



**Towards a Framework for Improved Organizational
Performance at the Department of Transport,
eThekweni Region**

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DECLARATION

I, Adele Alice Martin, certify that this dissertation, which I now submit for examination for the award of Master of Accounting, is entirely my own work and has not been taken from the work of others save and to extent that such work has been cited and acknowledged within the text of my work.

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DEDICATION

First and foremost, I would like to thank God Almighty for his continued blessings bestowed upon me and for making the completion of this study a reality. My heartfelt appreciation to him, my maker, my guide, my strength and my provider for his incomparable love and help in times of need. I thank thee for thy mercy and glory.

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LIST OF ACRONYMS

CIMA	Chartered Institute of Management Accountants
DoJ&CD	Department of Justice and Constitutional Development
DoT	Department of Transport
DPLG	Department of Provincial and Local Government
DUT	Durban University of Technology
FRC	Faculty Research Committee
HoD	Head of Department
HRM	Human Resource Management
IREC	Institutional Research Ethics Committee
KZN	KwaZulu-Natal
MAS	Management Accounting System
PMS	Performance Management System
PSC	Public Service Commissioner
PSO	Public Sector Organization
SPSS	Statistical Package for the Social Sciences

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ABSTRACT

For more than a decade, the South African local government has been in the spotlight for the provision of appalling services, resulting from the incompetency and inefficiency of South African public servants. The introduction of a performance management system (PMS) is expected to safeguard the utilization of resources more efficiently and to ensure that objectives of an organization are appropriately implemented towards yielding the desired growth impacts. However, the current PMS utilized within South African government departments presents one key concern regarding the effective management of employee performance. This research examines the implementation and effectiveness of the current PMS in the Department of Transport, eThekweni region. The main aim of this study was to develop a performance management framework which could improve the organizational performance in the KZN Department of Transport. This study applies the amalgam of case study design with the survey method for data collection. It used participants surveyed from the Department of Transport who were purposefully selected because of their greater degree and operational knowledge of the subject matter. Data collected through a survey instrument was analyzed using factor analysis in SPSS. The analysis of the data confirmed the hypothesis of the study, that the current performance management system is ineffectual in improving the level of performance at the Department of Transport, eThekweni region. A number of significant findings emerged from the analysis in relation to the possible reasons for inadequate functioning of the PMS, which include a lack of performance planning framework, lack of training and development, ineffective feedback, job dissatisfaction and oppressive leadership. The study proposes that if the Department of Transport manages to address the challenges that emerged from the study, there is a high likelihood that performance management will be improved and ultimately lead to the improvement of the overall organizational performance.

CHAPTER ONE - INTRODUCTION

1.1 Introduction

Performance management is the intercession focused at employees with the objective of guiding and upgrading their performance in order to improve the overall organizational performance. Lately, organizations have been encouraged to adopt a range of performance-upgrading or advanced employee management practices to improve their competitiveness in the worldwide market. Currently, throughout the world, fifteen million individuals are employed in the public sector. Therefore, it is of paramount importance that government has an effective and efficient management system in place to manage the large amount of employees (Kloviene, Gimzauskiene, Stravinskiene and Misiunas, 2016).

Employees assume a critical role in the improvement of organizational performance. Employees form the foundation of any organization and support the improvement of business processes and efficiency. Equally imperative and owed to economics, organizations are presently obligated to manage the performances of their employees. In light of this reason, a performance management system adopts a critical role in the organization.

The development of performance management is one of the main purposes driving performance in the public sector. In order for government to successfully promote the improvement of public sector performance, public sector departments need to effectively manage limited resources, enhance organizational leadership and above all, motivate and drive employees to perform. Due to the scarcity of financial resources, government has experienced challenges impeding improvement of performance. According to Saravanja (2010) these challenges range from, but are not limited to, mismanagement, low employee self-esteem, high employee turnover, the absence of an integrated approach to performance management, exploitation, poor quality of service delivery, organizational power struggles and politics.

According to Greener (2013), the spark for implementation of performance management in local government derives from the increased concern of policy makers that local

government has not been carrying out the plans set by national government. As remedial action, performance management has been used to close the gap between the plans set by the national government and what is being implemented by local government. The continuous improvement of efficiency and quality should be the primary objective of any organization, which entails satisfying clients of the organization and guaranteeing the quality of products and services provided.

1.2 Study Background

Public sectors, all over the world, are confronted with unexpected political, economic, technological and social challenges and, thus far, existing public sector reforms have not been extremely effective (Fourie and Poggenpoel, 2017). Globally, performance management has been advocated as the most efficient way to develop skilled employees and the best approach to maintain the effectiveness and efficiency of an organization's performance (Aguinis, 2013; Cascio, 2014). Given the highly competitive environment businesses operate in today, effective performance management has become of paramount importance for the prosperity and survival of the organization (Crawshaw, van Dick and Brodbeck, 2012).

The increasing demand from South African citizens for government to meet their needs has put an immense amount of stress on the government to deliver services in a more efficient and effective manner. Due to the pressure received from South African citizens, performance management has been adopted by government as a means to realize effective service delivery within the public sector (Manyaka and Sebola, 2012). According to Mdluli (2015), the White Paper on Transforming Public Service Delivery (1997) completely supports the implementation of performance management in the public and private sector. However, the success of public service delivery depends predominantly on the efficiency and effectiveness of employees performing their duties (White Paper on Human Resource Management, 1997). The Department of Transport (DoT) has to be effective in the delivery of services to the public. Thus, there is a critical need for an effective performance management system to assist with this goal and to

steer employees towards a direction that leads to the achievement of self and organizational performance goals.

Several studies conducted in the public sector on performance management systems (PMS) found that the major challenges faced were that government departments lacked effective performance management strategies for long-term survival and a lack of communication existed between management and employees. As a result of this, employees lacked awareness, motivation, guidance and understanding of what is available and what is expected of them (Kgotmoso, 2011; Dlamini, 2010). Furthermore, an investigation conducted found that PMS are still inadequate as there is a low level of quality assurance and reliability in performance management reporting and performance management system reports are completed for the sake of compliance (Sehoa, 2015).

Phillips (2002) (in the private sector) investigated whether performance management systems had a positive effect on organizational performance. However, it must be greatly noted that contrast to the private sector, the public sector is governed by the 1996 constitution. In a private organization, there is no formal requirement of a performance management system, unlike the study being undertaken here. Previous studies (Phillips: 2002; Dlamini: 2010; Kgomo: 2011 and Sehoa: 2015) have given very little attention as to whether the current performance management system utilized in the South African public sector is being adequately utilized to improve efficiency. Furthermore, a lack of emphasis has been placed on the significant influence employee efficacy has on the general performance of the organization. It is for this reason that this study undertakes to do an analysis of performance management systems at the DoT and to suggest a framework for improved organizational performance in government departments.

1.3 Problem Statement

It has been widely accepted and asserted that an effective performance management system is an important factor that contributes to the improvement of organizational performance. However, despite the fact that South African public sector departments have adopted the use of performance management tools, the malpractice with the implementation and utilization of PMS policies overthrow the core drive of the system,

which is to improve the quality of employee performance and in-turn the overall performance of the organization.

Khan and Ukpere (2014) mention that any performance management system filled with challenges and misuse questions its credibility especially since the primary aim of a PMS is to advance and improve the efficiency and effectiveness of employee performance. The PMS at the Department of Transport, eThekweni region has not been judicious in its outcomes and employees at the DoT are similarly viewing the PMS as punitive and biased. This has rendered the PMS at the Department of Transport, eThekweni region as ineffective and has incited dissatisfaction and demotivation amongst employees at the DoT, eThekweni region.

One of the major issues found for poor performance in the public sector was that performance management systems are more focused on the monetary value it incurs rather than the significant effect it has on the personal development of the employee and on the overall performance of an organization. As a result of this, the true state affair of the organization is falsely being reported (Dlamini, 2010). In addition, Wanjula and Kimutai (2015) assert that less consideration has been paid to the nature of the PMS than the impact of a PMS. Despite previous studies (Dlamini, 2010; Munzhedzi, 2011; Mdleleni, 2012; Magoro, 2016; Ahenkan et al, 2018), which have uncovered problems in public sector performance management systems which result in poor organizational performance, none have been able to proffer a framework for an effective PMS. This study will seal this gap by providing a framework for improved organizational performance in public sector departments.

1.4 Research Questions

- What is the current performance management system in place at the Department of Transport, eThekweni region?
- What are the core challenges undermining performance management in the Department of Transport, eThekweni region?

- What framework could improve performance management in the Department of Transport, eThekwinini region?

1.5 Research Aim and Objectives

Main Aim

The main of this study is to develop a performance management framework that can help to improve organizational performance within the transportation sector.

Research Objectives

1. To examine the current performance management system in place at the Department of Transport, eThekwinini region.
2. To assess the core challenges undermining performance management at the Department of Transport, eThekwinini region.
3. To develop a performance management framework for improved performance management systems within the Department of Transport, eThekwinini region.

1.6 Study Significance

There are various reasons that make this study to be of paramount importance in the discipline of management accounting. An importance reason would be, the substantial contribution to information advancement in the zone of public sector performance management. This study analyzes the current PMS utilized in the public sector with the objective to identify the core challenges undermining performance management and develop a performance management framework for improved organizational performance.

This study will highlight methods and strategies that management can use to move towards a PMS that has a more strategic, proactive and integrated approach. Furthermore, it will assist public sector departments to devise better programs and

policies which will affect emphatically on the delivery of services and ultimately on the overall performance of the organization. Government is the most important participant in the South African economy. Therefore, the enhancement of public sector performance management would impact positively on the economy and successively on the well-being of South African citizens.

1.7 Definition of Terms

- **Performance** - is defined as the ability of an individual to successfully implement specific actions with completeness and accuracy in order to reach the goals and objectives of the organization (Lebaas, 1995; Van Dooren, Bouckaert and Halligan, 2015).
- **Performance management** – is defined as a holistic method and procedure used by organizations to effectively manage the performance of individuals and/or groups, to ensure that organizational objectives and their personal or shared goals are realized (Armstrong and Taylor, 2020).
- **System** – a sequence of substructures that is comprised of processes that are interrelated and which contribute to the achievement of predetermined precise goals and objectives (Ferreira et al., 2009).
- **Performance management system** – a performance management system (PMS) is a system used to ensure that the organization maximizes performance to achieve improved productivity or desired results (Armstrong, 2009; Aguinis et al., 2013; Van Dooren et al., 2015).
- **Performance measurement system** – is also known as the heart of any performance management system. Performance measurement system is a framework that gives a brief overview of performance through a set of (monetary and non-monetary) metrics that guide and support the organization's decision-making process (Taylor and Taylor, 2013).
- **Performance appraisal** – is the formal process of obtaining, analyzing, and assessing an employee, focusing on the measurement and improvement of an

employee's actual performance and future contribution to the organization (DeNisi and Murphy, 2017)

- **Public sector** – that percentage of an economy whose actions are directly measured and regulated by the government. The government owns all this sectors resources and utilizes them effectively to achieve their goals and objectives. For instance, “to promote the economic welfare of the ruling elite or to maximize the well-being of society as a whole” (Fox et al., 2007).
- **Organizational Performance** –the capability of an organization to successfully utilize its resources to produce outputs desired by the relevant stakeholders and in line with the organizational goals and objectives (PSC, 2009).

1.8 Outline of Research Methods

The researcher adopted the case study research design using the quantitative research approach. The case study research design was the most appropriate because the study was limited to one organization. A well thought out survey was developed by means of a five-point Likert scale, and administered by the researcher to a selected sample of 128 employees in the DoT, of which only 124 responded, generating a response rate of 97%. The sample was carefully selected using the stratified probability sampling method for finite populations proposed by Naing et al. (2006). The questionnaire was distributed by the researcher to participants at the DoT, eThekweni. Descriptive statistics in the form of cross tabulations, diagrams and other figures were utilized by the researcher to describe the distribution of scores of each variable and to establish if the scores of the different variables were interrelated. Inferential techniques were also used by means chi-square test values and correlations which were interpreted using the p-values. Data gathered was statistically examined using the SPSS software and later followed by the analysis and discussion of the results.

1.9 Scope, Limitations and Delimitations

This study examined the performance management system utilized within the Department of Transport to probe the impact it has on the complete performance of the organization. It should be noted that the Department of Transport is one of the largest departments within the KZN region. Therefore, due to limited resources and financial constraints, the study was conducted in the eThekweni region only as it was impossible to research all the departments. The focus of the study was limited to employees who worked in DoT, eThekweni region.

1.10 Ethical Considerations

All individuals who consented to partake were completely informed of the aim and objectives of this study and that all data provided by them was strictly confidential. Participants who were interested in the study had to provide written consent to participate and all questionnaires were completed manually. The researcher provided personal assistance to participants who experienced challenges in completing the survey.

1.11 Dissertation Outline

This section provides a succinct synopsis of each chapter of the study to illustrate the interconnectedness of the six chapters of the dissertation.

- **Chapter One – Introduction**

This chapter introduced the reader to the study by providing a brief background on public sector performance management. This chapter also recognized the significance of the research and outlined the problem statement and objectives of the study. Definitions of key terms were provided and the importance of performance management systems was explained. This chapter will also introduce the rest of the dissertation.

- **Chapter Two- Theoretical Framework**

This chapter places emphasis on the theoretical foundation pertaining to performance management. This chapter is completely dedicated to the theories used in this study. Each theory will be elucidated in great detail to provide a deeper comprehension on the content of this study.

- **Chapter Three – Conceptual Framework**

This chapter reviews the literature pertaining to public sector performance management and reviews the importance of the legislative framework which governs South African public sector performance management. Significant concepts of performance management are extensively explained and the evolution of performance management is outlined. This chapter also offers a comprehensive explanation of performance management on a global and local scale. Challenges of performance management and effective measures to improve organizational performance are outlined. Furthermore, this chapter explains the importance of employee management practices for the improvement of employee performance and ultimately for the improvement of organizational performance. Significant relationships between motivation, employee and organizational performance are defined. This chapter also details the benefits of performance management in an organization and outlines the existing performance management frameworks in literature. The research gap is specified and the new conceptual framework is provided.

- **Chapter Four - Research Methodology**

This chapter will review how the different elements of this study were brought together and tested. It includes the tool used to gather data and explain the relevance of each item to the study. Furthermore, this chapter outlines the population and sampling method used in this study. In addition, it also includes the technique used to analyze the data, a pilot study conducted, validity and reliability results of this study and the ethical considerations which guided the study.

- **Chapter Five - Data Analysis**

This chapter analyzes the information from both a descriptive and inferential standpoint with the aid of graphs, tables and chi-square tests. Furthermore, it offers a detailed discussion of the results collected and presents the data as per the objectives of the study. This chapter also outlines the statistical technique used to analyze the data and deliberates the outcomes of the analysis of relationships between the behavioural variables and organizational performance. It also illustrates how the findings support the theoretical framework in chapter two and three of this study and how these chapters support each of the eight hypotheses modelled in this study. Furthermore, this chapter presents a performance management framework which is likely to improve the organizational performance at the DoT, eThekweni.

- **Chapter Six- Conclusions and Recommendations**

The concluding chapter provides the methodological and theoretical contributions of this study to the existing body of knowledge. The main research discoveries grounded on the objectives of this investigation are provided. This chapter also outlines the limitations and practical implications of the study and makes recommendations for both the DoT and for future research.

CHAPTER TWO – THEORETICAL FRAMEWORK

2.1 Introduction

This chapter covers the significant role that motivation plays within public sector PMS. Empirical studies and literature on organizational management constantly iterate the theoretical relationship between effective performance management and improved employee motivation, rendering motivation as a significant consideration for organizations who are keen on improving performance. Motivation as a vital part of a performance management system could provide managers with a framework which has the most proficient method on how to develop human capital with the main objective of improving the overall performance of the organization. The connection between performance management and motivation is discussed extensively in this dissertation. This chapter discusses pertinent theories that underpin performance management and improved organizational performance.

2.2 Goal Setting Theory

In 1968, Locke and Latham developed the goal setting theory which emphasized the significant relationship between goals and the performance of an individual (Lunenborg, 2011, Fatile, 2014). Throughout existing literature on the management of performance, goal setting is the most researched and is considered to be the most useful among all motivation theories (Avci, 2015). This philosophy focuses on questioning why some individuals execute better at job-related responsibilities than others (Locke, 1968; Latham and Locke, 1991; Latham and Locke, 2002). Research conducted previously confirms that performance is most effective when goals are specific and challenging (Fatile, 2014). The theory of goal setting proposes that it is vital that the goals set by the organization are clearly communicated, specific and are not too easy or perceived as impossible to achieve (Avci, 2015). Employees should be motivated to set specific goals and managers should focus on the alignment of these goals to the goals of the organization because this helps improve organizational performance and the overall throughput rate (Daft, 2012; Kangangi, 2014).

A study by Verbeteen (2008) found that efficiency, innovation, accuracy and staff morale were positively related to the definition of clear and measurable goals, which supports the goal setting theory that clear and measurable goals improve performance. According to Locke and Latham (2002), from a personal perspective, a goal is merely something you are trying to achieve. From a management perspective, it can be defined as a quantifiable organizational outcome that needs to be achieved within a specific time. Latham and Steele (1983) established that there was an improved understanding of job requirements when participation was encouraged which transpired when goals were assigned to subjects. O'Leary-Kelly, Martocchio and Frink (1994) added that improved performances are driven by goals because they prepare exertion, direct attention and empower determination and strategy development. Employees should develop their personal goals that will stimulate them to higher performance. If goals are not attained, employees will be comfortable enough to accept change and either improve their performance or make them more realistic by modifying them (Ruto and Datche, 2015).

The goal setting theory supports this study because it explains the significance of linking employee performance goals to the goals of the organization. In order for the DoT to have an effective PMS, they must encourage employee participation into the performance planning stage where the goals of both the employee and the organization are mutually agreed upon. Motivating employees to achieve their goals will help improve organizational performance and the overall throughput rate.

2.3 Expectancy Theory

The expectancy theory of motivation was proposed by Vroom (1964) which explains motivation based on personal worth and value. It proposed that individuals have an expectancy of a return for the efforts put into work tasks and that there is a significant relationship between outputs and inputs (Parijat and Bagga, 2014). According to Robbins and Judge (2013), the tendency of an individual to perform in a certain manner is driven by the anticipation that their performance will yield an outcome which is attractive to the individual. This theory is grounded in the consciousness of individuals and states that people will only be driven to perform when there is a belief that their

individual behaviour will yield in the achievement of their anticipated outcomes (Parijat and Bagga 2014; Chen, Ellis and Suresh, 2016).

According to Parijat and Bagga (2014:3), there are three very important aspects that drive the manner in which the expectancy theory works:

- The relationship between employee personal goals and organizational rewards. That is how appealing these rewards are and will they fulfil the employee's personal goals.
- The level of belief a worker has that his/her performance will result in the attainment of organizational rewards.
- The perception of the employee that his/her performance will result in high performance.

The expectancy theory is in line with this study because it hypothesizes that if an employee perceives that the reward provided by the organization match the reward desired, they are motivated to perform and positively influence the overall performance of the organization. Organizations need to ensure that during the development of a PMS achievable goals are set for employees and the rewards provided are closely linked to employee expectations. Rewards can range from extrinsic rewards such as pay increases, all-expensed covered trips and bonuses to intrinsic rewards such as opportunities for progression, praises or employee of the month certificates.

2.4 Equity Theory

In 1965, Adams developed the equity theory, which explains that an individual has a perception based on their input ratio which include time, education, efforts and skills to the output ratio which include payment, recognition and benefits. It further elaborates how a comparison is made between the individual's ratio and the ratio of a referent who he/she regards as an equal (Samaha, Palmatier and Dant, 2011; Marasi and Bennett, 2016). According to Armstrong (2006), the term equity shouldn't be used interchangeably with the term equality, which means 'treating everyone the same'.

Stratheford (2012) states that distributive fairness, which is the process of ensuring impartial portion of compensations and punishments is extremely significant for employee motivation and incorporates a system that manages reasonable compensation rates, working hours, rewards, leave time, dismissals, progressions, transfers, compensation increases and demotions. This theory of motivation also states that when there is a complete balance between inputs and outputs, a sense of satisfaction and contentment of the individual is attained, influencing them to efficiently and effectively operate. Decrease in motivation and productivity occurs when individuals feel that their input outweighs the output received. The greater the disparity between inputs and outputs, the greater the demotivation (Marasi and Bennett, 2016).

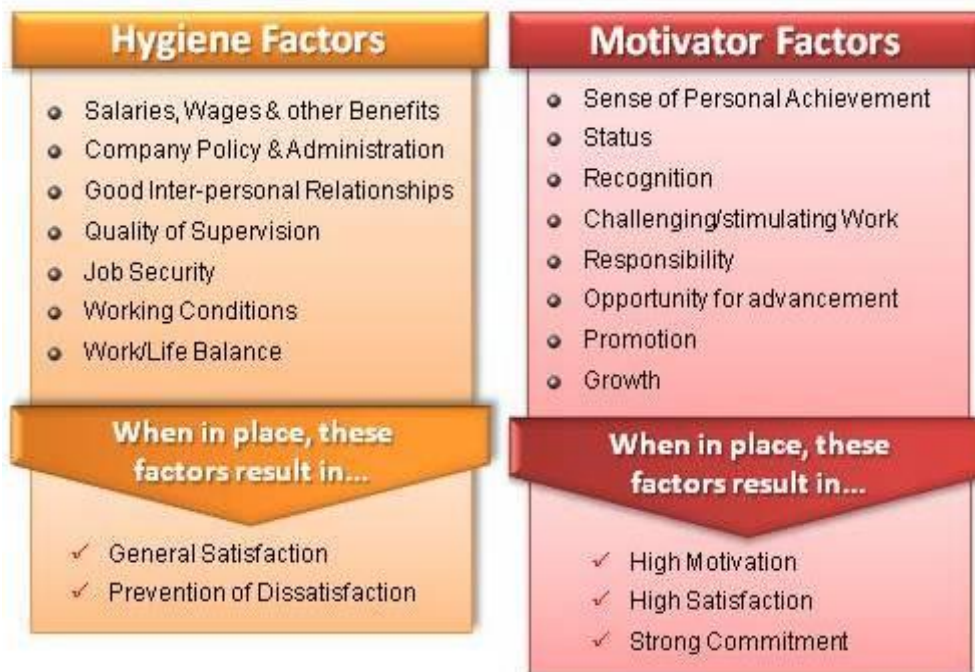
The equity theory supports this study because it posits that an employee compares his or her level of input with the outcome. If an employee perceives an inequality in the input-outcome ratio, the employee may reduce the quality of work and level of productivity. An effective PMS for improved organizational performance requires managers to elucidate the job responsibilities and expectations, improve the capabilities of an employee and align an employee's performance to the strategic goals and objectives of the organization. In order to improve organizational performance, managers need to create a conducive and productive working environment by establishing fair and consistent performance goals for all employees.

2.5 Herzberg's Motivation Hygiene Theory

In the 1950's, Herzberg developed this model which theorizes human needs into two broad categories which influence employee motivation and the manner in which they execute their work activities, namely; job dissatisfaction and motivation (job satisfaction). According to Banguras (2018) this theory is premised on the continuous conversations on the need to increase employee job satisfaction. This includes the nature of work itself, the opportunities it provides to employees to progress, employees accepting responsibilities and accomplishing self-acknowledgement. Then again, if management want to reduce the level of job dissatisfaction, emphasis needs to be placed on important aspects such as the working environment which include the type of management,

procedures and working conditions. It is imperative that the organization focuses on improving both the motivator and hygiene employment factors in order to guarantee a fulfilled and productive workforce. These factors are illustrated below in figure 2-1.

Figure 2-1 Herzberg's Two-Factor Theory of Motivation



Source: Luthans (2011:23)

As stated in figure 2-1 above, the hygiene factors serve to ensure that workers are constantly content with their jobs and motivated to improve the performance of the organization. Factors premised on the job content of the work itself, if present, has the ability to encourage superior effort and performance of an employee. Luthans (2011) concurs with this theory of employee motivation and adds that managers need to pay careful attention to critical aspects of motivation and growth that have the ability to influence employees to perform at their optimum levels. According to Mullins (2010) these hygiene factors presented by this theory are vital in the workplace to ensure that unpleasantness and unfair treatment at work is completely avoided.

The Herzberg motivation theory supports this study because it's based on job satisfaction. Organizations who want to be effective and improve performance need to

look beyond the job context (hygiene) and focus more on the job content (motivators) which stimulate productivity, motivation and creativity. It is of utmost importance that organizations incorporate the “human” aspect into the design of the PMS. Management needs to pay careful attention to an employee’s goals, values and vocations and acknowledge the hard work, creativity and loyalty the employee contributes to the organization.

2.6 McClelland’s Need Theory

In 1985, David McClelland developed this need theory that proposes that every individual is driven by one of three motivating factors, namely; the need for achievement, affiliation or power (Andersen, 2018). Furthermore, he theorizes that the dominant motivating factor of each individual varies based on their individual life experiences and will be dominant in their behaviour at work.

Andersen (2018:5) explains the three motivating factors as follows;

Achievement: the need to achieve and demonstrate excellence in the tasks accomplished. The need of an individual to demonstrate competence by excelling at the tasks given. Individuals who are dominant in this need demonstrate a stronger requirement to operate at a higher level than their co-workers. These individuals thrive on tasks that require personal efforts and responsibility and also require prompt recognition for the work completed.

Affiliation: the need for belonging, love and social acceptance. People who are motivated by this need are highly concerned with establishing and maintaining intimate relationships with others (e.g. colleagues, supervisors) and are driven by the acceptance and approval of others.

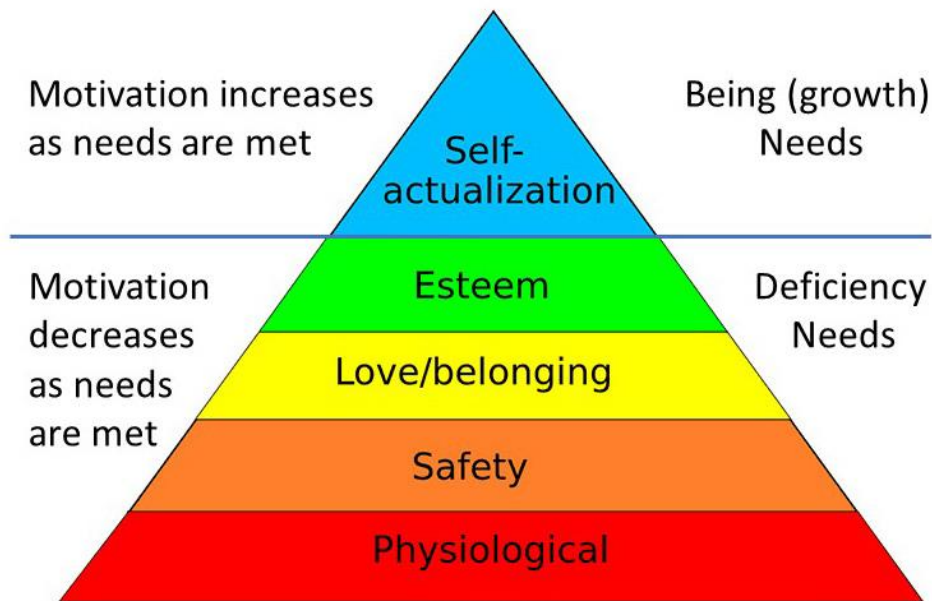
Power: this need depicts the concern individuals have for effect and prestige, which is related to taking risks and acquiring formal social force. Individuals with power needs favor being in situations which are competitive in nature and status-driven and more concerned about their influence level than about effective performance at work.

The McClelland's need theory is aligned to this study because the foundation of this theory is based on the need for achievement, affiliation and power. An effective PMS needs to ensure that employees are given challenging work and recognized for the achievement of their tasks. Continuous feedback is a crucial element in the design of an effective PMS which supports the need for affiliation and it is of utmost importance that the PMS provides a clear path for advancement for employees who are driven by the need for power.

2.7 Maslow Hierarchy of Needs Theory

In 1943, the Maslow hierarchy of needs theory was developed by Abraham Maslow. This theory was on the concept that human conduct is controlled by a set number of developing key needs which arise and work in a sequential order (Sengupta, 2011). At the point when a lower level need is met or surpassed by a higher level one, individuals will in general no longer be satisfied and inspired by fulfilling that need (Suyona and Mudjanarko, 2017). According to Taormina and Gao (2013) Maslow's theory demonstrates that it is imperative for proponent needs to be satisfied before the next level need arises and the individual focuses on satisfying it. Grounded on the basic biological, psychological, physical and social needs of human beings, Maslow developed a five dimensional theory that classifies the needs of individuals into different categories and ranks their achievement. These categories are demonstrated below in figure 2-2.

Figure 2-2 Abraham Maslow Hierarchy of needs



Source: Robbins and Judge (2013:34)

Suyona and Mudjanarko (2017:65) explain the above-mentioned categories in the order of decreased importance, as:

1. **Physiological** – needs such as water, food, clothing and shelter must be fulfilled first in order for an individual to be satisfied.
2. **Safety** – this need includes the health and wellbeing of an individual, physical protection and financial security.
3. **Love/Belonging** – the need for associations, family and friends.
4. **Esteem** – the need for an individual to feel self-confident, be appreciated and admired by other people.
5. **Self-actualisation** – this need is the aspiration of an individual to succeed in everything they possibly can and to develop the best version of themselves.

The Maslow hierarchy of needs theory supports this study because self-actualization is an important element in the development of a PMS. It is important that the organization helps employees to understand the meaning of their roles and the value they contribute to the organization. Employees tend to feel respected and motivated to work harder and improve performance.

2.8 Conclusion

In this chapter the theoretical framework underpinning performance management was explained and an in-depth review was provided in order to gain clear understanding of the significant role motivation plays in performance management. Furthermore, a concise discussion of how each theory is linked to this study was provided. Employee motivation is a vital part in an effective PMS since employees are the ones who drive performance. It is of utmost importance that the organization makes motivation an indispensable part in the design and implementation of a PMS. Grounded on this theoretical review, managers would benefit significantly from seeking to understand its employees in order to better recognize and manage its personnel. The above-mentioned theories are all relevant to this study because they attempt to illustrate how well employee performance can be managed in order to improve organizational performance.

CHAPTER THREE – CONCEPTUAL FRAMEWORK

3.1 Introduction

This chapter deliberates performance management as a development and management tool for South African local government departments, as addressed by the Constitution of South Africa [Act 108 of 196, section 152]. The purpose of this analysis is to determine the degree to which the DoT uses performance management as a developmental tool for public service delivery and to establish a basis for the development of a performance management framework for improved organizational performance. This chapter of the dissertation is organized into the concepts of performance management; evolution of performance management; global and local public sector performance management; challenges of performance management; effective measures for improving performance management; human resource management practices for improved performance management; the relationship between employee performance and organizational performance; the relationship between motivation and performance management; benefits of performance management; performance management frameworks; South African public sector performance management model; and a new conceptual framework for improving organizational performance and the research gap identified. These are essential components for the sake of lucidity in reading.

3.2 Concepts of Performance Management

Performance management comprises of a variety of precise terms. In order to understand performance management and cultivate methodology relevant to an organization, it is of utmost importance that the following vital terms be defined.

3.2.1 Performance

According to the Collins (2014) performance alludes to the achievement of allocated tasks with completeness, accuracy and at saving costs. DPSA (2008) supports this

statement and indicates that performance includes employee activities, the aftereffects of these activities which will generate positive results in terms of efficiency and effectiveness and fulfill the time requirements.

McKinsey and Company (2011) mention that in order for an organization to improve performance, managers need to fully understand what stimulates it. Furthermore, public sector officials need to comprehend the overall significance of each factor of performance as an apparatus to safeguard resources and improve performance. Van Dooren et al. (2015) indicate that the term performance has different meanings and can be related a number of activities. Also, that performance is all about a workers conduct within the organization, the nature of performance which is decided based on whether it's good performance or bad performance.

According to Sibiya (2018) performance is evaluated regarding the nature of activities related with competency. Hence, the term performance is identified with program of progress and improvement. DPSA (2008) add that performance is a cycle where assets dispensed are used in a monetary and successful way to deliver positive outcomes. Accordingly, these outcomes will fulfill the prerequisites of time regarding quality and amount. Ion and Criveanu (2016) mention that when considering performance, both inputs and outputs need to be taken into consideration. This definition illustrates the significant relationship between performance and “sum of the effects of work”.

3.2.2 Performance Management

Performance management is a precise effort to improve performance through a consistent procedure of establishing anticipated results, creating performance benchmarks, gathering, investigating and reporting noteworthy performance data to improve individual and organizational performance (Shane, 2010; Aguinis, 2013). Armstrong (1996) mentions that performance management is a process of obtaining improved results from individuals, groups and organizations.

Hunter (2016) concurs with Armstrong (1996) and indicates that performance management is an approach used by managers which incorporates motivational

principles and consolidates the more effective parts of management by objectives, to provide employees with a sense of guidance and focus and to enhance individual, group and organizational performance. This is accomplished by comprehending and overseeing performance within an established structure of arranged objectives, measures and competency requirements. It is the procedure of recognizing, evaluating and evolving individual performance and adjusting it to the vital goals of the organization (Aguinis, 2009; Aguinis, 2013).

Performance management is the constant process of cultivating the performance of not only the individual or group, but also the organization as a whole. According to Bussim (2012), the core of all organizations has been the management of performance, since it has the ability to provide the organization with the strategic direction it needs for the utilization and dissemination of resources, as well as for the realization of organizational goals and objectives. It emphasizes development, self-management and the integration of individual and organizational objectives. Performance management is a framework that details how managers and their employees can work together to attain optimal outcomes. It concentrates on the planning and improvement of future performance rather than on reflective performance appraisals. Performance management is generally identified as a simple management tool. However, in its nature, it contains some political aspects. The core of performance management in public sector institutions is the constant gathering, recording, investigating and quantifying of performance data in order to validate accountability to society and elected public sector officials for the work completed (Kaselis, 2013). It is further noted that performance information is not only used externally for accounting purposes, but utilized internally as well. The performance information is used by public institutions for decision-making, to improve organizational management and for study purposes (Hammerschmid, Van de Walle and Stimac, 2013).

3.2.3 Performance Measurement

The main goal of any public sector organization is to meet societal needs by effectively utilizing scarce resources to provide quality services which are easily accessible by the community (Balabonienne and Vecerskiene, 2015). Therefore, it is pivotal for public sector

organizations to quantify their performance thoroughly and consistently in order to improve the management of the organization and to increase the fulfillment of the public with regards to accessibility and the provision of goods and services. In order for management to determine whether the organization is performing optimally, it is important their performance gets measured. According to Balaboniene and Vecerskiene (2015), the key goals of performance measurement are to increase profits and fulfil the owner's needs; while the key goal of public sector organizations is to deliver quality goods and services to the public.

The performance management system in public sector organizations has to place emphasis on the implementation of such objectives. However, various challenges have been discovered when it comes to the measurement of performance in public sector organizations. According to Moxham (2009), performance measurement models are difficult to adjust for public sector organizations because these organizations are process-oriented and not result-oriented. Fryer, Anthony and Ogden (2009) argue that the four main aspects of performance measurement are deciding what gets measured, how it's measured, interpretation of the data and communicating the results. Hence informing relevant parties on the actions taken under the umbrella of performance management.

3.2.4 Performance Management System

Van der Waldt (2004) mentions that a performance management system is a tactical approach that provides methods and tools on how to frequently plan, monitor and review an individual's and an organization's performance. Kanyane and Mabelane (2009) outline a PMS as a cohesive system utilized to quantify personnel and institution performance. According to Rodgers (1994), it is vital that in the organization the human resource department is linked to the PMS to ensure that the skills gap is bridged through the provision of employee training and development. A PMS is a tool used to analyze and quantify the success of the organization in realizing its goals and objectives (Van der Waldt, 2004). CPI (2011) agrees with Van der Waldt (2004) and defines a PMS as a process that consists of collecting, synthesizing, analyzing and reporting of outputs or

accomplishments. Wright, Mitsuhashi and Chua (1998) mention that a performance management system that is overseen through a methodical audit system and competent indicator has a great possibility of successfully enhancing the performance of both the member of staff and the organization. According to Boudreau, Neely, Mills and Platts (2003), the principles of a PMS could be detailed as follows:

- The purposes and uses are clearly defined.
- Its main focus is on the attainment of set outcomes and not only on the inputs and outputs.
- It employs measures that are restricted and cost effective.
- It utilizes scientifically reliable, comparable, valid, consistent and controllable measures.
- It produces meaningful, relevant and balanced performance information that is valued by all stakeholders of the organization.
- It contains an integrated approach that includes budget and planning processes.
- It is a stable system which is embedded in the organization and widely supported and understood by all stakeholders.

3.3 Evolution of Performance Management Systems

During the 20th century, public sector departments, globally, experienced severe difficulties with the perpetual changing conditions of the market. It was not until then, that performance management truly materialized as a standalone concept and became a popular tool for the improvement of performance in the public sector (Boudreau et al., 2003).

This idea of performance management as a tool to improve performance had just recently been introduced in the public sector. However, it had already been imposed in private sector organizations as management tools such as total quality management, budgeting, planning, programming and management by objectives (MBO). In accordance with existing literature, performance management is observed as a noteworthy management tool that places emphases on employee development and the

achievement of organizational prosperity and success (Barnow and Smith, 2004; Aguinis, 2013).

This section covers the development of performance, performance management and performance management systems. According to Pulakos (2009), during the 20TH century, focus had been placed on organizations defining their targets or standards where the performance of an employee will be measured against. The performance of the army was evaluated during the period of world war (Tseole, 2013). Pulakos (2009) mentioned that in 1922, there was an introduction of graphic ratings, which was used to bring about quality ratings for employment purposes. Pulakos (2009) further stated that in the 1950s and 1960s attention drastically shifted towards behavioural and outcome performance measures that are more direct and observable. At this point, management by objectives (MBO) materialized. During the 1960's and 1970's era, the development of multi-source ratings and behaviour-based performance measurement took place. In the 1990's and 2000's, the models of competencies were developed which were later followed by the development of the recent results-focused incorporation (Tseole, 2013).

Barnow and Smith (2004) observed that the influence performance management has on the training and employment of employees materialized in the 1970's due to the widespread introduction of the Employment and Training Act. In the period of the 1970's, service delivery and knowledge attainment became of utmost importance, placing increased pressure on constant development and quality administration. According to Franzsen (2003), equivalent to this time was a minor development of the prevalent quality movement before benchmarking emerged. However, the issues of productivity and quality improvement experienced by organizations have influenced the rise of a quality movement through the implementation of a team work, leadership, organizational culture and HR grounded approach as opposed to the traditional number-based quality system (Van der Waladt, 2004). A more rounded approach to performance management was necessary as the current approaches used were too restricted. This has steered towards the emergence of the balanced scorecard in the effort to develop performance measures that provide a narrow framework which addresses four significant areas of measurement: customer, financial, internal business process, and learning and growth (Kaplan and Norton, 1996).

This section has clearly described the evolution, development and benefit a performance management system has had over the years as well as its rewards and just how it advanced into an essential management instrument. Over the years, performance management has progressively and technologically advanced. However, it must be noted that its development is recognizably fast growing and more active in the private sector than in the public sector.

3.4 Performance Management System Model

The diagram below depicts how the current performance management and development system in South Africa is implemented

Figure 3-1 PMS Model



Source: Adapted from Frimpony and Wilson (2013:183)

The performance management system states that performance planning, performance execution, performance assessment and performance review are four phases of performance evaluation. According to the Department of Justice and Constitutional Development (DoJ&CD) (2011) and Aguinis (2009) the process is as follows:

3.4.1 Performance Planning

Makamu (2016) states that staff members should have extensive knowledge of performance management systems. At the commencement of the performance cycle, a conversation happens between the manager and the employee to come to a mutual arrangement on what tasks need to be done and the manner in which it should be completed. This step is also known as the performance agreement phase. According to the DoJ&CD (2011) and Aguinis (2009), the performance agreement should constitute the following characteristics:

- **Results-** discusses the deliverable or outcome of the employee which is usually found in the employee's job description. These deliverables are measured against a performance standard to evaluate how well each objective has been achieved.
- **Behaviour-** discusses the quantifiable clusters of knowledge, skills and attributes which include employee competencies and behaviours that are vital in the process of defining how outcomes will be realized.
- **Development Plan-** outcomes and employee behaviour are normally included in the development plans. Supervisor and employee come to a consensus on the development plans of the employee. This is an imperative step before the commencement of the performance cycle. The development plan should include, at minimum, identification of improvement areas and goal setting in each area.

3.4.2 Performance Execution

At early stages of the cycle, employees work consistently to display previously agreed upon behaviours and results, as well as to achieve developmental needs. The major

accountability and ownership of this process lie equally in the hands of the worker and the manager. At this performance execution phase of the cycle, the following factors should exist:

Table 3-1 Management Responsibilities vs. Employee Responsibilities.

Management	Employee
Constructive criticism	Performance review preparation
Keep employees informed of all updates	Constant communication with manager
Documentation and observation	Gathering and distributing performance information
Support	Consistent feedback on performance
Resources	Commitment to completing goals

Source: Adapted from Aguinis (2009:33).

3.4.3 Performance Evaluation

The evaluation of whether employees displayed the desired behaviour and achieved the desired result materializes in the assessment stage. The assessment responsibility lies in the hands of both the employee and the supervisor. At this stage, both parties must actively participate and provide useful performance data to be utilized in the review process. The performance data of the employee is assessed to measure whether goals in their personal development plans have been achieved. According to the DoJ&CD (2011), the self-appraisal system has the ability to improve employee acceptance and satisfaction of the PMS. Organizations that allow employees to be responsible for their own ratings can enhance the perceptions employees have about the equality and

truthfulness of the system. Furthermore, it could ease employee defensiveness in assessment meetings.

3.4.4 Performance Review

This phase in the performance cycle involves the assessment review discussions that take place between management and the employee. This stage is of paramount importance because it provides construct feedback to the employee in a formal setting about his or her performance and it assists management to identify both strong and weak service areas in the organization (Zamani and Esfahani, 2014). According to the DoJ&CD (2011), the review process in the South African public sector takes place four times in a twelve-month performance management cycle.

3.4.5 Performance Regeneration

This is the final phase in the performance cycle. This phase is almost identical to the planning stage, the only modification is that in the last phase the performance information and insight gained from the other phases are carefully evaluated and adjusted accordingly. For example, unrealistically high goals might have been set at the beginning of the cycle in the planning phase triggering an unforeseen economic decline. In this phase, the information gathered will be used as a benchmark and goals that are not so ambitious will be set for future evaluations (DoJ&CD, 2011).

3.5 Global Public Sector Performance Management

The public sector possesses a significant place in both developing and developed nations (Fatile, 2014). In many nations and particularly in developing nations public sector administration is crucial to the ideal performance and advancement of the economy (Lekorwe, 2010). Public sector performance is seen as far as its ability for

viable and effective public service delivery to empower a wide scope of actors in society to convey the development objectives and goals of a country (Fatile, 2014).

Recently, performance management has been the most frequently used public sector reform (Ahenkan et al., 2018). A number of studies have been done on public sector performance management (Fryer et al., 2009; Lee Rhodes et al., 2012; Williams, 2016). Fryer et al. (2009) elucidates that the standard enhancements in performance, quality of services, responsibility, transparency and value for money have not yet been materialized in the public sector. Furthermore, this study contends that the external induced reformation and remodels hinder the effective practice of performance management systems in the public sector. In Singapore, participation activities are encouraged in the PMS with focus distributed amongst the training, career development and work performance of the employee (Vallance, 1999).

According to Snape, Thompson, Yan and Redman (1998), the PMS in Thailand is of a more informal and relaxed nature. Managerial major decisions such as promotions and pay increments are decided upon without the use of any performance appraisal system. In countries like the Maldives, employees are evaluated twice a year. The first evaluation is to see whether employees' performance is guided in the right direction and towards the desired objectives of the organization, and the concluding evaluation is to assess an employee's overall performance (Faizal, 2005). In Mauritania, there has been strong resistance from unionization in the attempts made to promote performance evaluation practices that are of a formal nature. Public sector institutions continue to make executive decisions grounded on employee superiority (Ramguttty-Wong, 2014). During the 1990's, Malaysia implemented and utilized an improved costing system. However, after the major 'new public management' transformation, public sector organizations successfully changed the focus of their system away from being finance orientated to a management system that is result orientated (Turner, 2002).

For decades, Indonesia utilized the United States performance management system as a yardstick for their public sector performance management system. However, after the financial crisis endured by Asian countries, they felt the necessity to transform their government and develop a PMS driven by the new public management reforms (Turner, 2002). Countries like India encountered many challenges in the attempt to introduce new

public management reforms to enhance public sector performance. Several reforms introduced in India have attempted to do away with confidential performance evaluations and promote performance assessments that encourage openness and participation. However, the government only managed to make minor changes in the evaluation, recruitment and retention of their public sector employees (Bhattacharyya, 2011).

In 1995, a hierarchical system called the “objective responsibility system” was introduced by China. This management system was of a more autocratic nature where upper management determined the aims and objectives of lower management and formulated processes for the accountability of public servants. Regardless of the fact that their performance management system is linked to promotions and pay, corruption prevails and impedes public servants from yielding the benefits of the system (Tang, 2009). In Pakistan, the government inherited the British bureaucracy system which was well designed and effectively organized. However, the benefits of inheriting a good system came at the cost of a ‘colonial contemporary lag’. This foreign way of operating comprised of a management control system where, at district level, one person was responsible for public service delivery, justice, revenue collections, distributing land and administration of the regular tasks (Tiwari and Saxena, 2012). According to Khan and Wazir (2011), the attempts to decentralize complete control was unsuccessful and the current performance management system utilized makes no provision for reforming and restructuring. Meanwhile, in developing countries like Japan, the performance evaluation tool used in the public sector places great emphasis on long-term employee potential development, so employees are motivated and encouraged to develop their skills and competencies (Pucik, 1984).

In conclusion, due to the occurrence of major transformations and increased pressure internally and externally, public sector demands have reformed, triggering the movement towards a more democratic setup where governments have to effectively and efficiently ‘govern’ as opposed to ‘rule’. Countries worldwide have implemented the NPM reform that integrates the public and private sector. This partnership in literature has proven to provide benefits to public sector organizations.

3.6 South African Public Sector Performance Management

The South African Municipal Act 32 of 2000 was publicized by the government to effectively promote performance management systems in all municipalities. This act states that municipalities should cultivate and implement a PMS that is pertinent to their conditions (Municipal Systems Act 32 of 2000). Public sector institutions must direct their performance towards the protection and appropriate utilization of resources and place emphasis on the efficient and effective delivery of services to the community (Ngwenya, 2014). Performance management is a management tool designed to measure anticipated and desired outcomes of set programmes and to provide guidance on when, how and where to redress if anticipated outcomes set by the organization are not achieved. Therefore, performance management is designed to guide the activities and programmes in a direction towards a broadminded future (Mdluli, 2015). In order for government departments to realize improvement in service delivery and organizational performance, performance measurement is a critical aspect to ensure transparency of the progressive outcomes. In essence, a legislative framework exists which governs performance management in South Africa.

3.6.1 Constitution of Republic of South Africa (Act 108 of 1996)

Section two of the South African constitution specifies that the constitution is the incomparable law of the republic, law or behaviour conflicting with it, is null and void, and the commitments forced by it must be satisfied. This means that no lawful rule exists that is greater than the South African constitution (Mlambo, 2014). The constitution governs all components of the state, with public administration being one of the key components of the constitution. In section 1997 (1), it stipulates that, “within public administration, there is a public service of the republic, which must function and be structured in terms of national legislation, and which must loyally execute the lawful policies of the government of the day.” Performance management literature has been researched from different perspectives. However, the most important element is the growth of productivity and performance to ensure the provision of effective and efficient service delivery to the public. Van der Waldt (2004) mentions that researchers find it challenging to measure

the enhancement of productivity and performance in the public sector, because intangible outputs are provided. However, the 1996 constitution of the republic of South Africa states that there must be an active performance of administrative functions (Munzhedzi, 2011). This means that employees and other organizational resources need to be harnessed for their supreme potential.

According to Mlambo (2014), the constitution stipulates that public sector administration should abide by the following principles:

- Accountability by public administration.
- The effective, efficient and economical utilization of resources.
- Professional ethics of a supreme standard must be promoted and maintained.
- Excellent career development and human resource management practices must be refined to capitalize on human potential.
- Public administration must represent the people of South Africa and promote employment, personnel management practices, fairness, objectivity and addressing the imbalances of the past.

3.6.2 Transformation of Public Service Delivery (Batho Pele Principles)

This legislation, also well known as 'Batho Pele', supports the implementation of performance management in the private and public sectors. According to the PSC (2012), 'Batho Pele' is an approach used to deliberately instill a culture of caring and accountability in public sector employees. According to Mdluli (2015), 'Batho Pele', which signifies "putting people first", encompasses eight important principles that center South African citizens at the heart of public service delivery, namely: courtesy, openness and transparency, information, access, service standards, redress, consultation and value for money. The transformation legislature was introduced to eradicate the politically-sanctioned segregation legacy and to propagate a new dynamic and formative legislation to amend inequalities of the past. This revolution enabled local government departments' to strategically plan while improving the manner in which they deliver services to the public. A new vision was introduced by this legislation, a vision devoted

to transforming public sector departments to provide South African citizens with quality services. The vision is captured as follows:

“The Government of National Unity is committed to continually improve the lives of the people of South Africa through a transformed public service which is representative, coherent, transparent, official, effective, accountable and responsive to the needs of all people. It is therefore necessary that the new public service is goal and performance-orientated, efficient and cost-effective” (White Paper on Transformation of the Public Service, 1995).

The main intention of this act was to change the work culture, work ethos and organizational culture of public service departments, and to present a set of rules that place South African citizens at the heart of public service delivery.

3.6.3 Public Service Act 103 of 1994 Amendment

This act has subsequent sections that relate to performance management in public service departments.

- **Section 3 (5):** Authorities and responsibilities are assigned to the executing authority concerning the internal affairs of the organization such as performance management and discipline within the department which apply to the employees and HoDs (Van der Westhuizen, Wessels, Swanpoel, Erasmus, Van Wyk and Schenk, 2011).
- **Section B (D):** Provides public service departments with powers to determine a suitable performance management system that is steady with the above-mentioned values. Requirements relative to the system are set out, which consist of, however not restricted to, persuading superiors to monitor and evaluate the performance of employees.

3.6.4 Public Service Regulation Act 41 of 2001 Amendment

This regulation serves as the primary guide in the development and execution of a departmental PMS. Section A of the VIII regulations in chapter one describes the managing of performance as follows: “Departments should manage performance in a consultative, supportive and non-discriminatory manner in order to enhance the efficiency and effectiveness of the organization, promote accountability for the use of resources and the achievement of results. The primary orientation of performance management should be developed, but shall recognize outstanding performance and allow for effective response to consistent inadequate performance. Performance management should minimize the administrative burden on supervisors while still maintaining transparency and administrative justice”.

3.6.5 New Employment Policy in Public Service

The outline for public sector performance management was initiated by this policy. Section 5.12 of the policy states that the accomplishment in the fulfilment of the operational and developmental goals of public service departments relies primarily on the ability of public servants to effectively perform their duties. Thus, a crucial human resource instrument for managing performance is to ensure that:

- employees are aware of the expectations of management regarding their performance.
- management is well aware of whether the performance of employees is delivering on the goals and objectives of the organization.
- noble performance is correctly recognized and rewarded.
- bad performance is acknowledged and developed.

3.6.6 Skills Development Act 97 of 1998

The main focus of any PMS is that it is driven towards the development of both the employee and the organization. In this act, training provisions are made for employees who lack the necessary skills and abilities in terms of their competencies and individual growth plans. The Skills Development Act 1998, section 2 (1), stipulates that in order for

employees to efficiently and effectively perform in an organization, the focus needs to be directed towards employee development. Munzhedzi (2011) mentions that an audit of skills is crucial for organizations to control the gap between the competencies of the employee and the job requirement as a requirement of a PMS.

The Skills Development Act 1998, section 30, recommends that all government entities are instructed to set aside no less than 1% of their entire payroll towards the training and development of their administrators. According to Sehoa (2015), a complete implementation of the skills act contributes towards the improvement of employee performance and productivity in the organization.

Although the literature has provided a strong argument for the adoption of performance management systems in local government, the most important reason driving adoption is that South African citizens deserve the provision of quality services from their municipalities. South African citizens demand quality and cost-effective services from the government. It is definitely clear that performance management helps to recover the cost and excellence of local government services.

3.7 Challenges of Performance Management in Public Sector

An investigation conducted by Munzhedzi (2011) found that public organizations acknowledge the advantages of performance management systems. However, they experience difficulties with viably aligning and implanting it in the culture of their organization (Ahenkan, Tenakwah and Bawole, 2018). Performance management systems as an instrument has been broadly utilized in the private sector, and thus, most performance management investigations focus on private sector organizations as opposed to that of the public sector. Furthermore, most studies have been conducted in the developed countries of the world (Adler, 2011; Aguinis, Gottfredson and Joo, 2012; Baird et al., 2012) as compared to the developing countries (Van der Walle, 2008; Ohemeng, 2011; Machingambi et al., 2012), creating an imbalance in the literature. According to Magoro (2016), there are a number of challenges influencing performance management systems. They are as follows:

- The appraisal system fails to distinguish between productive and unproductive workers.
- Poor dimensions with regards to defining clear goals and objectives, as well as poor measurement and appraisal criteria for performance evaluations.
- Low level of authentic obligation, commitment and sustenance for the system.
- Lack of a noticeably characterized, enforceable and prominent performance management policy.
- The evaluation structures concentrate exclusively on advancement of employees as opposed to the training and retention of workers.

Magoro (2016) conducted a study on the implementation of a PMS in Makhuduthamaga local municipality and found that the main barriers faced in the municipality were that employees were unaware of the performance targets set and there was a different understanding amongst employees of what is a performance management system. Munzhedzi (2011) concurs with Magoro (2016) and in his study found that employees tend to focus on the output being the quantity of work as opposed to the actual quality of work provided. One of the primary challenges linked with performance management is the preoccupation with underperformance rather than high performance (West and Blackman, 2015). According to Cunha (2018), the following are major reasons for the instability of performance management:

- **Insufficient planning** - this aspect covers poor communication and unclear goal definitions. Employees whose organizations neglect clear communication, experience doubt of what is expected of them. Communication is a vital aspect in an organization for management to build commitment and engagement and for employees to have a clear understanding of the expectations of the management team (Biron et al., 2011). A study by Cunha (2018) found that supervisors do not interact with their employees and they lack time to carry through performance management duties. Cunha (2018) found that so many issues discussed in his interviews were closely related to lack of goal clarity. Interviewers found that the goals set by the organization were subjective, ambiguous, vague and hardly linked to their job descriptions. Other interviewers responded by saying that most of their

goals are defined in the middle of the year when performance evaluations have already taken place and they felt that what they were being evaluated for had no relevance to their job functions (Cunha 2018).

- **Transparency** – the most damaging issues were the lack of transparency, and the lack of trust received from employees in performance management assessments which is due to the sense of nepotism that exists in the organization (Farndale and Kelliher, 2013; Cunha, 2018). According to Goler, Gale and Grant (2016), issues of transparency that exist in the organization trigger employees to doubt the validity of the evaluation process and the fairness of the results. Aguinis (2009) mentions that noble frameworks have no mysteries.
- **Lack of commitment from the organization** – According to Cappelli and Tavis (2016), the incorrect management and assessment of employee performance show strong signals of the organizations lack of commitment and makes it extremely difficult to convince employees of the advantages of the systems delivery and philosophy. According to Cunha (2018), lack of attention provided by the management for the evaluation and assessment of employee performance was the main contributing factor to the perception of employees that performance management is of no priority and is a waste of valuable time.
- **Equivalence-** Performance evaluators implement an equality approach where grades are standard for everyone instead of an equity approach (Cunha 2018). According to Aguinis and O' Boyles (2014), whenever an evaluation is conducted by the organization, the employees receive the same rating. Management often seem uneasy with the idea of considering high performing employees as stars in the organization.
- **Inconsequence-** There are no consequences embedded in the performance evaluation systems, hence creating an ethos whereby performance policies are discredited. According to Adams (1965), lack of accountability and consequence is professed as a foundation of injustice and inequality.
- **Absence of meritocracy context-** Castilla and Benard (2010) states that the term 'meritocracy' refers to when a quality or ability is the foundation for arranging individuals into positions and allocating rewards. In a study done by Cunha (2018), findings reflected that an equality culture exists whereby everyone is treated the

same regardless of their performance and meritocracy infrequently occurs in most organizations.

Implementation of a PMS is a legal requirement for South African local government departments. This requirement was established in the Municipal Systems Act No.32 (2000) and controlled by the National Department of Provincial and Local government (DPLG, 2008). According to the DPLG (2008), the development impact framework on the performance management systems of local government identifies the following factors in South African local government which hinder effective performance management:

- The legislation that governs local government performance is too rigid and complex and has unclear guidelines leading to different interpretations of the legislations.
- The concerning expert performance management capacity and performance management implementation lacks staff capacity.
- The audit capacity of performance management. There is a general lack of capacity of performance management audit committees.
- The lack of dedicated staff who have insufficient training are of concern.
- Absence of participation from the community in the development of IDPs and performance evaluations is a contributing factor to ineffective performance management.
- Limited communication with the community and a lack of transparency builds a breach between the community and the organization.
- Performance management implementation is not considered a priority and there is a general lack of interest received from the management team. Managers are more focused on performance management compliance, as opposed to the actual performance.
- There is a general lack of understanding amongst managers and employees about performance management values.

Public service departments should realize that performance management is a priority in order to increase efficiency and eradicate the adverse public perceptions about the viability and efficiency of service delivery. Government must ensure that the performance

management plans are developed, implemented and monitored to ensure improvement in organizational performance (Van der Waladt, 2004).

3.8 Challenges of Performance Management in the Public Sector's Transport Department

The Department of Transport is one of the biggest public sector departments. However, few studies have focused on performance management challenges in the transport department. Consequently, this study aims to make substantial contributions to the body of knowledge on the challenges faced in the public sector transport department. Dlamini (2010) conducted a study on the challenges encountered by the public sector's transport department, as a result of developing and implementing a successful PMS. Findings indicated that the transportation department has a major challenge understanding the PMS concept and as a result of this, causing the failure in the department's ability to successfully cope with change and corrective actions. Dlamini (2010) mentions that there is very little intervention by management to ensure that employees fully comprehend their roles and what is expected of them. The department lacks innovation and does not encourage employees' to be innovative. Mdleleni (2012) adds that performance management systems used in the DoT tend to focus solely on the financial aspects when measuring organizational performance. However, financial measures are not essentially related to an organization achieving its strategic objectives; the non-financial aspects need to be included when measuring the overall performance of the organization. A study by Kgantlapane (2009) on "the effective implementation of PMS in the Department of Public Works, Roads and Transport" found that performance management faced major challenges, which are outlined below:

- Most employees feel that performance management was not managed in a fair and impartial manner.
- A lack of effort and awareness from supervisors or line-mangers.
- Appropriate rewards are not linked to better performance, which demotivates employees and, as a result, employees do not strive for excellent performance.
- There is very limited understanding of how a PMS operates and its purpose.

- Performance management is not integrated at all levels of the organization and does not strive to motivate, develop and retain productive employees.
- Lack of alignment between the vision and mission statement of the organization and the PMS.
- Training as one of the success factors of PMS is not implemented.
- The PMS creates a perception of exclusivity amongst employees as most employees, regardless of their performance, are not selected for performance awards.

Mabuye (2013) conducted her study on service delivery in the DoT and found that major aspects of poor performance were a lack of training interventions provided by the organization. Supervisors failed to reinforce a culture of training, thereby limiting employee training and career development. A study conducted by Nyoni (2018) on the effective application of a PMS in the public sector indicated that the key challenges undermining performance management were the lack of managerial skills, lack of proper supervision, absence of training and development, lack of employee participation in the decision making processes and the objectives of the organization were not aligned to the PMS.

The purpose of this section was to identify challenges undermining performance management systems within the DoT. It is clear that public sector departments have a consult-driven, well-designed performance management system in place. However, the main challenge resides in the successful administration and application of the current system.

3.9 Effective Performance Management System

According to Fryer et al. (2009), key features of an effective PMS are:

- commitment of leadership.
- strategies of the organization and the PMS together with existing systems used in the organization need to be aligned.

- an ethos whereby performance management is not seen as a burden that is used to discipline poor performance, but rather seen as a management tool utilized by the organization to identify and improve performance.
- participation of key investors; and
- constant monitoring, feedback and dissemination of performance information to employees and promoting learning from the results.

Lee Rhodes et al. (2012) established that the administrative culture of the organization needs to be treated as a critical issue because it is a key element that influences the mentality and the pace of change of public administrators. Furthermore, the introduction of performance management in the public sector is accelerated by the political and economic predicaments faced by the organization. Aguinis (2013) adds that it is fundamental that the PMS does not remain static, but evolves together with the management style and ethos of the organization.

3.10 Employee Management Practices for an Improved Performance Management System

Literature on performance management has stressed the significance of aligning human resource management practices and performance management, with the overall objective of influencing the performance of the organization and its employees. The fundamental importance of HRM practices for effective performance management and management control has already been identified (Brown, O’Kane, Mazumdar and McCracken, 2019). Furthermore, literature suggests that ‘people management’ is the most significant factor driving the success of performance management systems (Hartog et al., 2013). Human resource management is made of the practices, policies and systems used to influence the attitude, behaviour and performance of an employee (Aguinis, 2009).

In business literature, the relationship between employee and organizational performance has been well established (Appelbaum, 2000). Therefore, organizations have been in constant search for HRM factors that enhance or promote the level of employee commitment, effort and activities related to his/her job which in turn would improve overall organizational performance. Aguinis (2009) defines human resource management as the involvement of decisions which influence the relationship between the organization and its employees. HRM practices include, but are not limited to, orientation, training and development, job analysis, human resource planning, performance appraisal, labor relations, recruitment, compensation and selection (Bailey, Berg and Sandy, 2001).

Many practitioners and scholars believe that sound HRM practices result in enhanced levels of employee job satisfaction which ultimately improve organizational performance (Becker and Gerhart, 1996). According to Chatterjee and Pearson (2000), an organization that makes sound investments into the 'best' HRM practices often harvests increased firm profitability and productivity. The significance of human capital as the greatest asset of an organization has increased rapidly because human resources are irreplaceable, intangible and un-imitable. Therefore, the effective and efficient management of human capital may be the ultimate determinant of organizational performance (Shaukat, Ashraf and Ghafoor, 2015).

According to Sirmon, Hitt, Ireland and Gilbert (2011), the theory on resource planning requires resource management to be organized towards the competitive advantage of the organization. Hence, making suggestions that the relations between performance management and human resource management practices would be critical for effective management of any organization. Aligning the aforementioned practices enables management to have improved synchronization of their actions. In turn, improved resource planning, enhanced capabilities and high performance of the organization (Koufteros, Vergheze and Lucianetti, 2014; Chadwick, Super and Kwon, 2015). The ability of management to use the extracted data from performance management practices to bundle, structure and leverage skills, motivation and knowledge of employees through human resource management practices becomes crucial for organizational success (Pavlov, Mura, Franco-Santos and Bourne, 2017).

Over the past decade, there has been heated debates on the significant relationship between HRM practices and organizational performance (Wright and Snell, 1998). Literature has positively reported the link between the different measures of organizational performance and HRM practices (Arthur, 1994; Huselid, 1995; MacDuffie, 1995; Delery and Doty, 1996; Guthrie, 2001). Although significant progress has been made by researchers in attempts to unravel the link between HRM practices and performance management, several empirical and theoretical challenges remain, namely (Hartog et al., 2013):

- majority of studies tend to use a single group or a type of respondent as a source of data, such as human resource managers. Focus is placed on the views of management, completely ignoring the perspective of employees.
- regular limitations in sample sizes; and
- an unclear theoretical background on why and how human resource management practices affect the performance of employees and the organization.

In establishing the connection between human resource management and performance, human resource management practices are anticipated to increase employee motivation and commitment towards the organization which in turn affect employee performance, and in due course, organizational performance. According to Boudreau et al. (2003), extensive literature has emphasized that the type of HRM practices used by an organization is a key determining factor for the successful management of organizational performance.

3.10.1 Training and Development

A study conducted in Pakistan, in the banking sector, found a significant connection between employee training and their productivity levels. The findings clearly indicate that when staff training improves, there is an instantaneous improvement in employee performance and subsequently increasing the overall performance of the organization (Tahir, Yousafzai, Jan and Hashim, 2014). The conclusions of this study imply that staff who receive continuous training and development are inclined to be more assertive in

their work and take on additional responsibilities, consequently leading to the successful attainment of the organizations goals and objectives (Habib, Mushtaq and Zahira, 2015).

Another study conducted in the telecommunications industry in Uganda also examined the level of influence employee training has on employee performance. This study found a strong correlation between the variables and clearly showed that employee training had a direct impact on employee job performance (Nassazi, 2013). In a similar study done on employees for courier services, the findings illustrate that employee performance, to some extent, is influenced by training and development which enhances the capabilities and skills of the employees (Nassazi, 2013). According to Elnaga and Imran (2013), the road map to improved employee performance is training and development. Competencies and skills are significantly improved when employees are properly trained (Wright and Geroy, 2001). The absence of training provided by the organization causes employees to be disorganized about what is expected from them when performing their daily tasks. As a result, causing stagnation and deterioration of employee performance (Dzikamai, 2017).

A study conducted in Somalia, by employees of the United Nations support office, examined the impact employee training had on employee job performance. The results of this study illustrated that training significantly improved the level of employee motivation, employee engagement and subsequently had a direct influence on employee retention and performance (Angela, 2014). Through training, staff need to be harnessed to their supreme potential to increase employee performance. Ecological restraints encountered by the organization need to be sustained and reduced to ensure constant development takes place (Khambule, 2013). Cloete (2012) concurs that without appropriate training, employees cannot successfully accomplish their responsibilities. The overall responsibility to ensure that employees efficiently adhere to the main goals and objectives of the organization lies with management. This is only possible through the provision of proper training and when there is substantial improvement in employee performance (Tan, Nadarajah and Sim, 2014 and Noe, 2010).

Employees are regarded as the most important element because they provide the organization with malleability and flexibility (Tiwari, 2012). Elozieuwa (2012) mentions that businesses will only be able to compete and flourish through good employee

performance. Training brings about behavioural change in the manner in which employees perform. It is aimed at equipping employees with precise skills and abilities necessary to complete their jobs with an overall objective of improving their performance. Training and development provided by the organization are used to bridge the gap between an employee's existing and expected performance (Dzikamai, 2017). Dhar (2015) stated that employers should systematically and continuously encourage training amongst employees to sustain the excellence of employee performance. This could create a basis of loyalty between the manager and staff and consequently increase employee retention (Ashar, Ghafoor, Munir and Hafeez, 2013).

3.10.2 Feedback

Mcshane and Von Glinow (2010:147) state that, "feedback is any information that lets us know whether we have achieved the goal or are properly directed our efforts". Continuous feedback from management helps employees identify and determine their strengths to build upon, weaknesses that need to be improved, and to utilize this information constructively as a foundation to build upon (Sono, 2014). McShane and Von Glinow (2010) mention that feedback is a method used by individuals to connect, explain and create a plan to achieve predefined goals. Feedback that is valuable and correctly communicated motivates and empowers the receiver to share duties, properly complete tasks and improve their performance (Aguinis et al., 2012).

It is of paramount importance that one understands the characteristics of effective feedback to have a clear understanding about the concept. McShane and Von Glinow (2010) mention the following features of effective feedback:

- Feedback should be detailed and discuss outcomes that are within the control of the individual or according to precise metrics.
- Timely feedback is of paramount importance. It should be provided soon after the assessment of the individual's behaviour or result in order to provide employees with adequate time to understand the link concerning their actions and the consequences.

- Continuous feedback provided.
- Feedback should be reliable because workers are inclined to take feedback received from sources that are trustworthy.

Positive and instantaneous feedback received from management provides employees with a strong understanding of exactly how effective their performance is, in that way nurturing feelings of capability and influence. According to Sono (2014), good results are produced by individuals who feel good about themselves and these good results are the outcomes of employee performance. How quickly feedback is provided has a significant influence on the effect the feedback will provide. The sooner the provision of feedback, the greater the outcome (Anderson et al., 2009). Effective and constructive feedback have the following influence (McShane & Von Glinow, 2010 and Aguinis et al., 2012):

- Effective feedback provides operative reinforcement through motivational and informative properties.
- Directly linked to heightened performance.
- Constructive and effective feedback motivates and empowers employees to enhance their performances.
- Feedback motivates employees to increase efforts.
- Employees gain a strong understanding of their performance and as a result are rewarded.
- The key goals of feedback are to motivate, guide and help eradicate unproductive behaviour by replacing it with effective behaviour.
- Feedback ensures that employees are provided with the essential tools to perform their main functions and remain on course.

The authors further argue that incomplete feedback that is either interrupted, indirect or overdue can have a major impact causing the receiver to be inaccurately assessed, hindering employee progression. Continuous feedback is crucial. Feedback before and

after an employee's action is of paramount importance and management should abstain from merely providing feedback when a problem arises or something goes terribly wrong (Aguinis et al., 2012). The key components to successfully achieve the possible outcome is the receipt of fast, clear and instant feedback from management (Marthouret and Sigvardsson, 2016).

3.10.3 Employee Input

Employee input refers to the participation of the employee individually or in teams in the problem solving and decision making procedures. Involvement of an employee in the decision making process provides the organization with better insight about its functionality and the areas that need development, which will benefit the employee and the organization. Furthermore, in organizational processes, it encourages improved self-control and independence and is considered an important contributing factor to organizational success (Sofijanovska and Zabijakin-Chatleska, 2013). Involving employees in important processes of the organization develops and creates employees who are more committed, motivated, productive and content with their work and in turn directing all this positive energy in the direction of effectively attaining the goals and objectives of the organization.

Employee participation is an initiative engaged by the organization to provide employees with the chance to flexibly debate challenges faced at work and to influence the decisions of management. However, management still makes the final decision (Sofijanovska and Zabijakin-Chatleska, 2013). Employee input is a process that encourages employee participation and empowerment, whereby the organization utilizes these inputs towards the achievement of higher organizational and employee performance (Sofijanovska and Zabijakin-Chatleska, 2013). Empowerment means granting employees greater independence, freedom, self-control, responsibility for problem solving and decision making of their work tasks. Employee participation has been used as a developmental tool by organizations to influence employee input, output and quality (Siemi and Gorji, 2011).

The philosophy behind the empowerment of employees involves a process whereby the systematic arrangement and rigid system is abandoned and supervisors are seen as facilitators as opposed to regulators of the work processes. Authority assignment of work tasks has the greatest influence on the improvement of employee performance. However, encouraging teamwork in the organization is an effective way to increase employee input (Siami and Gorji, 2011; Sofijanov and Zabijakin-Chatleska, 2013).

3.10.4 Job Satisfaction

An important substance for organizational success is job satisfaction (Tan and Waheed, 2011). Researchers believe that it is crucial to familiarize employee motivation with the job-satisfaction theory in order to gain complete understanding of employee performance (Bashayren, 2009 as cited in Indermun and SaheedBayat, 2013). In the field of organizational behaviour, job satisfaction is the most studied job attitude due to its importance for both the employee and the organization (Ahmad et al., 2010). A strong correlation between work performance, motivation and job satisfaction have been discovered in literature by various authors (Ngo, 2009 as cited in Indermun and SaheedBayat, 2013).

Robbins and Judge (2011) state that job satisfaction is a constructive emotion an employee has about a job which results from the valuation of its characteristics. According to Locke (1976 as cited in Akafo and Boateng, 2015), job satisfaction is a positive or pleasurable expressive state of mind resulting from the evaluation of an individual's job or job experience. Hambuda (2017) established in his study on employee performance that mental perspectives, appropriate supervision and casual social relationships experienced in a group was critical to job satisfaction and improved productivity. According to Tan and Waheed (2011), improvement in job satisfaction positively impacts on the productivity of employees. Latif, Ahmad, Qasim, Mushtaq, Ferdoos and Naeem (2013) mentions that workers who are content with their occupations have a tendency to be more productive. This is very critical to the existence of the organization and of great importance to the general success of the organization.

Indermun and SaheedBayat (2013) indicated that workers who are satisfied structure a relationship with the organization and invest profoundly in their membership at the organization. They have faith in the values and objectives of the organization. Newstrom (2007 as cited in Saif, Nawaz, Jan and Khan, 2012) states that individuals carry certain needs and drives that influence the manner in which they perform. Therefore, realizing how needs invigorate employee performance and how rewards on such performances lead to job satisfaction is absolutely necessary for managers.

A study conducted in the USA found that the majority of employees lacked enthusiasm about their work (Robbins and Judge, 2011). According to SHRM (2012) the top five facets contributing to the degree of employee job satisfaction are:

- **Occupation**- the extent to which the employees find their job interesting, exciting and challenging (SHRM, 2015).
- **Compensation**- the degree to which employees are rewarded or compensated to increase motivation levels, therefore leading to positive employee behaviour and enhanced performance (Akafo and Boateng, 2015).
- **Career development opportunities**- this is a chance for workers to consistently partake in diverse or advanced exercises that result in gaining new skills, improving existing skills, improving their status, assuming a more prominent responsibility at work and acquiring a higher pay.
- **Leadership**- the relationship between an employee and their line supervisor is of paramount importance and contributes significantly to the degree of employee job satisfaction (Hambuda, 2017). According to SHRM (2011:14), the bond between an employee and his/her supervisor is the core element of the relationship between an employee and the organization.
- **Associates**- majority of an employee's time is consumed at work networking with fellow colleagues. According to SHRM (2015:33), "positive relationship with co-workers can foster a sense of loyalty, camaraderie's, moral support and engagement among staff".

3.10.5 Leadership

Igbaekemen (2014) defined the term leadership as the skill of persuading individuals so that they will endeavor enthusiastically towards the accomplishment of goals. Sharma and Jain (2013) add that leadership is a process whereby the leader influences individuals to attain predetermined goals of the organization, providing them with direction which makes the accomplishment more coherent and cohesive. Alghazo and Al Anazi (2016) mentioned that leadership plays a vital role in crafting an organization that has an enthusiastic culture and atmosphere. Effective leadership can influence staff development and promote excellence in the organization (Hurduzue, 2015). Lewin's leadership style, developed in 1939, identified that there are three different kinds of leadership styles: autocratic, democratic and Laissez-faire (Billig, 2015).

A vast number of studies have been conducted based on Lewin's leadership style, which confirms its importance where leadership is concerned (Anbazhagan and Kotur, 2014; Longe, 2014; Khan et al., 2015; Soha et al., 2016). The significance of leadership in the organization has been illustrated by a vast number of studies piloted in developed and developing countries (Zumitzavan and Udchachone, 2014; Babatunde, 2015).

Basit et al. (2017) conducted a study on *The Impact of Leadership Styles on Employee Performance: A Case Study on a Private Organization in Malaysia*. The findings illustrate that a democratic leader has a significant positive impact on the performance of employees. These findings support the study by Iqbal et al. (2013) which stated that employees that are managed to some degree by a democratic leader have proven to perform tasks or duties that lead to improved performances. Widayanti and Putranto (2015) analyzed *The Relationship between Transformational Leadership Styles, Transactional Leadership Style and Employee Performance in PT. TX Banding, Indonesia*. Results proved that both transformational leadership and transactional leadership styles had a positive connection with employee performance.

Nasir, Nordin, Seman and Rahmat (2014) conducted a study in Malaysia on *The Relationship of Leadership Styles and Organizational Performance Among IPTA Academic Leaders based in Klang Valley Area*. The findings illustrated that all leadership styles are unified and have a great impact on organizational performance. Furthermore,

Akram, Alam, Ali and Mughal (2012) conducted a study in Pakistan on *the Impact of Leadership Behaviours on Organizational Performance*. The findings of this study concluded that there is a connection between the different types of leadership behaviours and that these behaviours have a positive influence on employee performance. Leng, Xuan, Sin, Leng and Yan (2014) focused on *how leadership styles influenced the level of employee commitment in the retail industry*. The results of this investigation illustrate that the democratic leadership style had the uppermost influence on employee commitment.

Based on the aforementioned studies, several variables have been utilized to test and measure the performance of employees, and throughout the literature, democratic leadership style had the highest influence on employee performance. Democratic leaders promote and encourage the involvement of team members in the final decision making process. However, the final verdict lies within the power of the leader who provides employees with guidance on what needs to be done (Skogstad 2015 as cited in Basit et al., 2017).

3.10.6 Rewards

Malhotra, Budhwar and Prowse (2007) define rewards as all types of money related returns, tangible benefits and services a worker collects as a component of the employment relationship. The reward provided to employees is the focal point of any employment relationship that exists in the organization (Torrington, Hall, Taylor and Atkinson, 2011). Due to the fluctuation in the unemployment and poverty rate in South Africa, most individuals are working in jobs, not because they are driven by passion, but rather because financially they need to sustain themselves and their families. Therefore, an issue that matters the most to individuals is how are they paid and in what form (Torrington et al., 2011). The key driver of any reward system is to deliver positive consequences which contribute to attaining desired performances in a systematic manner (Murphy, 2015). Organizations that lack appropriate reward systems are faced with employee retention issues and are forced to undergo employee replacement processes, which are costly and time-consuming. According to Murphy (2015), there is

a direct link between employee retention and the manner in which the organization rewards its employees. It further concludes that in order for organizations to have a competitive edge and be successful, retention of staff is critical.

A study by Njanja, Maina, Kibet and Njagi (2013) which was based on the influence monetary rewards had on employee performance disagreed with Murphy (2015) and found that monetary rewards had absolutely no influence on employee performance, even though the majority had a perception that it positively motivated performance. Rewards fall into two types of categories, namely: extrinsic and intrinsic rewards. According to Buchbinder and Shanks (2007), extrinsic rewards are a large group of exterior things that supervisors can give that may fill in as impetuses for workers to improve efficiency levels. Extrinsic includes promotions, money, bonuses, flexible schedules and benefits. Intrinsic rewards are less detectable and inward to a worker which provide a sign of how an employee feels and values their work.

According to Malhotra et al. (2007), in all organizations, rewards assume a significant part in constructing and upholding the responsibility amongst workers who guarantee staff stability and a higher standard of performance. Stajkovic and Luthans (2003), found in a meta-analysis of 72 studies, that the rewards which were of a monetary nature led to an increase of 23% in performance; whilst feedback and social recognition led to a 15% and 17% increase in performance, respectively. However, when all incentive factors were grouped and tested, it led to an overall performance increase of 45%. A study conducted by various authors who focused on, particularly, service and manufacturing industries, found that financial rewards or incentives led to higher performances in manufacturing industries than in service industries (Stajkovic and Luthans, 2003). The findings of this study concluded financial, social and non-financial rewards combined produce a greater effect on job performance. Ajila and Abiola (2004) conducted a study that aimed to survey the influence of rewards on employee performance. The findings of this study demonstrated a positive correlation between employee performance and extrinsic rewards, while no correlation existed between employee performance and intrinsic rewards.

3.11 Relating Employee Performance with Organizational Performance

Today organizations endeavor to achieve rapid developments, continuum improvements, efficiency, groundwork for future operations and top conditions in their activities in global spectrum (Salajegheh, Chamanifard, Chamanifard and Nikpour, 2015). In addition, today organizations operate in a climate that frequently changes and is challenging to foresee these changes. These concerns have made organizations invest a ton of time and money over the developments to achieve high performance (Nikpour, 2017). Certainly, at the present time that has been renamed the hour of change, achieving performance greatness through predictable strategies of management is unimaginable, organizations are obliged to employ the new managerial practices (Taslimi, 2015). Thus, to realize high organizational performance, it is essential for management to identify critical factors affecting organizational performance.

Organizational performance is a symbol of hierarchical organizational achievement and is one of the most critical factors in management research (Stegerean and Gavrea, 2010). The key ingredient for any developing country is successful businesses. They contribute significantly to the development of the nation and the overall improvement of the economy. In order for organizations to maintain success, they have to ensure that improvement of employee performance is their main objective. Organizations need to treat employees well because they are the most significant asset and are the primary source of an organization's competitive edge (Mustafa, 2013).

Nikpour (2017) has emphasized the significance of integrating employee performance into organizational performance. According to Tatar (2011), when examining the performance of the organization, management should identify objective indicators that provide a true and accurate reflection of the organizations performance. Theorists such as Herman and Rentz (1998) and Stone, Bigelow and Crittenden (1999) mention the following as objective indicators: a strategic plan, employee management, mission statement, independent financial audit and an updated information technology system. Among all the indicators mentioned, employee management practices are of utmost importance because they nurture employee performance throughout the organization (Tatar, 2011). Selden and Sowa (2015) emphasize that the most widely recognized

measure of an employee's satisfaction is their turnover. Furthermore, employee motivation legitimately influences the general performance of the organization. According to Tatar (2011), the direct relationship between organizational performance, employee satisfaction and employee productivity are illustrated throughout management literature.

According to Rusu, Avasilcai and Hutu (2016), employee performance is influenced by factors such as the integration of the organizational culture, organizational climate and strategic HRM. Strategic HRM emphasizes the significance of performance management as an integrated part of aligning employee practices to the strategic objectives of the organization, the organizational culture that addresses the engagement of the employee through shared mission and objectives, and the organizational climate, which includes the relationship between management and employees. Organizational performance is seen through the proportions of productivity, adequacy and flexibility. Its improvement starts at the most minimal degree of elements comprised by these proportions. Rusu et al. (2016) mentions that the trust employees have in management, their perceptions on the behaviours of their leader, and the accrued benefits of the organizations PMS are all greatly associated with the context of organizational performance.

There are several variables used in the literature to measure organizational performance and can be categorized into two measurements, namely: financial and non-financial measurements of performance (Shin, Sung, Choi and Kim, 2015). Financial measurement, having a primary goal to generate profits and maximize shareholder value and non-financial measurements, focus on the provision of greater insight as to how the organization affects its stakeholders and the society (Davidson, 2003; Tsao and Lien, 2013; Likar, Kopa and Fatur, 2014 and Nawaz, Hassan and Shaukat, 2014). Throughout the literature on organizational performance, emphasis has been placed on the performance management cycle and HRM practices. However, for effective management of performance, there are other critical organizational factors that should be contemplated.

3.11.1 Organizational Culture

The organizational culture influences employee behaviour and creates employee commitment to organizational goals and objectives (Kreitner and Kinicki, 2001). Tshukudu (2014) mentions that the development of employee and organizational performance is the overall aim of performance management. In order for this goal to be realized, organizations need to encompass an organizational culture that places emphasis on achievement, goal attainment and excellence, as a whole. According to Tshukudu (2014), organizations should engage in the following activities to establish a performance culture:

- Promote creativity and innovation among the employees.
- Encourage employee development.
- Have a shared vision.
- Encourage communication amongst employees so they can learn from each other and methods on how to improve performance.
- Provide staff with tasks that they are responsible for and promote accountability for those responsibilities.
- Encourage participation, inclusivity and value the opinions of your employees.

3.11.2 Leadership Behaviour

Leadership is the ability of an individual to influence the behaviour of others so that they willingly and enthusiastically work towards the attainment of organizational goals (Davies, 2011 and Tshukudu, 2014). Performance management places extensive demand on management to provide leadership and to promote transformation by shifting from performing normal management processes in their organizations (Hacker and Washington, 2009). The behaviours of management staff who are responsible for performance management contribute significantly to the development of high employee performance in the organization. Leaders, through their behaviour, serve as role models

who encourage problem solving, participation and teamwork amongst employees and who influence the performance culture and the overall performance of the organization (Purcell, 2005 as cited in Tshukudu, 2014).

3.11.3 Learning Organization

According to Tshukudu (2014), performance management should operate in an environment where learning is promoted. Learning is vital for enhanced performance because it encourages and provides the ability for employees to problem solve in an innovative and creative way. Organizations should utilize the following methods to incorporate learning into performance management:

- Inspire employees to share information by providing them with opportunities and updated technology.
- Encourage individual growth and development amongst employees.

3.11.4 Goal Alignment

Organizations that perform very well have employers and employees who share the same goals and who work together to reach these goals. By having individual, team and organizational goals aligned, it facilitates the attainment of important organizational goals. According to Tshukudu (2014), in order for goals to be aligned, the organization needs to ensure the following;

- There is a relationship between individual, group and organizational goals.
- The goals and objectives are well understood and communicated to employees.
- Employees are motivated to attain shared goals.

3.12 Relating Motivation with Performance Management

Motivation of staff is an important characteristic of HRM and is a criterion for the improvement of organizational performance (Saravanja, 2010). Hence, human resource practices and improved organizational performance have a significant relationship. Motivation assumes a fundamental role in the bond between HRM and performance management. Thus, if staff is not motivated, no PMS can produce improved organizational performance (Saravanja, 2010). The key objective of any PMS is to align the goals of both the individual and the organization, recompense good performance and provide training and development opportunities to bridge the gap that poor performers find challenging (Saravanja, 2010). Kaplan and Norton (1996) conducted an international study, which illustrated that there is only a 10% realization in performance management strategies that are executed at businesses.

The accomplishment of any organization relies upon its workforce. According to Saravanja (2010), no performance management system can correct performance issues if the employees of the organization are not motivated about their work. Without motivation, even the top performers in the organization will produce mediocre work. In order for an organization to enhance the operations of the business, employees are expected to perform at an optimal level. The contributing factors that influence an employee to perform at an optimal level desired by management fall within the categories of motivation (Avci, 2015). According to Latham and Budworth (2007), in the research of industrial and organizational psychology today, the most dominant concept in literature is the motivation of personnel.

The concept of motivation has been deliberated for decades. However, defining the concept still remains a challenge (Avci, 2015). Motivation from an organizational psychology perspective is defined as the power that moves individuals to perform their jobs optimally (Smither, 1998). Spector (2000) concurs with Smither (1998) and provides a more generalized explanation of motivation as an inner state that persuades an individual to participate in specific behaviours. In order for organizations to successfully implement performance management, it is vital that the organization adopt the systems approach which requires all interested parties to be motivated. Literature indicates that

motivation plays a significant role during all phases of performance management and during team development.

3.13 Benefits of Performance Management Systems

Despite the fact that performance management has been viewed as a device for powerful and proficient control of individual performance, it has been advanced to various highlights of organizational performance management. The aims of the organization are diluted to be simpler aims that are done by the individuals and teams of the organization (Oliver, 2008). Such individual exhibitions ought to be specifically connected with the plans and goals of the organization. Manyaka and Sebola (2012) mention that the drive of a PMS is to develop and reward workers. The PMS ensures that government, through its workers, operates efficiently and effectively by recognizing and providing the crucial training to those workers who fail to meet the organizations performance objectives. Furthermore, it safeguards those workers who perform satisfactory and excellent workers are compensated timeously to maintain their high level of performance. Performance management systems enhance responsibility in the utilization of assets in accelerating admittance to quality services for all (Sebashe and Mtapuri, 2011). In addition, it binds the overall objectives of the organization by connecting the effort of each individual to the mission and vision of the organization (Magora, 2016).

Oliver (2008) states that performance management decides on the goals of the organization, how powerful outcome measures are, capabilities towards the goals and strategies to accomplish such goals. This sequence of measurement is explored to affirm the complete relationship with all the outcomes of an organization. Van der Walddt et al. (2007) mentions that if done well, performance management helps civil leaders comprehend what they are accomplishing and allows them to modify the focal point of their attention onto those things they need to improve if they are keen on fulfilling their constitutional responsibilities.

3.14 Frameworks for Performance Management

Different models of performance management had emerged since the early 1900s that have a great influence on the models used today. According to Du Plessis and Van Niekerk (2017), historically, much of the initial focus was placed on financial management, but the demand for greater accountability necessitated the development of more universal models for performance management. According to Kalashe (2016), the model of performance management is denoted as an efficient information orientated approach designed to manage and optimize employee performance. When a performance management model is employed in an effective manner, it links the goals and strategies of the organization into an integrated method to bring about accountability and performance in the public sector. Various performance management models and frameworks will be deliberated in detail; consideration will be provided to the subsequent models:

- Balanced Scorecard.
- Three E's Model.
- EFQM Excellence Model.
- South African Excellence Model.
- Systems Model of Performance Management.

3.14.1 Balanced Scorecard (BSC)

Over the years, several performance management models and structures have been established to measure the performance of the organization. However, the BSC has been the most popular model used because of its ability to utilize both monetary and non-monetary pointers to create an all-encompassing image of the organizations performance (Fryer et al., 2009). Kaplan and Norton (1996), whose aim was to combine the use of both financial and non-financial measures to provide a more detailed analysis of the organizations performance, first developed the balanced scorecard in 1992 (Perkins and Remmers, 2014). Since the development of the BSC in 1992, many researchers have made significant contributions to the idea of prompting the development of the BSC idea from a performance measurement instrument to a PMS

(Perkins and Remmers, 2014). The balanced scorecard is defined as a collection of measures that could provide public managers with a speedy, justifiable outlook of their departments performance as it incorporates both procedure and result measures (Kaplan and Norton, 1996). Drury (2004) summarizes the BSC as a consolidated arrangement of performance measures that originate from an organizations strategic plans, which permits management to have a swift and clear viewpoint of the organizations different departments. Furthermore, organizations are no longer focusing solely on the financial performance of the organization, but are moving towards a more balanced approach, which include important non-financial measures of performance and discourage the exclusive use of financial measures (Kaplan and Norton, 1996; Radebe, Vyas-Doorgapersad and Grobler, 2013). The BSC is a management system that measures the monetary and operational performance of an organization (Ingram and McDonnel, 1996). The BSC developed by Kaplan and Norton encompass four perspectives. These are outlined below:

3.14.1.1 Financial

The financial perspective measure shows whether the organizations approach, implementation and execution are adding to the enhancement of their bottom-line (Phillips, 2005). According to Radebe et al. (2013), the main issue associated with this measure is that profitability is emphasized without the actual cost of capital being revealed. Businesses included 'economic value-added' measure to give an enhanced comprehension of the wealth creation capability of the organization (Sureshchandar and Leisten, 2005). Non-financial methods such as customer retention, research and development and quality management were later on incorporated by organizations to address the challenge stated above (Brudan, 2010 and Radebe et al., 2013).

3.14.1.2 Customer

According to Radebe et al. (2013), the customer's viewpoint covers the capability of the organization to deliver quality goods and services to consumers. In government department, this perspective would be the ability of the department to deliver efficient and effective services to the community (Aguilera and Walker, 2008). However, some

researchers disagree with the customer perspective and feel that customer's views should not be taken into consideration when standards are set and when employees' efforts are being evaluated (Soltani, Van der Meer and Gennard, 2003). According to Perkins and Remmers (2014), if organizations correctly utilize this perspective, executives can effectively match the performance of the organization to the expectation of the consumers.

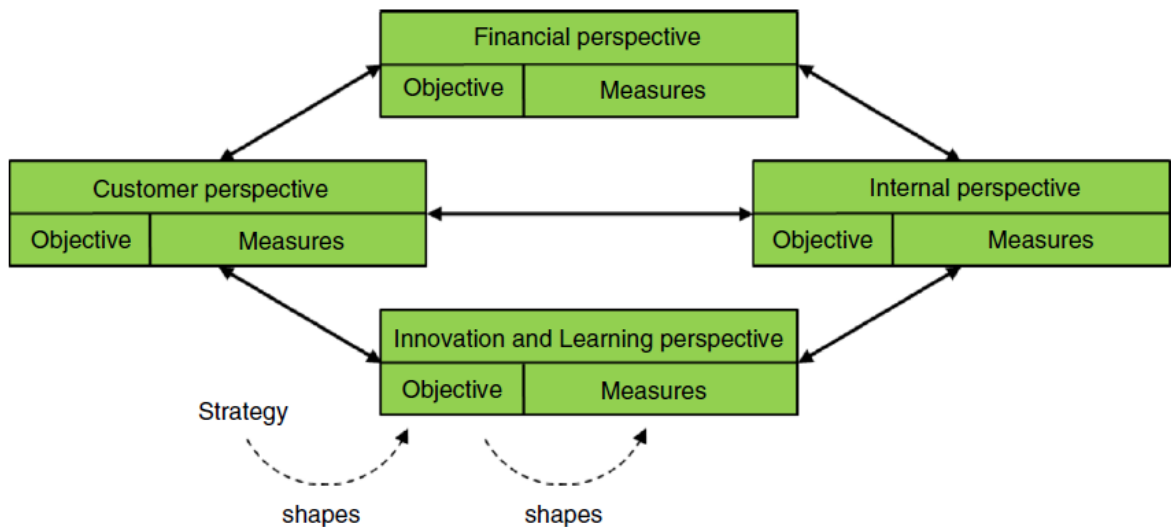
3.14.1.3 Internal Business Processes

Researchers such as Sureshchander and Leinsten (2005) stated that internal business process perspective should include the tendency and capability of the organization to lead as a corporate resident and to encourage moral behaviour in all that it does. This perspective measures the ability of the organization to develop and improve performance, and given the increasing pressure of global competition, how quickly can the business adapt to change (Perkins and Remmers, 2014). According to Amaratunga (2001), there should be a relationship between the internal business processes and the overall objectives of the organization. Creating a relationship between the two provides a strong vision about the performance targets that need to be attained, decision-making, employee activities and the essential improvement initiatives that need to be embarked on by the organization.

3.14.1.4 Innovation and Learning

The success of any organization and its business processes depend on the type of staff and whether the staff members are adequately skilled and motivated. In order for the organization to survive, it has to ensure continued growth by providing employees with learning opportunities (Radebe et al., 2013). An organizations performance is likely to improve when there is an introduction of new products/services because employees are adequately skilled (Bourne et al., 2003).

Figure 3-2 Balanced Scorecard



Source: adapted from Kaplan and Norton (1996: 77)

Kaplan and Norton (1996) being the creators of the balance scorecard tool, emphasize that most organizations utilize this management tool:

- Clarify and come to an agreement on the organizations strategy.
- Effectively communicate the organizations strategy to employees.
- Align the goals of both the employee and the organization to the proposed strategy.
- Create a link between the strategic goals, the financial plan and the long-term objectives of the organization.
- Perform a strategic review on a systematic basis.
- Gather feedback from employees and utilize this information effectively to develop improvement strategies.

There are many advantages associated with the use of the BSC. However, there are also some disadvantages with the use of this tool. Tatar (2011) mentions that the BSC can be subjective, time-consuming and face difficulty in trying to adapt to the culture of the organization.

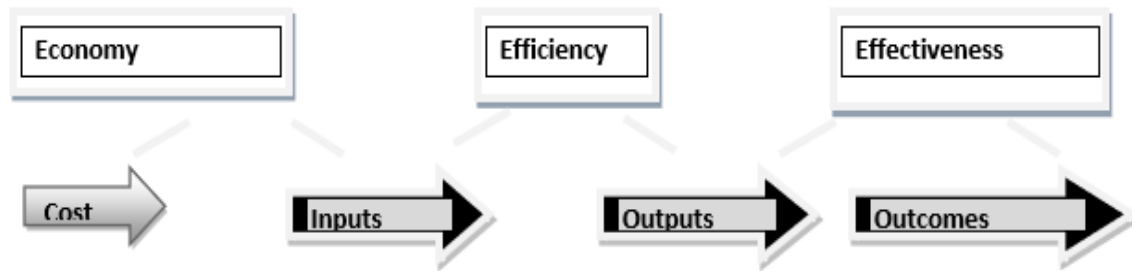
3.14.2 Three E's Model

It can be quite challenging for one to obtain the best combination of economy, efficiency and effectiveness because there are numerous methods to which one can show value to these terms. The term 'economy' explains the influence the financial resources has on the work being completed. The term 'efficiency' places emphasis on how one can stop being wasteful and save costs and time. The last term, 'effectiveness' focuses on the provision of the best output for the least cost (Kalashe, 2016). Finance is a fundamental part of performance management. The term 'economy' concentrates on the financial factors used to improve the second and third term of this model, being the efficiency and effectiveness of the organization. According to Van der Waladt (2004), the three E's model can be categorized in the following way:

- **Economy** – categorized by the input cost used to generate the outputs.
- **Efficiency** – the input cost measured against the output.
- **Effectiveness** – the extent to which the outputs successfully accomplished the specified objectives.

Performance that is economical, effective and efficient simply means that the work performed is precise and the elements of cost and time have been carefully taken into consideration when utilizing resources. Van der Waladt (2004) mentions that when assessing aspects of service delivery and performance, one cannot disjointedly measure the term economy, efficiency and effectiveness. Efficiency can never exist without effectiveness. According to Mihaiu, Opreana and Cristescu (2010), performance is the interlink between a corresponding budget, efficiency and effectiveness.

Figure 3-3 The Three E's Model: Economy, Efficiency and Effectiveness

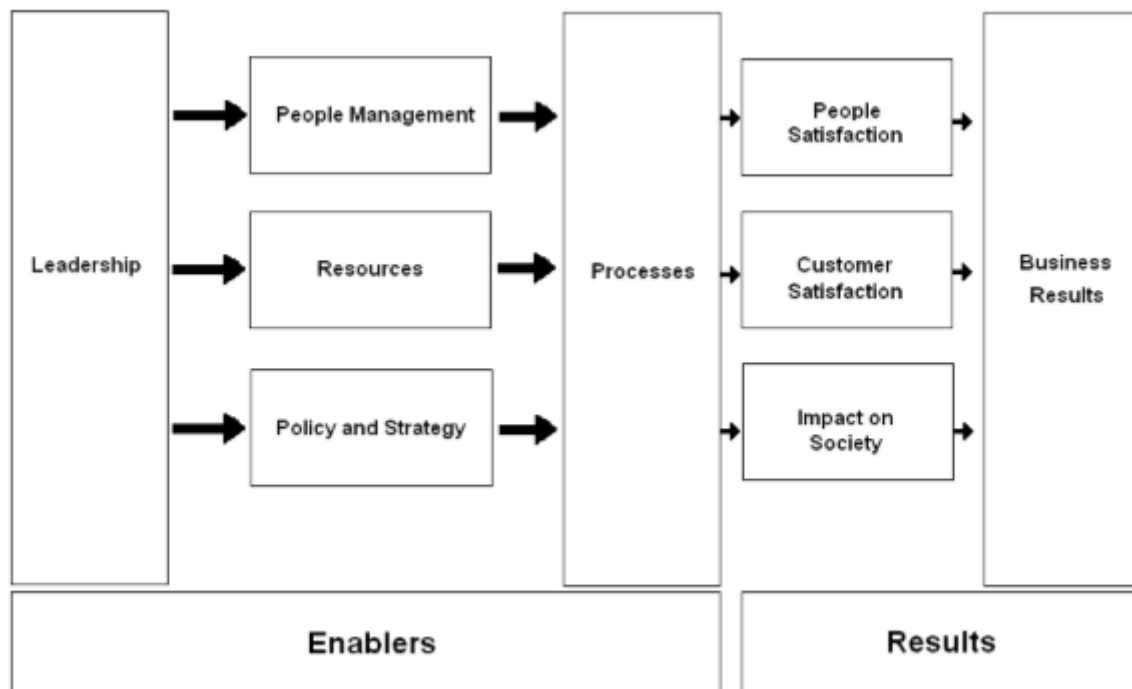


Source: adapted from Van der Waldt (2004:180)

3.14.3 EFQM Excellence Model

In 1992, an introduction of the EFQM model took place to assess organizations for the European quality award. The EFQM excellence model comprises of a 9 point criteria, five of them being 'enablers' (leadership, policy and strategy, people, resources and processes) and four of them are 'results' (people, customer, society impact and business). According to Armstrong and Baron (2005), the EFQM excellence model specifies that only through successful and effective leadership will the satisfaction of people and customers and the impact on society materialize. Furthermore, the enabling factors such as people, strategy and policy, resources and processes are driven by leadership with excellence as the final business outcome. Armstrong and Baron (2005) further mention further that supervisors tend to place emphasis on analyzing the problem and insufficient time and effort is directed to troubleshooting the problem. As much as the measurement of performance is of utmost importance, improvement of performance has been just as significant. The enablers, processes and results are displayed in the model in figure 2-4, which offer resolutions for enhanced performance.

Figure 3-4 European Foundation for Quality Management (EFQM)

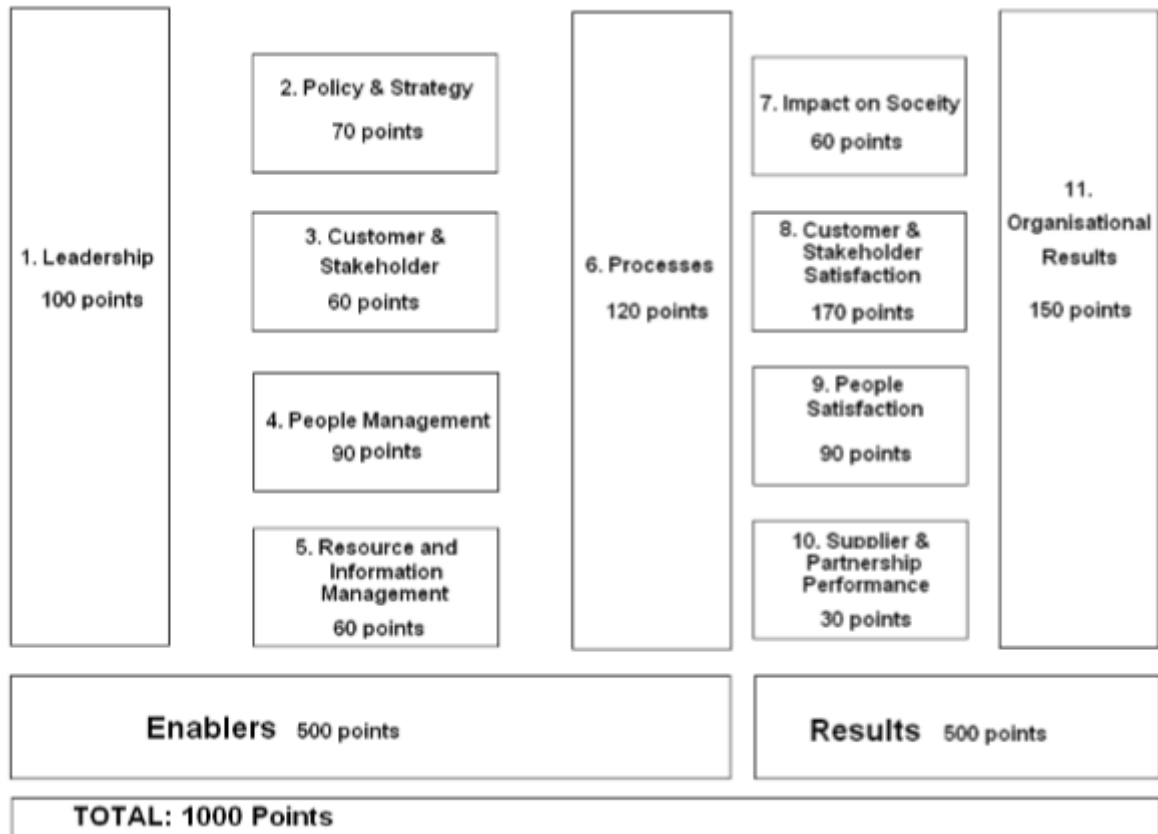


Source: adapted from Armstrong and Baron (2005:118)

3.14.4 South African Excellence Model

The South African excellence model is a generic plan driven towards service excellence and can be utilized in both the public and private sectors (Van Der Waladt, 2004). The basis for this model is the Burke and Litwin model (1989) which envisages cause and effect. For example, the conditions of the organization and the performance results (Van Der Waladt, 2004). The model is illustrated below in figure 2-5.

Figure 3-5 The South African Excellence Model



Source: adapted from Van der Waldt (2004:184)

As a result of the successful application of the South African excellence model in improving organizational performance, criteria for service excellence that has been internationally recognized has been adopted by organizations abroad (Smit, 2011).

Table 3-2 Criteria for Organizational Performance Excellence.

Strategy and Policy	The manner in which an organization articulates, reviews and converts policies and strategies into plans and actions.
Employee Management	Whether the organization realizes that its employees are its most valuable assets and whether employees are harnessed to their full potential. Do organizations promote creativity amongst employees and allow them to excel.

Leadership	The actions and behaviours of management and the manner in which they promote, inspire and support a culture of organizational performance excellence.
Customer Focus	The manner in which the organization determines customer satisfaction, customer expectations and requirements, and how the organization enhances their relationships with customers.
Information and Resource Management	Employees tend to more effective and resourceful when information and knowledge are easily accessible.
Influence on Society	The degree of social involvement. Whether the organization considers the needs of the community.
Processes	The manner in which the organization identifies, reviews, manages and improves its business processes.
Customer Satisfaction	What attempts and efforts the organization makes to satisfy its consumers.
Employee Satisfaction	Whether the organization understands that satisfying employees result in satisfied consumers.
Results	Whether the organization is satisfying other stakeholders and achieving set goals and objectives.
Partnership and Supplier Performance	The manner in which the organization controls and manages its suppliers.

Source: adapted from Van der Waldt (2004:185)

Furthermore, the South African excellence model enables public sector institutions to identify their strengths and weaknesses and formulate strategies for development and reiterating the process (Smit, 2011).

3.14.5 Systems Model of Performance Management

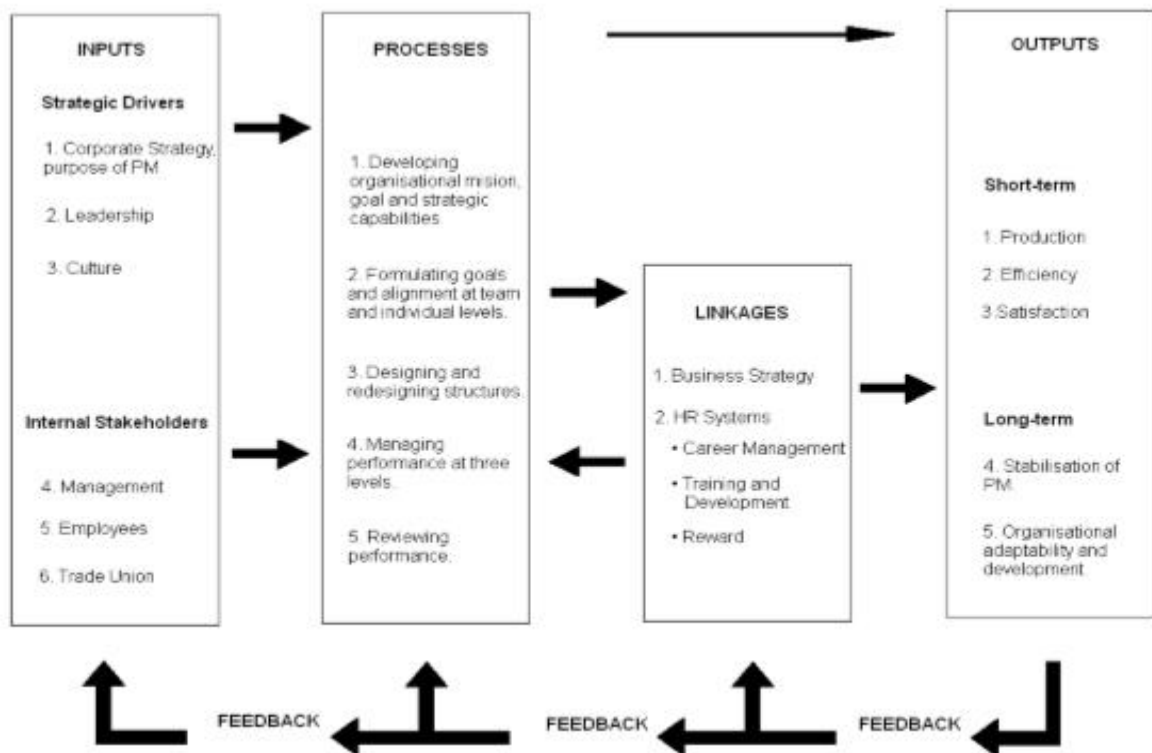
According to Spangenberg (1994), the systems model of performance management has major components such as inputs, outputs, processes and linkages, as illustrated below in table 2-3. The rationale behind the systems approach to performance management originates from viewing performance management as a complete system (Smit, 2011). The relationship between the different components are illustrated below, as well as how the system is aligned to other major systems, taking into consideration aspects that will either have a positive or negative influence on the system.

Table 3-3 Systems Model of Performance Management Major Components.

Components	
Inputs	Classifies key stakeholders and strategy drivers.
Processes	The five phases of the performance management process.
Linkages	The link between performance management and other human resource management systems.
Outputs	Consideration of short-term and long-term outputs in order to assist the survival of the organization.

Source: modified and adapted from Spangenberg (1994:38).

Figure 3-6 The Systems Model of Performance Management



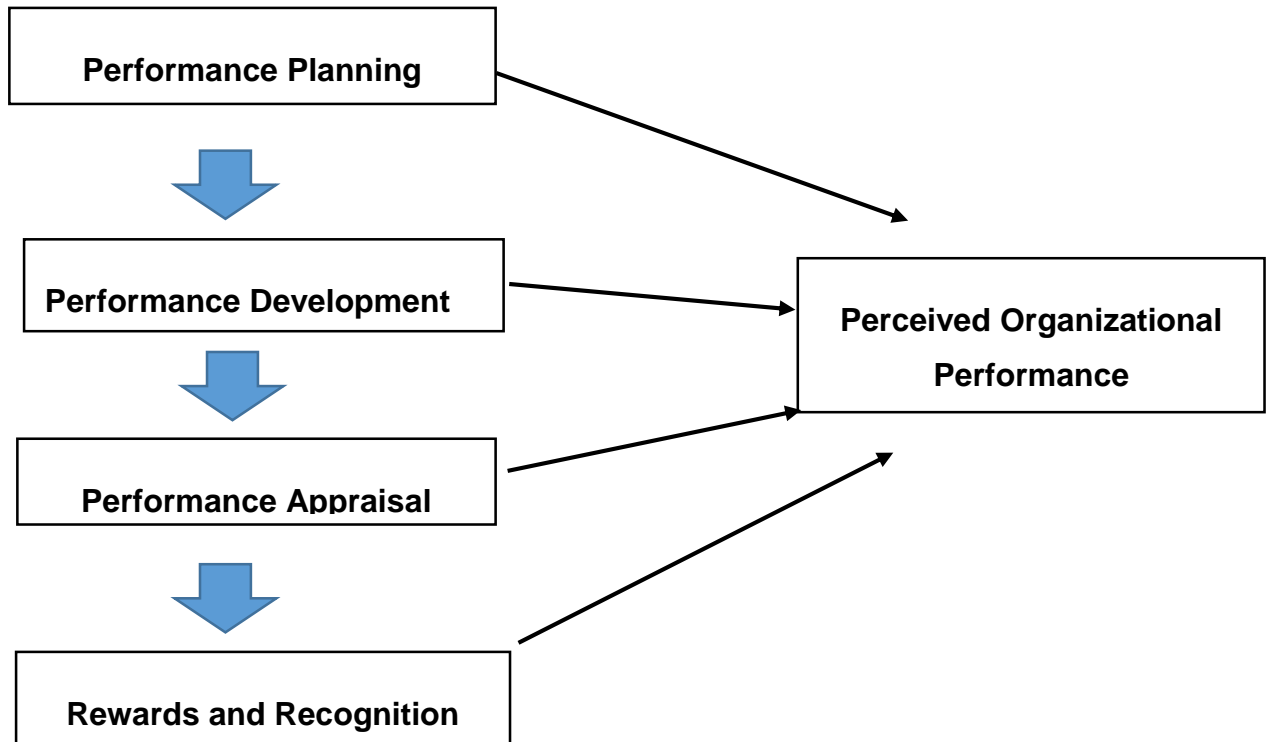
Source: adapted from Spangenberg (1994:39)

Performance management is applied at all levels of the organization; an individual, team and organizational level. According to Spangenberg (1994), the systems model lacks a process level, which is significant to the performance of both the individual and the organization. According to Spangenberg (1994), the 85% performance variance found in literature can be attributed to process and system failure. It is at the process level that performance improvements occur.

3.15 South African Public Sector Performance Management Model

Figure 3-7 Original performance management model for Improved Organizational Performance

Performance Management Practices



Source: adapted from Frimpong and Wilson (2013: 183)

The Performance Management Model illustrated in figure 2-7 suggests that in order to improve organizational performance, the aforementioned performance management practices need to be taken into consideration. This model also proposes that the non-adoption or incorrect adoption of these performance management practices may result in the organization failing to improve their performance. This model, however, overlooks an imperative stage, which requires a business to have an improved comprehension of all the vital performance management exercises which are crucial for the general improvement of organizational performance. Furthermore, it fails to narrow down the

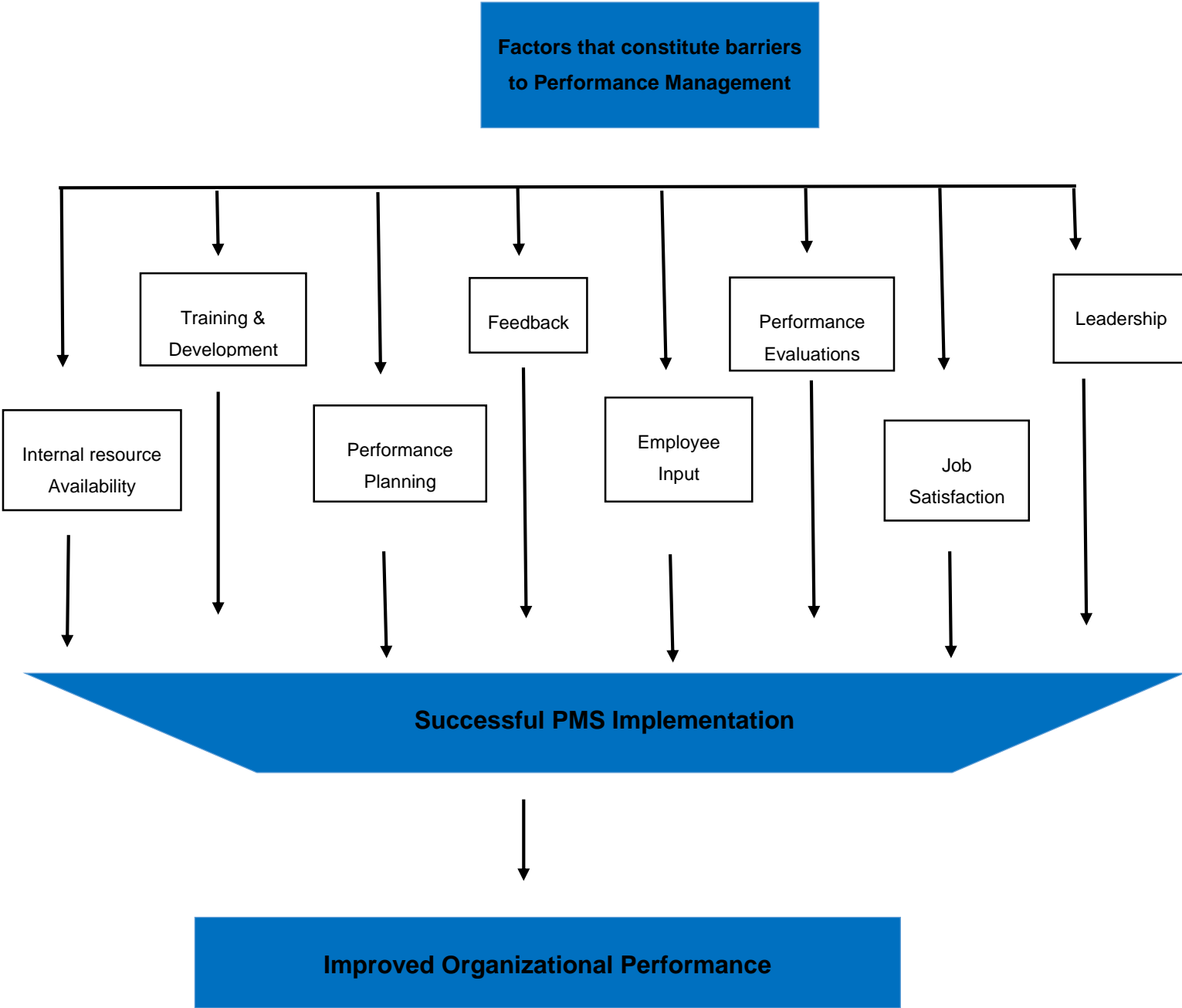
scope of responsibilities of each major stakeholder which could make performance management implementation easier and most likely result in the improvement of organizational performance.

3.16 New Conceptual Framework for Improving Organizational Performance

The literature reviewed identified eight core factors which impact on successful PMS for improved organizational performance, namely: training and development, performance planning, feedback, performance evaluations, employee input, job satisfaction, effective leadership and the availability of internal resources. These factors are identified in the literature as factors which impact on organizational performance. Based on the aforementioned variables, it is possible to develop a suitable PMS for public sector departments to improve organizational performance.

The new model proposed in this study is grounded upon the results of the behavioural and organizational aspects presented in the literature review so as to examine the core challenges undermining performance management at the DoT. Even though many performance management models and frameworks have been developed in literature, very few studies made attempts to examine and report the relationship between performance management practices, employee management practices and improved organizational performance within South African organizations. In addition, no study has researched these variables at the South African DoT. This model is grounded in the belief that, in order to successfully improve the performance of the organization, the behavioural and organizational variables must be integrated into the PMS.

Figure 3-8 Proposed Performance Management model for Improved Organizational Performance



3.16.1 Explanation of The Conceptual Performance Management Framework for Improved Organizational Performance

H1: The Relationship Between Training and Development And Improved Organizational Performance

The framework in figure 3-8 shows that the aspect of training and development is very important for the improvement of organizational and thus, should be incorporated into the PMS at the DoT. Ideally, training and development activities must be based on the performance gaps identified, thus creating training that is specific, focused and relevant (Tahir, Yousafzai, Jan and Hashim, 2014). Various studies (Nassazi, 2013; Habib, Mushtaq and Zahira, 2015; Dzikamai, 2017) propose that staff who receive continuous training and development are inclined to be more assertive in their work and take on additional responsibilities, consequently leading to the successful attainment of the organizations goals and objectives. Better training would improve the quality of services provided by the DoT because the organization is now equipped with employees who are better qualified, extremely motivated and who are able to effectively utilize advanced technology to improve the performance of the organization. Thus, the suggested hypothesis is as follows:

H1: Public sector departments which have training and development as an aspect of the PMS, are most likely to improve organizational performance than those departments who lack training and development aspects in their PMS.

H0: There is no relationship between training and development and improved organizational performance.

H2: The Relationship Between Performance Planning and Improved Organizational Performance

This phase is the commencement of the performance management cycle. The most significant activity of the planning and developing phase is setting the mission and objectives of the organization, as this phase signifies the foundation which the organizations performance management system will be based on. It is of great importance that in this phase the performance expectations are reviewed by both the manager and employee. Information such as behavioural expectations and result expectations need to be clearly communicated to the employees.

Various literature illustrates that an employee's commitment to the goals set by the organization is critical for the achievement of the goals. It is for this reason that the conceptual framework in figure 3-8 illustrates that an organization must ensure that proper performance planning takes place where management allow and encourage employee participation into the goal setting process to ensure employees are content and accept their goals. Thus, driving employee commitment and motivation to achieving the goals set by the organization and as a result improving organizational performance.

H2: Public sector departments who include employees in their performance planning process are more likely to improve organizational performance.

H0: There is no relationship between performance planning and improved organizational performance.

H3: The Relationship Between Feedback and Improved Organizational Performance

Aguinis, Joo and Gottfredson (2011) confirm that effective feedback has the ability to improve worker motivation, commitment, job satisfaction and ultimately organizational success. Feedback on performance should be provided on a regular basis, in an informal setting, where it becomes part integrated in the manager's daily work routine. Previous studies (McShane and Von Glinow, 2010; Aguinis et al., 2012; Sono, 2014; Marthouret and Sigvardsson, 2016) support this framework and indicate that effective feedback is

an important factor which significantly influences employee performance and in turn contributes to the improvement of organizational performance. Therefore, the current study seeks to test the following hypothesis:

H3: Public sector departments who engage in consistent and continuous feedback are more likely to improve organizational performance.

H0: There is no relationship between feedback and improved organizational performance.

H4: The Relationship Between Employee Input and Improved Organizational Performance

Involving employees in important processes of the organization develops and creates employees who are more committed, motivated, productive and content with their work and in turn directing all this positive energy in the direction of effectively attaining the goals and objectives of the organization. Employee participation has been used as a developmental tool by organizations to influence employee input, output and quality (Siami and Gorji, 2011). Based on existing literature studies, employee participation has the greatest influence on the improvement of employee performance and thus, needs to be incorporated into the performance management system for improved organizational performance (Siami and Gorji, 2011; Sofijanova and Zabijakin-Chatleska, 2013). Thus, the suggested hypothesis is as follows:

H4: Public sector departments who encourage and promote employee input are most likely to improve organizational performance.

H0: There is no relationship between employee input and improved organizational performance.

H5: The Relationship Between Performance Evaluations and Improved Organizational Performance

The main goal of evaluating the performance of an employee is to guide and influence their activities' to be congruent with the goals and objectives of the organization in order to improve the overall organizational performance (Tahsildari and Shahnai, 2015). Ineffective performance evaluation practices may lead to the DoT experiencing several undesirable challenges such as low morale, decrease in employee productivity and a reduction in the motivation for employees to support the organization, which could possibly lead to the reduction of organizational performance. Thus the suggested hypothesis is as follows:

H5: Public sector departments who evaluate employee performance are more likely to improve organizational performance.

H0: There is no relationship between performance evaluations and improved organizational performance.

H6: The Relationship Between Job Satisfaction and Improved Organizational Performance

Employees tend to show job satisfaction when they feel that the reward received for the work completed corresponds with the skills and efforts contributed. Latif et al. (2013) mentions that an effective PMS needs employees who are driven, motivated and content with their jobs. The review of literature has continually featured the significance of integrating job satisfaction into the performance management system for successful performance management implementation and improved organizational performance (Ekaterini, Ioannis, Georgios and Dimitris, 2011; Indermun and Saheedbayat, 2013; Mafini and Poor 2013). The DoT needs to restructure its PMS to shift towards improving employee job satisfaction, as a result boost employee performance and ultimately lead to improved organizational performance. Therefore, this study seeks to test the following hypothesis:

H6: Public sector departments who include aspects of job satisfaction into their PMS are more likely to improve organizational performance.

H0: There is no relationship between job satisfaction and improved organizational performance.

H7: The Relationship Between Leadership and Improved Organizational Performance

According to Saravanja (2010), a PMS cannot be successfully implemented without proper leadership support and commitment. Thus, employee job performance, to a very large extent, is determined by the type of leadership adopted (Kalu and Okpokwasili, 2018). Line managers must effectively communicate feelings to support employees in the attainment of their goals by providing them with the necessary guidance and resources. Inappropriate leadership can have massive adverse consequences for the DoT; ranging from staff demotivation, conflicts, resignations, decrease in emotional vitality; which in due course could result in a reduction in the general performance of the organization. Thus, the suggested hypothesis is as follows:

H7: Public sector departments who include aspects of leadership in their performance management system are most likely to improve organizational performance

H0: There is no relationship between leadership and improved organizational performance.

H8: The Relationship Between the Availability of Internal Resources And Improved Organizational Performance

According to Aguinis (2013) organizations need adequate resources in order to reap the full benefits of a PMS and to improve organizational performance. It is of utmost importance that employees fully understand the purposes of performance management

and receive adequate performance management training in order to reap the full benefits of a PMS. Thus this study seeks to test the following hypothesis:

H8: Public sector departments who include internal resources (performance management knowledge and performance management training) into their performance management system are most likely to improve organizational performance.

H0: There is no relationship between internal resources obtainability and improved organizational performance.

As previously suggested by literature, the model pursues to recognize these factors which are most likely to influence performance management implementation and improve organizational performance. This model makes the suggestion that organizations who tend to focus solely on the technical variables for PMS implementation may fail to surpass the core challenges undermining performance management system implementation. This model proposes that in order for an organization to effectively implement a PMS and increase organizational performance, they must take into consideration all behavioural and organizational variables.

3.17 Research Gap

From the review of previous studies conducted on performance management, majority has been performed in developed states with an insignificant amount of studies carried out in emerging nations like South Africa. Therefore, it is crucial to detect whether the South African culture and the manner in which they do business may have a different impact on performance management implementation. Furthermore, the majority of the studies conducted on performance management placed emphasis on the technical variables as issues impacting the success of performance management in organizations. It is crucial that the behavioural and organizational variables be explored further in developing countries. For almost two decades, the South African government has invested widespread efforts into promoting public sector reforms. However, despite the

extensive efforts invested, there is very little to display for public sector performance since the majority of these public sector departments depend on grants received from government to operate (Kabwe, 2012). The performance results received from government departments do not match the value of financial resources and reform efforts invested. Therefore, the question is, “what causes these extensive reforms to fail?”, It is this very same issue faced by government departments that has driven this study.

3.18 Conclusion

Different perspectives on the meaning of performance management were identified and explored and it was found that performance management may be seen as the coordination or management of an organizations resources to create a product or render a service that will satisfy the goals of both the individual and organization, and also the expectations of the client. The legislative framework governing local government performance management was explored, and it is clear that a comprehensive regulation exists which recognizes the procedures and activities related to effective service delivery. The relationship between employee management practices and performance management was explored, and it is evident that employees are the most valuable assets of an organization. Therefore, integrating the correct employee management practices into the performance management system has the potential to lead to improved organizational performance. The benefits were briefly explained and subsequently the challenges impeding effective performance management of South African local government departments was investigated. The various performance management models and frameworks depicted highlighted the various elements that contribute to an effective PMS.

Performance management must be associated with the organization’s vision, mission and objectives. Literature has clearly indicated that the introduction of performance management, whether in a South African context or international one, aims to achieve the same goal, which is to improve the efficiency and effectiveness of the organization. This will only be recognized by identifying the performance goals that inform the decision making process at all levels of the organization.

CHAPTER FOUR – RESEARCH METHODOLOGY

4.1 Introduction

The preceding chapter provided critical review of the mandatory legislation governing the performance of the South African public sector. This chapter places emphasis on the foundation for research approach, research strategy and ethical considerations. According to Malatji (2015), research is a deliberate procedure of gathering and logically examining data for some purpose. This explanation provides clear indication that the methodology, design and philosophies employed by the researcher determines the gathering and examination of the statistics. This study has adopted the explanatory and exploratory case study approach, since it aims to recognize the relationship concerning the dependent factors and improved organizational performance, as very little literature exists on the reasons why public sector departments perform poorly irrespective of their adoption of a PMS. This study will examine the current PMS adopted by the DoT, eThekweni region. The DoT comprises of eleven units, namely five Road Traffic Inspectorate offices, three motor licensing bureau and three cost center offices (Department of Transport, 2016). Multiple embedded case studies were employed by this study since the data gathered encompassed information from top management, middle management and general employees to provide enriched discoveries. Thus, it was agreed upon that the case study method was the most suitable strategy for this study, as the findings of this study may reveal similarities and differences between these cases.

4.2 Research Paradigm

A paradigm is defined as a world view or basic belief system about the nature of realism, how individuals view the world, their place in the world and the manner in which knowledge is shaped, all of which direct the research investigation (Gringeri et al., 2013). The paradigm concept can be mapped out far back to ancient theorists such as Aristotle and Plato (Gokturk, 2011), then the more modern interpretation and use of the paradigm concept can be traced to the work of Thomas Kuhn (Wray, 2011 and Colletto, 2013).

Kuhn (1977:318) described a paradigm as” ... examples of successful practices”. Collis and Hussey (2009) concur with Kuhn and mention further that a research paradigm “is a philosophical framework that guides how scientific research should be conducted, based on people’s philosophies and their assumptions about the world and the nature of knowledge”. The manner in which society view the world has influenced the evolution and development of paradigms (Kuada, 2011). However, it must be noted that paradigms should not be viewed as hard rules casted in stone but instead as looser, precise and developing guidelines that support the continuous construction and resolution of research problems (Piele, 1988). Gringeri et al. (2013) contend that since the research instrument, method and interpretation are highly influenced by paradigms, it is crucial that the study mentions the research paradigm. Research methods in isolation of research philosophies (axiology, epistemology, ontology and pragmatic) can never be fully understood (Saunders et al., 2012).

Positivism

Positivism is purported to support the methodological view which claims that the correct method to provide certain knowledge is by means of quantification and objectivity (Kamil, 2011). According to Weber (2004) the concept objectivity implies that the researcher is isolated from the reality researched and an objective reality exists way beyond social thoughts. Positivists believe that they can reach full understanding of a research challenge by means of experiment and observation (Ryan, 2006). According to Potts (1998) rational positivists proclaim that in-order for a phenomenon to be in existent, it ought to be quantifiable. Thus, if the phenomenon is unquantifiable, it does not exist. In addition, positivist researchers argue that all phenomena’s evidently taking place may possibly be separated into quantifiable minutes, which, when taken into consideration, collectively shape and form the foundation of the entire phenomenon in question, with a purpose of generating the truth (Bertzner, 2008). A positivist researcher, consequently, makes use of deductive thinking to create theory whereby unique hypotheses develop and are examined. Conclusions from experiments are then utilized in creating ideas to produce legal guidelines governing the use of nature (Yu, 2006). Quantitative methods are commonly used, particularly in research studies which utilize surveys which are

within the discipline of diversity and same opportunity employment. Daniel (2016) mentions that positivists make the assumption that the truth is accurately provided and may be depicted by quantifiable organizations which are unbiased of the analyst and their contraptions. Positivist studies usually try to verify ideas and to develop the analytical statistics of the phenomenon.

Post-Positivism

Creswell (2014) mentions that post-positivism can be seen as an upgrade from positivism since it signifies the queries and thoughts after positivism, which challenge the conventional idea of the outright and objective truth of social science information. The difference between positivism and post-positivism is that positivism argues that an objective reality to be studied exists while the latter claims that it can never be completely apprehended, but only estimated (De Vos et al., 2011b). Denzin and Lincoln (2011) state that post-positivism heavily relies on the use of multiple strategies in order to seize a reasonable deal of reality as feasible.

Interpretivism

The interpretivism approach is the complete opposite of the positivism approach (Leitch et al., 2010). This approach rejects the view of positivism and post-positivism of a binary world and presents “multiple paradigms” which speak to the various realities found in today’s society such as the; disability paradigm, feminist paradigm and the native paradigm (Hart, 2010). According to De Villiers (2005:12) interpretivism aims to “... find new interpretations or underlying meaning from multiple realities”. Babbie and Mouton (2008) concur with De Villiers (2005) and mention that the interpretivism approach aims to understand people better using science. According to Newman and Hitchcock (2011) and De Vos et al. (2011b) there are two fundamental types of sciences; human science (grounded on the experiences encountered by individuals) and natural sciences (grounded on intellectual justifications). humans are now trying to make perfect sense of the world they live in and are constantly outlining, giving meaning, interpreting, creating,

rationalizing and justifying their everyday activities (Babbie and Mouton, 2008). The interpretivism approach places emphasis on the exploration and investigation of complex social phenomenon's, with the objective of achieving a clearer understanding (Missa, 2013).

This study adopted the positivism research paradigm. This paradigm was appropriate for this study because questionnaires were used to gather data, which is an objective method of gauging the philosophies, personal opinions and values of the respondents (Burns and Grove, 2010). The use of the positivism paradigm is found to be the most suitable because of its capability to explain the relationship between performance management practices and organizational performance.

4.3 Case Study Method

It has been broadly accepted that accounting processes and methods can never be completely understood nor make perfect logic without taking into account the organizational setting in which those processes and methods transpire, as they are molded and realized by the quantity of organizational social influences (Xu, 2012). Furthermore, Xu (2012) mentions that we continue improving accounting techniques and procedures with the goal of improving problems experienced by society and organizations. However, to accomplish this mission, the accounting information is indeed obtained from employees in the organization. Critical queries such as if similar accounting techniques and procedures proven by developed nations to be effective would yield the same results if applied in developing nations? Or whether the very same accounting techniques and procedures which have been developed in Western nations be influenced or molded by behavioural and organizational influences which are comparative in Eastern nations? (Xu, 2012).

According to Xu (2012), case study research or field studies are obligated to answer the above questions. Elagili (2015) mentions that case study research can occur in one organization as a single case or in several organizations as multiple case studies. Yin (2009) stresses that when research takes place in one organization and adopts the case study methodology, strong motivation for making such a decision must be provided. Yin

(2009) and Elagili (2015) observed the trends in literature and mentioned that when studies want to support theoretical generalization or replicate findings, the use of multiple case studies is normally the preferred choice. According to Voss, Tsikriktsis and Frohlich (2002), case studies carried out in multiple organizations protect against bias of the observer and increase external validity. Creswell (2014) mentions that the case study methodology is the exploration, over a period of time, of a “bounded system” which is confined by background, place and time. A multiple or sole case study provides the researcher with the opportunity to do a detailed check of the collection of information from various sources. Multiple case studies have two different types of design: multiple-embedded and multiple holistic (Yin, 2009). Multiple embedded comprises of the analysis of multiple units; and multiple holistic is the analysis of a single unit (Elagili, 2015). This study adopts the multiple embedded case study method through visiting case associations. They are used to undertake a thorough examination of the current PMS practices used in the public sector transport department in the eThekweni region.

Among the data gathered was the perception employees had on the competence and efficiency of the current PMS. The results provided by the initial need to resolve the phenomenon by improving the current performance management practices (addressing challenges of the PMS), by developing a framework for the improvement of organizational performance in the DoT. This study examines those aspects suggested by literature that are expected to improve organizational performance by the use of surveys and statistics to scrutinize the interaction of depending variables.

This chapter elaborates on the method used by the researcher to obtain the second objective of this study, which is to determine the core factors undermining performance management systems (independent variable) and organizational performance (dependent variable) in order for the researcher to develop and propose a framework for public sector transport departments (third objective). According to Yin (2009), the case study strategy offers the opportunity to change or influence the processes, perceptions or attitudes of the respondents and authorizes the researcher to discover the participants’ social patterns. Through the adoption of the explanatory or exploratory approach, a case study offers comprehensive explanations and understanding of the different contributions made by the independent variable to the dependent variable.

Consequently, better opportunities are offered by the case study method to develop a conceptual framework for the improvement of organizational performance in the public sector transport department.

4.4 Research Approach

The quantitative methodology has been adopted in this study as the research approach, and information was gathered through means of a well-designed questionnaire. The reason supporting the chosen methodology is that the quantitative approach is best suited for correlation studies, observation studies, survey research and development designs (Leedy and Ormrod, 2005; Daniels, 2016). In addition, this study adopted the positivism research paradigm. This paradigm was appropriate for this study because questionnaires were used to gather information, which is an objective method of gauging the philosophies, personal opinions and values of the respondents (Burns and Grove, 2010). The use of the positivism paradigm is found to be the most suitable because of its capability to explain the link between performance management practices and organizational performance (Missa, 2013).

4.5 Questionnaire Design

The research questionnaire comprised of four categories of questions:

- Dichotomous Questions: there are only two possible answers for this type of question; Yes, or No (De Vos et al., 2011). This study had two dichotomous questions (section 2.1 and 2.2).
- Likert-type Questions: this technique is adopted extensively in studies which are more of an analytical nature (Sullivan and Artino, 2013). According to Subedi (2016), this method indicates the strength of disagreement or agreement of questions and is used to measure questions that are of an attitudinal nature. This study has used a five-point Likert scale to measure the variables in section 2.7, section 2.8, section 3.4, section 3.5, section 3.6, section 3.7, section 3.8, section

3.9 and section 3.10 of the survey. The five-point Likert scale was fixed at 1- strongly disagree, 2- disagree, 3- neutral, 4- agree and 5- strongly agree. Respondents were asked to indicate their level of disagreement with the questions provided.

- According to Abusalama (2008), multiple-choice questions are where respondents are asked closed ended questions and are given a set of predetermined categories or responses to choose his or her answer from. This type of question was chosen by the researcher because in certain cases the study needed precise information. Conversely, some of the questions provided space for the respondents to add any response or answer they felt was needed but not listed in the question. In this study, multiple-choice questions were utilized to quantify variables in section 1.1 to 1.6.; Section 2.3 to 2.6; and section 3.1 to 3.3. It must however be noted that most questions in this survey were closed ended questions.
- Open-ended questions were asked at the end of the survey so that respondents were free to provide their own answers. No predetermined answers were given, providing respondents with the opportunity to voice their feelings and notions. According to Schuman (1972), open ended questions play an important role in survey research which focus on the significant challenges faced by the country. It has the ability to add richness to the survey results which could have been difficult to obtain using closed-ended questions. Open-ended questions were placed at the end of the survey because according to McGuirk and O'Neil (2016), they tend to draw accurate suggestions and feedback from respondents and allow respondents to freely express their opinions, understandings, interpretations and experiences of, as well as responses to societal situations and processes.

The questionnaire consisted of 27 questions, divided into three sections and comprised of 10 pages (see appendix C). Section 1 sought general biographical information from respondents (question 1.1 to 1.6). Section 2 was designed to examine the current performance management system utilized by the DoT. This section examined the current performance management system used at the DoT and its efficiency levels. Section 3 (question 3.1 to 3.3) was designed to examine the respondents' awareness regarding performance management, (question 3.4 to 3.10) to determine challenges undermining

performance management at the DoT and (question 3.11 to 3.13) focused on the key factors for successful performance management implementation.

To examine the responses in depth, the correlation of each question to the hypothesis as developed in chapter three was determined (Abusalama, 2008). This information is illustrated in table 4-1 below.

Table 4-1 The relationship between hypotheses and survey questions

Hypothesis	Question (Variable in survey)
1	Q8 in section 2 (PMS Efficiency) Q3.4.1 to Q3.4.8 (Training and Development)
2	Q8 in section 2 (PMS Efficiency) Q3.5.1 to Q3.5.4 (Performance Planning)
3	Q8 in section 2 (PMS Efficiency) Q3.6.1 to Q3.6.3 (Feedback)
4	Q8 in section 2 (PMS Efficiency) Q3.7.1 & Q3.7.2 (Employee Input)
5	Q8 in section 2 (PMS Efficiency) Q3.8.1 to Q3.8.4 (Performance Evaluations)
6	Q8 in section 2 (PMS Efficiency) Q3.9.1 to Q3.9.5 (Job Satisfaction)
7	Q8 in section 2 (PMS Efficiency) Q3.10.1 to Q3.10.9 (Leadership)
8	Q8 in section 2 (PMS Efficiency) Q3.11 (Availability of Internal Resources)

4.6 Pilot Study

A pilot study is a “small-scale” experiment, project, development or set of observations which takes place in advance of an upcoming broader project, experience or development in order to decide how and whether the researcher should launch the complete experiment or project (Collins, 2014; Eldridge, Lancaster, Campbell, Thabane, Hopewell, Coleman and Bond, 2016). Before the questionnaire was finalized, the researcher conducted a pilot study of employees in public sector departments that did not fall within the categories, but that encompassed the same characteristics of the employees who made up the sample. According to Prescott and Soeken (1989), pilot work serves to manage the improvement of a research plan as opposed to being a test of the effectively developed plan. This test assisted the researcher in filtering all the statements which appeared for the respondents as confusing or ambiguous. Furthermore, it assisted in improving the overall quality of the questionnaire. Lee, Whitehead, Jacques and Julious (2014) also observed that pilot work is focused more on learning than confirming. It is not intended to officially evaluate the value of research evidence. Instead, it is usually used as an informative tool which provides estimates of the variety of probable answers. Therefore, the final questionnaire was enhanced due to the undertaking of the pilot test and all uncertainties and ambiguities were avoided.

4.7 Validity and Reliability

The questions used in the survey were carefully designed by the researcher to obtain measurements that are valid and reliable. According to Kashora (2006:56), when a researcher asks the following questions about the survey questions, it increases the capability of the survey to attain results which are valid and reliable.

- Should the researcher include the question in the survey?
- Is it a proper choice of question?
- Can the participant effectively respond to the question?
- Will the participant answer the question willingly?

All questions were excluded by the researcher as they did not meet the criteria listed above. The questionnaire avoided ambiguity and focused on one aspect per question. A summary is provided below in table 4-2 of how the reliability and validity of the questions were obtained.

Table 4-2 Validity and reliability

Validity	Reliability
Concisely phrasing the question to avoid uncertainty.	Ensuring the questions are easy for respondents to understand.
Check the relevance of the responses received from arranged questions.	One aspect covered per question
Analysis of each question and asking whether the question assists the researcher in answering the study's objectives.	Ensuring the questionnaire provided clear instructions to the participants
Include questions that covered agreed views about PMS.	Completely avoid questions that are leading
Questioning the relationship between each question and the literature findings.	

Source: Mushonga (2015:59)

Multiple data sources were used in this study during data collection, which improved the researcher's capability to measure the precision of the research discoveries and to influence the readers of the truthfulness of the research findings (Creswell, 2014). Cronbach's alpha was used in this study to measure the internal consistency of the questionnaire's response scale. The internal consistency of a scale is determined when

all the items in the questionnaire measure the same construct. The paradigm measured in this study was the critical success factors in performance management adoption.

Reliability and validity are the two most important aspects of precision. Reliability is computed by taking several measurements of the same subject. A reliability coefficient of 0.70 or higher is considered as “acceptable”. Table 4-3 below reflects the Cronbach’s alpha score for all the items which are in the questionnaire.

Table 4-3 Reliability coefficients for research variables

		N of Items	Cronbach's Alpha
Q2.7	Performance evaluation is being utilized for	10	0.880
Q2.8	Examining the efficiency of the current performance management system	5	0.711
Q3.4	Performance Planning	4	0.776
Q3.5	Training and development	8	0.865
Q3.6	Feedback	4	0.715
Q3.7	Employee Input	2	0.572
Q3.8	Performance Evaluations	4	0.837
Q3.9	Job Satisfaction	5	0.782
Q3.10	Leadership	9	0.920

The reliability scores for all sections exceed the recommended Cronbach’s alpha value. This indicates a degree of acceptable, consistent scoring for these sections of the research. The value for question 3.7 is slightly less than the norm, this is primarily due to the minimum number of items that constituted this question.

4.8 Population

Whitley and Kite (2013) mention that the target population comprises of a large number of objects, individuals or items that realistically are not feasible to manage. Therefore, for research purposes, a part of the target population is selected. A target population is a set of individuals to which the results will be generalized (Banerjee and Chaudhury, 2010). Asiamah and Oteng-Abayie (2017) observed a 'population' as a set of individuals that the researcher is concerned about and feels that this particular group has character diversity of an alternative group. According to Christensen (2001), a population comprises of all things, events or individuals to be presented in the research study. The target population of this study is made up of employees of all employment categories who work at the DoT, eThekweni. The DoT, has a total of 225 employees who work in their three different headquarters; Motor licensing Bureau (MLB), Road Traffic Inspectorate (RTI) and the cost centers (Department of Transport, 2016). This survey covers employees of all ages and any origin. However, the targeted employees are expected to work for the DoT.

4.9 Sampling Method

Sampling is the process whereby a small quantity of elements is selected from a large demarcated collection. The elements are then carefully chosen and are expected to provide an accurate illustration of the entire population (Shields and Rangarajan, 2013). Fox, Bayat and Ferriera (2007) defined sampling as the process by which components are drawn from the public under investigation. The sample size of this study constituted of 128 participants, which included employees, managers and heads of departments based in the KZN DoT. The sample was selected carefully using the stratified probability sampling method for finite populations proposed by Naing, Winn and Rusli (2006) as illustrated in the figure 3-1 below, with the subsequent values as factors: $Z = 1.96$, $P = 0.05$, $d = 0.025$ and $N = 225$, providing a sample size of 128.

Figure 4-1 Stratified Probability Sampling Method for Finite Populations

$$n = \frac{Z^2 P(1 - P)}{d^2 (N - 1) + Z^2 P(1 - P)}$$

There are 3 different types of headquarters that fall under the umbrella of the DoT: Road Traffic Inspectorate (RTI) having 5 offices with 121 employees; 3 Motor Licensing Bureau (MLB); and 3 cost centers with 63 and 41 employees, respectively. The stratification of the 128 employees surveyed by this study was completed as illustrated in the table 4-4 below: the proportion of RTI employees is 54%, MLB employees being 28% and cost centre employees having the smallest proportion of 18% as compared to the total number of employees in the KZN DoT. When these proportions are applied to the sample size of 128, it translated into a stratified sample size of 69 RTI employees, 36 MLB employees and 23 cost centre employees.

Table 4-4 KZN DoT Population and Sample Size

	Employees	Proportion	Sample Size
RTI	121	0.54	69
MLB	63	0.28	36
Cost Centre	41	0.18	23
Total	225	1	128

In table 4-5 below, stratification was further done for the RTI, MLB and cost centre headquarters. The proportion of employees from the Pinetown RTI was 26%, Rossburgh and Groutville with equal proportions of 21% and Umdloti and Winklespruit having the

least amount of employees with an equal proportion of 16% as compared to the total number of employees in the KZN DoT.

Table 4-5 Total Population and Sample Size of Road Traffic Inspectorate (RTI) Employees

RTI Offices	Employees	Proportion	Sample Size
Pinetown	31	0.26	17
Rosburgh	25	0.21	15
Umdloti	20	0.16	11
Groutville	25	0.21	15
Winklespruit	20	0.16	11
Total	121	1	69

In table 4-6 below, further stratification for the three MLB offices was completed. Pinetown MLB; being the largest MLB office with 28 employees having a proportion of 44%, Umbilo MLB, being the second largest MLB office having 20 employees and a proportion of 32%; and Berea is the smallest MLB with 15 employees and a proportion of 24%.

Table 4-6 Total Population and Sample Size of Motor Licensing Bureau (MLB)

MLB Offices	Employees	Proportion	Sample Size
Pinetown	28	0.44	16
Umbilo	20	0.32	11
Berea	15	0.24	9
Total	63	1	36

In table 4-7 below, stratification for the three cost centre offices was also completed. Metro cost centre with 16 employees having a proportion of 39%, Stanger cost centre having 14 employees and a proportion of 34%, and Port Shepstone with 11 employees and a proportion of 27%.

Table 4-7 Population and Sample Size of Cost Centre Offices

Cost centers	Employees	Proportion	Sample Size
Metro	16	0.39	9
Stanger	14	0.34	8
Port Shepstone	11	0.27	6
Total	41	1	23

4.10 Questionnaire

The researcher distributed questionnaires to employees from all working categories at the DoT, eThekweni. 128 questionnaires were hand delivered to employees at the DoT and the researcher was available in the event that respondents had challenges completing the survey. This questionnaire was grounded on the theoretical framework and designed based on the literature findings as summarized in table 4-8 below.

Table 4-8 Archival Data to Identify Standard Challenges of Performance Management

Challenge	Author and Year	Findings
Performance Planning	(Issachar 2009; Kgantlapane 2009; Dlamini 2010; Biron et al 2011; Magoro 2016; Cunha 2018)	Lack of alignment between employee job descriptions and the strategic goals and objectives of the organization. Goals set by management were subjective, ambiguous and vague.
Training and Development	(DPLG 2008; Issachar 2009; Kgantlapane 2009; Cloete 2012; Mabuye 2013; Angela 2014; Dzikamai 2017; Nyoni 2018)	Lack of training interventions provided by the organization. Management failed to reinforce a culture of training, hindering employee training and career development.
Feedback	(DPLG 2008; Biron et al 2011; Gallop 2013; Cunha 2018)	Lack of on-going performance conversations between managers and employees'. Management tend to avoid providing feedback because they lack the knowledge on how to deliver it productively.
Employee Input	(Gotore 2011; Watkins and Leigh 2012; Sofijanov and	Top-to-bottom communication methods were used with very

	Zabijakin-Chatleska 2013; Nyoni 2018)	little opportunity for bottom-up communication. A significant bottleneck to effective performance management systems is an employee's resistance to change, particularly the traditional organizational culture. A lack of employee input or involvement during performance management implementation elicits some form of cultural resistance. Lack of employee involvement creates a sense of confusion as to what brought about the need for a performance management system.
Performance Evaluations	(Farndaleand Keliher 2013; Goler et al 2016; Magoro 2016; Cuhna 2018)	Failure to differentiate between effective and ineffective performers. Lack of transparency and lack of trust received from employees during performance evaluations due to the sense of nepotism that exists.
Job Satisfaction	(Ahmad et al 2010;Robbins and Judge 2011; Tan and Waheed 2011; Latif et al 2013; Hambuda 2017)	Employees were not satisfied with certain aspects of their job (promotional opportunities). Promotions has a significant impact on employee job satisfaction.
Leadership	(Armstrong 2009; Issachar 2009; Kgantlapane 2009; Akram et al 2012; Nasir et al 2014; Hurduzue 2015;Cappelli and Tavis 2016; Cunha 2018)	Lack of efforts and awareness of line managers. The management style is generally autocratic.

Availability of Internal Resources	(DPLG 2008; Kgantlapane 2009; Issachar 2009; Dlamini 2010)	Major challenges understanding the performance management concept and its purpose, and as a result, making management incapable of successfully coping with change and corrective action.
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A five point Likert-scale was used to carefully design the questionnaire.

- **Section 1 – Demographics**

The main objective for the inclusion of this demographic item was to gain insight and capture the demographic background of the respondents. The demographic items used in the questionnaire were as follows:

Table 4-9 Demographics Questionnaire Item and Reason for Inclusion

	Item	Reason for inclusion
1.1	Age	The inclusion of this item in the questionnaire demographics section was to help the researcher identify the respondents' age group. Participants had to select between the following options to stipulate which age group category they belonged to: 20 - 29 years of age, 30 - 39 years of age, 40 - 49 years of age, 50 - 59 years of age and 60 or older.
1.2	Highest Qualification	Individuals who participated in this study had to choose between the following qualification categories to stipulate their highest academic qualification: standard 9/ lower, senior certificate, diploma, bachelors, post-graduate degree, masters or doctorate degree.
1.3	Employment Category	The inclusion of this demographic item was to provide the researcher with fruitful insight of the participants' employment category. Respondents had to choose between the following options to stipulate their employment category: general employee, middle management, senior management or other.

1.4	Experience	This item was included to help the researcher understand the years of experience of the employees from the DoT, eThekweni region. Participants had to select between the following options to indicate their experience level: less than 1 year of experience, 1 - 5 years of experience, 6 - 10 years of experience, 11 - 15 years of experience, 16 - 20 years of experience, 21 and above years of experience.
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• **Section 2 – Assessment of the Current Performance Management System**

The objective of this section in the questionnaire is to capture the employees' perception, level of involvement and understanding of the PMS utilized by the DoT. The list of items included in the questionnaire under this section are as follows:

Table 4-10 Assessment of Current PMS Questionnaire Item and Reason for Inclusion

	Item	Reason for inclusion
2.1	Accuracy of information provided by the current performance management tool	The purpose of this questionnaire item is to establish an employee's perception on the accuracy of the information provided by the current performance management tool utilized by the DoT.
2.2	Performance appraisal completion	The purpose of this questionnaire item is to establish whether employees engage in the performance appraisal process as stipulated in the public sectors Regulations Act that performance appraisal should be enforced in all public sector departments and completed by all employees (PSC 2009).
2.3	How often are performance evaluations performed?	The purpose of this item in the questionnaire was to establish whether the DoT performs continuous evaluations of employees as recommended by the public sector commissioner. According to the PSC (2009) performance evaluations should be carried out throughout the year and regarded as a developmental process and not a task that takes place once off.

2.4	Familiarity with the Department's mission statement	The purpose of this question is to establish how familiar employees are with the mission statement of the department. According to (O'Donohue and Nelson 2014) the organizations mission statement is a formal document which answers questions such as 'why we exist, what is our goal and what do we want to do?' Only once employees understand the goals, objectives and mission of the organization, are they able to accurately perform towards a common organizational goal.
2.5	Efficacy of the performance appraisal system	The purpose of this item in the questionnaire is to establish an employee's perception on whether the current performance appraisal system is efficient and if so whether it is regarded as a complicated or easy process.
2.6	Significance of the performance appraisal	The purpose of this item in the questionnaire is to establish an employees' perception on whether performance appraisal is an important process.
2.7	Purpose of performance evaluations	The purpose of this item in the questionnaire is to establish an employees' perception on whether the performance evaluation at the DoT is used to promote and develop them or to demote and discipline them.
2.8	Efficiency of the current performance management system	The purpose of this questionnaire item is to establish whether the employees' comprehend and are able to use the current PMS, the employees' beliefs on whether the current PMS improves the efficiency and effectiveness of service delivery and the employees' perception on whether the current PMS is functional and up-to date.

• **Section 3 – Factors Influencing Performance Management System Implementation.**

The objective of this section in the questionnaire is to identify the challenges influencing successful performance management implementation at the DoT, eThekwini. The list of items included in the questionnaire under this section are as follows:

Table 4-11 Factors Influencing PMS Implementation Questionnaire Item and Reason for Inclusion

	Item	Reason for Inclusion
3.1	Familiarity with performance management	The purpose of this item in the questionnaire is to establish the employee's level of understanding and performance management knowledge.
3.2	Performance management knowledge	The purpose of this questionnaire item is to establish where employees first learnt about performance management and to establish whether the DoT provides opportunities for employees to learn about performance management.
3.3	Performance management adoption	The purpose of this item in the questionnaire is to establish the current level of performance management adoption in the DoT, eThekweni region.
3.4	Training and Development	The purpose of this item in the questionnaire is to establish employees' perceptions of whether they receive the necessary training required to complete their job and whether they believed the department provides developmental, mentoring and promotional opportunities.
3.5	Performance planning	The purpose of this item in the questionnaire is to establish employees' perceptions on whether their developmental needs have been well thought-out in the goal setting process, whether they have decent knowledge of how their social norms are directly related to their job, whether they believed that their conduct skills and expectations of results are connected to the strategic directions and objectives of the organization and whether their line managers engage with them about their performance expectations.
3.6	Feedback	The purpose of this item in the questionnaire is to establish employees' perceptions on whether they felt that feedback was a joint responsibility of both the employee and the line manager and whether employees perceived there was effective, on-going performance conversations between them and their line manager whenever exceptional or ineffective performance is observed.

3.7	Employee input	The purpose of this item in the questionnaire is to establish whether employees are requested to formulate evidence of their key outcomes towards the end of the performance cycle and whether employees' perceived that self-rating has been used effectively as part of self-assessment.
3.8	Performance evaluations	The purpose of this item in the questionnaire is to establish employees' perceptions on whether their capabilities are connected to the strategic objectives and critical success factors of the organization. Also the employees' perception of whether the competency model used includes success factors of the organization and is used as a basis for their performance evaluations.
3.9	Job satisfaction	The purpose of this item in the questionnaire is to establish employees' perceptions on whether the organization cares for its employees and retains its best employees. Also assess whether the employees are satisfied about their jobs and feel positive about their future in the organization.
3.10	Leadership	The purpose of this item in the questionnaire is to establish employees' perceptions on whether the line manager demonstrates good leadership skills.
3.11	Availability of internal resources	The purpose of this item in the questionnaire is to establish an employees' background and understanding of what performance management is.

4.11 Data Collection

According to Wingkvist and Ericcson (2011) examining the purpose of data collection and the methods used in the study is an indispensable and complicated part of scientific conduct. This study analyzed existing literature relevant to the study which included annual government reports, public sector performance management documentation, scholarly books on PMS, research reports and relevant public sector policies and legislation. This included an in-depth review of both local and international literature which confirmed that all the modern worldwide trends surrounding performance management systems are explored and merged into the study.

A semi-structured questionnaire carefully designed by the researcher was used as the primary instrument to collect data from key respondents. The questionnaire comprised of both open and closed-ended question and were hand delivered by the researcher to employees based in the Department of Transport, eThekwinini region. Each questionnaire was complemented by a cover letter which detailed the purpose of the study together with the researchers contact details should the respondent experience any challenges when completing the survey. The participants were a combination of junior staff members, line-managers and senior managers who were directly or indirectly involved in PMS at the Department of Transport, eThekwinini region.

4.12 Data Analysis Techniques

According to Parahoo (2006), data analysis is an incorporated part of the research design. It is a way of making sense of the data received in order for it to be presented in an understandable manner. The questionnaires were collected from the respondents by the researcher and carefully scrutinized by the researcher to ensure the usability of the data recorded. The information collated was verified for reliability and validity using Cronbach alpha coefficients, and thereafter coded, captured and examined by the statistician using the Statistical Package for Social Sciences (SPSS) version 25.0. Descriptive and inferential analysis of the variables were performed using frequency and mean analysis. Inferential analysis, using Pearson's correlation, was performed between the variables to check for possible relationships. Calculations of linear regression equations were conducted for variables of the study, which had positive Pearson's correlations. According to Parahoo (2006), vast amounts of data are illustrated by means of tables and bar charts and provide a clear illustration of results with a sense of proportion. Percentages are used by the researcher to illustrate the frequency of the responses to a question and are illustrated using bar charts and tables.

Variables of this study were characterized in line with the "NOIR" measure, or classification of variables such as: Nominal (N), Ordinal (O), Interval (I) or Ratio (R), Non-parametric data are represented by 'N' and 'O', whereas parametric data is represented by 'I' and 'R' (Basaka, 2015). This is significant because the nature of the statistical tests

is determined by the measure of the dependent variable. All tests performed in this study were subjected to a 95% confidence level, with a significant value which lies between 0.00 and 0.05.

The subsequent chapter discusses the pilot test which took place prior to the administration of the questionnaire.

4.13 Ethical Considerations

This study follows all ethical principles recommended by the Durban University of Technology, in order to sustain the reliability of the study. The researcher requested authorization from the HoD of the KZN DoT to conduct research at all three headquarters of the DoT in the eThekweni region (i.e. Refer to appendix A – gatekeepers' letter). After the researcher obtained permission from the HoD, the research proposal approved by the Faculty Research Committee (FRC) together with consent forms, covering letters, data instruments and permission letters were submitted for ethical clearance to the Institutional Research Ethics Committee (IREC). Pre-testing of the data instrument took place with no amendments made.

4.13.1 Letter of Information and Consent

Participants of the study were provided with consent letters before the pre-testing and initial study took place (refer to Appendix B). Before consent forms were signed, participants were clearly informed of all the outcomes of the study. Furthermore, participants were informed that participation in the study was voluntary and at any time they reserved an option to withdraw from the investigation. Participants were also informed that the study exposed them to absolutely no risks, health inspections, or any condition that could harm them either physically or mentally.

The researcher requested that all participants make no reference to their personal identity or that of a colleague, to ensure anonymity. Furthermore, the researcher assured participants that all material provided by them would be preserved with strict anonymity and confidentiality.

4.14 Conclusion

This chapter provided an overview of the survey carried out by the researcher at the DoT in the eThekweni region where 128 employees were chosen by means of stratified sampling out of a total population of 225 employees from the KZN DoT. Furthermore, this chapter provided a comprehensive report of the items that were utilized in the survey to gather data, as well a sound explanation behind the type of questions used in the questionnaire. The descriptive nature of this chapter reveals the use of SPSS for data analysis. The data collated was tested for validity and reliability using Cronbach alpha coefficients. Means and frequencies were used to illustrate Pearson's correlations.

In the next chapter, a detailed explanation of the research findings for all the statistical tests performed are presented.

CHAPTER FIVE – RESULTS AND DISCUSSION

5.1 Introduction

This segment presents the outcomes and deliberates the results gathered from the surveys used in this study. The survey was the main instrument used to gather information and was disseminated to the KZN DoT in the eThekweni region. The information gathered from the responses were analyzed with SPSS version 25.0. The outcomes will present the descriptive statistics in the form of cross tabulations, diagrams and other figures for the quantitative information that was gathered. Inferential methods include the use of chi square test values and correlations which are deduced using the p-values. Altogether, 128 surveys were dispatched and 124 were returned, which gave a 97% response rate.

This study has the overall aim of developing a performance management framework for improved organizational performance in the KZN DoT. The responses gathered from the questionnaire were used to meet the following objectives of the study:

- To examine the current performance management system in place at the Department of Transport, eThekweni region.
- To assess the core challenges undermining performance management in the Department of Transport, eThekweni region.

Based on the objectives mentioned above, a performance management framework was developed as a support for the core challenges that were identified to undermine performance management in the DoT. The third objective of this study is as follows:

To develop a performance management framework for improved performance management systems within the DoT, eThekweni region (this objective utilizes the synthesis of the results from objectives one and two that were adopted in this study).

This section presents the research findings from the data that was collected from employees based in the KZN DoT, eThekweni region, using a questionnaire (refer to Appendix C). The outcomes of this study are introduced in the arrangement in which the questions appeared in the questionnaire.

The questionnaire comprised of 69 items, with a degree of measurement at a an ordinal or nominal level. The questionnaire was separated into 3 major questions which quantified several themes as demonstrated below:

- Section 1- biographical data
- Section 2- assessing the current performance management system at the DoT
- Section 3- performance management system (PMS)

5.2 Demographics Information

This segment reviews the biographical characteristics of the respondents, namely, age, education level, employment categories and length of service in the Department of Transport, eThekwin region.

Table 5-1 Distribution by age

Age	Total	
(Years)	No.	%
20 - 29	10	8.1
30 – 39	42	33.9
40 – 49	49	39.5
50 – 59	20	16.1
60 - older	3	2.4
Total	124	100

Table 5-1 illustrates that majority of the respondents (73.4%) are amongst the ages 30-49 years. Individually, the distributions for age were not evenly spread out ($p < 0.001$).

Table 5-1 results also illustrate that government departments are experiencing challenges in retaining employees that are more experienced as only 23 (18.5%) respondents are 50 years and older. These results may indicate that once the public servant gains experience, they shift to the private sector for greater benefits. Furthermore, the findings of this study indicate that only three (2.4%) respondents are 60 years and older which could indicate that elder staff members did not see the importance of participating in the study as they are close to retirement (Ngcobo, 2016).

Figure 5-1 Education levels of the respondents

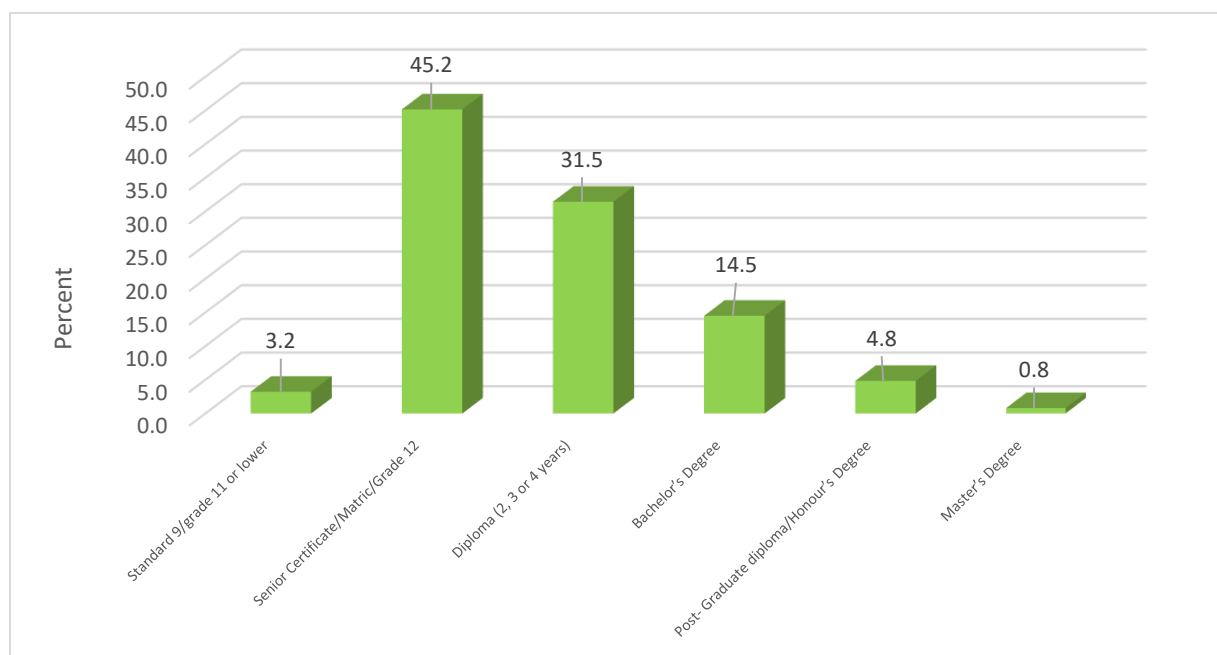


Figure 5.1 above shows the qualifications held by the respondents. Seven categories were used in this study, namely; standard 9 or lower, matric or grade 12, diploma, bachelor's degree, post-grad diploma or honors, master's degree and doctorate degree. More than half of the respondents (51.6%) had a post school qualification, twenty-five respondents (20%) had a degree and surprisingly there were only four (3.2%) public servants who did not possess a senior certificate or Matric. The chi-square tests show that the p -value is less than 0.05, which means that the relationship between the

respondents' education level and organizational performance is significant. The results in figure 5.1 indicate a reversion in the qualifications held; the higher the qualification, the lower the percentage. It is very concerning that only seven (5.6%) of the respondents possess post-graduate degrees. These findings indicate that the ability of the DoT to attract and retain highly qualified staff remains a challenge. This figure also supports figure 5-3 which depicts that highly experienced and qualified personnel may change over to the private sector, as only (20.1%) of the respondents had a degree or higher. Furthermore, no respondent held a doctorate degree in the DoT, eThekweni region. Nevertheless, this is a valuable measurement for the study as it specifies that a reasonable percentage of the respondents have a higher qualification and that the responses collected would have been from a knowledgeable source. Cattan and Crawford (2013), argue that education provides long term growth and benefits for the economy, individual, organization and society as a whole. An employees' level of education is directly linked to improved productivity, salary scale and reduces the societal challenges faced by the nation.

Figure 5-2 Employment categories of the respondents

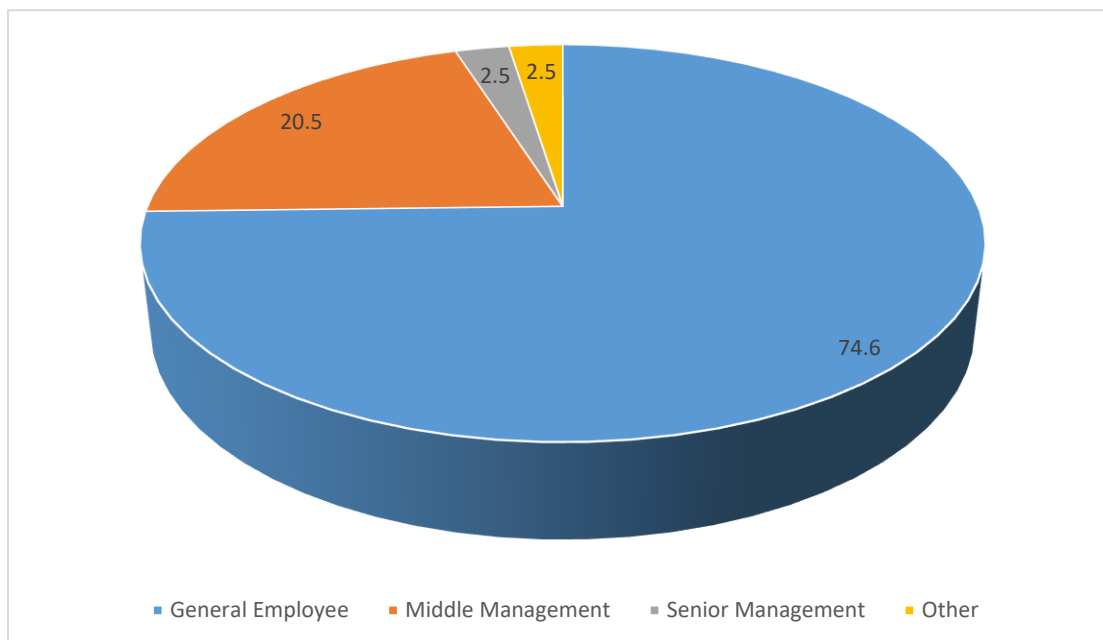


Figure 5-2 shows a breakdown of the positions held by the respondents. Approximately three quarters of the respondents (74.6%) were general employees. There were similar

levels of senior management and other (2.5%), with 20.5% being Middle Management ($p < 0.001$). Respondents expressed the same perspectives that despite the fact that they have served the Department of Transport for an extensive period, the Department lacked opportunities for career advancements and they professed that growth was limited by the Department's policies. These perspectives are in accordance with the discoveries in table 5-13 where the majority indicated that the Department lacked opportunities for growth.

Figure 5-3 Length of service of the respondents

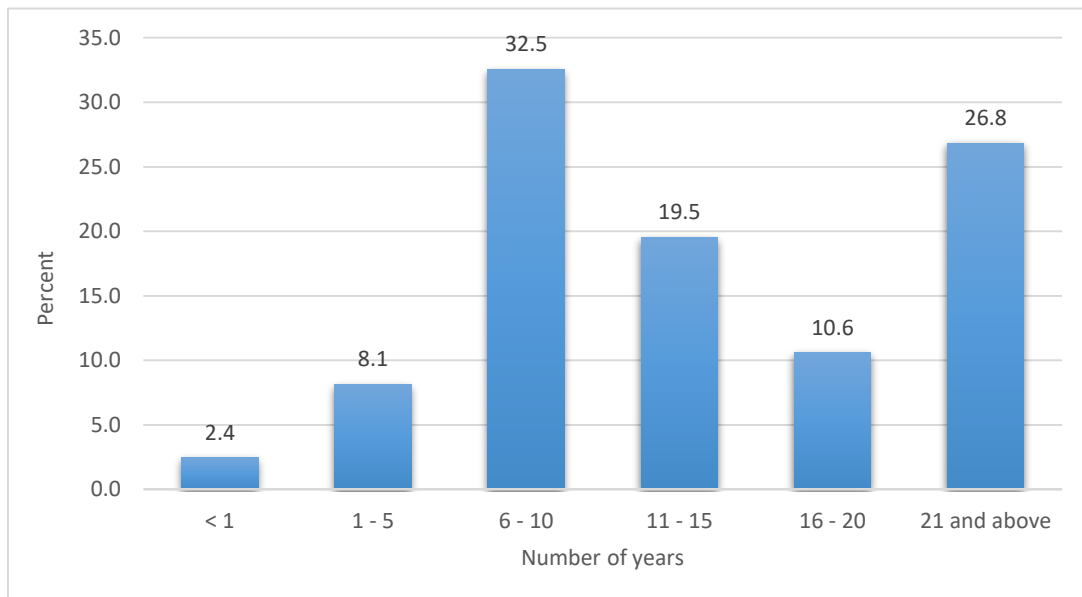


Figure 5-3 indicates that 111 (89.4%) of the respondents had been employed at the DoT for more than 5 years, while only 13 (10.5%) of the respondents were employed for less than 5 years ($p < 0.001$). This finding implies that respondents have been employed for a significant period of time, which is also a useful fact, as it indicates that the majority of the responses were received from experienced workers.

5.3 Factor Analysis

5.3.1 Why is factor analysis important?

Factor analysis is a statistical method whose primary objective is information reduction. A distinctive use of factor analysis would be in survey research, where an analyst has the desire to address various questions with very few theoretical angles. For instance; as a component of a nationwide questionnaire of political views, members may respond to three separate questions concerning ecological strategy, imitating issues at the local, state and national level. Each question, on its own, would be an insufficient proportion of the mentality towards ecological strategy. However, together, they may offer an improved proportion of the mentality towards ecological strategy. Factor analysis can be utilized to establish whether the three proportions do, indeed, measure something very similar. Assuming this is the case, they would then be able to be combined to form a new factor score variable which comprises of a score for each respondent on the factor. Factor methods are appropriate to a range of circumstances. An analyst might need to know if the abilities needed to be a decathlete are as diverse as the ten events, or if a few fundamental abilities are needed to be effective in a decathlon. You need not have confidence that factors actually exist in order to perform a factor analysis. However, practically speaking, the factors are typically decoded, given names, and discussed as real things.

The matrix tables are preceded by a summarized table that emulates the outcomes of KMO and Bartlett's Test. The prerequisite is that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy must be greater than 0.50 and Bartlett's Test of Sphericity less than 0.05. In all cases, the conditions are fulfilled which permits for the factor analysis procedure.

Factor analysis is done only for the Likert scale items. Certain components divided into finer components. This is elucidated below in the rotated component matrix.

5.3.2 KMO and Bartlett's Test

		Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
			Approx. Chi-Square	df	Sig.
Q2.7	Performance evaluation is being utilized for	0.849	603.741	45	0.000
Q2.8	Examining the efficiency of the current performance management system	0.720	298.750	6	0.000
Q3.4	Performance Planning	0.759	129.090	6	0.000
Q3.5	Training and development	0.834	449.065	28	0.000
Q3.6	Feedback	0.674	209.012	6	0.000
Q3.7	Employee Input	0.500	22.839	1	0.000
Q3.8	Performance Evaluations	0.683	278.860	6	0.000
Q3.9	Job Satisfaction	0.717	243.260	10	0.000
Q3.10	Leadership	0.927	1051.759	21	0.000

All of the conditions are satisfied for factor analysis.

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

5.3.3 Rotated Component Matrix

Rotated Component Matrix ^a		
Q2.7	Component	
	1	2
Employee development.	0.433	0.561
Transfers, demotions and discharges.	-0.060	0.754
To provide a basis for promotions.	0.587	0.547
Career planning.	0.644	0.574
To allocate rewards.	0.855	0.024
Improve organizational performance.	0.474	0.651
To review performance.	0.581	0.378
To provide a basis for disciplinary action.	0.070	0.625
To provide bonuses.	0.848	-0.047
Staff development.	0.707	0.483

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Component Matrix ^a	
Q2.8	Component
	1
The current PMS improves the efficiency of service delivery.	0.904
The current PMS improves the effectiveness of service delivery.	0.916
The current performance management system is up-to-date and very functional.	0.803
I fully understand and able to use the current performance management system.	0.710

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

Component Matrix^a

Q3.4	Component	
	1	
My development needs have been taken into account in the goal-setting process.	0.831	
I have a good understanding of how my behavioural standards relate to my specific jobs.	0.764	
Behavioural competence and expectations of results are linked to the strategic directions and goals.	0.774	
In this process, my line manager had an engagement with me on my performance expectations (both behaviour and results)	0.726	

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

Rotated Component Matrix^a

Q3.5	Component	
	1	2
I receive the training I need to do my job.	0.423	0.443
I am satisfied with the opportunities for career development.	0.707	0.479
New employees receive the necessary induction/orientation.	0.731	-0.057
A personal development plan based on my training and development needs exists.	0.830	0.225
I am provided with opportunities for learning and development based on my personal development plans.	0.771	0.370
I am aware of the mentoring/coaching opportunities in the organization.	0.669	0.444
The promotion criteria for jobs are available.	0.047	0.902
There are promotional opportunities available	0.277	0.785

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Rotated Component Matrix^a

Q3.6	Component	
	1	2
Generally, there is an effective, on-going performance conversation between my manager and myself.	0.917	-0.041
Feedback is considered a joint responsibility of both myself and my line manager.	0.833	0.330
My line manager provides feedback whenever exceptional or ineffective performance is observed.	0.921	-0.086
I have witnessed managers frequently avoid providing feedback because they do not know how to deliver it productively in ways that will minimize employee defensiveness.	0.018	0.984

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Component Matrix^a

Q3.7	Component
	1
I am asked to prepare evidence of my key results at the end of the performance cycle.	0.841
Self-rating has been used effectively as part of self-assessment.	0.841

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

Component Matrix^a

Q3.8	Component
	1
My competencies are linked to the department strategic goals and critical success factors.	0.856
My competencies are defined in terms of my important job behaviours and expectations associated with them.	0.913
The competency model used include the full array of factors associated with success in my department.	0.847
Competency model is used as a basis for my performance evaluation.	0.647

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

Rotated Component Matrix^a

Q3.9	Component	
	1	2
I feel positive about my future in the organization.	0.744	0.384
I find my work interesting.	0.353	0.754
I find my work challenging.	-0.004	0.894
I feel the organization really cares for its employees.	0.895	0.195
The organization retains its best employees	0.922	-0.017

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Component Matrix^a

Q3.10	Component
	1
My immediate manager values the contribution I make.	0.923
My immediate manager keeps confidential issues to himself/herself.	0.749
My immediate manager does a good job of "people management" dealing with people who work for him/her.	0.942
My immediate manager leads by example.	0.928
I get along well with my immediate manager.	0.892
The management style of my immediate manager is generally participative.	0.947
My immediate manager demonstrates strong leadership skills.	0.935

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

Factor analysis is a statistical method whose primary objective is information reduction. A distinctive use of factor analysis would be in survey research, where an analyst has the desire to address various questions with very few theoretical angles. With reference to the table above:

- The principle component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalization. This is an orthogonal rotation method that minimizes the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors.
- Factor analysis/loading show inter-correlations between variables.
- Items of questions that loaded similarly imply measurement along a similar factor. An examination of the content of items loading at or above 0.5 (and using the higher or highest loading in instances where items cross-loaded at greater than this value) effectively measured along the various components.

The statements that constituted sections questions 2.8, 3.4, 3.7, 3.8 and 3.10 loaded perfectly along a single component. This infers that the statements that constituted these sections perfectly measured what it set out to measure. It is noted that the variables that constituted the remaining questions loaded along two components (sub-themes). This implies that respondents recognized various patterns within the section. Within the section, the splits are colour coded.

5.4 Evaluating Performance Management System at the Department of Transport

This section deals with the first objective of the study, which was to examine the current performance management system utilized by the DoT. A questionnaire was carefully designed to collect data relating to the current performance management system utilized by the DoT. This section also analyzes the scoring patterns of the respondents per variable per section.

Firstly, the outcomes are introduced using summarized percentages for the variables that constitute each section. Furthermore, the outcomes are examined by the significance of the statements. The chi-square test is used to test the correlation between the independent variable (behavioural and organizational variables) and the dependent variable (organizational performance).

5.4.1 The performance management tool utilized in your unit provides accurate information on the performance of the unit

To ascertain employee's perceptions on whether the performance management tool utilized by the DoT provides accurate and adequate information, respondents were asked to agree or disagree with the above mentioned statement. Findings are illustrated below in table 5-2.

Table 5-2 The adequacy and accuracy of the performance management tool at the DoT

Note: statistics drawn from section 2.1	Frequency	Percentage
Yes	78	63.9
No	44	36.1

Table 5-2 indicates that significantly more respondents (63.9%) agreed that the current performance management tool provides accurate performance data, while 44 (36.1%) respondents disagreed with the statement ($p = 0.002$). These findings are in support of Wong et al. (2012) who mentioned that the evaluation of employee performance requires adequate and accurate measurement of what's happening and an efficient and effective measurement of assessment using standards. Wong et al. (2012), perceives that an appraisal system which is fair and accurate is necessary in all organizations to ensure quality employees are retained. The performance management tool provides employees with an opportunity to gain an in-depth understanding of how their work tasks and responsibilities impact on their personal growth and how it leads to improved organizational performance.

5.4.2 Have you completed the performance appraisal process?

To ascertain whether employees partake in the performance management process, employees were questioned whether they completed the performance appraisal at the DoT. The findings are demonstrated below in table 5-3.

Table 5-3 Completion of performance appraisal process

Note: statistics drawn from section 2.2	Frequency	Percentage
Yes	100	83.3
No	20	16.7

Findings in table 5-3 show that 100(83.3%) respondents indicated that they have completed the performance appraisal process, and 20(16.7%) respondents indicated that they have not completed the performance appraisal process, ($p < 0.001$). As discussed earlier, this question is very significant as it is critical that management includes as many workers as possible in the performance appraisal process. If all workers are not evaluated using the same method, there may be some unfairness in the manner in which employees are evaluated. Therefore, if unfairness exist, this may possibly lead to employees having a lack of trust and confidence in the organizations appraisal system.

5.4.3 How often are performance evaluations carried out in your department?

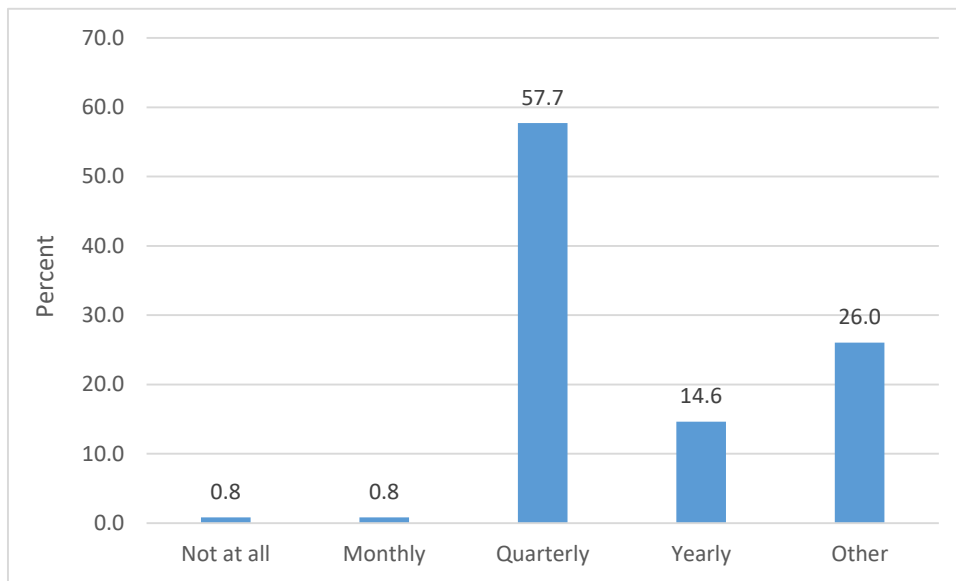
Respondents were asked to indicate how often performance evaluations were carried out in their department. This question is important as it provides the researcher with statistics regarding the consistency of the process in the DoT. The findings are illustrated below in table 5-4.

Table 5-4 Frequency of performance evaluations at the DoT

Note: statistics drawn from section 2.3	Frequency	Percentage
Not at all	1	0.8%
Monthly	1	0.8%
Quarterly	71	57.7%
Yearly	18	14.6%
Other, please specify:	32	26%

Table 5-4 shows that there is variation in the responses ($p < 0.001$). seventy-one (57.7%) respondents indicated that the performance appraisal is carried out on a quarterly basis. eighteen (14.6%) respondents indicated that the performance appraisals is carried out yearly. One (0.8%) respondent indicated that performance appraisal are carried out monthly. One (0.8%) respondent indicated that performance appraisals are not carried out in their department and 32(26%) respondents selected other. The findings of this study are consistent with Meybodi (2010), who established that the main cause of PMS failures was due to the discrepancies in its application and misalignment.

Figure 5-4 Frequency of Performance Appraisal in the DoT



The findings demonstrated in figure 5-4 illustrate inconsistency in how often performance appraisals are carried out at the DoT. The majority of the respondents (57.7%) are evaluated on a quarterly basis. However, with several inconsistent statistics, the DoT needs to make sure that a level of consistency exists throughout the performance appraisal process. Woyessa (2015) points out that the performance management cycle should be a continuous developmental process that occurs on a regular basis.

5.4.4 Please indicate how familiar you are with the mission statement of the department?

Respondents were asked to specify how familiar they were with the organization's mission statement. The findings are illustrated below in figure 5-5.

Figure 5-5 Employee familiarity with the mission statement

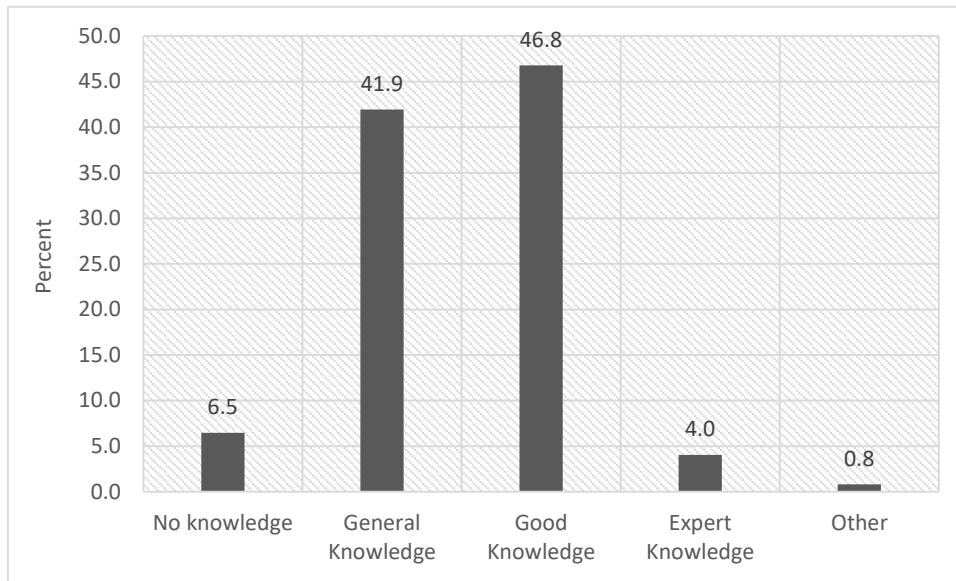


Figure 5-5 illustrates significant differences in the responses received from the respondents ($p < 0.001$). Fifty-eight (46.8%) respondents indicated they had good knowledge of the mission statement. Fifty-two (41.9%) respondents specified that they had a general understanding of the mission statement. Eight (6.5%) respondents indicated they had no knowledge of the mission statement, five (4%) respondents had expert knowledge, while only one (0.8%) respondent had extensive knowledge of the mission statement. These findings are consistent with Ulrich (2013), who investigated the link between organizational performance, employee performance and the mission statement and concluded that the three variables were interrelated. Several studies (Chong et al., 2011; Moynihan and Lavertu, 2012; Nickson, 2013), discovered that performance management positively relates to the mission statement of the organization and may lead to an improved change in employee performance, thus driving improved organizational performance.

5.4.5 How would you rate the performance appraisal system in your department?

To ascertain the employees' perceptions of the efficiency of the current PMS, respondents were asked to rate the current performance appraisal system used at the DoT. The findings are illustrated below in figure 5-6.

Figure 5-6 Efficiency of the performance appraisal system

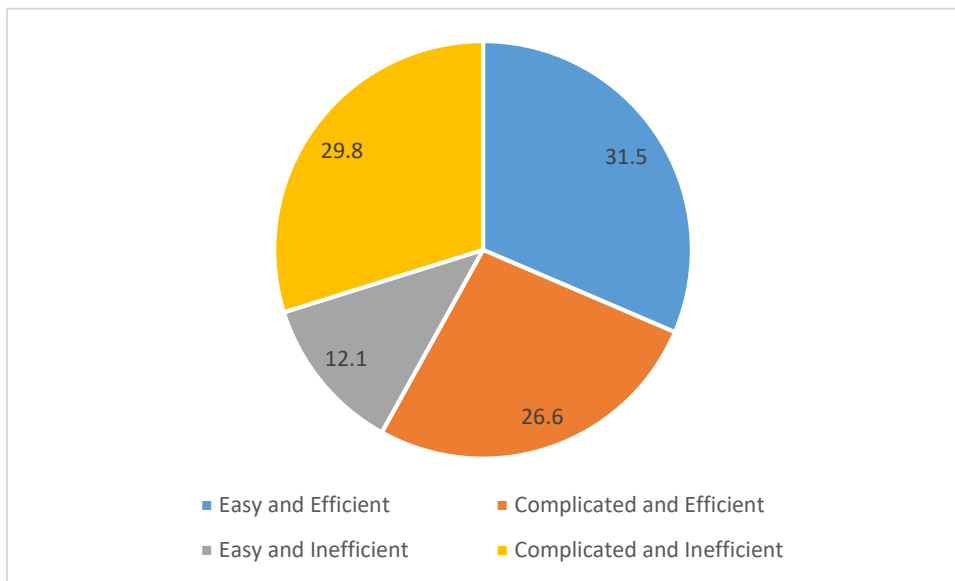


Figure 5-6 illustrates significant differences in the opinions of the performance rating ($p = 0.009$). Thirty-nine (31.5%) respondents feel that the current performance appraisal system is easy and efficient. While 37 (29.8%) respondents felt the exact opposite and felt that the performance appraisal system was complicated and inefficient. However, 33 (26.6%) respondents felt that the current performance appraisal system was complicated and efficient, 15 (12.1%) respondents felt that the performance appraisal system was easy yet inefficient.

Almost half of the respondents felt that the system is complicated but efficient. However, having 56.4% of the respondents stating that the performance appraisal system was complicated and 41.9% stating that it was inefficient, could cause major problems for the organization. According to Makhubela, Botha and Swanpoel (2016), an employee's perception on the viability of the organizations performance appraisal system is of paramount importance to the continuing success of the PMS. Therefore, if the

employees have a negative perception about the system, the system will not operate as intended; which is as an instrument for the motivation, development and assessment of employees. Kuvaas (2006) mentioned that a positive relationship existed between the level of employee appraisal contentment and their performance outcomes, which directly impact on the organizations revenue and commitment.

5.4.6 Efficiency of the performance appraisal system

To establish whether the current performance appraisal system is efficient, a chi-square test was performed to determine whether the differences were significant. Table 5-5 below elucidates the results.

Table 5-5 Chi-square test for efficiency of performance appraisal system

Note: Data drawn from section 2.5	Chi-Square	df	Asymp. Sig.
How would you rate the performance appraisal system in your organization?	11.613	3	0.009*
*p-value< 0.05			

Since the p-value is less than 0.05, this suggests that the distributions were uneven. The difference between the level of agreement and disagreement about the efficiency of the current performance appraisal system was significant.

5.4.7 Do you agree that it is necessary for performance appraisal to be conducted in an organization?

Respondents were asked this question to ascertain the employees' perceptions of whether it was necessary for performance appraisals to be conducted at the DoT.

Table 5-6 Respondents' perception on whether it was necessary for performance appraisals to be conducted in the DoT

Note: statistics drawn from section 2.6	Frequency	Percentage
Fully agree	83	67.5%
Partially agree	28	22.8%
Don't agree	12	9.8%
Total	123	100

Significantly more respondents agreed with the statement (67.5%) ($p < 0.001$). Twenty-eight (22.8%) respondents partially agree and twelve (9.8%) respondents disagreed that it is necessary for the DoT to conduct performance appraisals.

The findings illustrated in table 5-6 are excellent results, as this is a clear indication that when organization carry out employee performance evaluations, all employees have some understanding as to the importance and relevance of the evaluation taking place. However, the 28 (22.8%) respondents who partially agreed and the 12 (9.8%) respondents who don't agree with the statement should be a worrying factor for the organization, as it is crucial that all employees of the organization are well aware of the reasons why it is necessary for organizations to conduct performance evaluations and this information should be carefully explained to them.

5.4.8 The use of performance evaluations at the DoT.

This question was asked by the researcher to ascertain the respondent's perception of what performance evaluations are used for in the DoT. Performance evaluations can be utilized by the organization for various reasons, the ten statements listed below are the most common objectives of performance evaluations. Findings are illustrated below in table 5-7.

Table 5-7 Employee perception of performance evaluations

Note: data drawn from section 2.7	Disagree	Unsure	Agree
1. Employee development.	39.5% 49	13.7% 17	46.8% 58
2. Transfers, demotions and discharge	52.9% 64	28.9% 35	18.1% 22
3. To provide a basis for promotions.	51.6% 63	11.5% 14	36.9% 45
4. Career planning	39.8% 49	20.3% 25	39.9% 49
5. To allocate rewards	30.9% 38	7.3% 9	61.8% 76
6. Improve organizational performance	28.9% 35	8.3% 10	62.8% 76
7. To review performance	22.2% 27	9% 11	68.8% 84

8. To provide a basis for disciplinary action	39.8% 49	25.2% 31	34.9% 43
9. To provide bonuses	27.4% 34	5.6% 7	66.9% 83
10. Staff development	39.8% 49	11.4% 14	48.8% 60
Scoring 1= Strongly Disagree, scoring 2= Disagree, scoring 3= Unsure, scoring 4= Agree, scoring 5= Strongly Agree. The level of agreement (positive statements) was collapsed to a single category of "Agree". A similar procedure was followed for the level of disagreement (negative statements). This is allowed due to the acceptable level of reliability.			

Meenakshi (2012) found that performance appraisals are used as a foundation for purposes such as: employee development, promotions, training need identification and financial reward allocations. Iqbal (2012) adds that the main purposes of a performance appraisal is to evaluate training gaps, assist with discipline, goal setting for future performance, review of past performance and other critical management decisions.

Table 5-7 indicates that respondents agreed to more than 50% of the statements and felt that performance evaluations were being utilized correctly in the DoT. Eighty-four (68.8%) respondents agreed that performance evaluations were used to review performance. The next highest, 83 (66.9%) respondents, responded that performance evaluations were used to provide bonuses. Seventy-six (62.8%) respondents answered that performance evaluations were used to improve organizational performance, while 76 (61.8%) respondents indicated that performance evaluations were used to allocate rewards. The next popular objective selected by respondents was that performance evaluations were used for staff development (48.8%). An equal number of respondents (49) agreed and disagreed that performance evaluations were used for career planning.

When respondents were questioned about whether performance evaluations were used as a basis for promotions, 63 (51.6%) respondents disagreed with the statement, 45 (36.9%) respondents agreed with the statement, while 14 (11.5%) respondents were unsure about the statement. Respondents were then questioned whether they perceived

that performance evaluations were used for transfers, demotions and discharge. Sixty-four (52.9%) respondents disagreed with the statement, while 22 (18.1%) agreed with the statement.

When respondents were asked whether performance evaluations were used as a basis for disciplinary action. Forty-nine (39.8%) respondents disagreed with the statement. However, there is a very small difference (4.9%) between the level of disagreement and agreement to this statement, as 43 (34.9%) respondents agreed that performance evaluations are used as a basis for disciplinary action.

However, what should raise concerns for the organization is that the findings in table 5-7 show that the degree of uncertainty is the highest for the statement that performance evaluations is used for transfers, demotions and discharge (28.9%). In the statement that performance evaluations were used as a basis for disciplinary action (25.2%) These findings may imply that there are still a few employees who aren't aware of the main objectives of performance evaluations and who feel that performance evaluations have negative implications for them.

In literature, many academics believe that a performance evaluation is driven by the objective of determining benefits and rewards. According to Iqbal (2012) organizations could make a huge mistake by including aspects of compensation and rewards into their performance evaluation systems. The results of this could cause conflicts between the systems financial rewards facets and employee growth facets. If the two facets were to be combined in the evaluation process, the parties may concentrate solely on the financial aspects and completely neglect the importance of the employee growth facets. Based on these results, many firms have a tendency to conduct a separate gathering to concentrate on performance that is linked to compensation and rewards. Rankin and Kleiner (1988) understood that the performance evaluation system incorporates one fundamental feature, which was that the system should link individual rewards to the performance of the organization. The exact goal of the performance evaluation system must be clearly identified and communicated to all employees throughout the organization (Longenecker and Fink, 1999). However, the responses received from the survey indicated that respondents do not acknowledge all the performance evaluation goals, with promotions receiving such a high level of disagreement (51.6%).

5.4.9 Efficiency of the current performance management system at the DoT.

Various questions were posed to determine employees' observations of the efficiency of the current performance management system at the DoT. The findings are demonstrated below in table 5-8.

Table 5-8 The efficiency of the current performance management system at the DoT

Note: data drawn from section 2.8	Disagree	Unsure	Agree
1. The current PMS improves the efficiency of service delivery.	48.3% 60	18,5% 23	33% 41
2. The current PMS improves the effectiveness of service delivery.	45.9% 57	18,5% 23	35.5% 44
3. A new performance management system is needed, as our units' efficiency levels are very low.	18.7% 23	22,0% 27	59.3% 17
4. The current performance management system is up-to-date and very functional.	47.2% 58	29,3% 36	23.6% 29
5. I fully understand and able to use the current performance management system.	36.6% 45	14,6% 18	48.8% 60
Scoring 1= Strongly Disagree, scoring 2= Disagree, scoring 3= Unsure, scoring 4= Agree, scoring 5= Strongly Agree. The level of agreement (positive statements) was collapsed to a single category of "Agree". A similar procedure was followed for the level of disagreement (negative statements). This is allowed due to the acceptable level of reliability.			

Findings in table 5-8 show that 60 (48.3%) respondents disagreed that the current PMS improves the efficiency of service delivery, 41 (33%) respondents agreed with the statement and 23 (18.5%) respondents were unsure about this statement. This finding is in line with the work of (Letsoalo, 2007; Siddique and Mohamed, 2007).

Furthermore, respondents were questioned about whether the current PMS improves the effectiveness of service delivery at the DoT. Fifty-seven (45.9%) respondents disagreed that the current PMS improves the effectiveness of service delivery in the department, 23 (18.5%) were unsure and 41 (33%) were in agreement with this statement. Franco-Santos et al. (2012), suggests that organizations that have active communication mechanisms in place to encourage feedback improve performance effectiveness

When respondents were questioned about whether they felt the DoT needed a new PMS as the department is faced with service delivery challenges; 23 (18.7%) respondents disagreed with this statement, 17 (59.3%) respondents indicated that the DoT needed a new PMS, while 27 (22%) respondents were neutral about this statement. Only 67 respondents answered this question, which accounts for only 54% of the sample selected. However, the majority of the respondents were unsure about whether the DoT needed a new performance management system. These findings could mean that respondents are unsure of whether the actual system is the problem or whether there are other factors hindering the efficiency and effectiveness of the current PMS.

Respondents were asked whether the current PMS was very functional and up-to-date; 58 (47.2%) respondents disagreed with this statement, 29 (23.6%) respondents agreed with this statement and 36 (29.3%) respondents were unsure about this statement. Carefully taking into consideration the degree of neutrality, most of the respondents felt that the current PMS is neither very functional nor up-to-date.

When respondents were asked whether they fully understood and were able to use the current PMS; 60 (48.8%) respondents indicated that they fully understood and were able to use the performance management system, 45 (36.6%) respondents disagreed with the statement and 18 (14.6%) respondents were unsure about the statement.

This study supports the findings of Haines and St-Onge (2012) who found that when managers provide continuous feedback, there is an improvement in the effectiveness of employee performance. The findings of this study confirm the aforementioned findings where 41 (33%) respondents agreed with this performance management dimension. A high percentage (48.3%) of disagreement was expressed by the respondents, which

highlights significant areas for improvement that should be carefully noted by the organization.

5.4.10 Demographic data and the efficiency of the current performance management system at the DoT.

Chi-square tests were completed to conclude whether statistically, there was a significant difference between the demographic data variables (ethnic group, gender, age, qualifications, employment category and experience) and the current PMS at the DoT. The findings are shown below in table 5-9.

Table 5-9 The Chi-square tests for demographic variables and the current PMS

Note: data drawn from section 2.8	Gender	Ethnic group	Age group	Highest qualification	Employment Category	Experience
1. The current PMS improves the efficiency of service delivery.	.019*	.022*	0.649	0.932	0.942	0.169
2. The current PMS improves the effectiveness of service delivery.	0.072	0.474	0.224	0.424	0.99	0.191
3. A new performance management system is needed, as our units' efficiency levels are very low.	0.073	0.949	0.729	0.66	0.327	0.114
4. The current performance management system is up-to-date and very functional.	.045*	0.965	0.669	.012*	0.425	0.104

5. I fully understand and able to use the current performance management system.	.003*	0.314	.020*	0.086	0.249	0.482
*p-value < 0.05						

Table 5-9 shows that only the p-values for the respondents 'gender', 'ethnic', 'age' and 'qualifications' were significant, which means that the p-value<0.05. Hence, respondents who are of a diverse gender, ethnic and age group and who hold different qualifications view the statements in a dissimilar manner. These results illustrate that there is a significant relationship between the demographics mentioned above and the current PMS used at the DoT.

5.4.11 Familiarity of performance management.

In order for the researcher to establish how accustomed employees were with performance management at the DoT, respondents were asked to indicate how familiar they were with performance management. The findings are demonstrated below in table 5-10.

Table 5-10 Familiarity of performance management at the DoT

Note: data drawn from section 3.1	Number	Percentage	Rank
1. No knowledge	15	12.1%	1
2. General knowledge	53	42.7%	2
3. Good knowledge	40	32.3%	3
4. Extensive knowledge	9	7.3%	4

5. Expert knowledge	6	4.8%	5
6. Other	1	0.8%	6
Total	124	100	

Table 5-10 indicates that 15 (12.1%) respondents said they had absolutely no knowledge of performance management. Fifty-three (42.7%) respondents indicated they had general knowledge, 40 (32.3%) mentioned they had good knowledge of the performance management, 9 (7.3%) respondents indicated they had extensive knowledge, 6 (4.8%) respondents had expert knowledge, while only one (0.8%) respondent indicated they had knowledge over and above expert knowledge.

5.4.12 The level of PMS adoption.

In order to establish the current level of PMS adoption within the DoT, respondents were asked to indicate the current level of PMS adoption at the DoT. Findings are shown below in table 5-11.

Table 5-11 Level of performance management system adoption.

Note: data drawn from section 3.3	Number	Percentage	Rank
1. Full implementation of PMS	70	56.5%	1
2. Implementation of PMS in selected areas	31	25%	2
3. Currently under consideration	11	8.9%	3

4. No consideration of PMS to date	12	9.7%	4
Total	124	100	

Table 5-11 indicates that seventy (56.5%) respondents indicated that the DoT has fully implemented PMS. Thirty-one (25%) respondents indicated that PMS had already been implemented in selected areas in the department. Eleven (8.9%) respondents indicated that a PMS is currently under consideration at the DoT and 12 (9.7%) respondents indicated that to-date there has been no consideration of performance management at the DoT.

5.4.13 The level of PMS adoption.

To establish the level of performance management adoption in the DoT, a chi-square test was performed to determine whether the differences were significant. Table 5-12 below elucidates the results.

Table 5-12 Chi-Square test- level of PMS adoption.

Note: data drawn from section 2.3	Chi-Square	Df	Asymp.Sig (P-value)
What is the current level of PMS adoption at the DoT	73.613	3	0.000*
*p-value < 0.05			

A chi-square test was performed to determine whether the differences in the level of performance management adoption were significant. Table 5-12 indicates that the p-value < 0.05 , which means that the respondents responded to this question in a dissimilar manner. Table 5-11 also indicated that the majority of the respondents (56.5%) responded that a PMS was under full implementation at the DoT, hence, performance management has been adopted by the DoT.

5.4.14 Summary

This section provided the summarized report on findings for objective one of the study. Chi-square tests were used to test the relationship between the demographic variables and the current PMS used at the DoT, eThekweni region. Findings indicate that the current PMS is outdated and inadequate and fails to improve the efficiency and effectiveness of service delivery at the DoT.

The following section presents and discusses the findings of objective two which related to the factors that undermine the successful implementation of a PMS at the DoT, eThekweni region.

5.5 Performance Management Factors Undermining Performance Management

Firstly, this section uses summarized percentages (univariate analysis) to present and discuss results relating to each independent variable. Then, using bivariate analysis this section discusses and presents the results of the underlying relationship between the independent (performance management practices) and dependent (organizational performance) variables. The chi-square test is performed to test these relationships. This section first presents the findings related to the hypotheses below:

H1: Public sector departments, who have training and development as an aspect of the PMS, are most likely to improve organizational performance than those departments who lack training and development aspects in their performance management systems.

H0: There is no relationship between training and development and improved organizational performance.

H2: Public sector departments, who include employees in their performance planning process are more likely to improve organizational performance.

H0: There is no relationship between performance planning and improved organizational performance.

H3: Public sector departments, who engage in consistent and continuous feedback are more likely to improve organizational performance.

H0: There is no relationship between feedback and improved organizational performance.

H4: Public sector departments, who encourage and promote employee input are most likely to improve organizational performance.

H0: There is no relationship between employee input and improved organizational performance.

H5: Public sector departments, who evaluate employee performance are more likely to improve organizational performance.

H0: There is no relationship between performance evaluations and improved organizational performance.

H6: Public sector departments, who include aspects of job satisfaction into their PMS are more likely to improve organizational performance.

H0: There is no relationship between job satisfaction and improved organizational performance.

H7: Public sector departments, who include aspects of leadership into their PMS are more likely to improve organizational performance.

H0: There is no relationship between leadership and improved organizational performance.

H8: Public sector departments, who include aspects of internal resources into their PMS are more likely to improve organizational performance.

H0: There is no relationship between internal resource availability and improved organizational performance.

5.5.1 Training and Development and Organizational Performance: H1

This study adopts the position that training and development is a significant aspect in the design of a performance management system and improves organizational performance. Therefore, this section reports on the following alternative hypothesis and null hypothesis:

H1: Public sector departments which have training and development as an aspect of the PMS, are most likely to improve organizational performance than those departments who lack training and development aspects in their PMS.

H0: There is no relationship between training and development and improved organizational performance.

Respondents were asked to indicate their level of agreement with the eight statements illustrated below in table 5-13.

Table 5-13 Training and Development Aspects of a Performance Management System.

Note: data drawn from section 3.5	Disagree	Unsure	Agree
1. I receive the training I need to do my job.	34.7% 43	3.2% 4	62.1% 77
2. I am satisfied with the opportunities for career development.	57.3% 71	15.3% 19	27.4% 34
3. New employees receive the necessary induction/orientation.	25.0% 31	10.5% 13	64.5% 80
4. A personal development plan based on my training and development needs exists.	40.3% 50	21.8% 27	37.9% 47
5. I am provided with opportunities for learning and development based on my personal development plans.	49.6% 61	15.4% 19	35.0% 43
6. I am aware of the mentoring/coaching opportunities in the organization.	41.9% 52	21.0% 26	37.1% 46
7. The promotion criteria for jobs are available.	47.5% 58	17.2% 21	35.2% 43
8. There are promotional opportunities available	58.5% 72	15.4% 19	26.0% 32
Scoring 1= Strongly Disagree, scoring 2= Disagree, scoring 3= Unsure, scoring 4= Agree, scoring 5= Strongly Agree. The level of agreement (positive statements) was collapsed to a single category of "Agree". A similar procedure was followed for the level of disagreement (negative statements). This is allowed due to the acceptable level of reliability			

In table 5-13 respondents were questioned whether they received training necessary to perform their job functions. Seventy-seven (62.1%) respondents agreed with the statement. Forty-three (34.7%) respondents disagreed with the statement, while 4 (3.2%) were unsure about the statement.

When respondents were questioned whether they were satisfied with the career development opportunities offered by the organization, the majority of the respondents (71 being 57.3%) disagreed with the statement. Thirty-four (27.4%) respondents agreed with the statement and 19 (15.3%) respondents were unsure about the statement. Abdullah and Wan (2013) observe challenging work, learning opportunities and career development as vital tools in driving the improvement of employee performance and found in their study that employees highly value skills development opportunities provided by the organization, as they perceive these opportunities as things that could lead to increments in their salaries.

Respondents were asked whether new employees receive the necessary induction or orientation. Eighty (64.5%) respondents agreed with the statement, 31(25%) respondents disagreed with the statement and 13(10.5%) respondents were unsure about the statement.

When respondents were questioned whether a personal development plan based on their training needs existed. Fifty (40.3%) respondents disagreed with the statement, 47 (37.9%) respondents agreed with the statement and 27 (21.8%) respondents were unsure about the statement.

Respondents were questioned about whether they are provided with opportunities for learning and development based on their personal development plans. Sixty-one (49.6%) respondents disagreed with the statement, 43 (35%) respondents agreed with the statement, while 19 (15.4%) respondents were unsure about the statement.

When respondents were questioned about whether they were aware of the mentoring or coaching opportunities available in the organization, 52 (41.9%) respondents disagreed with the statement, 46 (37.1%) respondents agreed with the statement and 26 (21%) were unsure about the statement.

Respondents were asked whether the promotion criteria for jobs were available in the organization, 58 (47.5%) respondents disagreed with the statement, 43 (35.2%) respondents agreed with the statement and 21(17.2%) respondents were unsure about the statement. Gavino et al. (2012), observed that employees tend to perform at their peak if promotional opportunities exist in the organization. Thus, career development and promotional opportunities should be a priority for management since these aspects significantly influence the perceptions employees have about the organization and the workplace.

Lastly, respondents were questioned whether promotion opportunities were available in the organization. Seventy-two (58.5%) respondents disagreed with the statement, 32 (26%) respondents agreed with the statement, while 19(15.4%) respondents were unsure about the statement. McMahon (1999), alludes that the continuous training and development of staff will stimulate them to try their utmost best to attain the goals and objectives of the organization.

5.5.1.1 Training and Development: H1

To determine whether significant differences existed, chi-square tests were performed. The test results are illustrated below in table 5-14.

Table 5-14 Chi-square test on Training and Development

Note: Data drawn from section 3.4.	Chi-Square	Df	Asymp. Sig
I receive the training I need to do my job.	95.919	4	0.000*
I am satisfied with the opportunities for career development.	25.274	4	0.000*
New employees receive the necessary induction/orientation.	65.113	4	0.000*
A personal development plan based on my training and development needs exists.	25.355	4	0.000*
I am provided with opportunities for learning and development based on my personal development plans.	24.602	4	0.000*

I am aware of the mentoring/coaching opportunities in the organization.	22.371	4	0.000*
The promotion criteria for jobs are available.	26.607	4	0.000*
There are promotional opportunities available	31.187	4	0.000*
*P-value < 0.05			

The p-values in table 5-14 are less than 0.05 (significance level), which means that the respondents answered the questions in a dissimilar manner. This implies that the differences between the level of agreement and disagreement were significant and that a statistically significant relationship exists between training and organizational performance.

5.5.1.2 Demographical Data and Training and Development: H1

Chi-square tests were conducted to determine whether statistically significant differences existed between the demographic data variables (gender, race, age, qualification, employment category and experience) and training and development. Test results are illustrated below in table 5-15.

Table 5-15 Chi-square test for training, development and demographic variables.

Note: data drawn from section 3.4	Gender	Ethnic group	Age group	Highest qualification	Employment Category	Experience
1. I receive the training I need to do my job.	0.782	0.412	.002*	0.806	0.937	.000*
2. I am satisfied with the opportunities for career development.	0.763	0.208	0.864	0.656	0.3	.002*
3. New employees receive the necessary in duction/orientation.	.006*	0.612	0.465	0.549	0.309	.015*

4. A personal development plan based on my training and development needs exists.	0.335	0.205	0.826	0.784	0.271	0.322
5. I am provided with opportunities for learning and development based on my personal development plans.	0.84	0.202	0.69	0.56	0.503	.000*
6. I am aware of the mentoring/coaching opportunities in the organization.	0.308	.013*	0.803	0.32	0.654	.002*
7. The promotion criteria for jobs are available.	0.119	0.375	0.572	0.883	0.406	.018*
8. There are promotional opportunities available	0.184	0.578	0.402	0.408	0.441	.004*
*P-value < 0.05						

Table 5-15 indicates that the p-values of the respondents age, experience, gender and ethnic group are less than 0.05 (significance level). These findings indicate that respondents who have different levels of experience and are of a different age, gender and ethnic group view the statements in a dissimilar manner. This implies that a significant relationship exists between the respondents' demographics (gender, age, ethnic group and experience) and training and development.

Table 5-15 illustrates that the level of disagreement with the statements were higher than the level of agreement, indicating that training and development is one of the challenges undermining organizational performance in the public sector. Therefore, the null hypothesis (there is no relationship between training, development and organizational performance) is rejected and H2 is accepted: There is a positive relationship between training and development and improved organizational performance. These findings support the studies of Khan et al. (2011) and Obi-Anike et al. (2014), who found that training and development is positively related to organizational performance. According to Shepard and Greene (2003), training and development enhances the overall performance of the organization. Salas, Tannenbaum, Kraiger and Smith-Jentsch (2012), concurs with Shepard and Greene (2003), and mentions that in order for organizations to remain relevant and gain a competitive edge, it is pivotal that the organization invests in the training and development of its employees. Continuous

learning aids organizations to be creative, innovative to improve service delivery and achieve the goals and objectives of the organization.

5.5.2 Performance Planning and Organizational Performance: H2

These questions were asked in order for the researcher to ascertain whether employee experiences matched or deviated from the recommended performance management planning practices as stated in Pulakos model (2004).

This study adopts the position that performance planning is a significant factor in the improvement of organizational performance. Thus, this section reports on the following alternative hypothesis and null hypothesis:

H2: Public sector departments who include employees in their performance planning process are more likely to improve organizational performance.

H0: There is no relationship between performance planning and improved organizational performance.

Respondents were asked to indicate their level of agreement with the four statements illustrated below in table 5-16.

Table 5-16 Performance Planning Element of a PMS

Note: data drawn from section 3.4	Disagree	Unsure	Agree
1. My development needs have been taken into account in the goal-setting process.	42.7% 53	18.5% 23	38.7% 48
2. I have a good understanding of how my behavioural standards relate to my specific jobs.	15.3% 19	11.3% 14	73.4% 91

3. Behavioural competence and expectations of results are linked to the strategic directions and goals.	26.6% 33	21.0% 26	52.4% 65
4. In this process, my line manager had an engagement with me on my performance expectations (both behaviour and results).	48.4% 60	7.3% 9	44.4% 55
Scoring 1= Strongly Disagree, scoring 2= Disagree, scoring 3= Unsure, scoring 4= Agree, scoring 5= Strongly Agree. The level of agreement (positive statements) was collapsed to a single category of "Agree". A similar procedure was followed for the level of disagreement (negative statements). This is allowed due to the acceptable level of reliability			

Table 5-16 illustrates that when respondents were questioned about whether their developmental needs have been considered in the goal setting process, 53(42.7%) respondents disagreed with the statement, 48(38.7%) respondents agreed with the statement, while 23(18.5%) respondents were unsure about the statement.

When respondents were questioned about whether they had a decent understanding of how their behavioural standards related to their particular positions, 91(73.4%) respondents were in agreement with this statement, 19(15.3%) respondents disagreed with the statement, while on the other hand 23(18.5%) respondents were unsure about the statement.

Respondents were questioned whether the behavioural competence and expectations of the results were linked to the strategic directions and goals of the organization. Sixty-five (52.4%) respondents were in agreement with this statement. Thirty-three (26.6%) respondents disagreed with the statement and 26(21%) respondents were unsure about the statement.

When respondents were questioned about whether their line manger engages with them on performance expectations during the performance planning phase, 60(48.4%) respondents disagreed with the statement, 55(44.4%) respondents agreed with the statement and 9(7.3%) respondents were unsure about the statement.

A high percentage of uncertainty amongst the respondents should raise concerns for the organization. A PMS is a very sensitive issue for both the employee and the employer, and by making such a statement, it requires relevant training for all employees of the organization to ensure that employees fully comprehend the performance planning process and enthusiastically partake in the goal setting process of the organization.

The main objective of the performance planning phase is to establish employee performance expectations. According to Pulakos (2004), it is of utmost importance to conduct thorough planning at the beginning of the performance management cycle, together with the active involvement of employees who understand their performance. Latham and Locke (as cited in Buchner, 2007) explain in their theory that goal setting is the foundation for performance management. This theory of goal setting reinforces the need of employees and organizations setting and approving of objectives where performance can be measured against.

5.5.2.1 Performance Planning: H2

Chi-square tests were performed to determine whether the variance in responses was significant. The findings are illustrated below in table 5-17.

Table 5-17 Chi-square test for Performance Planning.

Note: Data drawn from section 1.7	Chi-Square	Df	Asymp. Sig
My development needs have been taken into account in the goal-setting process.	26.887	4	0.000*
I have a good understanding of how my behavioural standards relate to my specific jobs.	117.21	4	0.000*

Behavioural competence and expectations of results are linked to the strategic directions and goals.	56.565	4	0.000*
In this process, my line manager had an engagement with me on my performance expectations (both behaviour and results)	55.677	4	0.000*
My development needs have been taken into account in the goal-setting process.	26.887	4	0.000*
*P-value < 0.05			

Table 5-17 shows that the degree of significance (P-value) is less than 0.05, this implies that the distributions were uneven. The p-value (sig value) indicates that respondents were in agreement about the percentage of statements. This suggests that a statistically significant relationship exists between performance planning and improved organizational performance.

5.5.2.2 Demographic data and performance planning: H2

A chi-square test was performed to determine whether a statistically significant relationship existed between the demographic data variables (gender, ethnic group, age, highest qualification, employment category and experience) and performance planning. The results are illustrated below in table 5-18.

Table 5-18 Chi-square test for performance planning (H2) and demographic variables.

Note: data drawn from section 3.5	Gender	Ethnic group	Age group	Highest qualification	Employment Category	Experience
Behavioural competence and expectations of results are linked to the strategic directions and goals.	0.498	0.674	.016*	0.527	0.658	0.261
*P-value < 0.05						

In table 5-18 the p-value for 'age' and the 'statement on performance planning' is less than 0.05. This indicates that respondents from different age groups viewed the statement in a dissimilar manner. Hence, there is a significant relationship between 'age' and the 'statement on performance planning'. In other words, a significant relationship exists between the demographic variables of the respondents' and improved organizational performance. Therefore, the null hypothesis is rejected.

H2 is accepted as a significant relationship exists between the respondents' demographic variables and performance planning, which means public sector departments who include employees into the performance planning phase of the PMS are more likely to improve organizational performance.

5.5.3 Feedback and Organizational Performance: H3

One of the most important aspects of a PMS is the continuous interaction and communication between employees and management. Ongoing feedback is crucial for management to track progress regarding set targets. In this stage of performance management, respondents were asked four questions in order to gauge the understanding employees had regarding recommended PMS principles.

This study adopts the notion that feedback is a significant aspect in the design of a PMS and improves organizational performance. Therefore, this section reports on the following alternative hypothesis and null hypothesis:

H3: Public sector departments who engage in consistent and continuous feedback are more likely to improve organizational performance.

H0: There is no relationship between feedback and improved organizational performance.

Respondents were asked to indicate their level of agreement with the four statements illustrated below in table 5-19.

Table 5-19 The Feedback Element of a Performance Management System

Note: data drawn from section 3.6	Disagree	Unsure	Agree
1. Generally, there is an effective, on-going performance conversation between my manager and myself.	45.5% 56	8.9% 11	45.5% 56
2. Feedback is considered a joint responsibility of both myself and my line manager.	38.2% 47	8.1% 10	53.7% 66
3. My line manager provides feedback whenever exceptional or ineffective performance is observed.	45.5% 56	5.7% 7	48.8% 60
4. I have witnessed managers frequently avoid providing feedback because they do not know how to deliver it productively in ways that will minimize employee defensiveness.	32.5% 40	19.5% 24	48.0% 59

Scoring 1= Strongly Disagree, scoring 2= Disagree, scoring 3= Unsure, scoring 4= Agree, scoring 5= Strongly Agree. The level of agreement (positive statements) was collapsed to a single category of "Agree". A similar procedure was followed for the level of disagreement (negative statements). This is allowed due to the acceptable level of reliability

In table 5-19, employees were questioned as to whether an effective on-going performance conversation existed between them and management. The level of agreement and disagreement for this statement was equal (45.5%), while 11 (8.9%) respondents were uncertain about the statement.

When respondents were questioned about whether they considered feedback as a joint responsibility of the employee and the line manager, 66(53.7%) respondents agreed with the statement, 47(3.2%) respondents disagreed with the statement and 10(8.1%) respondents were unsure about the statement.

Respondents were questioned about whether their line managers provide feedback whenever exceptional or ineffective behaviour was observed. Sixty (48.8%) respondents were in agreement with the statement, 56 (45.5%) respondents disagreed with the statement, while 7 (5.7%) respondents were not sure about the statement.

When respondents were asked about whether they had witnessed their managers frequently avoid providing feedback, because they were unaware of how to productively deliver it in ways that will minimize employee defensiveness. Fifty-nine (48%) respondents agreed with the statement, 40(32.5%) respondents disagreed with the statement and 24(19.5%) respondents were uncertain about the statement.

In the performance management process, emphasis is placed on the importance of the feedback and communication elements. Managers cannot effectively perform their duties without effective communication. Communication links all management operations and processes (Bhattacharjee and Sengupta, 2011). According to Cascio (2014), feedback is the central component of performance management and focuses on employee development and evaluation. Dayani (1996) mentions that feedback significantly contributes to the learning process of the employee. Feedback provided to the employee validates their contributions made to the organization, encourages

effective behaviour, recognizes ineffective behaviour and finds alternatives that are effective (Mlambo, 2016).

5.5.3.1 Feedback: H3

To determine whether the variances in the responses received were significant, chi-square tests were performed. The findings are illustrated below in table 5-20.

Table 5-20 Chi-square test for feedback

Note: Data drawn from section 3.6.	Chi-Square	Df	Asymp. Sig
1. Generally, there is an effective, on-going performance conversation between my manager and myself.	52.732	4	0.000*
2. Feedback is considered a joint responsibility of both myself and my line manager.	62.325	4	0.000*
3. My line manager provides feedback whenever exceptional or ineffective performance is observed.	71.187	4	0.000*
4. I have witnessed managers frequently avoid providing feedback because they do not know how to deliver it productively in ways that will minimize employee defensiveness.	12.732	4	0.013*
*P-value < 0.05			

Since all the p-values for the statements mentioned in table 5-20 are below the significance level of 0.05, this implies that the distributions were uneven. The relevance of this finding to this study is that respondents were in agreement for most of the

statements mentioned above. These findings indicate that there is a significant relationship between feedback and improved organizational performance. Gabelica, Van Den Bossche, Segers and Gijssels (2012) mentions that feedback is a valuable tool used to shape continuous learning and improve employee performance. It motivates, directs and strengthens positive behaviour in the organizations (Ngcobo, 2016).

5.5.3.2 Demographic data and Feedback: H3

Chi-square tests were conducted to determine whether statistically significant differences existed between the demographic data variables (gender, race, age, qualification, employment category and experience) and feedback. Test results are illustrated in table 5-21.

Table 5-21 Chi-square tests for feedback and demographic variables

Note: data drawn from section 3.6.	Gender	Ethnic group	Age group	Highest qualification	Employment Category	Experience
1. Generally, there is an effective, on-going performance conversation between my manager and myself.	0.552	0.284	0.803	0.711	0.552	0.282
2. Feedback is considered a joint responsibility of both myself and my line manager.	0.108	0.245	0.413	0.393	0.733	0.311
3. My line manager provides feedback whenever exceptional or ineffective performance is observed.	.046*	0.664	0.081	0.807	0.194	0.235

4. I have witnessed managers frequently avoid providing feedback because they do not know how to deliver it productively in ways that will minimize employee defensiveness.	0.517	0.076	0.135	0.366	0.552	0.381
*P-value < 0.05						

The p-values in table 5-21 for 'gender' and the 'statement on feedback' are less than 0.05. Respondents from different gender groups viewed these statements in a dissimilar manner. This finding indicates that a significant relationship exists between 'gender' and the statement on feedback. Therefore, the null hypothesis (There is no relationship between feedback and organizational performance) is rejected and H3 is accepted: Public sector departments who engage in consistent and continuous feedback are more likely to improve organizational performance.

5.5.4 Employee Input and Organizational Performance: H4

In this question, respondents were asked whether they had to prepare key results at the end of the performance management cycle and whether they felt self-rating has been used as an effective tool for self-assessment.

This study adopts the notion that employee input is a significant aspect in the design of a PMS and in turn improves organizational performance. Therefore, this section reports on the following alternative hypothesis and null hypothesis:

H4: Public sector departments who encourage and promote employee input are most likely to improve organizational performance.

H0: There is no relationship between employee input and improved organizational performance.

Respondents were asked to indicate their level of agreement with the two statements illustrated in table 5-22.

Table 5-22 Employee Input Element of a PMS

Note: data drawn from section 3.7	Disagree	Unsure	Agree
1. I am asked to prepare evidence of my key results at the end of the performance cycle.	13.7% 17	7.3% 9	79.0% 98
2. Self-rating has been used effectively as part of self-assessment.	28.2% 35	10.5% 13	61.3% 76
Scoring 1= Strongly Disagree, scoring 2= Disagree, scoring 3= Unsure, scoring 4= Agree, scoring 5= Strongly Agree. The level of agreement (positive statements) was collapsed to a single category of "Agree". A similar procedure was followed for the level of disagreement (negative statements). This is allowed due to the acceptable level of reliability			

Table 5-22 indicates that 98(79%) respondents agreed that they were asked to prepare evidence of their key results at the end of the performance management cycle, 17(13.7%) respondents disagreed with the statement, while 9(7.3%) respondents were uncertain about the statement.

When respondents were questioned about whether they felt self-rating has been used effectively in self-assessments, 76(61.3%) respondents agreed with the statement, 35(28.8%) respondents disagreed with the statement and 13(10.5%) respondents were unsure about the statement.

5.5.4.1 Employee Input: H4

Chi-square tests were performed to determine whether the variance in responses was significant. The findings are illustrated in table 5-23.

Table 5-23 Chi-square test for Employee Input.

Note: Data drawn from section 3.7.	Chi-Square	Df	Asymp. Sig
1. I am asked to prepare evidence of my key results at the end of the performance cycle.	178.5	4	0.000*
2. Self-rating has been used effectively as part of self-assessment.	78.984	4	0.000*
*P-value < 0.05			

Since the p-values in table 5-23 were all less than the significance level of 0.05, this implies that the distribution between the level of agreement and disagreement were uneven. This implies that the differences were significant. The p-values in table 5-23 imply that the respondents were in agreement about the statements under employee input. According to Siami and Gorji (2011), among the various scopes of employee participation, allocation of power had the most grounded impact on the improvement of employee performance and in turn on the improvement of the overall organizational performance. This finding is consistent with the study of Alsughayir (2016) who found that employee participation and input into decision making processes is positively related to organizational performance.

5.5.4.2 Demographic data and Employee Input: H4

Chi-square tests were conducted to determine whether statistically significant differences existed between the demographic data variables (gender, race, age, qualification, employment category and experience) and employee input. Test results are illustrated in table 5-24.

Table 5-24 Chi-square tests for employee input and demographical Variables

Note: data drawn from section 3.7.	Gender	Ethnic group	Age group	Highest qualification	Employment	Experience
1. I am asked to prepare evidence of my key results at the end of the performance cycle.	0.053	0.744	0.136	0.582	0.965	0.646
2. Self-rating has been used effectively as part of self-assessment.	0.551	0.743	0.091	0.922	0.69	0.781
*P-value < 0.05						

Table 5-24 shows that the p-values of demographic variables from employee input are more than the significant value of 0.05. Respondents with different demographics responded in a similar manner to all the statements. This suggests that there is no significant relationship between the demographic variables and employee input. However, table 5-23 illustrates that a significant relationship does exist. Based on the discussion above, this study is unable to conclusively accept or reject H5.

5.5.5 Performance Evaluation and Organizational Performance: H5

The significance of this variable lies in the fact that the capabilities of employees in realizing the desired targets are linked to the strategic goals and objectives of the organization. The questions asked were to help the researcher gain fruitful insight into the performance evaluation process at the DoT.

This study adopts the notion that performance evaluation is a significant aspect in the design of a PMS and improves organizational performance. Therefore, this section reports on the following alternative hypothesis and null hypothesis:

H5: Public sector departments who evaluate employee performance are more likely to improve organizational performance.

H0: There is no relationship between performance evaluations and improved organizational performance.

Respondents were asked to indicate their level of agreement with the four statements illustrated in table 5-25.

Table 5-25 Performance Evaluation Element of PMS

Note: data drawn from section 3.8	Disagree	Unsure	Agree
1. My competencies are linked to the department strategic goals and critical success factors.	21.1% 26	17.9% 22	61% 75
2. My competencies are defined in terms of my important job behaviours and expectations associated with them.	20.3% 25	16.3% 20	63.4% 78
3. The competency model used include the full array of factors associated with success in my department.	22% 27	23.6% 29	54.5% 67
4. Competency model is used as a basis for my performance evaluation.	18.7% 23	20.3% 25	61% 75
Scoring 1= Strongly Disagree, scoring 2= Disagree, scoring 3= Unsure, scoring 4= Agree, scoring 5= Strongly Agree. The level of agreement (positive statements) was collapsed to a single category of "Agree". A similar procedure was followed for the level of disagreement (negative statements). This is allowed due to the acceptable level of reliability.			

Table 5-25 shows that there was a higher level of agreement for all the statements on performance evaluations. Respondents were asked whether their competencies were linked to the strategic goals and critical success factors of the department. Seventy-five (61%) respondents were in agreement with the statement; 26(21.1%) respondents disagreed with the statement; and 22(17.9%) respondents were unsure about the statement. The findings of this statement are in line with the study completed by Franceschini et al. (2013) who mentions that performance indicators and employee competencies should clearly be associated with the strategic goals and objectives of the organization.

When respondents were questioned about whether their competencies are defined in terms of the important job behaviours and expectations associated with their competencies. Seventy-eight (63.4%) respondents were in agreement with the statement; 25(20.3%) respondents disagreed with the statement; while 20(16.3%) respondents were unsure about the statement.

Respondents were questioned about whether the competency model used included the full array of factors associated with success in the department. Sixty-seven (54.5%) respondents agreed with the statement; 27(22%) respondents disagreed with the statement, and 29(23.6%) respondents were unsure about the statement.

When respondents were questioned about whether the competency model is used as a basis for performance evaluations; 75(61%) respondents agreed with the statement; 23(18.7%) respondents disagreed with the statement, and 25(20.3%) respondents were unsure about the statement.

Srimai et al. (2011) makes reference in their study that it is highly impossible to achieve effective performance measurement if a company's goals and objectives are ambiguous. The value of performance evaluation is based upon the organizations level of acceptance of appropriate performance measurement, or competency models and the degree of employee involvement in the measurement process (Shahraji et al., 2012). Management needs to assess the limitations of traditional measurement systems and develop and implement modern performance measurement systems that are diverse,

because performance assessments frequently inspire employees to improve their performance (Ahmed et al., 2011).

5.5.5.1 Performance Evaluation: H5

Chi-square tests were performed to determine whether the variance in responses was significant. The findings are illustrated in table 5-26.

Table 5-26 Chi-square test for performance evaluation

Note: Data drawn from section 3.8.	Chi-Square	Df	Asymp. Sig
1. My competencies are linked to the department strategic goals and critical success factors.	92.813	4	0.000*
2. My competencies are defined in terms of my important job behaviours and expectations associated with them.	108.748	4	0.000*
3. The competency model used include the full array of factors associated with success in my department.	93.87	4	0.000*
4. Competency model is used as a basis for my performance evaluation.	114.358	4	0.000*
*P-value < 0.05			

Table 5-26 shows that all the p-values are below the significance level of 0.05, which implies that the distributions were uneven. This finding indicates that a significant relationship exists between performance evaluations and improved organizational performance.

5.5.5.2 Demographic Data and Performance Evaluation: H5

A chi-square test was performed to determine whether a statistically significant relationship existed between the demographic data variables (gender, ethnic group, age, highest qualification, employment category and experience) and performance evaluations. The results are illustrated in table 5-27.

Table 5-27 Chi-square test for performance evaluation and demographic variables.

Note: data drawn from section 3.8.	Gender	Ethnic group	Age group	Highest qualification	Employment Category	Experience
1. My competencies are linked to the department strategic goals and critical success factors.	0.135	0.921	0.977	0.333	0.696	0.242
2. My competencies are defined in terms of my important job behaviours and expectations associated with them.	0.194	0.77	0.803	0.413	0.622	0.182
3. The competency model used include the full array of factors associated with success in my department.	0.343	0.327	0.881	0.714	0.524	0.551
4. Competency model is used as a basis for my performance evaluation.	0.367	0.098	0.701	0.848	0.885	0.145
*P-value < 0.05						

All p-values in table 5-27 tested above the significance level of 0.05, which suggests that no significant relationship exists between performance evaluation and improved organizational performance. All these statements showed skewed patterns. In some cases, these were negative (higher levels of disagreement); and in other cases they were positive (higher levels of agreement). The null hypothesis is accepted (i.e. There is

no relationship between performance evaluation and organizational performance). However, based on the findings in table 5-25 and table 5-26, the null hypothesis is rejected and H5 is accepted (i.e. A significant relationship exists between performance evaluation and improved organizational performance).

Therefore, this study is unable to conclusively accept or reject H5.

5.5.6 Job Satisfaction and Organizational Performance: H6

This study adopts the notion that job satisfaction is a significant aspect in the design of a PMS and improves organizational performance. Therefore, this section reports on the following alternative hypothesis and null hypothesis:

H6: Public sector departments who include aspects of job satisfaction into their PMS are more likely to improve organizational performance.

H0: There is no relationship between job satisfaction and improved organizational performance.

Respondents were asked to indicate their level of agreement or disagreement with the following five statements listed in table 5-28.

Table 5-28 Employees degree of Job satisfaction

Note: data drawn from section 3.9	Disagree	Unsure	Agree
1. I feel positive about my future in the organization.	44.7% 55	25.2% 31	30.1% 37
2. I find my work interesting.	26.8% 33	13% 16	60.2% 74

3. I find my work challenging.	27.6% 34	6.5% 8	65.9% 81
4. I feel the organization really cares for its employees.	65.9% 81	18.7% 23	15.4% 19
5. The organization retains its best employees	57.7% 71	29.3% 36	13% 16
Scoring 1= Strongly Disagree, scoring 2= Disagree, scoring 3= Unsure, scoring 4= Agree, scoring 5= Strongly Agree. The level of agreement (positive statements) was collapsed to a single category of "Agree". A similar procedure was followed for the level of disagreement (negative statements). This is allowed due to the acceptable level of reliability			

Table 5-28 illustrates that when respondents were asked whether they felt positive about their future in the organization, 55(44.7%) respondents disagreed with the statement; 37(30.1%) agreed with the statement; while 31(25.2%) respondents were unsure about the statement. According to SHRM (2012), the promotional opportunities available in the organization are one of the main contributors to employee job satisfaction. The perceptions employees at the DoT have is that there is minimal possibility for promotion in the organization which shatters their hope for future advancement in the organization. Job advancement is a predictor of job satisfaction (Naveed, Usman and Bushra, 2011).

Respondents were asked whether they found their work interesting and/or challenging. Most of the respondents (60.2% - 65.9%) agreed that they find their work interesting (60.2%) and/or challenging (65.9%). However, what must be noted by the organization is that there is still a surprising percentage of respondents who do not find their work interesting (26.8%) or challenging (27.6%). The actual job itself plays a substantial role in determining the degree of employee job satisfaction, which might transform into having a positive or negative impact on organizational performance (Hambuda, 2017). Employees are inclined to remain satisfied and motivated when they find their jobs

stimulating, interesting or challenging, and tend to produce better performance results (SHRM, 2011).

Respondents were also asked whether they felt the organization cares for its employees: 81(65.9%) respondents disagreed with the statement; 19(15.4%) respondents felt that the organization cares for its employees; while 23(18.7%) respondents were unsure about the statement. This statement received the highest level of disagreement from respondents. Hambuda (2017) mentions that organizations have a critical role, which is to ensure that at the workplace, employees are in good health and well taken care. According to Bhate (2013), powerful support received from managers improves the nature of business and is related to improved job satisfaction. Managerial support being the extent where contributions made by employees are valued and leaders genuinely care about an employee's well-being.

Respondents were asked whether the organization retains its best employees: 71(57.7%) respondents disagreed with the statement; 36(29.3%) were unsure about the statement; while 16(13%) respondents agreed with the statement. This statement received the lowest level of agreement from respondents. Ayers (2005 as cited in Ramasodi, 2010) mentions that the work given to employees should motivate them to perform optimally and demonstrate commitment to the organization, improving work conditions to support the organizations mission and as a result, influencing job satisfaction. According to Shriar (2015), an employee joining or leaving the organization is likely due to their managers or supervisors. The bond that exists between an employee and the organization is very significant to the degree of commitment the organization receives from an employee. The DoT should form relationships with their employees to avoid such attrition. Indermun and SaheedBayat (2013) allude that satisfied workers form a relationship with the organization and invest wholeheartedly in their organizational membership. They have confidence in the aims and objectives of the organization.

SHRM (2015) conducted a survey on the degree of job satisfaction. Findings illustrated that out of the top ten job satisfaction contributors, the job itself ranked 9th. According to Rotenberry and Moberg (2007 as cited in Ahmad et al., 2010), workers who are self-assured and more engaged with their work have a tendency to outperform employees who have undesirable attitudes concerning their jobs. Top management has a

responsibility to increase the degree of employee job satisfaction by regularly communicating information throughout the organization (SHRM, 2012). According to Hambuda (2017), for decades, job satisfaction has been seen as a significant and persistent challenge for government. It is vital for organizations to be aware of and fully understand the features that significantly enhance the degree of employee job satisfaction or dissatisfaction to ensure optimum motivation and job performance (Hambuda, 2017).

These findings provide a clear indication that most employees are not satisfied with their jobs. This could have an adverse effect on their performance. These findings support the studies of Latif et al. (2013), Mafini and Poor (2013) and Kuzey (2012 as cited in Chamanifard, 2015) who found that job satisfaction had substantial influence on the performance of both the employee and the organization.

5.5.6.1 Job Satisfaction: H6

To establish whether significant differences existed, chi-square tests were performed. The results of the test are illustrated in table 5-29.

Table 5-29 Chi-square test for Job Satisfaction

Note: Data drawn from section 3.9.	Chi-Square	Df	Asymp. Sig
1. I feel positive about my future in the organization.	16.634	4	0.002*
2. I find my work interesting.	69.317	4	0.000*
3. I find my work challenging.	99.967	4	0.000*
4. I feel the organization really cares for its employees.	46.228	4	0.000*

5. The organization retains its best employees	38.098	4	0.000*
*P-value < 0.05			

All the p-values indicated in table 5-29 tested less than 0.05 (significance level). In some cases, there were higher levels of disagreement (negative) for the statements; and in other cases, there was a higher level of agreement (positive) for the statements.

Findings indicate that there is a statistically significant relationship between the statements that scored less than the significance level of 0.05. This indicates that respondents are not satisfied with their jobs and this could be one of the challenges hindering public sector performance (see table 5-28).

5.5.6.2 Demographic Data and Job Satisfaction: H6

Chi-square tests were performed to determine whether a statistically significant relationship existed between the demographic data variables (gender, race, age, qualification, employment category and experience) and job satisfaction. The findings are illustrated in table 5-30.

Table 5-30 Chi-square test for Job Satisfaction and Demographic Variables

Note: data drawn from section 3.9.	Gender	Ethnic group	Age group	Highest qualification	Employment Category	Experience
1. I feel positive about my future in the organization.	0.612	0.776	0.793	0.866	0.673	.006*
2. I find my work interesting.	0.534	0.929	0.615	0.58	0.269	0.512

3. I find my work challenging.	0.41	0.959	0.821	0.393	0.653	.013*
4. I feel the organization really cares for its employees.	0.806	.027*	0.559	0.184	0.809	.000*
5. The organization retains its best employees	0.879	0.428	0.264	0.061	0.094	.000*

Table 5-30 indicates that the p-values for 'ethnic group' and 'experience' by job satisfaction are less than 0.05 (significance level). The different demographic data variables of the respondents view the above statements in a dissimilar manner. This implies that a significant relationship exists between the respondents' 'ethnic group' and 'experience' in job satisfaction. Hence, there is a significant relationship between job satisfaction and organizational performance. The null hypothesis (There is no relationship between job satisfaction and improved organizational performance) is rejected and H6 is accepted: public sector departments, which have employees who are satisfied with their jobs, are more likely to improve organizational performance.

5.5.7 Leadership and Organizational Performance: H7

This study adopts the notion that leadership is a significant aspect in the design of a PMS and improves organizational performance. Therefore, this section reports on the following alternative hypothesis and null hypothesis:

H7: Public sector departments who include aspects of leadership in their performance management system are most likely to improve organizational performance

H0: There is no relationship between leadership and improved organizational performance.

Respondents were asked to indicate their level of agreement with the nine statements illustrated in table 5-31.

Table 5-31 Leadership Aspect of a PMS

Note: Data extracted from section 3.10	Disagree	Unsure	Agree
1. My immediate manager values the contribution I make.	30.1% 37	19.5% 24	50.4% 62
2. My immediate manager keeps confidential issues to himself/herself.	28.5% 35	26% 32	45.5% 56
3. My immediate manager does a good job of “people management” dealing with people who work for him/her.	40.7% 50	15.4% 19	43.9% 54
4. My immediate manager leads by example.	38.2% 47	14.6% 18	47.2% 58
5. I get along well with my immediate manager.	20.2% 25	16.1% 20	63.7% 79
6. The management style of my immediate manager is generally participative.	34.7% 43	11.3% 14	54.0% 67
7. My immediate manager demonstrates strong leadership skills.	38.7% 48	12.9% 16	48.4% 60
8. The management style of my immediate manager is generally autocratic.	32.5% 40	27.6% 34	39.8% 49

9. My immediate manager manages client (internal and external) relationships well.	27.6%	23.6%	48.8%
	34	29	60
Scoring 1= Strongly Disagree, scoring 2= Disagree, scoring 3= Unsure, scoring 4= Agree, scoring 5= Strongly Agree. The level of agreement (positive statements) was collapsed to a single category of "Agree". A similar procedure was followed for the level of disagreement (negative statements). This is allowed due to the acceptable level of reliability			

Table 5-31 indicates that there was a higher degree of acceptance for all the statements on the leadership aspect of performance management. When respondents were asked whether their immediate manager values the contributions they make to the organization: 62(50.4%) respondents agreed with the statement; 37(30.1%) respondents disagreed; and 24(19.5%) respondents were unsure about the statement. When respondents were asked if their immediate manager keeps confidential issues private: 56(45.5%) respondents agreed with the statement; 35(28.5%) respondents disagreed with the statement; while 32(26%) respondents were unsure about the statement.

Respondents were questioned further about whether their immediate manager does a good job of people management: 54(43.9%) respondents were in agreement with the statement; 50(40.7%) respondents disagreed with the statement; and 19(15.4%) respondents were unsure about the statement. Respondents were also questioned whether their immediate manager leads by example: 58(47.2%) respondents were in agreement with the statement; 47(38.2%) respondents disagreed with the statement; while 18(14.6%) respondents were uncertain about the statement. When respondents were asked whether they get along with their immediate manager: 79(63.7%) respondents agreed with the statement; 25(20.2%) respondents disagreed with the statement; 20(16.1%) respondents were unsure about the statement.

Respondents were questioned whether the management style of their immediate manager is generally participative: 67(54%) respondents were in agreement with the statement; 43(34.7%) respondents disagreed; 14(11.3%) respondents were unsure about the statement. When respondents were questioned about whether their immediate manager demonstrates strong leadership skills: 60(48.4%) respondents were in

agreement with the statement; 48(38.7%) respondents disagreed with the statement; and 16(12.9%) respondents were unsure about the statement.

Respondents were then asked whether the management style of their immediate manager is generally autocratic: 49(39.8%) respondents agreed with the statement; 40(32.5%) disagreed with the statement; while 34(27.6%) respondents were unsure about the statement. Respondents were also asked whether their immediate manager administers client relationships well: 60(48.8%) respondents were in agreement with the statement; 34(27.6%) respondents disagreed with the statement; while 29(23.6%) respondents were uncertain about the statement.

5.5.7.1 Leadership as an aspect of PMS: H7

Chi-square tests were conducted to determine whether the differences in responses were significant for leadership as a contributing factor to performance management systems. The results are shown in table 5-32.

Table 5-32 Chi-square tests for leadership as an aspect of PMS

Note: Data drawn from section 3.10	Chi-Square	df	Asymp. Sig.
My immediate manager values the contribution I make.	21.756	4	0.000*
My immediate manager keeps confidential issues to himself/herself.	19.154	4	0.001*
My immediate manager does a good job of “people management” dealing with people who work for him/her.	15.577	4	0.004*
My immediate manager leads by example.	18.585	4	0.001*

I get along well with my immediate manager.	68.339	4	0.000*
The management style of my immediate manager is generally participative.	46.081	4	0.000*
My immediate manager demonstrates strong leadership skills.	26	4	0.000*
The management style of my immediate manager is generally autocratic.	11.675	4	0.020*
My immediate manager manages client (internal and external) relationships well.	26.228	4	0.000*
*P-value < 0.05			

The p-values for all the statements in table 5-32 tested less than 0.05. These findings indicate the existence of a significant relationship between the statements that scored less than 0.05. This implies that leadership is an important aspect of a PMS and contributes to the improvement of organizational performance.

5.5.7.2 Demographic Data and Leadership: H7

Chi-square tests were conducted to determine whether statistically significant differences existed between the demographic data variables (gender, race, age, qualification, employment category and experience) and leadership. Test results are shown in table 5-33.

Table 5-33 Chi-square test for demographic data and leadership

Note: data drawn from section 3.10.	Gender	Ethnic group	Age group	Highest qualification	Employment Category	Experience
1. My immediate manager values the contribution I make.	0.242	0.541	0.821	0.688	.020*	0.251
2. My immediate manager keeps confidential issues to himself/herself.	0.297	0.055	0.113	0.448	.011*	0.102
3. My immediate manager does a good job of "people management" dealing with people who work for him/her.	0.114	0.235	0.659	0.816	0.365	0.376
4. My immediate manager leads by example.	0.211	0.051	0.457	0.764	.023*	0.065
5. I get along well with my immediate manager.	0.111	0.487	0.901	0.629	0.095	0.278
6. The management style of my immediate manager is generally participative.	0.191	.019*	0.629	0.434	0.15	0.347
7. My immediate manager demonstrates strong leadership skills.	0.475	0.085	0.483	0.747	0.147	0.211
8. The management style of my immediate manager is generally autocratic.	0.919	0.351	0.658	0.553	0.566	0.641
9. My immediate manager manages client (internal and external) relationships well.	0.283	0.093	0.138	0.962	0.179	.014*
*P-value < 0.05						

Table 5-33 indicates that the different elements of the respondent's demographical data view the statements in a dissimilar manner. The p-values are less than 0.05 for 'ethnic group', 'employment categories' and 'experience'. This means that there is a significant relationship between the respondent's 'ethnic group', 'employment categories', 'experience' and 'leadership'.

These findings indicate that there is a significant relationship between leadership and organizational performance. Therefore, H7 is accepted and the null hypothesis is rejected. Government departments which include leadership as an aspect in their performance management system are most likely to improve organizational performance than those government departments who do not consider leadership as a critical aspect of a PMS. This finding is in line with the studies of Kieu (2010) who also reported that leadership is significantly related to improved organizational performance.

5.5.8 Internal Resource Availability and Organizational Performance: H8

This study adopts the notion that internal resource obtainability (performance management knowledge and performance management training) is a significant aspect in the design of a PMS and contributes to the improvement of organizational performance. Hence, this section reports on the following alternative hypothesis and null hypothesis:

H8: Public sector departments who include internal resources (performance management knowledge and performance management training) into their performance management system are most likely to improve organizational performance.

H0: There is no relationship between internal resources obtainability and improved organizational performance.

In section 2 of the questionnaire, respondents were asked to indicate their level of performance management knowledge: 15(12.1%) respondents indicated that they had no knowledge about performance management; 53(42.7%) respondents mentioned they had general knowledge; 40(32.3%) respondents said they had good knowledge; followed by 9(7.3%) respondents who said they had extensive knowledge; and 6(4.8%) respondents mentioned they had an expert knowledge. Findings are demonstrated below in table 5-34.

Table 5-34 Respondents' level of Performance Management Knowledge.

Note: data drawn from section 3.1	Number	Percentage	Rank
No knowledge	15	12.1%	1
General knowledge	53	42.7%	2
Good knowledge	40	32.3%	3
Extensive knowledge	9	7.3%	4
Expert knowledge	6	4.8%	5

In addition, respondents were asked to indicate where they first learnt about performance management. The aim of this question was to ascertain how familiar respondents were with performance management as knowledge of performance management is very vital in the implementation process. Table 5-35 below illustrates that 11(8.9%) respondents learnt about performance management at a university level; 4(3.2%) respondents indicated that they received professional training; 3(2.4%) respondents said they learnt about performance management at seminars and conferences; while the majority, 75(60.5%) respondents, indicated that they had received in-house training and 28(22.6%) respondents indicated that they learnt about performance management on their own.

Table 5-35 Where respondents first learnt about Performance Management

Note: data drawn from section 3.2	Number	Percentage	Rank
University	11	8.9%	1
Professional training	4	3.2%	2
Seminars and conferences	3	2.4%	3
In-house training	75	60.5%	4
On your Own	28	22.6%	5

Table 5-35 indicates that there is no relationship between the internal resource availability at the DoT and improved organizational performance. In table 5-34, only 15(21.1%) respondents had no knowledge about performance management. Table 5-35 supports this finding by illustrating that the majority had received some form of professional training on performance management either at a university level or in-house. However, findings in table 5-8 on the efficiency of the current PMS indicate that the efficiency levels at the DoT are low and the current PMS fails to improve the efficiency and effectiveness of service delivery at the DoT. Therefore, there is no relationship between performance management knowledge and improved organizational performance.

Table 5-36 Where respondents first learnt performance management and efficiency of the current PMS

			Where did you first learn of Performance Management?						Total
			University	Professional Training	Seminars or Conferences	In-house training	On your own	Other	
The current PMS improves the efficiency of service delivery.	Strongly Disagree	Count	1	1	1	13	5	1	22
		% within Where did you first learn of Performance Management?	9.1%	25.0%	33.3%	17.3%	17.9 %	33.3 %	17.7 %
	Disagree	Count	2	2	1	19	13	1	38
		% within Where did you first learn of Performance Management?	18.2 %	50.0%	33.3%	25.3%	46.4 %	33.3 %	30.6 %
	Unsure	Count	3	0	1	16	3	0	23
		% within Where did you first learn of Performance Management?	27.3 %	0.0%	33.3%	21.3%	10.7 %	0.0 %	18.5 %
	Agree	Count	4	1	0	26	5	1	37
		% within Where did you first learn of Performance Management?	36.4 %	25.0%	0.0%	34.7%	17.9 %	33.3 %	29.8 %
	Stron	Count	1	0	0	1	2	0	4

		% within Where did you first learn of Performance Management?	9.1%	0.0%	0.0%	1.3%	7.1%	0.0%	3.2%
Total	Count		11	4	3	75	28	3	124
	% within Where did you first learn of Performance Management?		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Findings in table 5-36 indicate that the majority, being 60(48.3%) respondents, who received professional training on performance management disagreed that the current PMS improves the efficiency of service delivery at the DoT. This finding indicates that there is no relationship between the level of performance management knowledge and improved organizational performance.

5.5.8.1 Performance Management Knowledge (internal resource availability) as an aspect of PMS: H8

Chi-square tests were performed to determine whether the differences in responses were significant for performance management knowledge as a contributing factor to performance management systems. Results are illustrated below in table 5-37.

Table 5-37 Chi-square Test for Performance Management Knowledge.

Note: Data drawn from section 3.1		Chi-Square	Df	Asymp. Sig (P-value)
1. Please indicate how familiar you are with performance management		105.935	5	0.000*
*P-value < 0.05				

Since the p-value in table 5-37 is less than 0.05, this finding implies that the distributions were uneven. This indicates that the differences between the level of agreement and disagreement were significant. The significance value in table 5-37 is relevant to this study because it indicates that respondents from the DoT are familiar with performance management.

5.5.8.2 Demographic data and performance management knowledge (internal resource availability): H8

Chi-square tests were performed to determine whether a statistically significant relationship existed between the demographic data variables (gender, race, age, qualification, employment category and experience) and performance management knowledge (internal resource availability). The findings are illustrated in table 5-38.

Table 5-38 Chi-square tests for Performance Management Knowledge and Demographical data.

Note: data drawn from section 3.1	Gender	Ethnic group	Age group	Highest qualification	Employment Category	Experience
1. Please indicate how familiar you are with performance management.	0.304	0.729	0.371	0.057	0.126	0.316
*P-value < 0.05						

Since all the p-values in table 5-38 tested above 0.05 (level of significance), this implies that the distributions were even. Hence, the relationship between performance management knowledge (internal resource availability) and PMS implementation is not significant. This means there is no relationship between performance management knowledge (internal resource availability) and improved organizational performance.

5.5.8.3 Source of performance management Knowledge (Internal resource availability): H8

Chi-square tests were performed to determine whether the differences in responses were significant for the source of performance management knowledge as a contributing factor to performance management systems. Results are illustrated in table 5-39.

Table 5-39 Chi-square test for source of Performance Management Knowledge.

Note: Data drawn from section 3.2	Chi-Square	Df	Asymp. Sig (P-value)
1. Where did you first learn of Performance Management?	193.613	5	0.000*
P-value < 0.05			

Since all the p-values in table 5-39 tested less than the level of significance (0.05), this implies that the distributions were uneven. Most of the respondents at the DoT received in-house training, whereas other respondents learnt it on their own. Some respondents learnt it at a university level, and others received professional training. The last group learnt it at seminars and conferences. These findings indicate that respondents have substantial knowledge of performance management.

5.5.8.4 Demographic data and Source of performance management knowledge (internal resource availability): H8

Chi-square tests were performed to determine whether a statistically significant relationship existed between the demographic data variables (gender, race, age, qualification, employment category and experience) and source of performance management knowledge (internal resource availability). The findings are illustrated in table 5-40.

Table 5-40 Demographic variables and source of Performance Management Knowledge.

Note: data drawn from section 3.2	Gender	Ethnic group	Age group	Highest qualification	Employment Category	Experience
1. Where did you first learn of performance management?	0.314	0.603	0.005	0.072	0.016*	0.000*
*P-value < 0.05						

Since the p-values for gender, ethnic, age and highest qualification is more than 0.05 (level of significance), it infers that no relationship exists between the source of performance management knowledge (internal resource availability) and improved organizational performance (the null hypothesis is accepted). The p-value for 'employment category' and 'experience' by 'source of performance management knowledge' are less than 0.05, which implies that a relationship between the source of performance management Knowledge (internal resource availability) and improved organizational performance does exist (the null hypothesis is rejected). However, table 5-38 shows no relationship between internal resource availability and improved organizational performance. Thus, the null hypothesis is accepted and H8 is rejected (There is no relationship between internal resource availability and improved organizational performance).

5.5.9 Thematic analysis of research findings

The following sections provide the findings obtained from the open-ended questions delivered in the questionnaire which have been analyzed using thematic analysis. Clarke and Braun (2013) contend that in any qualitative analysis, thematic analysis should be considered as the initial technique as it provides the researcher with fundamental skills to perform various other methods of qualitative analysis. The information gathered is analyzed according to the following themes:

- Employees understanding of performance management;
- Rewards system for improved performance; and
- Performance management mechanisms in place to hold the relevant role-players accountable.

5.5.10 Theme 1: Employees understanding of performance management

Respondents were asked to provide their perception and understanding of performance management. This question was aimed to gather information about whether employees understood the significance of performance management. This is closely tied to objective two which is *to assess the core challenges undermining performance management at the DoT, eThekweni region*. In consonance, this subsection provides a synopsis of the responses offered by participants in relation to this theme. The responses are split into five subthemes; (i) Motivational tool; (ii) Assessment tool; (iii) Communication tool; (iv) Monitoring tool; (v) Lack of performance management knowledge and understanding. The following data will be analyzed according to these five subthemes.

5.5.10.1 Motivational tool

Several respondents explained performance management as a tool used to motivate employees to perform. One respondent said:

“Performance management is a motivational tool used to assess employee performance in order for organizational goals to be achieved and to ensure efficient delivery of services to the public”.

Some of the participants described performance management as:

“A tool used to motivate employees to perform over and above normal duties and to promote excellent service delivery”.

However, other respondents reflected more on the question and added that:

“Performance management is a tool used to encourage good work and to develop the capabilities of an employee in order to improve performance”.

5.5.10.2 Assessment tool

Sixteen (12.8%) respondents perceived performance management as a tool used to assess the performance of an employee. One respondent said:

"It is a tool used to measure whether we have the correct skills and experience to complete the job".

5.5.10.3 Communication tool

Other participants at the DoT perceived performance management as a tool used for communication purposes. One respondent said:

"Performance management is a tool used to by supervisors to guide employees on what is expected of them".

5.5.10.4 Monitoring tool

The majority of the respondents described performance management as:

"A tool used to monitor and guide employee behaviour and performance".

While some respondents refer to performance management as,

"A tool used to monitor performance in order for supervisors to identify the training and development needs of an employee".

One respondent said:

"It is a tool used to monitor our performance so that performance improves, ensuring that the goals and objectives of the organization are met".

Another respondent added further and said that performance management,

"Is a tool used to identify poor performance and to use this performance information gathered as a basis to provide training for employees".

5.5.10.5 Lack of performance management knowledge and understanding

On the contrary, a concerning amount of respondents confirmed a complete lack of understanding of performance management. Some respondents said: *“I understand absolutely nothing about performance management as it was never explained or communicated to us”*.

Other respondents perceived performance management as a,

“Biased system that only benefits management and employees who are favored by them”.

One respondent added further and said that performance management,

“Is an inefficient system that requires employees to write pages upon pages of motivation for rewards and is not used to measure actual performance”.

A lack of performance management understanding may result in incorrect implementation of the PMS. Therefore, the PMS will not be able to be utilized to its full potential and achieve the desired organizational performance.

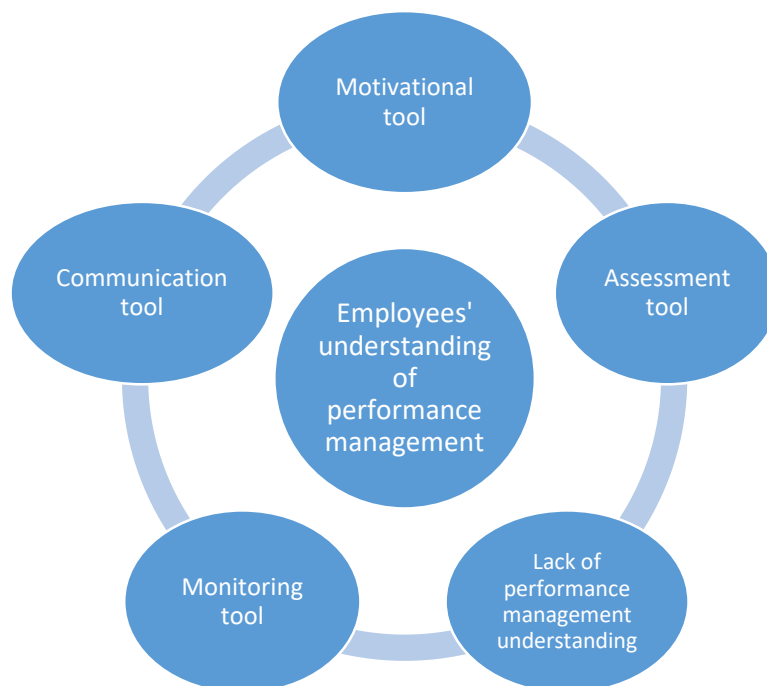


Figure 5-7 Respondents understanding of performance management.

Discussion:

From the responses received, it can be deduced from the majority that most of the employees at the DoT do not have a decent understanding of the term 'performance management'. Most employees view performance management as a biased system that only benefits management and employees who are favoured. Other employees viewed performance management as a tedious paper exercise for them to qualify for bonuses. It is evident that a concerning amount of respondents had no clue about what performance management entailed. This lack of understanding can arguably be perceived as a challenge to an effective performance management system at the DoT. The responses herein are consistent with earlier studies (O'Donnell and O'Brien, 2000; Ford, 2004; Fryer et al., 2009).

Furthermore, it can be concluded that the current PMS is incorrectly used by management to favour employees and not necessarily used to reward good performance. Respondents expressed their concern regarding the accuracy and fairness of the system which exposes unfavourable amounts of unfairness. Madi and Zawahiri (2009) mention that this could result in an employee reducing their level of productivity and work quality. According to Ngcobo (2016), training of supervisors and managers in the performance management processes could assist in reducing bias and favouritism and could possibly contribute to consistency amongst appraisal raters. Biron et al. (2011) found that managers who are trained tend to be more knowledgeable about the assessment process and are perceived by employees to be more objective than inexperienced managers.

5.5.11 Theme 2: Nexus between a reward system and motivation

Previous studies have reported that rewards are a major predictor of organizational performance (Kirunda, 2004; Armstrong, 2006 and Agwu, 2013). Many researchers have singled out rewards as a key factor influencing the successful implementation and adoption of a PMS (Rahman, Hussain and Hussain, 2011; San and Theen, 2012; Ali and Rehman, 2013; Semakula-Katende, Schimikl and Pelser, 2013). These results are based on the findings that reward management helps maintain a conducive working

environment that is favourable to employees and determines both employee values and business goals necessary for improved organizational performance (Armstrong, 2006). On the basis of these findings, respondents were asked to provide insight on what reward system would motivate and drive them to perform. This question was aimed to deduce whether employees were satisfied with the current reward system at the DoT and if not, which reward system (intrinsic or extrinsic) has a stronger influence on employee performance. This theme is closely tied to objective two which is, *to assess the core challenges undermining performance management at the DoT, eThekwini region*. In consonance, this subsection provides a synopsis of the responses offered by participants in relation to this theme. The researcher decided to split the responses to this question into two subthemes: (i) a reward system that is fair, equitable and promotes unity, (ii) a reward system that supports employee development and progression. The following data will be analysed accordingly.

5.5.11.1 A reward system that is fair, equitable and promotes unity

The majority of the respondents said that they would prefer,

“A system that has fair ratings and does not favour certain employees but promotes transparency and accountability”.

Some respondents mentioned that they preferred a system that,

“Promotes equality amongst staff members, where employees are rated according to their experience and positions in the company are not filled because of equity purposes”.

One respondent added that the perfect system would be one which,

“Shifts the responsibility for reporting employee performance to the supervisor”.

Another respondent added further and said,

“Supervisors should be the ones who evaluate employee performance because they are aware of what the employee does every day”.

Other respondents went on to say that they prefer a system that,

“encourages communication, team building and recognizes the entire team for the work done and not individual employees or management because no person can work in isolation and improve organizational performance on their own”.



Figure 5-8 Respondents’ perception of a reward system that is fair, equitable and promotes unity.

5.5.11.2 A reward system that supports employee development and pay progression

A large amount of participants still view performance management as a vehicle to get better salary increases or incentive bonuses. Some respondents said they prefer a system that,

“Provides bonuses and salary increases for all employees and not just the management staff”.

Other respondents indicated that they prefer the rank leg promotion which is,

“An automatic pay progression system that increases salary levels based on an employee’s service year”.

A few other respondents added,

“A system that has fair ratings amongst all race groups where your qualification is a determinant for promotion”.

One respondent said they prefer a system that,

“Provides training and development for employees and promotes career development in any field and not necessarily linked to my job function”.

A minority went on to say that they prefer a system that,

“has improved processes with clear operational plans, HR plans, work plan agreements and work targets”.

One respondent elaborated further and said,

“the current PMS does not work because employees who are on salary grades 6-7 are considered top notch and don’t receive the 1.5% salary increase when appraisals are complete”.



Figure 5-9 Flow diagram illustrating respondents' perception of a reward system that supports employee development and progression.

Discussion:

In conclusion, through primary data, the study confirmed that there are various reward elements which could motivate an employee to perform and reach their goals. It can also be concluded that the reasons varied from employee to employee. Both intrinsic and extrinsic reward factors emerged as significant predictors of improved performance. However, the role of intrinsic rewards was immense as it showed a stronger influence on the performance of employees at the DoT. Employees at the DoT seem to be in favor of a system that provides intrinsic rewards such as support, recognition, appreciation and acknowledgement from top management. The majority preferred recognition and appreciation as a reward for their performance. Other employees mentioned that they would prefer a system that promotes team building, communication, transparency and

accountability. This finding is in line with Perry, Engbers and Jun (2009) who found that monetary rewards failed to motivate public sector employees to perform.

Furthermore, respondents pointed out that the current system is driven by favoritism, personal preferences and prejudice which creates a sense of bias in the allocation of rewards. Mujtaba and Shuaib (2010) found that organizations who correctly rewarded their employees' efforts and ethical behaviour stand a greater chance that employees will counter the organization and dedicate additional efforts to improving organizational performance. These findings are in line with various literature which observed that a proper reward system helps the organization maintain a working environment that is motivating and conducive for employees, which is necessary to improve the overall performance of the organization (Armstrong, 2006; Musenze, Thomas, Stella and Muhammadi, 2013).

This finding indicates that there is a challenge at the DoT where poor or average performers are over-compensated, and good performers are under-compensated. This could also indicate that some supervisors and managers at the DoT tend to overlook poor performance and employees who perform badly all together. This could further indicate that supervisors and managers, instead, choose to assign work to employees who are effective or even complete the work themselves in order to shield the poor performers who are favored by management.

5.5.12 Theme 3: Performance management mechanisms in place to hold the relevant role-players accountable

Even though many policymakers and scholars have assumed the significance of accountability in making an organization more effective and improving an organizational performance (Bovens, Goodin and Schillemans, 2014; Christensen and Laegreid, 2014), the assumed relationship has not been studied extensively (Dubnick and Frederickson, 2011). Gilbert (1995) mentions that elements such as accountability, productivity, turnover and job satisfaction are used to measure employee performance. Over the years, researchers have paid great attention to accountability in public sector departments (Yang, 2012; Bovens et al., 2014). However, very little work has been done

to integrate accountability, employee performance and organizational performance. According to Tsafack (2018), in order for any organization to improve performance and succeed, it requires a democratically elected body where both the employer and employee account too. This question was asked in order for the researcher to deduce whether any democratically elected body existed. This is closely tied to objective two which is, *to assess the core challenges undermining performance management at the DoT, eThekweni region*. In consonance, this subsection provides a synopsis of the responses offered by participants in relation to this theme. The data gathered from the question were analyzed according to two major themes; (i) performance management mechanisms in place for the public to hold the department accountable; (ii) performance management mechanisms in place for the DoT to hold the employee accountable.

5.5.12.1 Performance management mechanisms in place for the public to hold the Department of Transport accountable

Respondents who answered this question mentioned that there were very poor and minimal mechanisms in place for the public to hold the DoT accountable. A significant number of employees mentioned,

“complaints registers, call centers for public complaints, mpimpa hotline and the public protectors office”.

While a few others mentioned that,

“audits are conducted internally and externally by the auditor general and treasury”.

5.5.12.2 Performance management mechanisms in place for the Department of Transport to hold the employee accountable

A concerning large amount of respondents said,

“I am unaware of any mechanisms in place at the DoT because most of the time nobody explains to the employee”.

One respondent added further to say,

“there is nothing in place to hold us accountable, supervisors do not discipline the staff”.

Some respondents said,

“Batho Pele Principles and the code of conduct, resolution 1 of 2003” were used to hold them accountable for their work, while others mentioned the *“Department of Transport rules and regulations”*.

Another respondent said that the DoT has,

“policies and disciplinary procedures to deal with employees who don’t perform as expected”.

While a minority expressed that in their unit the *“service commitment charter”* was used to guide them.

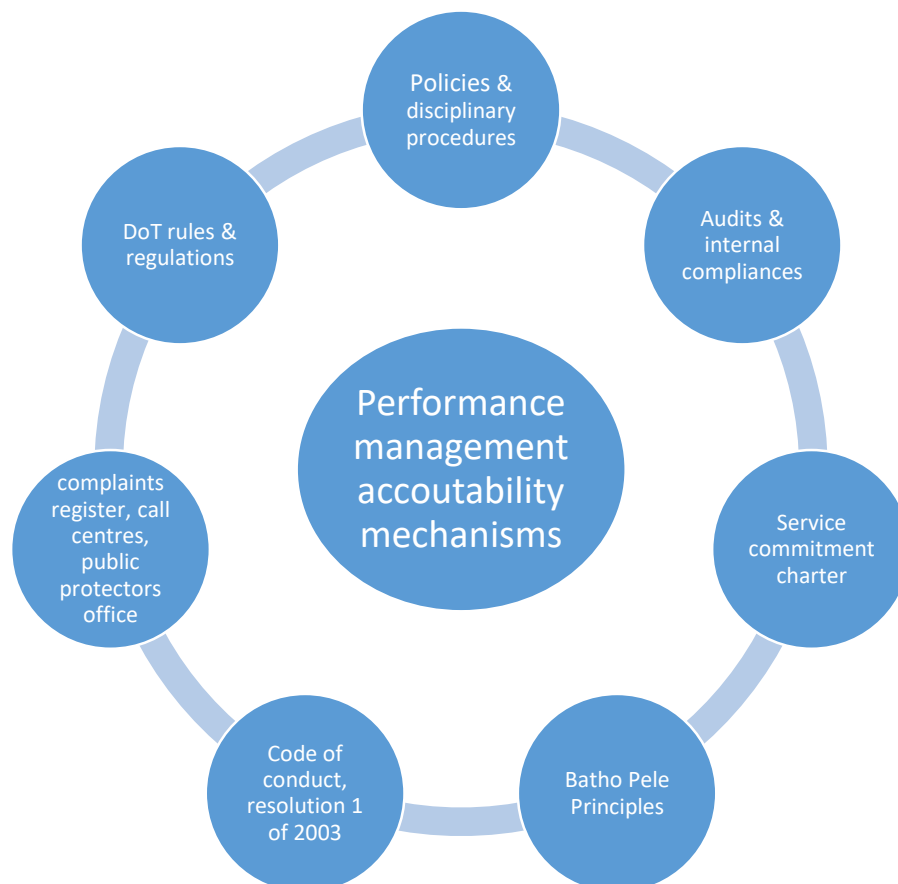


Figure 5-10 Flow diagram illustrating performance management mechanisms in place for the public to hold the department accountable and for the employer to hold the employee accountable.

Discussion:

Responses received indicate that sufficient mechanisms are in place to hold both the department and employee accountable for performance and service delivery. However, it can be assumed from majority of the respondents that none of these mechanisms are being enforced properly and that most employees are unaware that these mechanisms even exist. Employees who are unclear about what is expected of them tend to account less and take less responsibility for their work which ultimately would lead to a reduction in the overall performance of the organization. According to Dubnick and Frederickson (2011), accountability involves the adoption of suitable mechanisms used to establish and manage the mutual obligations between an employee and the organization to encourage suitable outcomes and performances. Hence, the foundation for any employee-employer relationship is accountability (Berman, Bowman, West and Van Wart, 2015). Gilbert (1995) mentioned that elements such as accountability, job satisfaction, productivity and turnover are critical to measure employee performance. Accountability in non-profit organizations, like public sector departments, has the potential to improve employee performance and accuracy in the performance appraisal process (Kim and Lee, 2010). These findings are in line with Han and Hong (2019) who confirm that accountability in performance evaluations, reward systems and staffing positively influence the organizational performance of public sector departments.

5.6 Summary of Objective Two

This area introduces and deliberates the outcomes of the questions which are linked to factors which undermine the effective usage of a PMS. These factors were addressed in Section 3.3 to Section 3.13 of the survey. Furthermore, the hypotheses established in chapter two of the study (literature review) are also confirmed.

Results show that every single alternative hypothesis, apart from H4, H5 and H8, were acknowledged. This is a clear indication that a strong relationship exists between the dependent variables and improved organizational performance.

5.7 Development of a Performance Management Framework for Improved Performance Management Systems

5.7.1 A Synopsis of Findings for Objective One

The main aim of objective one was to gain overall depiction and understanding of the current PMS utilized by the KZN DoT. The results demonstrate that the majority of respondents observed the current system as being adequate and accurate, but disagreed that it improved the efficiency and effectiveness of service delivery in their department. In addition, most of the respondents mentioned that the current system is useless, outdated and needs to be replaced in order to improve the efficiency levels of the DoT. The findings also revealed inconsistency in the occurrence of performance evaluations across the different units of the DoT, and that some units still haven't adopted PMS.

5.7.2 A Synopsis of Findings for Objective Two

The key goal of objective two was to explore key factors that assisted in successful performance management implementation for improved organizational performance. This study found that the most important challenges faced in successful performance management implementation were variables such as performance planning, training and developments, feedback and job satisfaction. Furthermore, under the aspect of leadership most respondents mentioned that the management style of their direct supervisor is usually oppressive.

5.7.3 Integration of Findings from Objective One and Two

From the findings derived from objective one and two, it is evident that the PMS utilized at the DoT is valueless and fails to improve the efficiency and effectiveness of service delivery at the DoT. Furthermore, there are several behavioural and organizational

variables neglected by the DoT which impact negatively on employee performance and, as result, trigger a reduction in organizational performance. These findings propose that the DoT is in need of a new PMS. Therefore, a performance management framework that guides PMS implementation at the DoT for improved organizational performance is developed in the next section.

5.8 Proposed Performance Management Framework for Improved Organizational Performance

Chapter three presented the conceptual framework for improved organizational performance (see figure 3-8). This framework builds a rational flow of relationships that conclude with suggestions on how to improve organizational performance. The starting point of this framework represents HR practices and performance management practices that relate successful performance management implementation and ultimately, improved organizational performance. Hence, this section illustrates how the findings from the data analysis in chapter five support the conceptual framework developed in chapter three and how both findings (chapter 3 and chapter 5) support each of the eight hypotheses modelled in chapter five of this study. In addition, this section presents a proposed performance management framework for the improvement of organizational performance in public sector departments (see figure 5.11). This framework makes the suggestion that for improved organizational performance, it is crucial that both HR practices and performance management practices are addressed for successful application of the performance management system. Several statistical tests were performed to examine and assess the hypotheses and the research model.

This section of the study presents and deliberates on the outcomes of the investigation. Graphs, tables and chi-square tests have been utilized extensively in chapter five to establish whether the eight hypotheses variables are independently related to improved organizational performance. The following sub-sections present discussions of the individual factors and their relationship with improved organizational performance.

5.8.1 Training and Development

This study aimed to establish whether aspects of training and development had any importance in the improvement of organizational performance. It was anticipated that training and development is an important aspect in improving organizational performance. The chi-square tests in table 5-14 illustrate that all the p-values are less than 0.05, which means a significant relationship exists between training and development and improved organizational performance. Hence, the null hypothesis is rejected and H1 is accepted. This finding supports the discoveries of earlier studies which found that organizations have to invest in the training and development of employees so as to enhance their expertise and ultimately use those skills to improve organizational performance (Noe, 2013; Nassazi, 2013; Tahir et al., 2014; Elnaga and Imran, 2013; Habib et al., 2015 and Dzikamai, 2017).

5.8.2 Performance Planning

This study aimed to establish whether performance planning had any significance for the improvement of organizational performance. It was predicted that public sector departments who engaged in performance planning have a higher probability of improving organizational performance than those organizations who don't plan their performance. Table 5-17 confirmed that the association between performance planning and organizational performance is substantial (p-values are less than 0.05). Grounded on this result, the null hypothesis is rejected (see chapter 5). The findings of this study support the argument that performance planning is a crucial element of a PMS and is very important in improving the performance of both the employee and the organization (Waka, 2010; Zhang, 2012; Woyessa, 2015; Makamu, 2016 and Nzewi, Ekene and Raphael, 2018).

5.8.3 Feedback

This study aimed to establish if effective feedback had any importance in the improvement of organizational performance. It was predicted that public sector

departments who effectively provide feedback to employees have a greater probability of improving organizational performance. Table 5-19 indicated that 56 (45.5%) respondents reported that generally in the DoT, effective on-going discussions between the employee and the manager do not take place. Fifty-nine (48%) respondents reported that they have observed managers regularly abstain from providing criticism because managers don't have any idea of how to convey it effectively. A large proportion (45.5%) of respondents reported that regardless of whether an employee performs exceptionally or ineffectively, managers never provide feedback. This finding is a clear indication that feedback from managers and supervisors is one of the challenges undermining performance management at the DoT. The chi-square test in table 5-20 shows p-values which are less than 0.05, which means that a significant relationship between feedback and improved organizational performance exists. Based on this finding, the null hypothesis is rejected and H3 is accepted. This finding supports earlier studies which indicate that effective feedback is an important factor which significantly influences employee performance and in turn contributes to the improvement of organizational performance (McShane and Von Glinow, 2010; Aguinis et al., 2012).

5.8.4 Employee Input

This study aimed to establish if the involvement and input of an employee had any significance for improving organizational performance. It was expected that managers who allowed employees to provide their input and make contributions to the organizations processes have a greater probability of improving organizational performance. The chi-square tests in table 5-23 show all p-values to be less than 0.05, which indicates that the relationship between employee input and improved organizational performance is significant. These findings support previous performance management studies (Siarni and Gorji, 2011) who argued that organizations which encourage employee participation and involve employees in the performance management process are more likely to improve organizational performance because employees are more content, motivated, productive and committed to attaining the goals and objectives of the organization. This finding also concurs with Sofijanova and Zabijakin-chatleska (2013) who found that involving an employee in the performance

management process is strongly related to and recognized as one of the crucial factors for cultivating employee and organizational performance. This study finds no correlation between employee input and improved organizational performance (see table 5-24). However, on the other hand, table 5-22 and 5-23 of this study show correlations between employee input and improved organizational performance. Based on the findings in table 5-22 and table 5-23, employee input is a significant factor for the improvement of organizational performance.

In view of the discoveries, this study is thus unable to indisputably accept or reject H4 (refer to chapter 5).

5.8.5 Performance Evaluations

This study aimed to establish if the evaluation of employee performance had any significance in improving organizational performance. It was expected that public sector departments who evaluated employee performance on a regular basis are more likely to improve organizational performance. Table 5-25 shows that the degree of agreement was higher than the degree of disagreement. Chi-square tests in table 5-26 show p-values which are all less than 0.05, which means that the relationship between performance evaluations and improved organizational performance is significant. However, table 5-27 shows p-values which are all greater than the level of significance (0.05), which implies that the connection between performance evaluations and improved organizational performance is insignificant. Findings from table 5-25 and table 5-26 support the findings of Zamani and Esfahani (2014) who found that performance reviews are of paramount importance because it provides constructive feedback to an employee in a formal setting about his or her performance, making it easy for management to identify both strong and poor performance and take corrective measures in order to improve organizational performance. This study finds correlation between performance evaluation and improved organizational performance (refer to table 5-26 and table 5-26), alternatively, this study finds no correlation between performance evaluation and organizational performance (refer to table 5-27). Based on the findings in table 5-25 and table 5-26, performance evaluation is an important factor for improving

organizational performance. Based on the findings, this study is accordingly unfit to decisively accept or reject H5.

5.8.6 Job Satisfaction

This study aimed to establish if job satisfaction had any significance in improving organizational performance. It was predicted that public sector departments that have workers who are content with their job functions are more likely to improve organizational performance than those public sector departments who have dissatisfied employees working for them. The chi-square test in table 5-29 showed that all p-values are less than 0.05, which implies that the association between job satisfaction and improved organizational performance is significant. Therefore, the null hypothesis is rejected and H6 is accepted. This finding supports the findings of Ngo (2009), Ahmad et al. (2010), Tech-Hong and Waheed (2011) and Latif et al. (2013).

5.8.7 Leadership

This study aimed to establish if leadership has any significance in improving organizational performance. It was anticipated that public sector departments who thrive in leadership are more likely to improve organizational performance. Table 5-31 indicates that the degree of agreement for this section was higher than the degree of disagreement. Table 5-32 and table 5-33 shows that all p-values are less than 0.05, which suggests that the association between leadership and improved organizational performance is significant. This outcome is consistent with the results of Akram et al. (2012), Nasir et al. (2014), Hurduzue (2015) and Alghazo and Al-Anazi (2016).

Table 5-31 also illustrated that most of the respondents (39.8%) reported that the management style of their direct manager is usually oppressive. This outcome is inconsistent with the results of Iqbal et al. (2013) who mentioned that employees who are managed by a democratic leader have proven, to some extent, to exceptionally perform their tasks and duties which ultimately leads to improved organizational performance.

5.8.8 Availability of Internal Resources

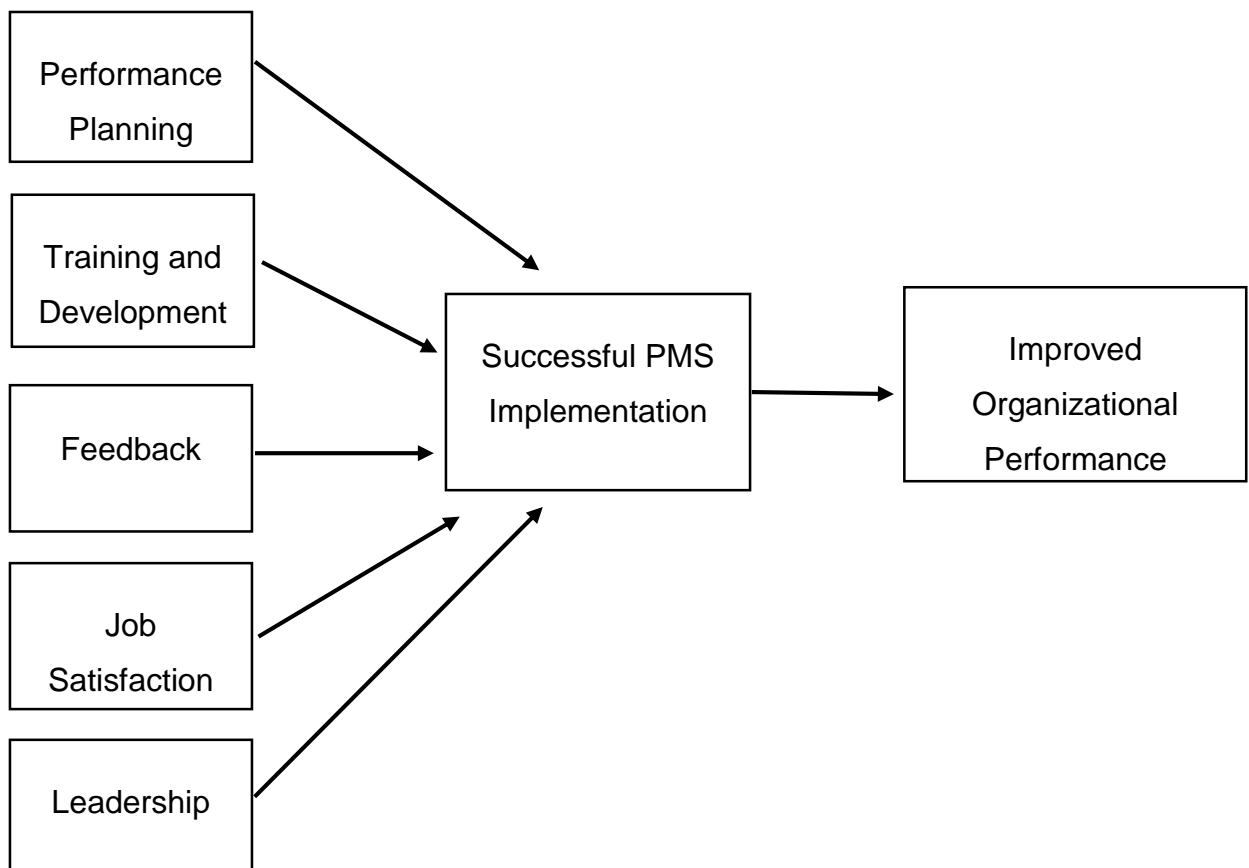
This study sought to establish if there were any challenges faced within the DoT with respect to the level of understanding employees had on performance management. This study was based upon the hypothesis that public sector departments who have adequate internal resources are more likely to improve organizational performance (performance management knowledge and source of performance management knowledge were used to measure internal resource availability). It was anticipated that public sector departments which have satisfactory internal resources are bound to improve organizational performance than those public sector departments without sufficient internal resources. The chi-square tests illustrated in table 5-37 and 5-39 indicate a significant relationship between the availability of internal resources and improved organizational performance ($p\text{-value} = 0.000^*$). This indicates that there is a positive correlation between the availability of in-house resources and improved organizational performance. Table 5-34 indicates that 12.1% wasn't familiar with performance management and 87.9% had substantial knowledge of performance management, yet the efficiency levels at the DoT are very low (see table 5-8). Therefore, the null hypothesis is accepted. That is no relationship between the availability of internal resources and improved organizational performance. Table 5-38 and 5-40 also indicates that there is no significant relationship between the availability of internal resources and improved organizational performance (all $p\text{-values}$ are below the significance level of 0.05). Thus, the null hypothesis has been accepted.

5.8.9 New Framework for Improved Organizational Performance

This section presents the new proposed framework for improved organizational performance based on the findings of this study and the existing body of performance management knowledge. The framework was established on the fundamental concepts and issues recognized through chapter two and three of this study together with the researcher's knowledge of the phenomenon. The framework provided serves as a foundation of understanding and is founded upon the new knowledge gained from

employees at the DoT. The framework serves as a guideline for effective performance management systems at the DoT.

Figure 5-11 A Proposed Conceptual Performance Management Framework for Improved Organizational Performance at the DoT.



Source: Created by Author.

The framework above has been created dependent on the identification of the key performance management weaknesses, issues and difficulties experienced within the DoT. This framework addresses the identified issues in an incorporated way and offers long haul sustainable resolutions for the organization. The development of this framework has been guided by the theoretical review of existing performance management models, previously discussed in chapter three.

The findings of this study identified severe shortcomings regarding performance management implementation, which encouraged the identification of key components for the development of a new framework for improved performance management systems within the DoT. These elements include: performance planning, training and development, feedback, job satisfaction and leadership. The aforementioned elements have been recognized as critical achievement factors for successful performance management implementation and improved organizational performance.

5.8.9.1 Summary

An effective PMS focuses on building competencies, aligning workforce, improving employee performance and employee development, and thus, drive better organizational performance. Chapter two of this study reviewed the literature on performance management, which assisted to examine the current PMS practices at public sector departments and the challenges which undermine successful PMS implementation. Furthermore, chapter two helped identify the research gaps and develop the conceptual framework of this study.

In this chapter, the study sought to answer one research question, which is: what are the challenges undermining performance management implementation at the DoT? The factors are: performance planning, training and development, feedback, employee input, performance evaluations, job satisfaction, leadership and the availability of internal resources. Based on the model developed in chapter three, the first part of this section examined the eight variables and their hypothesized relationships with improved organizational performance. Earlier investigations are not consistent in their support of how the independent variables influence performance management implementation. Out of the eight identified variables which could possibly impact on performance management implementation, only five of them are supported by this study. Fieldwork results of this study illustrate a strong significant relationship between the five variables (performance planning, training and development, feedback, job satisfaction and leadership) and successful performance management implementation. There was no significant relationship between the availability of resources and successful performance

management implementation. Furthermore, grounded on the information collected from the questionnaire, this investigation was incapable of conclusively accepting or rejecting H4 and H5. This framework suggests that the aforementioned five independent variables are useful or appropriate for the DoT to effectively implement a PMS and as a result, improve organizational performance.

The following chapter provides the last recommendations and conclusions comparable to the theories, reflects on the contributions and limitations of this investigation and to conclude, provides possibilities for upcoming research.

5.9 Conclusion

This chapter presented the findings that developed from the information gathered at the DoT, through the administration of a questionnaire. The key objective of this chapter was to gain a depiction of the existing PMS used at the DoT and how the behavioural variables and organizational variables of performance management relate to the improvement of organizational performance. Results from objective one indicated that the existing PMS was adequate and accurate (table 5-2) but failed to improve the efficiency and effectiveness of service delivery (refer to table 5-8). With regards to the frequency of performance evaluations, findings indicate that it lacks consistency amongst units under the DoT (table 5-4). This discrepancy and misalignment could be one of the causes for PMS failure at the DoT. In relation to PMS implementation, it was discovered that there are still some units that fall under the DoT which, to date, have not implemented the PMS (see table 5-10). With regards to objective two, findings indicate that out of the eight dependent variables, only five dependent variables were found to be strongly related to successful performance management implementation. Hence, the aforementioned five alternative hypotheses were accepted.

CHAPTER SIX – CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The new performance management model was developed, based on the hypotheses that materialized during the review of existing literature. Modelling of hypothesis, research questions and primary data gathered from the DoT, eThekweni region, a performance management framework was developed. In order for the researcher to achieve the objectives and to answer the research questions, 128 questionnaires were hand delivered to employees at the DoT. After carefully reviewing literature and setting research objectives, the most appropriate research methodology was nominated for this study. The findings of this study are based upon the research aim and objectives of this study. These objectives are outlined below:

The main aim of this study was to develop a performance management framework for improved organizational performance at the DoT. The following are the objectives of the study:

- To examine the current performance management system in place at the Department of Transport, eThekweni region.
- To assess the core challenges undermining performance management at the Department of Transport, eThekweni region.
- To develop a performance management framework for improved performance management systems within the Department of Transport, eThekweni region.

Based on the research model and the nature of the data gathered, various statistical analyzes were utilized to examine the quantitative data. Chapter three of this study reviewed and discussed critical performance management literature which helped identifying factors which assist in successful performance management implementation. The factors identified are: performance evaluation, performance planning, feedback,

training and development, employee input, job satisfaction, leadership and performance management knowledge. The aforementioned factors were used as guidelines for collecting data relevant to the study.

6.2 Methodological and Theoretical Contribution

The achievement of this study is dictated by the capability to add to the existing collection of information and practices (Missa, 2013). This study has established a framework for improved performance management systems and ultimately for improved organizational performance within South African public sector departments. The performance management framework established in this study is beneficial for a number of studies concerning performance management, it helps identify the core challenges undermining successful performance management implementation and improved organizational performance.

6.3 Core Research Discoveries

This section concentrates on the outcomes presented in chapter four and articulates conclusions based on the research objectives set in the first chapter of this study. The instrument used to gather evidence was carefully designed to achieve the aforementioned objectives of this study. The findings of this study were precisely grounded on the objectives as outlined below.

Objective One: To examine the current performance management system in place at the DoT, eThekweni Region.

This objective examined the current PMS to gain insight on how it was being implemented at the DoT, eThekweni region. The literature review provided an understanding of how performance management is implemented in the public sector and findings from chapter four reveals the following answer for objective one of the study:

- **The Frequency of Performance Evaluations at The Department of Transport, eThekweni Region.**

The findings of the study indicate that at the DoT, eThekweni region, the frequency of performance evaluations varies across the various units. The literature reviewed revealed that the key source of performance management implementation failure was due to the misalignment and discrepancies in its application (Meybodi, 2010).

- **How would you rate the performance appraisal system at the DoT, eThekweni region?**

Findings indicate that more than half of the respondents (56.4%) perceived the current performance appraisal system as being too complicated.

- **The efficiency and effectiveness of the current performance management system at the DoT, eThekweni region.**

Fieldwork results of this study demonstrate that the current PMS at the DoT is inefficient. Table 5-8 indicates that the majority of the respondents disagreed that the current PMS improves the efficiency and effectiveness of service delivery at the DoT. Furthermore, the majority also indicated that the DoT needed a new PMS as the current PMS is outdated and ineffectual.

From the results above it can be deduced that the current PMS is not fulfilling its main objective which is to improve the performance of the employee and ultimately, the performance of the organization (PSC, 2012). The current performance management system utilized by the DoT is inefficient and ineffective, thus, a new performance management model is needed to improve the efficiency levels of the DoT.

- **Level of performance management system adoption of the DoT, eThekwini region.**

The findings of the study indicate that performance management has been implemented completely in most of the units of the DoT. However, it is alarming that even though implementation is a mandatory requirement of all public sector departments (PSC, 2012), there are still some units who have not considered performance management implementation to date (see table 5-10).

Objective Two: To assess the core challenges undermining performance management at the DoT, eThekwini region.

Fieldwork results illustrate that five out of the eight factors integrated into the performance management system result in improved organizational performance. There is a positive correlation between the five variables (performance planning, training and development, feedback, job satisfaction and leadership) and improved organizational performance. No correlations were found between internal resource availability and improved organizational performance and the study was unable to conclusively accept or reject H4 and H5. The performance management model developed in chapter two of this study revealed that the aforementioned factors are crucial for successful performance management implementation and for the improvement of organizational performance at the DoT, eThekwini region.

Objective Three: To develop a performance management framework for improved performance management systems within the Department of Transport, eThekwini region.

This objective was realized by synthesizing the findings obtained from objective one and objective two of this study. In light of the fieldwork results, the current PMS lacks the ability to improve the efficiency and effectiveness of service delivery at the DoT. This objective is to ensure that the PMS utilized is geared towards improving the

organizational performance of the DoT, eThekweni region. The framework proposed in figure 5-11 indicates that performance planning, training and development, feedback, job satisfaction and leadership are significant aspects which should be a vital component in the implementation of performance management in order for the DoT to successfully drive the improvement of organizational performance.

6.4 Contributions to the Existing Body of Knowledge

This study makes significant contributions of new knowledge to the existing collection of information in the area of public sector performance management:

- One of the key contributions is the development of a unique framework for successful performance management implementation which serves as a new method of addressing behavioural factors and organizational factors that act as barriers to performance management implementation and hinder the improvement of organizational performance.
- This study tends to the absence of practical studies conducted on performance management implementation in the South African local public service departments; and
- This study gives valuable information and resources for fellow academics who have a vested interest in understanding performance management implementation factors for improving organizational performance.

6.5 Limitations of the Research

First and foremost, this study cannot claim to have recognized all the core challenges undermining successful performance management at the DoT, eThekweni region. This would be irrational, as challenges are dynamic and situational in nature and not static. Secondly, the negative attitudes of the participants about the study and the time constraints have limited some of the valuable information on performance management implementation in the area of study. However, a stratified random sampling method has been adopted by the researcher, making it possible to reach the intended target

participants of the study. Thirdly, the scope of factors affecting successful performance management implementation has been limited to the factors of the proposed model, hence there could be other significant factors out of the scope of the proposed model which have not been accounted for. Lastly, due to the financial constraints and the immensity of the province, the researcher has only focused on one region in the KwaZulu-Natal province.

Hence, this study cannot be generalized to other public and private organizations in terms of successful performance management implementation for the improvement of organizational performance.

6.6 Practical Implications

This investigation identified significant deficiencies in the implementation and practice of the PMS at the DoT, eThekweni region. Amongst other practical implications from this study, the following five implications for the lack of performance planning, training and development, feedback, job satisfaction and leadership stand out:

Implication for Performance Planning on Performance Management

The findings of this study indicate that during performance management implementation there was a lack of performance planning at the DoT. Organizations who wish to have an effective PMS for improved organizational performance need to ensure that all employees, including management staff, are provided with the relevant teachings on performance management to ensure that the process is well understood and that employees are actively involved in the goal-setting process. Employees should be encouraged to participate in the performance planning stage where the goals of both the employee and the organization are mutually agreed upon. Motivating employees to achieve their goals will help improve organizational performance and the overall throughput rate.

Implication for Training and Development on Performance Management

Findings of this study indicate that the PMS lacks significant aspects of training and development. Organizations need to ensure that career development and promotional opportunities are a priority for management, since these aspects of training and development significantly influence employee performance. Organizations who invest in the training and development of their employees have the potential to stimulate employees to perform at their peak to attain the goals and objectives of the business, resulting in the improvement of organizational performance.

Implication for Feedback on Performance Management

Findings also reveal that there was a lack of on-going performance conversations between the employee and the manager at the DoT. Feedback is a central component of a PMS; emphasis needs to be placed on the provision of continuous feedback because employees cannot perform effectively without effective communication. Feedback is a valuable tool used to shape continuous learning, improve employee performance and ultimately improve the overall performance of the organization.

Implication for Job Satisfaction on Performance Management

Findings of this study indicate that the PMS at the DoT lacks the job satisfaction element which negatively affects the performance of the organization. Majority of the respondents don't feel positive about their future in the organization and have perceptions that the organization does not care for its employee nor do they retain their best employees. Organizations need to be aware and fully understand the features that significantly enhance the degree of employee satisfaction to ensure optimum motivation and job performance. Employees who are satisfied with their job tend to perform optimally and thus improve performance.

Implication for Leadership on Performance Management

Findings of this study reveal that the leadership style at the DoT is generally autocratic. Organizations need to ensure that the democratic leadership style is adopted, where the aim is to effectively and efficiently “manage” as opposed to “rule”. Democratic leadership promotes and encourages the involvement of employees and has proven to have a higher influence on employee performance, thus, resulting in improved organizational performance.

6.7 Recommendations

While a vast number of organizations around the world use some form of a performance management system, the DoT has not successfully managed to implement performance management and realize the benefits of improved organizational performance. If performance management is going to be effectively implemented and work efficiently, the following should be re-examined and reconsidered as a corrective measure or procedure.

6.7.1 Recommendations for future research

Fieldwork results have exposed critical unanswered questions, which could not be conclusively answered by the information gathered and bearing in mind the aforementioned limitations of the study, the subsequent research areas are highlighted as recommendations for future investigation:

- Future research studies must be conducted using a survey and case study of all public sector departments in South Africa, to detect the core challenges and difficulties that hinder successful performance management implementation.
- The framework established in this study ought to be measured in a precise working sector, predominantly the public sector, or in a specific republic.

- It is also recommended that an empirical study should be conducted in the South Africa public service departments to determine the impact of performance management implementation on improving organizational performance.
- The manner in which individuals use performance information is a critical determinant of a successful PMS. Behavioural and organizational factors are significant for successful implementation of a PMS. However, behavioural factors and organizational factors have been under-researched in professional and scientific literature (De Waal, 2007). This is a recommended area for future research which could make significant contributions to performance management implementations, especially in developing countries like South Africa.

6.7.2 Recommendations for the Organization

After concluding that the current PMS has not contributed to the enhancement of organizational performance, it is recommended that the department safeguards that all employees clearly comprehend how their individual performances influence the complete performance of the department. Performance management administrators should understand that poor individual performance may result in poor organizational performance.

In addition to providing employees with performance incentives, the DoT should improve its performance by taking responsibility for the following:

- Performance evaluations should not only take place quarterly (every three months) but should be expanded to monthly evaluations (even if it's informally), so weaknesses are detected timeously.
- Sufficient training on the drive and objectives of a PMS should be provided to employees on an annual basis.
- During the recruitment, promotion and appointment process, internal staff should be acknowledged and recognized.
- During departmental meetings, employees who are better performers should be recognized by appreciating and acknowledging them in the presence of their colleagues.

- Investigate the concerns and issues raised by employees regarding the current reward system, remuneration and reward processes in the department. The findings of the study show that employees have a negative perception about the reward practices of the department. The department could facilitate workshops for employees where they are knowledgeable about the worth of their work packages with relative market statistics. The findings show that the groups vary on the basis of job level, gender, age, employment category. It is further recommended that incentive and reward programs also vary according to the specific needs and values of the group in question.

Additionally, it is suggested that the department address the key concerns concerning training and development initiatives provided by the department. The findings of the study show that employees have a negative perception about the opportunities provided by the organization to further their awareness and expertise, and findings illustrate that this has a major impact on the improvement of organizational performance. Management should make sure that all employees have a personal development plan (PDP) which is in line with their training and development requirements. Personnel should be granted the opportunity to attend training and development initiatives which link to the PDPs. The DoT should also encourage shared learning and drive mentoring programs to provide internal learning and growth opportunities for employees.

6.8 Conclusion

Performance management literature is increasingly becoming more essential for many organizations. Organizations are becoming more aware that powerful development and implementation of a PMS can fuel the worth created by organizations. However, the mechanisms through which this value is created is still widely misunderstood. Thus, an improved understanding about the role internal and external factors play with regards to performance management implementation would enhance the ability of the system to improve organizational performance.

The findings of the study specify that the DoT finds it difficult to grasp the implementation of performance management. However, the research findings made it visible that the biggest challenge faced by the DoT is not in the development of smart documents or sophisticated models, but is about the people and how organizations manage change and integrate aspects of human resource practices into the system to accommodate employees. In order for organizations to compete in the big league, the employee's role in performance management must be an active role to realize performance excellence. Key challenges such as inadequate feedback, leadership and communication, amongst others, contribute to the ineffectiveness of performance management operations. Despite the aforementioned challenges faced, performance management is a vital tool for improving organizational performance. Performance management is by far one of management's most important obligation, if not the most vital. In addition, if successfully completed, performance management may result in several important outcomes for the employee, management and the organization.

It is evident from the findings that the DoT is not very effective in their current performance management practices. However, the research has developed meaningful insight as to the behavioural and organizational factors that the DoT can use to effectively implement performance management and successfully improve organizational performance.

This chapter pursued to merge the research study by reexamining the aim and objectives of the study and by summarizing the main research findings. Guidelines derived from the researcher's insights, literature and research findings were provided for organizations endeavoring to effectively implement performance management. The researcher highlighted the limitations of the study. Furthermore, contributions to the present body of knowledge were underlined and recommendations on areas for future research were provided.

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APPENDICES

Appendix A- Gatekeeper letter



Faculty Research Office
Durban University of Technology
23 April 2018

Ms Adele A. Martin
Student Number: 21107649.
Degree: Masters in Accounting
Email: adelem@dut.ac.za

Dear Ms Martin

PERMISSION TO CONDUCT RESEARCH

I am pleased to inform you that the Faculty Research Committee (FRC) at its meeting in 31 August 2017, has granted you ethical clearance to conduct your research "*An analysis of the Accounting Performance Management System in the Public Sector of eThekweni: A framework for Improved Organizational Performance*"

You would require permission from the institution(s) at which you intend to conduct your research. These permission letters have to be submitted to the Faculty Research Office for filing with your approved proposal.

We would be grateful if a summary of your key research findings can be submitted to the FRC on completion of your studies.

Kindest regards.
Yours sincerely

Dr Delene Heukelman
Faculty Research Coordinator (Acting)

Tel +27 31 373 5562
Email: deleneh@dut.ac.za

Appendix B- Letter of Information and Consent



LETTER OF INFORMATION

Title of the Research Study: An Analysis of the Performance Management System in the Public Sector: A Framework for Improved Organizational Performance

Principal Investigator/s/researcher: Adele Alice Martin, BTech Cost and Management Accounting

Co-Investigator/s/supervisor/s: Prof P.E Green and Prof O.O Olugbara

Brief Introduction and Purpose of the Study:

Outline of the Procedures: The research design will assist the researcher to achieve objectives as fully and accurately as possible. For the purpose of this research, mixed methods will be used which is the use of both quantitative and qualitative methods to collect data. The researcher will send a letter of consent to all respondents which will request them to partake in the study. The interviewee schedules have the same standardized format which means the same questions are asked to each interviewee in the same order. The interviews will be recorded by the researcher and the data written up as a transcript (a written account of interview questions and answers), which will be analyzed at a later stage. The interviewer will use language which is appropriate to the vocabulary of the group of people being studied. The researcher will emphasize to respondents that all comments will be treated confidentially, and all respondents will remain anonymous.

Risks or Discomforts to the Participant: There are no risks or discomforts to the participants.

Benefits: The benefits of this study, it will be made available through publications in accredited peer-reviewed journal; presentations at local and international conferences and also seminars and workshops given in the workplace to assist all government departments.

Reason/s why the Participant May Be Withdrawn from the Study: There are no adverse consequences for the participants should they choose to withdraw before or during the experiment as it is purely voluntary.

Remuneration: No remuneration will be paid to the participants.

Costs of the Study: The participants will not be expected to cover any costs incurred.

Confidentiality: The data will remain under the ownership of DUT and the Department of Transport. It will be Kept for 5 years and then disposed. Electronic data will be protected by passwords.

Research-related Injury: Not Applicable.

Persons to Contact in the Event of Any Problems or Queries:

Please contact the researcher (082 696 8156), my supervisor (031 373 6025) or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director: Research and Postgraduate Support, Prof S Moyo on 031 373 2577 or moyos@dut.ac.za.

Appendix C- Questionnaire

QUESTIONNAIRE

INTRODUCTION

Thank you for taking time to respond to this questionnaire.

The questionnaire is for a Master's study titled: ***An Analysis of the Performance Management System in the Public Sector: A Framework for Improved Organizational Performance***. It will not take you longer than 20 minutes to complete.

Please mark the relevant box with a cross (X) and give brief responses where applicable.

Please be assured that your responses will be confidential and anonymous.

1. *The following personal information is necessary for statistical purposes, to summarise the conclusions of the study in a proper manner and to reflect the opinions of employees on all post-levels, ages and gender in the department.*

1.1 Please indicate your gender

Female	1	
Male	2	

1.2 Please indicate your race group

African	1	
Coloured	2	
Indian	3	
White	4	

1.3 Please indicate your age group

20-29 years	1	
30- 39 years	2	
40-49 years	3	
50-59 years	4	
60-65 years	5	

1.4 Please indicate your highest qualification		
Standard 9/grade 11 or lower	1	
Senior Certificate/Matric	2	
Diploma	3	
Bachelor's Degree	4	
Post- Graduate diploma/Honour's Degree	5	
Master's Degree	6	
Doctorate Degree	7	

1.5 Please indicate your employment category		
General Employee	1	
Middle Management	2	
Senior Management	3	
Other (Please specify)	4	

1.6 Please number of completed years of service with the department.		
Less than 1 year	1	
1-5 years	2	
6-10 years	3	
11-15 years	4	
16-20 years	5	
21 and above	6	

Study on Performance Management Systems

Section 1: Assessing the Current Performance Management Systems at the Department of Transport

1. The performance management tool utilised in your unit provides adequate and accurate information on the performance of the unit		
Yes	1	
No	2	

2. Have you completed the performance appraisal process?		
Yes	1	
No	2	

3. How often are performance evaluations carried out in your department?		
Not at all	1	
Monthly	2	
Quarterly	3	
Yearly	4	
Other, please specify:	5	

4. Please indicate how familiar are you with the mission statement of the department.		
No knowledge	1	
General Knowledge	2	
Good Knowledge	3	
Extensive Knowledge	4	
Expert Knowledge	5	
Other	6	

5. How would you rate the performance appraisal system in your organisation?		
Easy	1	
Complicated	2	
Efficient	3	
Inefficient	4	

6. Do you agree that it is necessary for performance appraisal to be conducted in an organisation?		
Fully agree	1	
Partially agree	2	
Don't agree	3	

7.	Performance evaluation is being utilised for:	1 STRONGLY DISAGREE	2 DISAGREE	3 UNSURE	4 AGREE	5 STRONGLY AGREE
7.1	Employee development.					
7.2	Transfers, demotions and discharges.					
7.3	Promotions and bonuses.					
7.4	Career planning and development.					
7.5	Payment and rewards.					
7.6	Improve organisational performance.					
7.7	To review performance.					
7.8	To provide basis for disciplinary action.					

8.	Examining the efficiency of the current performance management system	1 STRONGLY DISAGREE	2 DISAGREE	3 UNSURE	4 AGREE	5 STRONGLY AGREE
8.1	The current PMS improves efficiency and effectiveness of service delivery.					
8.2	A new performance management system is needed as our units efficiency levels are very low.					
8.3	The current performance management system is up-to-date and very functional.					
8.4	I fully understand and able to use the current performance management system.					

Section 2- Performance Management Systems (PMS)

1. Please indicate how familiar are you with performance management?		
No knowledge	1	
General Knowledge	2	
Good Knowledge	3	
Extensive Knowledge	4	
Expert Knowledge	5	
Other	6	

2. Where did you first learn of Performance Management?		
University	1	
Professional Training	2	
Seminars or Conferences	3	
In-house training	4	
On your own	5	
Other, Please specify:	6	

3. What is the current level of performance management adoption in your department?		
Full implementation of performance management systems.	1	
Implementation of performance management systems in selected areas.	2	
Currently under consideration	3	
No consideration of performance management systems to date	4	
Other, Please specify:	5	

Section 3- Critical Success factors in Performance Management Systems implementation

4.	Training and development	1 STRONGLY DISAGREE	2 DISAGREE	3 UNSURE	4 AGREE	5 STRONGLY AGREE
4.1	I receive the training I need to do my job.					
4.2	I am satisfied with the opportunities for career development.					
4.3	New employees receive the necessary induction/orientation.					
4.4	A personal development plan based on my training and development needs exists.					
4.5	I am provided with opportunities for learning and development based on my personal development plans.					
4.6	I am aware of the mentoring/coaching opportunities in the organisation.					
4.7	The promotion criteria for jobs are available.					
4.8	There are promotional opportunities available					

5.	Performance Planning	1 STRONGLY DISAGREE	2 DISAGREE	3 UNSURE	4 AGREE	5 STRONGLY AGREE
5.1	My development needs have been taken into account in the goal-setting process.					

5.2	I have a good understanding of how my behavioural standards relate to my specific jobs.					
5.3	Behavioural competence and expectations of results are linked to the strategic directions and goals.					
5.4	In this process, my line manager had an engagement with me on my performance expectations (both behaviour and results)					

6.	Feedback	1 STRONGLY DISAGREE	2 DISAGREE	3 UNSURE	4 AGREE	5 STRONGLY AGREE
6.1	Generally, there is an effective, on-going performance conversation between my manager and myself.					
6.2	Feedback is considered a joint responsibility of both myself and my line manager.					
6.3	My line manager provides feedback whenever exceptional or ineffective performance is observed.					

6.4	I have witnessed managers frequently avoid providing feedback because they do not know how to deliver it productively in ways that will minimize employee defensiveness.					
7.	Employee Input	1 STRONGLY DISAGREE	2 DISAGREE	3 UNSURE	4 AGREE	5 STRONGLY AGREE
7.1	I am asked to prepare evidence of my key results at the end of the performance cycle.					
7.2	Self-rating has been used effectively as part of self-assessment.					

8.	Performance Evaluations	1 STRONGLY DISAGREE	2 DISAGREE	3 UNSURE	4 AGREE	5 STRONGLY AGREE
8.1	My competencies are linked to the department strategic goals and critical success factors.					
8.2	My competencies are defined in terms of my important job behaviours and expectations associated with them.					
8.3	The competency model used include the full array of factors associated with success in my department.					

8.4	Competency model is used as a basis for my performance evaluation.					
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9.	Job Satisfaction	1 STRONGLY DISAGREE	2 DISAGREE	3 UNSURE	4 AGREE	5 STRONGLY AGREE
9.1	I feel positive about my future in the organisation.					
9.2	I find my work interesting.					
9.3	I find my work challenging.					
9.4	I feel the organisation really cares for its employees.					
9.5	The organisation retains its best employees					

10.	Leadership	1 STRONGLY DISAGREE	2 DISAGREE	3 UNSURE	4 AGREE	5 STRONGLY AGREE
10.1	My immediate manager values the contribution I make.					
10.2	My immediate manager keeps confidential issues to himself/herself.					

10.3	My immediate manager does a good job of “people management” dealing with people who work for him/her.					
10.4	My immediate manager leads by example.					
10.5	I get along well with my immediate manager.					
10.6	The management style of my immediate manager is generally participative.					
10.7	My immediate manager demonstrates strong leadership skills.					
10.8	The management style of my immediate manager is generally autocratic.					
10.9	My immediate manager manages client (internal and external) relationships well.					

11. What do you understand about performance management?

12. What reward system will motivate you to perform in achieving your goals?

13. What mechanisms are in place for the public to hold the department accountable and for the employer to hold the employee accountable?
