards a job and poor performance.

- If employees do not feel appreciated or motivated on their performance, the result is unresolved performance grievances.

Society for Human Resource Management (2015) is of the view that performance management is aimed at managing employee's performance. Thus, they said support and provide struggling employees with an opportunity to succeed as a result of unsatisfactory performance. The University of Western Australia (2017) indicated that employee unsatisfactory performance needs immediate remedial action and supervisors should not ignore such symptoms. Therefore, the standards of a job and performance indicators expected from the employee should be tabled and explained in a meeting. In addition, the supervisor must ensure that the employee has knowledge and understanding of what is expected from his/her job.

2.11. PERFORMANCE DIAGNOSIS

The previous section explained managing satisfactory and unsatisfactory performance whereby aspects on how to manage satisfactory performance were discussed. Managing unsatisfactory performance was also highlighted, especially about what remedies should be in place to address the shortcomings of poor performance. This section will focus on remedies is to address poor performance whereby coaching, counselling and guidance will be discussed as remedial tools to deal with unsatisfactory performance.

2.11.1 Performance coaching

Oregon State University (2016) defined performance coaching as a series of communication that is designed and conducted to assist individual's well-being and improve performance. In addition, performance coaching is aimed at providing guidance during a series of sessions through verbal communication, to provide remedies. Coaching should be provided in a manner that allows (1) a supportive relationship (2) an environment that allows people to think out aloud (3) confidentiality (4) learning from experience and (5) an opportunity to ask questions as a result of new thinking and possible solutions. Furthermore, performance coaching is not a punitive measure but it should reflect support and guidance on employee lack of performance.

2.11.2 Performance counselling

Hughes (2015:1) cited performance counselling as a tool basically provided by a manager to address poor performance. In addition, the system is designed for an employee who fails to meet the requirements of performance. Mayhew and Demand Media (2016:1) opined that it is important that managers address issues of poor performance and provide remedial actions. She further states that supervisors should be well trained and understands how to provide and conduct counselling. The counselling sessions should be designed in a manner that suggests correction of behaviour and actions.

Hughes (2015) further echoed that the counselling process must meet the following criteria:

- The general session should involve an employee and the manager and an observer should be present to provide a support system.
- The required job standard should be clearly stated to an employee and an action plan and time frame should be provided.
- The manager should follow-up on regular intervals on employee's progress as per set plan and time frames.

2.12 TRAINING AND PERFORMANCE MANAGEMENT

The previous section focused on diagnosis of performance whereby performance coaching and performance counselling were discussed as remedies to address work related and individual's issues to improve performance. This section will focus on training and performance management.

O'Callaghan (2005:5) opined training development as a tool for successful performance. He further states that supervisors should design an agreement and development plan at the initial stage for the employees. He adds that the plan should be based on relevant skills, knowledge and competencies. Training needs should be relevant and designed in a manner to address performance gaps. In addition, training and development strategy should be linked with the overall organisational strategy. Enterprise University of Pretoria (2016) supports this; that today's organisations consider skills development as a tool to improve employee's careers. In addition, skills development will assist in improving the overall performance of organisations. Skills

development will also address future training needs and skills development planning. In addition, skills development is directed at improving employee's careers and it optimises performance.

Armstrong and Taylor (2014:91) opined the importance of learning and development which subscribes to employee's competency that contributes to performance and the overall strategic goals of the organisation. . Armstrong (2000:92) echoed that training can be offered in the form of workshops on short courses and long courses. In addition, the aspects of training should form the bases of (1) agreeing on tasks (2) setting goals and objectives (3) reviewing performance (4) preparing work plans and (5) agreeing on personal development plans. He adds that training programs should be formulated in a manner that covers aspects such as defining key role of task, setting objectives and preparing work developments. Thus, the program will meet the requirements of performance.

McNamara (2016:1) echoed the importance of training in the organisation for the development of employees to attain new skills. In addition; well skilled and trained employees will increase performance and productivity, thus contribute to the overall organisation's goals. He further provides clarity that the main purpose of training is to address employee's shortcomings. Thus, training sharpens employees with new skills and results in (1) improvement in performance (2) increased productivity and; (3) employees being self- driven.

McNamara (2016:1) further cited the organisation's benefits as a result of employee training and development namely;

- Increased job satisfaction and performance.
- Increased employee motivation.
- Increased efficiency and effectiveness in processes that will result in organisation's financial gain.
- Increased capacity to adopt innovative methods and;
- Reduced employee turnover

This is supported by (McKinsey and Company 2015) that training is one of the drivers to improve performance aspects in an organisation. He adds that it can contribute positively in aspects such as innovation and accountability and should be linked with key result areas, performance assessments and learning and development.

2.13 EMPLOYEE ASSISTANCE PROGRAMME

The previous section explained training and performance whereby it is imperative that managers should link performance with training. It was highlighted that it is vital to train, develop and equip employees with necessary skills in order to realise the overall organisational strategy, goals and objectives. This section will focus on an employee assistance programme.

Normand (1994) commented that there is a link between performance management and employee assistance programme. He further explains that the programme is aimed at providing counselling services in order to assist employees with work and behavioural issues and thus improve work performance. International Employee Assistance Professionals Association (2016:1) opined that the main purpose of an employee assistance programme is to address work-organisational issues related to productivity and that affects productivity. In addition employee assistance programme is aimed at addressing the following issues:

- To assist supervisors with performance related problems; and unions who seek advice to manage trouble employees to address problems that affect job performance.
- To provide assessment services to employees already affected and address problems in order to improve performance.
- To provide feedback on employees assessments services.

National Human Resources Directory (2012) supports this, that employee assistance programme (EAP) is aimed at supporting and providing counselling to employees with personal problems and work related problems. Thus, an employee assistance programme will improve their well-being and enhance an organisations performance and productivity. This is also supported by Taylor & Francis online (2010); that the main purpose of an employee assistance programme is to eliminate the effects of stress at the workplace. Thus, employee assistance programme can be used as a management tool to increase organisational performance.

2.14 ADVANTAGES AND DISADVANTAGES OF PERFORMANCE MANAGEMENT

The previous section explained employee assistance programme whereby it was discussed that the system is used as a tool to address job related issues and personal issues. Furthermore, employees who are affected are placed on a program in order to improve productivity and the organisation's performance. This section will focus on advantages and disadvantages of performance management.

DPSA (2007:24) cited an incentive scheme for employees on salary levels 1-12 as a system designed to reward employees with satisfactory performance, known as pay progression. In addition, employee performance management and development system (EPMDS) is used as an assessment tool to rate public service officials. Furthermore, pay progression is only applicable to employees who are not on maximum notches and employees on maximum notches do not qualify. Thus, the system may demotivate employees on maximum notches as they are excluded from the incentives. DPSA (2007:26) further explains that performance bonus is designed to reward employees rated as top performers. Employees are rated in terms of significantly above expectations and outstanding performance category. In addition, the aim of performance bonus is to encourage, motivate and reward employees for the work well done. Latich (2015:1) opined that it is vital for managers to communicate performance matters with employees. In addition, five aspects are identified as tools that can assist to reach the outcomes of effective performance management system namely; (1) performance based communication (2) targeted staff development (3) encouragement of staff (4) rewards of staff for the good work and (5) under-performers identified and eliminated.

- Encouragement of staff: managers run day to day activities and they tend to neglect other responsibilities such as meetings with employees to provide direction on work issues.
- Targeted staff development: it is necessary to develop and equip employees in order to meet challenges. Thus the development opportunities play an integral role on succession phase.
- Encouragement to the staff: performance appraisals should be used as an encouragement to staff for the work well done.
- Reward staff for a job well done: the reward system is aimed to encourage employees who are better performers in a form of financial rewards.

- Under-performers identified and eliminated: effective performance appraisal can assist to identify underperformers. DPSA (2007:18-19) states that Public Service employees who are underperformers are identified through the rating system that results from generic assessment factors and key result areas identified by scores e.g. if the score is below the accepted percentage, such score is rated as unacceptable performance.

Latich (2010) cited four aspects that have negative impact on performance management namely; (1) time consuming (2) discouragement (3) inconsistency and (5) bias. The aspects are briefly explained:

- Time consuming: managers usually dedicate more time on performance appraisals for employees to be evaluated and its time consuming. It is recommended that managers allocate time wisely and use multi- tasking technique in order to meet other organisational responsibilities.
- Discouragement: the evaluation process is uncomfortable to employees and it can demoralise personnel. DPSA (2007:25) mentioned that employees on maximum notches do not qualify on pay progression. Thus the systems may demoralise such employees and affect performance.
- Inconsistency: managers have shortcomings in keeping proper records of performance. Therefore this may send inaccurate communication to employees.
- Bias: managers are advised to conduct performance appraisals in a fair, transparent and unbiased manner. In Paile's thesis (2012), he highlighted the performance assessment process as an emotional phase. He adds that it can lead to unpleasant situations as result of differing opinions. In addition, the employee may have a perception of being a top performer whereas the supervisor perceives him as an average performer.

Larcker (2004) mentioned inadequate skills, limited resources and invalid measures as an obstacle in performance measurement. Bourne (2005) supports this, that if managers and staff do not see any gain and relevance of performance; the progress will be delayed. Thus, there will be no improvement in the new system of performance and the system will be under- utilised. Sage (2016:1) mentioned that there are various challenges that are obstacles to effective performance. The challenges are: a poorly designed strategy plan and limited resources and tools to accomplish tasks. Public Service Commission (2007) supports this, that poor planning is one of the shortcomings in managing performance at lower levels. Furthermore, there is inconsistency where

performance assessment should be implemented as an on- going process .Public Service Commission (2014) adds that some departments fail to align performance management policy according to public service framework.

In light of the above, performance is the best tool to be used by managers to improve and enhance an organisations performance. Performance will assist to plan and organise and should be aligned with an organisation's strategy, goals and objectives. Performance should be well planned and implemented correctly for positive outcomes. It is emphasised that supervisors and employees must be well trained in order to understand the objectives of performance. In addition performance management can also have negative results if not properly planned.

2.15 CONCLUSION

This Chapter has provided a scope of application of performance management as a concept. Performance management is defined as an instrument to assist organisations in order to realise the organisational goals and objectives through continuous assessments. Therefore performance will assist organisations to match goal settings that will identify progress areas, strengths and weaknesses in each employee. The systems of performance were highlighted whereby key result areas, objectives from strategic plan, goals, measurement, performance evaluation and rewards were explained. Performance measurement plays a vital role and it is imperative that managers measure employee's performance through assessment. Managers, supervisors, employees and human resource department are the role players in performance management. It is advisable that organisations manage and plan well a performance cycle. Performance agreement plans should be well designed for each employee. Training for both supervisors and employees is vital in performance management. The outcomes of performance should be communicated as a feedback to employees. Managers should ensure that satisfactory performance is well managed and employees with good performance must be encouraged and motivated. Supervisors are advised to provide training and re-training, counselling, coaching and employee assistance programme to employees who are struggling with performance. Supervisors are encouraged not to reflect employees as a failure when addressing the issues of unsatisfactory performance but provide

solutions and action plan. The next chapter explains the research design and methodology that was used in this study.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

The previous chapter explained literature review where performance management was discussed as a systematic approach to performance and how it should be implemented. The definition of concepts, nature and the scope of performance management, methods of performance management, performance agreements, performance cycle, and role players in performance management, management of satisfactory and unsatisfactory performance were explained. This chapter focus on research design, research objectives, research methodology, sampling procedures, measuring instrument, pilot testing, target population, data collection, development of questions, methods to avoid bias, validity and reliability, data collection and analysis, ethical considerations, delimitations and limitations of the study.

3.2 RESEARCH METHODOLOGY

3.2.1 Research Design

Research design is an overall strategy that enables the researcher to select and combine various components of the study in a coherent and sequential manner that ensures effectiveness in addressing research problems. It is a reliable tool for the collection, measurement and analysis of data (De vaus, 2001). Cresswell (2003) states that research design seeks to address relevance and true statements that assists the researcher to explain situations that are mainly of casual relationships of interests. The research design employed in this study is the triangulation method and it uses mixed methods, qualitative and quantitative methods.

Flick (2006:37) states that “triangulation combines qualitative and quantitative research methods, the different methodological perspectives complement each other in the study of an issue, and this is conceived as the complementary compensation of the weakness and blind spots of each single method.” This is supported by Cresswell (2003); that mixed methods assist the researcher to base claims on problem centred and consequence oriented. Furthermore, it utilises strategies that involves collection of data and leads to a better understanding of research problems.

Cresswell (2003) further explained qualitative research and quantitative methods: As a combination method, qualitative research method is a grounded theory where the researcher interacts with participants to collect data. Kobus (2007:255) defined quantitative method as a “numerical data to test the relationship between variables”, and is regarded as the system tool that uses numbers to obtain information. Quantitative research assists the researcher to develop knowledge in terms of thinking, formulate hypotheses and questions in a form of measurement and observation and test theories. Therefore, for this study, research was conducted at the iLembe District Municipality, Department Of Education and is, “An evaluation of the relationship between performance management and increased efficiency in the iLembe District, Department Of Education.” The researcher employed both methods, qualitative and quantitative.

A sample of 100 respondents was drawn from a permanent population of 800 employees within the iLembe District, Department of Education. The sample was used in order to cut costs in obtaining data and speed up data collection (also see <http://www.ccnmtl.columbia.edu>). The group from which the sample was drawn included Management Personnel Officers and General Assistants of the iLembe District, Department of Education. The respondents were drawn from employees who are from levels 1 to 12. The sample included a Deputy Manager (01) and Assistant Manager (01), Chief Personnel Officers (22), Principal Personnel Officers (24), Senior Personnel Officers (25) and General Assistants (27). De Vaus (2014:67) defines a sample as the data gathered from the large group of the population that will be representing the whole population.

A purposive sampling technique was utilised to select the Deputy Manager and Assistant Manager’s questionnaire was utilised to generate qualitative data for both Managers. The research employed a probability sampling technique known as a systematic sampling technique to select a sample from a population of 800 employees who are from level 1 to 8. The selection of a sample for quantitative data was according to a random starting point and a fixed, periodic interval. This interval, called the sampling, was calculated by dividing the population size by the desired sample. The sample breakdown was, (22) Chief Personnel Officers, (24) Principal Personnel Officers, (25) Senior Personnel Officers and (27) General Assistants. The measuring instrument that was used to collect data is a structured and semi-structured questionnaire. If the measuring instrument gives the same result every time, the same property is measured the same way; it will mean that it has high reliability. The measuring instrument was also undertaken to measure the degree to which the

measuring instrument succeeds in describing or quantifying what it is designed to measure, which in this case was the effectiveness of an Employee Performance Management and Development System. This type of validity undertaken in this study is content validity which enabled the researcher to ascertain whether the items included in the measure, adequately represents the universe of questions that could have asked. An informed consent was used, to assure the participants of the study of their confidentiality.

3.3 RESEARCH OBJECTIVES

The aim of the study is to investigate whether the implementation of performance management at the iLembe District, Department of Education has brought about the increased performance and efficiency of the iLembe District, Department of Education.

The following objectives were identified as appropriate to this study and served as a basis for the methodology chosen.

- To ascertain whether an Employee Performance Management and Development System as an assessment tool is implemented properly in the iLembe District, Department of Education.
- To establish whether iLembe District, Department of Education's operational plan is linked to employee's key responsibility areas (KRAs).
- To identify training and development initiatives and other necessary skills that can improve the performance of employees in the iLembe District, Department of Education.
- To assess the effectiveness of an Employee Assistance Programme in the iLembe District, Department of Education.
- To recommend new strategies that can assist in the implementation and appraisal of performance management in the iLembe District, Department of Education.

3.4 TARGET POPULATION

Windham (2008) defined target population as a group of people that the researcher has selected to research study, in order to collect data. Fricker (2006) agrees that target population is a group of individuals from which the researcher wants to obtain evidence. Therefore, in this study, the target population is Management and Personnel Officers of the iLembe District, Department of Education in Kwa-Zulu Natal. The study focused on Management and Personnel officers based in the iLembe District Municipality, Department of Education in Kwa-Zulu Natal and in this study, 100 questionnaires were distributed and the participants were expected to fill in the questionnaires and return them to the researcher. The researcher received 100 respondents.

3.5 SAMPLING PROCEDURE

Wanjohi (2012) defined sampling as a technique that allows the researcher to select a sub group of a population to participate in the study. Individuals were selected in the study to represent the large group from which they were selected. A sample of 100 respondents was drawn from a permanent population of 800 employees within the iLembe District, Department Of Education. The sample was used in order to cut costs in obtaining data and speed up data collection (also see <http://www.ccnmtl.columbia.edu>). The population from which the sample was drawn included Management Personnel Officers and General Assistants of the iLembe District, Department Of Education. A non-probability sampling technique known as purposive sampling was utilised to generate qualitative data and a probability sampling technique, termed systematic sampling, was employed to generate quantitative data.

The selection of a sample quantitative was according to a random starting point and fixed periodic interval. This interval, called the sampling interval was calculated by dividing the population size by the desired sample size. Quantitative data generated was then analysed through the SPSS software and qualitative data via data tabulation.

The respondents were drawn from employees who are from level 1 to 12. The sample includes a Deputy Manager (1) and an Assistant Manager (1); Chief Personnel Officers (22), Principal Personnel Officers (24), Senior Personnel Officers (25) and General Assistants (27) of the iLembe

District, Department of Education. De Vaus (2014:67) defines a sample of data gathered from the large group of population that will be representing the whole population.

A purposive sampling technique was utilised to select a Deputy Manager and an Assistant Manager and questionnaire was used to generate qualitative data from both Managers. In Laerd Thesis (2012) purposive sampling has benefits that provide a wide range of sampling techniques that can be used on qualitative research design. The researcher employed a probability sampling known as the systematic sampling technique to select a sample from a population of 798 employees who are from level 1 to 8. The selection sample for quantitative data was according to random starting point and a fixed, periodic interval, was calculated by dividing the population size by the desired sample size. The sample size breakdown was 22 Chief Personnel Officers, 24 Principal Personnel Officers, 25 Senior Personnel Officers and 27 General Assistants. This is supported by Explorable.com (2016) that probability sampling provides equal chance in all participants for selection.

3.6 DEVELOPMENT OF QUESTIONS

The questionnaire and interview schedule was compiled based on the research objectives of the study. The questionnaire was divided into four sections, Section A, demographic details- Quantitative method (closed-ended questions), Section B, iLembe District, Department of Education Personnel staff perception on Employee Performance Management Development System as an appraisal Quantitative method (open-ended questions and closed-ended questions), Section C, Employees expectations at the iLembe District, Department of Education (refers to performance services expected by employees of the iLembe District, Department of Education)- Quantitative method (closed-ended questions) and Section D, Deputy Manager and Assistant Manager questionnaire- Qualitative method (open-ended questions). The questions were structured as follows:

3.6.1 Examples of questionnaire- quantitative method (closed-ended question).

1. How would you rate EPMDS as an appraisal system on the following factors?

Factor 1: Tangibles	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
A. The iLembe District, Department of Education, have up to date information and proper training on EPMDS.					
B. The iLembe District, Department of Education has adequate resources on the implementation of EPMDS.					
C. The iLembe District, Department of Education is providing relevant information on key responsibility areas (KRAs).					
D. The Department operational plan is linked with Key responsibility areas (KRAs).					

3.6.2 Examples of questionnaire: Quantitative method- (open-ended questions).

1. What is the importance of EPMDS as an appraisal system and when was it started?
2. How is EPMDS implemented and what are the key responsibility areas?

3.6.3 Examples of questionnaire: Qualitative method- management questionnaire (open-ended questions).

1. What is your opinion of the implementation of Employee Performance Management and Development system?
2. Are the employees provided with the necessary knowledge on EPMDS to enhance performance? Yes or No? If yes, please explain.

Therefore, data collection methods that were utilised in this study included designated questionnaires to capture all data from individuals. Data was collected using personally administered questionnaires. The researcher distributed 98 questionnaires to Personnel Officials and 2 questionnaires to Managers over the period of one month at the iLembe District, Department of Education.

3.7 MEASURING INSTRUMENT

The measuring instrument was utilised to collect data is a structured and semi- structured questionnaire. The measuring instrument was through a test-retest technique. If the measuring instrument gives the same result every time the same property is measured in the same way, it will mean that it has a high reliability. Kimberlin and Winterstein (2008) indicated that reliability and validity are the key aspects and the main focus for a measuring instrument and it is used to eliminate errors in the measurement process. The validity of a measuring instrument was undertaken to measure the degree to which the measuring instrument succeeds in describing or quantifying what it is designed to measure, which in this case was the effectiveness of Employee

Performance Management and Development System. The type of validity in this study is content validity, which was able to assist the researcher to ascertain whether the items included in the measure adequately represent the universe of questions that could have been asked.

3.8 PILOT TESTING

Van Teijlingen and Hundley (2001) indicated the importance of pilot studies of Social Research that it refers to the feasibility of the study as well as the research instruments such as questionnaires. In addition, pilot studies are important elements of a good research design. Therefore, a pilot study was undertaken in this research study with an (1) Assistant Manager, (1) a Chief Personnel Officer, (1) a Principal Personnel Officer and (1) a Senior Personnel Officer of Umlazi District, Department of Education. The respondents assured the researcher that the questions were clear and understandable and that it took 15-25 minutes to complete questionnaires.

3.9 METHODS TO AVOID BIAS

Pannucci and Wilkins (2010:1) defined bias as an unacceptable practice which happens when the researcher tries to manipulate one outcome or answer over others in a manner that is impermissible and unfair. In this study no biases have occurred.

3.9.1 Question bias

The questionnaire and interview schedule was developed into its final form through testing. The researcher paid more attention to the preparing of questions in a logic format, and checking question wording for misunderstanding.

3.9.2 Subjectivity

Roseboyd (2011:1) defined subjectivity as individual's judgement based on independent thinking, opinions and ideas where someone is not exactly using the facts but his or her own thinking. In other words, the interpretation of data must be the opinion of the target population and not the researcher's viewpoint. The researcher avoided being subjective in the study. Therefore, no

subjective approach had been presented, and the objective approach was never affected in this study.

3.10 DATA COLLECTION ANALYSIS

Data collection analysis is a requirement which is in accordance with research ethics and information storage policies and which means the original information is collected, safeguarded, obtained, utilised or disposed of during the research term and is used for final reports and to make research findings (University of South Australia 2016:1). Data analysis procedures can be divided into quantitative and qualitative techniques. The quantitative data generated through a semi structured and structured questionnaire was analysed through the SPSS Version 25. For the quantitative data, the researcher used compute means, standard deviation, cross-tabulations and the Pearson correlation matrix. As far as qualitative data is concerned, thematic analysis of the respondent's answers was undertaken. Induction approach was utilised to undertake qualitative data which starts with specific to broad generalisation. Raw data was analysed according to the framework analysis which sifts, charts and sorts data according to key issues.

3.11 VALIDITY AND RELIABILITY

3.11.1 Validity

Korb (2012:1) defined validity as an accurate measuring instrument in quantitative research. Therefore, in this study the validity instrument was undertaken to measure the degree to which the measuring instrument succeeds in describing what it is designed to measure, which in this case is the effectiveness of an Employee Performance Management and Development System. The type of validity undertaken in this study is content validity, which enables the researcher to ascertain whether the items included in the measure adequately represent the universe of questions that could have been asked.

3.11.2 Reliability

Heale and Twycross (2017) defined reliability as the consistency of measure of which, when the property is measured, provides the same results each time it is measured. Therefore, in this study the reliability of a measuring instrument was ensured through a test-retest technique. The measuring instrument provided the same results each time the same property was measured in the same way, and that was an assurance that it has high reliability. In that case, Cronbach alpha was utilised as a test of internal consistency and was frequently used to calculate the values among the answers on the assessment tools. Cronbach's was used to calculate the correlation among all the variables in every combination; a high reliability should be as close to 1 as possible.

3.12 ETHICAL CONSIDERATIONS

National Statement on Ethical Conduct in Human Research (2015) opined that human research can only be conducted upon ethical agreement. This is supported by Research Methods knowledge Base (2006) that the researcher must pay attention to three aspects when conducting research, namely; informed consent, risk of harm and confidentiality. Furthermore, participants must be informed about voluntary participation, right of privacy and confidentiality on information; provided that confidentiality will ensure that their identity is protected. In addition, safety and protection from harm during participation was ensured to participants. In order to comply with the principles of research ethics, the following aspects were attended to:

- A letter from the Department of Education, Kwa-Zulu Natal to confirm the researcher's identity was obtained.
- The purpose of research was explained to ensure that applicants understood the conditions and relevance of their contribution to this work.
- That participants are at liberty to withdraw from the research should they feel uncomfortable, without any implications.
- Respondent's rights shall be respected and any information given will be treated with confidentiality.

- Minors were not part of the research interview session.

3.13 DELIMITATIONS OF THE STUDY

The study was conducted in one District Office; namely iLembe District Office; and it should be noted that the Department of Education is one of the largest departments within the Province of Kwa-Zulu Natal. Therefore; it was impossible to reach all the Departments Districts due to financial constraints, limited resources and lack of time.

3.14 LIMITATIONS OF THE STUDY

Simon (2011) defined limitation as a line that marks the limits of the area. Therefore, the study was limited in one District which is iLembe District office under iLembe Municipality, Department of Education, Kwa-Zulu Natal, which includes Ndwedwe circuit, Maphumulo circuit and KwaDukuza/iLembe District Office.

Figure 3.14.1 iLembe District Map, Department of Education, Kwa-Zulu Natal.



Source: <http://www.municipalities.co.za> (2017)

3.15 CONCLUSION

This Chapter discussed the research design and methodology. The research design employed in the study is both qualitative and quantitative. The study seeks to investigate the relationship of performance and increased efficiency in the iLembe District, Department Of Education. The population of this study consists of employees of the iLembe District, Department Of Education. Permission was granted by the Head of Department, Department Of Education, Kwa-Zulu Natal to conduct this study in the iLembe District, Department of Education. The study utilised questionnaires as a method of collecting data.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION OF RESULTS

4. INTRODUCTION

This chapter presents the results and discusses the findings obtained from the questionnaires in this study. The aim and objectives of this study is to investigate the relationship of performance and increased efficiency in the iLembe District, Department of Education. Furthermore, the study is to identify the challenges associated with the implementation of EPMDS in the iLembe District, Department of Education. The key aspects of the objectives are; the Departments operational plan, skills development and training initiatives and employee's training needs, the implementation of EPMDS and an employee assistance programme. The results of the research findings of the study will recommend new strategies that can assist in the implementation and appraisal of performance management in the iLembe District, Department of Education.

There were two types of questions, one being for the employees and the other for the managers. The questionnaire was the primary tool to collect data. It was distributed to 98 employees for (quantitative data) and 2 managers for (qualitative data) in the iLembe District, Department of Education. The questionnaires returned were 100. The data collected from iLembe District, DoE respondents for quantitative data was analysed using SPSS version 25 and for qualitative data induction approach was used which starts with specific to broad generalisation. Raw data was analysed according to the framework analysis which sifts, charts and sorts data according to key issues. The results will present the descriptive in the form of tables, cross- tabulations, charts and other figures for the quantitative data that was collected. Inferential techniques focus on Chi-square statistics test and correlation between variables, which will be interpreted using p-values.

This chapter is divided into four sections. Section A will present iLembe District, DoE employee demographic data, Section B will present the findings based on the employee questionnaires on the Employee Performance Management and Development System and Section C will present the findings based on employees perception's and expectations on Employee Performance Management and Development System, as an appraisal system, Section D will provide Management responses on EPMDS as an appraisal system. Finally, in Section D; 4.1.27 will contain the conclusion which summarises the key results.

4.1 PRESENTATION AND DISCUSSION OF RESULTS OF EMPLOYEES

The following analysis and discussion is organised according to the various sections that comprise the employee questionnaire. The questionnaire was divided into 4 Sections A, B, C and D which measured various themes as illustrated below:

Section A	Biographical Data
Section B	Employee Performance Management and Development System
Section C 1 and C 2	Perceptions and Expectations
Section D	Questionnaire for Management and conclusion

SECTION A

4.2 Demographic data

In total, 98 questionnaires were dispatched to the employees and 98 were returned resulting in a total response percentage of 100%. Section A of the employees results summarises the biographical characteristics of the respondents, correlation analysis was performed for each item that was cross tabulated to determine the relationship and correlation between variables. The figures and tables depicted show the demographic data of respondents included the following independent variables: gender, race, age, job title and salary levels, highest qualification, length of service, terms and conditions of employment and Department components. Within Section A, the demographic data of all sections were cross-tabulated. The Pearson Chi-square test was used to test the relationship between variables. Van der Berg (2014) supports this; that the Pearson Chi-square test is used to test if there is a relationship between two categorical variables. Therefore Chi-square independence test is a procedure for testing if two categorical variables are independent in some population. This holds if the frequency distribution of one variable is identical for each

level of the other variables. If not there is at least some relationship between the variable at each table or chart. This will tell us what looks like, in each paragraph that was cross-tabulated.

Figure 4.3 Gender of the respondents

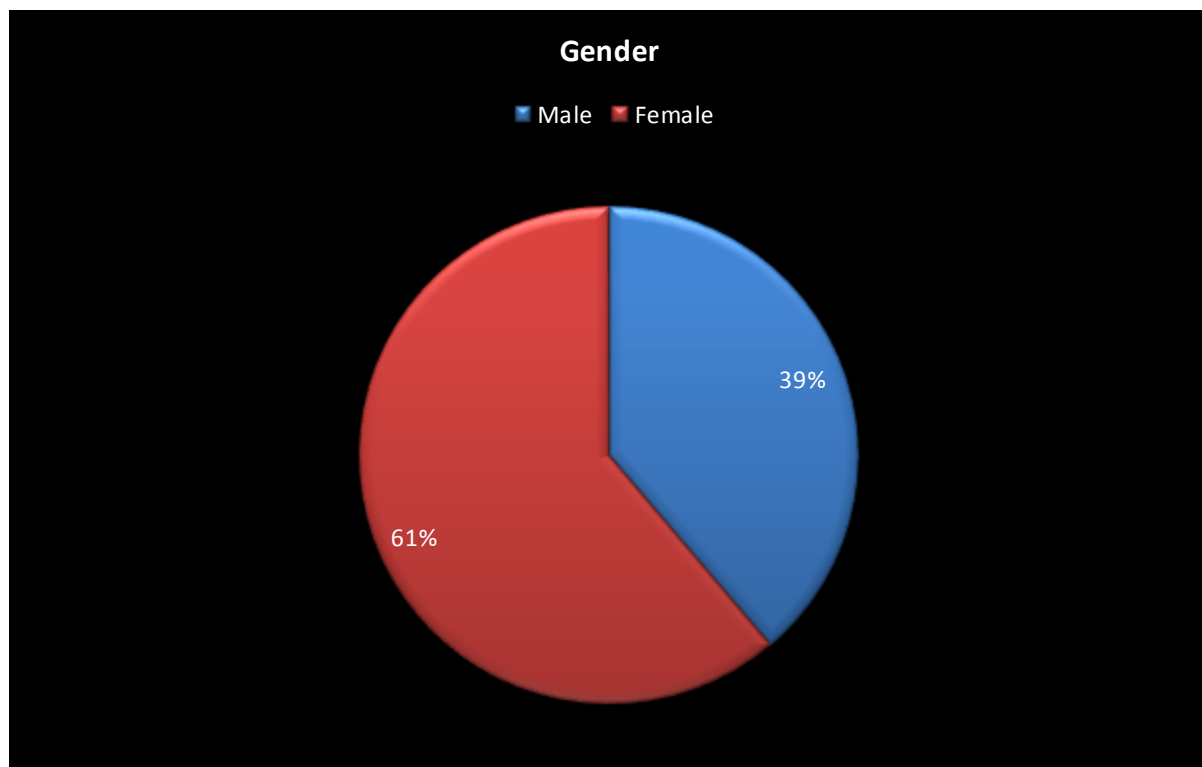


Figure 4.3: The gender distribution of respondents reveals that female respondents constitute a slighter percentage of (61%) when compared to their male counterparts at (39%). There is very little that can be read statistically in relation to the skewed distribution between the gender groupings. There is a high possibility that most female are confined in lower positions of the hierarchy in the iLembe District Department of Education. A cursory analysis of the gender through cross-tabulation of responses can yield better results in terms of statistical reading. Hence, the gender cross-tabulation of response on each and every question is soon to follow.

Table 4.3 (a) Gender versus Age.

When gender was cross-tabulated according to age, males between age 21 to 29 years were at (3.1%), followed by age group of 30 to 39 years at (2.1%), within the age bracket of 40 to 49 years at (21.4) %, followed by the age category of 50 to 59 years which makes up to (10.2%), and within the age bracket of 60 years and above of males formed (2.1%). The female respondents between the age bracket of 21 to 29 years was (0%), followed by the age category of 30 to 39 years (13.3%), within the age group of 40 to 49 years were (31.6%), this sample of participants revealed that they were the majority respondents, followed by the age bracket of 50 to 59 years which adds up to (11.2%), and within the age group of 60 years and above which was (5.1%). The sample size was broken down to 22 Chief Personnel Officers, 24 Principal Personnel Officers, 25 Senior Personnel Officers and 27 General Assistants.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.882 ^a	4	.042
Likelihood Ratio	11.503	4	.021
Linear-by-Linear Association	.018	1	.892
N of Valid Cases	98		

The relationship between the two variables cross tabulated was tested using a Chi Square test, the test revealed the following results ($X^2 = 9.882$; $df = 4$; $p = .042$); this shows that the relationship between these two variables is significant therefore we reject the null hypothesis.

Figure 4.4 Race of respondents

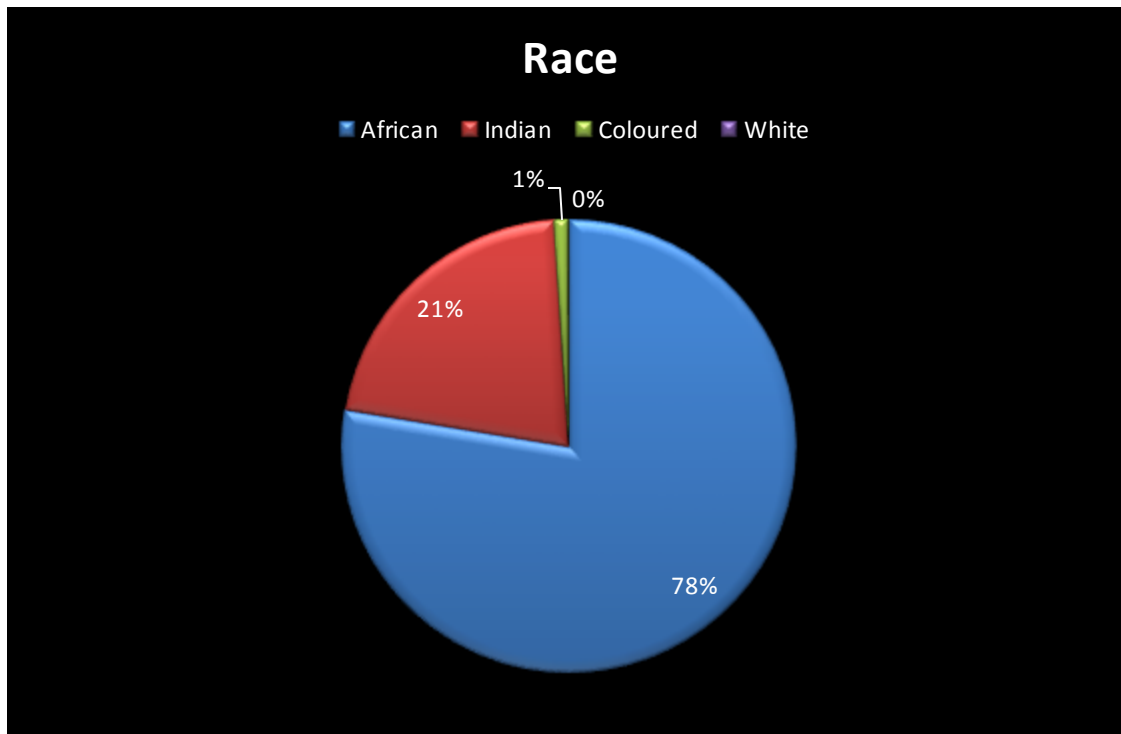


Figure 4.4 the respondents were asked to indicate their race group. The demographic of the study indicate that the majority of respondents in terms of race were Africans with 78%. This may be as a result of the fact that the iLembe District, Department of Education is situated in a semi-rural demographic area; followed by Indians with a slight percentage of 21%, which also indicates that Indians as a demographic group were slightly larger than Coloureds. Indians in the study are mostly residents at Kwa-Dukuza, iLembe District Municipality. The Coloureds were a low rate of 1%. There were no White participants.

Table 4.4 (a) Race versus Gender.

Race was cross-tabulated according to gender. The study revealed that within the African race, there were 28 males and 48 females, followed by the Indian race with 10 males and 11 females; and the Coloured race with 1 female; all adding up to 98 participants.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.445 ^a	2	.486
Likelihood Ratio	1.778	2	.411
Linear-by-Linear Association	.249	1	.618
N of Valid Cases	98		

The relationship between the two variables cross tabulated was tested using a Chi Square test. The test revealed the following results ($X^2 = 1.445$; $df = 2$; $p = .486$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.5 Respondent's Age group

Age	Male	Female
	Percent	Percent
21-29	3.1	-
30-39	2.1	13.3
40-49	21.4	31.6
50-59	10.2	11.2
60+	2.1	5.1
Total	38.9	61.2

Table 4.5: The above statistics reveal that there were more female respondents (61%) than male respondents (39%). Within the age category 21 to 29 years there was a total of (3.1%) male respondents, the female respondents within this age bracket (20 to 29 years) was (0%), this age bracket of 20 to 29 years formed a total sample of (3.1%). We then looked at the respondents within the age bracket of 30 to 39 where the male respondents accounted for (2.1%) and the females accounted for (13.3%). This sample of males and females formed a total of (15.4%). This sample reflected an essence of youth within the iLembe District, Department of Education staff. This also exposed us to the volatile nature within the Department, as younger workers are susceptible to high levels of productivity. Within the age category of 40 to 49 years the males formed (21.4 %) and females (31.6%), this category of males and females between the ages of 40 to 49 years formed a total sample of (53%). Within the age bracket of 50 to 59 years the males formed (10.2%), and the females were (11.2%), this sample formed a total of (21.2%), this

sample represent employees at the iLembe District, Department of Education who are about to retire. Within the age category of 60 years and above the males formed (2.1%) and the females account to (5.1%), this sample formed a total of (7.2%), this sample also represent the iLembe District, Department of Education employees who are about to exit the system on retirement or compulsory retirement.

The Age of the respondents was cross-tabulated with gender; 3 males were within the age category of 21 to 29 years; within age the bracket of 30 to 39 years were 2 males and 13 females; that totalled 18. Within the age group of 40 to 49 years; were 21 males and 31 females; that accounted to 52. Within the age group of 50 to 59 years were 10 males and 11 females; that added up to 21. Within age bracket of 60 years and above; were 2 males and 5 females; that added up to 7. The total of respondents was 98.

Table 4.5 (a) Ages versus Gender.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.882 ^a	4	.042
Likelihood Ratio	11.503	4	.021
Linear-by-Linear Association	.018	1	.892
N of Valid Cases	98		

The relationship between the two variables cross tabulated was tested using a Chi Square test, the test revealed the following results ($X^2 = 9.882$; $df = 4$; $p = .042$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis

The age of the respondents was cross-tabulated with their Job Titles and Salary Levels ; 3 of the respondents within the age bracket of 21 to 29 years were on Salary Level 5- 6 (Principal Personnel Officers); within the age category of 30 to 39 years; 6 respondents were on Salary Level 8 (Chief

Personnel Officers); 1 respondent was on Salary Level 7 (Principal Personnel Officers); followed by 7 respondents on Salary Level 5- 6 (Senior Personnel Officers); and 1 respondent was on Salary Levels 1 to 4; that added up to 18. Within the age bracket of 40 to 49; 12 respondents were on Salary Level 8 (Chief Personnel Officers); 13 respondents were on Salary Level 7 (Principal Personnel Officers); followed by 12 respondents who were on Salary Level 5- 6; and 15 respondents were on Salary Level 1 to 4; that added up to 52. Within the age group of 50 to 59 years; 3 respondents were on Salary Level 8 (Chief Personnel Officers); 8 respondents were on Salary Level 7 (Principal Personnel Officers); 3 respondents were on Salary Level 5- 6 ; and 7 respondents were on Salary Level 1 to 4; that added up to 21. Within the age bracket of 60 years and above; 1 respondent was on Salary Level 8 (Chief Personnel Officer); followed by 2 respondents on Salary Level 7 (Principal Personnel Officers) while 4 respondents were on Salary Level 1 to 4 (General Assistants); that added up to 7.

Table 4.5 (b) Ages versus salary levels

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	25.706 ^a	12	.012
Likelihood Ratio	27.408	12	.007
Linear-by-Linear Association	1.268	1	.260
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results (**X²=25.706; df= 12; p= .012**, where **p=.050**); this shows that the relationship between these two variables is not significant therefore we accept the null hypothesis.

Table 4.5 (c) Ages versus length of service.

The ages of respondents were cross-tabulated with length of service. Within the age group of 21 to 29 years; 3 respondents were employed by the Department for 3 to 7 years; followed by the age bracket of 30-39 and 2 respondents have been employed for 3 to 7 years; 5 respondents were in service for 8 to 12 years; and 3 respondents were employed for 13 to 17 years; 5 respondents have been employed for 18 to 22 years; that added up to 18. Within the age bracket of 40 to 49 years; 3 respondents were employed for 3 to 7 years; followed by 10 respondents who were in service for 8 to 12 years; 5 respondents were employed for 13 to 17 years; 11 respondents have been in employment for 18 to 22 years; 12 respondents were in service for 23 to 27 years; and 11 respondents had a lengthy service of 28 years; that accounted to 52. Within the age bracket of 60 years and above; 1 respondent was within the service for 8 to 12 years; and 6 were within service for 28 years and above. That added up to 7.

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	74.167 ^a	20	.000
Likelihood Ratio	65.791	20	.000
Linear-by-Linear Association	31.442	1	.000
N of Valid Cases	98		

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The relationship between the two variables cross tabulated was tested using a Chi Square test which had the following results ($\chi^2=74.167$; $df= 20$; $p= .000$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis

Figure 4.6 The Respondents Job Titles and Salary Levels



Figure 4.6: A total number of 98 respondents were interviewed at the iLembe District, Department of Education; the majority of respondents were Personnel staff within the Department. The respondents were cross-tabulated according to salary ranks. The respondents at salary level 1 to 4 (27.6%) were General Assistants, e.g. drivers, messengers and handymen who said they have been with the organisation for 23 years and above. They continuously echoed that although they have been with the Department for a long time, there are no decent incentives for them. A total of (25.5%) who were on salary levels 5-6 Senior Personnel Officers, said they have worked for the Department for 15 to 28 years and above. This was an entry level post within the iLembe District, Department of Education. The respondents shared the same views that although they have served the Department for a long time; there is a lack of career movement and they claimed to be deprived by the Department's policies. A total of (24.5%) were Principal Personnel Officers, salary level 7. This sample of respondents was at an entry level of supervisory position, followed by (22.4%) Chief Personnel Officers, salary level 8, this sample was at an entry level of junior management positions.

Table 4.6 (a) Job Title Salary Levels versus Gender

Job title and salary levels were cross tabulated according to gender. The study revealed that within Salary Levels 1-4 (General Assistants) there were 13 males and 14 females which amounted to 27, within Salary Levels 5-6 (Senior Personnel Officers), there were 7 males and 18 females, which added up to 25. The salary level that followed was Salary Level 7 (Principal Personnel Officers) which consisted of 10 males and 14 females, this amounted to 24, and lastly Salary Level 8 (Chief Personnel Officers) males were 8 and females which added up to 22. The total number of the sample was 98.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.360 ^a	3	.501
Likelihood Ratio	2.393	3	.495
Linear-by-Linear Association	.287	1	.592
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=2.360$; $df= 3$; $p= .501$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis

Job Title and Salary Levels were cross tabulated according to the length of service. The study revealed that Salary Level 1 to 4 (General Assistants) consisted of 3 respondents who have been with the Department for 3 to 7 years, followed by 6 respondents who have been employed by the organisation for 8 to 12 years, 4 respondents have been in employment for 13 to 17 years, this was followed by 6 respondents who have been in employment for 18 to 22 years, 3 respondents who have been employed by the organisation for 23 to 27 years; and 5 respondents who have been employed for 28 years and above. Within Salary Level 5-6 (Senior Personnel Officers; 5 respondents have been employed for 3 to 7 years, 8 respondents have been employed for 8 to 12

years, followed by 2 respondents who have been employed for 13 to 17 years, 6 respondents have been employed for 18 to 22 years, 2 respondents were employed for 23 to 27 years; and 2 respondents were in service for 28 years and above. The Salary Level 7 (Principal Personnel Officers) consisted of no respondents who have been employed for 3 to 7 years, 2 respondents have been employed for 8 to 12 years, none of the respondents were employed for a period of 13 to 17 years, 1 respondent within the organisation has been employed for 18 to 22 years, followed by 4 respondents who have been employed for 23 to 27 years; and 17 respondents have been employed by the Department for 28 years and above. Within Salary Level 8 (Chief Personnel Officers); none of the respondents were employed for 3 to 7 years and 8 to 12 years of service; followed by 4 respondents who have been with the organisation for 13 to 17 years; 7 respondents were within service for a period of 18 to 22 years; 5 respondents have been employed for 23 to 27 years; and 6 respondents have been with the Department for 28 years and above.

Table 4.6 (b) Job title salary levels versus length of Service

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	46.714 ^a	15	.000
Likelihood Ratio	54.017	15	.000
Linear-by-Linear Association	13.432	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results (($X^2=46.714$; $df= 15$; $p= .000$; where $p=.050$), this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Figure 4.7 Respondent's highest qualifications

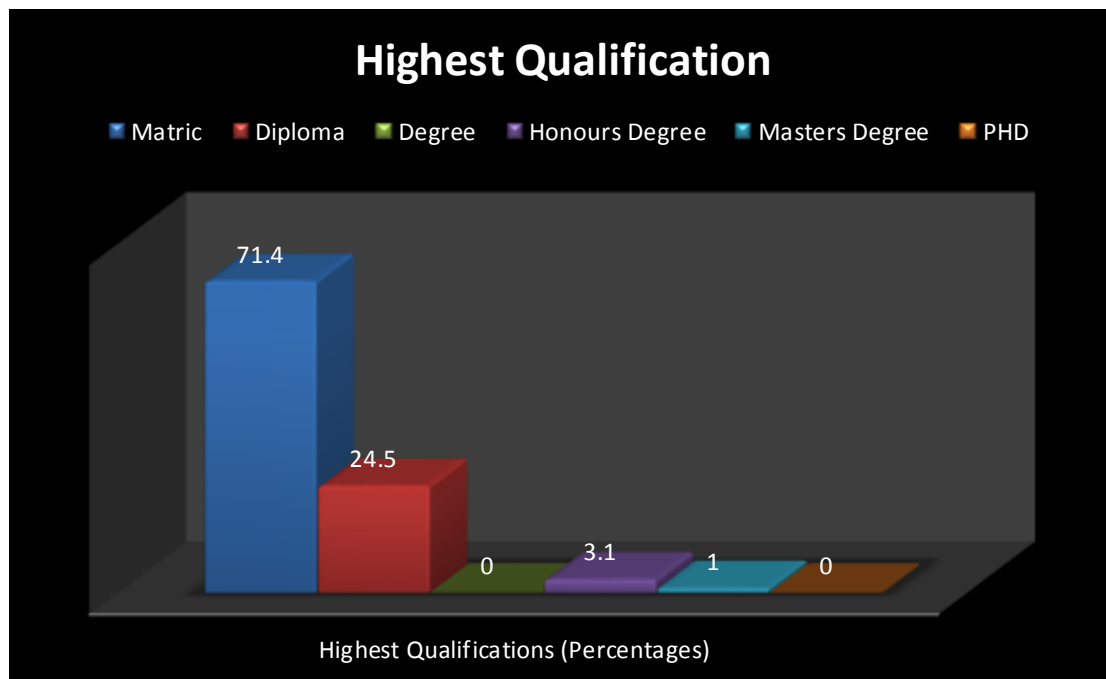


Figure 4.7: With regard to employee qualifications, respondents had to indicate their highest qualification, from senior certificate (Grade 12) to a diploma, degree, honours, masters, PhD. Furthermore, the respondents were cross-tabulated according to qualifications. The statistics indicated that the majority of respondents (71.4%) had at most, a senior certificate as the highest qualification in the iLembe District, Department of Education. None of these respondents had attained a post-graduate qualification. This could be attributed to the entry level requirement for the job in the Department of Education previously, which was merely being a school leaving certificate. A small number of the respondents (24.5 %) had a diploma qualification. A further only (3.1%) had honours qualification and a remarkable low percentage of (1%) at Masters Level; none of the respondents have attained a PhD qualification.

Table 4.7 (a) Highest Qualifications versus Age.

The respondents highest qualifications were also cross tabulated according to their age, (2%) of the respondents within the age bracket of 21 to 29 years held a Diploma qualification, followed by (1%) who held an Honours Degree qualification, (1%) held a Master's Degree, which added up to (4%). Within the age group of 30 to 39 years (5%) of the group were in possession of a Grade 12 qualification, (8%) held a Diploma, and (2%) held an Honours Degree which added up to (15%). None of the respondents within this age group held a Master's Degree or a PhD. Within the age bracket of 40 to 49 years, (41%) held a Matric certificate, followed by (10%) who were in a possession of a Diploma qualification, with (1%) holding an Honours Degree qualification. None of the respondents within this age bracket held a Master's Degree or a PhD, the percentage added up to (52%). The respondents within the age category 50 to 59 years consisted of (17%) who were in possession of a Grade 12 qualification, followed by (4%) with a Diploma, none of the respondents have attained Honours Degree qualification and Masters qualification, the percentage added up to (21%). Within the age bracket of 60 years and above (7%) of the respondents had a Matric certificate, none of the respondents with this age bracket were in possession of a Diploma, Honours Degree, Master's Degree or PhD, and their percentage amounted to (7%).

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	54.494 ^a	12	.000
Likelihood Ratio	30.988	12	.002
Linear-by-Linear Association	18.403	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=54.494$; $df= 12$; $p =.000$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.7 (b) Highest Qualifications versus Gender

The respondent's qualifications were cross tabulated according to gender, (30.6%) of the respondents were males and (40.8%) females had a matric qualification which amounted to (71.4%), followed by (7.1%) males and (17.3%) females who had a Diploma qualification, this amounted to (24.4%), (3.1%) females held an Honours Degree which added up to (3.1%) followed by (1.1%) which was a male in possession of a Master's Degree qualification.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.904 ^a	3	.179
Likelihood Ratio	6.294	3	.098
Linear-by-Linear Association	.881	1	.348
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($\chi^2=4.904$; $df= 3$; $p=.179$). This shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.7 (c) Highest Qualifications versus Length of Service

When the respondent's highest qualifications were Cross-tabulated according to their length of service, the study revealed that (3%) of respondents with Grade 12 certificate have been employed by the Department for 3 to 7 years, followed by 4% who held a Diploma, (1%) held a Honours degree qualification, (1%) of the respondents held a Master's Degree qualification and none of them were in possession of a PhD, which amounted to (9%). The category length of service 8 to 12 years indicated that (6%) of the respondents were in possession of Matric qualification, followed by (7%) with a Diploma qualification, and (3%) with Honours Degree qualification, none of the respondents held Master's Degree or PhD qualification; this added up to (16%). The

category length of service 13 to 17 years, (6%) of the respondents held a Grade 12 qualification, and 4% with a Diploma qualification, none of the respondents were in possession of an Honours Degree, Masters or PhD qualification, this category added up to (10%). The category length of service 18 to 22 years, (14%) of the respondents held a Grade 12 certificate, (6%)were in possession of a Diploma qualification, none of the respondents held an Honours Degree, Masters qualification and PhD, this amounted to (20%). The category length of service 23 to 27 years, (14%) of the respondents had a Matric certificate, none of the respondents were in possession of a Diploma, Honours Degree qualification, Master's Degree or a PhD , their number added up to (14%). The category length of service of 28 years and above consisted of (27%) respondents who were in possession of a Grade 12 certificate, and (3%) with a Diploma qualification none of them held an Honours Degree, Masters or PhD. That accounted to (30%).

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	45.510 ^a	15	.000
Likelihood Ratio	38.350	15	.001
Linear-by-Linear Association	21.289	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=45.510$; $df= 15$; $p= .000$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Figure 4.8 Respondents Length of Service

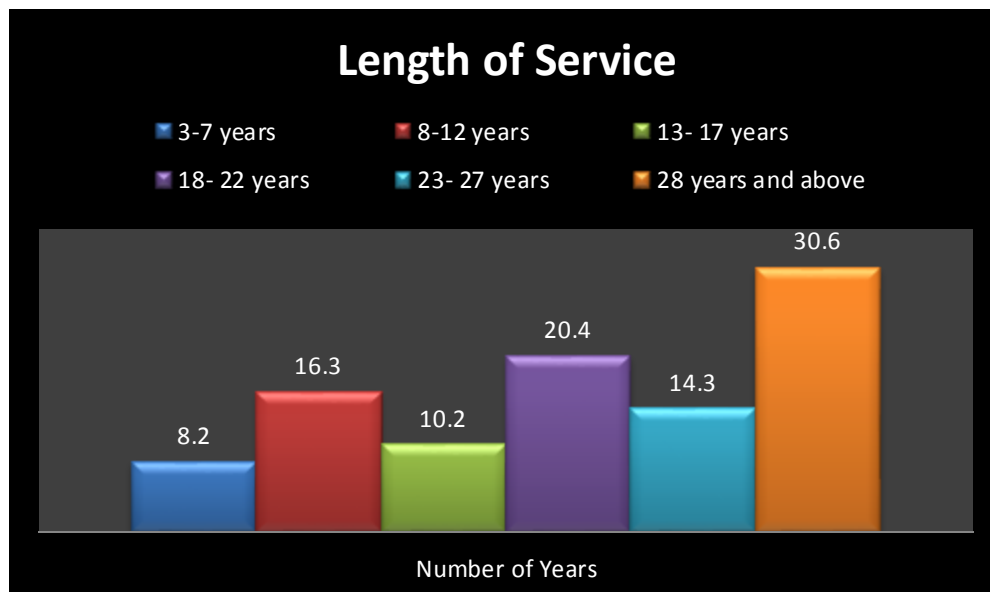


Figure 4.8: the above figure represents the respondents according to the length of service. The respondents were asked to indicate the length of service within the iLembe District, Department of Education. The demographic of the study indicated that (30.6%) of the respondents had a lengthy service of 28 years and above. This is an indication that the respondents were fully acquainted with the Department's culture, due to experience. Respondents who have 23 to 27 years made up to (14%), the demographic of the study indicated that these were also experienced employees; followed by (10%) respondents with 13 to 17 years, this sample of respondents also represents experienced employees within the Department. The respondents with a length of service of 8 to 12 years make up 16% and 18 to 22 at (20.4%), followed by 3 to 7 years which accounts for (8%). The demographic of the study revealed that data was collected from experienced employees.

Table 4.8 (a) Length of service versus Gender

The respondents were cross tabulated according to gender and length of service. The study showed that within 3 to 7 years length of service were (4.1%) males and (4.1%) females which amounted to (8.2%) of the total sample size, followed by 8 to 12 years of service which consisted of (5%) males and (11%) females which added up to (16%) of the total sample percentage. This was followed by 13 to 17 years of service which consisted of (3%) males and (7%) females, which accounted for (10%) of the total sample percentage. Within the category of 18 to 22 years of service, there were (6%) males and (14%) females, which added up to (20.4%) of the total sample percentage, followed by the category 23 to 27 years of service, which consisted of (8%) males and (6%) females which added up to 14% of the total sample percentage. Finally, the length of service category of 28 years consisted of (12%) males and (18%) females which added to (30%) of the total sample percentage.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.788 ^a	5	.580
Likelihood Ratio	3.757	5	.585
Linear-by-Linear Association	.227	1	.634
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=3.788$; $df= 5$; $p= .580$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.8 (b) Length of Service versus Job Title and Salary Levels.

The respondent's length of service was also cross tabulated according to Job Title and Salary Levels. The study revealed that within length of service of 3 to 7 years, there were (3%) respondents employed within this time period, (6%) of the respondents were employed for 8 to 12 years, (4%) of respondents were within employment for 13 to 17 years, followed by (6.1%) respondents who have been employed for 18 to 22 years; (3.1%) of the respondents were in service for 23 to 27 years and (5%) of respondents have been with the Department for 28 years and above. These respondents were on Salary Level 1 to 4 (General Assistants). The Salary Level 5-6 (Senior Personnel Officers) consisted of (5%) respondents who have a length of service of 3 to 7 years, (8%) of the respondents have been employed for a period of 8 to 12 years, (2.1%) of the respondents have a length of service of 13 to 17 years, followed by (6.1%) of the respondents had a length of service of 18 to 22 years, (2%) of the respondents have a length of service of 23 to 27 years; and (2.1%) respondents have a lengthy service of 28 years and above. Within Salary Level 7 (Principal Personnel Officers) it was revealed that none of the respondents have a length of service of 3 to 7 years, (2%) respondents have a length of service of 8 to 12 years, none of the respondents who have a length of 13 to 17 years; (1%) respondent had a length of service of 18 to 22 years, (4%) respondents have a length of service of 23 to 27 years, followed by 17% respondents who have a lengthy service of 28 years and above. Within Salary Level 8 (Chief Personnel Officers) none of the respondents had a length of service of 3 to 7 years and in the category 8 to 12 years, (4%) respondents have a length of service of 13 to 17 years; (7%) respondents had a length of service of 18 to 22 years, followed by (5%) respondents who have a length of service of 23 to 27 years and (6%) respondents have a lengthy service of 28 years and above, which in total added up to 100% of the sample size.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	46.714 ^a	15	.000
Likelihood Ratio	54.017	15	.000
Linear-by-Linear Association	13.432	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=46.714$; $df= 15$; $p= .000$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.9 The respondent's terms and conditions of employment.

	Percentage
Full- time	100
Part-time	-
Contract	-

Table 4.8: The respondents were cross- tabulated according to the length of service. The respondents were asked to indicate terms and conditions of employment. The statistics from the respondents interviewed show that the majority of respondents, (100%), were on full time employment. None of the respondents that were employed on contract and part-time capacity

The respondent's terms and conditions of employment were cross-tabulated according to gender; the study revealed that 38 respondents were males and 60, female respondents. This accounted for 98 respondents.

When cross-tabulating the respondents according to the length of service and age, 3 respondents were within the age bracket of 21 to 29 years, 15 respondents were between the ages of 30 to 39 years; followed by 51 respondents who were within the age category of 40 to 49 years; followed by 21 respondents who were within the age bracket of 50 to 59; and 8 respondents who were within the age group of 60 years and above, that accounted to 98 respondents in total.

The respondents were cross-tabulated according to terms and conditions of employment with Job Title and Salary Levels, the research findings showed that the 27 respondents were on Salary Levels 1 to 4 (General Assistants), 25 respondents were on Salary Level 5 to 6 (Senior Personnel Officers); followed by 24 respondents who were on Salary Level 7 (Principal Personnel Officers); and 22 respondents were on Salary Level 8 (Chief Personnel Officers); that added up to 98.

When cross-tabulating the respondents according to terms of conditions and length of service, the findings of the study revealed that 8 respondents were employed by the Department for 3 to 7 years, followed by 16 respondents who have been employed by the Department for a period of 8 to 12 years, a further number of 10 respondents were in service for 13 to 17 years, followed by 19 respondents who have been employed by the organisation for 18 to 22 years; 15 respondents were in service for 23 to 27 years; and 30 respondents had a lengthy service of 28 years and above. The total sample of the respondents was 98.

4.10 Department Components

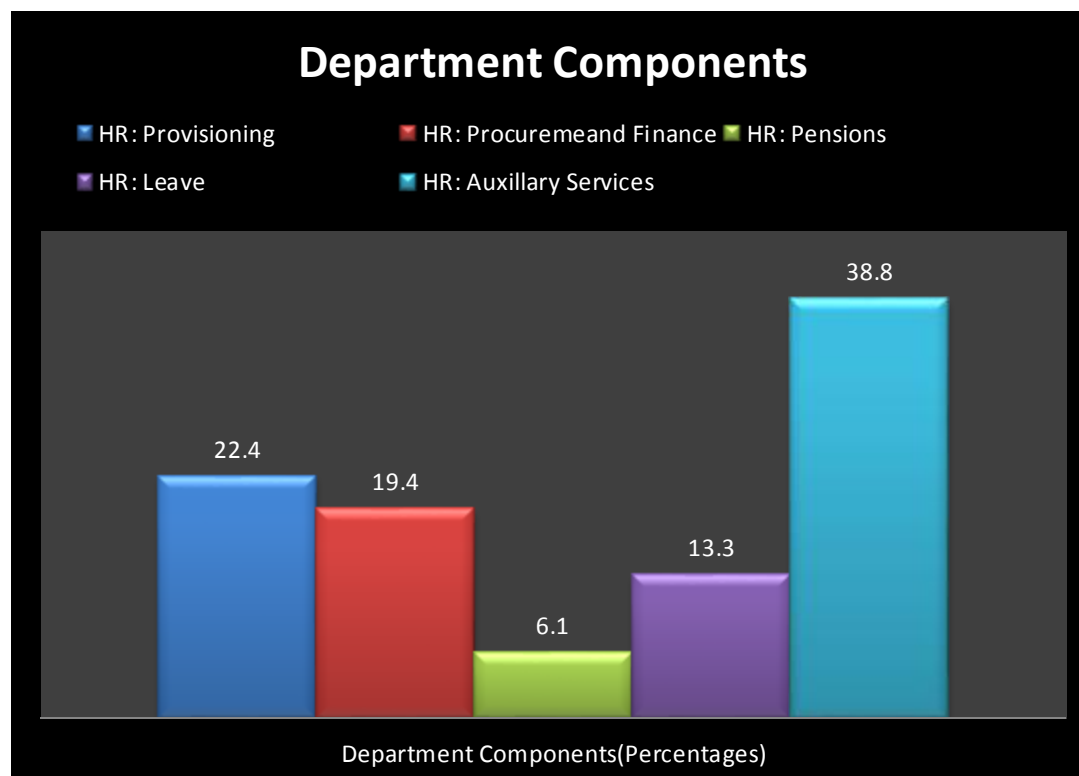


Figure 4.10 represents the iLembe District, Department of Education according to Human Resource Management components. Most of the respondents were asked to indicate components according to their placement. A significant proportion of respondents of approximately (38%) were from HR: Auxiliary Services and considering the nature of work which is the management of the records system, one is not surprised that Auxiliary services constitute the majority of the sampled population, followed by HR: Procurement and Finance (19.4%), HR: Provisioning with a total of (22%), followed by a small number from HR: Leave as a total of (13%) and almost a very low percentage (6.1%) from HR: Pensions.

Table 4.10 (a) Department Components versus Gender.

The Department components were cross tabulated according to gender of respondents. The research study revealed that within HR: Provisioning males were 6 and 16 females which amounted to 22, HR: Procurement and Finance, males were 9 and 10 females which make 19.

Within HR: Pensions 1 male and 6 females which add up to 7, within HR: Auxiliary Services, 16 males and 22 females which accounts to 38, and HR: Leave were 6 males and 7 females. The total sample was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.528 ^a	4	.474
Likelihood Ratio	3.727	4	.444
Linear-by-Linear Association	.753	1	.386
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=3.528$; $df= 4$; $p= .474$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.10 (b) Department Components versus Job title and Salary Levels.

The Department components were also cross tabulated according to Job Title and Salary Levels of respondents. The study revealed that within Salary Level 1 to 4 (General Assistants) 2 respondents were from HR: Provisioning; 2 from HR: Procurement and Finance, and 23 respondents were from HR: Auxiliary Services. Within Salary Level 5 to 6 (Senior Personnel Officers) 6 respondents were from HR: Provisioning, 6 HR: Procurement and Finance, followed by 3 respondents who were placed in HR: Pensions, 5 were from HR: Leave Section and 5 were from HR: Auxiliary Services. Within Salary Level 7 (Principal Personnel Officers) 8 respondents were from HR: Provisioning, 3 HR: Procurement and Finance, 2 HR: Pensions, 6 were from HR: Leave; and 5 respondents were placed in HR: Auxiliary Services. Within Salary Level 8 (Chief Personnel Officers) 6 respondents were placed in HR: Provisioning, 8 respondents were from HR: Procurement and Finance, 1 respondent from HR: Pensions, 2 respondents were placed in HR: Leave; and 5 respondents were from HR: Auxiliary Services.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	41.659 ^a	12	.000
Likelihood Ratio	44.072	12	.000
Linear-by-Linear Association	14.663	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=41.659$; $df= 12$; $p= .000$), this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.10 (c) Department Components versus Age.

The Department components were cross-tabulated with age, Within HR: Provisioning; 1 respondent was between ages the of 21 to 29 years; within the age bracket of 30- 39 years; 4 respondents; within the age bracket of 40 to 49 years; 10 respondents; and within the age of 50 to 59 years were 5 respondents; followed by 2 respondents who falls between the age 60 and above; that accounted for 22. Within HR: Procurement and Finance; 2 respondents were within age bracket of 21 to 29 years; followed by 3 respondent who was within the age bracket of 30 to 39 years; 10 respondents were between the ages of 40 to 49; 3 respondents were within the age bracket of 50 to 59 years; and 1 respondent was within the age bracket of 60 years and above; that added to 19. Within HR: Pensions; 2 respondents were within the age bracket of 30 to 39 years; 2 respondents were within the age group of 40 to 49 years; and 2 respondents were between ages of 50 to 59; that amounted to 6. Within HR: Leave; 2 respondents were between the ages of 30 to 39; followed by 9 respondents who falls between the ages of 40-49; and 2 respondents were between the ages of 50 to 59 years; that added up to 13. Within HR: Auxiliary Services; 4 respondents were within the age bracket of 30 to 39 years; followed by 21 respondents who were between the ages of 40 to 49 years; 9 respondents were between 50 to 59 years; and 4 respondents were within the age bracket of 60 years and above. The total sample of respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.866 ^a	16	.753
Likelihood Ratio	13.268	16	.653
Linear-by-Linear Association	1.653	1	.199
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=11.866$; $df= 16$; $p= .753$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.10 (d) Department Components versus Length of Service.

The department components were cross-tabulated according to length of service; within HR: Provisioning; 2 respondents have been with the department for 3 to 7 years; 1 respondent was in service for 8 to 12 years; 2 respondents were employed for 13 to 17 years; 5 respondents were employed for 18 to 22 years; followed by 2 respondents who have been employed for 23 to 27 years; 10 respondents were in service for 28 years and above. That accounted for 22. within HR: Procurement and Finance; 2 respondents have been employed for 3 to 7 years; 3 respondents were in service for 8 to 12 years; 3 respondents were in service for 13 to 17 years; followed by 4 respondents who were in service for 23 to 27 years; and 5 respondents were employed for a period of 28 years and above. That added up to 19. Within HR: Pensions; 2 respondents have been employed for 8 to 12 years; followed by 1 respondent who was in service for 13 to 17 years; 1 respondent was employed for 18 to 22 years; and 2 respondents had a lengthy service of 28 years and above. That added up to 6. Within HR: Leave; 4 respondents were in employment for 3 to 7 years; 8 respondents were in service for 8 to 12 years; 4 respondents were within service for 13 to 17 years; followed by 6 respondents who were in service for 18 to 22 years; 1 respondent was in service for 23 to 27 years and; 4 respondents have been employed for 28 years and above. That

added up to 13. Within HR: Auxiliary services; 4 respondents were within service for 3 to 7 years; 8 respondents were in employment for 8 to 12 years; 4 respondents have been employed for 13 to 17 years; 6 respondents were in service for 18 to 22 years; followed by 7 respondent who was within the organisation for 23 to 27 years; and 9 respondents were employed for 28 years and above. That accounted for 38. The total sample of the respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.279 ^a	20	.569
Likelihood Ratio	21.304	20	.379
Linear-by-Linear Association	1.525	1	.217
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=18.279$; $df= 20$; $p= .569$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

SECTION B

This section provides mixed discussion of qualitative and quantitative data at the same time. This is done due to the fact that they complement each variable's description. According to Flick (2006:37), triangulation combines qualitative and quantitative research methods; the different methodological perspective complements each other in the study of an issue and this is conceived as the complementary of the weakness and blind spots of each single method.

Table 4.1.1 The respondent's responses regarding how often the employee performance management and development system as an appraisal was used.

	Percentage
Very often	11.2
Often	71.4
Rarely	12.2
Very rarely	5.1
Total	100

Table: 4.1.1 the respondents were asked to indicate the iLembe District, Department of Education's personnel staff perceptions on Employee Performance Management and Development as an appraisal. Respondents had to indicate by ticks on how often the iLembe District, Department of Education make use of employee performance management and development system as an appraisal. The majority of respondents (71.4%) indicated "often" followed by (12.2%) rarely, (11.2%) very often, and (5.1%) very rarely. The findings of the research study indicated that iLembe District, Department is in use of EPMDS as an appraisal system, this is according to the

majority of respondents (71.4%) who cited “often”, followed by (11.2%) who cited “very often”. The aim of the question was to test knowledge and the understanding of EPMDS as an appraisal system from the respondents of the iLembe District, DoE. A total combination of (28%) of respondents provided various responses on “how often do you make use of employee performance management and development system”. Therefore, the study revealed that although EPMDS is implemented in the iLembe District, DoE, a certain percentage of employees within the Department was not assessed. This indicated that a certain percentage of employees lack knowledge of EPMDS and although the system is in place within the iLembe District, but they are not sure how it works. According to DPSA (2007:8) the training of supervisors and employees is important for the successful implementation of an employee performance management and development system.

Table 4.1.1(a) Respondent’s Responses regarding how often the EPMDS as an appraisal was used versus Gender

The respondents were cross-tabulated according to gender and responses on “Often”, “Very Often”, “Rarely” and “Very rarely”. The research study revealed that 5 males and 6 females answered, “Very often” that amounted to 11, followed by 27 males and 42 females who answered: ‘often ’ that added to 69, followed by 3 males and 10 females who answered, ‘Rarely’, that added up to 13; and 3 males and 2 females answered, “Very rarely”; that amounted to 5. The total number of respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.509 ^a	3	.474
Likelihood Ratio	2.575	3	.462
Linear-by-Linear Association	.042	1	.838
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=2.509$; $df= 3$; $p=.474$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.1 (b) Respondent’s responses regarding how often the EPMDS as an appraisal was used versus Length of Service.

The respondents were cross tabulated according to responses and length of service; 1 respondent who answered: “Very Often” was within service for 3 to 7 years, 2 respondents have been in service for 8 to 12 years, 2 respondents were employed for 13 to 17 years, 4 respondents have been employed for 18 to 22 years, and 2 respondents were within service for 28 years and above. Responses from the respondents who answered: “Often”; 4 respondents were within service for 3 to 7 years, followed by 9 respondents who were in service for 8 to 12 years; 6 respondents were employed for 13 to 17 years; followed by 12 respondents who were in service for 18 to 22 years; 12 respondents were employed for 23 to 27 years; and 26 respondents were within service for 28 years and above. Responses from the respondents who answered: “Rarely”, 3 respondents had a length of service of 3 to 7 years; followed by 3 respondents who were in service for 8 to 12 years, 1 respondent was in service for 13 to 17 years, 3 respondents with a service of 18 to 22 years, 1 respondent has a length of service of 23 to 27 years; and 2% who have been employed for 28 years and above. Responses from the respondents who answered: “Very rarely”, 2 respondents were employed for 8 to 12 years; 1 respondent has been employed for 13 to 17 years; 1 respondent was in service for 18 to 22 years, followed by 1 respondent who have been within service for 28 years and above.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.853 ^a	15	.328
Likelihood Ratio	18.536	15	.236
Linear-by-Linear Association	1.832	1	.176
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=16.853$; $df= 15$; $p= .328$); this shows that the relationship between these two variables is not significant therefore we accept the null hypothesis.

Table 4.1.1 (c) Respondent's Responses Regarding How Often the EPMDS as an Appraisal Was Used versus Job Titles and Salary Levels.

The respondents were cross-tabulated according to Job Title and Salary levels. The study showed that the respondents who answered: "Very often" were 4 respondents on Salary Level 1 to 4 (General Assistants), followed by 2 respondents who were on Salary Level 6 (Senior Personnel Officers); and 5 respondents were on Salary Level 8 (Chief Personnel Officers), this amounted to 11. The respondents who answered: "Often"; 13 were on Salary Level 1 to 4 (General Assistants), 17 were on Salary Level 6 (Senior Personnel Officers), followed by 23 respondents who were on Salary Level 7 (Principal Personnel Officers); and 16 respondents were on Salary Level 8 (Chief Personnel Officers), that amounted to 69. The respondents who answered: "Rarely", 7 respondents were on Salary Level 1 to 4 (General Assistants), 4 respondents were on Salary Level 6 (Senior Personnel Officers); followed by 1 respondent who was on Salary Level 7 (Principal Personnel Officer); and 1 respondent who was on Salary Level 8 (Chief Personnel Officer); that amounted to 13. Responses from the respondents who answered: "Very rarely", 3 respondents were on Salary Level 4 (General Assistants), followed by 2 respondents who were on Salary Level 6 (Senior Personnel Officers) and that added up to 5. The total sample of the respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.802 ^a	9	.014
Likelihood Ratio	24.967	9	.003
Linear-by-Linear Association	8.271	1	.004
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=20.802$; $df= 9$; $p= .014$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.2 Respondent's responses on the importance of EPMDS as an appraisal system.

		Percent	Valid Percent	Cumulative Percent
Valid	It is useful for the appraisal of Public Service employees.	56.1	56.1	56.1
	To identify training needs.	5.1	5.1	61.2
	It is a performance tool. To pay 1.5% pay progression	17.3	17.3	78.6
	Not important system- unfair assessments and lack of training/ no pay progression.	15.3	15.3	93.9
	Not sure	6.1	6.1	100.0
	Total	98	100.0	

Table 4.1.2 shows the responses of the respondents were asked to indicate the importance of EPMDS as an appraisal system. The research study revealed that there were various answers from the respondents. The respondents at (56.1%) answered; “It is useful for the appraisal of Public Service employees”, a further (5.1%) of respondents answered, “To identify training needs”; and (17%) answered, “It is a performance tool to pay 1.5% pay progression”; (15.3%) answered, “Not an important system- unfair assessments and lack of training”, and (6.1%) answered; “Not sure ”.

The research study findings reveal that (56. 1%) was the majority of respondents and were of the opinion that; “It is useful for the appraisal of public service employees”. The literature reveals that, Employee Performance Management and Development System is a performance assessment tool developed by the Department of Public Service and Administration and as a framework for voluntary use by government departments. (DPSA, 2007:9). A further number of respondents 5.1% answered: “To identify training needs”. The literature reveals that, Human Resource Development is responsible “To consolidate and identify training needs into training and skills development planning” (Department of Public Service and Administration, 2007:32).

A further (17.3%) of respondents have a different view on the importance of EPMDS as an appraisal system. They answered: “It is a performance tool to pay 1.5% pay progression”. According to the responses, it was evident that employees perceive EPMDS as an incentive rather than a performance assessment tool. According to Paile thesis (2012), he opined that performance management involves thinking through various aspects of performance, examining critical dimensions of performance of performance which involves training, developing and enhancing performances and related competencies. Hence, it should be well known that employees are not taking performance management as an assessment tool, but as an incentive.

A remarkable (15.3%) of respondents were not in agreement on the importance of EPMDS as an appraisal system and instead of viewing it as an important tool, they regard it as a useless tool, this was according to their response; “ Not an important system- unfair assessments and lack of training”. Greyling (2006) mentioned that performance can contribute vastly in an organisation and can increase efficiency and boost productivity if it is implemented correctly. However it was also noted that there was no consistency during assessment cycles. This was according to respondent’s response, “Unfair assessments”. The literature clearly states that supervisors as middle managers play a vital role in leadership. Therefore, supervisors must ensure that performance is consistent and a continuous process by providing leadership and guidance to employees (Management Study guide, 2016).

A further (6.1%) of respondents were not sure on the importance of EPMDS as an appraisal system. This was according to respondent’s response, “Not sure”. It was evident that there was lack of training to employees of the iLembe District, Department of Education. One of the research objectives was to identify Skills Development and Training in the iLembe District, DoE in

improving employee's performance. The literature further clearly states that training and development is a successful tool for successful performance. Hence; training should be based on relevant skills, knowledge and Development (O'Callaghan, 2005).

Table 4.1.2 (a) The Respondent's responses on the importance of EPMDS as an appraisal system versus Gender.

When cross- tabulating the respondents according to gender with regard to the question; what is the importance of EPMDS as an appraisal system? , the research study revealed that 22 males and 23 females answered: "It is useful for the assessment of public service employees"; this accounted for 55 respondents, followed by 2 male respondents and 3 females who answered: " To identify training needs"; that added up to 5 respondents, the respondents who answered: " It is a performance tool to pay 1.5% pay progression"; were 3 males and 14 females, that accounted for 17 respondents; followed by the respondents who answered: "Not an important system, unfair assessments and no pay progression"; who were 8 males and 7 females, that amounted to 15. The respondents who answered: "Not sure", were 3 males and 3 females; that added up to 6 respondents. The total sample of the respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.892 ^a	4	.299
Likelihood Ratio	5.225	4	.265
Linear-by-Linear Association	.102	1	.750
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=4.892$; $df= 4$; $p= .299$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.2 (b) The Respondent's responses on the importance of EPMDS as an appraisal system versus Age.

When cross-tabulating the respondents according to age with regard to the question; what is the importance of EPMDS as an appraisal system, between the age category of 21 to 29 years; 2 respondents answered: "It is useful for the assessment of public service employees"; followed by 9 respondents within the age bracket of 30 to 39 years, within the age group of 40 to 49 were 28 respondents, followed by 14 respondents who were within the age category of 50 to 59 years; and 2 respondents who were within the age bracket of 60 years and above; that added up to 55 respondents. The respondents who answered: "To identify training needs" had 1 respondent who was within age group of 30 to 39 years; followed by 2 respondents who were within the age bracket of 40 to 49 years, and 2 respondents within age bracket of 50 to 59 years that amounted to 5 respondents. The respondents who answered: "It is a performance tool to pay 1.5% pay progression": 3 respondents who were within the age category of 30 to 39 years; followed by 7 respondents who were within the age bracket of 40 to 49 years, 3 respondents were within the age group of 50 to 59 years, followed by 4 respondents who were within the age category of 60 years and above, that added up to 17 respondents. The respondents who answered: "Not important system, Unfair assessments, Lack of training and no pay progression" had 1 respondent who was within the age group of 21 to 29 years, followed by 2 respondents who were within the age group of 30 to 39 years, followed by 11 respondents who within the age group of 40 to 49 years, followed by 1 respondent who was within the age bracket of 50 to 59 years; this added up to 15 respondents. The respondents who answered: "Not sure"; 4 respondents were within the age group of 40 to 49 years; 1 respondent was within the age group of 50 to 59 years; followed by 1 respondents who falls within the age bracket of 60 years and above; that added up to 6 respondents. The total sample of respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.167 ^a	16	.375
Likelihood Ratio	18.076	16	.319
Linear-by-Linear Association	.148	1	.700
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=17.167$; $df= 16$; $p= .375$); this shows that the relationship between these two variables is not significant therefore we accept the null hypothesis.

Table 4.1.2 (c) The Respondent's responses on the importance of EPMDS as an appraisal system versus Job Titles and Salary Levels.

The respondents were cross-tabulated according to Job Title and Salary Levels. The research study revealed that within Salary Level 1-4 (General Assistants) 4 respondents answered: "It is useful for the assessment of public service employees", followed by 13 respondents who were on Salary Level 5- 6 (Senior Personnel Officers), 20 respondents were on Salary Level 7 (Principal Personnel Officers); and 16 respondents were on Salary Level 8 (Chief Personnel Officers); that accounted for 55 respondents. The respondents who answered: "To identify training needs": 3 respondents were on Salary Level 7 (Principal Personnel Officer); followed by 2 respondents who were on Salary Level 8; that counted up to 5 respondents. The respondents who answered: "It is a performance tool to pay 1.5% pay progression": 10 respondents were on Salary Level 1 to 4 (General Assistants), followed by 5 respondents who were on Salary Level 6 (Senior Personnel Officers); 1 respondent was on Salary Level 7 (Principal Personnel Officer); and 1 respondent on Salary Level 8 (Chief Personnel Officer), that accounted for 17 respondents. The respondents who answered, "Not important system, Unfair assessments and lack of training/ No pay progression" :

7 respondents were on Salary Level 1 to 4 (General Assistants); followed by 7 respondents who were on Salary Level 6 (Senior Personnel Officers, and 1 respondent was on Salary Level 8 (Chief Personnel Officer); that added up to 15 respondents. The respondents who answered: “Not sure”; 6 respondents were on Salary Level 6 (Senior Personnel Officers); that added up to 6 respondents. The total number of respondents was 98.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	56.307 ^a	12	.000
Likelihood Ratio	64.368	12	.000
Linear-by-Linear Association	35.782	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=56.307$; $df= 12$; $p= .000$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.2 (d) The Respondents responses on the importance of EPMDS as an appraisal system versus Length of Service.

The respondents were cross-tabulated according to the length of service on what is the importance of EPMDS as an appraisal system. The respondents who answered: “It is useful for the assessment of public service employees;” were 2 respondents who were within service for 3 to 7 years, followed by 2 respondents who were within service for 8 to 12 years, 5 respondents who were in employment for 13 to 17 years; 12 have worked for 18 to 22 years; followed by 10 respondents who have been employed for 23 to 27 years; 24 respondents who were in service for 28 years and above; and that accounted for 55 respondents. The respondents who answered: “To identify training needs”: 1 respondent was in service for 3 to 7 years, followed by 1 respondent who was in service for 18 to 22 years; 1 respondent who worked 23 to 27 years; and 2 respondents who

were in service for 28 years and above; that added up to 5. The respondents who answered; “It is a performance assessment tool to pay 1.5% pay progression”: 1 respondent was employed for 3 to 7 years, followed by 5 respondents who were in service for 8 to 12 years; 3 respondents were employed for 13 to 17 years; 4 respondents have worked for 18 to 22 years, followed by 1 respondent who worked for 23 to 27 years and 3 respondents were in employment for 28 years and above; that added to 15. A further response from the respondents was; “Not important system-unfair assessments and lack of training/ no pay progression”: 4 of these respondents who were employed for 3 to 7 years, 6 respondents were in service for 8 to 12 years, 1 respondent 13 to 17 years; followed 2 respondents were in service for 18 to 22 years; and 1 respondent who was employed for 23 to 27 years. The respondents who answered: “Not sure”: 1 respondent was employed for 3 to 7 years, 2 respondents were in service for 8 to 12 years; followed by 1 respondent who worked for 13 to 17 years; 1 respondents were employed for 18 to 22 years; and 1 respondent was in employment for 28 years and above.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	36.158 ^a	20	.015
Likelihood Ratio	40.766	20	.004
Linear-by-Linear Association	25.616	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=36.158$; $df= 20$; $p= .015$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.3 the respondent's responses on when the EPMDS was started.

		Percent	Valid Percent	Cumulative Percent
Valid	2007	41.8	41.8	41.8
	Not sure	58.2	58.2	100.0
Total		100.0	100.0	

Table 4.1.3 represents the respondents responses based on the question, “When was EPMDS started?” The responses were as follows: (41.8%) of respondents said; “It was started in 2007”; followed by (58.2%) of respondents who answered: “Not sure”. The research findings of the study indicate that there were two contrasting responses on a particular question. The literature clearly reveals that an Employee Performance Management and Development System (EPMDS) has been designed as a voluntary assessment performance management tool for Salary Levels 1 to 12, and became effective on 1 April 2007 (DPSA:2007:8). When observing the remarkable number of (58,2%) respondents who said; “Not sure”, the researcher was able to identify that the majority of respondents were not well informed on EPMDS as an appraisal tool. This can be due to a lack of training or capacitation on EPMDS. However, a lack of information to employees of the iLembe District, Department of Education on Employee Performance Management and appraisal system can be a barrier to performance. The literature further states that in order to obtain better results of performance, public service institutions must be well trained on how to implement EPMDS as an appraisal system. (Department of Public Service and Administration, (2007:5).

Table 4.1.3 (a) The Respondent's responses on when the EPMDS was started versus Gender.

The respondents were cross-tabulated according to gender, based on the question: “When was the EPMDS started”. It was revealed that the respondents who answered: “2007”; were 17 males and 24 females; that accounted for 41; and the respondents who answered: “Not sure”, were 21 males and 36 females; that amounted to 98 respondents.

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.215 ^a	1	.643		
Continuity Correction ^b	.064	1	.800		
Likelihood Ratio	.214	1	.644		
Fisher's Exact Test				.678	.399
Linear-by-Linear Association	.212	1	.645		
N of Valid Cases	98				

* Computed only for a 2x2 table

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=.215$; $df= 1$; $p= .643$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.3 (b) The Respondent's responses on when the EPMDS was started versus Age.

The respondents were cross-tabulated according to age, based on the question: "When was the EPMDS started? The study revealed that 5 respondents who answered; "2007"; were within the age bracket of 30 to 39 years; 25 respondents were within the age group of 40 to 49 years, followed by 10 respondents who were between the age group of 50 to 59 years; and 1 respondent who was within the age bracket of 60 years and above, that amounted to 41 respondents. The respondents who answered: "Not sure", 3 respondents were within the age bracket of 21 to 29 years; 10 were within the age bracket of 30 to 39 years; 27 were within the age group of 40 to 49 years; 11 respondents were within the age group of 50 to 59 years; and 6 respondents were within the age bracket of 60 years and above.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.908 ^a	4	.206
Likelihood Ratio	7.321	4	.120
Linear-by-Linear Association	.072	1	.789
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=5.908$; $df= 4$; $p= .206$; this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.3 (c) The Respondent's responses on when the EPMDS was started versus Job Titles and Salary Levels.

The respondents were cross-tabulated according to Job Title and Salary Levels based on the question: when was the EPMDS started? The respondents who answered: "In 2007"; 15 respondents were on Salary Level 8 (Chief Personnel Officers); 21 respondents were on Salary Level 7 (Principal Personnel Officers); 3 respondents were on Salary Level 6 (Senior Personnel Officers); and 2 on Salary Level 1-4; that added up to 41. The respondents who answered: "Not sure", 7 respondents were on Salary Level 8 (Chief Personnel Officers); 3 respondents were on Salary Level 7 (Principal Personnel Officers), followed by 22 respondents who were on Salary Level 5-6 (Senior Personnel Officers); and 25 respondents were on Salary Levels 1-4 (General Assistants); that amounted to 57 and the total sample of respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	49.139 ^a	3	.000
Likelihood Ratio	55.021	3	.000
Linear-by-Linear Association	33.858	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=49.139$; $df= 3$; $p= .000$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.3 (d) The Respondent's responses on when the EPMDS was started versus Length of Service.

The respondents were cross-tabulated according to the length of service on the question: When was the EPMDS started? The respondents who answered: "In 2007", 2 were employed by the organisation for 8 to 12 years, 4 respondents were within service for 13 to 17 years, 6 respondents were with the Department for 18 to 22 years; 9 respondents had a length of service of 23 to 27 years; and 20 respondents have been with Department for a lengthy period of 28 years and above; that added to 41. The respondents who answered: "Not sure", 8 respondents have been with the Department for 3 to 7 years; followed by 14 respondents who were within service for 18 to 12 years; 6 respondents were employed for 13 to 17 years, 14 respondents were within service for 18 to 22 years, followed by 5 respondents who have been employed for 23 to 27 years; and 10 respondents had a lengthy service of 28 years; that added up to 57. The total of respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.079 ^a	5	.000
Likelihood Ratio	26.841	5	.000
Linear-by-Linear Association	20.644	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=23.079$; $df= 5$; $p= .000$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Table: 4.1.4 The respondent's responses on the implementation of EPMDS and key responsibility areas.

		Percent	Valid Percent	Cumulative Percent
Valid	According to Job description	69.4	69.4	69.4
	Implemented according to Public Service key responsibility areas	5.1	5.1	74.5
	Implemented annually and is according to key responsibility areas.	5.1	5.1	79.6
	Not sure	16.3	16.3	95.9
	Monitored assessment	4.1	4.1	100.0
	Total	100.0	100.0	

In Table 4.1.3, the respondents were asked to indicate how EPMDS is implemented and what the key responsibility areas. The research findings indicate that the majority of respondents at (69.4%), answered: "It is implemented according to job description". A further (5.1%) of respondents answered: "It is implemented according to the public service key responsibility areas". (5.1%) of respondents answered; it is implemented annually and is linked to KRAs; (16.3%) of respondents answered: "Not sure"; and a further (4.1%) answered: "monitored assessment". The researcher was able to establish that the majority of respondents at (69.4%) were of the opinion that EPMDS is implemented according to job description, whilst a remarkable number amounting to (14%) were

of various opinions on the implementation of EPMDS. Within the responses, a total of (15%) answered; “Not sure”, from which the researcher was able to identify that there was a lack of capacitation or a training gap on EPMDS experienced by employees of the iLembe District, DoE. In Chapter 2, the literature clearly specifies that performance agreement is a pre-requisite and the first step of performance management before performance assessment can take place (Breede Valley Municipality, 2015-2016). The literature further states that key responsibility areas or performance indicators are a pre-requisite during assessment cycle. Thus, employees are assessed according to key result areas (KRAs) and Generic Assessment Factors (Department of Public Service and Administration, 2007:11-12).

Table 4.1.4 (a) Respondent’s responses on the implementation of EPMDS and key responsibility areas versus Gender.

The respondents were cross-tabulated with gender; based on the question how is EPMDS implemented and what are the key responsibility areas? The research findings revealed that 27 males and 47 females answered: “According to job description”; followed by 2 males and females who answered: “Implemented according to the public service on key responsibility areas”. The respondents who answered: “Implemented annually and linked to KRAs”; were 2 males and 2 females; followed by 6 males and 10 females who answered; “Not sure”; and 1 male and 3 females answered; “Not monitored”.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.362 ^a	4	.985
Likelihood Ratio	.382	4	.984
Linear-by-Linear Association	.171	1	.680
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=.362$; $df= 4$; $p= .985$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.4 (b) The Respondent's responses on the implementation of EPMDS and key responsibility areas versus Age.

The respondents were cross-tabulated with age based on the question: How is EPMDS implemented and what are the key responsibility areas? The respondents who answered: "according to job description", were 10 respondents between ages of 30 to 39 years; 41 respondents were within the age bracket of 40 to 49 years; followed by 14 respondents who were between ages of 50 to 59 years; and 1 respondent who was within the age bracket of 60 years and above; that added up to 68 respondents. The respondents who answered: "Implemented according to public service KRAs", was 1 respondent who was between the ages of 21 to 29 years; 2 respondents who were between the ages of 40 to 49 years; followed by 1 respondent who was within the age bracket of 50 to 59 years; and 1 respondent who was within the age category of 60 years and above; that amounted to 5. The respondents who answered: "Implemented manually linked to KRAs"; numbered 1 respondent between the ages of 21 to 29 years, 1 respondent was within age bracket of 40 to 49 years; and 3 respondents between the ages of 50 to 59 years; that amounted to 5. The respondents who answered: "Not sure"; was 1 respondent, who was between the ages of 21 to 29 years, 4 respondents who were within the age bracket of 30 to 39 years, followed by 6 respondents who were within the age category of 40 to 49 years, 2 respondents were between the ages of 50 to 59 years; and 3 respondents falls within the age group of 60 years and above. The respondents who answered: "Monitored assessment"; was 1 respondent was between the ages of 30 to 39 years, 2 respondents between the ages of 40 to 49 years, and 1 respondent within age group of 60 years and above; that accounted for 4.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	27.127 ^a	16	.040
Likelihood Ratio	24.066	16	.088
Linear-by-Linear Association	.040	1	.841
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=27.127$; $df= 16$; $p= .040$, where $p=.050$); this shows that relationship between these two variables is significant, therefore we accept the null hypothesis.

Table 4.1.4 (c) The Respondent's Responses on the implementation of EPMDS and key responsibility areas versus Job Titles and Salary levels.

The respondents were cross-tabulated with Job Title and Salary Levels according to the question: How is EPMDS implemented and what are the key responsibility areas? The respondents who answered: "According to job description", were 22 respondents on Salary Level 8 (Chief Personnel Officers), 19 respondents were on Salary Level 7 (Principal Personnel Officers), 13 respondents were on Salary Level 5-6 (Senior Personnel Officers), and 14 respondents were on Salary Levels 1 to 4 (General Assistants); that accounted for 68 respondents. The respondents who answered: "Implemented according to public service key responsibility areas", were 3 respondents on Salary Level 7 (Principal Personnel Officers, 1 respondent was on Salary Level 5- 6 (Senior Personnel Officer), 1 respondent was on Salary Level 1 to 4; that amounted to 5. The respondents who answered: " Implemented according to KRAs'", had 1 respondent who was on Salary Level 7 (Principal Personnel Officer), 2 respondents were on Salary Levels 5-6 (Senior Personnel Officers), and 2 respondents were on Salary Levels 1 to 4 (General Assistants); that amounted to 5 respondents. The respondents who answered: "Not sure", had 1 respondent who was on Salary Level 7 (Principal Personnel Officer) and 9 respondents who were on Salary Level 1-4 (General

Assistants). The respondents who answered: “Monitored assessment”, numbered 4 respondents on Salary Levels 1 to 4 (General Assistants).

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	34.089 ^a	12	.001
Likelihood Ratio	38.082	12	.000
Linear-by-Linear Association	19.289	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2 = 34.089$; $df = 12$; $p = .001$); this shows that relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.4 (d) Respondent’s responses on the implementation of EPMDS and key responsibility areas versus Length of service.

The respondents were cross-tabulated with length of service based on the question: How is EPMDS implemented and what are the key responsibility areas? The respondents who answered: “according to job description”, was 1 respondent who was in service for 3 to 7 years, 10 respondents were employed for 8 to 12 years, 14 respondents have been employed for 18 to 22 years, 12 respondents were in service for 23 to 27 years and 25 respondents were employed for 28 years and above. The respondents who answered: “Implemented according to public service key responsibility areas”, had 1 respondents who was in service for 3 to 7 years; followed by 2 respondents who were in service for 18 to 22 years and 2 respondents who were in the employment for 28 years and above. The respondents who answered: “Implemented annually and linked with KRAs”, was 1 respondent who has been in service for 3 to 7 years; followed by 1 respondent who

has been employed for 8 to 12 years; 1 respondent was in service for 18 to 22 years, followed by 1 respondent who has been in service for 23 to 27 years and 1 respondent was in employment for 28 years and above. The respondents who answered: ‘Not sure’, saw 3 respondents who were employed for 3 to 7 years, 5 respondents were in service for 8 to 12 years, 2 respondent were in service for 13 to 17 years, 3 respondents were in service for 18 to 22 years; 1 respondent was been employed for 23 to 27 years and 2 respondents were in service for 28 years and above.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	36.010 ^a	20	.015
Likelihood Ratio	34.900	20	.021
Linear-by-Linear Association	16.409	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($\chi^2=36.010$; $df= 20$; $p= .015$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Table: 4.1.5. These were the respondent's responses on which salary levels qualified for the EPMDS assessments.

		Percent	Valid Percent	Cumulative Percent
Valid	Salary levels 1-12	57.1	57.1	57.1
	Not sure	42.9	42.9	100.0
	Total	98	100.0	100.0

Table 4.1.5: The respondents were asked to indicate what salary levels qualify for the assessments on EPMDS. The findings of the study revealed that (57.1%) of respondents answered: “Salary levels 1 to 12”; and (42.9%) of the respondents answered: “Not sure”. The research findings indicates that a remarkable (42.9%) of the iLembe District, DoE were not aware what salary levels qualify for the assessment on EPMDS. This was according to (42.9%) of the respondents who answered: “Not sure”. However, this was an indication that there was a gap and lack of training on EPMDS as an appraisal/assessment system. In Chapter 2, the literature clearly states that Employee Performance Management and Development System has been designed to assist with performance management on salary level 1-12 in public service institutions (DPSA, 2007:8). The literature further states that, it is advisable that managers and supervisors be well capacitated for the advancement; effectiveness and efficiency of the system (DPSA 2007:5).

Table 4.1.5 (a) These were the respondent's responses on which salary levels qualified for the EPMDS assessments versus Gender.

The respondents were cross-tabulated with gender according to the question, “what salary levels qualify on EPMDS”? The research findings indicate that 23 males and 33 females answered: “salary levels 1-12”; that added to 56 respondents. The respondents who answered, “not sure” were 15 males and 27 females; that accounted for 42 respondents.

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.290 ^a	1	.590		
Continuity Correction ^b	.108	1	.742		
Likelihood Ratio	.291	1	.590		
Fisher's Exact Test				.677	.372
Linear-by-Linear Association	.287	1	.592		
N of Valid Cases	98				

* Computed only for a 2x2 table

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=.290$; $df= 1$; $p= .590$); this shows that the relationship between these two variables is not significant therefore we accept the null hypothesis.

Table 4.1.5 (b) These were the Respondent's responses on which salary levels qualified for the EPMDS assessments versus Age.

The respondents were cross-tabulated with age based on the question, “What salary levels qualify on EPMDS”? The respondents who answered, “Salary levels 1-12”; were 2 respondents between the ages of 21 to 29 years, 9 respondents within the age bracket of 30 to 39 years, 30 respondents were within the age group of 40 to 49 years; 13 respondents were between the ages of 50 to 59 years and 2 respondents were within age group of 60 years and above; that accounted for 56

respondents. The respondents who answered: “Not sure”, had 1 respondent in the age bracket of 21 to 29 years, 6 respondents were between the age group of 30 to 39 years, 22 respondents were with age group of 40 to 49 years; 8 respondents were within the age category of 50 to 59 years and 5 respondents were within the age category of 60 years and above; that added up to 42 respondents.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.695 ^a	4	.610
Likelihood Ratio	2.703	4	.609
Linear-by-Linear Association	.874	1	.350
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=2.695$; $df= 4$; $p= .610$); this shows that relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.5 (c) These were the respondent’s responses on which salary levels qualified for the EPMDS assessments versus Job Title and Salary Levels.

The respondents were cross-tabulated with Job Titles and Salary Levels based on the question; “What salary levels qualify on EPMDS”? The respondents who answered: “Salary levels 1 to 12”; were 19 respondents on Salary Level 8 (Chief Personnel Officers), 23 respondents were on Salary Level 7 (Principal Personnel Officers, 11 respondents were on Salary Level 5- 6 (Senior Personnel Officers) and 3 respondents were on Salary Level 1 to 4; that accounted for 56 respondents. The respondents who answered; “Not sure”; were 3 respondents on Salary Level 8 (Chief Personnel Officers), 1 respondent was on Salary Level 7 (Principal Personnel Officer); 14 respondents were

on Salary Level 5- 6 (Senior Personnel Officers) and 24 respondents were on Salary Levels 1 to 4. That accounted for 42 respondents.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	47.465 ^a	3	.000
Likelihood Ratio	54.877	3	.000
Linear-by-Linear Association	39.644	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=47.465$; $df= 3$; $p= .000$); this shows that relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.5 (d) These were the Respondent’s responses on which salary levels qualified for the EPMDS assessments versus Length of Service.

When the respondents were cross-tabulated with length of service based on the question, “What salary levels qualify on EPMDS”? The study revealed that the respondents who answered: “Salary levels 1- 12”, were 2 respondents who were employed for 3 to 7 years, 3 respondents were employed for 8 to 12 years, 4 respondents were in service for 13 to 17 years; followed by 14 respondents who have been employed for 18 to 22 years, 9 respondents have been in service for 23 to 27 years and 24 respondents had a lengthy service of 28 years and above; that accounted for 56 respondents. The respondents who answered: “Not sure”, had 6 respondents who were employed for 3 to 7 years, 13 respondents were in service for 8 to 12 years, 6 respondents were in service for 13 to 17 years; followed by 6 respondents who were in service for 18 to 22 years; 5 respondents were in service for 23 to 27 years; and 6 respondents were employed for 28 years and above. That accounted for 42 respondents.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	22.247 ^a	5	.000
Likelihood Ratio	23.242	5	.000
Linear-by-Linear Association	19.200	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=22.247$; $df= 5$; $p= .000$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.6 The respondent's responses on whether the institutional operational plan was linked to their responsibility areas.

		Percent	Valid Percent	Cumulative Percent
Valid	Yes	78.6	78.6	78.6
	No	21.4	21.4	100.0
	Total	98	100.0	

Table 4.1.6 illustrates the respondent's responses based on the question: "Is the institutional operational plan linked to key responsibility areas?" The respondents were asked to provide "Yes or No" answers. The research findings indicates that (78.6%) of the respondents answered: "Yes", and (21.4%) of the respondents answered: "No". The researcher was able to identify that (78%) of the respondents had information on the iLembe District, DoE operational plan and key responsibility areas; this was according to consistent responses of (78.6%) as a "Yes". A further (21.4%) of responses answered: "No". The researcher was able to identify that the respondents lacked knowledge based on two aspects; (1) the department's operational plan; and (2) the key

result areas. The researcher was able to identify a training gap. One of the objectives of the research study was to identify if the iLembe District, Department of Education's operational plan if it is linked to key result areas. The literature showed that key result areas play a vital role in an organisation in terms of contribution to the achievement of institutions goals and objectives (DPSA, 2007:6).

Table 4.1.6 (a) The respondent's responses on whether the institutional operational plan was linked to their responsibility areas versus gender.

The respondents were cross-tabulated with gender according to the question: "Is the institutional operational plan linked to key responsibility areas?" The study revealed that the respondents who answered, "Yes"; were 27 males and 50 females; that added up to 77 respondents. The respondents who answered, "No"; were 11 males and 10 females; that accounted for 21 respondents.

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.084 ^a	1	.149		
Continuity Correction ^b	1.418	1	.234		
Likelihood Ratio	2.043	1	.153		
Fisher's Exact Test				.206	.117
Linear-by-Linear Association	2.063	1	.151		
N of Valid Cases	98				

* Computed only for a 2x2 table

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=2.084$; $df= 1$; $p= .149$), this shows that relationship between these two variables is not significant therefore we accept the null hypothesis

Table 4.1.6 (b) The respondent's responses on whether the institutional operational plan was linked to their responsibility areas versus age.

The respondents were cross-tabulated with age based on the question; "Is the institutional operational plan linked to key responsibility areas?" The respondents who answered; "Yes", were 3 respondents between the ages of 21 to 29 years; 15 respondents were within the age bracket of 30 to 39 years; followed by 36 respondents who were between the ages of 40 to 49 years, 18 respondents were within the age bracket of 50 to 59 years, and 5 respondents were 60 years and above; that accounted for 77 respondents. The respondents who answered: "No" had 16 respondents who were between ages of 40 to 49 years, 3 respondents within the age bracket of 50 to 59 years; and 2 respondents within age group of 60 years and above; that added up to 21 respondents.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.452 ^a	4	.076
Likelihood Ratio	12.044	4	.017
Linear-by-Linear Association	1.271	1	.260
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=8.452$; $df= 4$; $p= .076$); this shows that relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.6 (c) The respondent's responses on whether the institutional operational plan was linked to their responsibility areas versus length of service.

The respondents were cross-tabulated with length of service based on the question: "Is the institution operational plan linked to key responsibility areas?" The respondents who answered, "Yes"; were 7 respondents, who have been employed by the department for 3 to 7 years, 11 respondents were in service for 8 to 12 years; followed by 8 respondents who were within service for 13 to 17 years; 16 respondents were employed for 18 to 22 years, 9 respondents were in service for 23 to 27 years, and 26 respondents had a lengthy service of 28 years and above; that accounted for 77 respondents. The respondents who answered: "No"; was 1 respondent who was employed for 3 to 7 years; 5 respondents were in service for 8 to 12 years; followed by 4 respondents who were in service for 18 to 22 years; 5 respondents were in service for 23 to 27 years; and 4 respondents were in the employment for 28 years and above; that added up to 21 respondents.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.196 ^a	5	.521
Likelihood Ratio	4.101	5	.535
Linear-by-Linear Association	.290	1	.590
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=4.196$; $df= 5$; $p= .521$); this shows that relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.6 (d) The respondent's responses on whether the institutional operational plan was linked to their responsibility areas versus Salary Levels.

When respondents were cross-tabulated with Job Titles and Salary Levels based on the question: 'Is the institution plan linked to key responsibility areas?'; The respondents who answered "Yes"; were 21 respondents on Salary Level 8 (Chief Personnel Officers), 21 respondents were on Salary Level 7 (Principal Personnel Officers), followed by 23 respondents who were on Salary Level 5-6 (Senior Personnel Officers) and 12 respondents were on Salary Level 1-4 (General Assistants); that added up to 77. The respondents who answered "No"; had 1 respondent who was on Salary Level 8 (Chief Personnel Officers), 3 respondents on Salary Level 7 (Principal Personnel Officers); 2 respondents on Salary Level 5-6 (Senior Personnel Officers) and 15 respondents were on Salary Level 1-4 (General Assistants); that added up to 21. The total number of respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	26.215 ^a	3	.000
Likelihood Ratio	24.582	3	.000
Linear-by-Linear Association	17.027	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=26.215$; $df= 3$; $p= .000$); this shows that relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.7 These are the respondent's responses on how the district's personnel were assessed according to key responsibility areas.

		Percent	Valid Percent	Cumulative Percent
Valid	Employees first rate themselves and the supervisors provides final scores	62.2	62.2	62.2
	Employees are assessed according to performance and KRAs/ job description	20.4	20.4	82.7
	Not sure	15.3	15.3	98.0
	Employee enter into performance agreement	2.0	2.0	100.0
	Total	100.0	100.0	

In Table 4.1.7 the respondents were asked to explain how the personnel is assessed according to key responsibility areas; and to provide concise answers on key responsibility areas. The research study revealed that the respondents provided various responses based on a particular question. The respondents at (62.2%) answered: "Employees first rate themselves and the supervisors provide final scores". Within the same question (20.4%) were of the opinion that, "Employees are assessed according to performance and KRAs/job description". (15.3%) of respondents answered "Not sure", as an indication that they lack knowledge on the assessment of staff according to key responsibility areas, (2%) of respondents answered, "Employees enter into performance agreement". The research study reveals that 82 respondents were of different opinions on a particular question and 15 respondents were not sure on how the personnel/ staff is assessed according to key responsibility areas (KRAs). The study research findings also reveals that (15.3%) of the respondents of the iLembe District, DoE were not sure about the assessment

appraisal process linked with key responsibility areas, and the question was, ‘How can Employee Performance Management and Development System as an appraisal system be effective if employees lack knowledge on how it operates?’’. This was an indicator of lack of knowledge and training. However, lack of training can be an obstacle in realising the objectives of performance. The respondents have not provided clear responses on Key responsibility areas. In Chapter 2, the literature clearly states that, training plays a vital role for the development of employees and can be offered in a form of workshops on short courses and long courses. Hence, training workshops should address aspects of training in the form of agreeing tasks, setting goals and objectives, reviewing performance, preparing work plans and agreeing on personal development plans (Armstrong, 2000:92). The literature further states that key result areas are organisational strategic goals and objectives. Thus, key result areas acts as an organisational key driver of success (Paul, 2017).

It was noted that the respondents were of varying opinions. According to a majority (82%) of the respondents, ‘Employees first rate themselves and the supervisor provides final score’’. Others said that, ‘Employees are assessed according to performance/KRAs and job description and that, ‘Employees enter into performance agreement plan’’. The literature reveals that during performance assessment, public service employees are offered an opportunity to rate themselves first, based on performance. At this stage they must assess their progress in terms of a performance agreement plan and enter his/her own scores. Furthermore, employees should alert the immediate supervisor in connection with extra inputs, referred to as high performance or outstanding performance or outstanding achievement. Shepherd (2016) argued that self-assessment is one of the useful tools of key performance indicators whereby an employee first rates his/her own assessment.

Table 4.1.7 (a) Respondent's responses on how the district's personnel were assessed according to key responsibility areas versus gender.

The respondents were cross- tabulated with gender based on the responses to the question: “How is the personnel assessed according to key responsibility areas?”. The research findings revealed that 26 males and 35 females answered; “Employees first rate themselves and the supervisors provides final score”; which accounted for 61 respondents. The respondents who answered; “Employees are assessed according to work performance/KRAs/job description”, were 7 males and 13 females. That accounted for 20 respondents. The respondents who answered; “Not sure”; were 5 males and 10 females. That added up to 15. A further 2 female respondents answered; “Employees enter into performance agreement”, that accounted for 2 respondents. The total number of the respondents was 98.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.954 ^a	3	.582
Likelihood Ratio	2.651	3	.449
Linear-by-Linear Association	1.310	1	.252
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=1.954$; $df= 3$; $p= .582$); this shows that relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.7 (b) The respondent's responses on how the districts personnel were assessed according to key responsibility areas versus age.

The respondents were cross-tabulated with age based on the question: “How is the personnel assessed according to key responsibility areas?”. The respondents who answered: “Employees first

rate themselves and the supervisor provides final scores”, 7 respondents were between the ages of 30 to 39 years; 35 respondents were within the age bracket of 40 to 49 years; 16 respondents were within the age group of 50 to 59 years; and 3 respondents were within the age bracket of 60 years and above. The total number of the respondents was 98.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.929 ^a	12	.038
Likelihood Ratio	18.819	12	.093
Linear-by-Linear Association	3.071	1	.080
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=21.929$; $df= 12$; $p= .038$); this shows that relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.7 (c) The respondent’s responses on how the districts personnel were assessed according to key responsibility areas versus Salary Levels; Pearson Chi-square test.

The respondents were cross-tabulated with Job Titles and Salary Levels based on the question: “How the is personnel assessed according to key responsibility areas?”. The respondents who answered; “Employees first rate themselves and the supervisors provides final score”; were 8 respondents on Salary Level 8 (Chief Personnel Officers), 19 respondents were on Salary Level 7 (Principal Personnel Officers), 10 respondents were on Salary Level 5- 6 (Senior Personnel Officers); and 17 respondents were on Salary Level 1 to 4 (General Assistants); that added up to 61. The respondents who answered; “Employees are assessed according to work performance/KRAs/job description”; were 3 respondents on Salary Level 8, followed by 3

respondents on Salary Level 7 (Principal Personnel Officers), 6 respondents on Salary Level 5-6); and 8 respondents on Salary Level 1 to 4 (General Assistants); that accounted for 20 respondents. The respondents who answered: “Not sure”, had 4 respondents who were on Salary Level 8 (Chief Personnel Officers); 1 respondent who was on Salary Level 7 (Principal Personnel Officer); 8 respondents who were on Salary Level 5 to 6 (Senior Personnel Officers); and 4 respondents who were on Salary Level 1 to 4 (General Assistant); that accounted for 15 respondents. Within the response; “Employees enter into performance agreement”; 1 respondent was on Salary Level 7 (Principal Personnel Officer), followed by 1 respondent on Salary Level 5 to 6 (Senior Personnel Officer); that added up to 2. The total number of respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.450 ^a	9	.079
Likelihood Ratio	16.413	9	.059
Linear-by-Linear Association	.711	1	.399
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=15.450$; $df= 9$; $p= .079$); this shows that relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.7 (d) the respondent's responses on how the districts personnel were assessed according to key responsibility areas versus length of service.

The respondents were cross-tabulated with regard to length of service based on the question: "How is the personnel / staff assessed according to key responsibility areas?" The respondents who answered; "Employees first rate themselves and the supervisors provides final scores", 1 respondent was within service for a period of 3 to 7 years, 7 respondents were employed for 8 to 12 years, 4 respondents were in service for 13 to 17 years, 14 respondents have been employed for 18 to 22 years, followed by 11 respondents who were in service for 23 to 27 years, 24 respondents have been in service for 28 years and above; that added up to 61. The respondents who answered: "Employees are assessed according to work performance/KRAs/job description"; had 5 respondents who have been employed for 3 to 7 years, 3 respondents were in employment for 8 to 12 years, 4 respondents were in employment for 13 to 17 years, 3 respondents were in service for 18 to 22 years, followed by 1 respondent who was in service for 23 to 27 years, and 4 respondents were in service for 28 years and above; that added up to 20. The respondents within the "Not sure"; 2 respondents were in service for 3 to 7 years, 4 respondents were employed for 8 to 12 years, 2 respondents were in service for 13 to 17 years, 3 respondents were employed for 18 to 22 years; 2 respondents have been in employment for 23 to 27 years, and 2 respondents were in service for 28 years and above; that accounted for 15 respondents. The respondents who answered: "Employees enter into performance agreement", 2 respondents were in service for 8 to 12 years; that accounted for 2 respondents. The total number of respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.585 ^a	15	.007
Likelihood Ratio	27.974	15	.022
Linear-by-Linear Association	16.025	1	.000
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=31.585$; $df= 15$; $p= .007$); this shows that relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.8 The respondent's responses on employee satisfaction on how the EPMDS as an appraisal system was implemented.

		Percent	Valid Percent	Cumulative Percent
Valid	Yes	16.3	16.3	16.3
	No	83.7	83.7	100.0
	Total	100.0	100.0	

Table 4.1.8 indicates the responses of respondents on the implementation of EPMDS as an appraisal system. The respondents were asked to indicate with, "Yes or No" if they are satisfied with the implementation of EPMS. The study reveals that (16.3%) of respondents said "Yes" they were satisfied with the implementation of EPMDS as an appraisal system. The majority of respondents, (83.7%) indicated "No". The study revealed that the majority of respondents were not satisfied with the implementation of EPMDS as an appraisal system.

Table 4.1.8 (a) The respondent's responses on employee satisfaction on how the EPMDS as an appraisal system was implemented versus Job Titles and Salary Levels.

The respondents were cross tabulated according to salary levels on responses of "Yes or No", and the question was: "Are you satisfied with the implementation of Employee Performance Management and Development System as an appraisal?" The respondents had to respond, "Yes or No"; if "No, please state reasons: A total number of 3% of respondents were on Salary Level 8 (Chief Personnel Officers) and they indicated, "Yes", meaning they were satisfied with the implementation of EPMDS as an appraisal system, followed by 1% on Salary Level 7 (Principal Personnel Officers), Salary Level 6 (Senior Personnel Officers) were 6%, and 6% of respondents

were from Salary Levels 1 to 4 (General Assistants). A total number of 19% respondents were on Salary Level 8 (Chief Personnel Officers) and they indicated “No,” they were not satisfied with the implementation of EPMDS as an appraisal system, followed by 23% who were on Salary Level 7 (Principal Personnel Officers), Salary level 6 (Senior Personnel Officers) had (19%) of respondents, and (21%) on Salary Levels 1 to 4 (General Assistants) were not satisfied with the implementation of EPMDS as an appraisal system.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.479 ^a	3	.214
Likelihood Ratio	5.231	3	.156
Linear-by-Linear Association	1.928	1	.165
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=4.479$; $df= 4$; $p= .214$); this shows that relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.8 (b) Respondent’s responses on employee satisfaction on how the EPMDS as an appraisal system was implemented versus length of service.

The respondents were cross tabulated according to the length of service. It was revealed that 2% of respondents who said, “Yes”, were satisfied with the implementation of EPMDS as an appraisal, these respondents have worked for the Department for 3 to 7 years, followed by 5% who said they have been with the organisation for 8 to 12 years, 4% have been in employment for 13 to 17 years, another 4% of respondents have been employed by iLembe District, DoE for 18 to 22 years, followed by 1% who indicated they were satisfied with the implementation of EPMDS and they have worked for the Department for 28 years and above. A total number of 6% respondents

indicated, “No”, they were not satisfied with the implementation of EPMDS as an appraisal system, these respondents have been with Department for 3 to 7 years, followed by 11% of respondents who were employed by the Department for 8 to 12 years, 6% of respondents who have been employed by the organisation for 13 to 17 years, and 14% of respondents have been in service for 23 to 27 years. A majority percentage of 29% who said “No”, they were not satisfied with the implementation of EPMDS as an appraisal system, have been employed by iLembe District, DoE for 28 years and above.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.788 ^a	5	.017
Likelihood Ratio	16.112	5	.007
Linear-by-Linear Association	9.667	1	.002
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=13.788$; $df= 5$; $p= .017$); this shows that relationship between these two variables is significant, therefore we reject the null hypothesis.

Table: 4.1.8.1 This is the contingent question for respondents who had answered “No” in the previous question, which gives a more elaborate explanation as to why the respondents were not satisfied with the implementation of EPMDS as an appraisal system.

*** (“00”)*, on the table below represents the population that responded as being satisfied with the implementation of the system and therefore had no reasons to further explain their responses).**

	Percent	Valid Percent	Cumulative Percent
Valid 00	16.3	16.3	16.3
Lack of commitment from employees on maximum notches, system is useless.	13.3	13.3	29.6
No career development.	10.2	10.2	39.8
Inequality within system and lack of training.	18.4	18.4	58.2
Employees do not benefit, no feedback on performance outcomes and supervisors are lazy to write motivations	15.3	15.3	73.5
No performance bonus due to lack of funds.	26.5	26.5	100
Total	100.0	100.0	

Table 4.1.8.1, the above table, illustrates the respondents that were not satisfied with Employee Performance Management and Development system. The respondents were asked to indicate whether they were satisfied with the implementation of EPMDS as an appraisal system, the study

revealed that the respondents were not satisfied with the implementation of EPMDS, hence, (13.3%) of respondents revealed that “There is a lack of commitment from employees on maximum notches, system is useless”, (10.2%) indicated, “there is no career development”, (18.4%) cited “Inequality within the system and lack of training”, “Employees do not benefit, No feedback on performance outcomes and supervisors are lazy to write reports was said by (15.3%)”. A total number of (26.5%) respondents revealed that, “There are no performance bonuses due to lack of funds”. The research findings indicate that the majority of respondents, (83.7%) were not satisfied with the implementation of EPMDS, and only 16.3% indicated that they were satisfied with the implementation of the system. The study revealed that although Employee Performance is utilised in the iLembe District, Department of Education, but there is no significant impact to employees. The literature reveals the importance of performance feedback: that it adds value and correctness when implemented correctly (Suder, 2017). According to (DPSA 2007: 24-26) performance bonus is to reward employees with satisfactory performance. Furthermore, pay progression is an incentive to reward employees with satisfactory performance. Thus, employees on maximum notches do not qualify for the incentive. The aims and objective of the study was to ascertain if Employee performance management is implemented correctly in the iLembe District, DoE.

Table 4.1.8.1 (a) Employees dissatisfied with the implementation of EPMDS versus gender.

The respondents who were not satisfied with implementation of EPMDS as an appraisal system were cross-tabulated with gender. The research findings revealed that the respondents who answered, “Lack of commitment from employees on maximum notches”, were 7 males and 6 females; that added up to 13; followed by 4 males and 6 females, who answered; “No career development; that added up to 10. The respondents who answered, “Inequality within the system and lack of training”; were 9 males and 9 females; that added up to 18; followed by the respondents who answered, “Inequality within system and lack of training”, who were 6 males and 9 females; that accounted to 15. The respondents who answered; “Employees do not benefit/ No feedback on performance outcome or Supervisors are lazy to write motivations”; were 6 males and 20 females; that added up to 26.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.925 ^a	5	.425
Likelihood Ratio	5.066	5	.408
Linear-by-Linear Association	1.685	1	.194
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=4.925$; $df= 5$; $p= .425$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.8.1 (b) Employees who were dissatisfied with the implementation of EPMDS versus age.

The respondents were cross-tabulated with age according to the responses, based on the dissatisfaction with the implementation of EPMDS. The respondents who answered: "Lack of commitment from employees on maximum notches/ the system is useless", had 2 respondents who were between the ages of 30 to 39 years, 10 respondents were between ages of 40 to 49 years, and 1 respondent who was within age bracket of 50 to 59 years; that added up to 13. The respondents who answered: "No career development", had 1 respondent within the age bracket of 30 to 39 years; 6 respondents were within the age group of 40 to 49 years; followed by 2 respondents who were between the ages 50 to 59 years; and 1 respondent was within the age category of 60 years and above; that accounted for 10 respondents. The respondents who answered; "inequality within system", were 2 respondents between the ages of 30 to 39 years, 12 respondents who were between the age bracket of 40 to 49 years, and 4 respondents who were between the ages of 50 to 59 years; that added up to 18. The respondents who answered: "Employees do not benefit/No feedback on performance outcome or supervisors are lazy to write

motivations'', was 1 respondent between the ages of 30 to 39 years, 8 respondents were within the age bracket of 40 to 49 years, followed by 10 respondents who were between the ages of 50 to 59 years; and 2 respondents were within the age group of 60 years and above; that added up to 15. The respondents who answered: "No pay progression/Lack of funds'', was 1 respondent between the age group of 21 to 29 years, 6 respondents were within the age bracket of 30 to 39 years, 10 respondents were within the age bracket of 40 to 49 years, 6 respondents were between the ages of 50 to 59 years; and 3 respondents were within the age category of 60 years and above; that accounted for 26 respondents.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.918 ^a	20	.593
Likelihood Ratio	19.933	20	.462
Linear-by-Linear Association	1.536	1	.215
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=17.918$; $df= 20$; $p= .593$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.8.1 (c) Employees who were dissatisfied with the implementation of EPMDS versus Job Titles and Salary Levels

The respondents were cross- tabulated with Job Titles and Salary Levels based on the dissatisfaction with the implementation of EPMDS, the respondents who answered: "Lack of commitment from employees on maximum notches/System is useless'', were 3 respondents on Salary Level 8 (Chief Personnel Officers), 1 respondent on Salary Level 7 (Principal Personnel Officer), 6 respondents on Salary Level 5-6 (Senior Personnel Officers); and 6 respondent's on

Salary Levels 1-4; that accounted for 16 respondents. The respondents who answered; “No career development”, had 4 respondents who were on Salary Level 8 (Chief Personnel Officers), 4 respondents were on Salary Levels 7 (Principal Personnel Officers), followed by 1 respondent on Salary Level 5-6, and 1 respondent on Salary Level 1-4 (General Assistant) ; that added up to 10. The respondents who answered: “Inequality within the system and lack of training”, were 5 respondents on Salary Level 7 (Principal Personnel Officers), 7 respondents were on Salary Levels 5-6 (Senior Personnel Officers), and 6 respondents on Salary Levels 1 to 4 (General Assistants; that added up to 18. The respondents who answered: “Employees do not benefit /No feedback on performance outcome or Supervisors are lazy to write motivations”, had 6 respondents who were on Salary Level 8 (Chief Personnel Officers), 7 respondents who were on Salary Level 7 (Principal Personnel Officers), 7 respondents who were on Salary Level 5-6 (Senior Personnel Officers, and 6 respondents were on Salary Levels 1-4 (General Assistants); that added up to 26.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	36.654 ^a	15	.001
Likelihood Ratio	43.931	15	.000
Linear-by-Linear Association	.349	1	.554
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=31.585$; $df= 15$; $p= .001$); this shows that the relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.8.1 (d) Employee's that were dissatisfied with the implementation of EPMDS versus length of service.

The respondents who were not satisfied with the implementation of EPMDS as an appraisal system were cross- tabulated according to length of service. The study revealed that within the length of service of 3 to 7 years, the responses were as follows: (4%) of the respondents answered: "Inequality within system and lack of training", (2%) answered "No pay progression, Lack of funds", within length of service of 8 to 12 years, (1%) indicated that: "There is a lack of commitment from employees who are on maximum notches, the system is useless", (4%) echoed that "There is a lack of inequality within the system and lack of training" , (3%) said, "Employees do not benefit/ No feedback on performance outcome or Supervisors are lazy to write motivations" and (2%) answered: " No pay progression". Within length of service of 13 to 17 years, (4%) of respondents revealed that "There is lack of commitment from employees on maximum notches, the system is useless", (1%) said "Inequality within system and there is a lack of training", (1%) said; "No pay progression". The respondents for the length of service of 18 to 22 years at (1%) revealed that "There is a lack of commitment from employees on maximum notches and the system is useless", a further (3%) indicated; "No career development", followed by (3%) who echoed, "There is inequality within system and lack of training", followed by (2%) who said; "Employees do not benefit/No feedback on performance outcome and supervisors are lazy to write motivations. Within the length of service of 23 to 27 years of service, (5%) of respondents indicated that; "There is a lack of commitment from employees on maximum notches and the system is useless", (1%) said "No career development", 4% answered, "Inequality with system and lack of training", followed by (3%) who said; "Employees do not benefit, No feedback on performance outcome and supervisors are lazy to write motivations" and (1%) mentioned "No pay progression and lack of funds". Within the length of service of 28 years and above, (2%) of respondents revealed that, "There is lack of commitment from employees on maximum notches and the system is useless", (5%) indicated, "No career development", followed by (2%) who said "Inequality within the system", and (7%) mentioned that "employees do not benefit/No feedback on performance outcome and supervisors are lazy to write motivations", and 13% shared the same views of dissatisfaction, that "There is no pay progression and lack of funds". (*16.3 %*) of the respondents were not required to respond to the question, (If No, please state reasons) as they had responded

“Yes” to the prerequisite question on satisfaction of the implementation of EPMDs as an appraisal system.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	50.872 ^a	25	.002
Likelihood Ratio	55.636	25	.000
Linear-by-Linear Association	7.497	1	.006
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=50.872$; $df= 25$; $p= .002$); this shows that relationship between these two variables is significant, therefore we reject the null hypothesis.

Table: 4.1.9 the respondent's responses on the challenges that are associated with the implementation of EPMDS as an appraisal system.

		Percent	Valid Percent	Cumulative Percent
Valid	The system is useless and no career development	22.4	22.4	22.4
	The system deprives old employees/ no contribution from the system	16.3	16.3	38.8
	Lack of trust and commitment/ limitations of scores	16.3	16.3	55.1
	No co-operation during assessment / lack of training	37.8	37.8	92.9
	No challenges	7.1	7.1	100.0
	Total	100.0	100.0	

Table 4.1.8 indicates the responses on the challenges associated with the implementation of the iLembe District, DoE. The respondents were asked to explain the challenges associated with the implementation of EPMDS. The research findings of the study revealed that employees of the iLembe District, DoE were not satisfied with the implementation of Employee Performance Management and Development System. When the researcher examined the responses according to the respondents the results showed that the system was not contributing to employee's performance and efficiency. This was attested to by the responses; the respondents at (22.4%) answered, "The system is useless/No career development" and (16.3%) of the respondents answered, "The system deprives old employees/No contribution from the system" and a further (16.3%) of the respondents answered "Lack of trust and commitment/Limitations of scores". A large number of respondents (37.8%), answered, "No co-operation during assessment/Lack of training; and only (7.1%) of respondents answered, "No challenges". The researcher was able to

associate that there were numerous challenges in the iLembe District; Department of Education which were related to the implementation of EPMDS as an appraisal system. One of the research study aims and objectives was to investigate what challenges were associated with the implementation of EPMDS in the iLembe District, Department of Education.

When observing the respondent's feedback, (22.4%) of respondents mentioned that "The system is useless and no career development", a further (16.3%) of respondents echoed, "The system deprives old employees and no contribution from the system". This was a combination of (38%) according to the respondent's negative responses on the implementation of EPMDS as an appraisal system. The literature clearly states that Employee Performance Management and Development System's purpose is for the assessment of Public Service employees on Salary levels 1-12. Furthermore, the system acts to reward employees with satisfactory performance known, as pay progression. Pay progression is only applicable to employees who are **NOT** on maximum notches (DPSA, 2007:26). The researcher was able to establish that consequently, old employees were deprived by the system as it only caters for employees **NOT** on maximum notches. Thus, the system excludes employees on maximum notches; as a result the respondents consider the system as useless and ineffective.

A further of (38%) and (16%) which is a total of (53%) highlighted that "There is no co-operation during assessment and lack of training; Lack of trust and commitment and Limitation of scores". In Chapter 2, the literature reveals that performance can be challenging to an organisation's leadership. This may be as the result when the organisation has to find a balance between what works better for the organisation and provide guidance to employees (Arringdale, 2015). There is emphasis in literature that employee development plays a crucial role in motivating and encouraging employees to acquire new knowledge, skills and competencies by providing learning and training opportunities (Business Dictionary, 2017).

Table 4.1.9 (a) Respondent's responses on Challenges associated with the implementation of EPMDS as an appraisal system versus gender.

The respondents were cross-tabulated with gender based on the question: What are the challenges associated with the implementation of EPMDS as an appraisal system? The research findings indicate that the respondents who answered "The system is useless and no career development", were 9 males and 13 females; that accounted for 22 respondents. The respondents who answered, "System deprives old employees/ no contribution to the system" were 3 males and 13 females; that added to 16. The respondents who answered, "Lack of trust and commitment/Limitation of scores" were 7 males and 9 males; that added up to 16. The respondents who answered, "No co-operation during assessment and lack of training", were 14 males and 23 females; that accounted for 37 respondents. The respondents who answered, "No challenges" were 5 males and 2 females; that accounted for 7 respondents. The total number of the respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.069 ^a	4	.194
Likelihood Ratio	6.279	4	.179
Linear-by-Linear Association	1.044	1	.307
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=6.069$; $df= 4$; $p= .194$); this shows that relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.9 (b) Respondent's responses on challenges that are associated with the implementation of EPMDS as an appraisal system versus age.

The respondents were cross tabulated with age based on the question: what are the challenges associated with the implementation of EPMDS? The respondents who answered, "The system is useless and no career development" were 4 respondents between the ages of 30 to 39 years, 9 respondents were within the age bracket of 40 to 49 years, followed 6 respondents who were within the age group of 50 to 59 years, and 3 respondents who were between 60 years and above; that accounted for 22 respondents. The respondents who answered, "The system deprives old employees/No contribution from the system", were 5 respondents within the age category of 30 to 39 years, 7 respondents were between the ages of 40 to 49 years, 2 respondents were within the age bracket of 50 to 59 years, and 2 respondents were within the age category of 60 years and above; that added up to 16. The respondents who answered, "Lack of trust and commitment/ Limitations of score", was 1 respondent who was between the ages of 21 to 29 years, 12 respondents who were within the age bracket of 40 to 49 years, and 3 respondents who were within the age category of 50 to 59 years. Further respondents who answered, "No co-operation during assessment/Lack of training" were 2 respondents within the age group of 21 to 29 years, 5 respondents were within the age category of 30 to 39 years, 21 respondents between the ages of 40 to 49 years, 8 respondents within the age bracket of 50 to 59 years; and 1 respondent was between ages of 60 years and above; that accounted to 27. The respondents who answered, "no challenges" was 1 respondent between ages of 30 to 39 years; 3 respondents were within age bracket of 40 to 49 years; followed by 2 respondents who were between age group of 50 to 59 years; and 1 respondent who was between the ages 60 and above; that accounted for 7 respondents.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.211 ^a	16	.438
Likelihood Ratio	20.093	16	.216
Linear-by-Linear Association	.592	1	.442
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=16.211$; $df= 16$; $p= .438$); this shows that relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.9(c) Respondent's responses on challenges that are associated with the implementation of EPMDS as an appraisal system versus Length of Service.

The respondents were cross-tabulated with length of service based on the question: what are the challenges associated with implementation of EPMDS? The respondents who answered, "The system is useless and no career development" were 4 respondents who have been employed for 8 to 12 years, 1 respondent was employed for 13 to 17 years, followed by 5 respondents who were in service for 18 to 22 years, 3 respondents were employed for 23 to 27 years, and 9 respondents were in service for 28 years above; that added up to 22. The respondents who answered, "the system deprives old employees/ No contribution to the system", was 1 respondent who was for employed 3 to 7 years, 4 respondents were employed for 8 to 12 years, 3 respondents were in service for 18 to 22 years, 2 respondents were employed for 23 to 27 years and 6 respondents were in service for 28 years and above; that accounted for 16 respondents. The respondents who answered, "lack of trust and commitment/Limitations of scores", were 4 respondents who were in service for 3 to 7 years, 1 respondent who was within service for 8 to 12 years, followed by 2 respondents who were employed for 13 to 17 years, 3 respondents were in employment for 18 to 22 years, 2 respondents were in service for 23 to 27 years and 4 respondents have been employed for 28 years and above; that added up to 16. The respondents who answered, "No co-operation during assessment/Lack of training", were 2 respondents who were employed for 3 to 7 years, 4 respondents who were in service for 8 to 12 years, 6 respondents who have been in service for 13 to 17 years, 8 respondents who were in employment for 18 to 22 years, followed by 6 respondents who have been employed for 23 to 27 years, and 11 respondents who were in service for 28 years and above; that added up to 37. The respondents who answered, "No challenges", was 1 respondent who has been employed for 3 to 7 years, 3 respondents who were in service for 8 to 12 years, 1 respondent who was in service for 13 to 17 years, followed by 1 respondent who has been

employed for 18 to 22 years, and 1 respondent was in service for 23 to 27 years; that accounted for 7 respondents.

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.164 ^a	20	.388
Likelihood Ratio	23.992	20	.243
Linear-by-Linear Association	2.716	1	.099
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=21.164$; $df= 20$; $p= .388$); this shows that relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.9 (d) Respondent’s responses on challenges that are associated with the implementation of EPMDS as an appraisal system versus Job Titles and Salary Levels.

The respondents were cross-tabulated with Job Title and Salary Levels based on the question: “What are the challenges associated with the implementation of EPMDS?”. The respondents who answered: “The system is useless and no career development”, were 4 respondents on Salary Level 8 (Chief Personnel Officers), 5 respondents were on Salary Level 7 (Principal Personnel Officers), 5 respondents were on Salary Level 5-6, and 8 respondents were on Salary Level 1-4 (General Assistants); that accounted for 22 respondents. The respondents who answered: “The system deprives old employees/ no contribution from the system”, were 2 respondents on Salary Level 8 (Chief Personnel Officers), 6 respondents were on Salary Level 7 (Principal Personnel Officers), 5 respondents were on Salary Level 5-6 (Senior Personnel Officers, and 3 respondents were on Salary Level 1-4; that accounted for 19 respondents. The respondents who answered, “Lack of commitment/ Limitations of scores”, were 3 respondents on Salary Level 8 (Chief Personnel

Officers),; 3 respondents on Salary Level7 (Principal Personnel Officers), 4 respondents were on Salary Level 5-6 (Senior Personnel Officers), and 6 respondents were on Salary Level 1-4 (General Assistants); that accounted for 16 respondents. The respondents who answered: “No co-operation during assessment/ Lack of training”, were 13 respondents on Salary Level 8 (Chief Personnel Officers), 9 respondents were on Salary Level 7 (Principal Personnel Officers), followed by 8 respondents who were on Salary Level 5-6 (Senior Personnel Officers), and 7 respondents were on Salary Level 1-4 (General Assistants); that added up to 37. The respondents who answered: “No challenges”, was 1 respondent on Salary Level 7 (Principal Personnel Officers) , 3 respondents were on Salary Level 5-6 (Senior Personnel Officers), and 3 respondents were on Salary Levels 1-4 (General Assistants); that accounted for 7 respondents. The total number of respondents was 98.

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.413 ^a	12	.494
Likelihood Ratio	12.501	12	.406
Linear-by-Linear Association	.549	1	.459
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=11.413$; $df= 12$; $p= .494$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table: 4.1.10 These were the respondent’s responses according to their opinions on whether there was any transparency in the implementation of EPMDS.

		Percent	Valid Percent	Cumulative Percent
Valid	Yes	13.3	13.3	13.3
	No	85	86.7	100.0
	Total	100.0	100.0	

Table 4.1.10 shows that the respondents were asked to indicate if there is any transparency in the implementation of EPMDS. The respondents were asked to indicate, “Yes or No”. If the answer is “Yes”, the respondents were not expected to explain their responses, as a result “Yes” was an indication of satisfaction. The respondents who answered: “No”; were expected to provide further explanation in their responses. The research findings indicated that (13%) of the respondents answered, “Yes”, meaning there is transparency in the implementation of EPMDS. The majority of the respondents (85%) responded “No”, that there was no transparency in the implementation of EPMDS.

Table 4.1.10 (a) Respondent’s responses on the opinions on whether there was any transparency in the implementation of EPMDS versus Gender.

The respondents were cross-tabulated with regard to gender based on the question: “Is there transparency in the implementation of EPMDS?”, “Yes or No” answer being required. The respondents, who answered: “Yes”, were 8 females and 5 males; that added up to 13. The respondents, who answered: “No”, were 30 males and 55 females; that added up to 85. The total sample of respondents was 98.

Chi-Square Tests					
	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.271 ^a	1	.071		
Continuity Correction ^b	2.259	1	.133		
Likelihood Ratio	3.180	1	.075		
Fisher's Exact Test				.124	.068
Linear-by-Linear Association	3.238	1	.072		
N of Valid Cases	98				

b. Computed only for a 2x2 table

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=3.271$; $df= 1$; $p= .071$); this shows that relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.10 (b) Respondent's responses on the opinions on whether there was any transparency in the implementation of EPMDS versus Age.

The respondents were cross-tabulated with age based on the question with a "Yes or No" answer being required. The respondents who answered, "Yes", were 2 respondents within the age bracket of 21 to 29, 4 respondents between the ages 30 to 39; 4 respondents were within age category of 40 to 49 years, and 3 respondents fell within the age bracket of 50 to 59 years; that amounted to 13. The respondents who answered, "No" had 1 respondent who fell within the age group of 20 to 29 years, followed by 14 respondents who were between the ages of 30 to 39 years, 52 respondents were within age bracket of 40 to 49 years and 18 respondents were within age category of 60 years and above; that accounted for 85 respondents.

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.270 ^a	4	.015
Likelihood Ratio	10.069	4	.039
Linear-by-Linear Association	5.466	1	.019
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=12.270$; $df= 4$; $p= .015$), this shows that relationship between these two variables is significant therefore we reject the null hypothesis.

Table 4.1.10 (c) Respondent’s responses on the opinions on whether there was any transparency in the implementation of EPMDS versus Length of Service.

The respondents were cross-tabulated with length of service based on the responses, “Yes or No”. The respondents who answered “Yes”, were 3 respondents employed for 3 to 7 years, 3 respondents were employed for 8 to 12 years, 4 respondents were in service for 13 to 17 years, 1 respondent was employed for 23 to 27 years, and 2 respondents were employed for 28 years and above; that added up to 13. The respondents answered, “No”, had 5 respondents who were employed for 3 to 7 years, 13 respondents who were employed for 8 to 12 years, 6 respondents who were employed for 13 to 17 years, 20 respondents who were employed for 18 to 22 years, 13 respondents who were employed for 23 to 27 years, and 28 respondents who were employed for 28 years and above; that accounted for 85 respondents.

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.342 ^a	3	.227
Likelihood Ratio	4.484	3	.214
Linear-by-Linear Association	.146	1	.702
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=4.342$; $df= 3$; $p= .227$); this shows that relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.10 (d) Respondent's responses on opinions on whether there was any transparency in the implementation of EPMDS Versus Job Titles and Salary levels.

The respondents were cross-tabulated with Job Titles and Salary Levels based on the question: "Yes or No". The respondents who answered, "Yes", were 3 respondents on Salary Level 8 (Chief Personnel Officers), 1 respondent was on Salary Level 7 (Principal Personnel Officer), 6 respondents were on Salary Level 5- 6 (Senior Personnel Officers; and 3 respondents were on Salary Levels 1-4 (General Assistants); that added up to 13. The respondents who answered: "No", were 19 respondents on Salary Level 8 (Chief Personnel Officers, 23 respondents on Salary Level 7 (Principal Personnel Officers), 19 respondents were on Salary Level 5-6, and 24 respondents were on Salary Level 1-4; that added up to 85. The total number of respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.364 ^a	5	.009
Likelihood Ratio	15.326	5	.009
Linear-by-Linear Association	6.986	1	.008
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=15.364$; $df= 5$; $p= .009$); this shows that relationship between these two variables is significant, therefore we reject the null hypothesis.

Table 4.1.10.1 The respondent's responses represent the portion of the population who believed there was no transparency in the implementation of EPMDS. *("00.0") represent the population who responded that there is transparency in the implementation of EPMDS.

		Percent	Valid Percent	Cumulative Percent
Valid 00.0	Yes	13.3	13.3	13.3
	Performance bonus do not motivate workers only a few employees benefit	23.5	23.5	36.7
	Lack of training	23.5	23.5	60.2
	No feedback after appraisal cycle	19.4	19.4	79.6
	Inconsistency/ confusion/ miscommunication and conflict between subordinate and supervisor	16.3	16.3	95.9
	Delay in payments of 1.5%.	4.1	4.1	100.0
	Total	100.0	100.0	

Table 4.1.10.1 represents the respondents who answered, "No", as an indication that there is no transparency in the implementation of EPMDS. The research findings of the study revealed that, (23%) of the respondents answered: "Performance bonus do not motivate workers only a few

benefit”, another (23.5%) of the respondents answered: “Lack of training”, (19.4%) of the respondents answered, “No feedback after appraisal cycle”, (16.3%) of the respondents answered, “Inconsistency/Confusion/Miscommunication and conflict between subordinate and supervisor”, and (4.1%) answered, “Delay in payments”. The respondents who answered, “Yes” (*13.3 %*) are indicated by (“00.0”). The researcher was able to point out that there was no transparency in the implementation of EPMDS. This was according to a combination of 85% of respondents. The researcher was able to establish that there was a lot of inconsistency in the implementation of Employee Performance Management as an appraisal system; this is according to (16%) of respondents who claimed, “Inconsistency; Miscommunication and conflict between subordinate and supervisor”, (23%) of the respondents indicated that there was a lack of training in the iLembe District, Department of Education. When looking at these statements; EPMDS as an appraisal tool is not contributing to employee’s performance of what it is intended for; that is, improving employees performance and contribution to efficiency. However, this may have a negative impact on employees performance. In chapter 2, the literature reveals that training is a successful tool of development and should be based on relevant skills; knowledge and competencies (O’Callaghan, 2005:1). The literature further clearly states that inconsistency and shortcomings in keeping proper records of performance from managers and supervisors may send inaccurate communication to employees. Thus, literature points out that performance assessment is an emotional phase and can lead to unpleasant situation as a result of differing opinions. Hence, employees may have a perception of themselves as top performer, whereas the supervisor perceives them as an average performer (Paile, 2012).

The research findings of the study indicated that there was no performance communication from the supervisors to their subordinates after the performance assessment. This was established according to (19%) of the respondents who replied that “No feedback after performance appraisal cycle” was provided. The literature indicates that, it is the duty of managers and supervisors to discuss employee’s progress in order to enforce organisations culture and values. Hence; performance feedback encourages employees to revisit performance shortcoming (Busser, 2012:1).

Table 4.1.10.1(a) respondent's responses who believed there was no transparency in the implementation of EPMDS versus Gender.

The respondents were cross-tabulated according to gender based on question: "Is there any transparency in the implementation of EPMDS?" The respondents who answered: "Performance bonus do not motivate workers only a few benefit", were 4 males and 19 females; that accounted for 23 respondents. The respondents who answered, "Lack of training", were 6 males and 17 females; that accounted for 23 respondents. Further respondents who answered, "No feedback after appraisal cycle", were 7 males and 12 females; that added up to 19. The respondents who answered, "Inconsistency/Confusion/Miscommunication and conflict between subordinate and supervisor", were 7 males and 9 females; that accounted for 16 respondents; and the respondents who answered, "Delay in performance payments", was 1 male and 3 females; that added up to 4.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.915 ^a	5	.426
Likelihood Ratio	4.924	5	.425
Linear-by-Linear Association	.897	1	.343
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=4.915$; $df= 5$; $p= .426$); this shows that relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.10.1 (b) Respondent’s responses who believed there was no transparency in the implementation of EPMDS versus Age.

When the respondents were cross-tabulated with age based on the question: “Is there any transparency in the implementation of EPMDS?” The research study revealed that the respondents who answered, “Performance bonus do not motivate workers”, were 2 respondents between the ages of 30 to 39 years, 14 respondents were with the age group of 40 to 49 years, 5 respondents who were within the age group of 50 to 59 years, and 2 respondents who were within the age bracket of 60 years and above; that adds up to 23. The respondents who answered, “Lack of training”, were 2 respondents within the age group of 21 to 29 years, 12 respondents who fell between the ages of 40 to 49 years, followed by 5 respondents who were between the ages of 50 to 59 years, and 4 respondents were within the age bracket of 60 years and above; that accounted for 23 respondents. Further respondents who answered: “No feedback after performance appraisal”, was 1 male within the age bracket of 21 to 29 years, 4 respondents were between the ages of 30 to 39 years, followed by 9 respondents who were within the age group of 40 to 49 years, 4 respondents who fell between the ages of 50 to 59 years, and 1 respondent was between the ages of 60 years and above; that accounted for 19 respondents. The respondents who answered; “Inconsistency/Confusion/Miscommunication and conflict between subordinate and supervisor”, were 3 respondents within the age bracket of 30 to 39 years, 10 respondents were between the ages of 40 to 49 years, and 3 respondents were within the age group of 50 to 59 years that added up to 16 respondents. The respondents who answered: “Delay in payments”, were 3 respondents between the ages of 40 to 49 years, and 1 respondent within the age bracket of 60 years and above; that accounted for 4 respondents. The total sample of the respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.501 ^a	20	.368
Likelihood Ratio	22.153	20	.332
Linear-by-Linear Association	.109	1	.741
N of Valid Cases	98		

The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=21.501$; $df= 20$; $p= .368$); this shows that the relationship between these two variables is not significant, therefore we accept the null hypothesis.

Table 4.1.10.1 (c) respondent's responses who believed there was no transparency in the implementation of EPMDS versus Job Titles and Salary Levels.

The respondents were cross-tabulated with Job Title and Salary Levels based on the question: "Is there any transparency in the implementation of EPMDS?" The respondents who answered, "Performance bonus do not motivate workers only a few benefit", were 8 respondents on Salary Level 8 (Chief Personnel Officers), 6 respondents were on Salary Level 7 (Principal Personnel Officers), followed by 5 respondents who were on Salary Level 5-6, and 3 respondents were on Salary Levels 1-to 4; that accounted for 23 respondents. Respondents who answered, "Lack of training", were 2 respondents on Salary Level 8 (Chief Personnel Officers), 5 respondents on Salary Level 7 (Principal Personnel Officers), 4 respondents on Salary Level 5-6 (Senior Personnel Officers), and 12 respondents who were on Salary Levels 1-4 (General Assistants); that added up to 23. The respondents who answered, "No feedback after appraisal cycle", were 2 respondents on Salary Level 8 (Chief Personnel Officers), 7 respondents on Salary Level 7 (Principal Personnel Officers), followed by 8 respondents who were on Salary Level 5-6; and 3 respondents who were on Salary Levels 1-4 (General Assistants); that added up to 20. The respondents who answered, "Inconsistency/ Confusion/ Miscommunication and conflict between subordinate and

supervisors”, were 6 respondents on Salary Level 8 (Chief Personnel Officers), followed by 4 respondents who were on Salary Level 7 (Principal Personnel Officers), 2 respondents who were on Salary Levels 5-6 (Senior Personnel Officers); and 5 respondents were on Salary Levels 1-4 (General Assistants); that accounted for 17 respondents. A further number of respondents answered, “Delay in payments”, were 2 respondents on Salary Level 8 (Chief Personnel Officers), and 2 respondents were on Salary Levels 1-4 (General Assistants); that added up to 4. The total number of respondents was 98.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.834 ^a	15	.052
Likelihood Ratio	26.296	15	.035
Linear-by-Linear Association	.515	1	.473
N of Valid Cases	98		

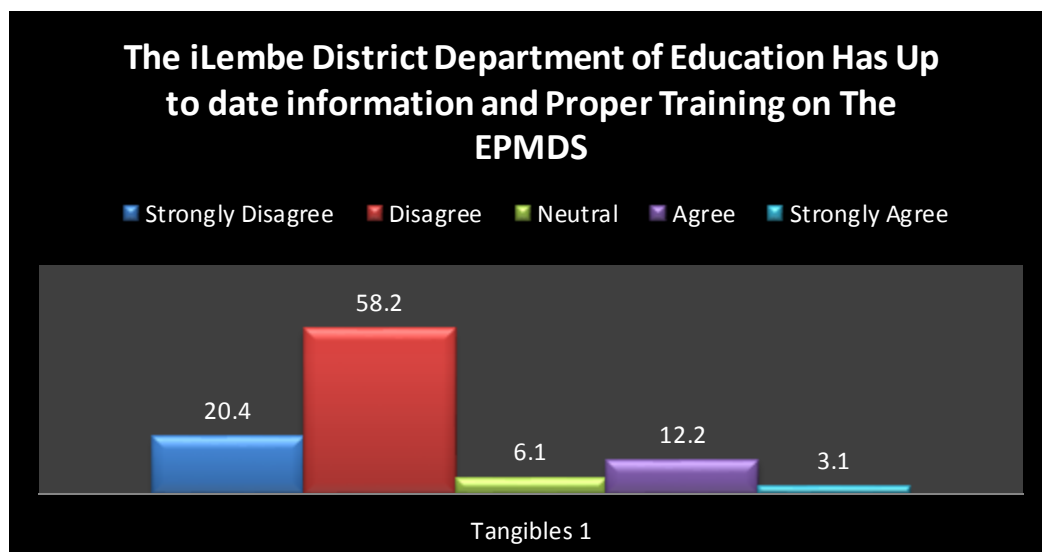
The relationship between the two variables Cross tabulated was tested using a Chi Square test which had the following results ($X^2=24.834$; $df= 15$; $p= .052$); this shows that relationship between these two variables is significant, therefore we reject the null hypothesis.

SECTION: C1

4.1.11 Employee's perception's on the implementation of EPMDS as an appraisal system.

The tangibility dimension in this section of the study focuses on the iLembe District, DoE implementation resources or equipment on EPMDS, relevant knowledge and expertise on EPMDS and the iLembe District, DoE operational plan. The factor “Tangibles” focuses on perceptions which are based on the job knowledge, services and the Department’s operational plan. The reliability dimension- perception focuses on the iLembe District personnel capacitation on EPMDS, the performance services of the personnel; and EPMDS related problems. The Responsiveness dimension is based on the response of the iLembe District DoE personnel when attending to employees problems, the Assurance dimension focuses on how the iLembe District, DoE personnel offered their services; based on politeness, job knowledge and interaction with employees, and the Empathy dimension focuses on how sensitive the iLembe District DoE personnel are in providing performance services to the iLembe District, DoE employees.

Figure 4.1.11 (a) Tangible Dimension 1 vs perception: Respondent's responses based on employee information and proper training on EPMDS.



As depicted in Figure 4.1.11 (a) the respondents were asked to indicate if the iLembe District has up to date information and proper training on EPMDS. The aim was to test employee's perceptions

on the iLembe District information and training on the EPMDS. The research results indicate the (58.2%) of the respondents disagreed that the iLembe District, Department of Education has up to date information and proper training on the EPMDS. A total of (20.4%) strongly disagree, followed by (6.1%) of respondents who remained neutral, (12.2%) agreed and (3.1%) strongly agreed. The research findings clearly states that the iLembe District, DoE has no up to date information and this was an indication of poor training. This was attested to by (58.2%) of respondents who disagreed. The research findings indicate that there was a lack of training in the iLembe District, Department of Education.

When cross-tabulating the respondents with gender, based on the tangible dimension 1 vs perception question, “Does the iLembe District has up to date information and proper training on EPMDS?” The study revealed that 10 males strongly disagreed, 19 disagree; 3 remained neutral, 7 agreed, and 1 respondent strongly agreed; that accounted for 38 respondents. A further total of 10 females strongly disagreed, 38 disagreed, while 3 remained neutral, 7 agreed, and 2 strongly agreed; that added up to 60 respondents.

The respondents were cross-tabulated with age based on the tangible the dimension 1 vs perception question: “Does the iLembe District has up to date information and proper training on EPMDS?” The research findings indicated that the respondents who answered, Disagree was 1 respondent within the age group of 21 to 29 years; followed by 1 respondent who answered Agree, and 1 respondent answered Strongly Agree; that accounted for 3 respondents. Within the age bracket of 30 to 39 years, 2 respondents answered, Strongly Disagree; followed 8 respondents who disagreed; 1 remained Neutral; and 4 Agreed; that added up to 15. Within the age group of 40 to 49 years, 9 Strongly Disagreed, 36 respondents Disagreed, 4 remained Neutral, 2 Agreed; and 1 Strongly agree, that accounted for 52 respondents. Within the age category of 50 to 59 years, 7 respondents answered Strongly Disagree, and within the age category of 60 years and above, 2 respondents answered, Strongly Disagree, 2 respondents answered, Disagree, 1 respondent remained neutral, and 2 respondents Agreed; that added up to 7 respondents.

The respondents were cross-tabulated with Job tile and Salary Levels based on the tangible 1 vs perception question: Does the iLembe District has up to date information and proper training on EPMDS?” The respondents who answered, Strongly Disagree were 2 respondents on Salary Level 8 (Chief Personnel Officers), followed by 14 respondents who disagreed, 5 agreed, and 1

respondent who strongly agreed, that accounted for 22 respondents. Further respondents who were on Salary Level 7 (Principal Personnel Officers), had 4 respondents who answered, Strongly Disagree, 16 Disagree; 1 remained neutral; and 3 respondents agreed; that added up to 24. The respondents on Salary Level 5-6 (Personnel Officers), had 5 respondents who answered Strongly Disagree, 13 disagreed, 1 remained neutral, 2 Agreed; and 4 Strongly Agreed; that accounted for 25 respondents. The respondents who were on Salary Levels 1-4 (General Assistants), 8 answered, Strongly Disagree, 14 Disagree; 5 remained neutral; that added up to 27.

The respondents were cross-tabulated with Length of Service based on tangible dimension 1 vs perception question: Does the iLembe District has up to date information and proper training on EPMDS?" The respondents who had a length of service of 3 to 7 years had 4 respondents who disagreed, 1 remained neutral, 2 agreed, and 1 strongly disagreed; that added up to 8 respondents. Within the length of service of 8 to 12 years, 2 respondents answered, Strongly Disagree, 8 disagreed, 4 remained neutral and 2 agreed; that accounted for 16 respondents. Within the Length of Service of 13 to 17 years, 1 respondent strongly disagreed, and 3 remained neutral, that accounted for 4 respondents. Within the Length of Service of 18 to 22 years, 5 respondents Strongly Disagreed, followed by 14 respondents who disagreed, and 1 respondent who strongly agreed; that added up to 20. Within the length of service of 23 to 27 years, 3 respondents answered, Strongly Disagree, 9 disagreed; 1 respondent remained neutral, and 1 agreed; that accounted for 14 respondents. Within the length of service of 28 years and above, 9 respondents answered, Strongly Agree, 16 of the respondents disagreed, 4 disagreed, 4 agreed, and 1 strongly disagreed; that accounted for 30 respondents.

Figure 4.1.11 (b) Tangible Dimension 2 vs perception: Respondent's responses on adequate resources in the implementation of EPMDS.

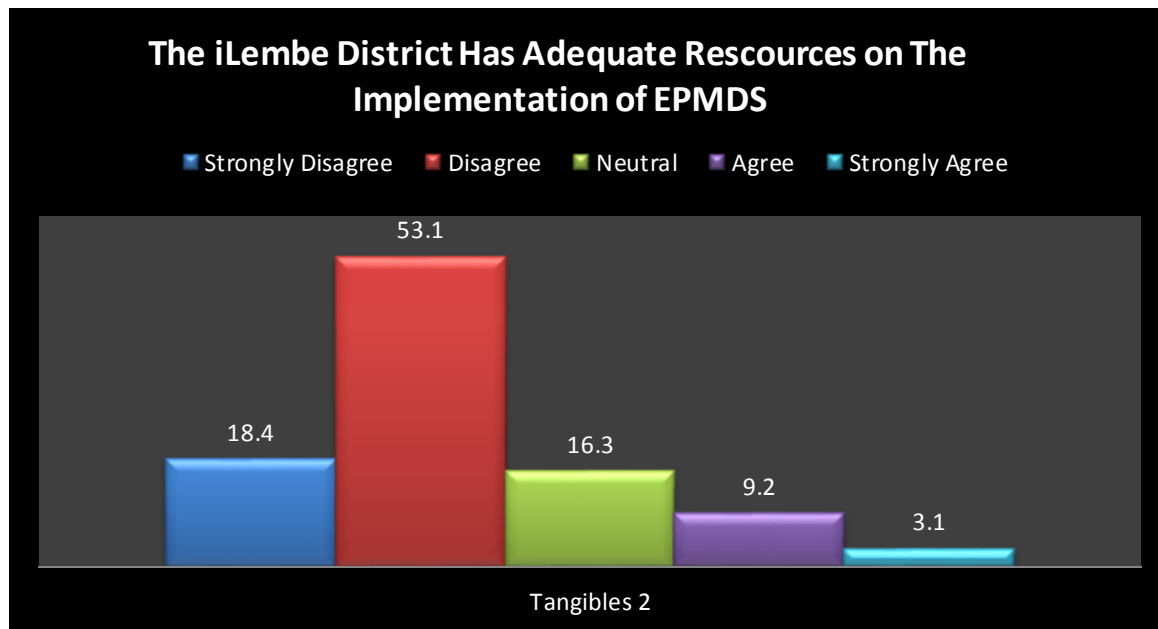


Figure 4.1.11 (b) depicts the results of the respondents being asked to indicate if the iLembe District, DoE adequate resources on the implementation of EPMDS. The aim of the researcher was to examine if the iLembe District DoE; has adequate resources in implementing EPMDS as an appraisal system. A total number of (53.1%) respondents disagreed that the iLembe District DoE, has adequate resources in the implementation of EPMDS, followed by (18.1%) who strongly disagree, (16.3%) of the respondents remained neutral; whereas (9.2%) agreed; only (3.1%) who strongly agreed. The research findings revealed that there were no adequate resources in the iLembe District DoE, for the implementation of EPMDS; this was affirmed by (53.1%) of respondents who disagreed. The researcher was able to identify that lack of adequate resources may hinder performance and efficiency in the iLembe District, DoE. The literature reveals that lack and limited resources is an obstacle in implementing performance management (Mintzberg, 2004).

The respondents were cross-tabulated with gender based on the question; on tangible dimension 2 vs perception; “The iLembe District, DoE has adequate resources on the implementation of EPMDS”. The research findings reveals that 8 males strongly disagree, 20 disagreed, 5 remained

neutral, 4 agreed and 1 strongly agreed; that accounted for 38 respondents. A further 60 respondents were females: 10 answered strongly disagree, 38 disagreed, 3 remained neutral, 7 agreed and 2 strongly agreed; that added up to 60.

The respondents were cross-tabulated with age based on the question tangible 2 vs perception: “The iLembe District, DoE has adequate resources in the implementation of EPMDS”. The respondents within the age bracket of 21 to 29 years, 1 answered disagree; 1 agreed and 1 strongly agreed; that accounted for 3 respondents. Within the age group of 30 to 39 years, 2 respondents strongly disagreed, 7 disagreed, 4 remained neutral and 2 agreed; that accounted for 15 respondents. The respondents within age category of 40 to 49 years, had 10 respondents who answered, strongly disagree, 29 disagreed, 10 remained neutral, 2 agreed and 1 strongly agreed; that added up to 52. The respondents within the age bracket of 50 to 59 years: 2 answered strongly disagreed, 3 disagreed, 1 neutral, 3 agreed; and 1 strongly agreed; that accounted for 10 respondents. The respondents between the ages of 60 years and above, 2 answered strongly disagree, 3 disagreed, 1 remained neutral and 1 agreed; that accounted for 7 respondents.

The respondents were cross-tabulated with Job Title and Salary Levels according to the question, tangible 2 vs perception: “The iLembe District, DoE has adequate resources in the implementation of EPMDS”. The respondents on Salary Level 8 (Chief Personnel Officers) had 5 respondents who answered strongly disagree, followed by 11 who disagreed, 5 remained neutral and 1 strongly agreed; that accounted for 22 respondents. The respondents who were on Salary Level 7 (Principal Personnel Officers) had 5 respondents who answered strongly disagree, 17 disagreed, 1 remained neutral and 1 agreed; that added up to 24. Within Salary level 5-6 (Senior Personnel Officers), 5 respondents answered strongly disagree, 11 disagreed, 3 remained neutral, 4 agreed and 2 strongly agreed; that added up to 25. The respondents who were on Salary Level 1-4 (General Assistants) had 7 respondents who answered strongly disagree, 13 disagreed and 7 remained neutral; that added up to 27.

The respondents were cross-tabulated with length of service based on the question; tangible dimension 2 vs perception: “The iLembe District, DoE has adequate resources in the implementation of EPMDS”. The respondents who were in service for 3 to 7 years: 4 answered disagree, 1 remained neutral, 2 agreed and 1 strongly agreed; that accounted for 8 respondents. The respondents who were employed 8 to 12 years: 2 answered strongly disagree, 8 disagreed, 4

remained neutral and 2 agreed; that accounted for 16 respondents. The respondents who were in employment for 13 to 17 years had 1 respondent who answered strongly disagree, 6 disagreed and 3 agreed; that added up to 10. The respondents who were employed for 18 to 22 years had 5 respondents who answered strongly disagree, 14 disagreed and 1 respondent strongly disagreed; that added up to 20. The respondents who were in service for 23 to 27 years had 3 respondents who answered strongly disagree, 9 disagreed, 1 remained neutral and 1 agreed, that accounted for 14 respondents. The respondents who were employed for 28 years and above had 9 respondents who answered strongly agree, 16 disagreed, 4 agreed and 1 strongly agreed; that added up to 30.

Figure 4.1.11c): Tangible Dimension 3 vs perception: Respondent's responses on relevant information according to key responsibility areas.

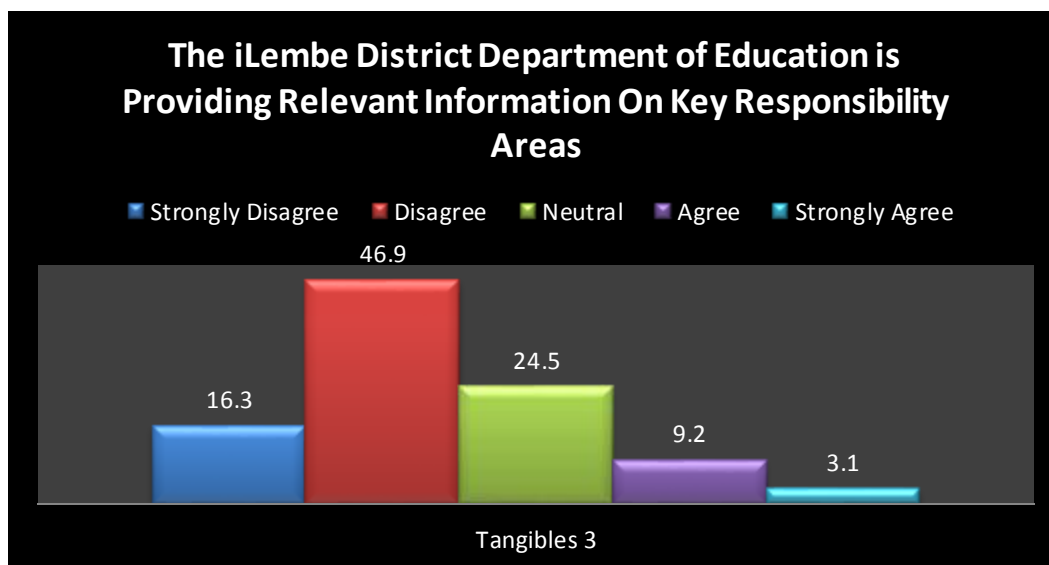


Figure 4.1.11 (c) shows the respondents who were asked to indicate if the iLembe District, DoE is providing relevant information on key responsibility areas. The aim of the research study was to examine if the iLembe District, DoE is providing relevant information to employees on key responsibility areas. A total of (46.9%) of respondents disagreed that iLembe District, DoE is providing relevant information on key responsibility areas, (16.3%) strongly disagreed, (24.5%) remained neutral, (9.2%) agreed; and (3.1%) strongly agreed. The researcher was able to identify the gap of lack of training.

The respondents were cross-tabulated with gender based on the question; tangible dimension 3 vs perception: “The iLembe District, DoE is providing relevant information on key responsibility areas”. Within the males category, 8 respondents answered strongly disagree, 18 disagree, 8 remained neutral, 3 agreed, and 1 strongly agreed; that added up to 38. Within the female category, 8 respondents answered strongly agree, 28 disagreed, 16 remained neutral, 6 agreed and 2 strongly agreed; that accounted for 60 respondents.

When the respondents were cross-tabulated with age based on the question; tangible dimension 3 vs perception: “The iLembe District, DoE is providing relevant information on KRAs”. The research findings of the study revealed that between the ages of 21 to 29 years, 1 respondent answered strongly disagree, 1 disagreed and 1 agreed; that added up to 3. Within the age bracket of 30 to 39 years, 1 respondent disagreed, 7 disagreed, 4 remained neutral and 3 agreed; that accounted for 15 respondents. Within the age category of 40 to 49 years, 8 respondents answered strongly disagree, 28 disagree, 12 remained neutral, 3 agreed and 1 strongly agreed; that accounted for 52 respondents. The respondents between the ages of 50 to 59 years had 5 respondents who answered strongly disagree, 8 disagreed, 5 remained neutral, 2 agreed; and 1 strongly agreed; that added up to 21. Within the age category of 60 years and above, 2 respondents strongly agreed, 2 disagreed, and 3 remained neutral; that accounted for 7 respondents.

The respondents were cross-tabulated with Job Title and Salary levels based on the question, tangible dimension 3 vs perception: “The iLembe District, DoE is providing relevant information on KRAs”. The research findings revealed that the respondents on Salary Level 8 (Chief Personnel Officers) had 2 respondents who strongly disagree, 8 disagreed, 8 remained neutral, 3 agreed and 1 strongly disagreed; that added up to 22. The respondents on Salary Level 7 (Principal Personnel Officers) had 6 respondents who agreed, 12 disagreed, 5 remained neutral and 1 agreed; that accounted for 24 respondents. A further response was from the respondents on Salary Level 5-6 (Senior Personnel Officers) of whom 2 respondents answered, strongly disagreed, 14 disagreed, 2 remained neutral, 5 agreed and 2 strongly agreed; that added up to 25 respondents. Within Salary Level 1-4 (General Assistants), 6 answered strongly disagree, 12 disagreed and 9 remained neutral; that added up to 27.

The respondents were cross-tabulated with Length of service based on the question: tangible dimension 3 vs perception: “The iLembe District, DoE is providing relevant information on key

responsibility areas”. The research findings revealed that the respondents who answered have been employed by the Department for 3 to 7 years had 3 respondents who disagreed, 1 remained neutral, 3 agreed and 1 strongly agreed; that accounted for 8 respondents. The respondents with length of service of 8 to 12 years answered that 1 strongly disagreed, 8 disagreed, 6 remained neutral and 1 agreed; that added up to 16. The respondents who have been in service for 13 to 17 years had 1 respondent who answered strongly disagreed, 3 disagreed, 4 remained neutral and 2 agreed; that added up to 10. The respondents who have been employed for 18 to 22 years answered that 3 strongly agreed, 12 disagreed, 3 remained neutral, 1 agreed and 1 strongly agreed; that added up to 20. The respondents who had a length of service of 23 to 27 years answered that 2 strongly disagreed, 9 disagreed, 2 remained neutral and 1 agreed; that accounted for 14 respondents. The respondents who have been employed for 28 years and above answered that 9 strongly disagreed, 11 disagreed, 8 remained neutral, 1 agreed and 1 strongly agreed; that added up to 30.

Figure 4.1.11 (d): Tangible Dimension 4 vs perception: Respondent’s responses on Department’s operational plan and key responsibility areas.

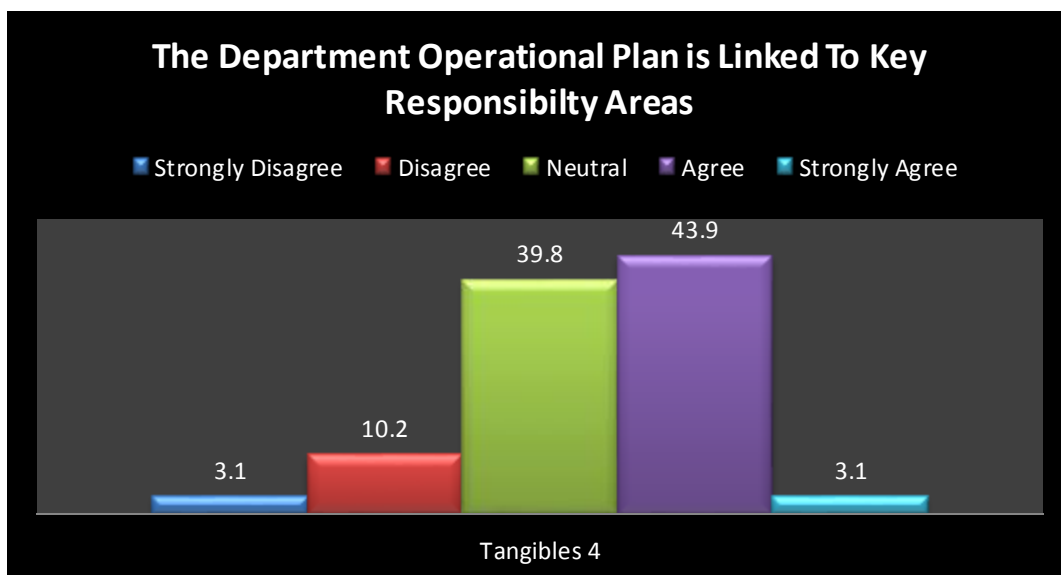


Figure 4.1.10 (d) shows the results of respondents asked to indicate if the Department’s operational plan is linked to key responsibility areas. The aim was to examine the respondent’s knowledge on whether the Department’s operational plan is linked to key responsibility areas.” The research findings indicated that (43%) of respondents agreed that the Department’s operational plan is

linked to key responsibility areas. A total of (39%) of respondents remained neutral, (10.2%) of respondents disagreed, (3.1%) disagreed and (3.1%) strongly agreed. The researcher was able to identify that the iLembe District, DoE operational plan is linked to key responsibility areas. This was according to (43.9%) of respondents who agreed that the department's operation plan is linked to key responsibility areas.

The respondents gender was cross-tabulated with the question based on, tangible dimension 4 vs perception: "The Department's operational plan is linked to key responsibility areas". The research findings indicate that the respondents who answered was 1 male who disagreed, 20 remained neutral, 16 agreed and 1 strongly agreed; that accounted for 38 respondents. Within female respondents; 3 strongly disagreed, 9 disagreed, 19 remained neutral 27 agreed; and 2 strongly agreed; that added up to 60.

The respondent's age was cross-tabulated with the question based on tangible dimension 4 vs perception: "The Department's operational plan is linked to key responsibility areas". The respondents between the ages of 21 to 29 answered as follows: 1 remained neutral, 1 strongly agreed; and 1 strongly disagreed that accounted to 3. Within the age bracket of 30 to 39 years; 1 respondent answered strongly disagree, 3 disagreed, 3 were neutral and 8 agreed; that added up to 15. Within the age bracket of 40 to 49 years; 2 respondents answered strongly disagree, 6 disagreed, 22 remained neutral, 21 agreed and 1 strongly agreed; that added up to 52. The respondents between the ages of 50 to 59 years responses were as follows: 10 remained neutral, 10 agreed and 1 strongly agreed, that added up to 21. Within the age bracket of 60 years and above; 1 respondent disagreed, 3 remained neutral; and 3 agreed; that accounted for 7 respondents.

When the respondent's Salary Levels and Job Title were cross-tabulated with the question based on tangible 4 dimension vs perception: "The department's operational plan is linked to key responsibility areas". It was revealed that respondents who answered were on Salary Level 8 (Chief Personnel Officers) of whom 5 remained neutral, 16 agreed, 1 strongly agreed and that added up to 22. Within Salary Level 7 (Principal Personnel Officers), 2 disagreed, 9 remained neutral and 13 agreed; that accounted for 24 respondents. The respondents on Salary Level 5-6 (Senior Personnel Officers), 2 respondents answered strongly disagree, 5 disagreed, 7 remained neutral, 9 agreed, 2 strongly agreed and that added up to 25. The respondents on Salary Level 1 to 4 (General

Assistants) answered as follows: 1 strongly disagreed, 3 disagreed, 18 remained neutral and 5 agreed; that added up to 27.

The respondent's length of service was cross-tabulated with the question based on tangible dimension 4 vs perception: "The Department's operational plan is linked to KRAs". It was revealed that the respondents who answered: 1 disagree, 3 neutral, 3 agree and 1 strongly agreed; were employed for 3 to 7 years. The respondents who have been in employment for 8 to 12 years had 1 respondent who answered strongly disagree, 2 disagreed, 10 remained neutral and 3 agreed; that added up to 16. The respondents who were within service for 13 to 17 years, answered as follows: 2 strongly disagreed, 4 remained neutral and 4 agreed; that accounted for 10 respondents. Within the length of service of 18 to 22 years, the respondents answered: 3 disagreed; 5 remained neutral, 11 agreed and 1 strongly agreed; that added up to 20. Within the length of service of 23 to 27 years, 1 respondent disagreed, 5 remained neutral and 8 agreed; that added up to 14. The respondents who were in service for 28 years and above, answered as follows: 3 disagreed, 12 remained neutral, 14 agreed and 1 strongly agreed; that accounted for 30 respondents.

Figure 4.1.12 (a) Reliability Dimension 1 vs perception: Respondent's responses on the iLembe District, DoE personnel capacitation on EPMDS.

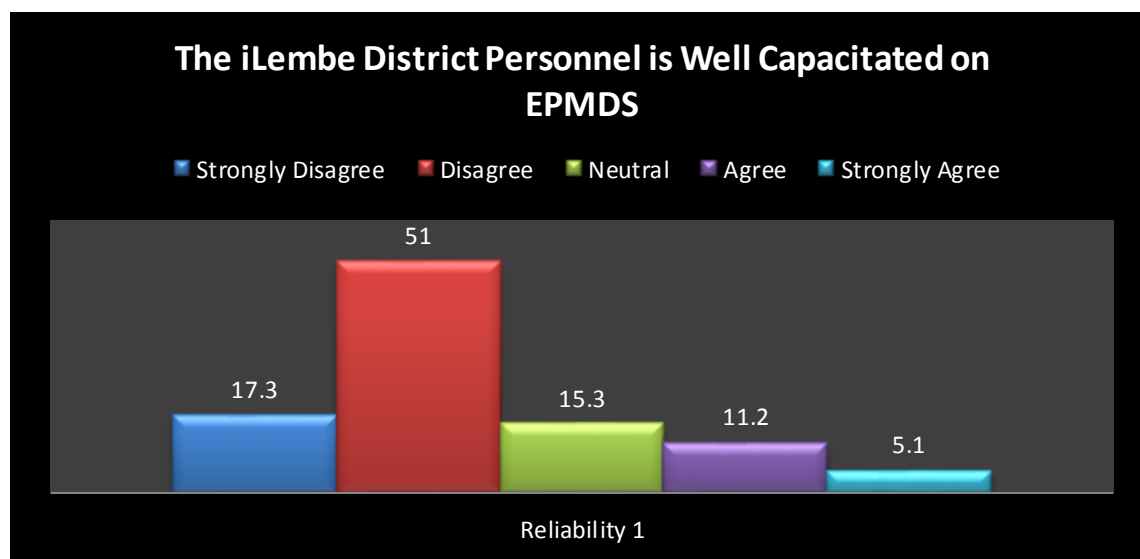


Figure 4.1.12(a) plots the graph of the respondents who were asked to indicate if the iLembe District personnel is well capacitated on EPMDS. The aim of the researcher was to examine if the iLembe District, DoE have knowledge and proper training on EPMDS. A total number of (51%) respondents disagreed that the iLembe District, DoE personnel is well capacitated on EPMDS, a further (17.3%) strongly disagree, (15.3%) remained neutral, followed by (11.2%) who agreed and (5.1%) strongly agreed. The research findings indicated that the iLembe District, DoE personnel/ staff were not well capacitated on EPMDS; this was attested to by (51%) of respondents who disagreed that the iLembe District personnel is well capacitated on EPMDS.

The respondent's gender was cross-tabulated with the question based on reliability dimension 1 vs perception: "The iLembe District, DoE personnel is well capacitated on EPMDS". The research study revealed that within the male category, 7 males answered strongly disagree, 20 disagreed, 6 remained neutral, 3 agreed and 2 strongly agreed; that added up to 38. Within female category, 10 respondents answered, strongly agreed, 30 disagreed, 9 remained neutral, 8 agreed and 3 strongly agreed; that accounted for 60 respondents.

The respondent's age was cross-tabulated with the question based on; reliability dimension 1 vs perception: "The iLembe District, DoE personnel is well capacitated on EPMDS". The respondents between the ages of 21 to 29 had responses that were as follows: 1 respondent answered strongly agree, 1 disagreed and 1 strongly agreed; that added up to 3. The respondents within the age bracket of 30 to 39 years answered, 3 disagreed, 7 agreed, 3 remained neutral and 2 agreed; that added up to 15. A further group of respondents were between the ages of 40 to 49 years and they answered as follows: 10 strongly agree 26 disagreed, 9 was neutral, 5 agreed and 2 strongly agreed; that accounted for 52 respondents. The respondents between the age category of 50 to 59 years answered as follows: 3 strongly disagreed, 11 disagreed, 2 remained neutral, 3 agreed and 2 strongly agreed; that added up to 21. The respondents within the age category of 60 years and above answered, 5 disagreed; 1 remained neutral and 1 agreed, that added up to 7.

The respondent's Length of service was cross-tabulated with the question based on reliability dimension 1 vs perception, "The iLembe District DoE personnel is well capacitated on EPMDS". It was revealed that the respondents who were employed for 3 to 7 years answered: 1 strongly agreed 3 disagreed, 1 remained neutral, 1 agreed and 1 strongly agreed; that added up to 7. The respondents who have been employed for 8 to 12 years, answered: 2 strongly disagreed, 6

disagreed, 5 remained neutral and 3 agreed; that added up to 16. Further respondents have been employed for 13 to 17 years, 2 strongly agreed, 3 disagreed, 3 remained neutral and 2 agreed; that accounted for 10 respondents; that added up to 20. The respondents who were employed for 18 to 22 years, answered: 4 strongly agreed, 14 disagreed, 1 remained neutral and 1 strongly agreed; that added up to 20. The respondents who were in service for 23 to 27 years answered: 1 strongly agreed, 8 disagreed, 3 remained neutral, 2 agreed; and that added up to 14. The respondents who have been employed for 28 years and above answered: 7 strongly agreed, 16 disagreed, 1 remained neutral, 3 agreed and 3 strongly disagree. That added up to 30.

The respondents Job Title and Salary Levels were cross-tabulated with the question based on reliability dimension 1 vs perception: “The iLembe District, DoE personnel is well capacitated on EPMDS”. It was revealed that the respondents on Salary Level 8 (Chief Personnel Officers) answered: 2 strongly agreed, 13 disagreed, 2 remained neutral, 4 agreed and 1 strongly agreed; that accounted for 22 respondents. The respondents on Salary Level 7 (Principal Personnel Officers) responses were: 5 strongly disagreed, 12 disagreed, 3 remained neutral, 2 agreed and 2 strongly agreed; that accounted for 24 respondents. Within Salary Level 5-6 (Senior Personnel Officers), 9 respondents answered: strongly disagree, 9 disagreed, 2 remained neutral, 3 agreed and 2 strongly agreed; that added up to 25. The respondents who were on Salary Level 1 to 4 (General Assistants): 1 answered strongly disagreed, 16 disagreed, 8 were neutral and 2 agreed; that accounted for 27 respondents.

Figure 4.1.12 (b) Reliability Dimension 2 vs perception: Respondent's responses on the iLembe District Personnel in resolving EPMDS related problems.

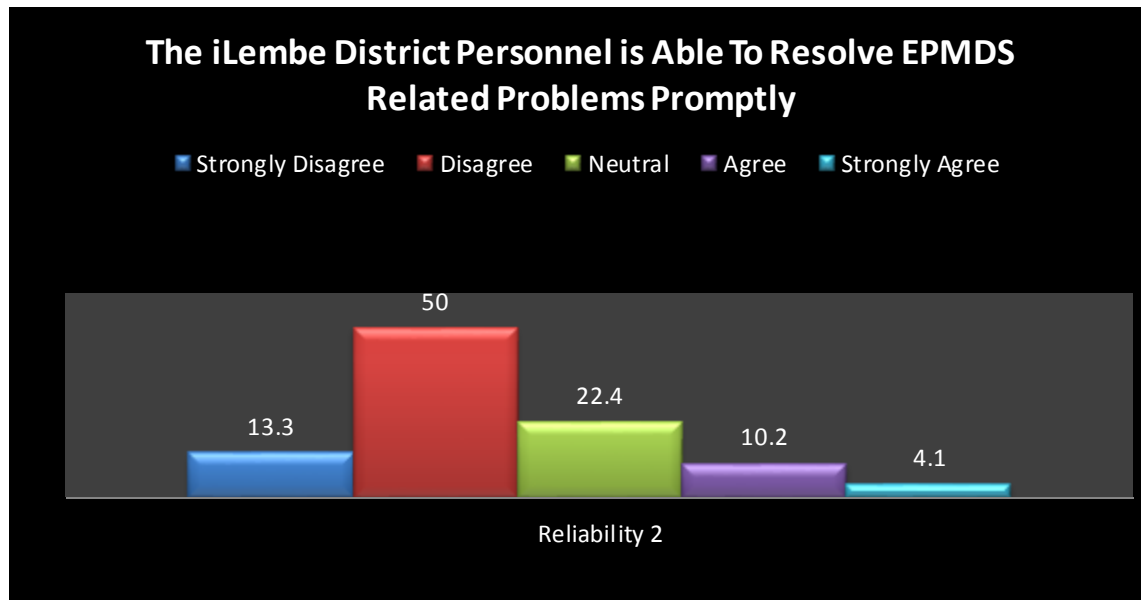


Figure 4.1.12 (b) shows the results of the graph when the respondents were asked to indicate if the iLembe District, DoE personnel is able to resolve EPMDS related- problems. The aim was to test employee's knowledge if they are able to find a solution to EPMDS related problems. The responses were as follows: (50%) of the respondents disagreed that the iLembe District personnel is able to resolve EPMDS related problems promptly, (22.4%) of the respondents remained neutral, while (13.3%) strongly disagreed, (10.2%) of the respondents agreed; and there were only (4.1%) who agreed. The research findings clearly indicate that the iLembe District, DoE personnel was not able to resolve EPMDS- related problems promptly. This was according to (50%) of respondents who disagreed that the iLembe District, DoE personnel is able to resolve EPMDS-related problems promptly.

The respondent's gender was cross-tabulated with the question based on reliability dimension 2 vs perception: "The iLembe District, DoE personnel is able to resolve EPMDS related problems promptly". The results revealed that 4 males answered: strongly disagree, 19 disagreed, 10 remained neutral, 4 agreed and 1 strongly agreed; that added up to 38. Further female respondents

answered as follows that 9 strongly agreed, 30 disagreed, 12 remained neutral, 6 agreed and 3 strongly agreed; that added up to 60.

The respondent's age was cross-tabulated with the question based on the Reliability dimension 2 vs perception: "The iLembe District, DoE personnel is able to resolve EPMDS related problems promptly". It was revealed that the respondents between ages of 21 to 29 years; answered as follows; 2 disagreed and 1 agreed; that added to 3. Within the age bracket of 30 to 39 years, 3 respondents disagreed, 7 disagreed, 4 remained neutral and 1 strongly agreed; that accounted for 15 respondents. The respondents within the age group of 40 to 49 years answered as follows: 7 strongly disagreed, 26 disagreed, 4 remained neutral, 3 agreed and 2 strongly agreed; that added up to 52. The respondents between the ages of 50 to 59 years answered: 3 strongly disagreed, 9 disagreed, 4 remained neutral, 3 agreed and 2 strongly agreed; that added up to 21. Within the age bracket of 60 years and above 5 respondents answered disagreed, followed by 2 respondents who remained neutral and that accounted for 7 respondents.

When the respondent's length of service was cross-tabulated with the question based on reliability dimension 2 vs perception: "The iLembe District, DoE personnel is able to resolve EPMDS-related problems promptly". It was revealed that the respondents who answered that 1 disagree, 1 remained neutral, 5 agreed and 1 strongly agree; adding up to 8; these respondents were in service for 3 to 7 years. Within the length of service of 8 to 12 years, 1 respondent answered: strongly disagree, 5 disagreed, 3 remained neutral and 7 agreed that added up to 16. The respondents with the length of service of 13 to 17 years; answered: 1 strongly disagreed, 2 disagreed, 2 remained neutral and 5 agreed; that added up to 10. Further respondents had a length of service of 18 to 22 years and the responses were as follows: 1 strongly agreed, 6 disagreed, 6 remained neutral, 6 agreed and 1 strongly agreed; that accounted for 20 respondents. The respondents with the length of service of 23 to 27 years; answered: 3 disagreed, 5 remained neutral, 6 agreed and that added to 14. Within the length of service of 28 years and above, 1 respondent strongly disagreed, 5 disagreed, 9 remained neutral, 12 agreed and 3 strongly agreed; that added up to 30.

The respondents Job Title and Salary Levels were cross-tabulated with question based on reliability dimension 2 vs perception: "The iLembe District, DoE personnel is able to resolve EPMDS related problems promptly". The research findings indicate that the respondents on Salary Level 8 (Chief Personnel Officers), answered: 1 strongly disagreed, 15 disagreed, 2 remained

neutral, 3 agreed and 1 strongly agreed; that added up to 22. Within Salary Level 7 (Principal Personnel Officers), 3 respondents disagreed, 10 disagreed, 8 remained neutral, 2 agreed and 1 strongly agreed; that added up to 24. Further respondents were on Salary Level 5 to 6 (Senior Personnel Officers) and answered that 4 strongly disagreed, 9 remained neutral and 10 agreed; that accounted for 27 respondents.

4.1.12 (c) Reliability Dimension 3 vs perception: Respondent's responses on personnel provision of services.

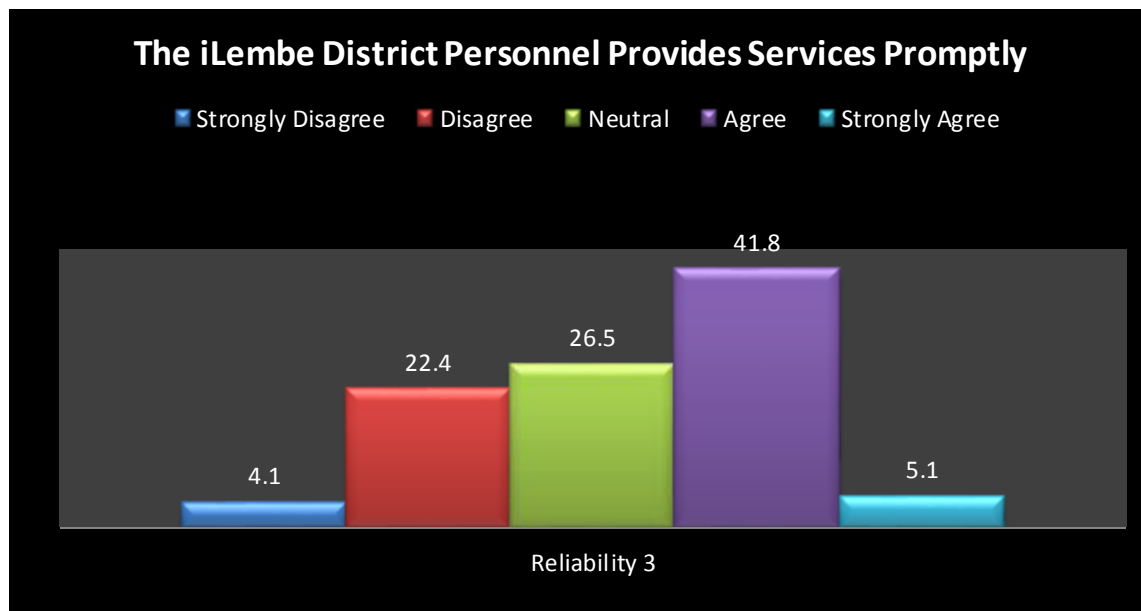


Figure 4.1.12 (c) represents results of the graph when respondents were asked to indicate if the iLembe District, DoE personnel provides services promptly. The aim of the research study was to examine iLembe District, DoE services based on performance. The majority of respondents at (41.8%) agreed that the iLembe District, DoE personnel provides services promptly, a remarkable (26.5%) of respondents remained neutral, followed by a close (22.4%) of the respondents who disagreed, (4.1%) strongly disagreed and (5.1%) of respondents agreed. The researcher was able to establish that the iLembe District, DoE personnel provides services promptly. This was attested to by (41.8) of respondents who agreed.

The respondent's gender was cross-tabulated with the question based on the reliability dimension 3 vs perception: "The iLembe District, DoE personnel provides services promptly". The research findings of the study reveal that 4 male respondents strongly disagreed, 19 disagreed, 10 remained neutral, 4 agreed and 1 strongly disagreed; that accounted for 38 respondents. Within female respondents, 9 strongly disagreed, 30 disagreed, 12 remained neutral, 6 agreed and 3 strongly disagreed; that added up to 60.

The respondent's age was cross-tabulated with the question based on the reliability dimension 3 vs perception: "The iLembe District, DoE personnel provides services promptly". The research findings of the study show that the respondents between the ages of 21 to 29 years had 2 respondents who answered disagree and 1 strongly agreed; that added up to 3. The respondents who were within the age group of 30 to 39 years, answered as follows: 3 strongly agreed, 7 disagreed, 4 remained neutral and 1 agreed; that added up to 15. Within the age group of 40 to 49 years, 7 respondents strongly disagreed, 26 disagreed, 12 remained neutral, 6 agreed and 1 strongly agreed; that accounted for 52 respondents. The respondents who were between the ages of 50 to 59 years, answered: 3 strongly disagreed, 9 disagreed, 4 remained neutral, 3 agreed and 2 strongly disagreed; that added up to 21. Further respondents were between the ages of 60 years and above, answered that 5 disagreed and 2 disagreed; that added up to 7.

The respondents were cross-tabulated with the length of service based on the question, reliability dimension 3 vs perception: "The iLembe District, DoE personnel provides services promptly". The respondents who had a length of service of 3 to 7 years, responses were as follows: 1 disagreed, 6 agreed and 1 strongly agreed; that added up to 8. Further respondents had a length of service of 8 to 12 years and the responses were: 1 strongly disagreed, 4 disagreed, 2 remained neutral and 9 agreed; that accounted for 16 respondents. The respondents who have been employed for 13 to 17 years, answered: 1 strongly disagreed, 1 disagreed, 2 remained neutral and 6 agreed; that added up to 10. The respondents with a length of service of 18 to 22 years, answered: 1 strongly disagreed, 3 disagreed, 5 remained neutral, 9 agreed and 2 strongly agreed; that added up to 20. Within the length of service of 23 to 27 years, 2 respondents disagreed, 4 remained neutral and 8 agreed; that accounted for 14 respondents. The respondents who had a length of service of 28 years and above, answered as follows: 1 strongly disagreed, 3 disagreed, 14 remained neutral, 11 agreed and 1 strongly agreed; that added up to 30.

The respondents Job Title and Salary Levels were cross-tabulated based on the question, reliability dimension 3 vs perception: “The iLembe District, DoE personnel provides services promptly”. The research findings revealed that the respondents on Salary Level 8 (Chief Personnel Officer) answered: 1 strongly agreed, 15 disagreed, 2 remained neutral, 3 agreed and 1 strongly agreed; that added up to 22. Further respondents who were on Salary Level 7 (Principal Personnel Officers) answered: 3 disagreed, 9 were neutral, 10 agreed and 2 strongly agreed; that accounted for 24 respondents. Further respondents were on Salary Level 5 to 6 (Senior Personnel Officers) answered: 4 strongly disagreed, 6 disagreed, 3 remained neutral 10 agreed and 2 strongly agreed; that added up to 25. The respondents on Salary Level 1-4 (General Assistants) answered as follows: 2 strongly agreed, 13 disagreed, 10 remained neutral and 2 agreed; that accounted for 27 respondents.

4.1.12 (d), Reliability Dimension 4 vs perception: Respondent’s responses on the iLembe District, DoE personnel in solving problems.

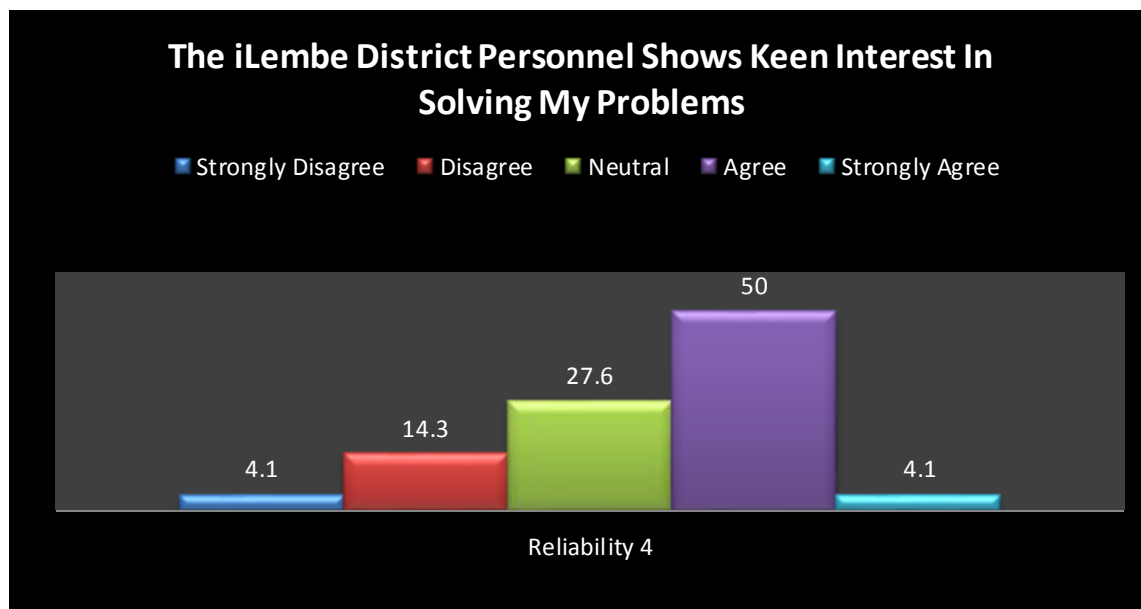


Figure 4.1.12 (d) shows the results of the respondents who were asked to indicate if the iLembe District, DoE personnel shows keen interest in solving employees- related problems. The aim of the research the question was to test the iLembe District, DoE personnel performance based on employee services of the Department. The research findings indicate that (50%) of the respondents

agreed that the iLembe District, Department of Education personnel shows keen interest in solving employees- related problems, (27,6%) of the respondents remained neutral, (14.3%) disagreed, followed by (4.1%) who strongly disagree; and (4.1%) agreed. The researcher was able to affirm that iLembe District, DoE personnel shows keen interest in solving customer related problems. This was according to 50% of respondents who agreed and it provides clear evidence to that.

The respondent's gender was cross-tabulated based on the question, reliability dimension 4 vs perception: "The iLembe District DoE personnel shows keen interest in solving my problems". The research findings of the study revealed that 2 male respondents disagreed, 16 remained neutral, 18 agreed and 2 strongly agreed; that added up to 38. Further responses were from female respondents of whom 4 disagreed, 12 strongly disagreed, 11 remained neutral, 31 agreed and 2 strongly agreed; that accounted for 60 respondents.

The respondent's age was cross-tabulated based on the question; reliability dimension 4 vs perception: "The iLembe District, DoE personnel shows keen interest in solving my problems". The research findings of the study revealed that the respondents who were between the ages of 21 to 29 years answered: 1 disagreed, 1 agreed and 1 strongly agreed; that added up to 3. The respondents who falls between 30 to 39 years, answered: 1 disagreed, 5 disagreed, 3 remain neutral and 6 agreed; that accounted for 15 respondents. Within the age bracket of 40 to 49 years, 3 strongly disagreed, 5 disagreed, 15 remained neutral, 27 agreed and 2 strongly agreed; that added up to 52. The respondents within the age category of 50 to 59 years answered: 2 disagreed, 7 were neutral, 11 agreed and 1 strongly agreed; that added up to 21. Further respondents were between 60 years and above: 1 disagreed, 2 remained neutral and 4 agreed; that added up to 7.

The respondent's length of service was cross-tabulated with the question based on reliability dimension 4 vs perception: "The iLembe District DoE personnel shows keen interest in solving my problems. The research findings indicated that the respondents who had a length of service of 3 to 7 years; answered: 2 disagreed, 6 agreed and 1 strongly agreed; that added up to 9. The respondents who were in employment for 8 to 12 years, answered: 1 strongly disagreed, 4 disagreed, 2 remained neutral and 9 agreed; that accounted for 16 respondents. Further respondents were in service for 13 to 17 years and answered; 1 strongly disagreed, 1 disagreed, 2 remain neutral and 6 agreed; that accounted for 10 respondents. The respondents who have been employed for 18 to 22 years, answered: 1 strongly agreed, 3 disagreed, 5 remain neutral, 9 agreed

and 2 strongly agreed; that accounted for 20 respondents. The respondents within the length of service of 23 to 27 years, answered: 2 disagreed, 4 remained neutral and 8 agreed; that added up to 14. The respondents who have been in employment for 28 years and above, answered: 1 strongly disagreed, 3 disagreed, 14 remained neutral, 11 agreed and 1 strongly agreed; that added up to 30.

The respondent's Job Title and Salary Levels were cross-tabulated with the question based on reliability dimension 4 vs perception: "The iLembe District, DoE personnel shows keen interest in solving my problems". The research findings of the study indicated that the respondents who answered, 1 disagree, 9 neutral, 11 agreed and 1 strongly agreed; were on Salary Level 8 (Chief Personnel Officers) that added up to 22. The respondents on Salary Level 7 (Principal Personnel Officers) answered that 3 disagreed, 10 remained neutral and 11 agreed; that added up to 24. Further respondents were on Salary Level 5-6 (Senior Personnel Officers) of whom 4 strongly disagreed, 5 disagreed, 2 remained neutral, 12 agreed and 2 strongly agreed; that added up to 25. The respondents on Salary Level 1 to 4 (General Assistants) answered: 5 disagreed, 6 remained neutral, 15 agreed and 1 strongly agreed; that added up to 27.

4.1.13 (a) Responsiveness Dimension 1 vs perception: Respondent's responses on the iLembe District DoE personnel information and attendance to the iLembe District employee's problems.

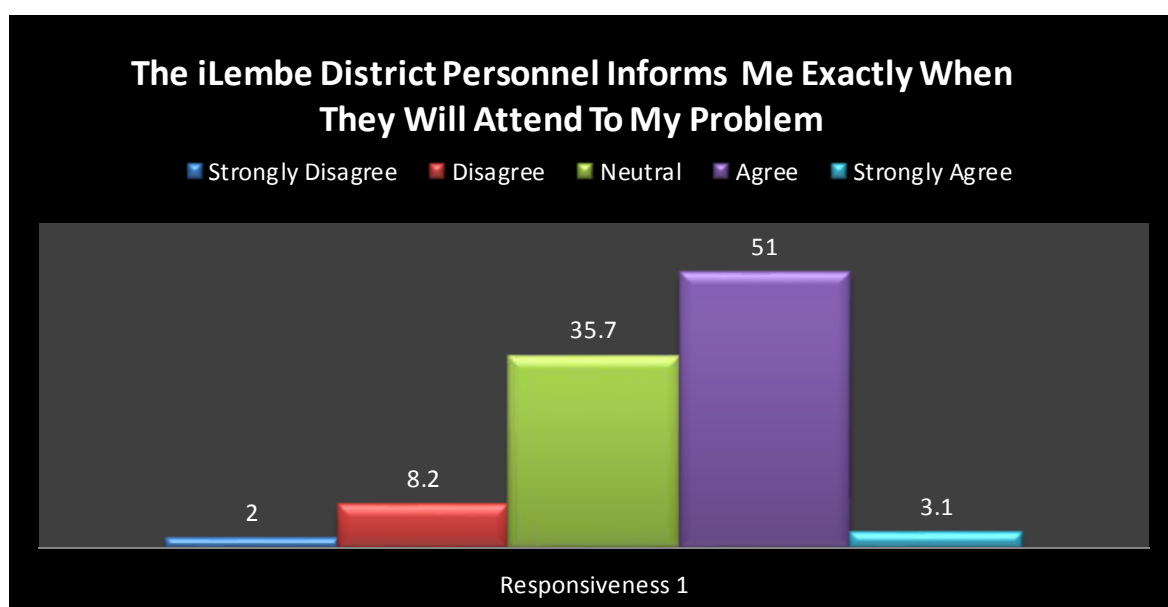


Figure 4.1.13 (a) shows the graph of the respondents who were asked to indicate if the iLembe District, DoE personnel informs employees on when to attend to their problems. The research question was based on general knowledge of the iLembe DoE personnel performance on how responsive they are in attending to iLembe District employees- related problems. The research findings of the study indicated that (51%) of the respondents agreed that the iLembe District, DoE personnel informs customers on when to attend to performance- related query. A total number of (35.7%) respondents remained neutral, (8.2%) disagreed, (3.1%) strongly agreed and (2%) disagreed. According to the majority percent of (51%) it was evident that the iLembe District personnel informs the District employees on when to attend to performance related problems.

The respondent's gender was cross-tabulated with the question based on responsiveness dimension 1 vs perception: "The iLembe District DoE personnel inform me exactly when they will attend to my problem". The research findings indicate that within the male's category, 1 male respondent answered: disagree, 17 remained neutral, 19 agreed and 1 strong agreed; that added up to 38. Within the female respondents 2 strongly disagreed, 7 disagreed, 18 remained neutral, 31 agreed and 2 strongly agreed; that accounted for 60 respondents.

When the respondents were cross-tabulated with age, based on the question; responsiveness dimension 1 vs perception: "The iLembe District, DoE personnel informs me exactly when they will attend to my problem". It was revealed that the respondents within the age bracket of 21 to 29 years, answered: 2 agreed and 1 strongly agreed; that added up to 3. Within the age category of 30 to 39 years, 1 respondent answered: strongly disagree, 3 disagreed, 4 remained neutral and 7 agreed; that accounted for 15. Further respondents were between the ages of 40 to 49 years where 1 respondent strongly disagreed, 4 disagreed, 20 remained neutral, 26 agreed and 1 strongly agreed, that added up to 52. The respondents within the age bracket of 50 to 59 years answered that 1 disagreed, 8 remained neutral, 11 agreed and 1 strongly agreed; that added up to 21. The respondents who fall between the ages of 60 years and above answered as follows: 3 remained neutral and 4 agreed; that accounted for 7 respondents.

The respondents were cross-tabulated with length of service based on the question responsiveness dimension 1 vs perception; "The iLembe District, DoE personnel informs me exactly when they will attend to my problem". It was revealed that the respondents who had a length of service of 3 to 7 years, answered as follows 7 agreed and 1 strongly agreed; that added up to 8. The respondents

who were employed for 8 to 12 years, responses were as follows: 1 strongly agreed, 2 disagreed, 3 remained neutral and 10 agreed; that accounted for 16 respondents. Further respondents who were in service for 13 to 17 years, answered: 1 strongly agreed, 1 disagreed, 2 remained neutral and 1 strongly agreed; that added up to 10. The respondents who have been employed for 18 to 22 years, answered as follows: 3 disagreed, 6 remained neutral, 10 agreed and 1 strongly agreed; that accounted for 20 respondents. The respondents with a length of service of 23 to 27 years answered: 2 disagreed; 6 remained neutral, and 6 agreed, that added up to 14. Within the length of service of 28 years and above, 18 respondents remained neutral, 11 agreed and 1 strongly agreed; that added to 30.

The respondents were cross-tabulated with Job Title and Salary Levels based on the question responsiveness dimension 1 vs perception: “The iLembe District, DoE personnel informs me exactly when they will attend to my problem”. The research findings indicate that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 2 disagreed, 11 remained neutral, 8 agreed, and 1 strongly agreed; that accounted for 22 respondents. Further respondents were on Salary Level 7 (Principal Personnel Officers) and the responses were as follows: 17 remained neutral and 7 agreed; that accounted for 22 respondents. Within Salary Level 5-6 (Senior Personnel Officers) 25 respondents answered as follows: 2 strongly disagreed, 2 disagreed, 3 remained neutral, 15 agreed and 3 strongly agreed; that added up to 25. The respondents on Salary Levels 1-4 (General Assistants) had 2 respondents who disagreed, 6 remained neutral, 18 agreed and 1 strongly agreed; that added up to 27.

4.1.13 (b) Responsiveness Dimension 2 vs perception: Responses on the iLembe District, DoE personnel provision of services to the iLembe District employees.

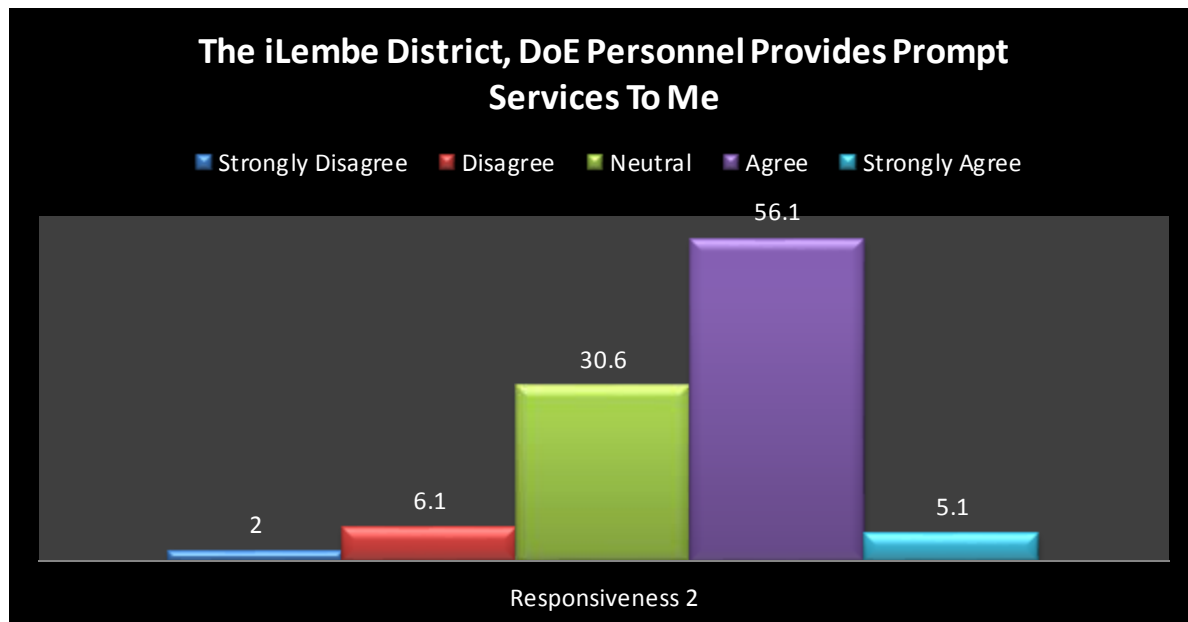


Figure 4.1.13 (b) shows the respondents who were asked to indicate if the iLembe District personnel provides prompt services to the iLembe District, DoE employees. The research question was to evaluate employee's performance in the iLembe District, DoE. The research findings indicate that (56.1%) of the respondents agreed that the iLembe District, DoE personnel provides prompt services, (30.6%) remained neutral, while (6.1%) disagreed, followed by (5.1%) who strongly agreed and (2%) who strongly disagreed. The researcher was able to affirm that the iLembe District, DoE personnel provides prompt services to District employees and this was confirmed by (56.1%) of the respondents who agreed.

The respondent gender was cross-tabulated with the question based on responsiveness dimension 2 vs perception: "The iLembe District, DoE personnel provides prompt services to me". The research findings of the study indicates that male respondents answered such that 2 agreed, 12 remained neutral, 22 agreed and 2 strongly agreed; that added up to 38 respondents. Within female respondents, 2 strongly disagreed, 11 remained neutral, 40 agreed and 4 strongly agreed; that accounted for 60 respondents

The respondent's age was cross- tabulated with the question based on responsiveness dimension 2 vs perception: "The iLembe District DoE, personnel provides prompt services to me". The research

finding indicates that the respondents between the ages of 21 to 29 years had 2 respondents who agreed and 1 strongly agreed that added up to 3. Within the ages of 30 to 39 years, the responses were: 1 strongly agreed, 2 disagreed, 2 remained neutral and 10 agreed; that accounted for 15 respondents. The respondents within the age bracket of 40 to 49 years answered: 1 strongly agreed, 4 disagreed, 19 remained neutral, 26 agreed and 2 strongly agreed; that added up to 52. Further respondents were within the age bracket of 50 to 59 years who answered as follows: 7 remained neutral, 12 agreed and 2 strongly agreed; that accounted for 21 respondents. Within the age category of 60 years and above, the responses were that 2 remained neutral and 5 agreed; that accounted for 7 respondents.

The respondent's length of service was cross-tabulated based on the question on responsiveness dimension 2 vs perception: "The iLembe District, DoE personnel provides prompt services to me". The findings of the study reveal that the respondents who had a length of service of 3 to 7 years responses were that 7 agreed and 1 strongly agreed; that added up to 8. The respondents who have been in service for 8 to 12 years, answered as follows: 1 strongly agreed, 2 disagreed, 3 remained neutral and 10 agreed; that added up to 16. The respondents who were in service for 13 to 17 years, answered as follows: 1 strongly agreed, 1 disagreed, 2 remained neutral and 6 agreed; that accounted for 10 respondents. Within the length of service of 18 to 22 years, the responses were: 3 disagreed, 6 remained neutral 10 agreed and 1 strongly agreed; that added up to 20. The respondents who had a length of service of 23 to 27 years answered: 2 disagreed, 6 remained neutral and 6 agreed; that accounted for 14 respondents. The respondents who were in service for 28 years and above had respondents of whom 18 remained neutral; and 12 strongly agreed; that accounted for 30 respondents.

The respondent's Job Title and Salary Levels was cross-tabulated with question based on responsiveness dimension 2 vs perception; "The iLembe District, DoE personnel provides prompt services to me". It was revealed that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 5 strongly agreed, 5 remained neutral, 11 agreed and 1 strongly agreed that added up to 22; followed by the respondents who were on Salary Level 7 (Principal Personnel Officers) from whom the responses were: 3 disagreed, 9 remained neutral, 10 agreed and 2 strongly agreed; that added up to 24. Further respondents were on Salary Level 5-6 (Senior Personnel Officers) and their responses were 4 strongly disagreed, 6 disagreed; 3 remained neutral, 10 agreed, and 2

strongly agreed that accounted for 25 respondents. The respondents on Salary Levels 1-4 (General Assistants) the responses were: 5 disagreed, 6 remained neutral, 15 agreed; and 1 strongly agreed; that accounted for 27 respondents.

Figure 4.1.13 (c) Responsiveness Dimension 3 vs perception: Respondent’s responses on the iLembe District, DoE personnel willingness to help employees.

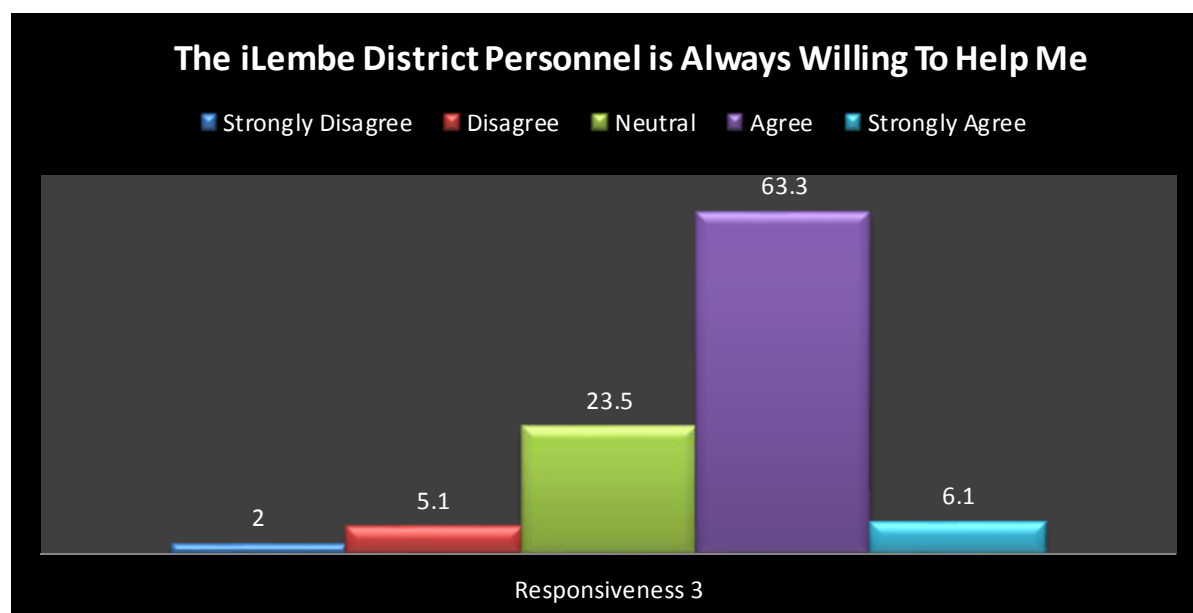


Figure 4.1.13 (c) shows the graph where the respondents were asked to indicate if the iLembe District, DoE personnel is always willing to help. The question is based on the iLembe District, DoE personnel performance. The majority of respondents at (63.3%) agreed, a total number of respondents at (23.5%) remained neutral, (6.1%) disagreed; followed by (5.1%) who disagreed and only (2%) who strongly disagreed. The research findings affirmed that the iLembe District, DoE personnel staff is always willing to help. This was confirmed by (63%) of the respondents who agreed.

The respondent’s gender was cross-tabulated based on the statement, responsiveness 3 vs perception: “The iLembe District personnel is always willing to help”. The research findings reveal that within the male category, 2 male respondents disagreed, 12 remained neutral, 22 agreed and 2 strongly agreed; that added up to 38. Further respondents were females and the responses were:

2 strongly disagreed, 3 disagreed, 11 remained neutral, 40 agreed and 4 strongly agreed; that accounted for 60 respondents.

Age of the respondents was then cross-tabulated based on the statement, responsiveness dimension 3 vs perception: “The iLembe District, DoE personnel is always willing to help”. The research findings show that the respondents between the ages of 21 to 29 years answered that 2 agreed and 1 strongly agreed; that added up to 3. Within the age bracket of 30 to 39 years; 1 respondent disagreed; 3 disagreed; 4 remained neutral; and 7 agreed; that added to 15. Further respondents who fell between the ages of 40 to 49 years; answered that 1 strongly disagreed, 3 disagreed, 14 remained neutral, 31 agreed and 2 strongly agreed; that added up to 52. The respondents between the ages of 50 to 59 answered that 2 disagreed, 7 remained neutral, 10 agreed and 2 strongly agreed; that added up to 21. The respondents within the age bracket of 60 years and above; answered that 3 remained neutral and 4 agreed; that added up to 7.

The respondent’s length of service was cross-tabulated with statement based on responsiveness dimension 3 vs perception: “The iLembe District DoE, personnel is always willing to help”. The research results showed that the respondents who had a length of service of 3 to 7 years, answered that 7 agreed and 1 strongly agreed; that accounted for 8 respondents. Within the length of service of 8 years to 12 years the respondents answered that 1 disagreed; 2 remained neutral, 12 agreed and 2 strongly agreed; that added up to 16. The respondents who had a length of service of 13 to 17 years answered that 1 strongly disagreed, 8 agreed and 1 strongly agreed; that added up to 10. Further respondents were in service for 18 to 22 years, answered that 2 disagreed 5 remained neutral, 12 agreed and 1 strongly agreed; that accounted for 20 respondents. The respondents who were in service for 23 to 27 years answered that 1 disagreed, 4 remained neutral and 9 agreed; that added up to 14. The respondents who had a length of service of 28 years and above answered that 2 disagreed, 13 remained neutral, 14 agreed and 1 strongly disagreed; that added up to 30.

The respondent’s Job Title and Salary Levels were cross-tabulated with statement based on responsiveness dimension 3 vs perception: “The iLembe District, DoE personnel is always willing to help”. The research findings indicate that the respondents who answered were on Salary Level 8 (Principal Personnel Officers). Those who answered had 7 respondents who remained neutral, 14 agreed and 1 strongly agreed; that accounted for 22 respondents. Further respondents were on Salary Level 7 (Principal Personnel Officers), who answered that 2 disagreed, 8 remained neutral

and 14 agreed; that added up to 24. The respondents who were on Salary Level 5-6 (Senior Personnel Officers) answered that 2 strongly disagreed, 1 disagreed, 3 remained neutral, 16 agreed and 3 strongly agreed; that added up to 25. The respondents on Salary Level 1 to 4 (General Assistants) answered that 2 disagreed, 5 remained neutral, 18 agreed and 2 strongly agreed; that accounted for 27 respondents.

Figure 4.1.13 (d) Responsiveness Dimension 4 vs perception: respondent's responses on the iLembe District personnel willingness to attend to District employee's needs.

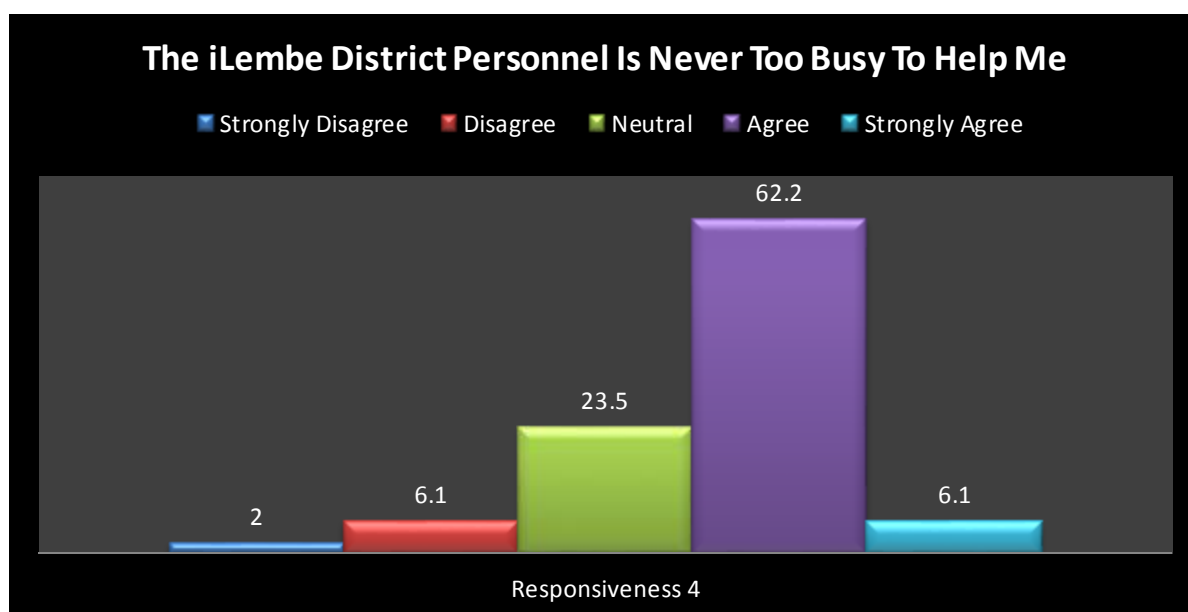


Figure 4.1.13 (d) shows the graph of the results when the respondents were asked to indicate if the iLembe District, DoE personnel is never too busy to attend to the iLembe District employee's needs. The question is linked to employee's performance, based on responsiveness dimension factor. A total number of respondents of (62.2%) agreed, (23.5%) remained neutral, (6.1% strongly agreed), while another (6.1% disagreed); and (2%) strongly disagreed. The research findings indicated that the Ilembe District, Doe personnel staff is never too busy to help employees. This was according to (62.2%) who agreed.

The respondent's gender was cross-tabulated with the statement based on responsiveness dimension 4 vs perception: "The iLembe District, DoE personnel is never too busy to help". The

research findings of the study reveal that 2 males disagreed, 12 remained neutral, 22 agreed, while 2 strongly agreed; that accounted for 38 respondents. Within the female respondents 2 strongly disagreed, 4 disagreed, 11 remained neutral, 39 agreed and 4 strongly agreed; that added up to 60.

The respondent's age was cross-tabulated with the statement based on responsiveness dimension 4 vs perception: "The iLembe District, DoE personnel is never too busy to help". The research findings of the study indicate that the respondents who were between the age bracket of 21 to 29 years; answered that 2 agreed and 2 strongly agreed; that added up to 3. Within the age category of 30 to 39 years, 1 respondent disagreed, 1 remained neutral and 13 agreed; that added up to 15. The respondents between the ages of 40 to 49 years answered that 2 strongly agreed, 3 disagreed, 14 remained neutral, 31 agreed and 2 strongly agreed; that accounted for 52 respondents. Within the age group of 50 to 59 years, 2 disagreed, 7 remained neutral, 10 agreed and 2 strongly agreed; that accounted for 21 respondents; and within the age bracket of 60 years and above, 1 respondent remained neutral, 5 agreed and 1 strongly agreed; that added up to 7.

The respondent's length of service was cross-tabulated with the statement based on responsiveness dimension 4 vs perception: "The iLembe District, DoE personnel is never too busy to help". The research findings of the study show that the respondents who had a length of service of 3 to 7 years answered that 1 disagreed, 6 agreed and 1 strongly agreed; that added up to 8. The respondents who have been employed for 8 to 12 years answered that 1 disagreed, 1 remained neutral, 12 agreed and 2 strongly agreed; that accounted for 16 respondents. Within the length of service of 13 to 17 years, 10 respondents answered: 1 strongly disagreed, 8 agreed, 1 strongly agreed; that accounted for 10 respondents. Further respondents had a length of service of 18 to 22 years and they answered: 1 strongly disagreed, 2 disagreed, 5 remained neutral and 12 agreed; that added up to 20. The respondents with a length of service of 23 to 27 years, answered of whom 6 remained neutral and 8 agreed; that added up to 14. The respondents who had a length of service of 28 years and above answered that 2 disagreed, 13 remained neutral, 14 agreed and 1 strongly agreed; that accounted for 30 respondents.

The respondent's Job Title and Salary Levels were cross-tabulated with the statement based on responsiveness dimension 4 vs perception: "The iLembe District, DoE personnel is never too busy to help". "The research results reveal that the respondents who answered were on Salary Level 8 (Chief Personnel Officers) and 1 of them strongly disagreed, 8 remained neutral and 13 agreed;

that added up to 22. The respondents who were on Salary Level 7 (Principal Personnel Officers) answered that 2 disagreed, 10 remained neutral, 11 agreed and 1 strongly agreed; that added up to 24. Within Salary Levels 5-6 (Senior Personnel Officers) the responses were, 1 strongly disagreed, 2 disagreed, 2 remained neutral, 17 agreed and 3 strongly agreed; that added up to 25. Further respondents were on Salary Levels 1-4 (General Assistants) and the responses were that 2 disagreed, 3 remained neutral, 20 agreed and 2 strongly agreed; that added up to 27.

Figure 4.1.14 (a) Assurance Dimension 1 vs perception. Respondent's responses on the iLembe District, DoE personnel politeness when performing duties.

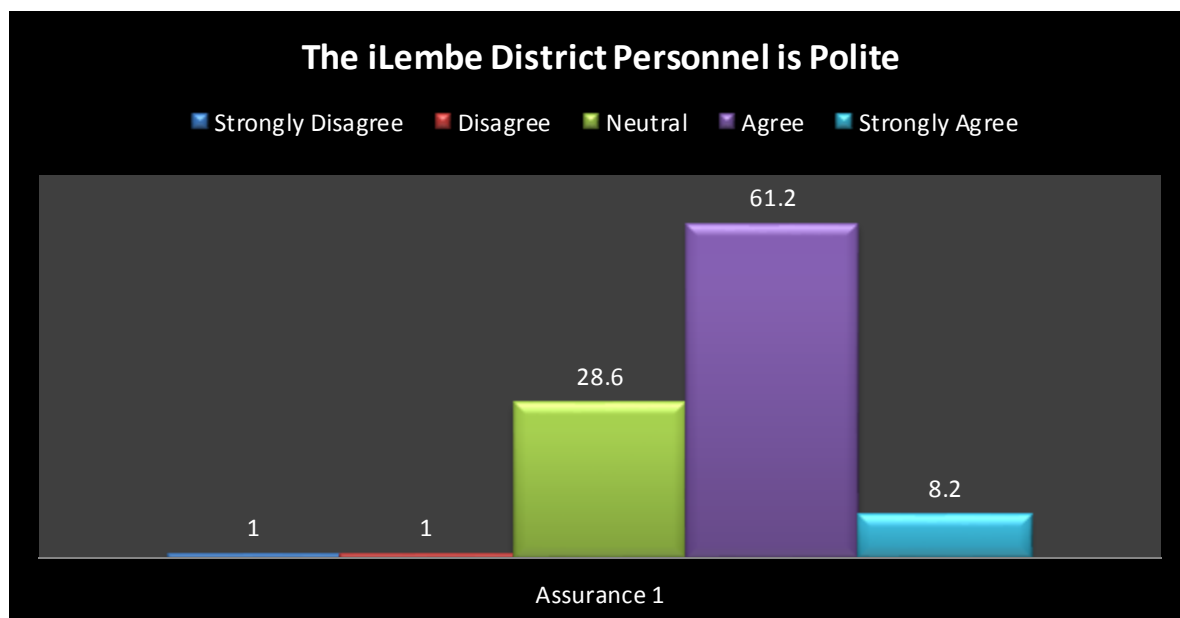


Figure 4.1.14 (a) shows the graph of the respondents who were asked to indicate if the iLembe District, DoE personnel is polite. The aim of the research question was to examine the iLembe District, DoE personnel performance based on how they provide services. A total number of respondents at (61.2%) agreed, followed (28.6%) of respondents who remained neutral, (8.2%) strongly agreed, followed by (1%) who strongly agreed and 1% who strongly disagreed that the iLembe District, DoE personnel is polite. The research findings affirmed that the iLembe District, DoE personnel staff is polite, based on the majority of (61.2%) of respondents who agreed.

The respondent's gender was cross-tabulated with the statement based on assurance dimension 1 vs perception, "The iLembe District, DoE personnel is polite". The research findings indicated that 11 male respondents remained neutral, 25 agreed and 2 strongly agreed; this added up to 38. Further female respondents answered that 1 strongly disagreed, 1 disagreed, 17 remained neutral 35 agreed and 6 strongly agreed; that added up to 60.

The respondent's age was cross-tabulated with the statement based on assurance dimension 1 vs perception; "The iLembe District, DoE personnel is polite". The findings of the study indicate that the respondents between the ages of 21 to 29 years had responses as follows, 2 agreed and 1 strongly agreed; that accounted for 3 respondents. The respondents within the age bracket of 30 to 39 years had 2 respondents who remained neutral and 12 agreed; that accounted for 14 respondents. Within the age category of 40 to 49 years, 18 remained neutral, 29 agreed; and 5 strongly agreed; that accounted for 52 respondents. Further respondents within the age bracket of 50 to 59 years showed responses that were as follows: 7 neutral, 12 agreed and 2 strongly agreed; that added up to 21. The respondents between the ages of 60 years and above, answered that 2 were neutral and 5 agreed; that added up to 7.

The respondent's length of service was cross-tabulated with the statement based on assurance dimension 1 vs perception: "The iLembe District personnel is polite". The research findings revealed that the respondents who had a length of service of 3 to 7 years, answered that 1 remained neutral, 6 agreed and 1 strongly agreed; that added up to 8. The respondents, who were in service for 8 to 12 years, answered that 1 strongly disagreed, 1 remained neutral, 13 agreed and 1 strongly agreed; that added up to 16. Further respondents had a length of service of 13 to 17 years and answered that, 1 remained neutral, 8 agreed and 1 strongly agreed; that added up to 10. The respondents within the length of service of 23 to 27 years answered that 7 remained neutral and 7 agreed; that added up to 14. Further respondents had a length of service of 28 years and above and answered that 1 disagreed, 12 remained neutral, 13 agreed and 4 strongly agreed; that added up to 30.

When respondent's Job Title and Salary Levels were cross-tabulated with the statement based on assurance dimension 1 vs perception: "The iLembe District, DoE personnel is polite". The research findings indicate that the respondents on Salary Level 8 (Chief Personnel Officers) had 6 respondents who remained neutral, 14 agreed and 2 strongly agreed; that accounted for 22

respondents. The respondents on Salary Level 7 (Principal Personnel Officers) answered that 1 disagreed, 14 remained neutral, 7 agreed and 2 strongly agreed; that accounted for 24 respondents. Further respondents were on Salary Levels 5-6 (Senior Personnel Officers) and their responses were: 1 strongly disagreed, 2 were neutral, 19 agreed and 3 strongly agreed; that added up to 25. The respondents on Salary Level 1-4 (General Assistants) answered that 6 remained neutral, 20 agreed and 1 strongly agreed; that accounted for 27 respondents.

Figure 4.1.14 (b) Assurance Dimension 2 vs perception: The respondent's responses on adequate knowledge in performing their duties.

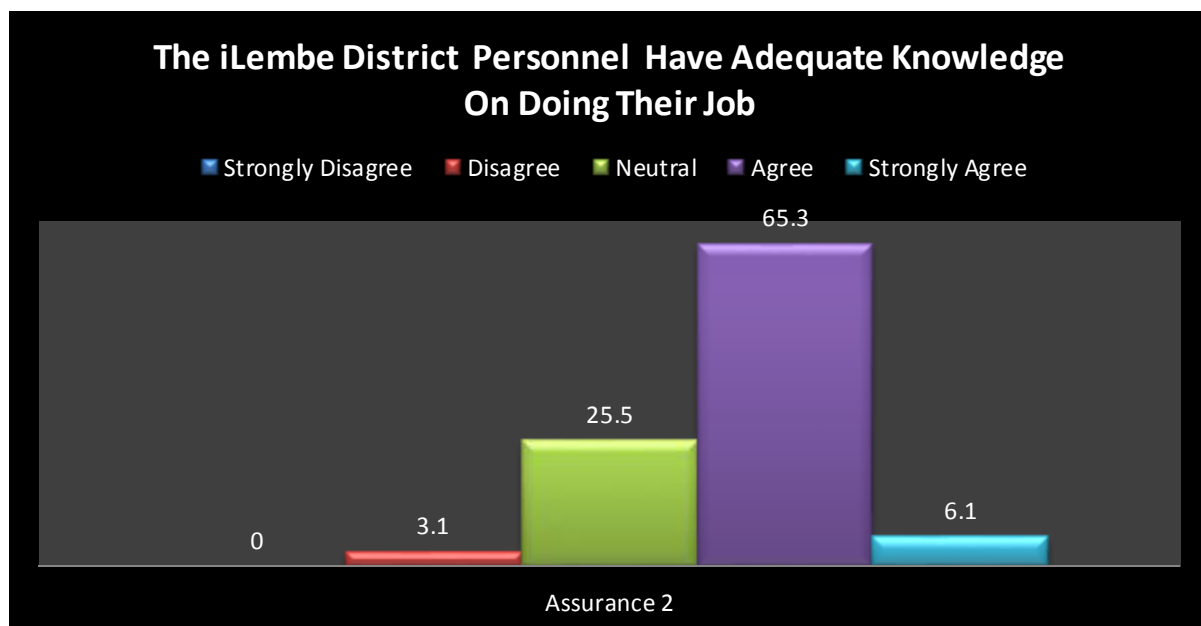


Figure 4.1.14 (b) shows the graph where the respondents were asked to indicate if the iLembe District, DoE personnel have adequate knowledge on doing their job. The aim of the research question was to evaluate if the iLembe District, DoE personnel have expertise on doing their jobs, the question was related to employee's performance and efficiency. The majority of respondents at (65.3%) agreed, (25.5%) remained neutral, (6.1%) strongly agreed and (3.1%) disagreed. The research findings indicated that the iLembe District, DoE personnel does have adequate knowledge on doing their job.

The respondent's gender was cross-tabulated based on the statement, assurance dimension 2 vs perception: "The iLembe District, DoE personnel have adequate knowledge on doing their job". The research findings indicated that 12 male respondents answered in the neutral, 24 agreed and 2 strongly agreed; that added up to 38. Further responses were female respondents and the responses were that 3 disagree, 13 remained neutral, 40 agreed and 4 strongly agreed; that added up to 60.

The respondent's age was cross-tabulated with the statement based on assurance dimension 2 vs perception: "The iLembe District, DoE personnel have adequate knowledge on doing their job". The findings of the study indicate that the respondents within the age bracket of 21 to 29 years answered: 1 neutral, 1 agreed and 1 strongly agreed; that added up to 3. The respondents who were between the ages of 30 to 39 years answered as follows: 2 disagreed and 13 agreed; that accounted for 15 respondents. Further respondents were between the ages of 40 to 49 years and they answered as follows: 1 disagreed, 15 remained neutral, 33 agreed and 3 strongly agreed; that accounted for 52 respondents. The respondents who fall within the age category of 50 to 59 years, answered such that 7 were neutral, 12 agreed and 2 strongly agreed; that accounted for 21 respondents. The respondents within the age bracket of 60 years and above; had 2 respondents who remained neutral, 5 agreed and 1 strongly agreed; that added up to 7.

The respondent's length of service was cross-tabulated with the statement based on assurance dimension 2 vs perception: "The iLembe District, DoE personnel have adequate knowledge on doing their job". The research findings indicate that the respondents who had a length of service of 3 to 7 years, answered as follows: 2 neutral, 5 agreed and 1 strongly agreed; that added up to 8. The respondents who had a length of service of 8 to 12 years answered as follows: 2 disagreed, 1 neutral, 12 agreed and 1 strongly agreed; that added up to 16. Within length of service of 13 to 17 years; the responses were as follows; 4 remained neutral; 5 agreed; and 1 strongly agreed; that added to 10. The respondents within the length of service of 18 to 22 years 5 respondents who remained neutral, 14 agreed and 1 strongly agreed, that added up to 20 respondents. The respondents who had a length of service of 23 to 27 years answered that 1 disagreed, 4 remained neutral and 9 agreed; that added up to 14. Within the length of service of 28 years and above, 9 respondents remained neutral, 19 agreed and 2 strongly agreed; that accounted for 30 respondents.

The respondents Job Title and Salary Levels was cross-tabulated with the statement based on assurance dimension 2 vs perception: "The iLembe District, DoE personnel have adequate

knowledge on doing their job”. It was revealed that the respondents who answered were on Salary Level 8 (Chief Personnel Officers) and the responses from them were: 3 remained neutral, 17 agreed and 2 strongly agreed; that added up to 22. The respondents on Salary Level 7 (Principal Personnel Officers) had 6 neutral respondents; and 18 who agreed; that added up to 24. Further respondents were on Salary Levels 5-6 (Senior Personnel Officers) answered that 3 disagreed, 4 remained neutral, 15 agreed and 3 strongly agreed; that added up to 25. The respondents on Salary Levels 1-4 (General Assistants) had 6 respondents who remained neutral, 20 agreed and 1 strongly agreed; that added up to 27.

Figure 4.1.14 (c) Assurance Dimension 3 vs perception: respondent’s responses on confidence in the iLembe District, DoE personnel.

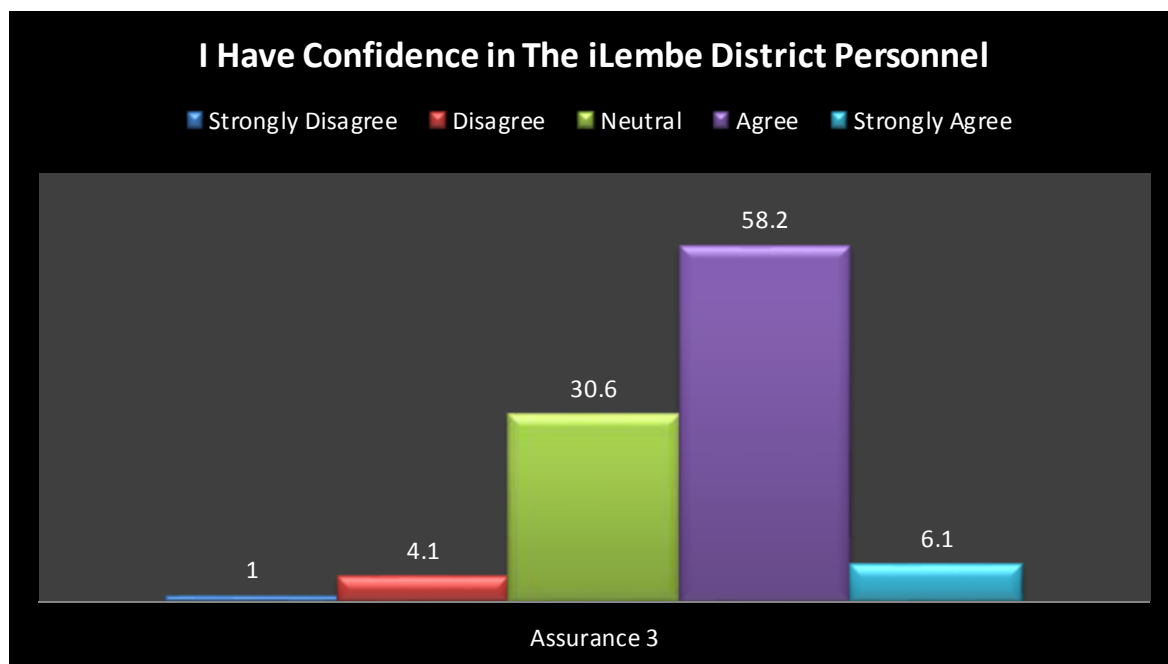


Figure 4.1.14 (c) shows Assurance dimension 3 vs perception statement where the respondents were asked to indicate if the iLembe District DoE employees have confidence in the iLembe District, DoE personnel performance. The aim of the research statement was to test level of performance in the iLembe District, DoE personnel. It was revealed that (58.2%) of respondents agreed and believed that they have confidence in the iLembe District DoE personnel performance. This was attested by a majority percent (58.2%), further respondents (30.6%) agreed and affirmed

that they have confidence in the iLembe District DoE personnel staff performance, (6.1%) strongly agreed, while (4.1%) disagreed, followed by (1%) who strongly disagreed.

The respondent's gender was cross-tabulated based on the statement, assurance dimension 3 vs perception: "I have confidence in the iLembe District DoE personnel". It was revealed that according to male respondents, 2 disagreed, 12 remained neutral, 22 agreed and 2 strongly agreed; that added up to 38. Within female respondents, 1 strongly agreed 2 disagreed, 18 remained neutral, 35 agreed and 4 strongly agreed; that added up to 60.

The respondent's age was cross-tabulated based on the statement assurance dimension 3 vs perception: "I have confidence in the iLembe District DoE personnel". The study revealed that the respondents between the ages of 21 to 29 years, answered that 2 agreed and 1 strongly agreed, that added up to 3. The respondents within the age group of 30 to 39 years answered: 1 strongly disagreed, 1 disagreed and 13 agreed; that accounted for 15 respondents. Further respondents were between the ages of 40 to 49 years; and the responses were: 3 disagreed, 22 remained neutral, 24 agreed and 3 strongly agreed; that added up to 52. The respondents between the ages of 50 to 59 years answered that 7 remained neutral, 11 agreed and 3 strongly agreed; that accounted for 21 respondents. The respondents between the ages of 60 years and above, answered that 2 remained neutral and 5 agreed; that added up to 7.

The respondent's length of service was cross-tabulated based on the statement, assurance dimension 3 vs perception: "I have confidence in the iLembe District, DoE personnel". It was revealed that the respondents who had a length of service of 3 to 7 years answered such that 1 was neutral, 6 agreed and 1 strongly agreed; that accounted for 8 respondents. The respondents who have been in service for 8 to 12 years, answered that 1 strongly agreed, 1 disagreed, 1 remained neutral, 12 agreed and 1 strongly agreed; that added up to 16. Further respondents had a length of service of 13 to 17 years and answered that 2 were neutral, 7 agreed and 1 strongly agreed; that added up to 10. Within the length of service of 18 to 22 years the respondents answered that 5 remained neutral, 14 agreed and 1 strongly agreed; that added up to 20. The respondents within the length of service of 23 to 27 years answered that 2 disagreed, 6 were neutral and 6 agreed; that accounted for 14 respondents. The respondents who had a length of service of 28 years and above, answered that 1 disagreed, 15 remained neutral, 12 agreed and 2 strongly agreed; that accounted for 30 respondents.

The respondents Job Title and Salary Levels were cross-tabulated based on the statement, assurance dimension 3 vs perception: “I have confidence in the iLembe District, DoE personnel”. It was revealed that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 1 disagreed, 4 remained neutral, 15 agreed and 2 strongly agreed, that added up to 22. The respondents on Salary Level 7 (Principal Personnel Officers) answered that 15 disagreed and 9 agreed; that accounted for 24 respondents. The respondents on Salary Levels 5-6 (Senior Personnel Officers) answered that 1 strongly agreed, 1 disagreed, 6 remained neutral, 14 agreed and 3 strongly agreed; that accounted for 25 respondents. Further respondents were on Salary Levels 1-4 (General Assistants) and the responses were as follows: 5 remained neutral, 21 agreed and 1 strongly agreed; that accounted for 27 respondents.

Figure 4.1.14 (d) Assurance dimension 4 vs perception: The respondent’s responses in collaborating with the iLembe District, DoE personnel.

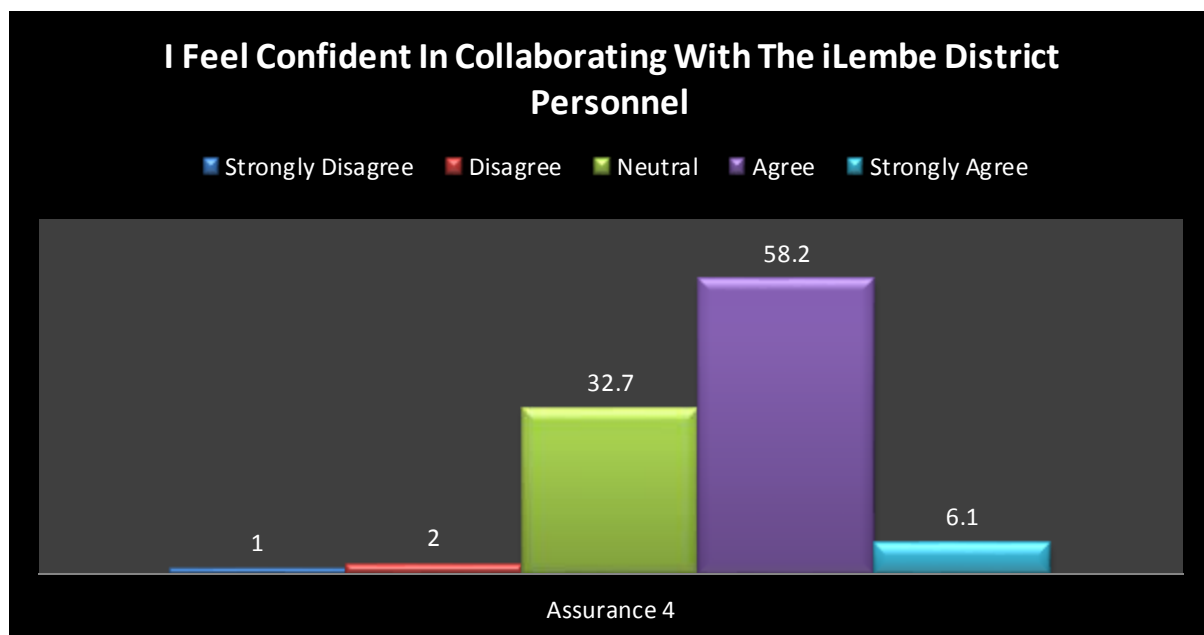


Figure 4.1.14 (d) shows the graph of Assurance dimension 4 vs perception where the respondents were asked to indicate if the customers feel confident in collaborating with the iLembe District, DoE personnel. The aim was to test level of performance in the iLembe District, DoE personnel on how they collaborate with iLembe District employees. The respondents at a majority of (58.2

percent) agreed, a remarkable (32.7%) of respondents remained neutral, this may be a result that they were unsure about the performance level when dealing with iLembe District, DoE employees, (6.1%) of the respondents strongly agreed (2%) disagreed and (1%) strongly disagreed.

The respondent's gender was cross-tabulated based on the statement assurance dimension 4 vs perception: "I feel comfortable in collaborating with the iLembe District, personnel. The research findings of the study reveal that 1 male respondent disagreed, 17 remained neutral, 18 agreed and 2 strongly agreed that accounted for 38 respondents. Further responses were from female respondents: 1 strongly disagreed, 1 disagreed, 15 remained neutral, 39 agreed and 4 strongly agreed; that added up to 60

The respondent's age was cross-tabulated based on assurance dimension 4 vs perception statement: "I feel comfortable in collaborating with the iLembe District, DoE personnel. The research findings show that the respondents who were between the ages of 21 to 29 years answered that 2 agreed and 1 strongly agreed; that accounted for 3 respondents. The respondents between the age bracket of 30 to 39 years answered that 1 strongly disagreed, 1 disagreed, 1 remained neutral; and 12 agreed; that accounted for 15 respondents. The respondents within the age group of 40 to 49 years answered that 1 disagreed, 22 remained neutral, 26 agreed and 3 strongly agreed; that accounted for 52 respondents. Further respondents were between the ages of 50 to 59 years, the responses were as follows: 8 neutral, 11 agreed and 2 strongly agreed; that accounted for 21 respondents. The respondents between the ages of 60 years and above: 1 remained neutral and 6 agreed; that accounted for 7 respondents.

The respondents were cross-tabulated with length of service based on the statement, assurance dimension 4 vs perception: "I feel comfortable in collaborating with the iLembe District, DoE personnel. It was revealed that the respondents who answered that 7 agreed and 1 strongly agreed and they had a length of service of 3 to 7 years. The respondents who have been employed for 8 to 12 years answered that 1 disagreed, 2 remained neutral; 11 agreed and 1 strongly agreed; that added up to 10. Further respondents had a length of service of 13 to 17 years, and the responses were as follows: 1 neutral, 8 agreed, and 1 strongly agreed; that accounted for 10 respondents. Within the length of service of 18 to 22 years; 4 remained neutral; 15 agreed; and 1 strongly agreed; that accounted to 20 respondents. The respondents who have been employed for 23 to 27 years answered that 1 disagreed, 9 neutral and 4 agreed; that accounted for 14 respondents. The

respondents who had a length of service of 28 years and above answered that 16 remained neutral, 12 agreed and 2 strongly agreed; that added up to 30.

The respondents Job Title and Salary Levels were cross-tabulated based on the statement, assurance dimension 4 vs perception: “I feel comfortable in collaborating with the iLembe District, DoE personnel. The study revealed that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 6 remained neutral, 14 agreed and 2 strongly agreed; that accounted for 22 respondents. The respondents on Salary Level 7 (Principal Personnel Officers) answered that 1 disagreed, 14 remained neutral, 7 agreed and 2 strongly agreed; that accounted for 24 respondents. Further respondents were on Salary Levels 5-6 (Senior Personnel Officers) and they answered that 1 strongly disagreed, 2 remained neutral, 19 agreed and 3 strongly agreed; that added up to 25. The respondents on Salary Levels 1 to 4 (General Assistants) answered that 6 remained neutral, 20 agreed and 1 strongly agreed; that accounted for 27 respondents.

Figure 4.1.15 (a) Empathy Dimension 1 vs perception: Respondent’s responses on employee’s attention.

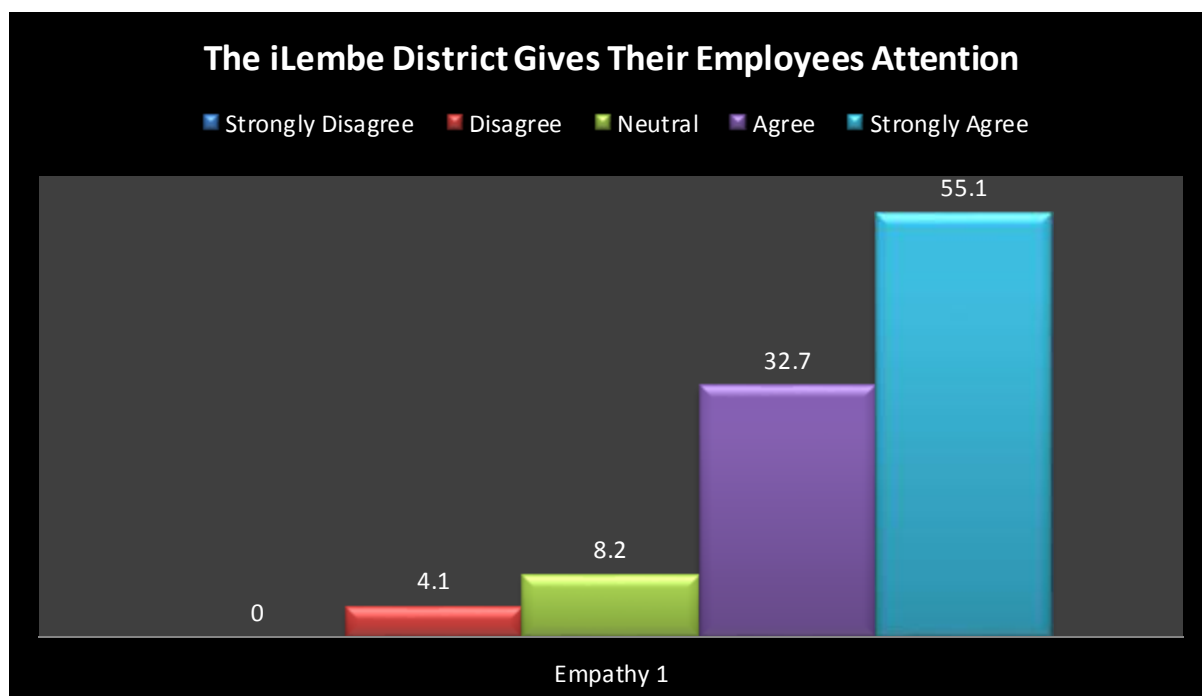


Figure 4.1.15 (a) shows the graph of Empathy dimension 1 vs perception, the respondents were asked to indicate if the iLembe District, DoE personnel gives attention to their employees. The aim of the statement was to test level of performance in the iLembe District, DoE personnel staff. It was revealed that (55.1%) of the respondents strongly agreed, followed by a remarkable percent (32.7% who agreed), (8.2%) remained neutral and (4.1%) strongly disagreed.

The respondent's gender was cross-tabulated based on the statement, empathy dimension 1 vs perception: "The iLembe District DoE gives their employees attention". It was revealed that 2 male respondents disagreed, 4 remained neutral, 8 agreed and 24 strongly agreed; that accounted for 38 respondents. Within female respondents the responses were as follows: 2 disagreed, 4 remained neutral, while 24 agreed and 30 strongly agreed; that added up to 60.

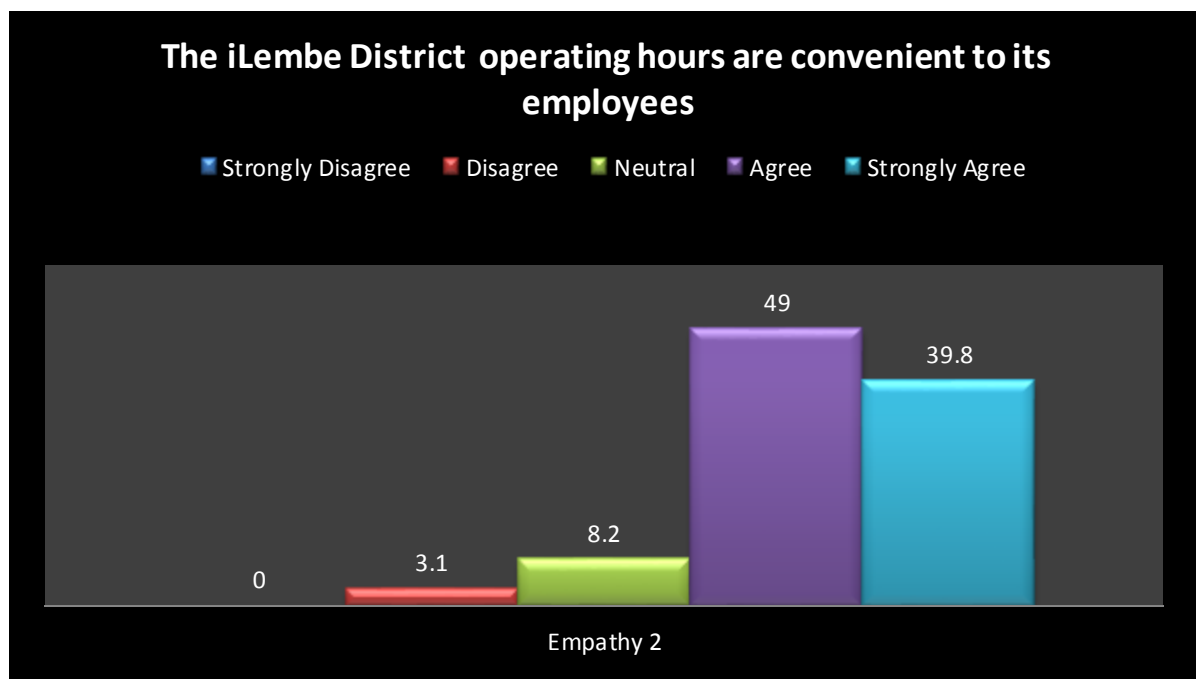
The respondent's age was cross-tabulated based on the statement, empathy dimension 1 vs perception: "The iLembe District, DoE gives their employees attention". The research findings indicate that the respondents between the ages of 21 to 29 years answered that 1 agreed, and 2 strongly agreed; that accounted for 3 respondents. Further respondents were between the age brackets of 30 to 39 years, the responses were: 1 remained neutral, 10 agreed and 4 strongly agreed; that accounted for 15 respondents. The respondents within the age bracket of 40 to 49 years; answered that 3 disagreed, 4 remained neutral, 14 agreed and 31 strongly agreed that added up to 52. The respondents between the ages of 50 to 59 years answered that 1 disagreed, 3 remained neutral, 6 agreed and 11 strongly agreed; that added up to 21. The respondents with the age category of 60 years and above answered that 1 disagreed, 1 remained neutral, 5 agreed and 1 strongly agreed; that accounted for 7 respondents.

The respondent's length of service was cross-tabulated based on the statement, empathy dimension 1 vs perception: "The iLembe District, DoE gives attention to their employees". The research findings of the study reveal that the respondents who had a length of service of 3 to 7 years answered as follows: 1 neutral, 4 agreed and 3 strongly agreed; that added up to 8. Within the length of service of 8 to 12 years, 9 agreed and 7 strongly agreed; that added up to 16. The respondents who have been employed for 13 to 17 years responses were as follows: 1 remained neutral, 7 agreed and 2 strongly agreed; that added up to 10 respondents. The respondents with a length of service of 18 to 22 years answered that 2 disagreed, 7 agreed and 11 strongly agreed; that added up to 20. Further respondents had a length of service of 23 to 27 years and they answered

that, 3 were neutral, 2 agreed and 9 strongly agreed; that added up to 14. Within the length of service of 28 years and above; the responses were; 2 disagreed; 3 neutral, 3 agreed; and 22 strongly agreed; that accounted for 30 respondents.

The respondents Job Title and Salary Levels were cross-tabulated based on the statement; empathy dimension 1 vs perception: “The iLembe District, DoE gives attention to their employees”. It was revealed that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 1 disagreed, 2 remained neutral, 9 agreed and 10 strongly agreed; that added up to 22. The respondents on Salary Level 7 (Principal Personnel Officers) answered that 1 disagreed, 3 remained neutral, 2 agreed and 18 disagreed; that added up to 24. Further respondents were on Salary Level 5-6 (Senior Personnel Officers) and the responses were: 1 disagreed, 3 were neutral, 11 agreed and 10 strongly agreed; that added up to 25. The respondents on Salary Levels 1-4 (General Assistants) answered that 1 disagreed, 10 agreed and 16 strongly agreed; that added up to 27.

Figure 4.1.15 (b) empathy Dimension 2 vs perception: The respondent’s responses on the iLembe District, DoE operating hours.



Figures 4.1.15 (b) shows the graph on empathy dimension 2 vs perception where the respondents were asked to indicate if the iLembe District, DoE operating hours are convenient to its employees. The statement was based on the iLembe District DoE operating hours which is linked to personnel performance and employees satisfaction. Furthermore, the aim was to identify if does the operating hours in the iLembe District performance meets employee's needs. The research findings indicate that the majority of (49%) agreed, followed by (39.8%) who strongly agreed, (8.2%) remained neutral, followed by (3.1%) who disagreed that the operating hours are convenient to its employees.

The respondent's gender was cross-tabulated with the statement based on empathy dimension 2 vs perception: "The iLembe District, DoE operating hours are convenient to its employees. It was revealed that 2 male respondents disagreed, 4 remained neutral, 8 agreed and 24 strongly agreed, that added up to 38. Further female respondents answered and it was founded that 2 disagreed, 4 remained neutral, 24 agreed and 30 strongly agreed; that added up to 60 respondents.

The respondent's age was cross-tabulated based on the statement, empathy dimensions 2 vs perception: "The iLembe District, DoE operating hours are convenient to its employees". The research findings of the study reveal that the respondents between the ages of 21 to 29 years answered as follows 1 remained neutral and 2 strongly agreed; that accounted for 3 respondents. The respondents between the ages of 30 to 39 years answered as follows: 2 neutral, 5 agreed and 8 strongly agreed; that accounted for 15 respondents. The respondents within the age bracket of 40 to 49 years responses were as follows: 15 remained neutral, 17 agreed and 20 strongly agreed; that added up to 52. Within the age bracket of 50 to 59 years and above, 1 disagreed, 7 remained neutral, 7 agreed and 6 strongly agreed; that accounted for 21 respondents. Further respondents were within the age group of 60 years and above and they answered as follows: 1 remained neutral, 3 agreed and 3 strongly agreed; that added up to 7.

The respondent's length of service was cross-tabulated with the statement based on empathy dimension 2 vs perception: "The iLembe District, DoE operating hours are convenient to employees". It was revealed that the respondents who had been employed for 3 to 7 years; answered that 1 remained neutral, 5 agreed and 2 strongly agreed; that accounted for 8 respondents. The respondents, who had a length of service of 8 to 12 years, answered that 1 remained neutral, 10 agreed and 5 strongly agreed; that accounted for 16 respondents. Further respondent had a

length of service 13 to 17 years and they answered that 1 remained neutral, 7 agreed and 2 strongly agreed; that accounted for 10 respondents. The respondents who have been employed for 18 to 22 years answered that 2 disagreed, 6 agreed and 12 strongly agreed; that accounted for 20 respondents. Further respondents had a length of service of 23 to 27 years and they answered that 2 remained neutral, 8 agreed and 4 strongly agreed; that added up to 14. The respondents with a length of service of 28 years and above answered that 1 disagreed, 3 remained neutral, 12 agreed and 14 strongly disagreed; that accounted for 30 respondents. The respondents with Job Title and Salary Levels with the question/statement based on empathy dimension 2 vs perception: “The iLembe District, DoE operating hours are convenient to its employees”. The research findings indicate that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 1 disagreed, 2 remained neutral, 14 agreed; and 5 strongly agreed; that accounted for 22 respondents. The respondents on Salary Level 7 (Principal Personnel Officers) answered that 4 remained neutral, 8 agreed and 12 strongly agreed; that accounted for 24 respondents. Further respondents were on Salary Level 5-6 (Senior Personnel Officers) and they answered that 1 disagreed, 2 neutral, 13 agreed and 9 strongly agreed; that accounted for 25 respondents. The respondents on Salary Levels 1-4 (General Assistants) answered that 1 disagreed, 13 agreed and 13 strongly agreed; that accounted for 27 respondents.

Figure 4.1.15 (c) Empathy Dimension 3 vs perception: The respondent's responses on the iLembe District, DoE employee's specific needs.

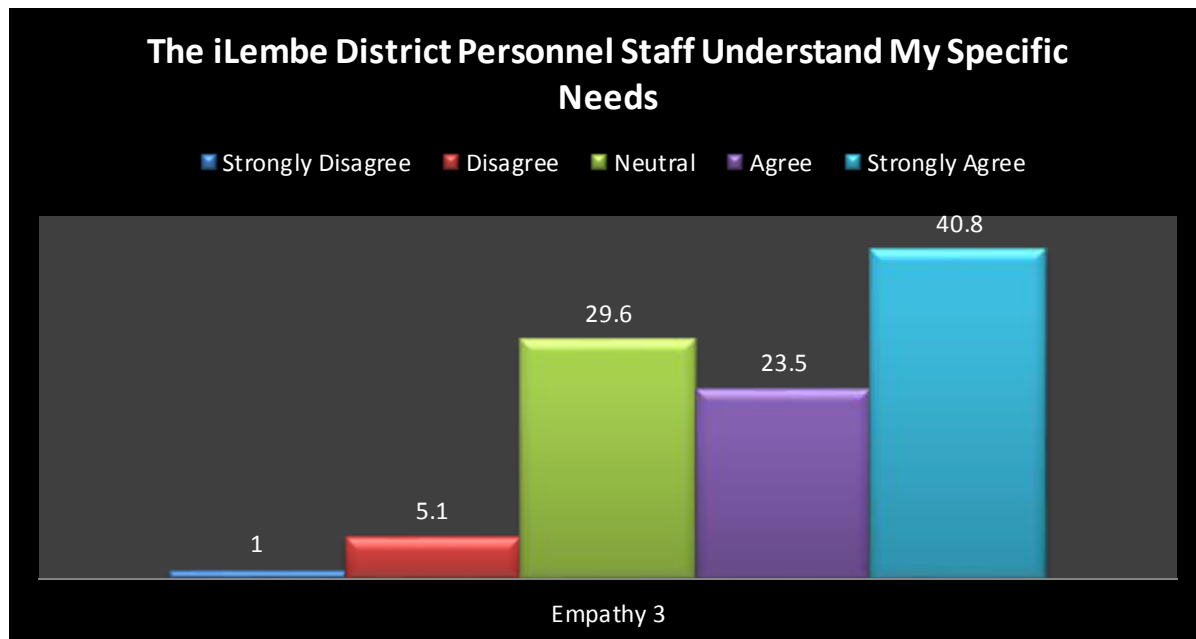


Figure 4.1.15 (c) showed the graph of Empathy dimension 3 vs perception where the respondents were asked to indicate if the iLembe District, DoE personnel understand employees specific needs. The research statement question was to test the iLembe District personnel performance on how responsive and sensitive they are to employee's needs. It was revealed that the majority of respondents, (40.8%) strongly agreed, followed by (23.5%) who also agreed, a remarkable number of respondents (29.6%) remained neutral, whereas (5.1%) disagreed; and (1%) strongly disagreed.

The respondent's gender was cross-tabulated with the statement based on empathy dimension 3 vs perception: "The iLembe District, DoE personnel understands my specific needs. It was revealed that 2 male respondents answered that disagreed, 13 remained neutral, 6 agreed and 17 strongly agreed; that accounted for 38 respondents. Within female respondents, 1 strongly disagreed, 3 disagreed, 16 remained neutral, 17 agreed and 23 strongly agreed; that added up to 60 respondents.

The respondent's age was cross-tabulated with the statement based on empathy dimension 3 vs perception: "The iLembe District, DoE personnel understands my specific needs". The research findings of the study indicate that the respondents who were between ages of 21 to 29 years answered as follows: 1 remained neutral, 1 agreed and 1 strongly agreed; that added up to 3.

Respondents who were within the age bracket of 30 to 39 years, answered as follows: 1 strongly agreed, 3 remained neutral, 6 agreed and 5 strongly agreed; that added up to 15. The respondents between the ages of 40 to 49 years, answered as follows: 15 neutral, 17 agreed and 20 strongly agreed; that added up to 52. Further respondents were within the age bracket of 50 to 59 years and 1 of them disagreed, 7 remained neutral, 7 agreed and 6 strongly agreed; that accounted for 21 respondents. The respondents between the ages of 60 years and above answered as follows: 1 neutral, 3 agreed and 3 strongly disagreed; that added up to 7.

The respondent's length of service was cross-tabulated with the statement based on empathy dimension 3 vs perception: "The iLembe District DoE, personnel understands my specific needs". The research findings of the study show that the respondents who were in service for 3 to 7 years answered that 1 disagreed, 1 remained neutral, 4 agreed and 2 strongly agreed; that accounted for 8 respondents. The respondents who had a length of service of 8 to 12 years, answered that 4 were neutral, 6 agreed, and 6 strongly agreed; that added up to 16. The respondents who were in service for 13 to 17 years answered that 1 was neutral, 4 agreed and 5 strongly agreed; that added up to 10. Within the length of service of 18 to 22 years the respondents answered as follows, 2 disagreed, 2 remained neutral, 5 agreed, and 11 strongly agreed; that added up to 20. Further respondents had a length of service of 23 to 27 years and they answered that 9 remained neutral, 1 agreed and 4 strongly agreed; that accounted for 14 respondents. The respondents who were in service for 28 years and above answered that 2 disagreed, 13 remained neutral, 4 agreed and 11 strongly agreed; that added up to 30.

The respondents Job Title and Salary Levels were cross-tabulated with the statement based on empathy dimension 3 vs perception: "The iLembe District, DoE personnel understands my specific needs". It was revealed that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 1 disagreed, 6 remained neutral, 7 agreed and 8 strongly agreed; that added up to 22. The respondent on Salary Level 7 (Principal Personnel Officers) answered: 1 disagreed, 16 neutral, 1 agreed and 6 strongly agreed; that added up to 24. The respondents on Salary Levels 5-6 (Senior Personnel Officers) answered; 5 remained neutral, 10 agreed and 10 strongly agreed; that added up to 25; further respondents were on Salary Levels 1-4 (General Assistants) and they answered: 3 disagreed, 4 neutral, 10 agreed and 10 strongly agreed; that added up to 27.

Figure 4.1.15 (d) Empathy dimension 4 vs perception: The respondent's responses on the iLembe District, DoE personnel efficient services.

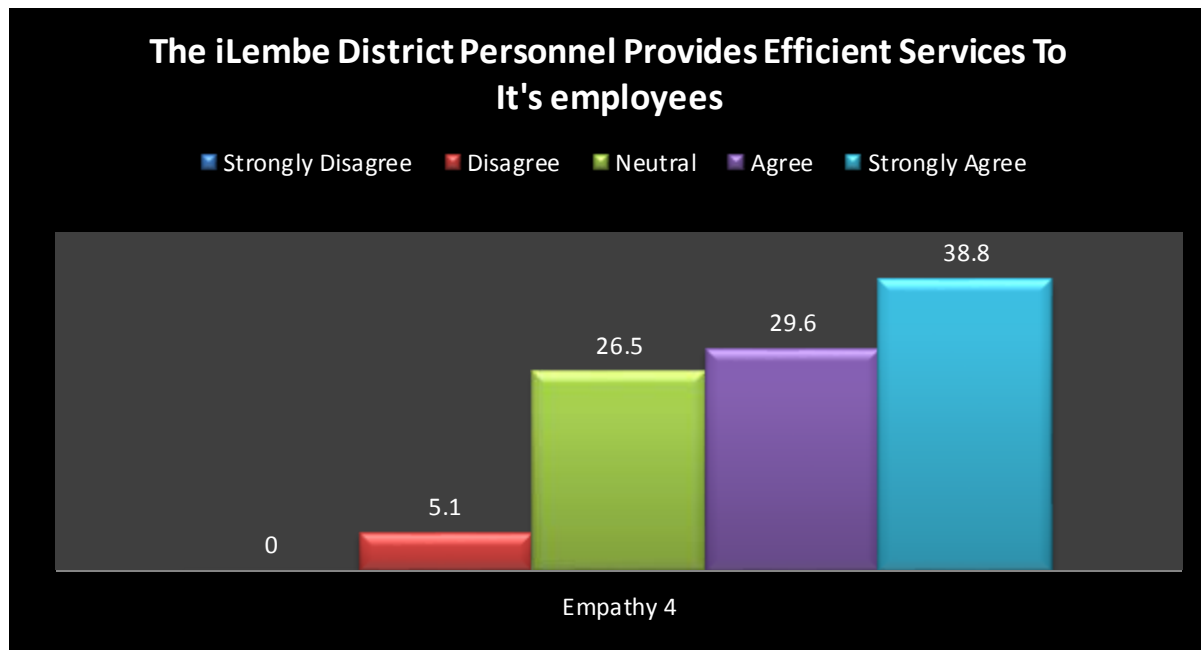


Figure 4.1.15 (d) represents the graph where the respondents were asked to indicate if the iLembe District, DoE personnel provides efficient services to its employees. The aim of the research statement was to evaluate level of performance and efficiency in the iLembe District DoE, personnel. The research findings of the study indicate that (38.8%) of respondents strongly agreed, (29.6%) agreed, (26.5%) remained neutral and (5.1%) disagreed.

The respondent's gender was cross-tabulated with the statement based on empathy dimension 4 vs perception: "The iLembe District, DoE personnel provides efficient services to its employees". It was revealed that 2 males disagreed, 12 remained neutral, 9 agreed and 15 strongly agreed; that accounted for 38 respondents. Further respondents were females: 3 disagreed, 14 remained neutral, 20 agreed and 23 strongly agreed; that accounted for 60 respondents.

The respondent's age was cross-tabulated with the statement based on empathy dimension 4 vs perception: "The iLembe District, DoE personnel provides efficient services to its employees". The research findings of the study reveal that the respondents between the ages of 21 to 29 years answered: 1 neutral, 1 agreed and 1 strongly agreed; that added up to 3. The respondents who fall with the age bracket of 30 to 39 years answered: 2 remained neutral, 5 agreed and 8 strongly

agreed; that added up to 15. Within the age bracket of 40 to 49 years, 15 remained neutral, 17 agreed and 20 strongly agreed; that added up to 52. The respondents between the ages of 50 to 59 years answered that 1 disagreed, 7 remained neutral, 7 agreed and 6 strongly disagreed; that added up to 21. Further respondents were between the ages of 60 years and above and 1 of them remained neutral, 3 agreed and 3 strongly agreed; that added up to 7.

The respondent's length of service was cross-tabulated with the statement based on empathy dimension 4 vs perception: "The iLembe District, DoE personnel provides efficient services to its employees". It was revealed that the respondents who had a length of service of 3 to 7 years answered that 1 disagreed 1 was neutral, 4 agreed and 2 strongly agreed; that added up to 8. The respondents, who have been employed for 8 to 12 years, answered that 2 remained neutral, 8 agreed and 6 strongly agreed; that accounted for 16 respondents. Within the length of service of 13 to 17 years, the responses were that 2 disagreed, 2 remained neutral, 5 agreed and 11 strongly agreed; that added up to 20. The respondents with length of service of 23 to 27 years answered that 1 disagreed, 7 remained neutral, 2 agreed and 4 strongly agreed; that added up to 14. Further respondents who were in service for 28 years and above answered that 1 disagreed, 12 remained neutral, 6 agreed and 11 strongly agreed; that added up to 30.

The respondent's Job Title and Salary levels were cross-tabulated with the statement based on empathy dimension 4 vs perception: "The iLembe District, DoE provides efficient services to its employees". It was revealed that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 7 disagreed, 5 agreed and 10 strongly agreed; that accounted for 22 respondents. The respondents on Salary Level 7 (Principal Personnel Officers) answered that 2 disagreed, 10 were neutral, 4 agreed and 8 strongly agreed; that added up to 24. Further respondents were on Salary Level 5-6 (Senior Personnel Officers) and they answered that 5 remained neutral, 10 agreed and 10 strongly agreed; that accounted for 25 respondents; and the respondents on Salary Level 1-4 answered that 3 disagreed, 4 were neutral 10 agreed; and 10 strongly agreed; that accounted for 27 respondents.

4.1.16 Section: C 2 Employees expectations on the iLembe District, DoE personnel performance services.

Employee's expectations on the iLembe District Department of Education services; referred to on how the iLembe performance standards should be offered. Tangible dimension expectations are based on the iLembe District DoE personnel capacitation on EPMDS; performance services to the iLembe District, DoE employees. The Reliability dimension expectations focuses on how reliable the iLembe District DoE personnel performance services are and how they should offer services; and resolve EPMDS- related problems. The Assurance dimension expectations focuses on how iLembe District personnel staff should offer their services and the iLembe District, DoE employees interaction with personnel; while the empathy dimension expectations focuses on how the iLembe District DoE should be sensitive to employees needs. The iLembe District DoE operating hours was also examined to find out if it was in-line with employee's needs and performance standards.

Figure 4.1.16 (a) Tangible Dimension 1 vs expectation. Respondent's responses on iLembe District, DoE personnel should be well capacitated.

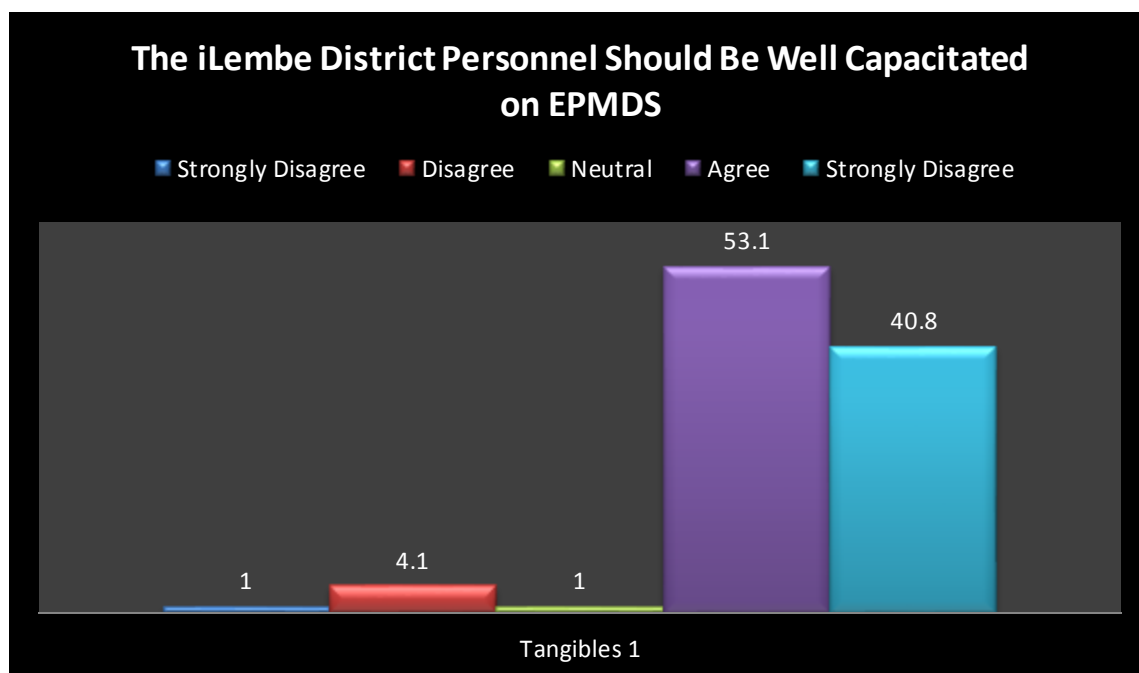


Figure 4.1.16 (a) depicts the graph for tangible dimension 1 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should be well capacitated on EPMDS. The statement was based on tangible dimension1 vs expectation: “If the iLembe District, DoE personnel should be well capacitated on EPMDS”. The aim of the research question in the study was to evaluate the level of lack of knowledge and training to personnel of the iLembe District, DoE. It was revealed that the majority of respondents (53.1%) agreed that the iLembe District, DoE personnel should be well capacitated on EPMDS, followed by a remarkable number of (40.8%) respondents who affirmed the statement. Further respondents (4.1%) disagreed, (1%) remained neutral and 1% strongly agreed. In Chapter 2, the literature clearly states that Human Resource Development is responsible for training needs and provides training on performance as an organisational appraisal tool (Department of Public Service and Administration, 2007:32).

The respondent’s gender was cross-tabulated with the statement based on tangible dimension 1 vs expectation: ‘The iLembe District, DoE personnel should be well capacitated on EPMDS’. It was revealed that 2 male respondents disagreed, 1 remained neutral, 22 agreed and 13 strongly agreed; that accounted for 38 respondents. Further respondents were female respondents of whom 2 strongly disagreed, 1 disagreed, 1 remained neutral, followed by 30 who agreed and 26 strongly agreed; that accounted for 60 respondents.

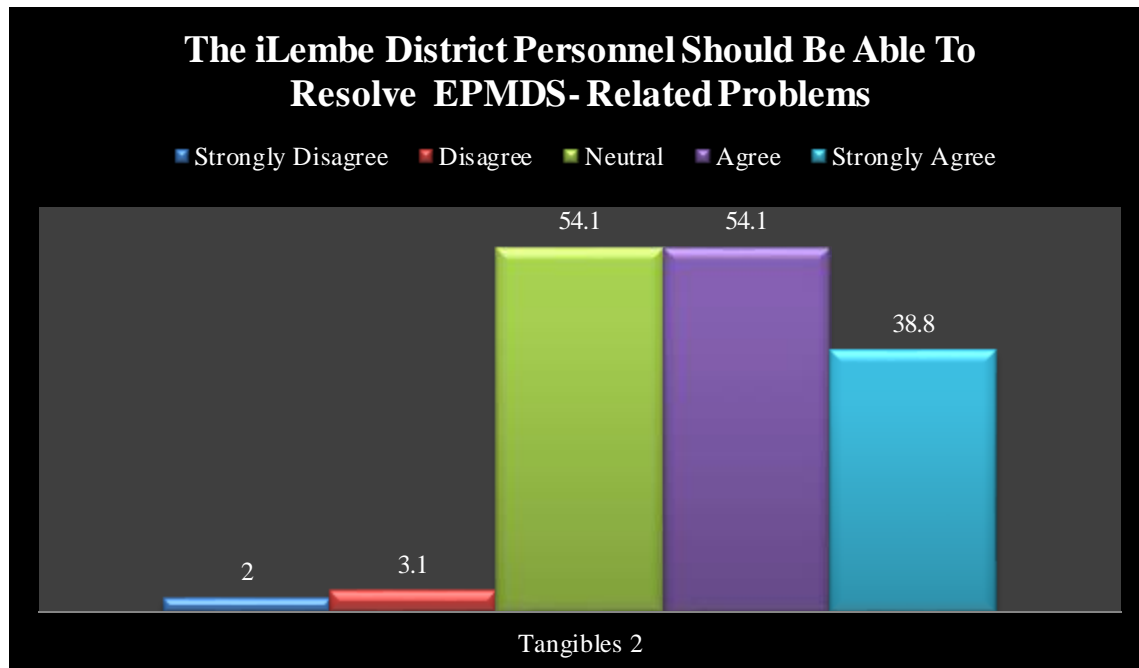
The respondent’s age was cross-tabulated with the statement based on tangible dimension 1 vs expectation: “The iLembe District, DoE personnel should be well capacitated on EPMDS”. The research findings of the study show that the respondents who were between the ages of 21 to 29 years answered as follows: 1 agreed and 2 strongly agreed; that added up to 3. Further respondents were within the age group of 30 to 39 years answered as follows: 13 agreed and 2 strongly agreed; that added up to 15. The respondents within the age bracket of 40 to 49 years answered that 1 strongly disagreed, 4 disagreed, 1 remained neutral, 21 agreed and 25 strongly agreed; that accounted for 52 respondents. The respondents who were between the ages of 50 to 59 years answered that 13 agreed and 8 strongly agreed; that added up to 21. These were followed by the respondents within the age bracket of 60 years and above who answered: 4 agreed and 3 strongly agreed; that added up to 7.

The respondent’s length of service was cross tabulated with the statement based on tangible dimension 1 vs expectation: “The iLembe District, DoE personnel should be well capacitated on

EPMDS”. It was revealed that the respondents who have been employed for 3 to 7 years, answered that 3 agreed and 5 strongly agreed; that added up to 8; followed by the respondents who had a length of service of 8 to 12 years who answered that 1 disagreed, 8 agreed and 7 strongly agreed; that accounted for 16 respondents. Further respondents who were in service for 13 to 17 years answered that 1 strongly disagreed, 7 agreed and 2 strongly agreed; that added up to 10. The respondents who have been in employment for 18 to 22 years answered that 1 disagreed, 1 remained neutral, 12 agreed and 6 strongly agreed; that accounted for 20 respondents. The respondents with a length of service of 23 to 27 years answered that 2 disagreed, 5 agreed and 7 strongly agreed; that accounted for 14 respondents; followed by the respondents who have been in service for 28 years and above who answered that 17 agreed and 13 strongly agreed; that added up to 30.

The respondent’s Job Title and Salary Levels were cross-tabulated with the statement based on Tangible Dimension 1 vs expectation: “The iLembe District, DoE personnel should be well capacitated on EPMDS”. It was revealed that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 1 disagreed, 16 agreed and 5 strongly agreed; that added up to 22. Further respondents who were on Salary Level 7 (Principal Personnel Officers) answered that 11 agreed and 13 strongly agreed; that accounted for 24 respondents; and the respondents on Salary Levels 5-6 (Senior Personnel Officers) answered that 1 strongly disagreed, 1 disagreed, 9 agreed and 14 strongly agreed; that accounted for 25 respondents. Further respondents were on Salary Levels 1-4 (General Assistants) answered such that 2 disagreed, 1 remained neutral, 16 agreed and 8 strongly agreed; that added up to 27.

Figure 4.1.16 (b) Tangible Dimension 2 vs expectation: Respondent's responses according to their expectations of the iLembe District, DoE ability to resolve the EPMDS related problems.



In figure 4.1.16 (b) tangible dimension 2 vs expectation, the respondents were asked to answer a statement based on tangible dimension 2 vs expectation: “The iLembe District, DoE should be able to resolve EPMDS- related problems”. The research statement was to test the iLembe District, DoE personnel capabilities based on the knowledge of EPMDS. It was revealed that (54.1%) of the respondents agreed, another (54.1%) remained neutral, (38.8%) strongly agreed, (3.1%) disagreed, and; (2%) strongly disagreed.

The respondent's gender was cross-tabulated with the statement based on tangible dimension 2 vs expectation: “The iLembe District, DoE personnel should be able to resolve EPMDS- related problems”. It was then revealed that 2 male respondents disagreed, 1 remained neutral, 23 agreed and 12 strongly agreed; that accounted for 38 respondents. Female respondents answered that 2 strongly disagreed, 1 disagreed, 1 was neutral, 30 agreed and 26 strongly agreed; that accounted for 60 respondents.

The respondent's age was cross-tabulated with the statement based on tangible dimension 2 vs expectation: “The iLembe District, DoE personnel should be able to resolve EPMDS -related

problems”. The research findings indicate that the respondents who were between the ages of 21 to 29 years answered that 1 agreed and 2 strongly agreed; that added up to 3. Respondents within the age bracket of 30 to 39 years answered that 13 agreed and 2 strongly agreed; that accounted for 15 respondents. The respondents between the ages of 40 to 49 answered that 1 strongly disagreed, 4 disagreed, 1 remained neutral, 21 agreed and 25 strongly agreed; that added up to 52 respondents. The respondents within the age bracket of 50 to 59 years answered that 13 agreed and 8 strongly agreed; that accounted for 21 respondents; followed by the respondents who were between the ages of 60 years and above who answered that 4 agreed and 3 strongly agreed; that accounted for 7 respondents.

The respondent’s length of service was cross-tabulated with the statement based on tangible dimension 2 vs expectation: “The iLembe District, DoE personnel should be able to resolve EPMDS- related problems”. It was revealed that the respondents who were in service for 3 to 7 years answered that 2 agreed and 6 strongly agreed; that accounted for 8 respondents. The respondents with a length of service of 8 to 12 years answered that 1 disagreed, 9 agreed and 6 strongly agreed; that added up to 16; followed by the respondents who have been employed for 13 to 17 years who answered that 1 disagreed, 7 agreed and 2 strongly agreed; that accounted for 10 respondents. The respondents who had a length of service of 18 to 22 years showed that 2 remained neutral, 13 agreed and 5 strongly agreed; that added up to 20; and within length of service of 23 to 27 years; 2 disagreed, 5 agreed and 7 strongly agreed; that accounted for 14 respondents. Within length of service of 28 years and above 1 respondent strongly disagreed; 17 agreed; and 12 strongly agreed; that accounted to 30.

The respondent’s Salary Levels were cross-tabulated with the statement based on tangible 2 Dimension 2 vs expectation: “The iLembe District, DoE personnel should be able to resolve EPMDS-related problems”. The research study show that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 17 agreed and 5 strongly agreed; that added up to 22; followed by the respondents on Salary Level 7 (Principal Personnel Officers) who answered that 1 disagreed, 1 remained neutral, 10 agreed and 12 strongly agreed; that accounted for 24 respondents. The respondents on Salary Levels 5-6 (Senior Personnel Officers) answered that 1 strongly disagreed, 1 disagreed, 9 agreed and 14 strongly agreed; that added up to 25. Respondents

on Salary Level 1-4 (General Assistants) answered that 2 disagreed, 1 remained neutral, 17 agreed and 7 strongly agreed; that added up to 27.

Figure 4.1.16 (c) Tangible Dimension 3 vs expectation: Respondent's responses according to their expectations on how the personnel of the iLembe District, DoE should provide services promptly.

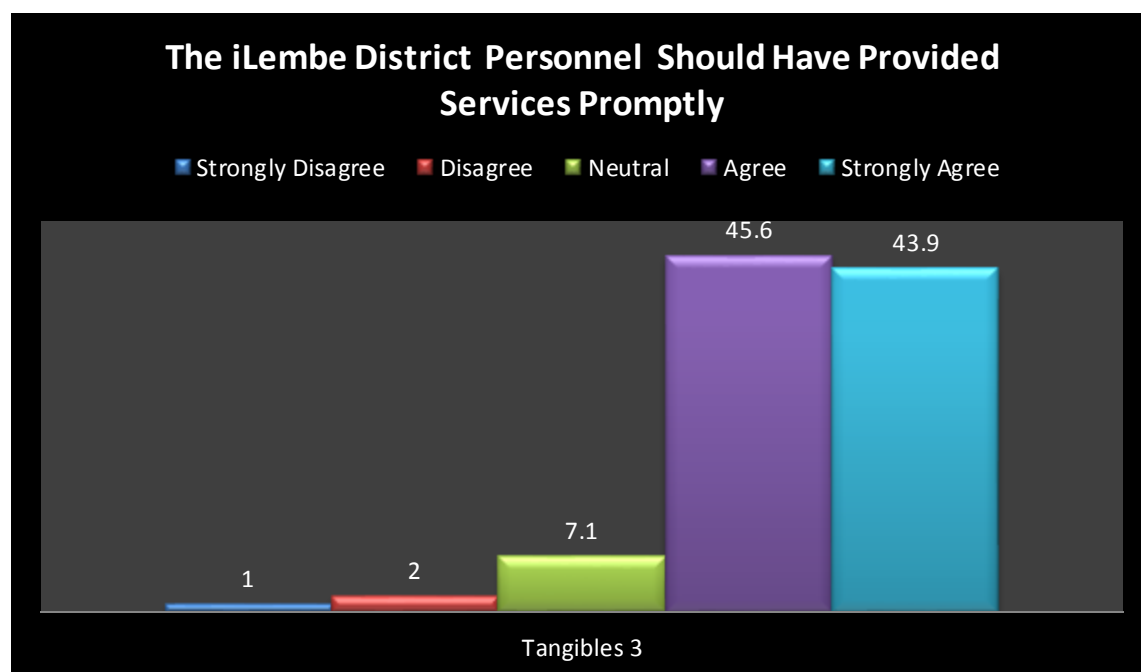


Figure 4.1.16 (c) depicts the graph where the respondents were asked to indicate if the iLembe District, DoE personnel should have provided services promptly. The research question was to test iLembe District DoE personnel according to performance services offered to employees of iLembe District DoE. The research findings of the study indicate that (45.6) of the respondents affirmed; followed by (43.9%) who strongly agree; and (7.1%) remained neutral, (2%) disagreed and; (1%) strongly agreed.

The respondent's gender was cross tabulated with the statement based on tangible dimension 3 vs expectation: "The iLembe District DoE personnel should have provided services promptly. It was revealed that 4 male respondents remained neutral; 19 agreed; and 15 strongly agreed; and that

added to 38; the female respondents answered 1 strongly disagreed; 2 disagreed; 3 remained neutral; 26 agreed; and 28 strongly agreed; that accounted to 60.

The respondent's age was cross-tabulated with the statement based on tangible dimension 3 vs expectations: "The iLembe District, DoE personnel should have provided services promptly". The research findings show that the respondents between the age group of 21 to 29 years answered that 1 agreed and 2 strongly agreed; that added up to 3. The respondents who fall between the ages of 30 to 39 years answered that 13 agreed and 2 strongly agreed; that accounted for 15 respondents. Further respondents who were within the age bracket of 40 to 49 years had 1 respondent who strongly agree, 3 disagreed, 2 remained neutral, 23 agreed and 23 strongly agreed; that added up to 52 respondents; followed by the respondents who were between the ages of 50 to 59 years who answered that 13 agreed and 8 strongly agreed; that added up to 21. The respondents within the age category of 60 years and above answered that 4 agreed and 3 strongly agreed; that added up to 7.

The respondent's length of service was cross-tabulated with the statement based on tangible dimension 3 vs expectations: "The iLembe District, DoE personnel should have provided services promptly". It was revealed that the respondents who had a length of service of 3 to 7 years answered that 3 agreed and 5 strongly agreed; that accounted for 8 respondents. The respondents who have been employed for 8 to 12 years answered that 2 remained neutral, 7 agreed and 7 strongly agreed; that added up to 16. The respondents with length of service of 13 to 17 years answered that 1 strongly disagreed, 7 agreed and 2 strongly agreed; that added up to 10; followed by the respondents who have been employed for 18 to 22 years who answered that 2 remained neutral, 13 agreed and 5 strongly agreed; that accounted for 20 respondents. The respondents who had a length of service of 23 to 27 years answered that 1 disagreed, 2 were neutral, 2 agreed and 9 strongly agreed; that added up to 14. The respondents who have been in service for 28 years and above answered that 1 disagreed, 2 remained neutral, 13 agreed and 14 strongly agreed; that accounted for 30 respondents.

The respondent's Job Title and Salary Levels were cross-tabulated with the statement based on tangible dimension 3 vs expectation: "The iLembe District, DoE personnel should have provided services promptly". It was revealed that the respondents on Salary Level 8 (Chief Personnel Officers) had 15 respondents who agreed and 7 strongly agreed; that added up to 22; followed by

the respondents on Salary Level 7 (Principal Personnel Officers) who answered that 4 were neutral, 6 agreed and 14 strongly agreed; that accounted for 24 respondents. Further respondents were on Salary Levels 5-6 (Senior Personnel Officers) who answered that 1 disagreed, 2 were neutral, 9 agreed and 13 strongly agreed; that added up to 25; followed by the respondents who were on Salary Levels 1-4 (General Assistants) who answered that 1 disagreed, 2 remained neutral, 15 agreed and 9 strongly agreed; that added up to 27.

Figure 4.1.16 (d) Tangible Dimension 4 vs expectation: Respondent's responses according to their expectations on how the iLembe District, DoE personnel should be resolving employee's problems.

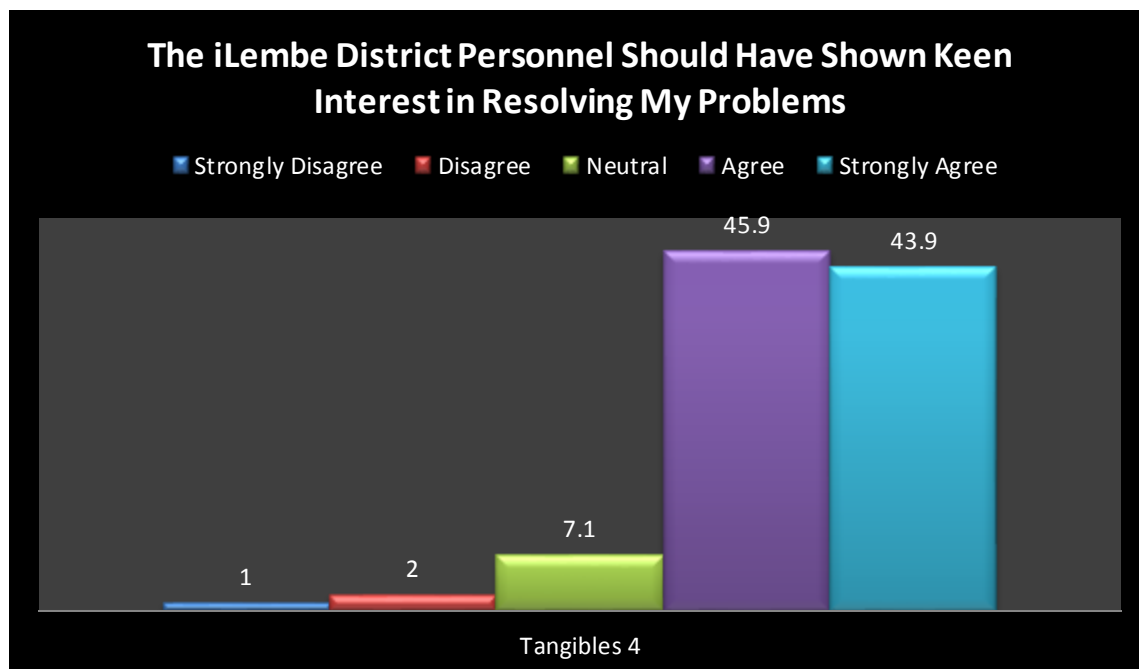


Figure 4.1.16 (d) shows the graph depicting when the respondents were asked to indicate how the iLembe District, DoE should be resolving employees problems. The research question was based on tangible 4 dimension vs expectation. It was revealed that the majority of (45.9%) respondents agreed; followed by a remarkable number of (43.9%) who agreed, 7.1% remained neutral, (2%) disagreed and (1%) strongly disagreed.

The respondent's gender was cross-tabulated with the statement based on tangible dimension 4 vs expectation: "The iLembe District, DoE personnel should have shown keen interest in resolving employee's problems". The research findings show that 6 males remained neutral, 15 agreed and 17 strongly agreed; and that accounted for 38 respondents. Further respondents were females and the responses were that 1 strongly disagreed, 2 disagreed, 4 remained neutral, 23 agreed and 30 strongly agreed; that accounted for 60 respondents.

The respondent's age was cross-tabulated with the statement based on tangible dimension 4 vs expectation: "The iLembe District, DoE personnel should have shown keen interest in resolving employee's problems". The research findings of the study reveal that the respondents within the age bracket of 21 to 29 years answered that 1 agreed and 2 strongly agreed; that accounted for 3 respondents; followed by the respondents who were within the age bracket of 30 to 39 years who answered that 13 agreed and 2 strongly agreed; that added up to 15. Further respondents were between the ages of 40 to 49 years who answered that 1 strongly disagreed, 1 disagreed, 5 remained neutral, 16 agreed and 29 strongly agreed; that added up to 52. The respondents within the age bracket of 50 to 59 years answered that 1 disagreed, 2 remained neutral, 11 agreed and 7 strongly agreed; that added up to 21. Further respondents were between the ages of 60 years and above who answered that 4 agreed and 3 strongly agreed, that added up to 7.

The respondent's Job Title and Salary Levels were cross-tabulated with the statement based on tangible dimension 4 vs expectation: "The iLembe District, DoE personnel should have shown keen interest in resolving employee's problems". It was revealed that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 11 agreed and 11 strongly agreed; that added up to 22. The respondents on Salary Level 7 (Principal Personnel Officers) answered that 7 remained neutral, 4 agreed and 13 strongly agreed; that accounted for 24 respondents. Further respondents were on Salary Levels 5-6 (Senior Personnel Officers) and answered that 1 strongly disagreed, 1 disagreed, 9 agreed and 14 strongly agreed; that added up to 25. The respondents on Salary Levels 1-4 (General Assistants) answered that 1 disagreed, 3 remained neutral, 14 agreed and 9 strongly agreed; that added up to 27.

Figure 4.1.17 (a) Reliability Dimension 1 vs expectation: Respondent's responses according to their expectations on how iLembe District, DoE personnel should deliver excellent services.

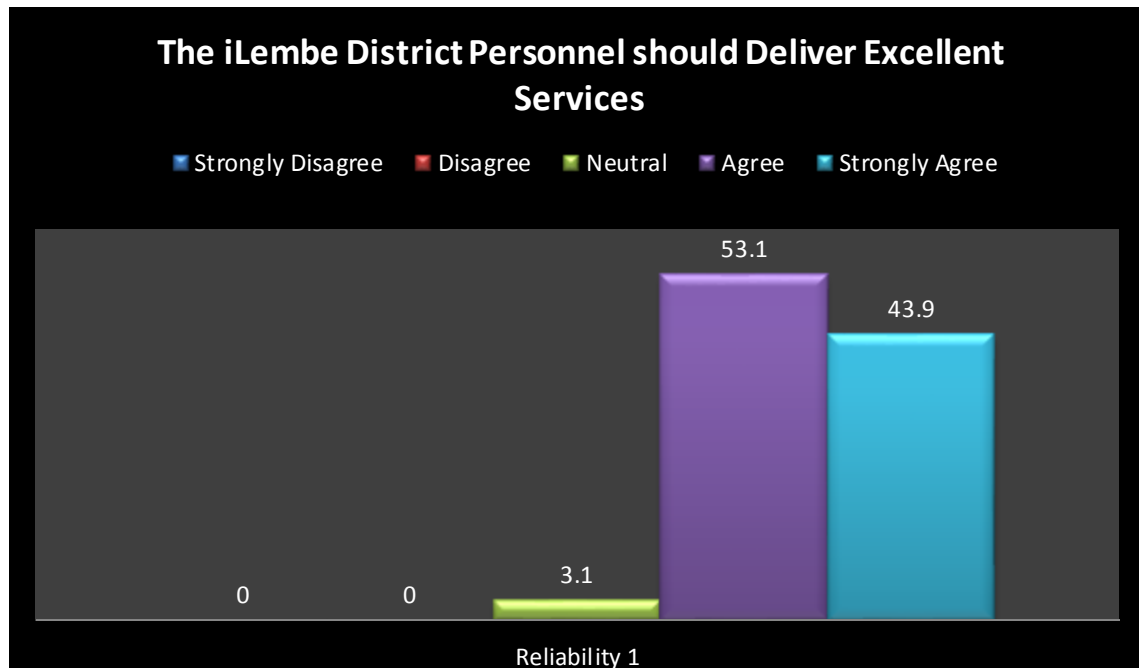


Figure 4.1.17 (a) shows the graph of Reliability dimension 1 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should deliver excellent services”. The question was based on reliability dimension 1 vs expectation. The aim of the statement was to evaluate the consistency of good performance in performance management and the question was specifically designed according to reliability dimension 1 vs expectation on how the iLembe District, DoE personnel should have offered performance services. It was revealed that the majority of respondents (53.1%) agreed, followed by a remarkable number of (43.9%) who strongly agreed. The respondents at only (3.1%) remained neutral.

The gender of respondent's was cross-tabulated with the statement based on reliability dimension 1 vs expectation: “The iLembe District, DoE personnel should deliver excellent services”. It was revealed that 3 male respondents remained neutral, 17 agreed and 18 strongly agreed; that added up to 38. Female respondents answered that 35 agreed and 25 strongly agreed; that accounted for 60 respondents.

When the respondent's age was cross-tabulated with the statement based on reliability dimension 1 vs expectation: "The iLembe District, DoE personnel should deliver excellent services". The research results show that the respondents within the age bracket of 21 to 29 years answered that 1 remained neutral and 2 strongly agreed; that accounted for 3 respondents. Further respondents were between the ages of 30 to 39 years answered that 12 agreed and 3 strongly agreed; that accounted for 15 respondents. The respondents between the ages of 40 to 49 years answered that 1 was neutral, 23 agreed and 28 strongly agreed; that accounted for 52 respondents. Further respondents who were within the age bracket of 50 to 59 years answered that 1 remained neutral, 13 agreed and 7 strongly agreed; that accounted for 21 respondents; and the respondents between the ages of 60 years and above answered that 4 agreed and 3 strongly agreed; that added up to 7.

The respondent's length of service was cross-tabulated with the statement based on reliability dimension 1 vs expectation: "The iLembe District, DoE personnel should deliver excellent services". It was revealed that the respondents who had a length of service of 3 to 7 years answered that 1 remained neutral, 3 agreed and 4 strongly agreed; that added up to 8. The respondents who have been employed for 8 to 12 years answered that 6 agreed and 10 strongly agreed; that added up to 16. The respondents who were in service for 13 to 17 years answered that 7 agreed and 3 strongly agreed; that added up to 10. Further respondents have been employed for 18 to 22 years answered that 16 agreed and 4 strongly agreed; that added up to 20; and the respondents with a length of service of 23 to 27 years answered that 1 was neutral, 5 agreed and 8 strongly agreed; that accounted for 14 respondents. The respondents who have been in service for 28 years and above answered that 2 remained neutral, 14 agreed and 14 strongly agreed; that accounted for 30 respondents.

When the respondents were cross-tabulated with Job Title and Salary Levels with the statement based on reliability dimension 1 vs expectation: "The iLembe District, DoE personnel should deliver excellent services". The research findings of the study indicate that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 15 agreed and 7 strongly agreed; that added up to 22; followed by the respondents on Salary Level 7 (Principal Personnel Officers) who answered that 2 were neutral, 7 agreed and 15 strongly agreed; that accounted for 24 respondents. The respondents on Salary Levels 5-6 (Senior Personnel Officers) answered that 1 remained neutral, 14 agreed and 10 strongly agreed; that added up to 25; further respondents were on Salary

Levels 1-4 (General Assistants) and answered that 16 agreed and 11 strongly agreed; that added up to 27.

Figure 4.1.17 (b) Reliability Dimension 2 vs expectation: The respondent's responses according to their expectations on the iLembe District, DoE personnel in resolving EPMDS related problems.

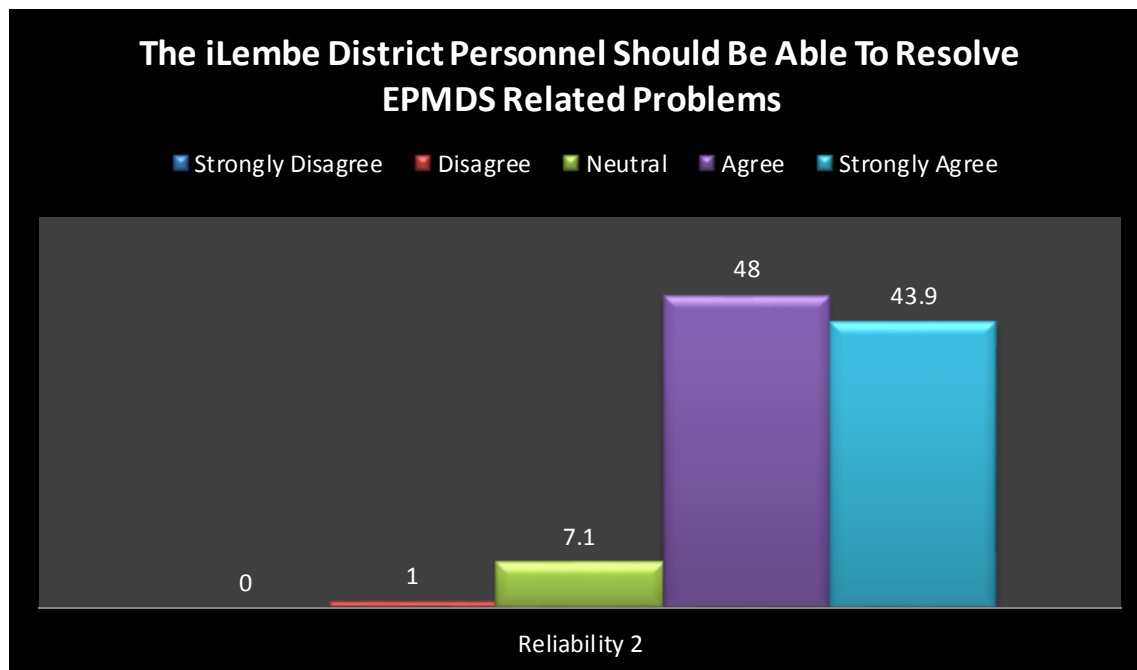


Figure 4.1.17 (b) shows the graph of the Reliability dimension 2 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should be able to resolve Employee Performance Management and Development System related problems. The aim of the research question was to test the level of understanding and EPMDS knowledge in the iLembe District, DoE personnel. The research findings of the study revealed that the majority of respondents (48%), agreed that the iLembe District, DoE personnel should be able to resolve EPMDS related problems; followed by a remarkable number of respondents, (43.9%), who strongly agreed, (7.1%) remained neutral, and only (1%) who disagreed. However, the researcher was able to ascertain that there was lack of knowledge on EPMDS in the iLembe District, DoE personnel; and this was according to the majority of respondents, at a combination of (91.9%), who agreed and strongly agreed.

The respondent's gender was cross-tabulated with the statement based on reliability dimension 2 vs expectation: "The iLembe District, DoE personnel should be able to resolve EPMDs- related problems". It was revealed that of the male respondents who answered 4 remained neutral, 14 agreed and 20 strongly agreed; that accounted for 38 respondents. Further respondents were females who answered that 1 disagreed, 3 remained neutral, 33 agreed and 23 strongly agreed; that added up to 60.

The respondent's age was cross-tabulated with the statement based on reliability 2 dimension vs expectation: "The iLembe District, DoE personnel should be able to resolve EPMDs- related problems". The respondents between the ages of 21 to 29 years answered that 1 was neutral and 2 strongly agreed; that added up to 3; followed by the respondents within the age bracket of 30 to 39 years who answered that 1 remained neutral, 10 agreed and 4 strongly agreed; that accounted for 15 respondents. Further respondents were between the ages of 40 to 49 years and they answered that 5 remained neutral, 25 agreed and 22 strongly agreed; that added up to 52. The respondents who were within the age category of 50 to 59 years answered that 8 agreed and 13 strongly agreed; that added up to 21; followed by the respondents between the ages of 60 years and above who answered that 1 was neutral, 4 agreed and 2 strongly agreed; that added up to 7.

When the respondent's length of service was cross-tabulated with the statement based on reliability 2 dimension vs expectation: "The iLembe District, DoE personnel should be able to resolve EPMDs- related problems". The respondents who were employed for 3 to 7 years answered that 1 remained neutral, 4 agreed and 3 strongly agreed; that added up to 8; followed by the respondents with a length of service of 8 to 12 years who answered that 1 disagreed, 3 were neutral; 5 agreed and 7 strongly agreed; that added up to 16. Further respondents were in service for 13 to 17 years and they answered that 1 was neutral, 6 agreed and 3 strongly agreed; that added up to 10; followed by the respondents with the length of service of 18 to 22 years who answered that 12 agreed and 8 strongly agreed; that accounted for 20 respondents. The respondents who have been employed for 23 to 27 years answered that 6 agreed and 8 strongly agreed; that accounted for 14 respondents; and the respondents within the length of service of 28 years and above answered that 2 were neutral, 14 agreed and 14 strongly agreed; that added up to 30.

The respondent's Job Title and Salary Levels were cross-tabulated with the statement based on reliability dimension 2 vs expectation: "The iLembe District, DoE personnel should be able to

resolve EPMDS- related problems”. The respondents on Salary Level 8 (Chief Personnel Officers) answered that 13 agreed and 9 strongly agreed; that accounted for 22 respondents; followed by the respondents on Salary Level 7 (Principal Personnel Officers) who answered that 13 agreed and 9 strongly agreed; that added up to 24. Further respondents were on Salary Levels 5-6 (Senior Personnel Officers) who answered that 1 disagreed, 2 remained neutral, 12 agreed and 10 strongly agreed; that accounted for 25 respondents. The respondents on Salary Levels 1-4 (General Assistants) answered that 2 remained neutral, 13 agreed and 12 strongly agreed; that accounted for 27 respondents.

Figure 4.1.17 (c) Reliability Dimension 3 vs expectation: Respondent’s responses according to their expectation that the iLembe District, DoE should provide services promptly.

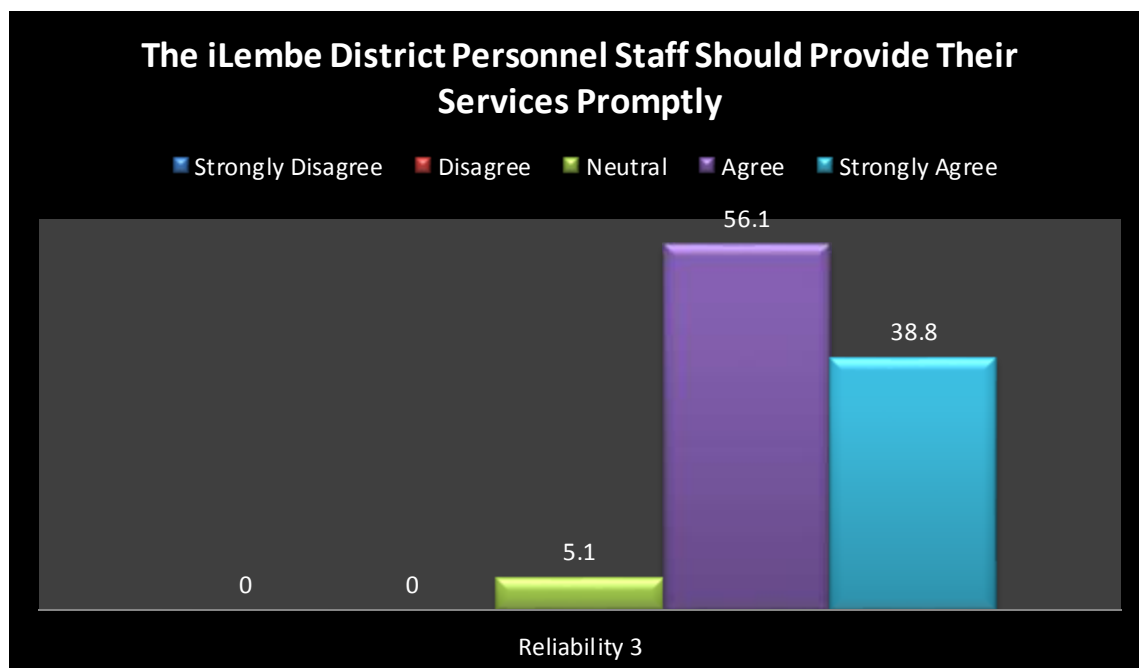


Figure 4.1.17 (c) shows the graph of the Reliability dimension 3 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should provide their services promptly”. The statement was to test the iLembe District personnel performance linked to efficiency. The majority of respondents at (56.1%) agreed; followed by 38.8% who strongly agreed and (5.1%) remained neutral. The research findings of the study concurred that the iLembe

District, DoE personnel should offer performance services to District employees in an efficient and specified time.

The respondent's gender was cross-tabulated with the statement based on reliability dimension 3 vs expectation: "The iLembe District, DoE personnel should provide their services promptly". The research study revealed that male respondents answered that 4 remained neutral, 20 agreed and 14 strongly agreed; that accounted for 38 respondents. Further respondents were females who answered that 1 was neutral, 35 agreed and 24 strongly agreed; that accounted for 60 respondents.

When the respondent's age was cross-tabulated with the statement based on reliability dimension 3 vs expectation: "The iLembe District, DoE personnel should provide their services promptly". It was revealed that the respondents between the ages of 21 to 29 years answered that 1 was neutral, 1 agreed and 1 strongly agreed; that added up to 3. The respondents within the age group of 30 to 39 years answered that 12 agreed and 3 strongly agreed; that added up to 15; followed by the respondents between the ages of 40 to 49 years who answered that 4 remained neutral, 25 agreed and 23 strongly agreed; that accounted for 52 respondents. Further respondents were within the age bracket of 50 to 59 years and they answered that 12 agreed and 9 strongly agreed; that added up to 21; while the respondents between the ages of 60 years and above answered that 5 agreed and 2 strongly agreed; that accounted for 7 respondents.

The respondent's length of service was cross-tabulated with statement based on reliability dimension 3 vs expectation: "The iLembe District, DoE personnel should provide their services promptly". The research findings indicate that the respondents who have been employed for 3 to 7 years answered that 1 remained neutral, 5 agreed and 3 strongly agreed; that accounted for 8 respondents; followed by the respondents who had a length of service of 8 to 12 years who answered that 2 were neutral, 9 agreed and 5 strongly agreed; that added up to 16. Further respondents had a length of service of 13 to 17 years and answered that 5 agreed and 5 strongly agreed; that added up to 10. The respondents who were in service for 18 to 22 years had 15 respondents who agreed and 5 who strongly agreed; that added up to 20; followed by the respondents with a length of service of 23 to 27 years who answered that 7 agreed and 7 strongly agreed; that added up to 14. The respondents who have been employed for 28 years and above answered that 1 remained neutral, 14 agreed and 15 strongly agreed; that added up to 30.

When the respondent's Job Title and Salary Levels were cross-tabulated with the statement based reliability dimension 3 vs expectation: "The iLembe District, DoE personnel should provide their services promptly". It was revealed that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 14 agreed and 8 strongly agreed; that accounted for 22 respondents. These were followed by the respondents on Salary Level 7 (Principal Personnel Officers) who answered that 2 remained neutral, 8 agreed and 14 strongly agreed; that added up to 24. The respondents on Salary Levels 5-6 (Senior Personnel Officers) answered that 2 were neutral, 15 agreed and 8 strongly agreed; that added up to 25; and of the respondents on Salary Levels 1-4 (General Assistants), 1 remained neutral, and 18 agreed and 8 strongly agreed; that added up to 27.

Figure 4.1.17 (d) Reliability dimension 4 vs expectation: Respondent's responses according to their expectation that the iLembe District, DoE personnel should show interest in solving employee's problems.

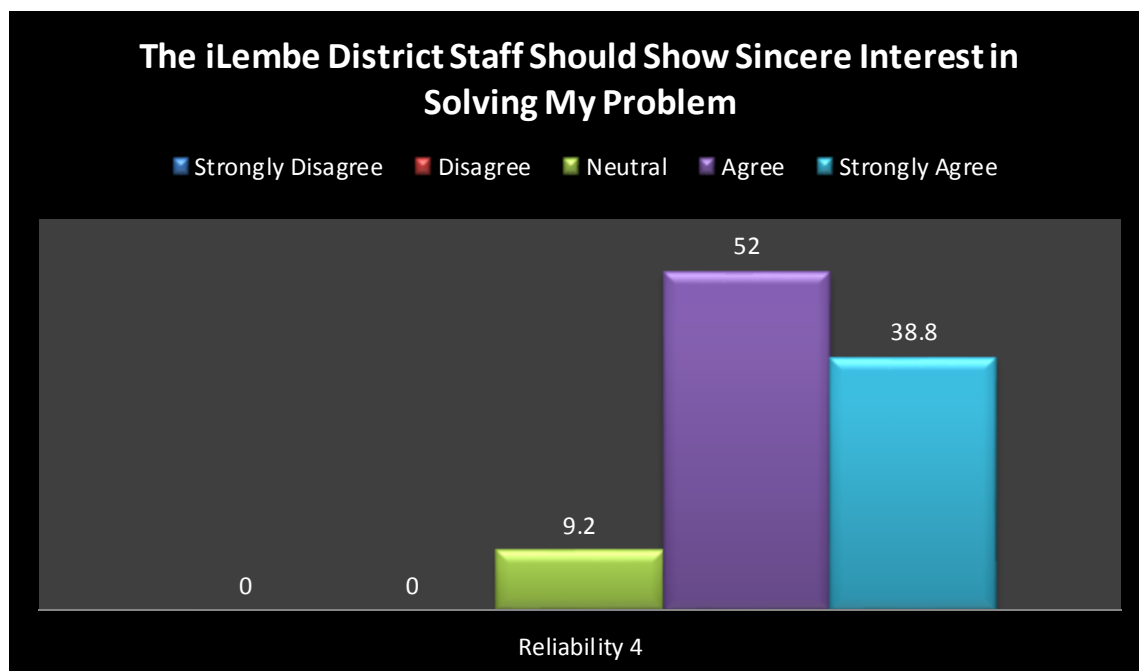


Figure 4.1.17 (d) shows the graph of Reliability dimension 4 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should show interest in solving employee's problems. The research statement was to test iLembe District, DoE personnel's level of performance. It was revealed that (52%) of the respondents agreed, followed by (38.8%) who

strongly agreed and (9.2%) remained neutral. When looking at the majority of respondents with a combination of (90.8%) on the bases of “agree; and strongly agree”; it was concurred that there is high expectation that the iLembe District, DoE personnel should show interest in solving employees problems.

The respondent’s gender was cross-tabulated with the statement based on reliability dimension 4 vs expectation: “The iLembe District, DoE personnel should show interest in solving employee’s problems”. It was revealed that within the male respondents 5 remained neutral, 14 agreed and 19 strongly agreed; that added up to 38 respondents. Further respondents were females who answered that 1 disagreed, 3 remained neutral, 27 agreed and 29 strongly agreed; that added up to 60.

The respondent’s age was cross-tabulated with the statement based on reliability dimension 4 vs expectation: “The iLembe District, DoE personnel should show interest in solving employee’s problems”. The respondents between the ages of 21 to 29 years answered that 1 remained neutral, 1 agreed and 1 strongly agreed; that added up to 3; followed by the respondents within the age bracket of 30 to 39 years who answered that 1 remained neutral, 11 agreed and 3 strongly agreed; that accounted for 15 respondents; and the respondents within the age group of 40 to 49 years answered that 6 were neutral, 23 agreed and 23 strongly agreed; that added up to 52. Further respondents were within the age bracket of 50 to 59 years and they answered that 1 was neutral, 12 agreed and 8 strongly agreed; that added up to 21; followed by the respondents between the ages of 60 years and above who answered that 4 agreed and 3 strongly agreed; that added up to 7.

The respondent’s length of service was cross-tabulated with the statement based on reliability dimension 4 vs expectation: “The iLembe District, DoE personnel should show interest in solving employee’s problems”. It was revealed that the respondents who have been employed for 3 to 7 years answered that 1 remained neutral, 4 agreed and 3 strongly agreed; that added up to 8; followed by the respondents who had a length of 8 to 12 years of service who answered that 2 remained neutral, 10 agreed and 4 strongly agreed; that added up to 16. The respondents who have been employed for 13 to 17 years answered that 5 agreed and 5 strongly agreed; that added up to 10; further respondents had a length of service of 18 to 22 years answered that 2 were neutral, 13 agreed and 5 strongly agreed; that added up to 20; followed by the respondent who had a length of service of 23 to 27 years who answered that 1 remained neutral, 5 agreed and 8 strongly agreed;

that accounted for 14 respondents. The respondents who had a length of service of 28 years and above answered that 3 were neutral, 14 agreed and 13 strongly agreed; that added up to 30.

When the respondents Salary Levels were cross-tabulated with the statement based on reliability 4 dimension vs expectation: “The iLembe District, DoE personnel should show interest in resolving employee’s problems”. It was revealed that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 13 agreed and 9 strongly agreed; that accounted for 22; followed by the respondents who were on Salary Level 7 (Principal Personnel Officers) who answered that 5 remained neutral, 7 agreed and 12 strongly agreed; that added up to 24. Further respondents were on Salary Levels 5-6 (Senior Personnel Officers) who answered that 2 remained neutral, 14 agreed and 9 strongly agreed; that added up to 25; and the respondents on Salary Levels 1-4 (General Assistants) answered that 2 remained neutral, 17 agreed and 8 strongly agreed; that added up to 27.

Figure 4.1.18 (a) Responsiveness dimension 1 vs expectation: Respondent’s responses according to their expectation on the iLembe District, DoE personnel information based on employee’s attendance to a problem.

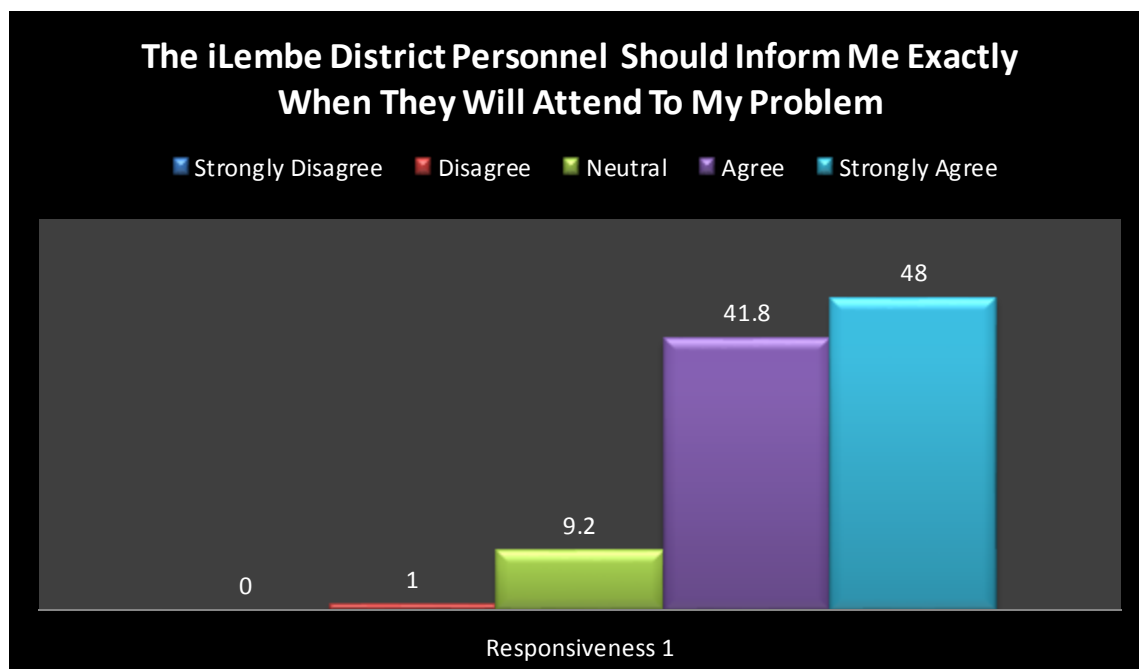


Figure 4.1.18 (a) shows the of Responsiveness dimension 1 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should inform employees when they can attend to their problem. The research question statement was based on performance expectation on how the iLembe District, DoE personnel should be responsive when offering attending to employee's queries. The results showed that (48%) of the respondents strongly agreed, followed by (41.8%) of respondents who agreed; only (9.2%) of respondents who remained neutral and (1%) of the respondents who disagreed. It was revealed that the personnel at the iLembe District Doe should be responsive when attending to customer's performance related problems; and this was affirmed by the majority percentage of respondents (48%) who strongly agreed and (41.8%) who agreed.

The respondent's gender was cross-tabulated with the statement based on responsiveness dimension 1 vs expectation: "The iLembe District, DoE personnel should inform employees when they can attend to their problems". It was revealed that 6 males remained neutral, 14 agreed and 18 strongly agreed; that added up to 38; followed by female respondents who answered that 1 disagreed, 3 remained neutral, 27 agreed and 29 strongly agreed; that accounted for 60 respondents.

The respondent's age was cross-tabulated with the question statement based on responsiveness dimension 1 vs expectation: "The iLembe District, DoE personnel staff should inform employees when they can attend to their problems". The research findings of the study show that the respondents between the ages of 21 to 29 years answered that 1 was neutral, 1 agreed and 1 strongly agreed; that added up to 3; followed by the respondents within the age group of 30 to 39 years who answered that 11 agreed and 4 strongly agreed; that added up to 15. Further respondents were between the ages of 40 to 49 years answered that 2 disagreed, 4 remained neutral, 16 agreed and 30 strongly agreed; that added up to 52; and the respondents within the age bracket of 50 to 59 years answered that 3 remained neutral, 9 agreed and 9 strongly agreed; that accounted for 21 respondents. The respondents who were between the ages of 60 years and above answered that 4 agreed and 3 strongly agreed; that added up to 7.

The respondent's length of service was cross-tabulated with the statement based on responsiveness dimension 1 vs expectation: "The iLembe District DoE personnel should inform employees on when they can attend to their problems". It was revealed that the respondents with a length of

service of 3 to 7 years answered that 1 was neutral, 4 agreed and 3 strongly agreed; that added up to 8. The respondents who have been employed for 8 to 12 years answered that 1 was neutral, 4 agreed and 10 strongly agreed; that added up to 16; followed by the respondents who had a length of service of 13 to 17 years who answered that 5 agreed and 5 strongly agreed; that accounted for 10 respondents. Further respondents had a length of service of 18 to 22 years and they answered that 1 was neutral, 12 agreed and 7 strongly agreed; that added up to 20. The respondents who had a length of service of 23 to 27 years answered that 1 disagreed, 2 remained neutral, 4 agreed and 7 strongly agreed; that accounted for 14 respondents; followed by the respondents who had a length of service of 28 years and above who answered that 4 were neutral, 11 agreed and 15 strongly agreed; that accounted for 30 respondents.

The respondents Job Title and Salary Levels were cross-tabulated with the statement based on responsiveness dimension 1 vs expectation: “The iLembe District, DoE personnel should inform employees when they will attend to their problems”. The results show that the respondents on Salary Level 8 (Chief Personnel Officers) answered that 9 agreed and 13 strongly agreed; that accounted for 22 respondents; and the respondents on Salary Level 7 (Principal Personnel Officers) answered that 5 disagreed, 6 agreed and 13 strongly agreed; that accounted for 24 respondents; further respondents were on Salary Levels 5-6 (Senior Personnel Officers) and they answered that 2 were neutral, 13 agreed and 9 strongly agreed; that added up to 25. The respondents on Salary Levels 1-4 (General Assistants) answered that 2 remained neutral, 13 agreed and 12 strongly agreed; that added up to 27.

Figure 4.1.18 (b) Responsiveness dimension 2 vs expectation: Respondent's responses according to their expectation on how the iLembe District DoE personnel should offer their services.

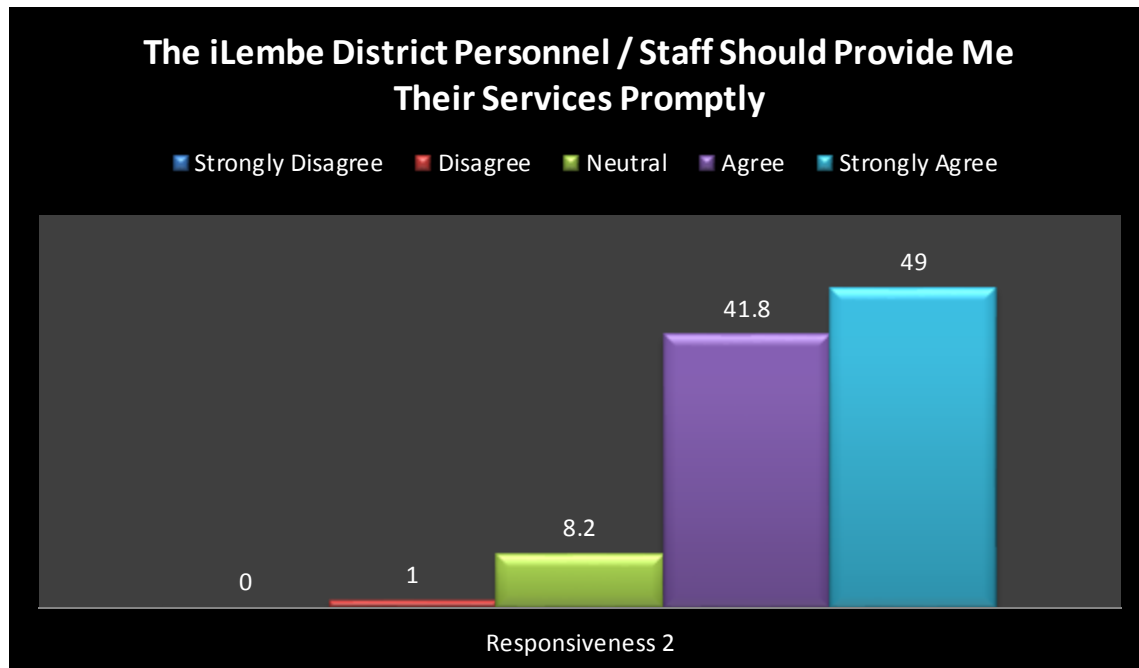


Figure 4.1.18 (b) shows the graph of responsiveness dimension 1 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should provide employees with services promptly. The research question was evaluate how responsive the personnel are, when providing services to District employees. The research findings of the study reveal that (49%) of the respondents strongly agreed; (41.8%) agreed; followed by (8.2%) who remained neutral and only (1%) who disagreed. The research findings of the study revealed that there was a necessity for the iLembe District, DoE personnel to be responsive to employees problems; and this was according to a combination percent of (90.8%) of the respondents who agree and strongly agreed.

The respondent's gender was cross-tabulated with the statement based on responsiveness dimension 2 vs expectation: "The iLembe District, DoE personnel should provide iLembe District employees with services promptly". The research findings of the study show that 5 male respondents remained neutral, 14 agreed and 19 strongly agreed; that added up to 38; and within

the female respondents: 1 disagreed, 3 were neutral, 27 agreed and 29 strongly agreed; that added up to 60.

The respondent's age was cross-tabulated with the statement based on responsiveness dimension 2 vs expectation: "The iLembe District, DoE personnel should provide iLembe District employees with services promptly". It was revealed that the respondents between the ages of 21 to 29 years answered that 1 remained neutral, 1 agreed and 1 strongly agreed; that added up to 3. The respondents within the age group of 30 to 39 years answered that 1 was neutral, 10 agreed and 4 strongly agreed; that added up to 15. Further respondents between the ages of 40 to 49 years answered that 4 disagreed, 15 remained neutral, 13 agreed and 20 strongly agreed; that added up to 52. The respondents within the age bracket of 50 to 59 years answered that 3 remained neutral, 9 agreed and 9 strongly agreed; that added up to 21; and the respondents between the ages of 60 years and above answered that 4 agreed and 3 strongly agreed; that accounted for 7 respondents.

The respondent's length of service was cross-tabulated with the statement based on responsiveness dimension 2 vs expectation: "The iLembe District, DoE personnel should provide iLembe, District DoE employees with services promptly". It was revealed that the respondents who have been employed for 3 to 7 years answered that 1 remained neutral, 4 agreed and 3 strongly agreed; that added up to 8. Within the length of service of 8 to 12 years the respondents answered that 6 agreed and 10 strongly agreed; that added up to 16; followed by the respondents who had a length of service of 13 to 17 years who answered that 5 agreed and 5 strongly agreed; that accounted for 10 respondents. Further respondents have been employed for 18 to 22 years and they answered that 2 remained neutral, 12 agreed and 6 strongly agreed; that added up to 20; followed by the respondents who had a length of service of 23 to 27 years who answered that 1 disagreed, 1 remained neutral, 3 agreed and 9 strongly agreed; that accounted for 14 respondents. The respondents with a lengthy service of 28 years and above answered that 4 remained neutral, 11 agreed and 15 strongly agreed; that added up to 30.

The respondents Job Title and Salary Levels were cross-tabulated with the statement based on responsiveness dimension 2 vs expectation: "The iLembe District, DoE personnel should provide iLembe District employees with services promptly". the responses were as follows: the respondents who were on Salary Level 8 (Chief Personnel Officers) answered that 1 remained neutral, 8 agreed and 12 strongly agreed; that added up to 22; followed by the respondents who

were on Salary Level 7 (Principal Personnel Officers) who answered that 4 remained neutral, 6 agreed and 14 strongly agreed; that accounted for 24 respondents. Further respondents were on Salary Levels 5-6 (Senior Personnel Officers) who answered that 1 disagreed, 1 remained neutral, 14 agreed and 9 strongly agreed; that added up to 25. The respondents on Salary Levels 1-4 (General Assistants) answered that 2 remained neutral, 12 agreed and 13 strongly agreed; that added up to 27.

Figure 4.1.18 (c) Responsiveness dimension 3 vs expectation: Respondent's responses according to their expectation on how the iLembe District, DoE personnel should offer their services.

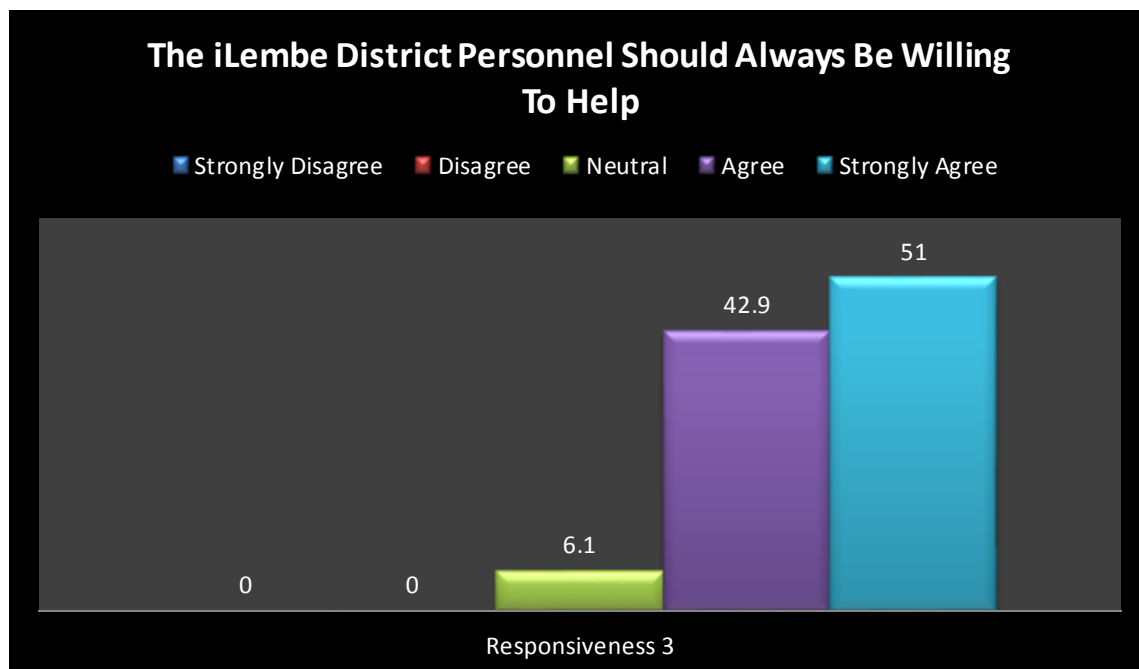


Figure 4.1.18 (c) depicts the graph of responsiveness dimension 3 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should always be willing to help". The research results revealed that the majority of respondents at (51%) strongly agreed; followed by (42.9%) who agreed; and (6.1%) remained neutral. It was revealed according to respondent's results based on performance expectation that the iLembe District DoE personnel should be always be willing help iLembe District employees; this was according to a majority percent of respondents of (51%) who strongly agreed; and (42.9%) who agreed.

The respondent's gender was cross-tabulated with the statement based on responsiveness dimension 3 vs expectation: "The iLembe District, DoE personnel should be always willing to help". It was revealed that 3 males answered that they were neutral, 16 agreed and 19 strongly agreed; that added up to 38. Further respondents were females who answered that 3 remained neutral, 26 agreed and 31 strongly agreed; that accounted for 60 respondents.

When the respondent's age was cross-tabulated with the statement based on responsiveness dimension 3 vs expectation: "The iLembe District, DoE personnel should be always willing to help". The respondents who were between the ages of 21 to 29 years answered that 1 remained neutral, 1 agreed and 1 strongly agreed; that added up to 3. The respondents within the age bracket of 30 to 39 years answered that 1 remained neutral, 10 agreed and 4 strongly agreed; that added up to 15; followed by the respondents within the age group of 40 to 49 years who answered that 2 remained neutral, 18 agreed and 32 strongly agreed; that added up to 52. Further respondents were between the age group of 50 to 59 years answered that 2 remained neutral, 9 agreed and 10 strongly agreed; that added up to 21; followed by the respondents who fall between the ages of 60 years and above who answered that 4 agreed and 3 strongly agreed; that accounted for 7 respondents.

The respondent's length of service was cross-tabulated with the statement based on responsiveness dimension 3 vs expectation: "The iLembe District, DoE personnel should be always willing to help". It was revealed that the respondents with the length of service of 3 to 7 years answered that 1 remained neutral, 4 agreed and 3 strongly agreed; that accounted for 8 respondents; followed by the respondents who have been employed for 8 to 12 years answered that 6 agreed and 10 strongly agreed; that added up to 16. Respondents who have been in-service for 13 to 17 years answered that 6 agreed and 4 strongly agreed; that added up to 10. The respondents who had a length of service of 18 to 22 years answered that 2 remained neutral, 12 agreed and 6 strongly agreed; that accounted for 20 respondents. The respondents who have a length of service of 23 to 27 years answered that 2 agreed and 12 strongly agreed; that accounted for 14 respondents. Further respondents had a length of service of 28 years and above, answered that 3 remained neutral, 12 agreed and 15 strongly agreed; that added up to 30.

The respondents Job Title and Salary Levels were cross tabulated with the statement based on responsiveness dimension 3 vs expectation: "The iLembe District, DoE personnel should be always willing to help". The respondents on Salary Level 8 (Principal Personnel Officers)

answered that 1 remained neutral, 10 agreed and 11 strongly agreed; that added up to 22; followed by the respondents on Salary Levels 7 (Principal Personnel officers) who answered 2 remained neutral; 6 agreed; and 16 strongly agreed ; that added to 24. This was followed by the respondents on Salary Level 5-6 (Senior Personnel Officers) who answered that 1 remained neutral, 13 agreed and 11 strongly agreed; that added up to 25. Respondents on Salary Levels 1-4 (General Assistants) answered that 2 remained neutral, 12 agreed and 13 strongly agreed; that added up to 27.

Figure 4.1.18 (d) Responsiveness dimension 4 vs expectation: Respondent's responses according to their expectation that iLembe District, DoE personnel should never be too busy to attend to iLembe District DoE employees.

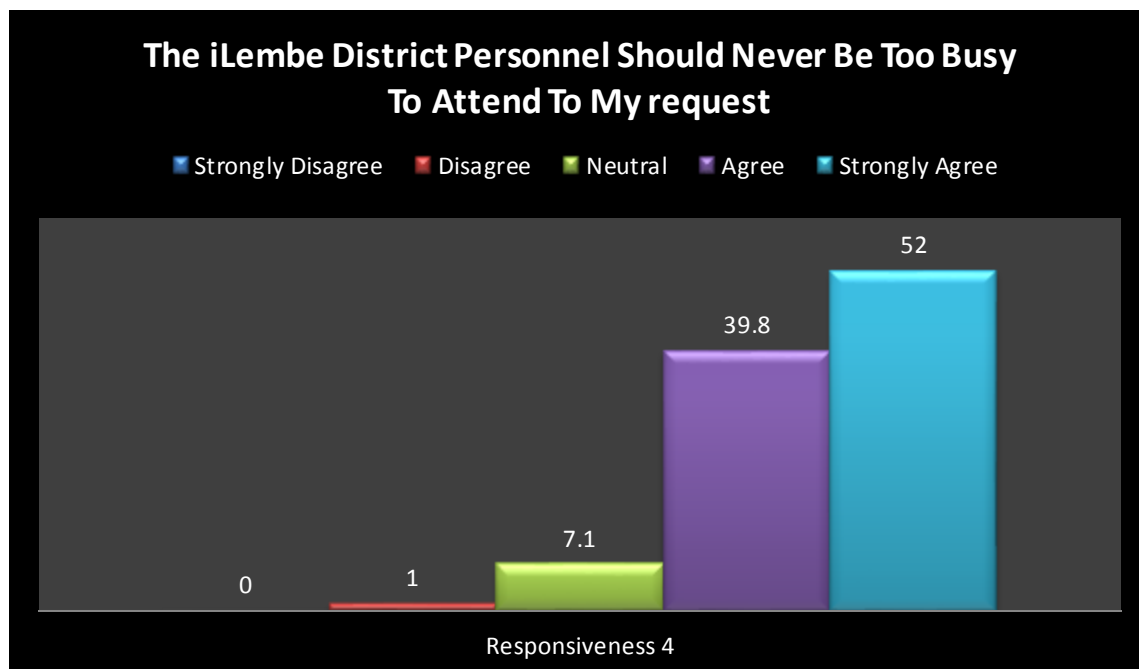


Figure 4.1.18 (d) shows the graph of Responsiveness Dimension 4 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should never be too busy to attend to employee's requests". The statement was based on the iLembe District, DoE personnel / staff's performance. It was revealed that (52%) of the respondents strongly agreed, (39.8% agreed, followed by (7.1%) who remained neutral; and only 1% who disagreed. The findings of the research study show that iLembe District, DoE personnel should never be too busy to attend to

employees individual problems; this was according (52%) of respondents who strongly agreed and (39.8%) who agreed.

The respondent's gender was cross tabulated with the statement based on responsiveness dimension 4 vs expectation: "The iLembe District, DoE personnel should never be too busy to attend to my requests". Within the male respondents who answered 4 remained neutral, 14 agreed and 20 strongly agreed; that added up to 38. Further respondents were female respondents who answered that 1 disagreed, 3 remained neutral, 25 agreed and 31 who strongly agreed; that added up to 60.

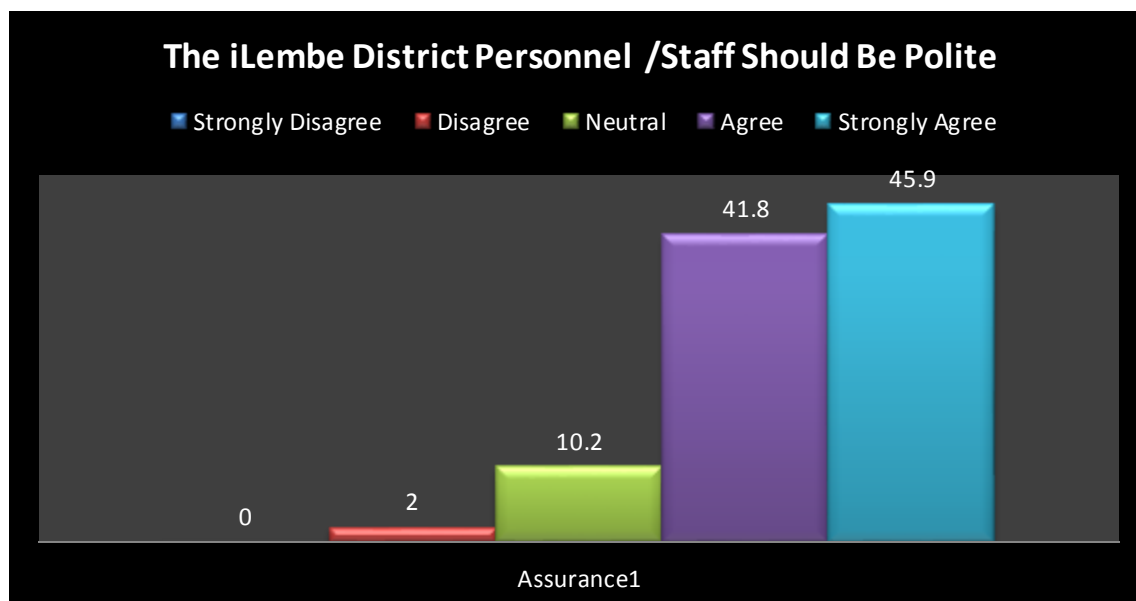
The respondent's age was cross-tabulated with the statement based on responsiveness dimension 4 vs expectation: "The iLembe District, DoE personnel should never be too busy to attend to my request". It was revealed that the respondents between the ages of 21 to 29 years answered that 1 remained neutral, 1 agreed and 1 strongly agreed; that added up to 3; followed by the respondents between the ages of 30 to 39 years who answered that 1 was neutral, 10 agreed and 4 strongly agreed; that added up to 15. Further respondents were within the age bracket of 40 to 49 years answered that 1 disagreed, 2 remained neutral, 15 agreed and 34 strongly agreed; that added up to 52. Respondents within the age group of 50 to 59 years answered that 3 remained neutral, 9 agreed and 9 strongly agreed; that accounted for 21 respondents; followed by the respondents between the ages of 60 years and above who answered that 4 agreed and 3 strongly agreed; that added up to 7.

When the respondent's length of service was cross-tabulated with the statement based on responsiveness dimension 4 vs expectation: "The iLembe District, DoE personnel should never be too busy to attend to my request. It was revealed the respondents that the respondents who had a length of service of 3 to 7 years answered that 1 remained neutral, 3 agreed and 4 strongly agreed; that accounted for 8 respondents. The respondents who have been in service for 8 to 12 years answered that 1 disagreed, 6 agreed and 9 strongly agreed; that added up to 16; followed by the respondents who have been employed for 13 to 17 years who answered that 6 agreed and 4 strongly agreed; that added up to 10. Further respondents who had a length of service of 18 to 22 years answered that 2 remained neutral, 13 agreed and 5 strongly agreed; that added up to 20. The respondents with a length of service of 23 to 27 years answered that 1 remained neutral, 1 agreed and 12 strongly agreed; that added up to 14; followed by the respondents who have been employed

for 28 years and above who answered that 3 remained neutral, 10 agreed and 17 strongly agreed; that added up to 30.

The respondents Job Title and Salary Levels were cross-tabulated with the statement based on responsiveness dimension 4 vs expectation: “The iLembe District, DoE personnel should never be too busy to attend to my request”. The respondents who answered were on Salary Level 8 (Chief Personnel Officers) and 1 remained neutral, 9 agreed and 12 strongly agreed; that accounted for 22 respondents; followed by the respondents on Salary Level 7 (Principal Personnel Officers) who answered that 3 remained neutral 5 agreed and 16 strongly agreed; that added up to 24. Further respondents were on Salary Levels 5-6 (Senior Personnel Officers) answered that 1 remained neutral, 13 agreed and 11 strongly agreed; that added up to 25. The respondents on Salary Levels 1-4 (General Assistants) answered that 1 disagreed, 2 remained neutral, 12 agreed and 12 strongly agreed; that accounted for 27 respondents.

Figure 4.1.19 (a) Assurance Dimension 1 vs expectation: Respondent’s responses according to their expectation that the iLembe District, DoE personnel should be polite.



Figures 4.1.19 (a) shows Assurance Dimension 1 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should be polite when contributing to performance activities to iLembe District, DoE. The aim of the research question was to check

the level of performance and the manner in which the personnel provide services to the iLembe District, DoE employees. It was revealed that (45.9%) strongly agreed, (41.8%) agreed, (10.2%) remained neutral and only (2%) of the respondents disagreed. Looking at the majority percentages of (45.9%) strongly agreed; and (41.8%) of the respondents who agreed; it was affirmed that it was important for the iLembe District, DoE personnel to be polite when providing services to employees.

The respondent's gender was cross-tabulated with the statement based on Assurance dimension 1 vs expectation: "The iLembe District, DoE personnel should be polite". From male respondents 1 disagreed, 5 remained neutral, 15 agreed and 17 strongly agreed; that accounted for 38 respondents; and within female respondents 1 disagreed, 5 remained neutral, 26 agreed and 28 disagreed; that accounted for 60 respondents.

When the respondent's age was cross- tabulated with the statement based on assurance dimension 1 vs expectation: "The iLembe District, DoE personnel should be polite". It was revealed that the respondents between ages of 21 to 29 years answered that 1 was neutral, 1 agreed and 1 strongly agreed; and that accounted for 3 respondents. The respondents within the age bracket of 30 to 39 years answered that 10 agreed and 5 strongly agreed; that accounted for 15 respondents; and the respondents between the ages of 40 to 49 years answered that 7 remained neutral, 19 agreed and 26 strongly agreed; that added up to 52. Further respondents were between the ages of 50 to 59 years answered that 2 disagreed, 2 remain neutral, 7 agreed and 10 strongly agreed; that accounted for 21; followed by the respondents within the age bracket of 60 years and above who answered that 1 was neutral, 5 agreed and 1 strongly agreed; that added up to 7.

The respondent's length of service was- cross-tabulated with the statement based on Assurance dimension 1 vs expectation: "The iLembe District, DoE personnel should be polite". It was revealed that the respondents who had a length of service of 3 to 7 years answered that 2 remained neutral, 3 agreed and 3 strongly agreed; that added up to 8; followed by the respondents who have been in service for 8 to 12 years and answered that 7 agreed and 9 strongly agreed; that added up to 16. The respondents with a length of service of 13 to 17 years answered that 7 agreed and 3 strongly agreed; that added up to 10; while further respondents who have been employed for 18 to 22 years answered as follows: 1 neutral, 12 agreed and 7 strongly agreed; that accounted for 20. The respondents with a length of service of 23 to 27 years answered that 7 remained neutral and 7

agreed; that accounted for 14. Further respondents with the length of service of 28 years and above answered that 1 disagreed, 12 remained neutral, 13 agreed and 4 strongly agreed; that added up to 30.

The respondents Job Title and Salary Levels were cross tabulated with the statement based on Assurance Dimension 1 vs expectation: “The ILembe District, DoE personnel should be polite”. The respondents on Salary Level 8 (Principal Personnel Officers) answered that 1 disagreed, 10 agreed and 11 strongly agreed; that added up to 22; followed by the respondents on Salary Level 7 (Principal Personnel Officers) who answered that 5 remained neutral, 5 agreed and 14 strongly agreed; that added up to 24. Further respondents on Salary Levels 5-6 (Senior Personnel Officers) answered that 1 disagreed, 3 remained neutral, 11 agreed and 10 strongly agreed; that added up to 25; followed by the respondents on Salary 1-4 (General Assistants) where 2 remained neutral, 15 agreed and 10 strongly agreed; that accounted for 27 respondents.

Figure 4.1.19 (b) Assurance dimension 2 vs expectation: respondent’s responses according to their expectations that the iLembe District, DoE personnel should have enough knowledge on doing their job.

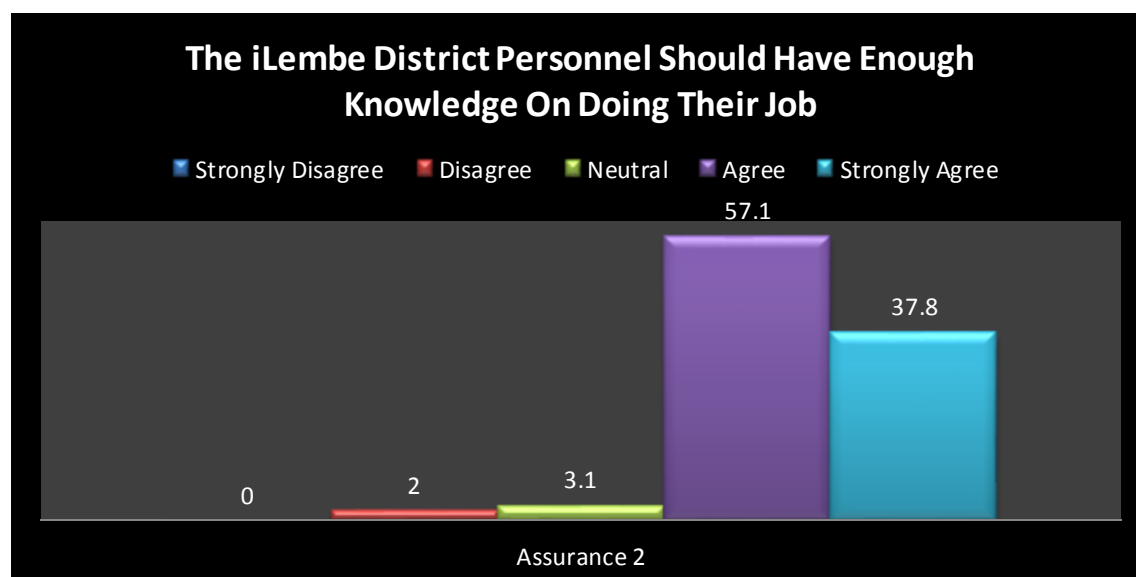


Figure 4.1.19 (b) shows Assurance Dimension 2 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should have enough knowledge to do their job.

The research statement was to evaluate the level of job knowledge based on competency in the iLembe District, DoE personnel. The respondent's responses were as follows: the majority of respondents of (57.1%) agreed and (37.8%) strongly agreed, (3.1%) remained neutral; and (2%) disagreed. It was revealed that according to respondent's expectations the iLembe District, DoE personnel should be competent on doing their job; this was concurred by the majority of respondents at (57.1%) who agreed; and (37.8%) who strongly agreed.

The respondent's gender was cross-tabulated with the statement based on Assurance Dimension 2 vs expectation: "The iLembe District, DoE personnel should have enough knowledge to do their job". Within male respondents 1 disagreed, 21 agreed and 16 strongly agreed; that added up to 38. Further respondents were females who answered that 1 disagreed, 3 remained neutral, 35 agreed and 21 strongly agreed; that added up to 60.

When respondent's age was cross-tabulated with the statement based on Assurance Dimension 2 vs expectation: "The iLembe District, DoE personnel should have enough knowledge to do their job". It was revealed that the respondents between the ages of 21 to 29 years answered that 1 agreed and 2 strongly agreed; that accounted for 3. Within the age bracket of 30 to 39 years answered as follows: 1 neutral, 9 agreed and 5 strongly agreed; that accounted for 15; followed by the respondents within the age group of 40 to 49 years who answered that 2 remained neutral, 31 agreed and 19 strongly agreed; that added up to 52. Further respondents were between the ages of 50 to 59 years who answered that 2 disagreed, 9 agreed and 10 strongly agreed; that accounted for 21; and the respondents within the age group of 60 years and above answered that 6 agreed and 1 strongly agreed; that added up to 7.

The respondents were cross-tabulated with length of service with the statement based on Assurance Dimension 2 vs expectation: "The iLembe District, DoE personnel should have enough knowledge to do their job". It was revealed that the respondents who have been in service for 3 to 7 years answered as follows: 1 neutral, 3 agreed and 4 strongly agreed; that added up to 8; followed by the respondents who had a length of service of 8 to 12 years who answered that 1 remained neutral, 11 agreed and 4 strongly agreed; that added up to 16. Within the length of service of 13 to 17 years the responses were that 6 agreed and 4 strongly agreed; that added up to 10. Further responses were from the respondents who have been in service for 18 to 22 years who answered that 12 agreed and 8 strongly agreed; that accounted for 20; followed by the respondents with a length of

service of 23 to 27 years who answered that 7 agreed and 7 strongly agreed; that added up to 14. The respondents who have been employed for 28 years and above answered that 2 disagreed, 1 remained neutral, 17 agreed and 10 strongly agreed; that added up to 30.

The respondent's Salary Levels were cross-tabulated with the statement based on Assurance Dimension 2 vs expectation: "The iLembe District, DoE personnel should have enough knowledge to do their job". Within Salary Level 8 (Chief Personnel Officers) the responses were: 15 agreed and 6 strongly agreed; that accounted for 22; followed by the respondents on Salary Level 7 (Principal Personnel Officers) who answered that 1 remained neutral, 13 agreed and 10 strongly agreed; that added up to 24; further respondents were on Salary Levels 5-6 (Senior Personnel Officers) who answered that 1 disagreed, 1 remained neutral, 12 agreed and 11 strongly agreed; that added up to 25. The respondents on Salary Levels 1-4 (General Assistants) answered that 1 remained neutral, 16 agreed and 10 strongly agreed; that added up to 27.

Figure 4.1.19 (c) Assurance Dimension 3 vs expectation: Respondent's responses according to their expectation on level of confidence in the iLembe District, DoE personnel.

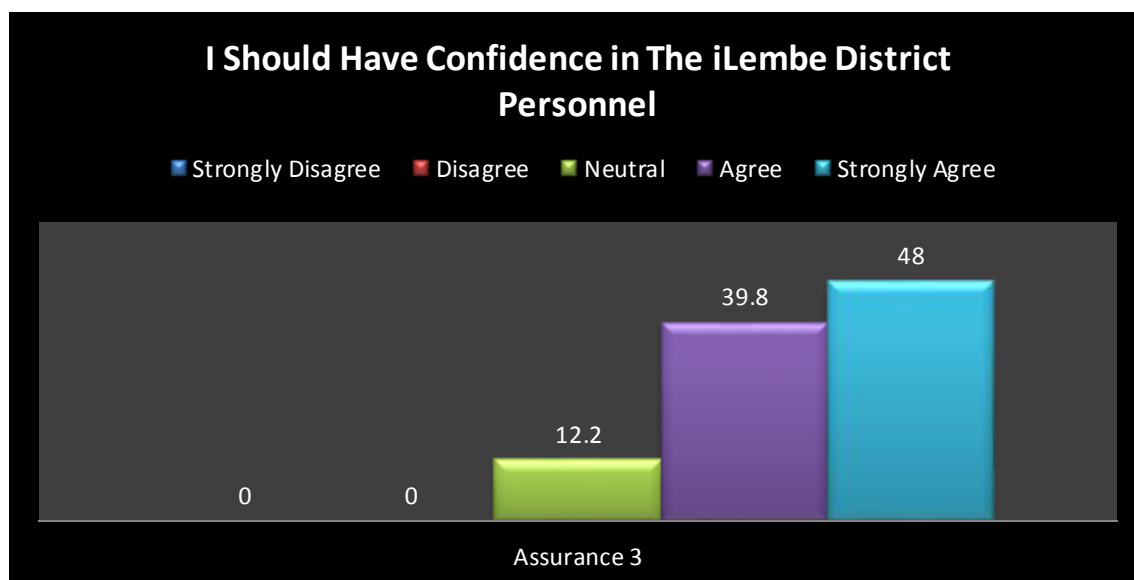


Figure 4.1.19 (c) shows the graph of Assurance Dimension 3 vs expectation where the respondents were asked to indicate the level of confidence in the iLembe District DoE, personnel. The research question was to test level of confidence in performance of the iLembe District, DoE personnel. It

was revealed (48%) of the respondents strongly agreed and (39.8%) agreed while (12.2%) remained neutral.

The respondent's gender was cross-tabulated with the statement based on Assurance Dimension 3 vs expectation: "I should have confidence in the iLembe District, DoE personnel. It was revealed that within the male respondents 5 remained neutral, 16 agreed and 17 strongly agreed; that added up to 38. Further respondents were females who answered that 7 remained neutral, 23 agreed and 30 strongly agreed; that added up to 60.

The respondent's age was cross-tabulated with the statement based on Assurance Dimension 3 vs expectation: "I should have confidence in the iLembe District, DoE personnel". Within the age bracket of 21 to 29 years the responses were that 1 agreed and 2 strongly agreed; that added up to 3; and the respondents who were between the ages of 30 to 39 years answered that 1 remained neutral, 9 agreed and 5 strongly agreed; that accounted for 15; followed by the respondents within the age bracket of 40 to 49 years who answered that 8 remained neutral, 15 agreed and 29 strongly agreed; that added up to 52. Further respondents who were between the ages of 50 to 59 years answered as follows: 3 remained neutral, 9 agreed and 9 strongly agreed; that added up to 21; followed by the respondents who were between the ages of 60 years and above who answered that 5 agreed and 2 strongly agreed; that accounted for 7.

The respondent's length of service was cross-tabulated with the statement based on Assurance Dimension 3 vs expectation: "I should have confidence in the iLembe District, DoE personnel. The respondents who had a length of service of 3 to 7 years answered that 1 remained neutral, 3 agreed and 4 strongly agreed; that accounted for 8; followed by the respondents who had a length of service of 8 to 12 years who answered as follows: 1 neutral, 9 agreed and 6 strongly agreed; that accounted for 16. Further respondents had a length of service of 13 to 17 years who answered that 5 agreed and 5 strongly agreed; that accounted for 10. The respondents who have been employed for 18 to 22 years answered that 11 agreed and 9 strongly agreed; that added up to 20; followed by the respondents who have been in service for 23 to 27 who answered that 4 remained neutral and 10 strongly agreed; that added up to 14. The respondents with the length of service of 28 years and above answered that 5 remained neutral, 11 agreed and 14 strongly agreed; that added up to 30.

The respondent's Job Title and Salary Levels were cross-tabulated with the statement based on Assurance Dimension 3 vs expectation: "I should have confidence in the iLembe District, DoE personnel". It was revealed that the respondents on Salary Level 8 (Chief Personnel Officers) answered as follows: 1 neutral, 8 agreed and 13 strongly agreed; that accounted for 22. The respondents on Salary Level 7 (Principal Personnel Officers) answered that 6 remained neutral, 8 agreed and 12 strongly agreed; that added up to 24; further respondents were on Salary Levels 5-6 (Senior Personnel Officers) who answered that 4 remained neutral, 9 agreed and 12 strongly agreed; that accounted for 25. The respondents on Salary Levels 1-4 (General Assistants) answered that 1 remained neutral, 15 agreed and 11 strongly agreed; that added up to 27.

Figure 4.1.19 (d) Assurance Dimension 4 vs expectation: Respondent's responses according to their expectation in collaborating with the iLembe District, DoE personnel.

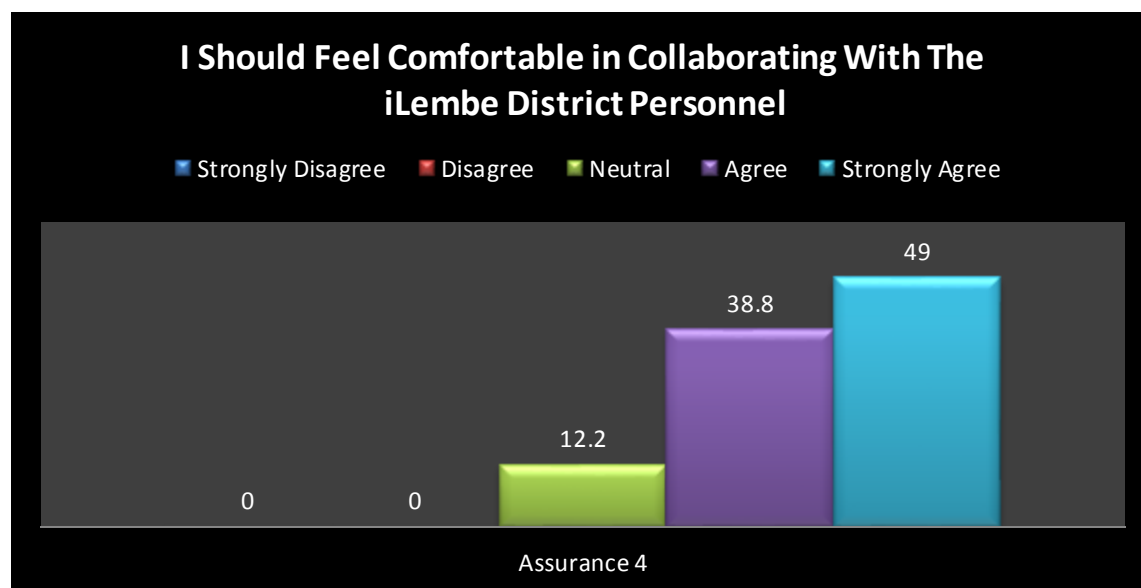


Figure 4, 1.19 (d) depicts the graph of Assurance Dimension 4 vs expectation where the respondents were asked to indicate if the iLembe District DoE employees should feel comfortable in collaborating with the iLembe District, DoE personnel. The research findings indicated that (49%) of the respondents strongly agreed, (38.8%) agreed; and only (12.2%) of the respondents remained neutral. Looking at the majority of respondents at 49 percent who strongly agreed and

38 percent who agreed; it was affirmed that the iLembe District employees should feel comfortable in collaborating with the iLembe District, DoE personnel.

The respondent's gender was cross-tabulated with the question based on Assurance Dimension 4 vs expectation: "I should feel comfortable in collaborating with the iLembe District, DoE personnel. Within male respondents 5 remained neutral 16 agreed and 17 strongly agreed; that accounted for 38; and further respondents were females who answered that 7 remained neutral, 22 agreed and 31 strongly agreed; that added up to 60.

The respondent's age was cross-tabulated with the statement based on Assurance Dimension 4 vs expectation: "I should feel comfortable in collaborating with the iLembe District, DoE personnel. The respondents between the ages of 21 to 29 years answered that 1 agreed and 2 strongly agreed; that accounted for 3; followed by the respondents within the age bracket of 30 to 39 years who answered that 1 remained neutral, 9 agreed and 5 strongly agreed; that added up to 15. Within length of service of 40 to 49 years, 8 remained neutral, 14 agreed and 30 strongly agreed; that added up to 52; within the age bracket of 50 to 59 years; 3 remained neutral, 9 agreed and 9 strongly agreed; that added up to 21; followed by the respondents between the ages of 60 years and above who answered that 5 agreed and 2 strongly agreed; that added up to 7.

The respondent's length of service was cross-tabulated with the statement based on Assurance dimension 4 vs expectation: "I should feel comfortable in collaborating with the iLembe District, DoE personnel. The respondents who have a length of service of 3 to 7 years answered that 1 remained neutral, 2 agreed and 5 strongly agreed; that added up to 8; followed by the respondents who have been employed for 8 to 12 years who answered that 1 remained neutral, 9 agreed and 6 strongly agreed; that added up to 16. Within the length of service of 13 to 17 years the responses were as follows: 5 agreed and 5 strongly agreed; that added up to 10; further respondents who had a length of service of 18 to 22 years answered as follows: 1 neutral, 11 agreed and 8 strongly agreed; that accounted for 20; followed by the respondents who have been in service for 23 to 27 years who answered as follows: 4 remained neutral and 10 strongly agreed; that added up to 14. The respondents who had a length of 28 years and above who answered that 5 were neutral, 11 agreed and 14 strongly agreed that accounted for 30.

The respondents Job Title and Salary Levels were cross-tabulated with the statement based on Assurance Dimension 4 vs expectation: “I should feel comfortable in collaborating with iLembe District, DoE personnel”. The respondents who answered were on Salary Level 8 (Chief Personnel Officers) they answered as follows: 1 neutral, 8 agreed and 13 strongly agreed; that added up to 22 ; followed by the respondents on Salary Level 7 (Principal Personnel Officers) who answered that 6 remained neutral, 8 agreed and 12 strongly agreed; that accounted for 24. Further respondents were on Salary Levels 5-6 (Senior Personnel Officers) and answered that 4 remained neutral, 9 agreed and 12 strongly agreed; that accounted for 25. The respondents on Salary Levels 1-4 (General Assistants) answered as follows 1 neutral, 15 agreed and 11 strongly agreed; that accounted for 27.

Figure 4.1.20 (a) Empathy dimension 1 vs expectation: Respondent’s responses according to their expectation that iLembe District, DoE personnel should give employees individual attention.

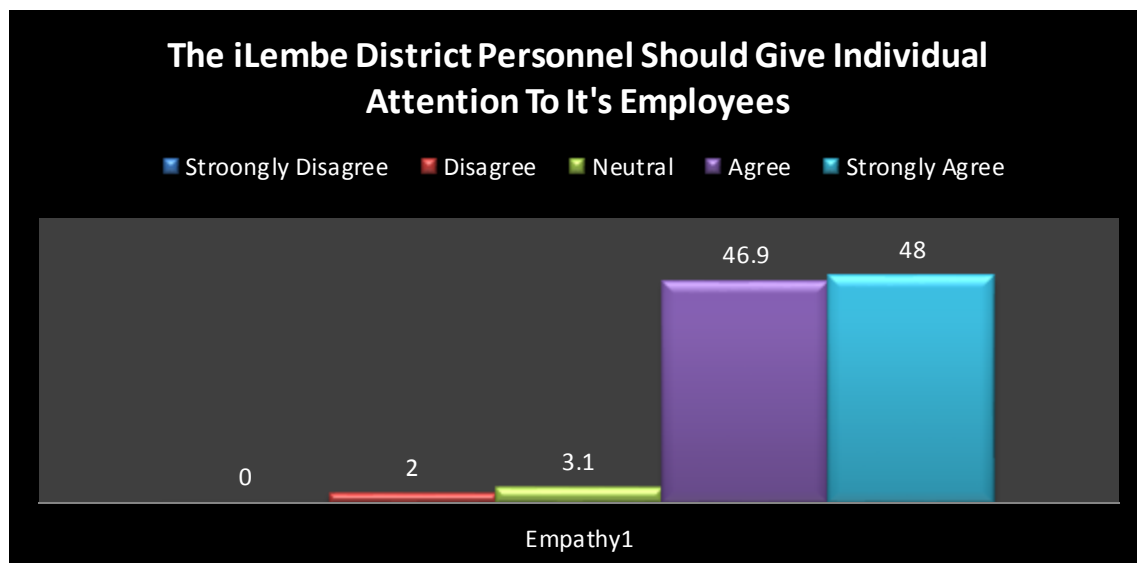


Figure 4.1.20 (a) shows Empathy Dimension 1 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should give individual attention to its employees. The research question was based on iLembe District, DoE personnel performance level to check how sensitive they are to the needs of iLembe District, DoE employees. It was revealed that (48%) of the respondents strongly agreed that iLembe District, DoE personnel should give individual

attention to employees; followed by (46.9%) who agreed; and only (3.1%) who remained neutral; followed by 2% who disagreed. It was affirmed that the respondents were of the opinion that the iLembe District, DoE personnel should give individual attention to customers.

The respondent's gender was cross-tabulated with the statement based on Empathy Dimension 1 vs expectation: "The iLembe District, DoE personnel should give individual attention to employees". Within the male respondents 1 disagreed, 17 agreed and 20 strongly agreed; that added up to 38. Further respondents were female respondents who answered that 1 disagreed, 3 remained neutral, 29 agreed and 27 strongly agreed; that added up to 60.

The respondent's age was cross-tabulated with the statement based on Empathy Dimension 1 vs expectation: "The iLembe District, DoE personnel should give individual attention to its employees". It was revealed that the respondents who were between the ages of 21 to 29 years answered that 2 agreed and 1 strongly agreed; that added up to 3; followed by the respondents whose ages were between 30 to 39 years who answered that 1 was neutral; 11 agreed and 3 strongly agreed; that accounted for 15. The respondents within the age bracket of 40 to 49 years answered that 1 disagreed, 2 remained neutral, 19 agreed and 30 strongly agreed; that added up to 52; further respondents who were between the ages of 50 to 59 answered that 1 disagreed, 10 agreed and 10 strongly agreed; that added up to 21; followed by the respondents within the age bracket of 60 years and above who answered that 4 agreed and 3 strongly agreed; that added up to 7.

The respondent's length of service was cross-tabulated with the statement based on empathy dimension 1 vs expectation: "The iLembe District, DoE personnel should give individual attention to its employees". The respondents who had a length of service of 3 to 7 years answered that 4 agreed and 4 strongly agreed; that added up to 8; followed by the respondents who have been employed for 8 to 12 years who answered as follows: 1 neutral; 5 agreed and 10 strongly agreed; that added up to 16. Within the length of service of 13 to 17 years the respondents answered that 1 remained neutral, 6 agreed and 3 strongly agreed; that accounted for 10; followed by the respondents who had a length of service of 18 to 22 years who answered that 1 disagreed, 12 agreed and 7 strongly agreed; that added up to 20. Further respondents were in service for 23 to 27 years answered that 5 agreed and 9 strongly agreed; that added up to 14; and within length of service of 28 years and above 1 disagreed, 1 remained neutral 14 agreed and 14 strongly agreed; that added up to 30.

The respondent's Job Title and Salary Levels were cross-tabulated with the statement based on empathy dimension 1 vs expectation: "The iLembe District, DoE personnel should give individual attention to its employees". The respondents on Salary Level 8 (Chief Personnel Officers) answered that 13 agreed and 9 strongly agreed; that accounted for 22; and within Salary Level 7 (Principal Personnel Officers) answered that 1 remained neutral, 9 agreed and 14 strongly agreed; that accounted for 24. The respondents on Salary Levels 5-6 (Senior Personnel Officers) answered that 2 remained neutral, 12 agreed and 11 strongly agreed; that added up to 25; followed by the respondents who were on Salary Levels 1-4 (General Assistants) who answered that 2 disagreed, 12 agreed and 13 strongly agreed; that added up to 27.

Figure 4.1.20 (b) Empathy Dimension 2 vs expectation: Respondent's responses according to their expectation that iLembe District, DoE should have convenient operating hours to employees.

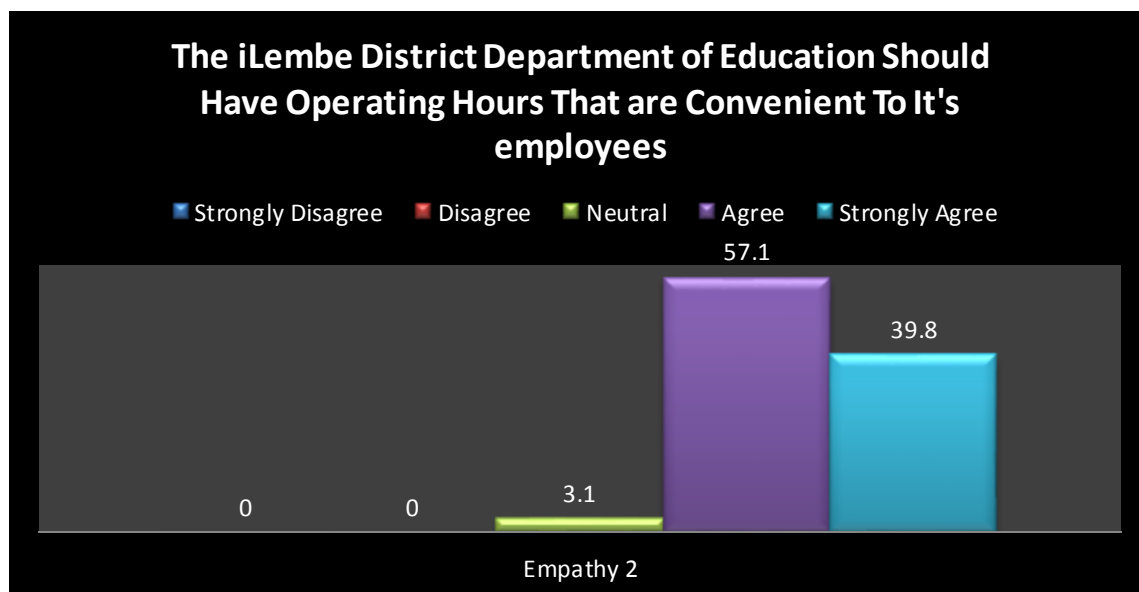


Figure 4.1.34 (c) shows the graph of Empathy dimension 2 vs expectation where the respondents were asked to indicate if the iLembe District, DoE should have convenient hours to iLembe employees. The aim of the research question was to test if the iLembe District operating hours are in line with performance services to employees. It was revealed that the majority of the respondents (57.1%) agreed and were in agreement that the iLembe District, DoE should have operating hours

that are convenient to their employees; followed by (39.8%) who strongly agreed; and only (3.1%) who remained neutral.

The respondent's gender was cross-tabulated with the statement based on Empathy dimension 2 vs expectation: "the iLembe District DoE should have operating hours that are convenient to its employees". Within male respondents, 19 agreed and 19 strongly agreed; that added up to 38; further respondents were females who answered as follows: 3 remained neutral, 37 agreed and 20 strongly agreed; that accounted for 60 respondents.

The respondent's age was cross-tabulated with the statement based on Empathy dimension 2 vs expectation: "The iLembe District, DoE should have operating hours that are convenient to its employees". The respondents between ages the of 21 to 29 years had 2 respondents who agreed and 1 strongly agreed; that added up to 3; followed by the respondents within the ages of 30 to 39 years who that answered 1 remained neutral, 11 agreed and 3 strongly agreed; that accounted for 15. Further respondents were within the age group of 40 to 49 years and they answered that 7 remained neutral, 14 agreed and 31 strongly agreed; that added up to 52. Within the age group of 50 to 59 years, 2 remained neutral, 8 agreed and 11 strongly agreed; that accounted for 21. The respondents within the age bracket of 60 years and above answered that 1 remained neutral, 4 agreed and 2 strongly agreed; that added up to 7.

When the respondent's length of service was cross-tabulated with the statement based on Empathy dimension 2 vs expectation: "The iLembe District, DoE should have operating hours that are convenient to its employees". It was revealed that the respondents who had a length of service of 3 to 7 years answered that 4 agreed and 4 strongly agreed; that added up to 8; followed by the respondents who have been in service for 8 to 12 years who answered that 1 remained neutral, 5 agreed and 10 strongly agreed; that added up to 16. Within the length of service of 13 to 17 years 1 agreed, 7 strongly agreed; and 2 disagreed; that added up to 10. Further respondents had a length of 23 to 27 years answered that 5 agreed and 9 strongly agreed; that added up to 14; and the respondents with the length of service of 28 years and above answered: 1 neutral, 20 agreed and 9 strongly agreed; that accounted for 30 respondents.

The respondents Job Title and Salary levels were cross-tabulated with the statement based on Empathy dimension 2 vs expectation: "The iLembe District, DoE should have operating hours that

are convenient to its employees”. The responses on Salary Level (Chief Personnel Officers) were 16 that agreed and 6 strongly agreed; that accounted for 22; followed by the respondents on Salary Level 7 (Principal Personnel Officers) who answered: 1 neutral, 12 agreed and 11 strongly agreed; that added up to 24. Further respondents on Salary Levels 5-6 (Senior Personnel Officers) answered that 2 remained neutral, 14 agreed and 9 strongly agreed; that accounted for 25; and the respondents on Salary Levels 1-4 (General Assistants) answered that 14 agreed and 13 strongly agreed; that accounted for 27 respondents.

Figure 4.1.20 (c) Empathy Dimension 3 vs expectation: Respondent’s responses according to their expectation that iLembe District, DoE personnel should understand employee’s needs.

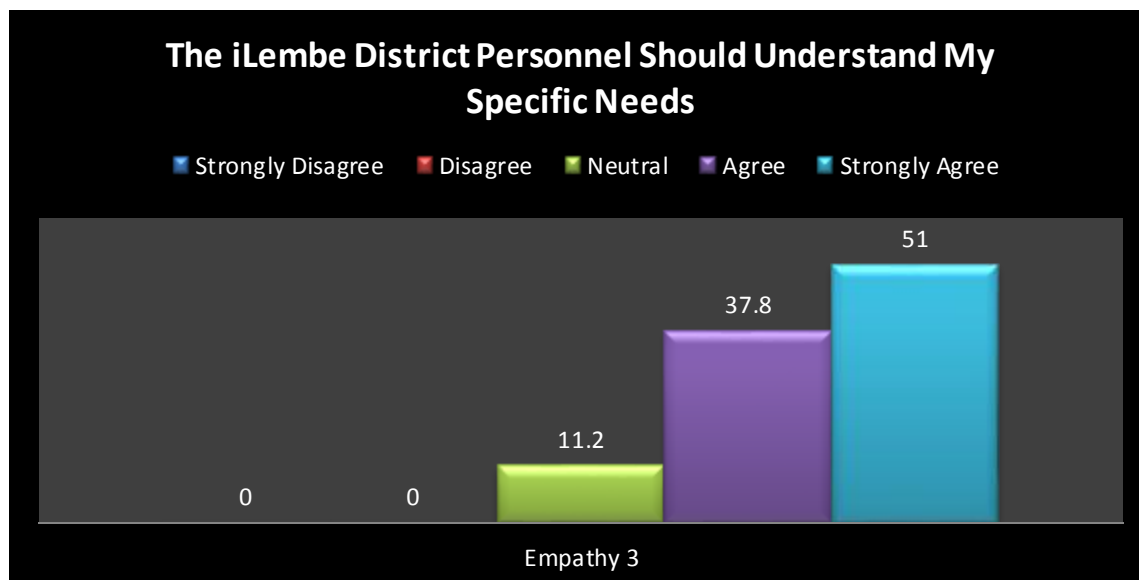


Figure 4.1.20 (c) shows the graph of Empathy 3 dimension vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should understand employee’s specific needs. The aim of the research question was to test the level of performance based on sensitivity to the needs of employees. The research findings revealed that the majority of (51%) of the respondents strongly agreed that iLembe District, DoE personnel should understand the needs of the District employees; followed by (37.8%) of respondents who agreed; and (11.2%) remained neutral.

The respondent's gender was cross-tabulated with the statement based on empathy dimension 3 vs perception: "The iLembe District, DoE personnel should understand employee's specific needs". Within male respondents, 3 remained neutral, 14 agreed and 21 strongly agreed; that added up to 38; and within female respondents 8 remained neutral, 23 agreed and 29 strongly agreed; that added up to 60.

The respondent's age was cross-tabulated with the statement based on empathy dimension 3 vs expectation: "The iLembe District, DoE personnel should understand employee's specific needs". It was revealed that the respondents between the ages of 21 to 29 years answered that 1 agreed and 2 strongly agreed; that added up to 3; followed by the respondents within the age bracket of 30 to 39 years who answered that 1 remained neutral, 10 agreed and 4 strongly agreed; that accounted for 15. Further respondents were within the age bracket of 40 to 49 years who answered that 7 remained neutral, 14 agreed and 31 strongly agreed; that accounted for 52; followed by the respondents within the age group of 50 to 59 years who answered as follows: 2 neutral, 8 agreed and 11 strongly agreed; that added up to 21; and within the age group of 60 years and above 1 remained neutral, 4 agreed and 2 strongly agreed; that added up to 7.

When the respondent's length of service was cross-tabulated with the statement based on empathy dimension 3 vs expectation: "The iLembe District, DoE personnel should understand employee's specific needs". The respondents who have been employed for 3 to 7 years answered that 3 agreed and 5 strongly agreed; that added up to 8; followed by the respondents with length of service of 8 to 12 years who answered as follows: 2 remained neutral, 5 agreed and 9 strongly agreed; that accounted for 16. Within the length of service of 13 to 17 years, the respondents answered that 1 was neutral, 7 agreed and 2 strongly agreed; that added up to 10. Further respondents were in service for 18 to 22 years and answered that 2 remained neutral, 11 agreed and 7 strongly agreed; that added up to 20. This was followed by the respondents with a length of service of 23 to 27 years who answered as follows: 1 neutral, 1 agreed and 12 strongly agreed; that added up to 14. The respondents who have been employed for 28 years and above answered 5 remained neutral, 10 agreed and 15 strongly agreed; that added up to 30.

The respondents Job Title and Salary Levels were cross-tabulated with the statement based on empathy dimension 3 vs expectation: "The iLembe District, DoE personnel should understand employee's specific needs". The respondents from Salary Level 8 (Chief Personnel Officers)

answered that 11 agreed and 11 strongly agreed; that added up to 22; followed by the respondents on Salary Level 7 (Principal Personnel Officers) who answered that 4 remained neutral, 10 agreed and 11 strongly agreed; that accounted for 24. Within Salary Levels 5-6 (Senior Personnel Officers) 4 remained neutral, 10 agreed and 11 strongly agreed; that accounted for 25; followed by the respondents on Salary Levels 1-4 (General Assistants) who answered that 1 remained neutral, 12 agreed and 14 strongly agreed; that accounted for 27.

Figure 4.1.20 (d) Empathy Dimension 4 vs expectation: Respondent's responses according to their expectation that iLembe District, DoE personnel should provide efficient services to employees.

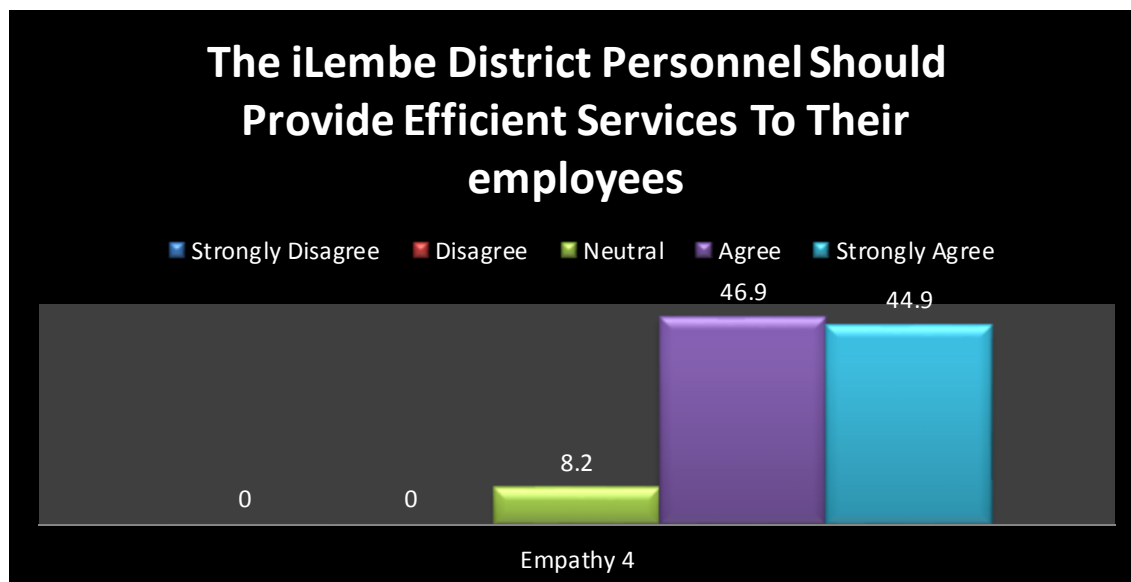


Figure 4.1.20 (d) shows the graph of Empathy Dimension 4 vs expectation where the respondents were asked to indicate if the iLembe District, DoE personnel should provide efficient services to their employees. The research question was linked to iLembe District, DoE personnel performance and efficiency. It was revealed that (46.9%) of the respondents agreed; and (44.9%) strongly agreed; while only (8.2%) of the respondents remained neutral. According to the majority number of (46.9%) of the respondents who agreed; and (44.9%) who strongly agreed; it was clearly stated that according to the respondent's expectation, they were of the opinion that the iLembe District, DoE personnel should provide efficient services to employees.

The respondent's gender was cross-tabulated with the statement based on Empathy Dimension 4 vs expectation: "The iLembe District, DoE personnel should provide efficient services to employees". Within male respondents 4 remained neutral, 15 agreed and 19 strongly agreed; that added up to 38; followed by female respondents who answered as follows: 4 remained neutral, 31 agreed and 25 strongly agreed; that added up to 60 respondents.

The respondent's age was cross-tabulated with the statement based on Empathy Dimension 4 vs expectation: "The iLembe District, DoE personnel should provide efficient services to employees". The respondents between the ages of 21 to 29 years answered that 1 agreed and 2 strongly agreed; that added up to 3; followed by the respondents who were between the ages of 30 to 39 years who answered that 1 remained neutral, 11 agreed and 3 strongly agreed; that added up to 15. Further respondents were within the age bracket of 40 to 49 years and they answered that 2 remained neutral, 20 agreed and 27 strongly agreed; that added up to 52. Within the age group of 50 to 59 years, the respondents answered as follows: 5 were neutral, 9 agreed and 10 strongly agreed; that accounted for 21; followed by the respondents whose ages were between 60 years and above and who answered that 5 agreed and 2 strongly agreed; that accounted for 7.

The respondent's length of service was cross-tabulated with the statement based on Empathy Dimension 4 vs expectation: "The iLembe District, DoE personnel should provide efficient services to employees". The respondents within the length of service of 3 to 7 years had 3 who agreed and 5 strongly agreed; that accounted for 8. Within the length of service of 8 to 12 years 2 remained neutral, 5 agreed and 9 strongly agreed; that accounted for 16. The respondents with the length of service of 13 to 17 years had responses where 1 remained neutral, 7 agreed and 2 strongly agreed; that added up to 10. Further respondents were between the ages of 18 to 22 years who answered that 13 agreed and 7 strongly agreed; that accounted for 20; followed by the respondents who had a length of service of 23 to 27 years who answered that 1 remained neutral, 4 agreed and 9 strongly agreed; that accounted for 14. The respondents who had a lengthy service of 28 years and above answered that 4 were neutral, 14 agreed and 12 strongly agreed; and that accounted for 30.

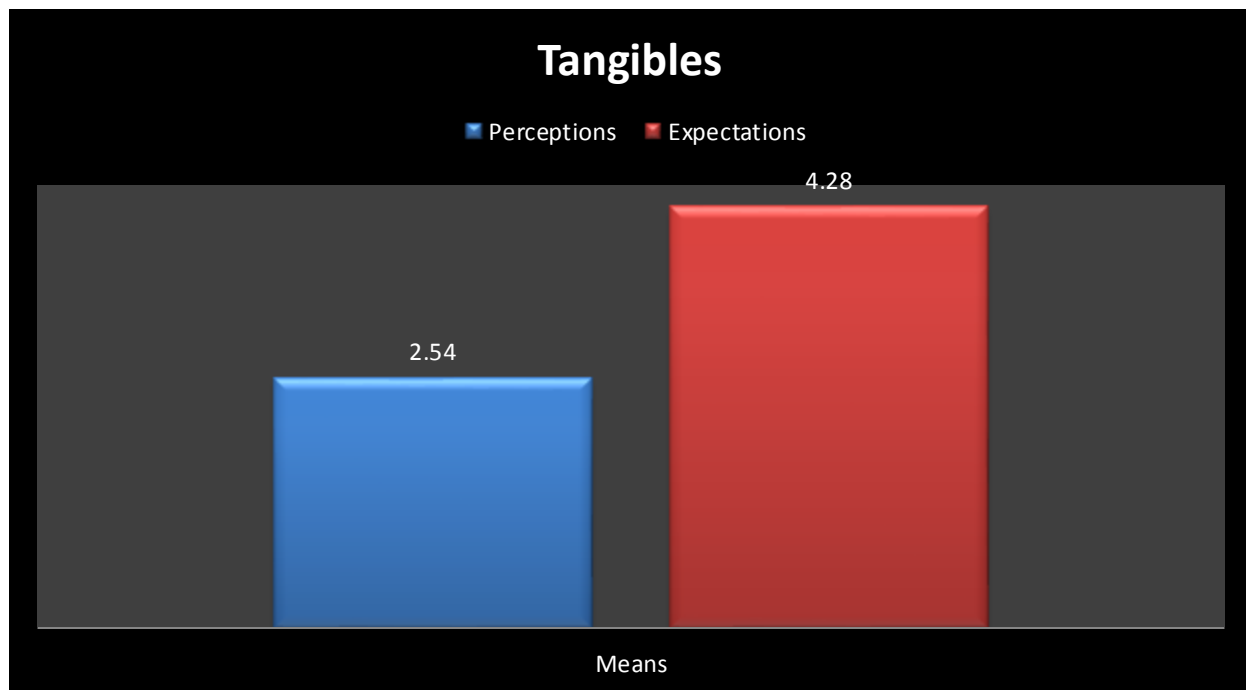
The respondents Job Title and Salary Levels were cross-tabulated with the statement based on Empathy Dimension 4 vs expectation: "The iLembe District DoE personnel should provide efficient services to employees". Within Salary Level 8 (Chief Personnel Officers) 11 agreed and

11 strongly agreed; that added up to 22; followed by the respondents on Salary Level 7 (Principal Personnel Officers) who answered that 6 remained neutral, 4 agreed and 14 strongly agreed; that added up to 24. Further respondents were within Salary Levels 5-6 (Senior Personnel Officers) who answered: 4 neutral, 10 agreed and 11 strongly agreed; that added up to 25; followed by the respondents on Salary Levels 1-4 (General Assistants) who answered that 1 was neutral, 12 agreed and 14 strongly agreed; that added up to 27.

Table 4.1.21 The Tangibility Dimension mean Perceptions and Expectations

Descriptive Statistics and Tangibility Dimensions						
Tangibility Perceptions			Tangibility Expectations			
Item	Mean	Std. Dev.	Item	Mean	Std. Dev.	Gap
How would you rate EPDMS on Tangibles- The iLembe District Department of Education have up to date information and proper training on EPDMS	2.1939	1.00163	Expectations; Tangibles- The iLembe district personnel should be well capacitated on EPDMS	4.2857	.77326	-2.09
How would you rate EPDMS on Tangibles- How would you rate EPDMS on Tangibles-The iLembe District Department of Education have adequate resources on the implementation of EPDMS	2.2551	.96657	Expectations; Tangibles- The iLembe district personnel should be able to resolve EPDMS related problems	4.2449	.81305	-1.99
How would you rate EPDMS as an appraisal system on Tangibles- The iLembe district Department of Education is providing relevant information on key responsibility areas (KRAS)	2.3571	.96591	Expectations; Tangibles- The iLembe district personnel should have provided services promptly	4.2959	.77605	-1.94
How would you rate EPDMS as an appraisal system on Tangibles- The Department operational plan is linked to key responsibility areas (KRA's)	3.3367	.82417	Expectations; Tangibles- The iLembe district personnel should have shown interest in resolving my problems	4.3061	.81744	-.97
Average	2.54	.93957	Average	4.28	.79495	-1.75

Figure 4.1.21.1 Tangibles: Comparison of Mean for Expectations and Perceptions



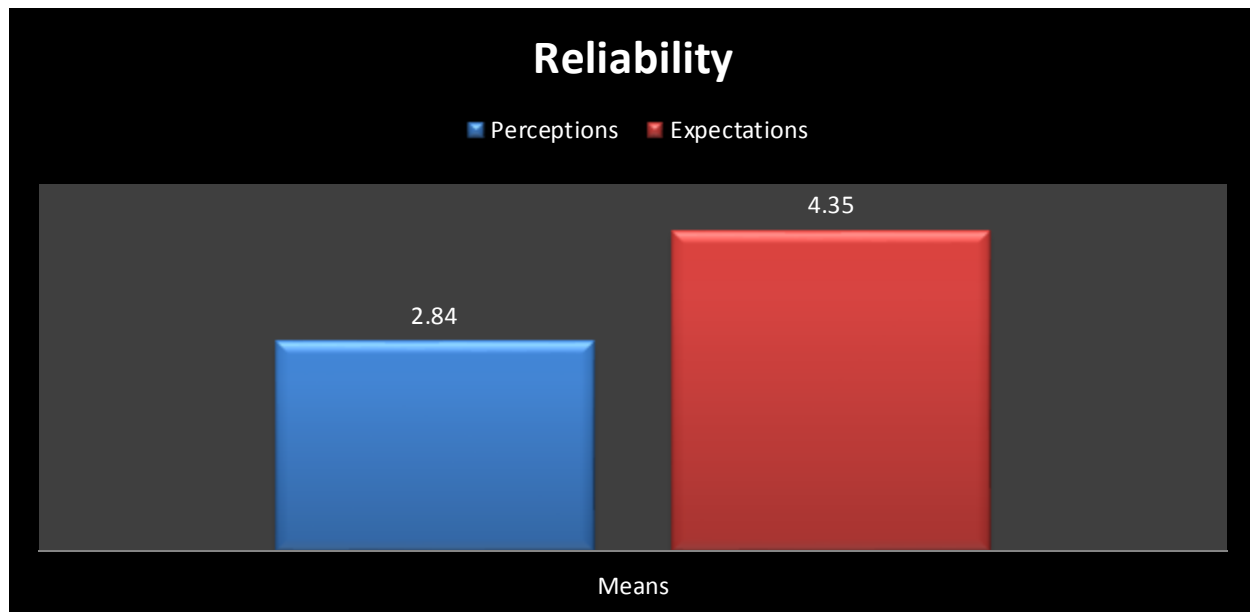
The statistics on Table 4.1.21 and Figure 4.1.21.1 above reflects the average mean scores for perceptions when compared to the average mean scores for expectations (4.28). This means that the employees do not perceive the level at which EPMDS is being implemented as being low at the iLembe DoE, the iLembe District, DoE personnel are also expected to provide high quality services in resolving Employee problems relating to EPMDS. The factor that was perceived to have the lowest level of EPMDS implementation was “The iLembe District, Department of Education have up- to- date information and proper training on EPMDS” (-2.1939), the factor perceived to have the highest level of EPMDS implementation was “The iLembe district Department of Education is providing relevant information on key responsibility areas (KRAS)” (-3.3367) In addition, the factor with the lowest level of expectation was “The iLembe District, DoE personnel staff should be able to resolve EPMDS related problems” (-4.2449), the factor with the highest level of expectation was “The iLembe district personnel should have shown interest in resolving my problems” (-4.3061). The difference between the mean scores for perceptions and expectations indicates a negative gap (-1.75) between the two factors, this demonstrates that the employees expectation regarding the supervisors level of understanding the process of

implementing EPMDS and how well they perceive the system is being implemented at the moment do not match each other.

Table 4.1.22 The Reliability Dimension: Perceptions and Expectations

Descriptive Statistics and Reliability Dimensions						
Reliability Perceptions			Reliability Expectations			
Item	Mean	Std. Dev.	Item	Mean	Std. Dev.	Gap
How would you rate EPMDS as an appraisal systemon Reliability- The iLembe district personnel is well capacitated on EPMDS	2.3571	1.0576	Expectations; Reliability- The iLembe district personnel should deliver excellent services	4.4082	.55309	-2.0511
How would you rate EPMDS as an appraisal systemon Reliability- The iLembe district personnel is able to resolve EPMDS related problems promptly	2.4184	.9836	Expectations; Reliability- The iLembe district personnel should be able to resolve EPMDS related problems	4.3469	.65962	-1.9278
How would you rate EPMDS as an appraisal systemon Reliability- The iLembe district personnel provides services promptly	3.2143	.9870	Expectations; Reliability- The iLembe district personnel should provide their services promptly	4.3367	.57336	-1.1224
How would you rate EPMDS as an appraisal systemon Reliability- the iLembe district personnel shows keen interest in solving my problems	3.3571	.9222	Expectations; Reliability- The iLembe district personnel should show sincere interest in solving my problems	4.2959	.62934	-.9388
Average	2.84	.9876	Average	4.35	.6038	-1.51

Figure 4.1.22.1 Reliability Dimension: Comparison of mean for Perceptions and Expectations.

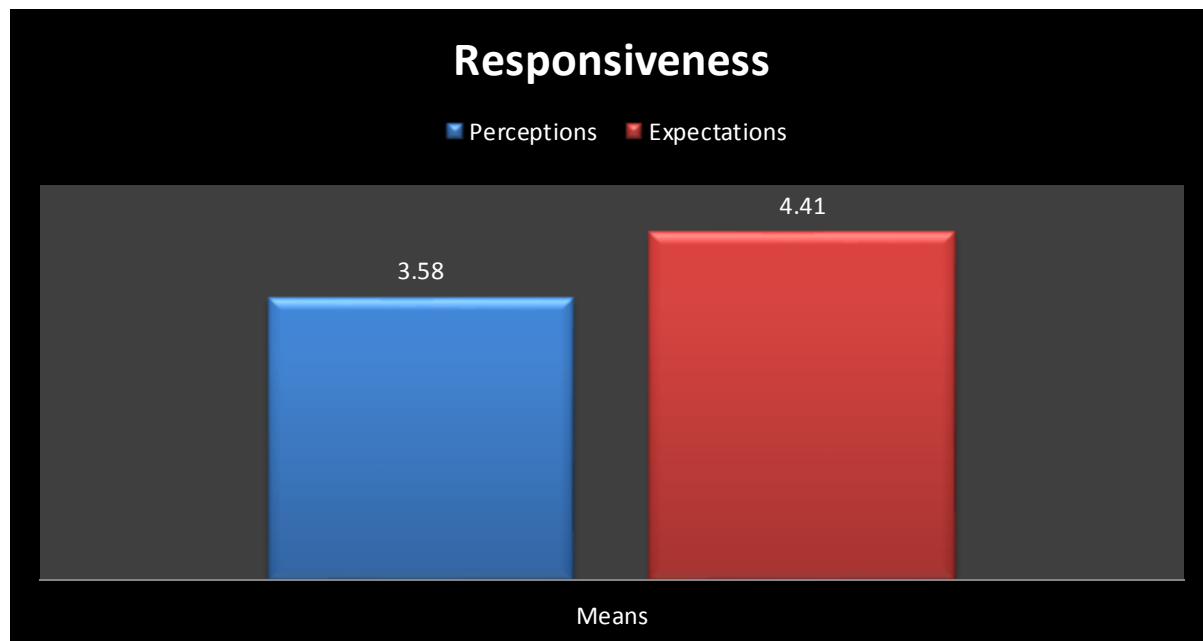


The statistics on Table 4.1.22 and Figure 4.1.22.1 above reflects the average mean score for perceptions (2.84) when compared to the mean score for expectations (4.35). The mean scores of the items for expectation and perception denote that the iLembe District employee services are not reliable. The perceived level of reliability regarding the level at which they understand and are able to deal with EPMDS- related problems is low- the factor with the lowest perceived level of reliability is “The iLembe District personnel is well capacitated on EPMDS” (-2.3571), the factor with the perceived highest level of reliability is “The iLembe District, DoE personnel shows keen interest in solving my problems” (-3.3571). In addition the employees expectation regarding the level of reliability with regarding how well the staff is able to deal with EPMDS related problems is high, the factor with the lowest level of expected reliability is “The iLembe District, DoE personnel should show sincere interest in solving my problems” (-4.2959), the factor with the highest expected level of reliability is “The iLembe District, personnel should deliver excellent services” (-4.4082). The gap between the level of perceptions and expectations is negative (-1.51), which indicates that the perceived level of reliability and the expected level of reliability do not match each other.

Table 4.1.23 The Responsiveness Dimension with Perceptions and Expectations

Descriptive Statistics and Responsiveness Dimensions						
Responsiveness Perceptions			Responsiveness Expectations			
Item	Mean	Std. Dev.	Item	Mean	Std. Dev.	Gap
How would you rate EPMDS as an appraisal system on Responsiveness- The iLembe district, DoE personnel informs me exactly when they will attend to my problem.	3.4490	.7749	Expectations; Responsiveness- The iLembe district DoE personnel should inform me exactly when they will attend to my problem.	4.3673	.6944	-.09183
How would you rate EPMDS as an appraisal system on Responsiveness- The iLembe district, DoE personnel provides prompt services to me.	3.5612	.7741	Expectations; Responsiveness- The iLembe district personnel should provide their services promptly to me	4.3878	.6831	-.8266
How would you rate EPMDS as an appraisal system on Responsiveness- The iLembe district DoE personnel is always willing to help me	3.6633	.7590	Expectations; Responsiveness- The iLembe district, DoE personnel should be always willing to help	4.4490	.6112	-.7857
How would you rate EPMDS as an appraisal system on Responsiveness- The iLembe district, DoE personnel is never too busy to respond to my requests	3.6429	.7765	Expectations; Responsiveness- The iLembe district, DoE personnel should never be too busy to attend to my requests	4.4286	.6735	-.7857
Average	3.58	.7711	Average	4.41	.6656	-.83

Figure 4.1.23.1 Responsiveness: Comparison of mean for Perceptions and Expectation

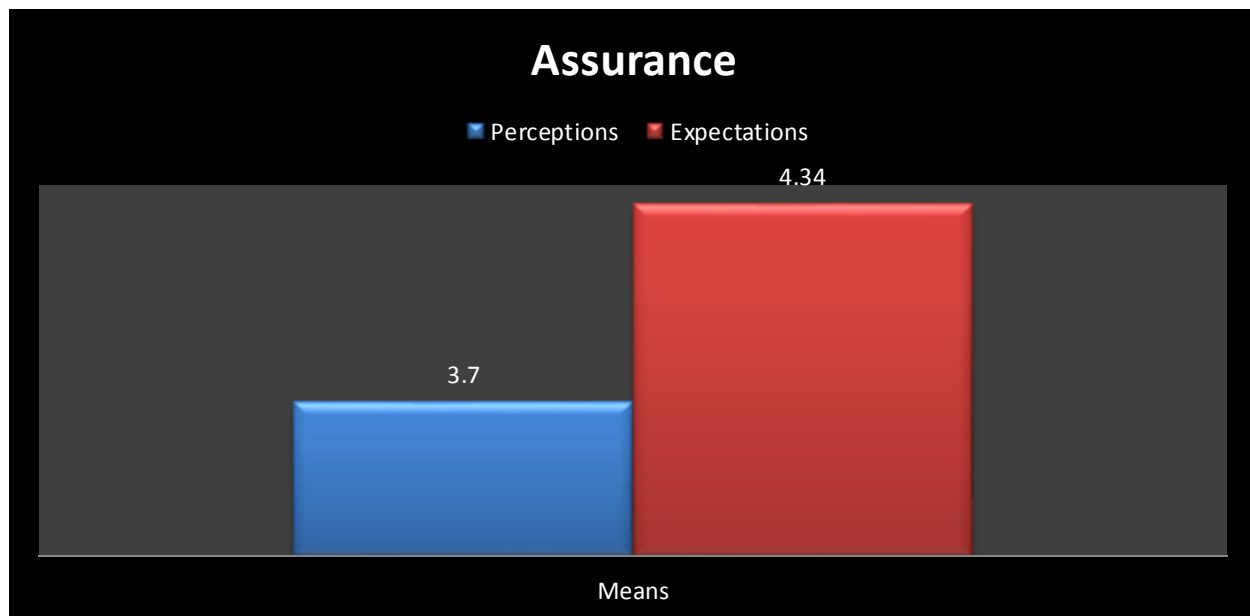


The statistics on Table 4.1.23 and Figure 4.1.23.1 reflect the average mean score for perceptions (3.58) when compared to the mean score for expectations (4.41). This indicates the perceived level of responsiveness is lower than the expected level of responsiveness; the perceived level of responsiveness being low shows how well the iLembe District DoE personnel respond to EPMDS-related problems, the factor with the lowest perceived level of responsiveness is “The iLembe District, DoE personnel informs me exactly when they will attend to my problem” (-3.4490), the factor with the highest perceived level of responsiveness is “The iLembe District, DoE personnel is always willing to help me” (-3.6633). The iLembe Districts DoE’s expected level of responsiveness is high, the factor with the lowest expected level of responsiveness is “The iLembe District, DoE personnel should inform me exactly when they will attend to my problem” (-4.3673), whereas the highest rated factor is “The iLembe District, DoE personnel should be always willing to help” (-4.4490). The negative gap (-.83) between these mean scores perceptions and expectations means that their level of responsiveness does not match what is expected of them.

Table 4.1.24 Assurance Dimension with Perceptions and Expectations

Descriptive Statistics and Assurance Dimensions						
Assurance Perceptions			Assurance Expectations			
Item	Mean	Std. Dev.	Item	Mean	Std. Dev.	Gap
How would you rate EPMDS as an appraisal system on Assurance- The iLembe district personnel is polite	3.7449	.6628	Expectations; Assurance- The iLembe district personnel should be polite	4.3163	.74053	-.5714
How would you rate EPMDS as an appraisal system on Assurance- The iLembe district personnel has knowledge to do their job	3.7449	.61445	Expectations; Assurance- The iLembe district personnel should have knowledge to do their job	4.3061	.63259	-.5612
How would you rate EPMDS as an appraisal system on Assurance- I have confidence in the iLembe district personnel	3.6429	.70711	Expectations; Assurance- I should have confidence in the iLembe district personnel	4.3571	.69237	-.7142
How would you rate EPMDS as an appraisal system on Assurance- I feel comfortable in collaborating with iLembe district personnel	3.6633	.67264	Expectations; Assurance- I should feel comfortable in collaborating with the iLembe district personnel	4.3673	.69442	-.7040
Average	3.70	.6643	Average	4.34	.6900	-.64

Figure 4.1.24.1 Assurance: Comparisons of mean for Perceptions and Expectations.



The statistics on Table (4.1.24) and Figure (4.1.24.1) above reflect that the average mean score for perceptions (3.70) compared to the mean score for expectations (4.34). The descriptive statistical analysis of the above mean scores indicates the perceived Assurance is considerably lower than the expected level of Assurance. The perceived level of Assurance being lower than the expected level of Assurance indicates that the employees were not overly confident and comfortable when working with the iLembe District DoE. The lowest perceived factor of Assurance is “I have confidence in the iLembe district personnel” (-3.6429), whereas the highest perceived factor of Assurance was two factors that had equal mean scores- “The iLembe District, DoE personnel is polite” (-3.7449) and “The iLembe District personnel has knowledge to do their job” (-3.7449). The iLembe District, DoE personnel are expected to show high levels of courteousness which is why the mean score is high, the lowest ranking expectations factor with regards to Assurance is “The iLembe District, DoE personnel should have knowledge to do their job” (-4.3061) whereas the expected highest ranking factor is “I should feel comfortable in collaborating with the iLembe District, DoE personnel” (-4.3673), which indicates how comfortable employees feel they should be when collaborating with iLembe District DoE personnel in the EPMDS process. The negative gap (-.64) between the perceptions and expectations indicate that the perceived Assurance levels are not at the levels that they are expected to be at.

Table 4.1.25 Empathy Dimension: Perceptions and Expectations

Descriptive Statistics and Responsiveness Dimensions						
Empathy Perceptions			Empathy Expectations			
Item	Mean	Std. Dev.	Item	Mean	Std. Dev.	Gap
How would you rate EPMDS as an appraisal systemon Empathy- The iLembe district personnel gives attention to their employees	4.3878	.8076	Expectations; Empathy- The iLembe district personnel should give individual attention to their employees	4.4082	.65546	-.0204
How would you rate EPMDS as an appraisal systemon Empathy- The iLembe has the operating hours which are convenient to their employees	4.2551	.7366	Expectations; Empathy- The iLembe district department of education should have operating hours that are convenient to their employees	4.3673	.54466	-.1122
How would you rate EPMDS as an appraisal systemon Empathy- The iLembe district personnel understands my specific needs	3.9796	1.0049	Expectations; Empathy- The iLembe personnel should understand my specific needs	4.3980	.68473	-.4184
How would you rate EPMDS as an appraisal systemon Empathy- the iLembe district personnel provides efficient services to their employees	4.0204	.9304	Expectations; Empathy- The iLembe district should provide efficient services to their employees	4.3673	.63226	-.3469
Average	4.16	.8699	Average	4.39	.6293	-.22

Figure 4.1.25.1 Empathy: Comparisons of mean for Perceptions and Expectations.

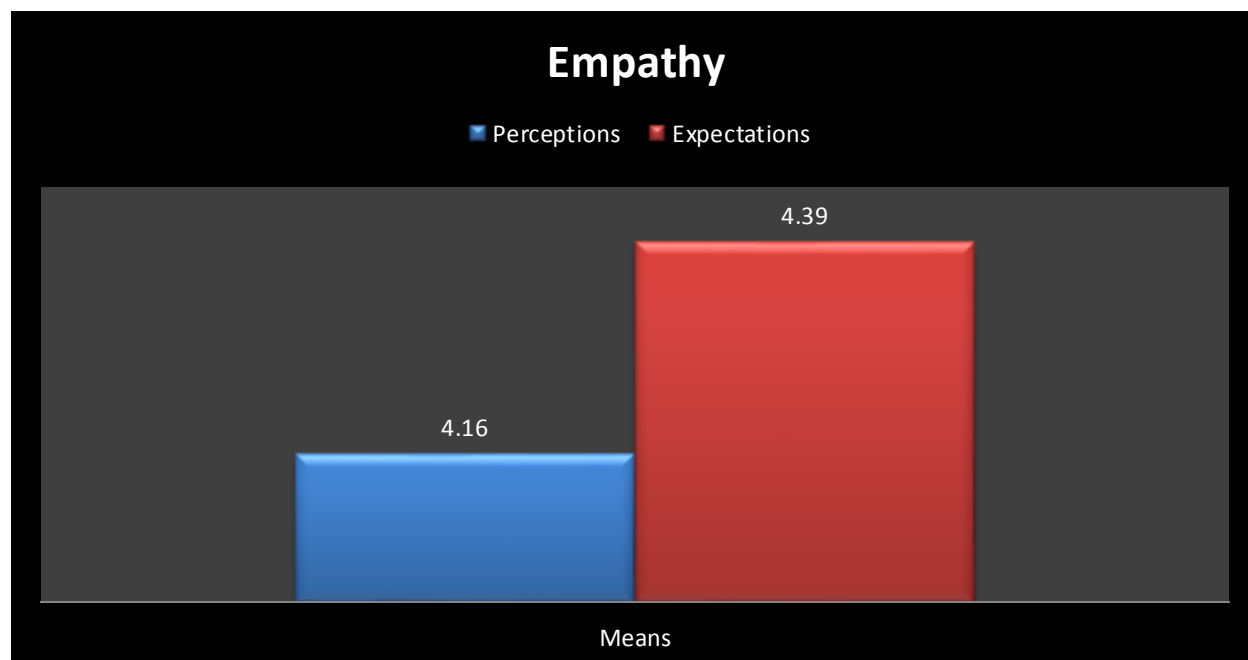


Table 4.1.25 and Figure 4.1.25.1 above reflect the average mean score of perceptions (4.16) when compared to the mean score for expectations (4.39). The mean score for perceptions is marginally lower than the mean score for expectations which means that the iLembe District's perceived levels of empathy regarding the attention given to employees needs while conducting the EPMDS appraisal system is not bad when compared to the levels they are expected to perform. The lowest perceived factor of empathy is "The iLembe District, DoE personnel understands my specific needs" (-3.9796), whereas the highest perceived level of empathy is "The iLembe has the operating hours which are convenient to their employees" (- 4.3878), which indicates that the iLembe District DoE's operating hours are convenient for their employees. The mean score for expectation levels is a bit higher than the mean score for perception levels, the factor with the lowest expected rating of empathy is shared between "The iLembe District department of education should have operating hours that are convenient to their employees" and "The iLembe District, DoE should provide efficient services to their employees" (- 4.3673), the factor with the highest expected level of empathy being "The iLembe District, DoE personnel should give individual attention to their employees". The gap between the perceptions and expectations is very minimal (-.22) which reflects that the current performance levels are not far off from what they were expected to be.

4.1.26 Section D: Management responses; Deputy Manager and Assistant Manager (Qualitative analysis).

The purpose of this Section, is to indicate the state findings that emanated from open-ended questionnaires distributed to 2 managers of the iLembe District; Department of Education. The aim of open-ended questions was to provide the management with an opportunity to share their views on some issues that might have not been covered in the questionnaire- based survey and to gain an in-depth understanding on the implementation of Employee Performance Management and Development System (EPMDS) as an employee's appraisal tool.

Question: 1 What is your opinion on the implementation of Employee Performance Management and Development system?

The results show that both respondents indicated that EPMDS as an appraisal system is a process for setting goals and objectives, assessing progress and providing guidance to employees and that the supervisor should plan, monitor and execute; monitor; conduct reviews and evaluate performance. However; they further revealed that there is a big challenge within the system as large numbers of employees are on maximum notches and excluded in 1.5% pay progression and EPMDS as a system does not allow for career movement and restricts payment of performance bonuses due to the unavailability of funds. Thus, it has resulted in frustrated and demotivated employees.

Question: 2 Are the employees provided with the necessary training and knowledge on EPMDS to enhance performance? Yes or No?

The results show that both respondents answered, "Yes; employees are provided with necessary training that is related to their work; although there are challenges at assessing 1% skills levy and there is a lack of fully qualified training practitioners". Therefore, trainings are minimal and there is a lack of capacitation.

Question: 3 what are the kind of employee's training needs that are aligned with institutions goals and objectives?

Both respondents answered that training needs are identified and incorporated with personal development plans and training needs are aligned with strategic goals and objectives of the department, e.g. curriculum management; leadership management; financial management; code of professional ethics; supervisory development etc.

Question: 4 what are the challenges associated with the implementation of EPMDS?

The findings of the study indicated that both respondents affirmed that there were major challenges in the implementation of EPMDS. They stated that some employees treat EPMDS as an event, there is no continuous monitoring and thus they take it as a malicious compliance. Furthermore, it is undeniable that employees are demotivated with the system and as a result there is non-compliance of the reports during assessment cycle.

Question: 5 How are employees eligible for EPMDS? e.g. Salary Levels/Full time/Part-time/Number of years.

The results showed that both respondents answered; ‘‘an employee is eligible for a performance cycle once he/she has completed a 12 month calendar; which starts 1st April each year to the 31st of March of the following year. The respondents further explained in their statements that employees on personal/maximum notches should also submit their assessments to ensure effective implementation and monitoring of EPMDS.

Question 6: Which criterion is used to measure key responsibility areas?

Both respondents were of the same opinion that the five scale ratings is used to measure performance of employees. Therefore a supervisor has to assess his/her performance and allocate the scores. In addition, the important aspects of work must contribute to service delivery

Question 7: What are employee's perceptions on EPMDS?

The results indicated that both respondents were in agreement, in the same question: that employees perceive EPMDS as an incentive tool rather the development tool and they perceive it as a way of punishing each other. Furthermore, employees on maximum notches are very discouraged about the system, no career movement and the restriction of payment of bonuses due to unavailability of funds.

Question 8: Explain whether Skills Development and Training and Employee Relations and Employee Assistance programme are aligned with the institution operational plan?

Both respondents answered; that "The three identified sections are aligned to the strategic goals of the Department" that says; "Develop and enhance human capital". 'Once the needs are identified they are incorporated into the Work Place Skills plans that has all the needs of the employees and monitors the implementation of training and development programme. Thus, training that is offered is accredited with and NQF aligned. Furthermore, should it happen that the intervention needs "PSYCHOLOGICAL ASSISTANCE" an employee is referred to the Employee Assistance Programme to get further assistance; and if an employee is not co-operative he/she is discharged on account of incapacity; although dismissal is the last resort.

Question: 9 Are the key responsibility areas (KRAs) aligned with institutions plan? Yes or No?

In this particular question both respondents answered, "Yes"; all KRAs are linked to the operational plan of the department".

Question: 10 What do you think are the barriers that hinder employee performance?

The findings of the question indicated that both respondents were of the same opinion that most employees are demoralised because they are on maximum notches and as a result they do not perform at an optimal level. In addition, the fact that they treat EPMDS as an event also impacts negatively on achieving the desired outcomes of the organisation.

4.1.27 Conclusion

The empirical findings of demographics variable were presented using figures; tables and charts. Pearson Chi- square and Correlation coefficient was used to determine the relationship between the questions. The analysis of data indicates that the conclusions that can be drawn from the study. It can be summarised that there are more negative factors that affect the implementation of Employee Performance Management and Development system in the iLembe District, Department of Education. It has resulted in demotivation rather than motivation, where some of the negative contributing factors was lack of transparency in the implementation of EPMDS, lack of training and inconsistency in payments of performance bonuses that motivates employees due to the Departments unavailability of funds. Furthermore; it was indicated that employees on maximum notches do not qualify on 1.5% pay progression are demotivated, although according to policy, they should submit their assessment to ensure effective implementation and monitoring. Thus, the implementation of the EPMDS system has a negative impact on employee's performance instead of contributing positively. Furthermore, the employee's expectations on performance services and implementation of EPMDS were higher than perceptions.

The next chapter presents summary of findings, conclusions and recommendations of the study. In addition; the achievement of the objectives of the study will be presented.

CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 INTRODUCTION

This Chapter is going to discuss findings related to the research questions; conclusions and implications of the study as well as the recommendations for further study.

5.2 KEY SUMMARY OF FINDINGS.

The study revealed that 56 percent of employees were aware that the Employee Performance Management and Development system is useful for the appraisal of public service employees; but 42 percent were not sure about the implementation of the system. DPSA (2007) explained that EPMDS is an assessment tool developed as a framework for voluntary use by government departments for salary levels 1-12. Furthermore; in order to advance the appraisal system; Human Resource Development must ensure that managers; supervisors and employees are well capacitated.

The findings of the study indicated that there is inconsistency in the implementation of EPMDS which has negative impact on employee's performance, which resulted in a lack of morale and demotivation of employees. McKinsey and Company (2011:10) indicated that managers can only improve performance if they fully understand what drives it.

The research findings revealed that although EPMDS is in place in the iLembe District Department of Education, it is not contributing to employee's performance and efficiency; this was due to limited resources and unavailability of qualified practitioners. The Economic Times (2015) emphasised the importance of training in the organisation for the development of employees to attain new skills, which contributes to increased performance productivity and the overall organisation's goals.

The findings of the study indicated that the iLembe District, DoE was not implementing payments of performance bonuses to employees as per DPSA policy framework; and only few employees were benefitting. The White Paper on Human Resource Management in the Public Service (1997) revealed that every employee should be appraised annually to identify strengths and weaknesses. In addition; good performance should be recognised and rewarded.

5.3 CONCLUSIONS

The results of the study concludes that 83.7 percent of participants were not satisfied with the implementation of EPMDS and they have identified numerous reasons: “There is inequality within the system, lack of training, the system is useless, supervisors are lazy and do not want to write motivations and they deprive employees; and no cooperation during the assessment cycle”. Only 15.3 percent of participants indicated they were satisfied with the system.

The results of the study further concludes that 43.9 percent of participants agreed that the Ilembe District operational plan is linked to key responsibility areas; 39.8 percent of participants were not sure. Both managers shared the same view that the key responsibility areas/ key performance indicators are aligned to the operational plan of the department. DPSA (2007:6) supports this, that key responsibility areas play vital role in an organisation in terms of contribution to the achievement of institutions goals and objectives.

The research findings of the study concludes that 90.7 percent of participants confirmed that there were various challenges in the implementation of EPMDS and some of them were; “The system is useless, the system deprives old employees, lack of trust and commitment and no co-operation during assessment cycle”. Only 7.1 percent of participants said there are no challenges within the system. 2 managers shared the same view and agreed that there were challenges with the system and as a result some employees still treat EPMDS as an event; there is no continuous monitoring and employees take the system as a malicious compliance.

The study concludes that the majority of participants were females who constituted 61 percent; there is a high possibility that most females are confined in lower levels of the iLembe District, Department of Education.

The findings of the study further concludes that 52 percent of participants were on salary levels 1 to 6 which are entry levels within the department and they were low incomers; 46 percent of participants were on salary levels 7 to 8 which are supervisory positions equivalent to entry level of junior management and 2 managers were on salary levels 10 and 12.

A total of 71 percent of participants perceived level of education was matric. This simply could be attributed to the entry level of education previously which was a matric certificate.

The conclusions of the findings of the study further revealed that 61 percent majority of participants were Africans; this may be attributed to the fact that iLembe District demographic area is in the rural area which is the Magisterial District of iLembe, Kwa-Dukuza.

The findings of the study further revealed that 53 percent of the respondents were between ages of 40 to 49; and this was an indication that data was collected from experienced employees who understands better, the culture of the department.

The study concludes that although EPMDS is in place in the iLembe District DoE, it is not contributing to employees performance and efficiency; this was due to limited resources and unavailability of qualified practitioners.

The study further concludes that 56% of employees were aware that Employee Performance Management and Development System is useful for appraisal of public service employees but 42% were not sure about the implementation of the system.

The conclusions of the findings of the study revealed that there is inconsistency in the implementation of EPMDS in the iLembe District, DoE which resulted in a lack of morale and demotivation of morale and demotivation of employees.

The results of the study further concludes that the iLembe District, DoE was not implementing payments of performance bonuses to employees as per DPSA policy framework; and only few employees were benefiting.

5.4 IMPLICATIONS OF THE STUDY

The study highlighted some of the critical issues affecting employee performance in the iLembe District, Department of Education.

5.5 RECOMMENDATIONS

It is recommended that the Department of Public service and Administration should revise the Employee Performance Management and Development system as an assessment and Incentive Framework for Public Service employees since it is compromising employee's performance and it has brought no positive contribution in an organisation's performance.

It is recommended that the iLembe District, Department of Education should allocate funds and reward employees with satisfactory performance.

It is recommended that the management in the iLembe District, DoE should provide performance feedback on the outcomes of performance.

It is suggested that Human Resources Development as Skills Development and Training component should identify and provide the necessary skills competencies and proper training to employees.

It is further suggested that managers liaise with employees on the importance of performance management and provide guidance and leadership.

It is further recommended that managers should enforce the implementation of performance appraisal and ensure that is a continuous process and not an event.

It is suggested that management should enforce and encourage good relations between employees and supervisors.

It is recommended that supervisors as middle managers, should have proper knowledge on EPMDS and; furthermore, supervisors should plan, execute; monitor; conduct reviews and evaluate employee's performance.

5.6 RECOMMENDATIONS RELATED FOR FURTHER STUDY

The study recommends further research on the progress of implementation of Employee Performance Management and Development System that can improve employee's performance. Since this study employed the triangulation method which is mostly constituted with quantitative method; it is advisable that the next study employ the qualitative method.

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Appendix 1



Faculty of Management Sciences
Department of Public Management & Economics
Date: 22 April 2016

Dear participant

LETTER OF INFORMATION

Title of the Research Study: An evaluation of the relationship between performance management and increased efficiency in the Department Of Education, iLembe District.

Principal researcher: Lindiwe Memory Sibiya

Co-Investigator/s/supervisor/s: Dr. Elias Cebekhulu

Brief Introduction and Purpose of the Study:

The proposed study is geared towards investigating the relationship between performance and increase efficiency in the iLembe District, Department Of Education. Firstly, the research will start by establishing as to whether the iLembe District, Department Of Education operational plan is linked to key responsibility areas (KRA's). Secondly, study will identify whether employees training are aligned to the Departmental goals, vision and objectives. Thirdly, the research will evaluate the effectiveness of Employee Assistance Programme (EAP) and the Skills Development and Training (SDT) initiatives in the iLembe District, Department Of Education. Lastly, the study will identify the challenges associated with performance management and appraisal in the Department.

The methodological approach to be employed by the researcher is both qualitative and quantitative. The data gathering approach will involve interviews that use an interview schedule and questions that comprised of semi-structured and structured questions. A sample of 100 respondents will be drawn from a population of 800 employees in the Department. A non-probability sampling known as purposive sampling will be utilized to generate qualitative data and a probability sampling technique termed systematic sampling will be employed to generate quantitative data. The selection of quantitative data will be according to random starting point and a fixed, periodic interval. This interval sampling, called sampling interval, will be calculated by dividing the population size by the desired sample size. Quantitative data generated will then be analysed through SPSS software and the qualitative data via data tabulation.

Ethical Consideration:

Data will be collected by means of questionnaire and interviews. Questionnaires should take between 20-30 minutes to complete and interviews should be completed in an hours- time. Participation is voluntary and participants can withdraw at any time with no penalty. If participants feel uncomfortable in answering questions they can withdraw from the study without any implications. No remuneration will be given to any participants and there are no costs attached to the study. The questionnaire does not force participants to give their names, therefore participant's confidentiality is guaranteed. All the information will be kept under control system as in accordance to DUT's Institutional Research Ethics Committee (IREC) requirements.

No participant will be injured during the participation of this study as it will require the answering of questionnaires and interviews will be conducted in a non-violent manner.

Persons to Contact for Queries:

STUDENT

Lindiwe Memory Sibiyi

Mobile no: 0783566411

Work no: 031 3606421

Email: lindiwesibiyi72@gmail.com

SUPERVISOR

Dr. Elias Cebekhulu

Mobile no: 072 388 5260

Work no: (031) 260 7480

Email: cebekhulue@ukzn.ac.za or

eliascebekhulu@gmail.com

Appendix 2



CONSENT

Statement of Agreement to Participate in the Research Study:

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

_____	_____	_____	_____	_____
Full Name of Participant	Date	Time	Signature	/ Right
Thumbprint				

I, Lindiwe Memory Sibiyi herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

<u>Lindiwe Memory Sibiyi</u>	<u>22/04/2016</u>	<u>L.M.Sibiyi</u>
Full Name of Researcher	Date	Signature

_____	_____	_____
Full Name of Witness (If applicable)	Date	Signature

_____	_____	_____
Full Name of Legal Guardian (If applicable)	Date	Signature

Appendix 3

Enquiries: Phindile Duma Tel: 033 392 1041 Ref.:2/4/8/1119

Mrs LM Sibiya
B208 Killer Sibiya Drive
PO Umlazi
4031
Dear Mrs Sibiya

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“AN EVALUATION OF THE RELATIONSHIP BETWEEN PERFORMANCE MANAGEMENT AND INCREASED EFFICIENCY IN THE DEPARTMENT OF EDUCATION, ILEMBE DISTRICT,”** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
 2. The researcher must ensure that Educator and learning programmes are not interrupted.
 3. Interviews are not conducted during the time of writing examinations in schools.
 4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
 5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
 6. The period of investigation is limited to the period from 28 November 2016 to 25 May 2018.
 7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
 8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
 9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
 10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.
- Ilembe District

Dr. EV Nzama
Head of Department: Education
Date: 07 December 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa **Physical Address:** 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201 **Tel.:** +27 33 392 1004/41 • **Fax:** +27 033 392 1203 • **Email:** Kehologile.Connie@kzndoe.gov.za/Phindile.Duma@kzndoe.gov.za • **Web:** www.kzndoe.gov.za Facebook: KZNDOE....Twitter: @DBE_KZN....Instagram: kzn_education....Youtube: kzndoe

Appendix 4

ILembe District, Department of Education Employees questionnaire:

Demographic Information.

1. Gender

Male		Female	
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2. Race

African	
Indian	
Coloured	
White	
Other, Please Specify	

3. Age

21-29	
30-39	
40-49	
50-59	
60 +	

4. Job Title and Salary Level

Chief Personnel Officer	SL-8	
Principal Personnel Officer	SL-7	
Senior Personnel Officer	SL-5-6	
General Assistant	SL-1-4	

5. Highest Qualification

Grade 12/ Matric	
Diploma	
Degree	
Honours	
Masters	
PhD	

6. Length of Service

3-7 Years	
8-12 Years	
13-17 Years	
18-22 Years	
23-27 Years	
28 Years and above	

7. Terms and conditions of employment

Full time	
Part-time	
Contract	

8. Department components

HR: Provisioning	HR: Procurement and Finance	HR: Pensions	HR: Leave	HR: Auxiliary Services
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SECTION B. iLembe District, Department Of Education Personnel Perceptions on Employee Performance Management Development System as an appraisal.

2. How often do you make use of employee performance management and development system as an appraisal?

Very often	
Often	
Rarely	
Very rarely	

3. What is the importance of EPMDS as an appraisal system and when it was started?

.....

.....

.....

4. How is EPMDS implemented and what are the key responsibility areas?

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.....

.....

5. What salary levels qualify for the assessment on EPMDS?

.....

.....

.....

6. Is the institution operational plan linked to key responsibility areas?

Yes	
No	

7. How the personnel is assessed according to key responsibility areas?

.....

.....

.....

8. Are you satisfied with the implementation of EPMDS as an appraisal system? Yes or No? If No, please state reasons.

.....

.....

.....

.....

9. What are the challenges associated with the implementation of EPMDS as an appraisal system?

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.....

10. Is there any transparency in the implementation of EPMDS? Yes or No? If No, please state the reasons?

.....

.....

.....

.....

.....

11. How would you rate EPMDS as an appraisal system on the following factors?

Factor 1: Tangibles (Perceptions)	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
A. The iLembe District, Department of Education, have up to date information and proper training on EPMDS.					
B. The iLembe District, Department of Education has adequate resources on the implementation of EPMDS.					
C. The iLembe District, Department of Education is providing relevant information on key responsibility areas (KRAs).					
D. The Department operational plan is linked with Key					

responsibility areas (KRAs).					
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Factor 2: Reliability (perceptions)	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
A. The iLembe District Personnel is well capacitated on EPMDS.					
B. The iLembe District Personnel is able to resolve EPMDS related problems promptly.					
C. The iLembe District Personnel provides services promptly.					
D. The iLembe District Personnel shows keen interest in solving my problems.					

Factor 3: Responsiveness (perceptions)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
A. The iLembe District Personnel informs me exactly when they will attend to my problem.					
B. The iLembe District Personnel provides prompt service to me.					
C. The iLembe District Personnel is always willing to help me.					

D. The iLembe District Personnel is never too busy to respond to my requests.					
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Factor 4: Assurance (perceptions)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. iLembe District Personnel is polite.					
B. The iLembe District Personnel has knowledge to do their job.					
C. I have confidence in the iLembe District Personnel.					
D. I feel comfortable in collaborating with iLembe District Personnel.					

Factor 5: Empathy (perceptions)	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
A. The iLembe District Personnel/ Staff gives attention to its employees.					
B. The iLembe District has the operating hours which are convenient to its employees.					
C. The iLembe District Personnel understands					

my specific needs.					
D. The iLembe District Personnel provides efficient service to its employees.					

SECTION B. EMPLOYEES EXPECTATIONS AT THE ILEMBE DISTRICT, DEPARTMENT OF EDUCATION (Referred to on employees perceptions and expectations in the implementation of EPMDS and performance services to District employees.)

Factor 1: Tangibles (expectations)	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
A. The iLembe District Personnel should be well capacitated on EPMDS.					
B. The iLembe District Personnel should be able to resolve EPMDS related problems.					
C. The iLembe District Personnel should have provided services promptly.					
D. The iLembe District Personnel should have shown interest in resolving my problems.					

Factor 2: Reliability (expectations)	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
A. The iLembe District Personnel should deliver					

excellent service.					
B. The iLembe District Personnel should be able to resolve EPMDS related problems.					
C. The iLembe District Personnel should provide their services promptly.					
D. The iLembe District Personnel should show sincere interest in solving my problems.					

Factor 3. Responsiveness (expectations)	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
A. The iLembe District Personnel should inform me exactly when they will attend to my problem.					
B. The iLembe District Personnel should provide their services promptly to me.					
C. The iLembe District Personnel should be always willing to help.					
D. The iLembe District Personnel should never too busy to attend to my requests.					

Factor 4: Assurance (expectations)	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
A. The iLembe District Personnel should be polite.					
B. The iLembe District Personnel should have knowledge to do their job.					
C. I should have confidence in the iLembe District Personnel.					
D. I should feel comfortable in collaborating with the iLembe District Personnel.					

Factor 5: Empathy (expectations)	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
A. The iLembe District Personnel should give individual attention to its employees.					
B. The iLembe District, Department of Education should have operating hours which are convenient to its employees.					
C. The iLembe District personnel should					

understand my specific needs.					
D. The iLembe District should provide efficient services to its employees.					

Thank you for your contribution, your participation is greatly appreciated. The information provided by you will be treated as confidentiality. The study seeks to improve performance in the iLembe District, Department of Education.

Investigator: Lindiwe Memory Sibiya

THANK YOU!!!

Appendix 5

Questionnaire for Deputy Manager and the Assistant Manager: iLembe District, DoE.

1. What is your opinion on the implementation of Employee Performance Management system as an appraisal system?
2. Are the Employees provided with necessary training and knowledge on EPMDS to enhance performance? Yes or No?
3. What are the kind of employees training needs that are aligned with the institutions goals and objectives?
4. What are the challenges in the implementation of EPMDS?
5. How are employees eligible for EPMDS? e.g. Salary levels/Full time/Part time/Number of years?
6. Which criterion is used to measure key responsibility areas (KRAs)?
7. What are employee's perceptions on EPMDS?
8. Explain whether Skills Training and Development, Employee Relations and Employee Assistance Programmes are aligned with institution operational plan?
9. Are the key responsibility areas (KRAs) aligned with institutions plan? Yes or No?
10. What do you think are the barriers that hinder employee performance?

Thank for your co-operation; the information provided by you will be treated as confidentiality. The study seeks to improve performance in the iLembe District, Department of Education.

Thank You!!!

Investigator's Name: Lindiwe Memory Sibiya

Digital Receipt

This receipt acknowledges that **Turnitin** received your paper. Below you will find the receipt information regarding your submission.

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Assignment title: Chapters 1-5
Submission title: An evaluation of the relationship b...
File name: Lindiwe_Report_2017._Final_subm...
File size: 835.54K
Page count: 330
Word count: 83,044
Character count: 474,879
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An evaluation of the relationship between performance management and efficiency

ORIGINALITY REPORT

12 %	7 %	3 %	7 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT I

PRIMARY SOURCES

- 1** Submitted to University of KwaZulu-Natal
Student Paper
 - 2** Submitted to Mancosa
Student Paper
 - 3** uir.unisa.ac.za
Internet Source
-

Appendix 7

Appendix 8



MANAGEMENT SCIENCES: FACULTY RESEARCH ETHICS COMMITTEE (FREC)

3 April 2018

Student No: 21240840

FREC REF: 85/16FREC

Dear Mrs L. Sibiya

MASTERS OF MANAGEMENT SCIENCES: HUMAN RESOURCES MANAGEMENT

TITLE: AN EVALUATION OF THE RELATIONSHIP BETWEEN PERFORMANCE MANAGEMENT AND INCREASED EFFICIENCY IN THE ILEMBE DISTRICT, DEPARTMENT OF EDUCATION

Please be advised that the FREC Committee has reviewed your proposal and the following decision was made:
Ethical Level 2

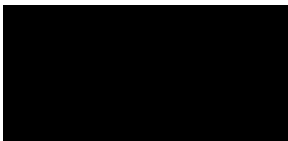
Date of FRC Approval: 21 July 2016

Approval has been granted for a period of two years from the above FRC date, 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 JP Govender

Chairperson: Faculty Research Ethics Committee

