

DURBAN UNIVERSITY OF TECHNOLOGY

**THE IMPLICATIONS OF PERFORMANCE APPRAISAL ON
ORGANIZATIONAL EFFECTIVENESS FOR BASIC
EDUCATION DEPARTMENT IN ILEMBE DISTRICT**

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ORGANIZATIONAL EFFECTIVENESS FOR BASIC EDUCATION
DEPARTMENT IN ILEMBE DISTRICT**

**Submitted in fulfilment of the requirements of the
degree of Master of Management Sciences
Specialising in
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in the
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at the Durban University of Technology**

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ABSTRACT

The research investigated ILembe District of Basic Education's appraisal system, specifically focusing on its implications on organizational effectiveness. In order to improve performance in the workplace, performance appraisals serve as a measurement of employee performance and help employees upgrade their competencies based on the gaps identified during the performance appraisal. Performance appraisals enable managers and supervisors to identify performance gaps, and then introduce training to address the gaps. In this way, the overall effectiveness of the organization and the service delivery continue to improve. A performance appraisal can also be an effective way of motivating employees to do better than expected as part of Human Resources Management. Providing rewards for good performance can be a good way to recognize employees. The main aim of this research was to understand critique and recommend effective strategies for the employees appraisal system at iLembe District of basic education. In order to achieve this, the study had four objectives, that is, to establish the department appraisal system; to determine the extent of implementation in the district; to ascertain the level of effectiveness; and to recommend effective strategies. The study utilised quantitative research methodology on a target population of 200 employees permanently employed at ILembe Department of Education District office. Purposive sampling was used to select participants of the study and S.P.S.S software was used to perform data analysis.

DECLARATION

I Noluthando N Zuma, the undersigned, hereby declare that the work exhibited in this dissertation is based on my research and that I have not submitted this dissertaton to any other higher education institution to attain an academic qualification. This dissertation is presented by me for examination for the Master of Public Management\ Administration.

Signature _____

DEDICATION

This thesis is dedicated to my loving parents Mr and Mrs Zuma, Nxamalala, Matomela Lugaju, oMashigizela, who have always been my biggest supporters. Their unwavering belief in my abilities and their endless encouragement have been my driving force.

To my family, my Brothers Ntokozo , Tapelo , Mfihlakalo, and my Sister Thembisile and Asemahle who have provided me with a strong foundation and the love that has kept me grounded throughout this journey.

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CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION AND BACKGROUND

Starting from 2002, South Africa implemented Performance Appraisals. It was mainly implemented to recognize and promote employees who achieved and surpassed their performance goals through salary increases. Inadequate execution of performance evaluation systems at the iLembe department leads to low employee performance, insecurity, frustration, and low morale and commitment, resulting in decreased organizational performance and service quality.

The Department of Public Service and Administration (DPSA) recommends that government officials undergo a performance appraisal that acts as a guideline for evaluating their job performance throughout 12 months. This study was investigating whether employees and managers at the iLembe District Office in KwaZulu-Natal understand the purpose of Performance Appraisal in the Department of Education (DoE) to enhance its implementation.

1.2 PROBLEM STATEMENT

This idea enables organizations to utilize performance-driven methods, criteria, procedures, and systems to optimize the efficiency of their financial, human, material, and other resources. It offers a structure for companies to adopt performance-focused approaches, guidelines, procedures, and platforms. By employing performance management programs and tools, businesses can systematically and effectively connect their overall strategies to their fundamental operations and activities. Consequently, the staff who are monitored and observed closely show improved quality and efficiency in their performance compared to those who are not under any form of control system, leading to increased staff performance.

Since 2007, the iLembe District Office has been following the tradition of implementing a performance appraisal system. The performance of each employee is assessed by their direct supervisor in the company. After finishing the Performance Appraisal, it is sent to the Intermediate Review Committee, made up of management, to verify employees' performance agreements in the company's divisions or sections (Performance Appraisal 2019 implementation manual).

This study aims to address the general research problem that Performance Appraisals are not implemented consistently in some cases. A lack of commitment and morale can result in poor performance, insecurities, and frustration on the part of employees. Public sector performance and service delivery can suffer as a result.

1.3 AIMS

The aim of this study is to understand critique and recommend effective strategies for the employees' appraisal system at ILembe District of Basic Education.

1.4 OBJECTIVES OF THE STUDY

The study has the following objectives:

- To determine the extent of implementation of the appraisal system at iLembe Department of Education.
- To ascertain the level of effectiveness of the appraisal system at iLembe Department of Education.
- To establish the relationship between the appraisal system and performance at iLembe Department of Education.
- To recommend strategies of implementing effective appraisal system at iLembe Department of Education.

1.5 RESEARCH QUESTIONS

The study attempts to answer the following research questions:

- What is the extent of implementation of the appraisal system at iLembe Department of Education?
- How effective is the appraisal system at iLembe Department of Education?
- What is the relationship between the appraisal system and performance at iLembe Department of Education?
- What are the strategies of implementing effective appraisal system at iLembe Department of Education?

1.6 CONCLUSION

This chapter provided the introduction of the study. It focused on the problem statement, aims, objectives as well as research questions for the study. The following chapter will focus on the literature review for the study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter provided details about the aim, goals, research approach, and importance of the study. This section will center on the literature concerning performance appraisal systems and how they impact organizational effectiveness. The success of any organization relies on its capacity to both hire and keep motivated employees. Sterlington (2019) states that performance appraisal is an essential aspect of Employee Performance Management. Through performance evaluation, organization objectives can be achieved and employee effectiveness can be enhanced by concentrating on people and their performance (Sefala, 2018).

In this chapter, a theoretical literature review will be conducted on performance appraisal and management, including definitions, purpose, management cycle, and the Department of Education's appraisal process. In the last 15 years, various other researchers have carried out global and South African research on performance appraisal, a topic explored in this chapter. This chapter also provides information on important laws and policies that regulate performance appraisal in South Africa.

2.2 THEORETICAL ASPECTS PERTAINING TO PERFORMANCE APPRAISAL

2.2.1 Performance appraisal and Performance Management defined

Various terms, such as "performance review", "annual appraisal", "performance evaluation", "employee evaluation" and "merit evaluation", are used by organizations to refer to performance appraisal (Kreitner et al. 2018). These terms include: "performance review", "annual appraisal", "performance evaluation", and "merit evaluation" (Grobler et al., 2022). Performance evaluations are regular assessments of an employee's work performance (usually done monthly or quarterly, but sometimes annually in certain instances) to assess the quality and effectiveness of their job.

Performance appraisals provide organizations with valuable information for recruiting, selecting, training, and developing their current employees, as well as incentivizing them to uphold a high standard of work through proper recognition of their achievements (Grobler et al., 2022). Lack of a trustworthy performance evaluation system results in the breakdown of the human resource system, ultimately resulting in the squandering of the organization's precious human resources. Performance management is different from performance appraisals as it involves establishing a conducive work setting that enables individuals to excel.

In performance management, duties are made clear, job expectations are established, and performance is recorded, assessed, and reviewed with every employee as a strategic procedure. Due to total quality management programs implementing all management tools, such as performance appraisal (Grobler et al., 2022), performance management has gained more popularity. The procedure starts with defining a role and ends with employee termination. Strategically, performance metrics and standards are utilized to set performance targets and goals, prioritize resource allocation, alert managers to necessary policy or program changes, summarize performance goal achievements, and enhance organizational effectiveness and efficiency.

2.2.2 An overview of Performance Appraisal

As stated by Kreitner and Kinick (2018), Performance Appraisal involves evaluating individuals' performance and their contributions to the success of an organization. Erasmus, Swanepoel, Van Wyk, and Schenk (2018) state that Performance Appraisals are structured procedures designed to assess, monitor, evaluate, document, and enhance employees' job-related strengths and weaknesses. Therefore, the evaluation can be used as a foundation for making crucial personal choices and crafting a growth strategy (Kreitner et al. 2018). Paile (2019) defines performance appraisal as evaluating an individual's skills and future prospects for making well-informed decisions. Assessment of an employee's performance entails a rater's assessment of the employee's effectiveness.

During performance feedback, a worker is given details about a rater's assessment of their performance, including the manner in which the information is presented. There are two kinds of performance metrics in performance evaluations: objective and subjective. Some of the objective measures are the amount of money generated, the quantity of items manufactured, and the number of agreements obtained. Certain quantitative indicators, like received complaints and days of absence from work, are rated negatively. Afterwards, work products' creativity or overall job performance will be subjectively evaluated by supervisors or peers. The primary focus of early performance appraisal research was on subjective measures, exploring topics such as rating scale varieties, rater precision, errors made by raters, and the cognitive processes involved in appraisal judgments.

While the implications of this research are relevant to rater training, there is no definite proof that training based on these findings has enhanced organizational performance appraisals. Early research suggests that the emphasis on rating scales, rater precision and mistakes, and rater thought processes may not be as important as originally thought because key factors such as the rater's motivation and the employee's perspective were overlooked.

2.2.3 Performance Appraisal vs. Performance Management

Greenberg's application of organizational justice research to performance appraisal in 1986 led to a successful research stream. In research conducted by Greenberg and colleagues, different elements impact individuals' perceptions of fairness regarding performance evaluations (for example, seeking and incorporating feedback before the evaluation, having the opportunity to question the evaluation). Employee involvement in performance evaluations and feedback has garnered the most focus. Researchers have also explored how justice perceptions impact various attitudinal and behavioral outcomes such as organizational commitment, in addition to identifying the antecedents of justice perceptions. Current research has expanded the appraisal process by placing it in the wider context of an organization's performance management system. This system

involves the connections between the development of appraisal systems, appraisal procedures, and feedback processes (Erasmus, et al., 2018).

According to Stredwick (2020), the evaluation process assesses and assigns worth to items, not only individuals, and results in either a positive or negative result. Appraisal is thought to be an annual ritual, likened to a rain dance, where participants must say the correct phrases and move correctly in order for money to be generated. A performance evaluation for an employee is a way for the employer to assess if the employee is effectively carrying out their job.

Swanepoel et al. (2018) define performance management as a continuous procedure that includes planning, supervising, assessing, recognizing, and enhancing performance, a crucial aspect of every human resource function. By utilizing selection, training, and a motivating reward system, the appraisal system assesses employees' actions to promote ideal employee behavior. The event is marked on the work schedule.

Performance appraisal is a key aspect of management that is ongoing and focuses on the future, enhancements, obstacles, and chances, and is fully intertwined with how the manager is supervised. As stated by Gill (2020) and Long (2019), the primary objective of performance evaluation is:

- To evaluate the requirements for training.
- In order to enhance present efficiency;
- To evaluate possible future capabilities;
- In order to help with decisions regarding career planning;
- To establish goals for performance; and
- To evaluate the growth in wages.

2.2.4 The Management of Performance

Performance management aims to establish goals for different levels within an organization, such as teams, divisions, departments, and individual employees, aligned with the overall organizational objectives (Grobler, Warnich, Carrell, Elbert & Hatfield,

2019). The process of performance management, as described by Pipe (2020), includes creating, sharing, and supporting the organization's future goals, key skills, and beliefs, while also aiding in building and maintaining a collective understanding through ongoing integration and processes. Therefore, it pertains to how managers ensure that employees' performance is in line with the organization's objectives.

In order to manage performance and attain organizational success, managers and employees need to collaborate to meet expectations, assess outcomes, and recognize achievements (Sefala, 2018). Managers utilize performance management to encourage employees to improve their performance and compensate them accordingly, while also fostering their potential for taking on more significant roles (Van der Waldt, 2018). Management by performance is a series of methods that managers use to strategize, guide, and enhance the performance of their employees in alignment with the department's overarching goals (Sefala, 2018).

Armstrong (2006) proposes that performance management is comprised of five essential elements: measurement, feedback, positive reinforcement, dialogue, and agreement. Assessment is determined by goals, objectives, behaviors, attitudes, and organizational values that are in sync.

Providing feedback to individuals includes giving them information on their performance, progress, and what they must do to maintain effective performance. Providing compliments for outstanding achievements and giving useful suggestions for areas needing development is a type of positive reinforcement. It emphasizes the procedure and not only the result, promoting tasks that contribute worth.

In meetings, staff members discuss previous occurrences, generate ideas for improving their tasks, and pinpoint the support they need from their managers to reach their objectives. An agreement is achieved when all parties come to a consensus on the required actions to improve and sustain overall performance, and also tackle any concerns brought up during the conversation.

2.2.5 Performance Appraisals serve a number of purposes

An employee's performance evaluation aims to assess their job performance level (Sefala, 2018). Sefala (2018) stated that Performance Appraisal facilitates consistent communication between supervisors and employees and acknowledges their achievements through performance feedback. To achieve success, workers increase their efforts, tackle tougher tasks, embrace risk, think creatively, and accept accountability (Sefala, 2018).

The aim of Performance Appraisal is to foster a culture of excellence in which individuals and teams are accountable for enhancing work processes and their own skills and contributions under the guidance of strong leadership (Armstrong, 2019). Furthermore, performance appraisal not only contributes to the overall health of an organization but also guarantees that the services provided enhance client satisfaction and sustain a high level of performance (Armstrong, 2019).

According to Grobler et al. (2020), employees' performance is influenced by their ability and motivation, which can be enhanced through rewards or compensation. Boosting the spirits of workers to go beyond what is expected can benefit both the company and the employees themselves, as indicated by Armstrong (2019).

2.2.6 Motivational value of Performance Appraisals

Effective Performance Appraisal leads to higher employee motivation and productivity. Intrinsic motivation can also stem from the work itself, along with chances for acknowledgment, achievement, and advancement (Bhattacharjee & Sengupta, 2021). If employees believe their pay is fair, a leader who acknowledges their efforts and supports their development can enhance their job satisfaction. Devoting time to the growth and success of your employees will be beneficial, therefore make it a point to interact with them on a regular basis.

Khanshana (2019) suggests that Performance Appraisals are utilized to assess performance, incentivize staff, and enhance employee efficiency. Hence, Performance

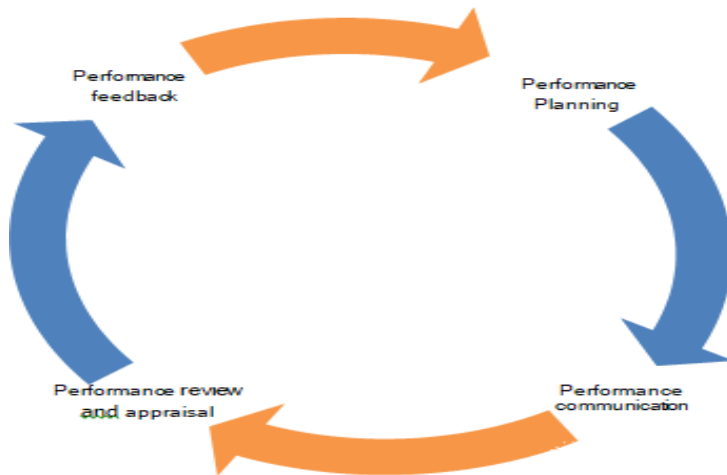
Appraisals are conducted to assess rewards, incentivize staff, and enhance employee productivity. Put simply, if done right, Performance Appraisal guarantees that employees' fundamental needs are met for them to work efficiently.

Tlowana (2019) emphasizes that employees must receive support in order to be motivated to strive for high performance. Employees require sufficient resources, including tools, equipment, materials, and supplies, in order to perform their duties effectively. An employee's productivity is influenced by different factors such as the work environment, colleagues, helpful guidelines, necessary job information, and time allocation for goal achievement (Tlowana, 2019). When employees are inspired to carry out their responsibilities, the organization can reach its objective (Tlowana, 2019).

2.3 THE PERFORMANCE MANAGEMENT CYCLE

Armstrong (2019) states that the performance management cycle is a procedure that helps in attaining high organizational performance through effective management of individuals and teams. Performance management includes evaluating an individual's performance and their impact on the organization's overall performance (Kreitner & Kinick, 2018). Figure 2.1 depicts Paile's (2021) explanation of the performance management cycle, which consists of four key elements: planning, communication, reviews, and appraisals. Below is an analysis of the four elements of the performance evaluation process.

FIGURE 2.1: THE PERFORMANCE MANAGEMENT CYCLE



Performance Planning

Paile (2019) outlines that performance planning involves individuals setting performance expectations and goals to align their efforts with organizational objectives. According to Spangenberg (cited in Paile, 2019), performance planning involves creating a mission, defining performance objectives and strategies, and enhancing job-related skills and supportive actions. In the planning phase, the supervisor and subordinate determine the employee's tasks, how they will be carried out, the reasons for them, and the employee's level of authority and decision-making power. Each organization engages in performance planning on an annual basis. Put simply, the goal of performance planning is to establish precise job responsibilities for every staff member.

Performance Communication

In performance communication, supervisors and subordinates collaborate to discuss work progress, obstacles, issues, solutions, and ways the manager can support the subordinate (Boninelli & Meyer, 2020). Continuous communication about performance helps supervisors gain insight into employees' needs and challenges, while also ensuring ongoing discussions about performance measures (Paile, 2019). Tlowana (2019) explains that performance communication enables supervisors and employees to work together in order to prevent problems, address any issues that come up, and adjust job

duties, tasks that are frequently required in many workplaces. Having a monthly one-on-one meeting with each employee, or holding a regular group meeting where each employee updates on their project status, can ensure continuous communication (Tlowana, 2019).

Performance Feedback

Performance Appraisals require feedback from employees so that improvement can be achieved where necessary. The performance appraisal provides an opportunity for feedback, as frequent feedback is key to developing new behaviors and improving current behaviors (Krumm, 2021).

The Performance Management Cycle at the Department of Education

Performance cycles are annual periods starting on April 1st and ending on March 31st every year (Department of Education Implementation Manual, 2020). Included in the process are three components: performance planning, performance monitoring, and performance evaluation. They are evaluated at the conclusion of the cycle. According to the Department of Education Implementation Manual (2020), employers and employees are required to initiate the performance management process by participating in performance planning. Both the manager and the staff member have a conversation during performance planning where they both agree on the desired outcomes, necessary skills, required growth, and the approach to be taken in the process.

According to the Department of Education Implementation Manual (2020), it is the responsibility of a supervisor to recognize the areas where an employee requires improvement and to create a personal development plan for all employees they oversee. Managers must also recognize certain duties and occurrences that employees need to complete, standards of performance they should uphold and encourage, and duties they are individually accountable for to make their distinct impacts.

As outlined in the Department of Education Implementation Manual (2020), performance monitoring involves tracking progress towards goals and recognizing any performance issues that may arise. In addition to recognizing and offering necessary assistance, it is

essential to put into practice corrective measures for ongoing learning and growth. Identifying and providing immediate support interventions when necessary is crucial. During the evaluation phase, the Department defines the steps that need to be adhered to.

An executing authority can create distinct performance evaluation tools based on the job category or level of work, as stated in the Department of Education Implementation Manual (2020). When evaluating a particular employee, it is important to use just one assessment tool to decide on rewards, promotions, and skill improvement. Performance evaluations should rely on data found in the specified performance evaluation tool. Nonetheless, if a challenge is raised against a evaluation, details submitted in relation to the challenge must be taken into account as well.

2.3.1 The Performance Management cycle at the Department of Education

Every year, the Department of Education's performance cycle starts on April 1st and concludes on March 31st of the next year (Department of Education Implementation Manual, 2020). The cycle consists of three components: planning for performance, monitoring performance, and assessing performance. The assessments conclude the yearly evaluation period. According to the Department of Education Implementation Manual (2020), the process of performance management starts with performance planning. During performance planning, the supervisor and employee engage in a discussion to agree on outputs, competencies, development, and process handling. The 2020 Department of Education Implementation Manual also outlines that supervisors are accountable for pinpointing areas for improvement in employees and drafting personal development plans for all employees they oversee. Additionally, the supervisor must pinpoint particular assignments or occurrences that the employee must ensure are completed, the standards of performance the employee should uphold and encourage, and the tasks the employee must execute to provide a distinct contribution. Performance monitoring, as outlined in the Department of Education Implementation Manual (2020), is a method that assesses progress towards goals and highlights any performance issues. It is important to recognize and offer the necessary assistance in

order to take corrective measures for ongoing learning and growth. Timely identification and provision of support interventions is essential.

2.4 PERFORMANCE APPRAISAL IN THE PUBLIC SECTOR

In small public sector institutions where management has personal relationships with all employees (Robbins, 2018), performance appraisal is a critical component of performance management, often leading to a systematic evaluation of employee productivity and competence. Within the broader institutional framework, data produced from a haphazard informal assessment lacks the validity needed to make sound and defensible decisions regarding personnel. Accurate performance management data obtained through a standardized process is crucial for carrying out activities like human resource planning, training and development, compensation, and career development. Therefore, the majority of public sector institutions require a formal performance appraisal system to actively contribute to developing, implementing, and sustaining their performance (Erasmus, 2019). Identifying the processes, tools, and delivery mechanisms that will result in improvement is crucial for enhancing performance within an organization. In fact, performance management is not an isolated objective, but rather one of several tools that help organizations identify tasks, enhance services, and uphold quality standards.

It is undeniable that a well-functioning performance evaluation system, which includes the specific evaluation process utilized in municipalities, can have a major impact on performance management at both the organizational and individual levels. The objective of this mini-thesis is to offer recommendations and analyze the variations in managing and evaluating employee performance review systems in China and South Africa to enhance employee effectiveness and efficiency, with a particular emphasis on comparing performance evaluation procedures.

Divisions, departments, teams, and individuals establish their own goals in line with the goals and objectives of their organizations as part of performance management (Grobler, Warnich, Carrell, Elbert & Hatfield, 2018). Performance management aims to establish, communicate, empower, and implement the future goals, key abilities, and principles of

an organization, while also fostering a shared comprehension. It is described as a procedure in which managers strive to synchronize employees' performance with organizational objectives.

2.4.1 The Performance Appraisal process at the Department of Education

The Performance Appraisal procedure, as described in the Department of Education Implementation Manual (2020), is reviewed as follows:

In the workplace, performance management involves continuous communication between an employee and their supervisor regarding the employee's performance. A performance cycle involves planning, implementing, and evaluating performance within a year timeframe. It must align with the Department's annual business plan in the upcoming year. In the same way, the 12-month period is linked to the fiscal year for scheduling, salary advancement, and other rewards based on performance.

The performance agreement is the foundation of Performance Appraisal. Before the end of the first quarter of the new cycle, all employees must sign performance agreements upon entering. The performance agreement must consist of the following content:

TABLE 2.1: PERFORMANCE RATINGS, REVIEWS, AND ANNUAL ASSESSMENTS

Rating	Category	Description
1	Unacceptable performance	The performance does not meet the job's expected standard. The evaluation shows that the employee has not met the expected results for most of the performance criteria outlined in the Performance Agreement and Work plan.
2	Performance not fully effective	Performance meets a few of the job's expected standards. The evaluation shows that the employee did not meet fully effective results on over half of the performance criteria and indicators listed in the Performance Agreement and Work Plan.

3	Performance fully effective	The performance meets the standard requirements in every aspect of the job. The evaluation shows that the employee has met at least the effective level for all performance criteria and indicators outlined in the Performance Agreement and Work plan.
4	Performance significantly above expectations	Performance in the job exceeds the expected standard by a significant margin. The evaluation shows that the employee has exceeded expectations in over half of the performance criteria and indicators outlined in the Performance Agreement and Work plan, and has met all others during the performance period.
5	Outstanding performance	The level of performance greatly surpasses what is typically expected from someone at this job level. The evaluation reveals that the employee has exceeded expectations in meeting all performance criteria and indicators outlined in the PA and Work plan, and has consistently maintained this level of performance in all areas of responsibility during the performance cycle.

- Employee information including personal number, job title, level, and job role description with focus on main objectives, job purpose, key result areas (KRAs), and generic assessment factors (GAFs).
- A plan outlining the key result areas (KRA), outputs, activities, and resources needed for a project.
- A PDP helps identify an employee's developmental areas and needs, as well as ways to enhance them.

Performance ratings, reviews, and annual assessments of employees are based on five categories of performance in Table 2.1.

The performance management and development system uses a five-point rating scale, as shown in Table 2.1. The Department of Education Implementation Manual (2020) describes a “3” as "Fully Effective" - a performance that fully meets the standards required and achieves effective results against all performance criteria.

2.5 APPRAISAL METHODS AND INSTRUMENTS

A variety of appraisal methods and instruments can be used to evaluate a person's performance at work, including:

Essay method

For this method to be effective, the rater needs to write a report evaluating the worker's strengths and weaknesses. However, it is a time-consuming method that is dependent on the rater's writing skills and requires comprehensive reporting. As well as addressing specific points in the report, it is time-consuming to prepare.

Management By Objectives (MBO)

The motivation driving skills method that was mentioned before provides a goal-setting phase based on the formation of long-term organizational objectives. The method includes (Erasmus, 2018) the following:

- Mutually establishing and discussing specific goals and formulating action plans among managers and employees in the public sector;
- The managers of the public sector assist their employees in achieving their goals; and
- A preset time is set for each public sector manager and employee to assess whether they have met these objectives.

Management can assess the quality of employee work performance based on the guidelines by using appraisal methods and instruments. As a result of their ongoing contact with their employees, management always chooses the familiar and comfortable appraisal instrument. Changes in appraisal methods can be made according to the circumstances, because suitable methods can provide appropriate feedback, which affects employee satisfaction and fairness.

Rating scales

Various characteristics relevant to a job are selected to develop a graphic rating scale. The scale is based on employee behavior and outcomes. Based on a number of defined work or personal qualities, the appraiser places a tick on a line from the highest to the lowest score for each of these attributes. In comparison to graphic rating scales, non-graphic rating scales are more valid. Employees are rated according to a brief description of their points on the scale.

Comparative methods Ranking

An evaluator assigns rankings to employees based on their achievements, typically accompanied by an assessment of their overall job performance. This technique is widely used to evaluate a high quantity of employees. Through forced distribution, managers allocate employee assessments according to a preset distribution to establish the ultimate ranking of each employee. The final ranking is determined by how many times each employee is deemed superior to other employees.

Employees are grouped according to a specific percentage. Managers categorize employees based on performance from poor to excellent. Paired comparisons involve workers being compared to each other in a series of comparisons. Employees are evaluated against one another within a specific cohort. An employee's performance rating is determined by the frequency of being chosen as well as receiving higher ratings from peers.

Significant event

This approach involves consistently documenting employees' performance to show whether they have succeeded or failed. It is a method that takes up a lot of time, typically evaluating the staff's strengths and weaknesses.

2.5.1 Difficulties in evaluating performance

According to Erasmus et al. (2019), performance evaluations are utilized to furnish employees and decision makers in different departments with information regarding job-related subjects. As per Grobler et al. (2018), managers need to be able to recognize what defines the satisfactory performance of their employees. Therefore, managers must have the ability to recognize the following issues during performance evaluations:

The Function of Management

According to Mntambo (2021), a strong level of dedication from management is essential for the success of Performance Appraisal. As noted by Mntambo (2021), it is important for management to acknowledge the link between enhancing employees' capabilities and the advancement and vitality of their organizations.

Furthermore, it is imperative to recognize the significance of concentrating on enhancing human resources to support the attainment of organizational goals and growth strategies, including assessing the potential for human capability development and the essential conditions for fostering such development within the organization (Mntambo, 2021). Another point made by Mntambo (2021) is that management needs to recognize their role in humanizing the workplace to ensure employees feel appreciated for their contributions to the organization.

Giving input

According to a survey by Mntambo (2021), employees need feedback on their job performance to determine if they are competent in their assigned tasks and following work-related behaviors. In terms of an employee, it revolves around their task execution and their communication with team members and other colleagues within the company. In terms of the Performance Appraisal period, managers must dedicate a significant amount of time for this task and be open to receiving negative feedback from the evaluating committee on the employees' overall performance. They should approach this feedback with understanding and utilize it for necessary corrective measures (Mntambo, 2021). Additionally, it is important for leaders to openly communicate the desired organizational culture, values, and processes, leading by example to provide employees with guidance and feedback.

Inadequate management planning

The absence of organizational planning in conducting Performance Appraisals leads to disputes between supervisors and employees due to ambiguous roles and duties. If employees lack clarity on their roles in identifying key performance areas, they may feel confused. Furthermore, the lack of comprehension among managers and employees regarding policies and processes impacts their view of Performance Appraisal, leading to negative results for the department's objectives.

Recent occurrence effect

Erasmus et al. (2019) describe the Recency Effect as focusing more on an employee's recent actions rather than their overall performance during a review period. There is a high probability that the manager will not maintain records throughout the year, leading to a skewed and possibly unjust evaluation of the employee.

Rigidity and flexibility

This pertains to the inclination of managers to give either positive assessments or extremely critical scores to all staff members (Erasmus et al., 2018). According to Mntambo (2021), managers can be either extremely strict or extremely lenient during appraisals, depending on their mood. Therefore, the effectiveness of the Performance Appraisal process can be compromised if the manager lacks objectivity in evaluating the employee.

The measure of where data is centered - Central Tendency

In the assessment process, appraisers steer clear of giving high or low ratings and opt for a strategy called central tendency (Erasmus et al., 2018). This is referred to as the central tendency (Erasmus et al., 2018). Consequently, they typically end up choosing the acceptable range on the scale and evaluating numerous employees as average achievers. In contrast to the issue of leniency and strictness mentioned earlier (Erasmus et al., 2018), they opt for a moderate level on the scale.

The Halo Effect

Managers tend to judge an employee based on a positive first impression, and this bias needs to be properly explained to individuals who become appraisers (Erasmus et al., 2018). As a general rule, managers tend to give employees a favourable rating if they are perceived to behave in a similar manner to the manager and, on the other hand, they may assign less favorable scores to employees who display attributes that differ from those of the manager (Erasmus et al., 2018).

2.5.2 Performance Appraisal sources

Casio (2020) states that it is essential for a rater to have enough time to observe performance. After the development of the performance appraisal method, the next task is to decide on the personnel responsible for conducting the evaluations and the source of feedback. Five different groups can conduct appraisals: (1) Self-evaluations; (2) Evaluations by supervisors; (3) Assessments by subordinates; (4) Reviews by peers; and (5) Evaluations by individuals not directly involved in the work environment.

Self-evaluation

When there is self-assessment justification, employees are in the prime position to assess their own work methods and results (Cummings & Schwab, 2018). Through evaluating the employee's strengths, weaknesses, accomplishments, and performance, they develop a deeper self-awareness. According to Casocio (2019), employees' motivation and defensiveness in evaluation interviews are positively affected when they have the opportunity to be involved in the performance management process, especially when appraisals include goal setting and the chance to contribute to the organization. Self-evaluations, however, tend to be gentler and subjective, making them better suited for counseling and growth rather than for hiring choices.

Evaluation by the supervisor

Supervisors evaluate the employee's duties and the employee's real work output. This is because the supervisor is in the optimal position to witness the employee's conduct and work quality as they are the most knowledgeable about the subordinate's performance.

Subordinates' appraisal

Supervisors can assess their subordinates by evaluating their communication and motivational abilities during performance appraisals. They are aware of a supervisor's ability to delegate, organize, and plan. A manager's evaluation can provide insight into the overall atmosphere of the team and the level of admiration the employees have for their leader. Management can assess individuals eligible for promotion by evaluating their ratings on managing people (Latham & Wexley, 2020).

Peer appraisal

Besides evaluating employees' teamwork skills, cooperation, and sensitivity, receiving feedback from peers can provide an alternative viewpoint on performance compared to that of the manager. Latham and Wexley (2020) argue that there are multiple reasons for the strong reliability of peer appraisals. Initially, there is a positive relationship between peer interaction and reliability. Colleagues have a thorough understanding of a worker's performance.

As a result, they possess a greater amount of pertinent information for assessment compared to other sources. Furthermore, peer assessment enables multiple independent viewpoints. Combining multiple ratings can frequently yield a more dependable assessment compared to just one rating (Bayroff, Haggerty & Rundquist, 2018). These evaluations can frequently offer a fairly consistent assessment that is not influenced by the preferences or unique characteristics of an individual evaluator.

Persons outside of the immediate work environment

If an organization lacks the necessary expertise to conduct appraisals, external individuals can offer appraisal services. Although outsiders have less information about

the work environment and situation, they can offer more valuable insights than those directly involved, despite the potential bias from previous interactions. It is crucial to understand that every resource comes with its own set of pros and cons.

In order for an evaluation of an employee's work to be effective, it is important to remain impartial towards the employee. Creating a system for evaluating employee performance involves determining who will be in charge of carrying out staff appraisals. Collecting input from various sources is crucial for conducting a feasibility examination. If organizations decide to, they can utilize the feedback they receive for training and development. With the outcomes, decisions about salaries and advancements can be determined by administrators.

2.6 KEY LEGISLATION AND POLICIES THAT GOVERN PERFORMANCE APPRAISAL IN SOUTH AFRICA

Several key documents (White Papers) and laws in South Africa outline the ethos of Performance Appraisal and its implementation. Various laws, including the Constitution, Human Resources White Paper, and Public Service Regulations, regulate the public sector.

In general, the different regulations regarding Performance Appraisal in the public sector in South Africa suggest that it should be seen as an ongoing procedure. The next parts give a succinct summary of these regulations and guidelines.

- The Constitution of the Republic of South Africa, 1996;
- The Department of Education Implementation Manual, 2020;
- Public Service Regulations, 2001; and
- The White Paper on Human Resources Management in the Public Service 1997.

2.6.1 The Constitution of the Republic of South Africa, 1996

Several democratic values and principles are enshrined in the Constitution of the Republic of South Africa (1996). Among those values and principles are the following principles which are to govern the public administration of the country:

- The promotion and maintenance of high standards of professional ethics are essential;
- In order to ensure economic efficiency and effective resource utilization, we need to promote the following:
 - It is imperative that public administration is oriented towards the development of society;
 - There must be an impartial, fair, equitably administered service as well as the absence of bias in the delivery of services;
 - As a result, there must be attention paid to the needs of people and the public should be encouraged to participate in policy-making; - An accountable administration must be in place;
 - The public needs to be informed in a timely, accessible and accurate manner as a means of fostering transparency.
 - Developing good career management and human resource management practices is essential to maximizing the potential of the human resource; and
 - A successful public administration in South Africa should reflect the diverse population, using fair and objective employment practices that address historical inequalities to ensure wide representation.

The Performance Appraisal should therefore be aligned to the Constitutional principles stated above as they pertain to performance appraisal.

2.6.2 The White paper on Human Resources Management in the Public Service, 1997

As stated in the White Paper on Human Resources Management in the Public Services (2017), the successful completion of employees' tasks is essential for meeting public service operational and developmental objectives. In the field of human resource management, performance evaluations are crucial for clarifying employees' expectations, evaluating if they are meeting goals, recognizing and rewarding good performance, and addressing and enhancing poor performance.

Additionally, The White Paper on Human Resources Management in the Public Services (2017) emphasizes that overseeing employee performance is a continuous effort in which both employees and employers work together to enhance each employee's performance.

2.6.3 Public Service Regulations, 2001

A number of key principles underpin effective performance appraisal, and they are outlined in the South African Public Service Regulations (2001). These principles are as follows:

- In order to enhance the efficiency and effectiveness of the organisation, to make sure the use of resources is accountable, and to achieve results, departments must manage their performance in a consultative, supportive, and nondiscriminatory manner;
- The performance appraisal process shall be linked to broad and consistent staff development plans and should align closely with the strategic goals of the Department;
- The Performance Appraisal should also provide the opportunity to acknowledge fully effective performance and address performance that is consistently not fully effective;
- Furthermore, it is important that Performance Appraisals minimize the administrative burden on supervisors and ensure administrative justice while maintaining a high level of transparency.

2.6.4 The Department of Education Implementation Manual, 2007

In addition to adhering to the Public Service Regulation principles as one of the Government Departments, the Department of Education also has eight objectives for the Performance Appraisal system that are aligned with them. There are eight objectives listed in the manual:

- The department should establish a culture of performance and learning within the organization;

- Enhance the delivery of services;
- The purpose of this objective is to make sure that all employees know what is expected of them as part of the department. Employees should be aware of their responsibilities and roles with the department.
- Promote interaction between supervisors and job holders in regard to performance evaluations. This objective emphasizes the importance of communication between supervisors and employees when it comes to performance evaluations.
- Assisting jobholders in identifying, managing, and promoting their development needs;
- A fair and objective evaluation of performance should be conducted; and
- Honor excellence in performance by recognizing and awarding it.

Thus, in light of the aforementioned legislations, the goal of overseeing employee performance is to acknowledge good performance and behavior, while also enhancing the performance of underperforming employees. As a result, employees who perform poorly are subjected to an improvement program in order to help them improve their performance.

2.7 EMPIRICAL RESEARCH ON PERFORMANCE APPRAISAL

2.7.1 International studies on Performance Appraisal

There has been extensive international research conducted on evaluations of public sector performance. Over the last five years, numerous studies have been carried out in developing nations like South Africa. A study by Gul, Dolu and Dogutas (2019) regarding the Performance Appraisal system in the Turkish national police: the Case of Ankara Police Department indicates that Performance Appraisals offer employees feedback on their performance and supervisors a trustworthy tool for making personnel decisions when conducted properly. An assessment is a perfect method to convey and strengthen organizational beliefs, enhancing employee productivity and service provision (Gul et al., 2019).

Additionally, Gul et al. (2019) emphasize that when employees are given a confidential evaluation, they are unable to improve by learning from their errors or faults. Performance evaluations should be communicated to employees and they should receive feedback in order to gain value from the assessments. By introducing an open Performance Appraisal system, employees can recognize their shortcomings and work on improving them within the organization (Gul et al., 2019).

In their 2020 study, Najafi, Hamidi, Vatankhah, and Purnajaf found that the Australian health care system lacks efficient appraisal practices, leading to minimal impact on employee motivation despite their efforts towards job promotion. Encouraging employees leads to enhanced performance and increased efficiency for the organization. Different factors can contribute to an increase in motivation.

2.7.2 South African studies on Performance Appraisal

Extensive research has been conducted on performance appraisal in the public sector of South Africa. This section offers an overview of research carried out in the last fifteen years. The Limpopo Provincial Department of Local Government and Housing carried out a preliminary investigation as outlined by Sefala (2018) to effectively handle performance evaluations and address employee discontent. If employees are not aware of their tasks, the reasons behind them, and their progress towards achieving personal and departmental goals, they will not be able to perform at their highest level (Sefala, 2018).

According to research conducted by Sefala (2018), supervisors lack training in conducting performance appraisals and assessing job performance. Thus, there is uncertainty regarding the fairness and consistency of the system. This can have a negative impact on the relationships between supervisors and employees, leading to low morale among employees (Sefale, 2018). Additionally, according to Sefala (2018), it is important for supervisors to receive training on giving feedback on job performance in a way that does not lead to conflict, to evaluate and critique effectively, to address employees in a positive manner, to communicate well, and to be understanding of the circumstances employees are dealing with.

2.8 CONCLUSION

In this section, the theoretical elements of the research are discussed, including the meanings of performance appraisal and performance management, along with typical difficulties linked with performance appraisal. The main goal of performance appraisals in all organizations is to give feedback on employee performance. A performance appraisal that is both effective and efficient is crucial in ensuring an organization achieves its goals and objectives by evaluating employees' actual performance.

In addition, information about the current practices of performance appraisal at the DoE and the important laws related to performance appraisal were given. The chapter ends by summarizing the key discoveries and suggestions from research done in the public sector regarding performance evaluation. Chapter 3 will provide a detailed explanation of the research methodology to be employed in this study, with a focus on the statistical procedures for validating the instruments.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

A description of the research methodology that was used in this study is provided in this section. In order for these research techniques to be effective, they were aligned with the research problem. The chapter discusses the research strategy, research paradigm, description of the population, target population and sample size under study, sampling strategy, data collection and analysis methods, and ethical considerations.

3.2 RESEARCH METHODOLOGY

The aim of a research strategy is to guide your thoughts and actions in order to carry out research in a systematic and timely manner, resulting in high-quality outcomes and comprehensive reports (Kothari, 2019). Researchers have the option of utilizing three distinct methods in their research: a quantitative method, a qualitative method, or a mixed method approach (Kothari, 2019).

Aliaga and Gunderson (2018) explain that quantitative research methods involve gathering numerical data and analyzing it with mathematical techniques, specifically focusing on statistics. Quantitative methods include collecting data, analyzing it, interpreting it, and reporting study conclusions (Fowler, 2019). More precisely, conducting survey and experimental studies involves selecting a sample group, outlining a research plan, gathering and evaluating data, interpreting the findings, and presenting the results in a format suitable for such studies. Employing this approach gives the researcher measurable data to gauge the study's findings.

Goertzen (2017) explains quantitative methods as research strategies for gathering and evaluating data in a systematic and numerical way to enhance the dependability of results. In the same way, Apuke (2017) states that quantitative research involves collecting data in a way that allows for measurement. The research will employ a quantitative approach. The positivist tradition values conducting quantitative research, like extensive surveys, to understand society overall and uncover social trends, such as

the impact of appraisal systems on organizational effectiveness (Kotowicz 2018). The study was quantitative due to the research questions' nature. The majority of research inquiries start with the phrase 'what is' and it is advisable to employ a quantitative methodology (Pretorious, 2019).

3.3 RESEARCH DESIGN

Zikmund (2018) states that a research design is a collection of instructions that outline the methods and timing for gathering and evaluating data. In terms of research design, a researcher could have utilized five potential methods: descriptive, experimental, correlational, diagnostic, and explanatory analysis (Stangor, 2019).

A descriptive study only serves to provide a description of the situation being examined. In this study, there was no need for a relationship between the variables as there were no independent variables present (Stangor, 2019).

Experimental research shows cause and effect, while correlational research shows a connection between variables without an experiment (Stangor, 2019). Despite their resemblances, correlational methods are better suited for research as they demonstrate the connection between effective evaluation management systems and organizational success.

Diagnoses usually seek to identify the reasons behind a particular subject or occurrence, however, this study does not follow that pattern. Identifying the factors that contribute to a customer's difficulties can be beneficial (Kotowicz, 2018). Therefore, this research will exclude it due to the lack of a defined connection.

With an explanatory design, researchers can delve into their theories by incorporating their insights and perspectives on a topic. The research design is appropriate for qualitative research (Kotowicz, 2018). This study delves into undiscovered aspects of a specific subject and aims to complete the parts that are missing. Moreover, it fails to adequately establish a connection between various variables, leading to its exclusion from the research.

The study utilized a correlational methodology. The basis of correlational research involves examining two variables and identifying a statistically significant relationship between them (Kothari, 2019). The researcher believed that studying performance appraisal systems' impact on organizational efficiency at the iLembe District of Education was the most suitable course of action. Researchers obtained first-hand data from participants by utilizing a survey that consisted of closed-ended inquiries (McIntosh & Morse, 2018). The study's quantitative nature also adds to its convenience.

3.4 TARGET POPULATION

Researchers refer to populations as a group of people, events, or things to be researched (Sekaran, 2018). In this study, two groups are of interest: administrative employees and managers working at the iLembe Department of Education. All of these individuals who were interviewed have permanent jobs. A total of 200 employees work at the iLembe District Office, these make the total population for the study.

3.5 SAMPLING METHOD

Sampling involves intentionally choosing a portion or quantity of elements from the whole population in order to obtain precise data and draw conclusions (Phrasisombath, 2019). A sample refers to the overall number of participants who offer pertinent responses, enabling the drawing of conclusions for the given issues (Phrasisombath, 2019). Asiamah, et al., (2017) stated that there are two primary sampling strategies: Probability sampling and Non-probability sampling.

Sampling Strategy for the study

Probability methods were employed in this research. Randomly selecting a sample through probability sampling enables researchers to draw statistical conclusions about the entire population (Zikmund, 2018). This is more suitable for the research as it aligns with quantitative methods. Listed are various probability sampling methods that are available for use:

Systematic sampling

After sampling the first n cases at random, systematic sampling selects every n th case. Every fifth consumer may be chosen from your sample, for example, if you are surveying a sample of consumers. This sampling technique is simple, which is an advantage.

Stratified sampling

The method of stratified sampling involves splitting the population into subgroups (or strata) and selecting a random sample from each subgroup. A subgroup typically contains multiple items. To give some examples, subcategories could include company size, gender or occupation. Stratified sampling is commonly utilized when there is significant variation present in a population. This means that each layer is taken into account (Ackoff, 2019). This method will be utilized for the research, with the participants divided equally between management and administrative staff who agree to participate in the data gathering.

Cluster sampling

Cluster sampling includes partitioning the population into clusters or groups. Each cluster is sampled randomly, and the final sample consists of all the clusters (Wilson, 2018). Cluster sampling is beneficial for researchers with widely spread subjects as it saves both time and money (Davis, 2019). This study categorized participants into three groups: top management, middle management, and non-management.

Multi-stage sampling

It is an approach in which a broader sample is narrowed to a more restricted sample through the use of a stage-by-stage process (Ackoff, 2019).

Sample size

For the purpose of this study, a sample size of 133 respondents provided adequate results that was used to make conclusions for the research. This was calculated using Yamane's (1967:886) formula, $n = \frac{N}{1 + N(e)^2}$, where N is the population size, n is the sample size, e is the level of precision with a 95% level of confidence.

$$n=200/1+200(0.05)^2$$

$$200/1+200(0.0025)$$

$$200/1+0.5$$

$$200/1.5=133.333.$$

Therefore, $n=134$.

3.6 DATA COLLECTION

Courtney and McCutcheon (2018) state that data collection involves gathering and measuring information on variables of interest, in an established systematic manner, to help answer research questions, test hypotheses, and evaluate results. A questionnaire was used to collect data in this study. The respondents were recruited by the researcher using the previously mentioned sampling criteria for the data collection procedure.

Employees and management were surveyed using structured questionnaires. Although there are some common questions on both the employee and the manager questionnaires, each one was designed specifically to address issues pertinent to their group. A questionnaire was used because it is less time-consuming, costs less, is easy to process and makes group comparison easier. It is also useful for testing hypotheses or research questions (Welman et al, 2019). Questions sought to investigate staff perceptions regarding performance appraisal in the DoE iLembe District Office and on how performance appraisal could be improved. The questionnaires are discussed in more detail in the following sections.

3.6.1 The data collection questionnaire

The survey tool used to gather employee information contained 36 items, measured at either a nominal or ordinal level. The questionnaire consisted of five sections, each evaluating a different aspect. The first part of the survey includes information about the participants' personal details, such as their age, gender, educational background, and occupation. Section B will show findings on employees' familiarity and comprehension of

performance evaluation, such as assessing if they grasp the rationale behind the performance appraisal policy.

Section C assessed the effectiveness and efficiency of performance appraisals in the department. Section D looks at feedback regarding employee morale and motivation, including the effectiveness of performance appraisals as motivation for employees. Finally, section E reported results on employees' overall knowledge and views on performance appraisal through the use of open-ended questions. Filling out the survey required no more than half an hour.

3.7 INCLUSION AND EXCLUSION CRITERIA

3.7.1 Inclusion criteria

Only respondents from the following categories will be included in the data collection process:

- Only administrative employees and managers were included. These groups are more likely to have knowledge about the systems, processes, and issues being studied, providing valuable insights into how the department functions and its internal dynamics;
- The respondents should be working at the iLembe Department of Education. By limiting respondents to this department, the findings will be directly applicable to its environment, policies, and needs, rather than generalizing data from other departments or sectors; and
- All of these individuals who were interviewed should have permanent jobs. Permanent employees are typically more stable in their roles and have a longer tenure within the organization. This means they are more likely to provide informed, consistent, and reliable responses based on their experiences within the department over time.

3.7.2 Exclusion criteria

The following individuals will be excluded from the study:

- General employees as well as other employees other than managers and administrators were excluded. General employees or non-administrative/non-managerial staff may not have the

same level of insight into the strategic, organizational, or decision-making processes within the iLembe Department of Education. Managers and administrators typically have more knowledge and experience related to the internal workings, policies, and management of the department, which aligns with the focus of the study;

- Part-time employees were excluded. Part-time employees may lack the job stability and tenure needed to provide a comprehensive understanding of the department's internal dynamics, which is why they are excluded from the study; and
- Individuals working at other departments were also excluded. By excluding individuals from other departments, the study ensured that the findings are specific to the iLembe Department of Education, which is essential for the validity and applicability of the research findings within that particular context.

3.8 PILOT TESTING

uMlazi District Office employees and managers were tested as part of the pilot project. From those offices, 6 employees were randomly selected to form part of the pilot study. Employees from the uMlazi District Office were chosen for the pilot study to test the research instrument's effectiveness in a similar organizational context. Their selection ensures that the feedback gathered is relevant and provides valuable insights into the clarity, structure, and alignment of the questions with the study's objectives. A few grammatical errors were observed and rectified during the pilot study.

3.9 DATA ANALYSIS

All workers and supervisors involved in the research were requested to fill out surveys in order to offer an understanding of their reactions and perspectives. Employing Microsoft Excel, a summary dataset was assembled with respondents' answers, quantitatively coded, and analyzed written comments from open-ended questions to detect emerging patterns. Additional investigation was carried out by coding these shared patterns. The information was quantitatively evaluated with the assistance of SPSS software. Qualitative research captures details of the world using descriptive language, whereas quantitative research employs measurements to assess and analyze different variables. Factor analysis was used in both the pilot study and the main study to pinpoint the main themes in the results for employees and managers. Quantitative data, including figures on employee count, and ages, to mention but a few, were incorporated in the study. The

analysis encompassed descriptive statistics (e.g. measures of central tendency, cross-tabulations) and inferential statistics (e.g. chi-square tests).

3.10 RELIABILITY AND VALIDITY

3.10.1 Reliability

The consistency of a method's results every time is what defines its reliability (Babbie, 2018). Various types of reliability assessments exist such as test-retest reliability, internal consistency reliability, parallel forms of reliability, and inter-rater reliability (Knapp & Mueller, 2020). In this study, a Cronbach's Alpha test was utilized to assess internal consistency reliability. The reliability of results is determined by their reproducibility (Ustafa, 2020), with items having alpha coefficients exceeding 0.70 being kept and those below 0.70 being removed. The study was carried out in a manner that ensured all data gathered was accurately and correctly documented to enhance reliability.

3.10.2 Validity

Validity can be categorized as content, criterion-based, concurrent, or construct (Ayodele 2016: 85). Based on Ustafa (2020), construct validity was measured in this study. Validity is determined by determining whether the results reflect the intended outcome. The researcher developed a questionnaire containing only relevant questions, and ensured that all questions are aligned with the research goals.

3.11 DELIMITATIONS

This study examined only one district office, namely iLembe. In the Department of Education (RSA), which is one of the biggest departments in the country, reaching every departmental office would have required a great deal of time and money. Furthermore, the researcher was working under pressure to meet the deadlines while maintaining her employment.

3.12 ETHICAL CONSIDERATIONS

Humans and animals should be treated with dignity by ethical considerations. This Research is not endanger human and animal life if there is a predetermined or known ethical harm (Bechhofer & Paterson, 2019). A number of ethical issues were considered

for the respondents who were involved in the research. They are discussed below.

Ensuring confidentiality/anonymity

In order to ensure anonymity, participants' identities must be kept secret, while confidentiality ensures their responses are not disclosed to unofficial groups (Bechhofer & Paterson, 2019). Additionally, anonymity was maintained by not asking or capturing participants' names when they were filling out the questionnaire. In support of this, the letter of information included detailed information about participants' rights. In order to avoid further harm, the completed questionnaires should be disposed of after 5 years of archiving.

Assuring informed consent is obtained from participants

The informed consent form gives all participants the opportunity to choose whether to participate or not. Participation is voluntary and participants may withdraw at any time. In addition to the research objectives and aims, the consent form also included information on the privacy and anonymity of the responses.

Ensuring no harm comes to participants

There was no known or foreseeable harm to participants during and after the study. The researcher structured the questionnaire so that participants' personal information would not be solicited, and participants were given enough time to complete the questionnaire in their spare time.

Participation in the study is voluntary (voluntary)

A written consent with all the details regarding the rights of participation was provided to the participants. They were free to withdraw from the study at any time.

3.13 CONCLUSION

The aim of this chapter was to explain the research methodology and research design implemented in this study. This study analyzed the performance evaluation of the iLembe District Office of the Department of Education through a case study methodology. The chapter offered an in-depth explanation of the target population, sample procedure,

measuring instrument, reliability and validity, data collection, and data analysis. The surveys completed by both employees and management underwent factor analysis, were pretested, and the chapter outlined the study's limitations and delimitations. In the chapter, the study's ethical considerations are discussed. The upcoming chapter will offer an in-depth analysis of the results.

CHAPTER 4: RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents a discussion of the research results or findings. The analysis was guided by the research objectives.

4.2 RELIABILITY

Table 4.1 Case Processing Summary 24

		N	%
Cases	Valid	127	95
	Excluded ^a	6	5
	Total	133	100

a. Listwise deletion based on all variables in the procedure.

Table 4.1 shows that a total of 127 cases or questionnaires were considered in this analysis and six (6) were excluded from the reliability test. This means that 6 of the questionnaires were disqualified as respondents failed to fully complete the Likert scale questions that were asked in the questionnaire. Table 4.2 shows the reliability test statistics.

Table 4.2 Reliability Statistics 24

Cronbach's Alpha	N of Items
0.7420	3

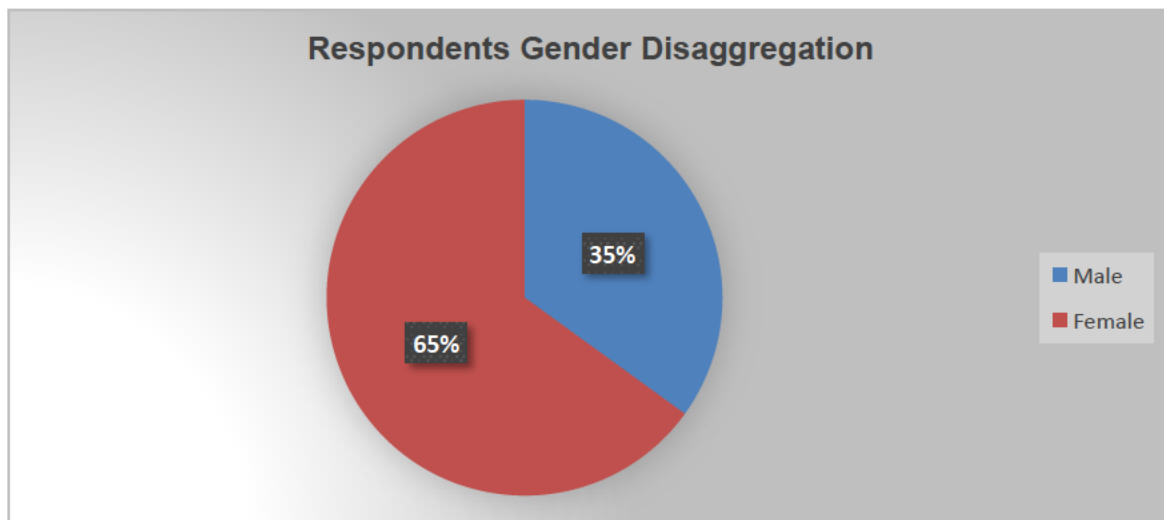
Table 4.2 indicates that there were 3 items, or Likert questions, in the survey with a Cronbach's alpha value of 0.7420 for their internal consistency. For a questionnaire to be considered acceptable, its Cronbach's alpha should fall between 0.7 and 1, making it a reliable measure. This indicates that the tool was dependable in obtaining the research data it gathered.

4.3 DATA ANALYSIS

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender?

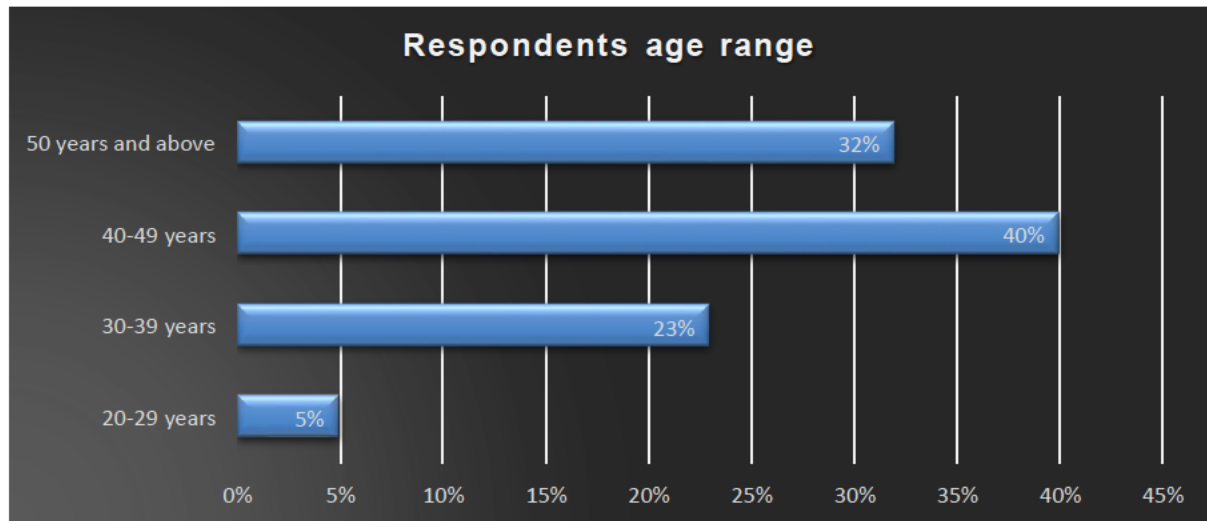
Figure 4.1 Gender



The results show that majority 65% of the selected participants at ILembe District of Basic Education were females. Apart from the core aim of the study which is mainly to understand critique and recommend effective strategies for the employees' appraisal system, the thesis has managed to reveal the context of affirmative action a key factor in the balance of employment and recruitment in government. Furthermore, according to Sterlington (2019), appraisal system has the ability of exposing gender-based competencies which has a direct impact on organisational effectiveness.

2. What is your age category/group?

Figure 4.2 Age category



The results show that at Department of Education's iLembe District Office majority of the employees are mid ages within the 40-49 age range. There is a significant number of employees who are above the 50s with at least 32% recorded. These results show that active age range of 20-29 (5%) and 30-29 (23%) are the minority reflecting a rather negative position in regarding to effective appraisal system. According to Kotowicz (2018), for an organisation to achieve higher performance through appraisal system, age plays a bigger role in allowing individuals to develop in terms of skills, competencies, approaches, and attitudes that can be used as a measure over a period on the job.

3. What is your highest qualification?

Table 4.3 Highest qualification

Qualification	Count
Senior Certificate (Grade 12/ std. 10)	3
	24

Certificate or Diploma (less than 3 years)	
Degree or Diploma (3 years)	70
Post-Graduate Degree/Diploma	30
Other /None of the above Please describe:	0

The results show that at least 3 of the respondents at Department of Education's iLembe District Office were holders of a senior certificate more likely on attachment but still are included in the appraisal system. Majority 70 are holders of a degree or diploma while at least 30 of the respondents hold a post-graduate degree or diploma. This result confirms that the literacy level of the respondents was high, and it is expected that the respondents provided informed responses in line with impact of performance appraisal on organisational effectiveness. Welman et al, (2019) commented that organisation effectiveness cannot be impacted by performance appraisal alone but should be a combination of the process of appraisal and a clear understanding of the performance appraisal as a reflective process not individual judgmental process by employees. If employees fail to understand performance appraisal as a reflective system, they are bound to resist it.

4. What is your rank?

Table 4.4 Respondent's rank

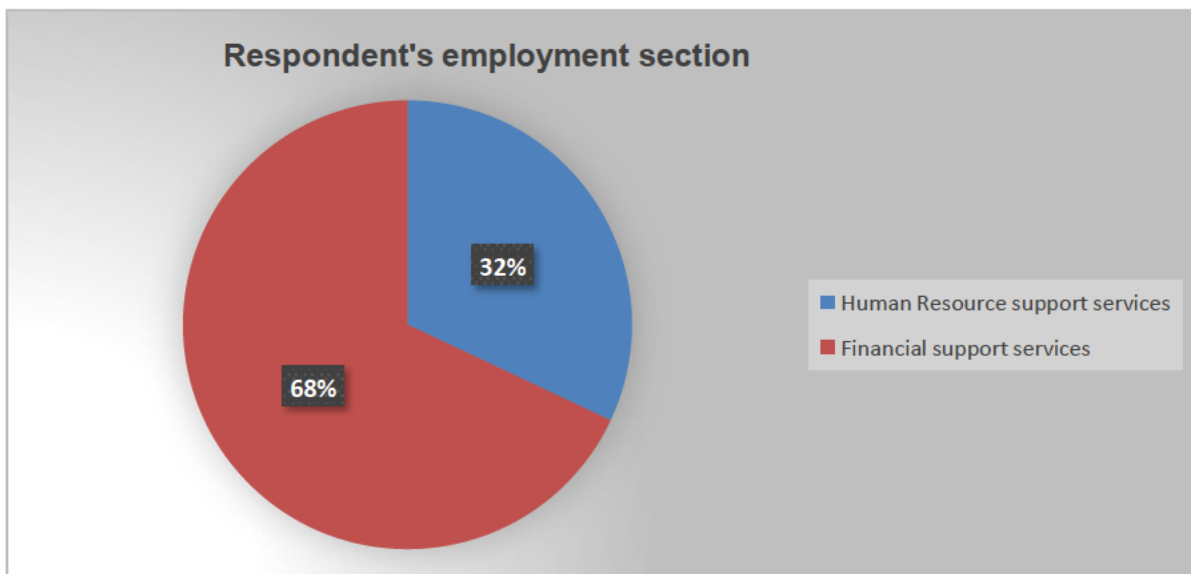
Level	Rank count
5-6	94
7-8	20

9-12	13
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The results show that majority of the respondents at Department of Education's iLembe District Office are within the rank (salary level) 5-6 which a rank of an officer. A few of the respondents are within the rank 9-12 a senior management level. The results show that due to performance appraisal a few are qualifying to reach higher ranks which is a positive development towards organisational effectiveness. According to Gul et al. (2019), a lean organisational structure or salary structure reflects a positive impact, strength, and importance of the performance appraisal system. The broader the top management can work negatively against organisational effectiveness a reflection of a weaker appraisal system.

5. In which section are you employed?

Figure 4.3 Employment section



The results shows that majority 68% of the respondents at Department of Education's iLembe District Office work under Finance and support services section while 32% were under the Human resource support services. The results confirm the hybrid and richness of the responses from deferent departments. One would expect respondents to be more

from the human resources as the section is believed to be the custodians of the appraisal system. According to Stredwick (2020), to achieve organisational effectiveness through appraisal system, there is need for a buyout of the appraisal systems by the employees. This is evident at the Department of Education's iLembe District Office where majority are responding from another section as a show of support to the concept of performance appraisal system.

6. How many years of experience working at Department of Education?

Table 4.5: Work experience

Respondent experience	Years Count
1-5 years	22
6-10 years	52
11-15 years	43
16 years and above	10

The results shows that 52% of the respondents were working for Department of Education's iLembe District Office between 6 to 10 years. At least 43% and 10% of the respondents have been with Department of Education's iLembe District Office between 11 to 15 years; 16 years and above. This means majority of the respondents were acquainted with the performance appraisal system and it is expected that the responses are a true reflection of the impact of performance appraisal system on organisational effectiveness over time. Najafi et al, (2020) argued that time is a key factor for employees and the organisation to experience positive impact of performance appraisal on organisational effectiveness.

SECTION B: IMPLEMENTATION

Note: **SA**= strongly agree; **A**= agree; **N**= neutral/neither agree nor disagree; **D**= disagree.

SD= strongly disagree

7. Which of the statements best suit your choice (opinion) about performance appraisal in your work environment.

Table 4.6: Extent of Implementation of performance appraisal system

Statement	SA	A	N	D	SD
1. There is a Performance Appraisal policy at the KZN Department of Education (DoE).	111	10	5	0	1
2. The Performance Appraisal policy is easily accessible to all employees.	0	100	12	2	13
3. In my opinion the Performance Appraisal process is fair.	9	0	24	64	30
4. Management at the KZN DoE iLembe District office is committed to the successful implementation of the Performance Appraisal process.	4	14	6	3	86
5. I understand the purpose of the Performance Appraisal in the Department.	27	62	30	0	8
6. Performance Appraisal helps to build a healthy relationship between employees and supervisors /managers.	4	3	99	0	21

7. A poorly conducted Performance Appraisal can lead to an employee experiencing job insecurity.	0	8	4	30	85
8. Performance Appraisals at the department are viewed in a supportive manner.	85	13	12	7	10

The findings indicate that most of the participants, at least 111 out of 127, are aware of the presence of a performance appraisal policy at the iLembe District Office of the Department of Education. The participants have indicated that the performance appraisal implementation at the Department of Education's iLembe District Office is focused on reaching organizational efficiency. In many governments worldwide, despite the existence of performance appraisals, research has proven that while documents, policies, and white papers are often created, their implementation frequently falls short. This presents the primary difficulty faced by government agencies despite their intent being beneficial for everyone (Sterlington, 2019). It is crucial to mention that at the iLembe District Office of the Department of Education, the majority of 100 out of 127 respondents confirmed having access to the policy, despite it being in place. This is crucial for organizational effectiveness and serves as a fundamental step in gaining employee support at the Department of Education's iLembe District Office. Part of welcoming new employees includes giving them the opportunity to review policy documents, which helps them be prepared for processes like performance appraisals by knowing what is expected of them, while also recognizing that these processes apply to everyone. This fact is clear from the confirmation of 85 respondents that Performance Appraisals in the department are seen as supportive.

Nevertheless, regarding organizational efficiency, there is a concerning trend shown in the results at the iLembe District Office of the Department of Education, with at least 64 respondents believing that the Performance Appraisal process is unjust. Employees tend to believe that the performance appraisal process is unfair, especially when they receive lower scores (Paile, 2021). Part of the employee orientation process should focus on the important aspect that performance appraisal is meant to help all employees enhance

areas where improvement is needed, rather than simply evaluating them. The findings indicate that most of the 86 participants agreed that the management at the iLembe District Office of the Department of Education lacked dedication to effectively implementing the performance appraisal process, despite other positive outcomes. The results reveal a decline in organizational effectiveness, as a large number (94 or more) of employees hold officer positions at the iLembe District Office of the Department of Education, while only 13 respondents are in top management roles, potentially leading to discrepancies. Of the 127 respondents, a majority of 99 indicated a split in views when they impartially noted that performance appraisal contributes to fostering a positive rapport between employees and supervisors/managers. Nevertheless, Punch (2020) argues that performance appraisal may still have certain deficiencies when utilized in a dynamic organization where management is dedicated to attaining organizational efficiency.

8. Which of the statements best suit your choice (opinion) about performance appraisal in your work environment.

Table 4.7: Level of effectiveness of the performance appraisal system

Statement	SA	A	N	D	SD
1. Performance Appraisal has allowed me an opportunity to grow in my current position.	82	21	5	10	9
2. Performance Appraisal encourages me to continuously perform better.	45	53	4	6	19
3. I receive feedback from my supervisor /manager on my Performance Appraisal that assists me in improving my performance.	115	3	8	4	0
	33	43	40	8	6

4. I can ask questions during the Performance Appraisal.					
5. My work plan that I receive because of the Performance Appraisal realistic.	20	15	4	80	8
6. If my Performance Appraisal is unsatisfactory, I receive assistance from my supervisor / manager.	50	21	30	15	10
7. Performance Appraisal is implemented effectively in the Department.	126	1	0	0	0
8. The Performance Appraisal at the Department assists me to identify my training needs.	120		1	6	0
9. Performance Appraisal is conducted at the Department in a consultative manner.	35	1	11	0	80
10. Performance Appraisal allows the manager to know whether the employee's performance is delivering the required objectives.	90	4	15	13	5

Findings indicate that a minimum of 82 participants have strongly agreed that performance evaluation has provided employees at the iLembe District Office of the Department of Education with chances to develop in their existing roles. The success of a performance evaluation in a company is demonstrated by employees advancing in their roles and their commitment to addressing the shortcomings identified in the evaluation process (Rakgoale, 2021). An efficient performance evaluation system enhances communication between management and employees, as evidenced by the Department of Education's iLembe District Office where 115 out of 127 respondents reported receiving feedback from their supervisor/manager on performance appraisal results, which helps them enhance their performance. Punch (2020) strongly contends that an appraisal

system without communication/feedback between employees and management is ineffective in achieving organizational success. Analysis results indicate that 126 out of 127 respondents feel that the performance appraisal is effective at the Department of Education's iLembe District Office, with 120 agreeing that it helps identify training needs.

Sefala (2018) claimed that the effectiveness of an appraisal system can be measured by the level of engagement from all employees and the resulting improvement in organization effectiveness. The data indicates that a minimum of 80 participants firmly believe that the performance evaluation process at the iLembe District Office of the Department of Education lacks a consultative approach. The salary difference between officer rank and management could also play a role in why respondents disagree that performance evaluations are fair.

Moreover, lack of communication, particularly during the orientation phase, requires employees to have support from leadership for the process. 80 out of 127 people strongly disagreed with the realism of the work plans they receive after the performance appraisal. Bhattacharjee and Sengupta (2019) reported that employees resist performance appraisal because they often feel that management increases their workload to address gaps identified in the appraisal process. This method also casts a negative light on the entire process because employees begin to see the appraisal system as a tool for management to rationalize additional work responsibilities.

9. Which of the statements best suit your choice (opinion) about performance appraisal in your work environment.

Table 4.8: Relationship between the appraisal system and performance at iLembe Department of Education

Statement	SA	A	N	D	SD
1. I usually get the same score on my Performance	0	10	5	42	74

Appraisal every year.					
2. I often feel that Performance Appraisal is conducted as a routine exercise.	116	1	5	5	0
3. Performance Appraisal builds employee morale in the department.	70	0	4	3	50
4. Performance Appraisal is an effective motivational tool in the department.	123	0	2	0	2
5. Performance Appraisals may lead to conflict within the department.	102	0	10	10	5
6. Performance Appraisal at the department results in good performance being rewarded.	124	0	0	3	0

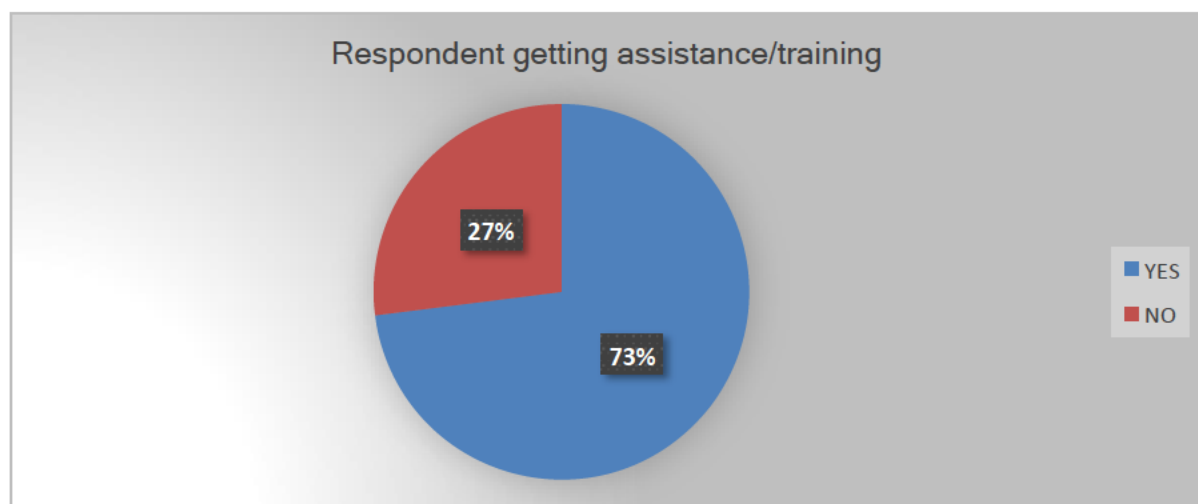
The findings indicate that most participants keep up with their scores and pay close attention to them, demonstrating their grasp of the connection between the evaluation process and performance. The analysis revealed a strong positive correlation, with a correlation coefficient of 0.746, between the scores achieved by the participants and the rewards for good performance. At least 74 out of 127 respondents expressed getting diverse scores for each show, showing differences in dedication and enhancement towards the performance evaluation system at the iLembe Department of Education's District office. The diversity may show as either a positive or negative, but the key factor for organizational success lies in employees consistently enhancing their performance, as demonstrated by 124 respondents who believe that rewarding good performance happens through departmental Performance Appraisal. The performance evaluation system should aim to engage and inspire employees to enhance their performance (Singh, 2020). The findings indicate that a minimum of 123 workers at the iLembe

Department of Education's District office view the evaluation system in their organization as a source of motivation. This situation indicates that most employees are motivated to take part in and assess the results of the performance evaluation. Alternatively, Welman, Kruger, and Mitchell (2020) stated that performance evaluation systems can lead to the formation of divisions and conflicts among staff members. This is clear from the findings, with 102 participants indicating that performance evaluations could result in conflicts among the team. Most of the participants value the benefits that performance appraisals offer to their department and themselves. A minimum of 116 individuals strongly believe that performance appraisals are often done as a mere formality, which negatively impacts organizational effectiveness by reducing employee engagement in the process. If employees do not find any worth in the performance appraisal process, management must develop techniques that will engage employees in the performance appraisal (Tlowana, 2019).

SECTION C: ASSISTANCE/TRAINING

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

Figure 4.4: Assistance/training from your supervisor/manager



The results shows that management at the Department of Education's iLembe District Office take performance appraisal seriously as at least 73% of the respondents confirmed

that they are being offered assistance/training from their management when the performance appraisal is unsatisfactory. The most important factor to improve performance appraisal system that leads to organisational effectiveness is by making sure employees receive training/assistance to manage the gaps identified during appraisal at the same time encouraging the individual employees to take advantage of the appraisal system to improve (Rakgoale, 2021).

CHAPTER 5: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter will discuss the findings from the research after the data analysis in chapter 4. This chapter provides a detail outline of what came out of the analysis regarding performance appraisal system at Department of Education's iLembe District Office.

5.2 FINDINGS FROM PRIMARY STUDY

Age and gender, rank

The research has shown that there is a balance in the recruitment policy of ILembe District of Basic Education where majority of the employees are females including positions like rank 9 -12 which is an influential rank in government. The findings shows that women are participating in decision making during performance appraisals. It is also key to note that part a balance in gender promote organisational effectiveness. Furthermore, a balance in recruitment where their promotion of the previously disadvantaged groups enhances the chances of government achieving the goals of affirmative action post-apartheid.

Education level

The study found that most employees at the Department of Education's iLembe District Office have some type of qualification. This indicates that performance evaluation directly affects the hiring criteria in a crucial department responsible for educating the public or addressing educational matters within the community. For an organization to achieve organizational effectiveness, it is essential that the organization meets specific standards in terms of its human resources and staff, which can be accomplished through research. Installing an appraisal system is one thing, but it is equally important for an organization to make a concerted effort in recruiting competent individuals who can enhance the organization's effectiveness through appraisals. Moreover, high levels of education among employees at the iLembe District Office of the Department of Education indicate successful performance evaluation and encourage employees to improve themselves to address competency gaps identified during appraisals.

Departmentalisation

The majority of employees at the iLembe District Office of the Department of Education have embraced performance appraisal as a useful tool for improvement, according to the analysis. This is a crucial element in every effective performance review that contributes to organizational efficiency. If employees have faith in the evaluation system, they can easily absorb and utilize the results for self-improvement. When employees have a desire to improve themselves and enhance their skills in their roles, the organization can benefit from their efforts to achieve effectiveness. It is important to highlight that employees at the iLembe District Office of the Department of Education value and recognize the importance of receiving rewards for their high performance in performance appraisals.

Employee experience with the organization

The research found that the success of performance appraisal at the Department of Education's iLembe District Office was mainly due to the fact that most participants had been with the organization for more than 5 years. This is crucial because past experience has shown the significance of treating performance appraisals with care. The employees at the iLembe District Office of the Department of Education show appreciation for performance appraisal, which has a positive impact on the organization's effectiveness. In addition to efficiency within the organization, most employees experienced some form of benefit from the system due to their positive outlook. In chapter 4, it was demonstrated that employees believe that performance appraisals help them develop and result in receiving rewards.

Implementation of performance appraisal system at Department of Education's iLembe District Office

The study revealed that the performance evaluation policy at the iLembe District Office of the Department of Education is being used to enhance organizational efficiency. Most of the employees knew about it and the actual performance appraisal system was put into

effect. The leadership of the iLembe District Office of the Department of Education was open and unambiguous about the necessity to follow the policy, and the enthusiastic reaction from the staff towards adopting the appraisal system showed their comprehension. As per Bayroff, Haggerty and Rundquist (2018), government departments in South Africa are holding onto numerous policies that have become outdated and ineffective for their original goals. The study found that the Department of Education's iLembe District Office achieved success in implementing the performance appraisal system due to their utilization of it as a means to enhance organizational effectiveness.

Effectiveness of performance appraisal system at Department of Education's iLembe District Office

This study found that the performance appraisal system is successful at the iLembe District Office of the Department of Education, with most employees reporting that they use performance appraisals as motivation to improve. It is important to mention that most of them have implemented an appraisal system to recognize deficiencies in their roles, crucial for their workplans, motivating them to push themselves annually. The study has also demonstrated that effective communication between management and employees occurs when feedback is given following performance evaluations, leading to the recognition of training requirements. At least 73% of survey participants have recognized that receiving feedback from management and participating in training planning to address gaps is a crucial aspect of a successful performance evaluation. The feedback indicated that employees valued the performance evaluation system for its holistic approach in improving organizational efficiency.

Relationship between performance appraisal and performance

Research has shown that at the Department of Education's iLembe District Office there is a very strong relationship between performance appraisal and performance with a correlation coefficient of above 0,74. Employees get rewarded when they perform well with over 50% of the employees confirming that there is a reward for performance. These

are some of the driving factors of employees at Department of Education's iLembe District Office committing to the process and at the same.

5.3 CONCLUSIONS

The study found that utilizing performance appraisal as a tool for employee career advancement can enhance organizational effectiveness when employees use their new skills to improve their competencies in their roles. The study finds that most employees show their dedication to the performance appraisal process when they use it to advance in their roles. Organisational effectiveness is achieved when employees continually improve themselves by either self-upgrading or taking part in the trainings provided by the organization to fill any identified gaps highlighted during performance appraisals. Studies have indicated that employees at the iLembe District Office of the Department of Education place a high value on their experience, recognizing the significance of performance appraisals. Most people who have developed, advanced, succeeded, and improved themselves as a result of performance reviews. It is important to mention that employees' resistance to participating in the process decreases with experience, especially if they have witnessed the benefits of performance appraisal in the organization over time. Additionally, studies have shown that experienced employees may contribute to positive attitudes towards performance appraisal by mentoring and encouraging lower-ranking officers to prioritize the process for their career advancement within the department. Experience is serving as a substitute for formal training and is beneficial for the effectiveness of the organization.

One important discovery from the outcomes indicated that staff members at the iLembe District Office of the Department of Education engage in the performance evaluation process in order to enhance their skills with the help of trainings. As per the authors cited, a performance evaluation system that fails to provide solutions for individual gaps identified will not negatively affect organizational effectiveness. Nevertheless, the management at the iLembe District Office of the Department of Education is dedicated to providing training. Most employees reported receiving feedback after performance evaluations and the subsequent training to improve on their weaknesses. Employees

have confirmed that receiving feedback and training positively impacts organizational effectiveness, with staff development being a key factor in helping organizations achieve their goals.

Studies also found that even though there weren't many employees at the Department of Education's iLembe District Office, they believed that performance evaluations could lead to conflicts within the department. Some also believed that the evaluation process was biased, mundane, and often resulted in unrealistic work assignments. One crucial aspect of an appraisal system is for management to clarify the system's purpose and goals for the organization instead of employees interpreting it on a personal level.

5.4 RECOMMENDATIONS

- Management alignment of performance appraisal needs to be addressed to ensure consistency across senior management, middle managers, and lower rank officers. This is the primary reason for tension at the iLembe District Office of the Department of Education, as most lower-ranking officers believe that the performance appraisal system is biased towards rewarding management, making it challenging for them to benefit from the process. Management needs to communicate the purpose of performance appraisal in order for all employees to collectively work towards achieving organisational effectiveness.
- Taking orientations seriously is crucial for successfully integrating new junior employees into the organization, ensuring they understand the performance appraisal process, their expected role during appraisals, and the importance of moving away from a focus on individual performance in appraisals. The new staff should be informed about the organization's goal of enhancing organizational effectiveness through promoting ongoing improvement among its employees.
- The researcher recommends that after every process of appraisal, management should use formal channels of communicating feedback to avoid and reduce hearsay, gossip and assumptions of favoritism. Informal communication of feedback should be avoided and create channel like for example brief meeting between employee and HR manager, or email. Some employees get discouraged when they get to know their performance/scores through the corridors

- There is also a need for auxiliary help/functions to assist employees that are struggling to achieve better scores or performance levels besides the on-job training that can be offered in the department. This help can be done by assigning a manager who is not from the same department to give guidance and become a professional focal point for the employee in addressing the gaps identified during performance appraisal.
- To create a safe environment for performance appraisal and reduce conflict among employees or between lower rank officers and management, the department can utilize an external consultant to conduct performance appraisal. Employees would feel safe to reveal, participate, engage an outsider on how they are performing in the department and in some cases what they think might be a challenge causing them to perform at the level they are on. Employees will develop trust in the system which if conducted by a consultant will significantly eliminate bias or favoritism on the part of the management.
- It is also recommended that training be customized to the employee's skills addressing the gaps but at the same time enhancing the employee's strengths rather than just generalizing the training as a way of completing the process.
- Another recommendation is also the need for HR experts to redefine the word performance appraisal as it is intimidating. It provokes the idea of being measured against a certain goal rather than a concept of developing an employee to contribute meaningfully towards organisational effectiveness. This research will suggest, "Employee Reflection" in place of "Performance Appraisal".

6. CHAPTER CONCLUSION

The chapter has provided detailed findings of the study after the analysis and provided conclusion on the findings. Furthermore, it provided recommendation in line with the findings of the primary study against the research questions.

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APPENDIX A

QUESTIONNAIRES

SECTION A: Personal information

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

1. What is your gender?

Female	
Male	

2. What is your age category/group?

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

3. . What is your highest qualification?

Senior Certificate (Grade 12/ std. 10)	3
Certificate or Diploma(less than 3 years)	24
Degree or Diploma (3 years)	70
Post-Graduate Degree/Diploma	20
Other /None of the above Please describe:	10

4. What is your rank?

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

5. Which section are you employed?

Human Resource support services	
Financial support services	

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

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

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

SA = Strongly Agree

A = Agree

N = Neutral/Neither agree or disagree

D = Disagree

SD = Strongly Disagree

SECTION B:

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

SECTION C:

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

SECTION D:

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

SECTION E:

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

Yes	
No	

APPENDIX B



LETTER OF INFORMATION

Title of the Research Study: Exploring appraisal system in the KZN Department of Education: A case study of ILembe District Office

Principal Investigator/s/researcher: NN.ZUMA

Co-Investigator/s/supervisor/s; PhD Management Sciences

Brief Introduction and Purpose of the Study:

Greetings

I am a Postgraduate student at Durban University of Technology doing research for my Master's degree in Management Sciences specializing in Public Management.

I would like to invite you to participate in the research study.

What is Research?

Research is a systematic search or enquiry for generalized new knowledge.

Outline of the Procedures:

The aim of the study is to explore employees' appraisal system in the KZN Department of Education at the iLembe District Office.

As a respondent, you are requested to complete a questionnaire comprising of closed and open ended research questions which will take not more than 30 minutes of your time. You are permitted to ask where you do not understand for clarity. Your details will not be divulged to anyone, but will instead be store in a place where no one will have access to.

Risks or Discomforts to the Participant:

The interview is not intended to harm you anyhow whether physically or psychologically. Should you encounter any feeling(s) of discomfort during the interview, please bring that to the attention of the researcher.

Explain to the participant the reasons he/she may be withdraw from the Study

The participant may withdraw from the study at any given time as the participation in the study is voluntary. There are no procedures need to be followed in doing that.

Benefits:

There is no assurance that you will benefit directly from the study.

Remuneration:

You will not obtain any compensation for participation in this study.

Costs of the Study:

There are no financial costs directly or indirectly linked with participation in this study.

Confidentiality:

Every attempt will be made by the researcher to keep all information gathered in this study strictly confidential, except as may be required by court order or by law. You are not expected to provide your name, surname, personal number, and identity number to ensure confidentiality. If any publication results from this research you will be identified either by name, surname or identity.

Results:

The results will be publish by the institution.

Storage of all electronic and hard copies including tape recordings:

Data will be stored for a period of 5 years in the form of soft copies in a password encrypted laptop. The hard copies will be stored in a locked cupboard. The so copies will be deleted after a period of 5 years while the hard copies will be shredded.

Persons to contact in the Event of Any Problems or Queries:

(Supervisor and details) Please contact the researcher (tel no.), my supervisor (tel no.) or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Acting Director: Research and Postgraduate Support Dr. V. Govender on Vanesh@dut.ac.

APPENDIX D



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200

Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201

Email: Phindile.duma@kzndoe.gov.za

Tel: 033 392 1063

Enquiries: Phindile Duma

Ref..2/4/8/4113

PO Box 40756

ELANDSKOP

3226

Dear Miss Zuma

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: “**EXPLORING EMPLOYEES APPRAISAL SYSTEM IN THE DEPARTMENT OF EDUCATION: A CASE STUDY OF ILEMBE DISTRICT OFFICE**”, in the KwaZulu-Natal Department

of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 August 2022 to 16 August 2025.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

HEAD
OFFICE ILEMBE
DISTRICT

Mr GN Ngcobo

Head of Department:

EducationDate: 17

August 2022

GROWING KWAZULU-NATAL TOGETHER

APPENDIX E



Institutional Research Ethics Committee Research and Postgraduate Support Directorate 2nd Floor, Bervyn Court
Gate 1, Steve Biko Campus Durban
University of Technology
P O Box 1334, Durban, South Africa, 4001 Tel: 031 373 2375
Email: lavishad@dut.ac.za
http://www.dut.ac.za/research/institutional_research_ethics
www.dut.ac.za

23 November 2023

Ms N N Zuma
P O Box 40756
Elandskop
3226

Dear Ms Zuma

The implications of performance appraisal on organizational effectiveness for Basic Education Department in iLembe District

Ethics Clearance Number: IREC 079/23

The DUT-Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study. In addition, the DUT-IREC acknowledges receipt of your gatekeeper permission letter.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

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

Please note that any deviations from the approved proposal require the approval of the DUT-IREC as outlined in the DUT-IREC SOP's.

It is compulsory for a student or researcher to apply for recertification on an annual basis. The failure to do so will result in withdrawal of ethics clearance. It is the responsibility of the researcher and the supervisor to apply for recertification.

Please note that you are required to submit a Notification of Completion of Study form together with an abstract to the DUT-IREC office on completion of your study

Yours Sincerely

Prof J K Adam Chairperson:
DUT-IREC

APPENDIX F

EDITOR'S LETTER

Urban Researchers (PTY) LTD
Umhlanga, Durban
South Africa
30 April 2024

To whom it may concern

Editing of Master Dissertation: Noluthando Nolwazi Zuma (Student number - 21648524)

Title: The Implications of Performance Appraisal on Organizational Effectiveness for Basic Education Department in iLembe District.

This letter serves as confirmation that the aforementioned dissertation has been language edited.
Any queries may be directed to the author of this letter.

Regards

G Mahem
Urban Researchers
DrGMahem@urbanresearchers.com
www.urbanresearchers.com

PAPER NAME

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