

DURBAN UNIVERSITY OF TECHNOLOGY

**THE ROLE OF LEADERSHIP DEVELOPMENT ON EMPLOYEE JOB
PERFORMANCE AT UGU DISTRICT MUNICIPALITY**

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AUGUST 2025



THE ROLE OF LEADERSHIP DEVELOPMENT ON EMPLOYEE JOB PERFORMANCE AT UGU DISTRICT MUNICIPALITY

Submitted in fulfilment of the requirements of the

Master of Management Sciences

Specialising in

Human Resources Management

in the

Faculty of Management Sciences

at the Durban University of Technology

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AUGUST 2025

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ABSTRACT

The purpose of this study was to explore the role of leadership development on employee job performance at Ugu District Municipality. The main objectives of this study were to investigate the role of leadership development at Ugu District Municipality, to assess the challenges related to leadership development at Ugu District Municipality, to assess the perception of employees at Ugu DM relating to the types of leadership development programmes offered at the district municipality; and to investigate the effects of leadership development on employee job performance at Ugu District Municipality. The research design embraces a quantitative approach with a pre-coded structured close ended questionnaire comprising the 5 Point Likert Scale that was used to administer the instrument to the selected sample respondents. Using Sekaran and Bougie's (2014:268) computed statistical table the total population for this study was 797 employees and the sample size of 260 employees will be selected for circulation of questionnaires.

The systematic random sample will be used to select the requisite sample. A total of 260 questionnaires were distributed to sample respondents and 203 questionnaires were collected. However, 57 of the distributed questionnaires were not returned, this equated to a high response rate of 78 %. The data will be captured to form a data set and thereafter statistically tested using the aid of the Statistical Package for Social Sciences (SPSS) version 29.0 for Windows. Upon completion, the entire dissertation was checked for plagiarism through the TURNITIN Programme. The researcher recommended that top management at Ugu District Municipality should focus on leadership development. Leadership development needs to be supported, organized, connected to succession planning, further motivated by return on investment (ROI), and in line with Ugu District Municipality's strategic goals. The research project concluded with directions for future research on the role of leadership development on employee job performance.

ACKNOWLEDGEMENTS

The experience of completing this dissertation has proven to be both challenging and incredibly fulfilling. It has provided me with valuable insights and learning opportunities. Therefore, I would like to express my sincere appreciation and gratitude to the individuals listed below for their contributions that have made this research endeavour possible:

- First and foremost, I extend my gratitude to the divine forces that have consistently guided me through challenging circumstances and enabled my progress. I am indebted to the higher power for bestowing upon me the intellect and resilience to successfully undertake this dissertation and complete my academic journey.
- To all my esteemed family members and friends, I am incredibly grateful for the unwavering love, patience, support, and encouragement you have bestowed upon me throughout this endeavour. Your unwavering commitment has consistently reminded me of the immensity of its significance.
- Special thanks to my supervisor, Dr. Melanie Lourens, for her professionalism, expertise, and guidance throughout all the stages of this dissertation. I would also like to express my gratitude to Mrs. Mercillene Mathews for her assistance in editing my thesis and ensuring a polished final product. Her kindness and support have been greatly appreciated.
- I would also like to express my gratitude to all my colleagues in the Human Resources Department at the Durban University of Technology for their support and for creating a positive working atmosphere. Special thanks to the "Boardroom Crew", Tatenda Chikukwa, Anos Chitamba, and Freedom Liambo for accompanying me on my academic journey. Thank you for the enjoyable moments and unwavering support.
- My Deepest gratitude goes to Ugu District Municipality for granting me the permission to conduct my research in their organisation and all employees who participated.

DEDICATION

This study is dedicated to my late mother JG Hlophe. Who always believed in my ability to be successful in everything I do. You may be gone but you always believing in me has made this journey possible. Thank you for raising me, believing in me, your unconditional love and sacrifices you made for me and my siblings.

Thank you for shaping who I am today



"For I know the plans I have for you, declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."

Jeremiah 29:11

DECLARATION

I hereby declare that the thesis submitted for the Degree of master's in management sciences: Human Resource Management in the Department of Human Resource Management, Faculty of Management Sciences at the Durban University of Technology is my original work in the text and the bibliography and has not been submitted to any other institution. I further declare that all sources cited or quoted are indicated and acknowledged in the bibliography.

17 AUGUST 2025

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DATE

LIST OF ACRONYMS

ANC	African National Congress
AU	African Union
BSC	Balanced Scorecard
DA	Democratic Alliance
DoE	Department of Energy
ECD	Employee Dynamic Capabilities
EEA	Employment Equity Act
EFF	Economic Freedom Party
HRDSA	Human Resource Development Strategy South Africa
HRM	Human Resources Management
IDP	Integrated Development Plan
IPMS	Individual Performance Management System
LED	Local Economic Development
MSA	Municipal System Act
MECs	Members of the Executive Council
N	Nated
NCOP	National Council of Provinces
NDP	National Development Plan
NP	National Party
PGDS	Provincial Growth and Development Strategy
PHC	Primary Health Care
PMS	Performance Management System
SA	South Africa
SABPP	South African Board for People Practices
SADC	Southern African Development Community
SDBIPs	Service Delivery Budget Implementation Plans,
SDGs,	Sustainable Development Goals
SDLA.	Skills Development Levies Act
SETAs	Sector Education Training Authorities
SOEs	State Owned Enterprises
SPSS	Statistical Package for Social Sciences

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CHAPTER ONE

BACKGROUND AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Luthuli, Nyawo and Mashau (2019:119) argue that in order for an organization to sustain its competitive advantage and increase its market share on a global scale, it is crucial to continuously adapt to change. The private sector exerts significant pressure both domestically and internationally, while the public sector experiences ongoing shifts in its operating environment. Consequently, public officials are required to acquire new skills and expertise. Additionally, Magada and Govender (2017:2) agree that new leadership, environmental influences and socio-political events perpetually shape the public sector. To ensure a reliable and efficient public service, especially in the face of leadership changes and evolving environmental conditions, it is imperative to establish a strong organizational culture and uphold high service standards.

A study by Henarathgoda and Dhammika (2016:8) has shown that leadership development has become increasingly popular amongst both experts and researchers over the past two decades. This has resulted in the adoption of various management development methods and increased collaboration between leaders and their subordinates. The rising consensus that leadership involves more than just management has led to extensive research into leadership qualities and the negative impact of poor coordination on work and everyday life. Many qualities that promote positive behaviours have been associated with effective leadership in the public sector, including empowering oneself, strategic planning, focusing on results, providing guidance to bring out the best in others, and continually learning and developing one's own skills and abilities (Roupne, Rinfre and Grenier, 2019:128).

According to Munzhedzi (2017:4), the establishment of performance goals is integral to public administration as it directly impacts service delivery, good governance and organizational productivity. The implementation of

performance management also supports training administration by assisting managers in identifying and addressing performance issues within the public sector. Mporu and Hlatshwayo (2015:134) posit that the primary objective of human resources is to enhance worker productivity through investment in training and development. By improving employee performance, firms can promote growth and achieve better organizational outcomes. The Department of Higher Education and Training (2016) has identified a disparity between the competencies and skills currently provided by the educational system and those that are directly required.

Selepe (2018) suggests that implementing an efficient performance management strategy enables organizations to determine the factors contributing to the success of different policies and practices. Consequently, in order to ensure effective operational planning, monitoring, evaluation and greater accountability, it is imperative to collect and manage performance data. The utilization of a suitable performance management system generates data that supports stakeholders in advocating for improvements to service delivery processes. Therefore, the establishment of Key Performance Indicators (KPIs) as measurement tools plays a critical role in the overall effectiveness of the performance management system.

1.2 BACKGROUND TO THE STUDY

According to Roupne, Rinfre and Grenier (2019:127), there is a connection between leadership development and several behaviour-friendly competencies in the public sector worldwide. These competencies include having a personal impact, planning ahead; concentrating on delivery; giving people a purpose and direction to bring out their best; and learning and improving oneself. Raharja, Suryanto, Irianto, Suaedi and Reindrawati (2019:2) emphasize the importance of leadership development in the constantly changing and dynamic environment of the public sector. They argue that it is not a new concept, but rather an ongoing challenge. Consequently,

leadership development should be integrated into daily operations and become ingrained in the organizational culture (Hall, Vachon and O'Brien, 2016). Rinfret and Lagace (2016:18) propose a holistic approach to leadership development, suggesting that organizations should consider all aspects when implementing such Programmes.

Raharja, Suryanto, Irianto, Suaedi and Reindrawati (2019:2) assert that leadership development is essential in the ever-changing and fast-paced public sector. Though not a new concept, leadership development remains a persistent challenge. Hence it is important for organizations to embed leadership development into their daily operations as part of their overall culture (Hall, Vachon and O'Brien, 2016). Rinfret and Lagace (2016:25) recommend a comprehensive approach to leadership development for organizations. Moreover, Raharja, Suryanto, Irianto, Suaedi and Reindrawati (2019:2) agree that leadership development is critical in the rapidly evolving and dynamic environment of the public sector.

Cortellazzo, Bruni and Zampieri (2019:2) point out that digital technology has had a significant impact on companies, and the process of digitalization is re-shaping workplaces, business processes and leadership roles. Slusarczy and Haque (2019:58) recommend that public leaders should develop fast problem-solving skills, especially when dealing with the challenges posed by the 4th Industrial Revolution. Considering the rapid and extensive changes in technology, economics, politics, society and demographics, as well as their effects on the business environment, global surveys conducted by international consulting firms have identified leadership development as a continued priority for businesses in the future (Bersin, 2014). Kirchner and Akdere (2014:138) propose that programmes and projects for leadership development should take a comprehensive approach and explicitly address the analytical, conceptual, emotional and spiritual aspects of leadership development.

Batarliene, Ciziuniene, Vaiciute, Sapalaite and Jarasuniene (2017:112) recommended that for businesses focus on enhancing employee performance by providing them with the necessary knowledge and skills to adapt to changing circumstances and challenges. This approach is vital in bridging the gap in employee attitudes and achieving the organization's objectives in response to rapid technological advancements, stakeholder expectations and market demands (Shah, Irani and Sharif, 2017:368). Bataineh (2017:88) suggests that employee job performance is the combination of an employee's productivity in their daily tasks and their ability to meet stakeholder expectations effectively. Additionally, Yozgat, Yurtkoru and Bilginoglu (2013:798) argue that improving both employee and organizational performance is crucial for public sector organizations to remain competitive in today's fast-changing economic and work environment. Therefore, it is necessary for businesses to address performance-related issues. Mafini (2015) states that employee job performance plays a significant role in the economies of developing nations such as South Africa, as the overall productivity of the nation's various industries is influenced by the collective job performance of individual employees.

According to the legislation of the Republic of South Africa in 1998, companies and organizations are required to create a conducive learning environment within the workplace and provide employees with opportunities for growth. Developing new leadership skills contributes to the global competitiveness of South African businesses. Monday (2015:75) states that it is important to continuously enhance the education, skills and problem-solving abilities of individuals to improve organizational performance and promote economic development in the country. Du Plessis (2016:33) argues that municipalities should prioritize the developmental needs of their residents to invest in the existing human capital. Therefore, in order to ensure ongoing organizational success, it is crucial to have a systematic approach that anticipates and addresses future human capital requirements.

Ndzelu (2016:27) asserts that in South Africa, there are three levels of administration: national, provincial, and local (municipal and district municipalities) and local government is recognized as a separate area of government according to the Constitution. The functions of the national and provincial governments are closely intertwined and interdependent. The Republic of South Africa's Constitution (1996) places significant emphasis on how municipalities should organize and manage their administration, budgeting and planning processes in order to prioritize the needs of the community's most vulnerable members and promote their social and economic development.

1.3 DEFINITION OF KEY TERMS

1.3.1 Leadership development

According to Kotlyar, Richardson and Karakowsky (2015:1262), leadership development is a procedure in which facilitators use a series of activities or mental exercises to encourage participants' reflection on learning experiences, thereby supporting the application of knowledge and skills in work settings. Every member of the organization is involved in the social process of developing leadership, with a focus on the growth of interpersonal relationships (Maheshwari and Yadav, 2018:11).

1.3.2 Employee job performance

Employee job performance is defined by Motowidlo and Kell (2012:46) as the overall expected value that a person contributes to the management of discrete behavioural events that occur during a typical time. Employee job performance is further defined by Torlak and Kuzek (2019:276) as the effectiveness with which a worker carries out his or her responsibilities.

1.4 PROBLEM STATEMENT

According to Nkawana (2014:88), municipalities face ongoing pressure to improve service delivery and address the diverse needs of the population. This

requires leaders who can effectively manage responsibilities such as implementing essential changes, restructuring organizations, improving processes and driving transformation. In comparison to other African countries, South Africa is one of the fastest developing but faces significant challenges with service delivery (Pityana, 2016:87). Gqaji, Proches and Green (2016:345) assert that South Africa has witnessed a notable increase in service delivery protests, some of which have turned violent, primarily fueled by discontent over inadequate service delivery.

Jolobe (2014: 8) as cited in Ngobese (2017: 22) states that the service delivery protests stemmed from a deficiency in skills and municipal management capacity. Olivier (2015:861) contends that municipalities face challenges in recruiting qualified and skilled workers, and their poor management significantly impacts service delivery. Van Antwerpen and Ferreira (2016:82), highlight the importance of enhancing service delivery and suggest that municipal departments should not only improve the work environment but also provide effective training for staff to excel in their tasks.

Mpofu and Hlatshwayo (2015:133) state that the present demand on municipalities to enhance their service delivery has led to a requirement for leadership development to enhance local government service delivery and good governance. Cloete (2016:2) asserts that one of the biggest issues facing South African local government is leadership development because municipalities lack the capacity to ensure skills advancement in the areas of financial management, community services and strategy planning, amongst other things, failing to improve how citizens are served. Sebola (2013) as cited by Ngobese (2017:18) demonstrates the need to empower municipal managers, council members and their staff members on skills development, as leadership development at local government level follows a "one-size- fits-all" technique that is insufficiently customizable. Balkaran (2014:24) agrees that the lack of skills and sub-par management in municipalities jeopardize the provision of fundamental services.

According to Christian and Davis (2016:5), effective leadership development is a crucial issue in the public sector. This is a larger concern in the public sector than employee job performance since leadership development directly impacts the standard of governance. Moreover, due to funding restrictions in government, public sector leaders typically have to work with less equipment than their colleagues in the private sector. Day (2007:18) argues that the leadership development framework used in the public sector is incomplete and stand-alone. Furthermore, a leadership development initiative's design should be based on succession planning. Ngobese (2017:1) states that leadership development programmes should be made available to employees to help them develop the abilities, knowledge and other qualities that will assist them in fulfilling the future human resource needs of governments.

According to Mpofu and Hlatshwayo (2015:135), inefficient basic service delivery by municipalities in South Africa has been identified as a major issue. Furthermore, Mpofu and Hlatshwayo (2015:138) assert that the staff and management of these towns have notably been given a substantial share of the blame for the poor delivery of essential services to inhabitants. The challenge is how to improve these employees' skills, output and attitudes to enhance service delivery. Due to improved staff capabilities and performance brought about by high-quality training and development, municipal personnel will operate more effectively. As a result, it is necessary to enhance the performance and conduct of municipal employees to improve the delivery of basic services to the populace. The Ugu District Municipality report (2020:179), states that the municipality has struggled with the implementation of the individual performance management system (IPMS), and staff productivity and accountability have been hampered by the implementation's slow pace.

Nzimakwe and Ntshakala (2016:111) confirm that implementing performance management systems is still difficult. Although there is a method for performance monitoring and assessment that should be used, performance

monitoring within municipalities still has room for improvement. Syamil, Doll and Apigian (2004) cited in Nzimakwe and Ntshakala (2016:114) state that if performance is monitored, problems will be found and fixed before having a detrimental impact on the outcome. Moreover, Manyaka and Sebola (2015:676) state that it can be argued that the lack of a suitable and comprehensive mechanism for overseeing employee performance contributes to the poor service delivery in most South African municipalities.

1.5 AIM OF THE STUDY

The overall aim of the study is to examine the role of leadership development on employee job performance at the Ugu District Municipality. This aim will be achieved by the following objectives:

1.6 RESEARCH OBJECTIVES

The following research objectives guide the trajectory of this study, namely:

- To investigate the role of leadership development at Ugu District Municipality;
- To assess the challenges related to leadership development at Ugu District Municipality;
- To assess the perception of employees relating to the types of Leadership Development programmes offered at the Ugu District Municipality; and
- To investigate the relationship between leadership development and employee job performance at Ugu District Municipality.

1.7 RESEARCH QUESTIONS

This study endeavours to address the following research questions:

- What is the role of leadership development at Ugu District Municipality?
- What are the challenges associated with leadership development at Ugu District Municipality?

- What are the perceptions of employees at Ugu District Municipality relating to the types of leadership development offered at the municipality?
- What is the relationship between leadership development and employee job performance at Ugu district Municipality?

1.8 SIGNIFICANCE OF THE STUDY

The researcher aims to make relevant recommendations to Ugu District Municipality on how leadership development may affect employee job performance based on the outcomes of this analysis. The study also highlighted areas of concern from employees at Ugu District Municipality. Additionally, the research may help top management and staff to understand how to use leadership development as a tool to improve employee job performance and achieve organisational efficiency and successfully achieve goals. Future academics, scholars and practitioners wishing to investigate the relationship between leadership development and employee job performance in the public sector can be guided by this study.

1.9 SCOPE OF THE STUDY

The focus of this study is on Ugu District Municipality, based in the south of KwaZulu-Natal in South Africa, with a total staff complement of 797 employees. Moreover, the study is delimited and does not include other district municipalities and local municipalities in KwaZulu-Natal because of situational factors and the fact that Ugu is an 80% rural District Municipality and differs in its uniqueness. More importantly, the inclusion of any other District Municipality or local municipality will make the study too longitudinal in nature. The focus of the study targeted employees at all levels across the municipality.

1.10 LITERATURE REVIEW OF THE STUDY – A BRIEF OVERVIEW

Megheirkouni (2018a:113) postulates that organizational learning revolves around leadership development. To ensure their success, organizations today need strong leadership capabilities at all management levels. One argument for the significance of leadership development is that it has evolved in response to the shifting nature of companies, developments in management theory, commercial settings and global social trends. This supports the idea that leadership development is focused on enhancing capability in preparation for both anticipated and unforeseen difficulties. According to Dessler and Chhinzer (2016:24), leadership development increases employee satisfaction, improves an organisation's ability to fill holes in its talent pool, and reduces the difficulties and costs associated with turnover. Additionally, Dessler and Chhinzer (2016:24) assert that leadership development improves people's capacity to act swiftly in unpredictably structured business situations. Agility increases when organizations move beyond focusing on high potentials and top executives to uncover the full potential of their talent pools.

Nakwana (2014:85) asserts that leadership development is crucial due to the requirement for highly aware and skilled public managers at all managerial levels of the public workforce who are responsible for its involvement of residents in service delivery. Leaders in the public sector must deal with very different socio-economic and political challenges compared to leaders in the private sector as they work within governance frameworks that are substantially dissimilar from those of the private sector and must ultimately answer to elected political leaders.

1.10.1 Effects of leadership development in the public sector

The success of an organization depends on effective leadership. Numerous studies have demonstrated the benefits of developing leaders on a range of organizational factors, including followers' satisfaction, commitment and

performance (Naicker and Mestry, 2016:7). According to Metswamere (2017:94), developing and using leadership abilities is essential for effective leadership. These talents include traits like honesty, courage, commitment, sincerity, enthusiasm, confidence, a positive outlook, wisdom, determination, compassion and sensitivity. Managers in South African public organizations should assume leadership roles that are founded on solid leadership abilities. The development of leadership skills in the public sector, particularly in municipalities, should be a top focus for public organisations as this is a prerequisite for efficient service delivery (Metswamere, 2017:93). Torres, Ruiz, Hamlin and Velez Calle (2015:203) cite the fact that strong leaders in organizations are those that make work and tasks obvious to their staff. Employees think that leaders are effective when they help them resolve various disagreements and challenges. This suggests that managing conflicts and addressing problems are crucial elements of good leadership.

1.10.2 Challenges relating to leadership development

The democratic administration of 1994 inherited a populace with low levels of education and skills, as well as a disjointed, broken and unequal education and training system. The first order of business for the new administration was to remove apartheid-era legislation, enact measures to address historical disparities, and pass access-enabling legislation. The National Qualifications Framework has been used to define the first few years of the new government as an evolution of ideas and the expression of a vision. According to Yawson (2017:105), the public sector in South Africa has recently come under fire for having insufficient leadership development Programmes, duplicating ineffective and sporadic crises in training.

The White Paper on the Transformation of the Public Service (1995) states that several policy documents have emphasized the need to develop South Africa's human resources. Cunningham (2014:42) also mentions several obstacles that prevent organizations from developing their leaders, including

balancing the needs of the organization's long-term and short-term objectives; a lack of opportunities and a formal framework; incompatible buy-in across the organisation; a lack of senior leadership support; a lack of manager confidence; and a lack of accountability for the application of new knowledge and skills on the job.

Auriacombe (2014:122) states that most talents in the public sector are acquired through academic programmes; graduate degrees; continuing education in a lecture hall and seminar room; or through individual study. Bennis and Nanus (2007) argue that leadership development methodologies are shifting from the idea of imparting values and principles to imparting skills and competences. This calls for more personalized attention and intimacy in leadership development programmes. Furthermore, Curphy (2014) contends that when preparing for leadership development, context and relevance are essential.

Megheirkouni (2018b:135) distinguishes between the difficulties that leadership development faces and the difficulties that people, tasks or organizations face in achieving the necessary goals. Glesson (2016) asserts that people are not aware of the available leadership development programmes that can help them. Additionally, the selection procedure for leadership positions is frequently ad hoc and opaque. Emad (2014:2318) adds that one difficulty is a lack of internal resources to provide leadership development programmes.

Megheirkouni and Mejheirkouni (2020:99) assert that the public sector has re-examined moral norms, workplace safety, equality and diversity as a result of financial corruption, prejudice, employment discrimination, racism and sexual harassment on a national and international scale. There have always been issues with leadership standards in the South African public sector. Hence, authentic leadership development programmes are now relevant and urgently required for desirable outcomes because it is well known that organizations

across nations invest in human resource development and develop leaders who can successfully overcome current challenges and improve outcomes in unstable times (Avolio and Gardner, 2017:84).

1.11 THEORETICAL FRAMEWORK FOR LEADERSHIP DEVELOPMENT

Different descriptive models and theories attempt to diagnose leadership development. For the purpose of this study, Blake and Moutons Leadership Grid, Greenleaf's Servant leadership, Burn's transformational leadership and Charan, Drotter and Noel's Leadership Pipeline are presented as theoretical models diagnosing leadership development. Due to the nature of this study, the researcher has selected the various theories mentioned relating to leadership development to provide an integrated understanding and triangulation of the theories as related to the research topic, problem and objectives.

1.11.1 Blake and Mouton's leadership grid

The leadership grid is a developmental framework that focuses on organizational interventions to increase leadership potential. Northouse (2018:140) posits Blake and Mouton's Managerial Grid as a model created for use in organizational training and development. The concept attempts to explain how two factors, namely concern for productivity and interest in people, assist leaders in helping their organizations achieve their goals. Vidyakala (2020:119) emphasizes that the model identifies five distinct and significant leadership philosophies based on the concern for people and the concern for the environment, namely: the impoverished leader, the country club leader, the middle-of-the-road leader, team management, and the authority compliance leader.

1.11.2 Servant Leadership

According to Hoch, Bommer and Dongyuan Wu (2018:504), Robert Greenleaf (1970, 1977) created the Servant Leadership ideology which involves

prioritizing the interests of stakeholders and followers and emphasizes that a servant-leader puts others first. Starting with the innate desire to help others, it happens naturally. Then, via deliberate choosing, one develops a desire to lead. Based on Greenleaf's teachings, Spears (2010) defined 10 qualities of servant leaders, including listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the advancement of others, and community building. Kgatle (2018:7) states that servant leadership involves public responsibility. Since they are aware that public monies are not their own, servant leaders may answer to their followers as good stewards. Servant leaders may be held responsible for their followers' actions as good stewards since they understand that public funds are not their own. To manage the public treasury, they were the only candidates picked.

1.11.3 Transformational Leadership

Hoch, Bommer and Dongyuan Wu (2018:504) and Burns (1978) describe transformational leadership as a continuous process in which leaders and followers inspire one another to higher moral standards and drive beyond self-interest to serve the interests of the group. The ideal relationship between political leaders and their followers was initially described by him when he first presented transformational leadership as a paradigm. Transformational leadership is a continuous process in which leaders and followers inspire one another to uphold higher moral standards and drive beyond self-interest to serve the interests of the group. Moreover, Jensen, Potocnik and Chaudhry (2020:837) mentioned that idealized influence, inspirational motivation, intellectual stimulation and individualized concern are some ways in which transformational leaders may influence their followers.

1.11.4 Leadership Pipeline Model

Luenendonk (2020) states that the Charan, Drotter and Noel model (2001) provides a framework for the advancement of leaders from entry-level jobs to senior executives. By fostering strong internal leadership, the approach aims

to ensure that firms have effective management. The leadership pipeline approach establishes an internal step-ladder that advances qualified candidates from one position to the next, saving the business from having to search outside the organization for qualified leaders. Knight (2017:108) states that the leadership pipeline model looks at the best ways to get people ready for a career in organizational leadership by giving them the tools and opportunities to use those talents well before they receive any promotions within the company. The six Leadership Pipeline passages identified by Charan, Drotter and Noel's model (2001) are managing oneself, managing others, managing managers, managing functional managers, managing businesses, and managing enterprises.

1.12 EMPLOYEE JOB PERFORMANCE

1.12.1 Importance of employee job performance

Barrick, Thurgood, Smith and Courtright (2015:112) aver that employee job performance is very important to organizations, and that it also positively affects organizational performance. They continue to state that employee job performance increases productivity, boosts competitiveness, and aids in employee retention. Elnaga and Imran (2013) cited by Dzikamai (2017:16) concur that employee job performance is the foundation upon which any organization's successes or failures rest. In most organizations, training enhances employees' present and future performance, which has an impact on whether they are retained. Nkosi (2015:104) highlights that organizations are now investing in training to enhance work performance because of the realization that the world is changing and that achieving and managing employee job performance is getting more and more difficult. There is ascending impact between organizational success based on employee job performance and organizational performance (Ahmed, Ullah and Ahmed, 2015:124).

Leaders must connect employee work performance to organizational objectives, and if they treat employees' demands with respect, the company's goodwill will be enhanced (Phillips, 2013:56). Ortas, Alvarez and Garayar (2015:1933) assert that organizations' focus on leadership development can help employees perform better on the job because it affects the organization's overall performance. Training is crucial because it plays a significant role in helping labour-intensive organizations achieve their goals (Jehanzeb and Bashir, 2013:79). Employee job performance is improved by training, which leads to the achievement of established objectives within the allotted time. As work performance affects leadership development, this influences the production of human resources (Tshikovhi, 2013, as cited in Dzikamai,2017:88). Employee productivity is crucial to the success of the organization and is of utmost importance. Moreover, employee success is dependent on their performance, hence its importance (Sadraei, 2019:3). Additionally, by integrating employees' knowledge and abilities when carrying out an action that enhances productivity and produces the organization's outcomes, the aims of the organization are achieved. Improved organizational performance shows that every employee used their strengths, skills and resources to achieve organizational goals (Dakhoul, 2018:139).

1.13 THE THEORETICAL FRAMEWORK FOR EMPLOYEE JOB PERFORMANCE

The following section outlines the models and theories underpinning employee job performance. These include Vroom's expectancy Theory; the Balanced Scorecard by Kaplan and Norton; Edwin Locke's-Goal-Setting theory; the Employee Job Performance model based on Employee Dynamic Capabilities (ECD) by Bienkowska and Tworek; and Campbell's Job Performance model. These theories were selected by the researcher based on various studies relating to employee job performance in an international context. To address the research problem, it is of paramount importance that the topic and the specific variable, namely employee job performance, is reviewed by means of

referring to various theories to provide a detailed understanding in the context of the public sector of South Africa.

1.13.1 Vroom's expectancy Theory

Vrooms (1964) model seeks to explain motivated behaviour as goal-oriented and contends that people typically act in a hedonistic manner, preferring the behaviours that would yield the greatest subjective benefit. According to Robbins (1993), since the intensity of a tendency to act in a particular way depends on the degree of an anticipation that the act will be followed by a particular consequence and on how desirable that outcome is to the individual, behaviour can be steered towards expected and individualized objectives. The argument put forth by Vroom is that a person's decisions on possible courses of action are genuinely connected to psychological changes that occur at the same time as their behaviour (Vroom, 1964:15). Vroom contends that a person's decisions on possible courses of action are genuinely connected to psychological changes that occur at the same time as their behaviour (Vroom, 1964:15).

1.13.2 Balanced Scorecard by Robert Kaplan and David Norton

Mazutis and Slawinski (2008:443) state that Robert Kaplan and David Norton created the Balanced Scorecard in 1992 as a framework for performance measurement that combined traditional financial measurements with strategic non-financial performance variables to give managers a more balanced view of organizational performance. Sehoa (2015:57) mentions that the scorecard enables managers to assess the organization from four aspects, including financial performance, customer knowledge, internal business processes, and learning and growth. This strategy enables the organization to concentrate its strategic endeavours and investments on those elements that serve as key catalysts for accomplishing strategic objectives (Hall, 2006:121).

1.13.3 Edwin Locke Goal -setting Theory

Yurtkoru, Bozkurt, Bektas, Ahmed and Kola (2017:797), citing Latham and Lock (2007) add that the goal-setting approach affects an employee's job performance and satisfaction by predicting and explaining it. This in turn results in commitment from the workforce to the organisation. According to Locke and Latham (2006) cited in Shaiza and Giri (2016), when people or organizations establish more challenging goals, their performance improves, and the opposite is true if the goals are easy. According to Locke, When the following five fundamental criteria are met, goal setting can function well, namely Task complexity, clarity, challenge, commitment and feedback (Locke and Latham,2006).

1.14 RESEARCH METHODOLOGY AND DESIGN

This section discusses the methodology of the study, as well as how the data was gathered and analysed. Which concentrates on the following: questionnaire design, data collecting and data analysis. For the purpose of this study, a parametric statistical analysis was be adopted.

1.14.1 Primary Data

Paphitis and Kelland (2016) refer to primary data as information that the researcher has personally obtained for the purpose of a study. Teddlie and Tashakkori (2009:114) state that the primary data for a study, including this study, was gathered using a closed-ended structured quantitative questionnaire. Data is typically gathered from a smaller sample because gathering primary data takes time.

1.14.2 Secondary Data

According to Serra (2018:2), secondary data is information that has been analysed after being collected by someone else. Secondary data used in this study was obtained from journal articles, reports, books, internet, media articles, newspapers, as well as theses and dissertations. Detailed knowledge

of the research area is necessary for this study to be successful (Saunders, Lewis and Thornhill, 2009:151).

1.14.3 Research Design

According to Leavy (2019:201), the research design is a strategy outlining how the researcher will carry out the actual investigation. In addition, Sahu (2016:109), argues that the study design is crucial since it enables the researcher to organize the data gathering and analysis. Furthermore, Ngibe (2016:33); cited Khan (2008:69) and Malhotra (2011) maintaining that a research design offers a framework for directing the research project by stipulating the procedures necessary for gaining the required information needed to solve the research problem.

1.14.4 Research Approach

A research approach is defined as a as an inquiry procedure designed at solving underlying assumptions through data collection and research design (Creswell,2014:3). It consists of three main approaches: qualitative, quantitative and mixed methods (Grover 2015:2). The quantitative research approach was best suited for this study since it allows for the collection of data from a sizable population (Curtis, Bond, Spina, Ahluwalia, Alexander, Giembycz and Lawrence, 2015). Tshikovhi (2013) is of the opinion that using a quantitative approach assists the researcher to remain objective by preventing the influence of personal bias on data processing and interpretation.

1.14.5 Target Population

Asiamah, Mensah and Abayie (2017:1612) regard the target population as a sub-set of the overall human population who share certain characteristics relevant to the study. The total population for this study comprises the total number of N=797 employees at Ugu District Municipality. The study targeted

all employees in all positions, hence a sample size of 260 employees (target population) was be selected.

1.14.6 Sampling Techniques

Probability sampling and non-probability sampling are two different types of sampling strategies. According to Showkat (2017:17), probability sampling is a sampling technique where each sample has an equal chance of being chosen.

Ahmed (2024:2) states that non-probability sampling entails the absence of randomization, resulting in unequal or unknown selection probabilities for individuals within the target population. This sampling approach is typically employed in scenarios where comprehensive population coverage is impractical due to constraints in resources, time, or accessibility.

Simple random sampling, systematic random sampling, stratified sampling, cluster sampling and multi-stage sampling are all examples of probability sampling. On the other hand, non-probability sampling occurs when the researcher lacks a method to ensure that every component of the population will be characterized in the sample (Wagner, Kawulich and Garner, 2015:121). Teddlie and Tashakkori (2016:182) mention convenience sampling, quota sampling, snowball sampling and purposeful sampling as the four main categories of non-probability sampling. Non-probability sampling has some benefits, including being affordable and simple to apply (Leedy and Ormod, 2015:214). For the purpose of this study, systematic random sampling, a probabilistic sampling technique, was chosen. A personnel list received from the Ugu Human Resource Department serves as the sampling frame for the quantitative research design.

1.14.7 Selection of the Sample

According to Chapman, Schutz and DeCuir-Gunby (2018:176), a sample is a selection from a broader population of individuals or things used for

measurement. Taherdoost (2016b:2298) adds that the researcher explicitly identifies the target population before creating a sampling frame with a list of the actual instances from which the sample will be drawn. A representative sample of the population must be used in the analysis (Barn and Jones, 2016:80). For the purpose of this study, a sample size (n) of 260 employees was selected from a 797 total population. The sample size for this study was determined using Sekeran and Bougie's table (2014:268) computed scientific table for sample selection (Refer to Annexure A). The 260 employees was selected using systematic random sampling with a K interval of 3.

1.14.8 Data Collection Method

Data collection methods incorporate choice and action in gathering the data needed to evaluate the research questions (Leedy and Ormrod, 2015:91). Utilizing research techniques, data collection techniques include mail, telephone, personal and email, and concentrate on the methods used to obtain data using research tools. (Onwuegbuzie, 2015:90). The personal method of data collection was used to deliver and collect questionnaires. A covering letter was attached to the questionnaires giving guidelines on how the questionnaire is to be completed (Annexure A). The data collection process was conducted over a period of 21-30 days. Kabir (2016:208) states that questionnaires are more convenient since they do not require as much effort from the researcher and often have standardized answers that make it easy to compile data.

1.14.9 Questionnaire

A questionnaire is a formalised set of questions for obtaining information from respondents (Jolivet, 2015:54). In addition, a questionnaire allows the researcher to collect quantitative data in a standardised manner, which facilitates consistency (Nardi, 2018:119). Roopa and Rani (2017:273) describes a questionnaire as a simple list of printed questions that is completed by a respondent, allowing the researcher to collect data in a standardised

manner. The questionnaire used a Five-Point Likert scale, with responses ranging from strongly disagree to strongly agree to acquire/record the responses. The questionnaire was divided into three sections where Section A assessed biographical information and Section B assessed the degree to which leadership development and Section C employee job performance is acknowledged at Ugu District Municipality.

1.14.9.1 Questionnaire Design and Protocols

The data from the chosen sample respondents was gathered using a closed-ended structured quantitative questionnaire in the quantitative research design. The questionnaire also included a consent form and a cover letter assuring respondents of their anonymity (Annexure B). According to Vagle (2018:118), standards which include closed-ended questions, conciseness, unambiguity, utilizing a reasonable order and ensuring that the questions are understandable to all responders will be used to produce the questionnaire.

1.14.10 Pilot Testing

Edwin, Teijlingen and Hundley (2016:2) refer to a pilot study as the trial run of feasibility studies done to prepare for the major study. It gives warning signs about where the main research could possibly fail because of not following the research protocols. Dawood (2017:24) states that a sample size of a pilot study should be at least 10% of the targeted population in the final research. For the purpose of the study, 22 homogeneous respondents were selected prior to the final administration of the questionnaire. These participants were selected randomly, and they did not form part of the selected sample. The responses of the 22 pilot respondents were captured to form a dataset. Which was subjected to the Cronbach Coefficient Alpha Test to determine the reliability of the questionnaire.

1.14.11 Reliability and Validity

1.14.11.1 Validity

Taherdoost (2016a:34) defined validity as the degree to which a test reproduces the anticipated result. To ensure validity in this study, the aim and objectives of the study were clearly defined and matched with the assessment measure (questionnaire items). Troublesome wording was avoided on the questionnaire items for respondents to have a clear understanding of what is being asked. The appropriate time-scale and methodology was selected. Bias was avoided whenever possible and the respondents will not be pressured to select specific choices amongst the answer sets, and leading questions were not asked in the questionnaire. The items on the questionnaire were designed in a manner that reflects the issue that the research intends to investigate. All questionnaire items were based on leadership development and employee job performance, which were the two variables for this research. Pilot test was also conducted.

1.14.11.2 Reliability

Reliability refers to the consistency of a measure if being tested repeatedly under the same circumstances (Heale and Twycross, 2016:66). Internal consistency, which gauges the relationship between various test outcomes, guaranteed the reliability. Using a statistical test that divides all the findings in half and computes the correlations between the two sets, these correlations were quantified. Cronbach's Alpha coefficient test was adopted using a computer programme that split questionnaire items and computed values for each of them. The computed output ultimately produced one Cronbach's alpha value. Questions were closed-ended. Confidentiality and the protection of information were emphasised on a cover letter attached to the questionnaires to encourage participants to answer the questions in an objective manner.

1.15 DATA ANALYSIS

For data analysis, all the responses to the questionnaires were captured as a dataset and examined with the most recent release of the Statistical Package for the Social Sciences (SPSS) Version 29.0 for Windows. Both descriptive and inferential types of statistical analyses were used in this study. According to Ali and Bhaskar (2016:662), descriptive statistics give a representation of the data in the form of means, medians and modes and describe the connection between variables in a sample or population. This is opposed to inferential statistics, which describe and draw conclusions about the entire population using a random sample of data from the population (Surbhi, 2016:18).

1.16 ETHICAL CONSIDERATIONS

To ensure ethical consideration, participants should clearly understand what is being asked of them, and they must consent voluntarily. They should also have freedom to decide whether to participate or decline (Arifin, 2018:30). For the purpose of this study, a covering letter was attached to the questionnaire asking participants to voluntarily participate in the study, specifying that participation is voluntary, and that they can withdraw at any time.

Ethics guidelines stipulate that the researcher must secure free informed consent from the participants prior to conducting research (Brokington, John, Bunnefield and Duffy, 2016:2). Surmiak (2018:4) adds that there are legal implications regarding confidentiality. Therefore, any person has a right to have his/her personal data protected. Thus, to ensure the confidentiality and anonymity of participants in this study, the covering letter on the questionnaires clearly stipulated that their names were protected and would not be mentioned or divulged to any third party.

1.17 STRUCTURE OF THE DISSERTATION

The study focuses on the role of leadership development in employee job performance at Ugu District Municipality. The thesis comprises six chapters, structured as follows:

Chapter One

Comprises an introduction, definition of terms, theoretical frameworks, statement of the problem, aim, objectives and research questions. It outlines the background to the study and provides an overview of the research methods and design used for this study, as well as a quick summary of the literature review.

Chapter Two

Provides a review of the relevant extant literature on the topic under study.

Chapter Three

The chapter describes the research methodology and design. It provides a detailed overview of the sample selection process; the development and pilot testing of the questionnaire; and the data collection and analysis processes.

Chapter Four

The chapter provides a thorough explanation of the data analysis process. Presentations, interpretation and analyses of the data collected using structured closed-ended questionnaires are provided

Chapter Five

Provides a detailed discussion of the empirical results obtained.

Chapter Six

The final chapter draws conclusions on the findings obtained and will provide recommendations.

1.18 CONCLUSION

This chapter presented the topic under study and provided the background and overview to the research problem. It clearly stated the research objectives that were examined in the public sector. The significance of the study was provided, as this study seeks to assist top management and staff with how to use leadership development as a tool to enhance employee job performance and achieve organisational objectives effectively. The organisation under study, UGU District Municipality, was described in terms of its population and location.

The next chapter conducts a comprehensive review of pertinent literature on leadership development and employee job performance. It provides the theoretical and empirical framework that supports the research.

CHAPTER TWO
AN EXPLORATION OF LEADERSHIP DEVELOPMENT IN THE
PUBLIC SECTOR, AND MODELS AND THEORIES OF LEADERSHIP
DEVELOPMENT

2.1 INTRODUCTION

Baa and Chatteraj (2022: 2) contend that the public sector constitutes a segment of the economy encompassing all state-owned and operated entities. Over time, the emphasis within the public sector has undergone substantial transformation, with recent years witnessing a notable shift towards privatization and the outsourcing of public services. Mamokhere (2020:3) asserts that the local government in South Africa is marked by issues such as mismanagement, misappropriation of public resources, and nepotism.

According to Baa and Chatteraj (2022:2), the public sector is a segment of the economy that includes all organisations owned and operated through the government. The purpose of the public sector has changed dramatically over history. A trend toward privatisation and the outsourcing of publicly provided services has emerged over the course of the past few years. Mamokhere (2020:4) states that the South African local municipalities have been characterized by maladministration; the plunder of public resources; nepotism; shortages of skilled employees; corruption and lack a of financial accountability.

Fernandes and Fresly (2017:1161) concur that the public sector has been widely criticized for poor performance and service delivery. The world is evolving at an unprecedented pace, which is forcing public sector organisations to adapt their operations and develop their leadership capabilities and behaviours. Ngobese, (2017:76) points out that the lack of investment in leadership development coupled with ineffective mentoring and coaching programmes aimed at nurturing graduates, as well as creating a pool

of experienced technical managers, indicates that broader human resource development is overlooked.

Stredwick (2005) cited by Hlatshwayo and Mpofu (2015:134) notes that the most important role in human resources is to help employees improve their performance through employee training and development and, by doing so, to improve the performance of the organisation. Leadership development has become one of the key aspects in improving employee performance in organisations, thus leading to improved organizational performance and growth. The role that the public sector plays in ensuring the efficient operation of society is of the utmost importance. It offers vital services that are important for the continued health of communities and is therefore crucial. Additionally, a significant contribution is made by the public sector toward the promotion of economic growth and security.

Demircioglu and Audretsch (2020:823) concur by stating that the environment's growing volatility and complexity have changed the rationale behind how public sector organizations operate, necessitating management choices that will increase organizational adaptability and flexibility. This occurs amidst numerous difficulties that limit the capacity of public sector organizations to address the community's changing requirements. Due to limited resources, it is challenging to strike a balance between the provision of high-quality services and austerity measures. Felcio, Samagaio and Rodrigues (2021:597) state that despite broader human resource development not being recognized as a strategic business partner in the local government sphere, training and development initiatives are vital in ensuring that employees contribute towards the organizational strategy. Moreover, the lack of investment in training and development coupled with ineffective mentoring and coaching programmes aimed at nurturing graduates, as well as creating a pool of experienced technical managers, indicates that broader human resource development is overlooked (Govender, 2016; Ngobese, 2017:77).

2.2 CONCEPTUAL CLARIFICATION OF THE TERMS LEADERSHIP DEVELOPMENT AND EMPLOYEE JOB PERFORMANCE IN THE CONTEXT OF THE PUBLIC SECTOR

2.2.1 Leadership development contextualised in the public sector

Coffey, Cook and Hunsaker (1994) define leadership as a leader's ability to instil drive and confidence in a group of followers to help the organisation achieve its objectives. Laub (2018:47) concurs that leadership is the mutual influence between leaders and their followers that helps organisations achieve their objectives. Furthermore, leadership is described by Preston-Cunningham, Elbert and Dooley (2017:135) as the process of persuading others to concentrate their mental and physical effort towards achieving a goal that would not have been attained if the leader's influence had not been present. In addition, leadership is described by Reardon, Fite, Boone and Sullivan (2019) as the process by which human conduct, behaviour, thoughts, emotions and other personality traits are linked to tasks that people are expected to complete.

According to Morse, Buss and Kinghorn (2007:42), leadership in the public sector refers to people in government with positional authority and further mentions that leadership is not only limited to organisations and people occupying formal leadership positions in government. Leadership is a process of creating public value inside and outside government at all levels of the organisation, while formal leaders play a critical role. Dukakis and Portz (2010) mention that leadership in the public sector is the promotion of institutional adaptations in the public interest. This entails that leadership is a positive advocacy of the need to promote certain fundamental values. In addition, Naidoo (2005:26) espouses leadership as the relationships that exist between an individual and a group of individuals in the South African public sector.

Day (2000:582) mentions that leadership development is based on a broader and more qualitative view of leadership. Additionally, Ollrich, Gold Smith and Karter (2005) assert that leadership development is the enhancement of abilities and creating perspectives for motivating and directing individuals towards determined purposes. It includes components such as education and development; participation of individuals in decision-making; coaching; job empowerment and authorization. Kotlyar, Richardson and Karakowsky (2015:1263) define leadership development as a process in which facilitators employ a sequence of activities or mental exercises to provoke participants' reflection on learning experiences and thereby facilitate the transfer of knowledge and abilities to work contexts. Furthermore, Van Velsor, McCauley and Ruderman (2010:18) state that leadership development is increasing organizational members collective capacity to engage successfully in leadership roles and processes in order to provide direction, alignment and commitment. Leadership development is a social process that incorporates everyone in the organization, with a focus on interpersonal connection development (Maheshwari and Yadav, 2018:12). Leadership development refers to development procedures involving many people, such as groups, teams, networks or entire organisations (Day, Fleenor and Atwater, 2014:65).

2.2.2 Job performance contextualised in the public sector

Rotundo and Sackett (2002:69) posit employee job performance as the acts, behaviours and outcomes that individual employees engage in or bring about to contribute to the organization's goals. Meyer and Peng (2006:611) refer to employee job performance as the output that a person has contributed to the organisation concerning his behaviour to engage in, and which the organisation may perceive as productive or counterproductive. Employee job performance can be defined as behaviours or activities that are performed towards accomplishing the organization's objectives (Motowidlo, Borman and Schmit, 1999:58).

Job performance is further mentioned by Campbell and Wiernik (2015:49) as a construct that includes behaviours under employees' control that contribute to organizational goals. Peng (2014:75) defines job performance as the sum of the quality and quantity of work completed or, more commonly as how successfully an individual can accomplish duties in his or her employment. Coetsee (2003:7) submits that the concept of employee job performance has to do with how individual employees strive to meet the goals that they have set for themselves, and also those that have been set for them by their employers in a work situation.

Murphy and Kroker (1988:184) further define employee job performance tasks that comprise standard job descriptions and declare that it is also affected by variables such as maintaining good interpersonal relations, absenteeism and withdrawal behaviours, substance abuse and other behaviours that increase hazards at the workplace (Murphy, 1989:183).

2.3 AN OVERVIEW OF THE PUBLIC SECTOR WITH SPECIAL REFERENCE TO SOUTH AFRICA

2.3.1 A brief international overview of the public sector

Lapsley and Miller (2019: 2211) claim that public sector organizations underwent a major transformation on a nearly worldwide scale in the final years of the 20th century and the early years of the 21st. It has been noted that many public sector reform initiatives around the world have brought about a variety of improvements in numerous service-related fields. The Russian Federation government, Australia, Brazil, Canada, Chile, China, Finland, Germany, Hungary, the Netherlands, New Zealand, Poland, the Republic of Korea, the United Kingdom and the United States of America were amongst the nations covered in Manning and Parison's 2003 review of some developments in public administration reform.

According to Osborne (2006:379), the dominant method of public administration during most of the 20th century was built on a bureaucracy that followed the twin tenets of hierarchy and meritocracy. It was initially implemented as part of extensive bureaucratic reforms in Prussia and the United Kingdom in the late 19th century to replace patrimonial administrative systems, which were characterized by favouritism and patronage as the deciding factors in public appointments and government decisions. This strategy featured several distinguishing qualities. It used a hierarchical organizational structure; depended on centralized management; established norms and guidelines; and separated policy-making from implementation.

Pedersenn and Hartley (2008:68) claim significant efforts have been made to reform the public sector in both the UK and Denmark. There have also been significant shifts in public management concepts, governance structures and procedures, and governance ideas and practices. While their respective historical paths diverge, there are some historical parallels between them, including the fact that public management policy has been centred around two or three generations of modernization initiatives and various distinguishable elements of public sector reform.

Muthien (2000:71) notes that the New Public Management ethos resulted in the separation of highly centralised hierarchical policy and administration functions as well as the introduction of greater managerial autonomy through the delegation of executive decision-making to cabinet ministers and line-function heads of departments and agencies. Muthien (2014:127) also states since 1994, the public sector in South Africa has undergone significant change, evolving from a highly centralised command and control function to one that is more decentralized at the three tiers of government, with authority devolved to national departments, provinces and local authorities.

Globally, nations share a variety of party-based systems of government, including multi-party and two/three party systems. Mbandlwa and Dorasamy (2020:6875) state that a two-party system is one in which only two parties can

win elections. They also say that a third-party system is frequently used when there is a chance for just three parties to win elections or form a coalition. According to Barnes and Holman (2020: 1272), a multi-party system is a democracy in which different political parties from all political spheres fight for national elections and have the option to join coalitions. Additionally, Matlosa psmystifies class through the articulation of fundamental political freedoms.

Examples of nations that have successfully implemented the multi-party system in their democracies include Argentina, Germany, Armenia, Belgium, Brazil, France, Iceland, India, Indonesia, the Netherlands, New Zealand, Poland, the Philippines, Tunisia, and Ukraine. Such a system is not unfamiliar to South Africa, which adopted it during the apartheid system, but was abolished in a series of discussions between 1990 and 1993. The African National Congress (ANC), the ruling National Party (NP) and numerous other political organizations participated in these negotiations. The negotiations led to the first multiracial election in South Africa, which the ANC won.

The Economic Freedom Fighters (EFF); the Democratic Alliance (DA) and the African National Congress (ANC) are respectively led by Cyril Ramaphosa, Mmusi Maimane, and Julius Malema. Ndalamba (2018:38) notes that South Africa established a multi-party state as its political system. Adopting such a form of government meant reinstating the centralized control and top-down management techniques that prevailed before to 1994. After the apartheid regime in South Africa, the electoral system only favoured white people, so the post-apartheid democratic government in that country had to deal with the colonial and apartheid legacies. In all domains, voting rights for black people were denied (Tshishonga, 2019:169)

Picard and Mogale (2015:11) assert the development of local government in Europe began with the expansion of voting rights to local governments, which were then given extensive administrative authority and tax-funded funding. Local government was used as a tool for reform, and most public employees were sincere in how they performed their tasks. Sikander (2015:173) stated

that both western and traditional traditions contributed to the development of contemporary local administrations. The majority of the English-speaking nations and those that have come under their influence have drawn inspiration from the English pattern, which is one of the western patterns.

The South African public sector is briefly discussed in the section below, with a focus on the historical setting after 1994 to contextualize the role and responsibilities of local government.

2.3.2 A brief overview of the South African public sector

Without understanding the history of the nation, its transition from the apartheid era and the first five years of democracy, as well as the harm done by the Zuma administration and how it has affected service delivery, corruption, unemployment and the challenges the nation is currently facing, it is impossible to comprehend South Africa's history. The study's historical timeline is depicted in Figure 2.1. When examining the foundations of the South African public sector, it is crucial to recognize that its history may have been skewed to favour European ideology. According to Piotrowski (2019:56), it is simpler to comprehend the larger framework of how African states' histories are translated and why colonial powers existed by realizing that they share a colonial history.

Figure 2. 1: Public sector time-line

Pre- 1994	• Colonial Foundations of Racial Segregation (1652–1947) • The Formalization of Apartheid (1948–1960s) • Apartheid’s Impact on Governance and Leadership (Pre-1994)
Democracy -First 6 years (1995-2000)	• The Challenges of Transition • Public Service Reform and Democratization • Socioeconomic Realities and Policy Responses • Leadership and Governance in the New Democrac
Public Sector (2001-2009)	• The Evolving Role of Local Government in Post-Apartheid South Africa • Challenges in Public Sector Governance and Service Delivery • The Role of Local Government in Economic Development
Trends emerging in the SA Public Sector Since 2008	• The Shift Towards a Developmental State • Skills Development and Capacity Building Challenges • Educational Gaps in the Public Sector Workforce • Training and Skills Development in Local Government
Zuma Presidency (2009 - 2018)	• The Political and Economic Climate of the Zuma Era • Corruption Allegations and Ethical Concerns • Leadership Controversies and Governance Challenges • State Capture and the Gupta Family Influence

Source: Self-generated

2.3.2.1 South Africa Pre - 1994

According to Chipkin and Lipietz (2012) and Naidoo (2015:26), South Africa went through a period known as the apartheid era, which was the formalization of the racial segregation that had been implemented in the country since the Dutch East India Company established the Cape Colony in 1652. Its inception in 1948 ran counter to the decolonization process that had been started in post-World War II sub-Saharan Africa. From the 1970s to the 1990s, apartheid was widely seen as one of the most heinous human rights crises, conjuring up images of white privilege and black marginalization enforced by a police state that ruthlessly enforced black subordination.

The apartheid system was fundamentally anti-democratic and the public service was explicitly built on the dictates of unfair principles. Moreover, racism and sexism served as a major justification for many of the discriminatory policies that the government adopted. These exclusions had an impact on

leadership development; furthermore, the public service provided opportunities for egregious wrong doings like corruption and mismanagement (Tshishonga,2019:168).

Shrivastava, Selvarajah, Meyer and Dorasamy (2014:48) state that prior to 1994, Eurocentrism dominated management practices in South Africa, but an increase in diversity in the managerial and leadership ranks of the South African public service has given rise to an Afrocentric approach to management. Formerly expected to run Eurocentric, authoritarian and hierarchical businesses based on Western value systems, South African business leaders now oversee a multicultural workforce that is more collectivist and less competitive. White men are still over-represented in management and leadership despite the changes that have taken place and the fact is that the majority of South Africa's population is black, while all females, particularly black women, remain under-represented (Yawson, 2017:96). Due to this imbalance, many businesses in South Africa now follow the Eurocentric or Western style of leadership techniques.

2.3.2.2 Democracy – first 6 years (1995- 2000)

The democratically elected administration did not inherit a clean slate with which to start governing when it came to power in April 1994. The legacy of the past, particularly the 1948-1994 apartheid era, had to serve as a backdrop for the development of new, non-racial policies that also addressed historical inconsistencies. It is crucial to examine some of the traits of the earlier political system to comprehend the extent of the reforms that have been implemented since 1994. When the new South African government took office in 1994, it was clear that many rural areas lacked access to electricity, clean water and decent sanitation (Second Economic and Social Rights Report 1998/1999, 2000:1).

Muthien (2014:127) claims that the new technocrats adopted best-practices from around the world and set out to change and democratize the post-apartheid state by establishing new governmental structures and enshrining democratic principles and ideals in the new Constitution.

According to Mentz (1993), South Africa's 1994 transition to democracy was burdened with the task of re-integrating a public sector made up of national, provincial and "homeland" administrations that was hierarchically organized, racially fractured and excessively complex and ineffective. The homelands were regionally based enclaves created by the apartheid system that were meant to grant Blacks political sovereignty. They had grown into powerful bureaucracies with hundreds of thousands of employees, second only to the national level. The South African Twenty-Year Review (1994-2014:12) highlights that the post-apartheid state was tasked with two mandates: firstly, changing the public service into a democratic organization, and secondly, strengthening the public service's capacity to play a developmental and transformative role. These parallel processes of public service restructuring and democratization occurred at a time when the future of the new South African state was still being mapped out.

The post-apartheid democratic government in South Africa (since 1994) has had to deal with the legacy of apartheid and colonialism. The post-apartheid state was tasked with two goals, the South African Twenty-Year Review (1994-2014:12) mentions first transforming the public service into a democratic organization; and secondly, enhancing the public service's capability to play a developmental and transformative role. These concurrent public service restructuring and democratization procedures took place as the new South African state's future was still being planned. Since 1994, South Africa's democratic post-apartheid government has had to cope with the colonial and apartheid eras' legacies. Leadership in South Africa was held by white people and the leadership development that was necessary for individuals to gain public sector knowledge was not forthcoming. Moreover, there was no succession planning or continuity to develop other races to eventually take

over as leaders in the democratic South Africa. For the first five years leaders had to learn while leading.

2.3.2.3 Public sector (2001 – 2009)

Since apartheid was abolished in South Africa in 1994, the role of local government has undergone significant changes. The goal of the newly elected democratic administration was to establish a more inclusive and democratic system of government that acknowledged the diversity of South Africa's population and addressed historical inequities.

The idea that "South Africa belongs to those who reside there" was envisioned at the dawn of democracy in 1994. In order to create a new society founded on democratic ideals, the black and white populations have to co-exist (Nkondo, 2016:45). Governments in developing nations like Africa are under pressure to carry out their mandates despite rising costs and resource limitations (More, 2015). These demands have weight because of the high hopes of the formerly marginalized groups in post-apartheid South Africa and the recent Labour, student and local government turmoil (Oosthuizen, 2016).

Unfortunately, deteriorating government agencies are making local, national and worldwide news (Mabe, 2015). As a result, the South African government has started several initiatives designed to improve or reverse the course of underperforming ministries and state-owned enterprises (SOEs) (The Presidency: South African Government, 2015). Masipa (2016:314) makes the case that South Africa's democratic government inherited a nation that was struggling with unemployment, poverty and inequality. The majority of black South Africans were or still are the victims of this legacy, and they typically express their rage and frustration through protests, which has characterized South Africa as a hotbed of social upheaval over the past 10 years.

Deitle (2021:15) asserts that apartheid had a ravaging effect in South Africa, but it bears noting that since 1994, good progress has been made in improving the lives of South Africans through the establishment of a solid foundation for

democratic governance and increases in access to education; the provision of human rights and dignity accorded to people; health services, water, electricity, housing; and social protection for those who were excluded by the apartheid government.

The United Nations (2018) claims that South Africa has made progress in reducing extreme poverty thanks to a progressive social wage programme that helped pay for social assistance and free basic services like old age pensions, child grants, primary healthcare, orphan grants, subsidized water and electricity, housing assistance, no VAT on certain food items, and more public schools that have been designated as fee-free schools. Other programmes to combat poverty have included free higher education, programmes to boost entrepreneurship and land reform. Additionally, Statistics South Africa (2017:32) notes that the Government has increased its commitment to offering food security programmes targeted at the poor and vulnerable, which have greatly improved living standards. The National Food and Nutrition Security Plan provides social handouts, nutrition education and assistance with land reform and field crop production.

The ANC's seizure of state power marked the beginning of important steps for redress. Transformation was sparked by affirmative action or equality employment policies. Black economic empowerment caused white dominance and ownership in the private sector to decline, and blacks began to dominate state employment, even at the highest levels. The racial and class structures changed significantly as a result of these initiatives. Blacks saw significant growth in the labour market and significant entry into the corporate and professional spheres; workplaces became mixed with remarkably few significant dramas; commendable steps taken to provide housing and to extend electricity, water, and other services to black communities; and the development of a black middle-class was accompanied by black African entry into former white and coloured communities (Southall,2016).

The Constitution of the Republic of South Africa (1996) Section 152 mandates local government to provide democratic and accountable government for local communities; ensure the provision of services to communities in a sustainable manner; promote social and economic development; promote a safe and healthy environment; and encourage the involvement of communities and community organisations in the matters of local government.

Mashamaite and Lethoko (2018:116) state that local municipalities in South Africa are characterized by and confront enormous challenges due to high levels of poverty and unemployment, poor or non-existent services, stagnant local economies, a lack of the necessary skills to drive local economic development, a lack of administrative capacity, and ineffective policy implementation. Section 152 of the Constitution of the Republic of South Africa of 1996 and the White Paper on Local Government of 1998, which clearly enshrines the developmental duties of municipalities, require local governments, and in particular local municipalities, to play a critical role in promoting social and economic development.

The Constitution and the White Paper call on local governments to take the lead in reducing poverty and fostering economic opportunity through Local Economic Development (LED). Despite these unambiguous legal requirements, local governments in South Africa continue to struggle to effectively promote and implement LED to deal with the problems of poverty, unemployment and sluggish local economic growth and community development.

SALGA (2015: 11) assert that South Africa has given the local government sector a critical role in reconstructing local communities and environments as the cornerstone of a democratic, integrated, wealthy and genuinely non-racial society. According to Koma (2012), local governments have a constitutional mandate and a developmental commitment to build cohesive, resilient communities that are both economically and socially. Thus, the foundation of an integrated development approach now institutionalizes local governance.

2.3.2.4 Trends emerging in the SA public sector since 2008

According to Tapscott (2017:75), since the global financial crisis of 2008, which highlighted the need for greater state regulation of the economy and exposed the flaws of laissez-faire capitalism, there has been renewed interest in the concept of an interventionist developmental state. Many people (including academics, the media, policy-makers, social commentators, and others) now believe that this model is the most likely to be successful in resolving South Africa's multi-facility problems (Edigheji,2010:56).

The new democratic administration inherited an apartheid-era skills system that was underfunded. The Department of Labour responded by introducing the National Skills Development Strategy and Sector Education Training Authorities (SETAs) (South African Bulletin 1996). PSETA's (2012:14), study found that the public sector needs to strengthen its talent development. According to the public sector's educational profile, 0.8 percent of employees have a PhD or master's degree, and 11.8 percent have postgraduate qualifications. The overall level of qualification of 46 percent of government staff is unknown, with 32 percent having a school-leaver or post-matric education. It is assumed that these individuals have no formal education (PSETA,2012:14). Consequently, Individuals do not receive internal job advancements.

Sebola (2014: 633-640), as cited by Ngobese (2017:35) state that in the public sector and local government, training and skills development follow a one-size-fits-all model and some service providers and universities frequently overlook local government content when delivering training to South African municipalities.

Mkhabela (2020) attests that the fourth industrial revolution is leading to a significant reduction in some occupations as they are automated or made redundant. According to the 2018 Future of Jobs Report in 20 major economies, 75 million jobs are predicted to disappear by 2022. Moreover,133

million new jobs could be created as a result of technological advancements and new working methods at the same time, due to the rapid expansion of new goods and services that would enable people to collaborate with machines and algorithms in order to adapt to demographic and economic changes. To re-skill its enormous pool of educated workers who are nonetheless impacted by changes in the Labour market or future of work, South Africa must take systems thinking methods into consideration.

2.3.2.5 Zuma Presidency (2009 -2018)

Steytler and Powell (2010:151) state that the Zuma administration took office in 2005 as the country was struggling with a recession. After President Mbeki resigned, there was intense pressure to stop the increasing unemployment rate. According to BBC News (2017a) President Jacob Zuma of South Africa's political and administrative leadership came under intensive examination, leading to calls for his resignation from both opposition political parties and civil society organizations.

The Nkandla incident, which is amongst the long list of dubious acts by the former president, concerns a project to upgrade President Jacob Zuma's expansive private residence in his native village of Nkandla in Kwazulu-Natal using taxpayer funds (Rossouw and Roper, 2009). The most notable aspect of this tale is the lack of openness and honesty in dealing with finances, contractors and tendering processes. Due to their exposure of the alleged corruption, the opposition parties were able to escalate the situation to the Office of the Public Protector, whose office issued a damning report ordering the President to re-imburse a sizable portion of the money used for the upgrade (RSA, 2014).

President Zuma reportedly made the decision to replace the cabinet without consulting his ministers or other ANC party officials (Tabane, 2017). This unorthodox behaviour sparked severe concerns from both the opposition parties and members of his own party. The nation's economy was adversely

affected by this choice right away. One of the top three rating companies, Standard and Poor, was forced to downgrade South Africa's national debt to below investment grade. Bonds and bank shares have decreased; the rand, the nation's currency, has lost strength; and there is a pervasive sense of impending dread and uncertainty (BBC News, 2017b).

The President's alleged intimate ties to a powerful family of business people were added to former president Zuma's extensive list of dubious dealings (the Gupta family). With underlying corruption and dubious agreements at the heart of their relationships with the president, the Gupta family's control over and manipulation of public authorities, as well as their apparent interference in the appointment of political leaders, are of great concern (BBC News, 2015). As a public leader, former President Zuma did not adequately exhibit awareness of the leadership ethos, which translates into a moral leadership capacity that fosters excellent character and subsequently the desire to uphold essential success characteristics contained in the leadership ethos.

Southall (2013) highlights that the ANC's numerous pathologies that had started to surface in earlier eras were brought to a head under the Zuma presidency. Particularly, the Zuma-aligned party leadership made the party-state into a tool for material accumulation. In many public appointments, allegiance to the president took the place of merit qualifications, which led to the weakening of the constitutionally mandated independence of various state bodies. Simply put, even under Zuma, the party-state was torn apart by a vast network of corruption and favouritism, which made the state apparatus more ineffective and unaccountable.

The phenomenon of state capture, whereby the Guptas, a family that recently immigrated from India, connected themselves to President Zuma and his faction, was the most scandalous indicator of these tendencies (Pauw, 2017). Together, they took advantage of Zuma's power over the government apparatus to appoint cronies to important posts and drain resources from the public sector and parastatals by giving their shady network of businesses

corrupt tenders. At the same time, they gradually demolished several organizations created to guarantee the state's responsibility.

The integrity of the government and its capacity to provide goods to common citizens were eroded as the party-state evolved into a means of material accumulation and upward mobility for the party elite and those connected to it (Southall, 2016:79a). In the meantime, the environment for investments deteriorated, economic development slowed, and public debt rose. As a result, the ANC started to split into factions toward the conclusion of the Zuma administration. The ANC's standing quickly declined as resource availability started to wane, corruption increased, and growth started to slow down.

2.4 SPHERE OF GOVERNMENT IN THE SOUTH AFRICAN PUBLIC SECTOR

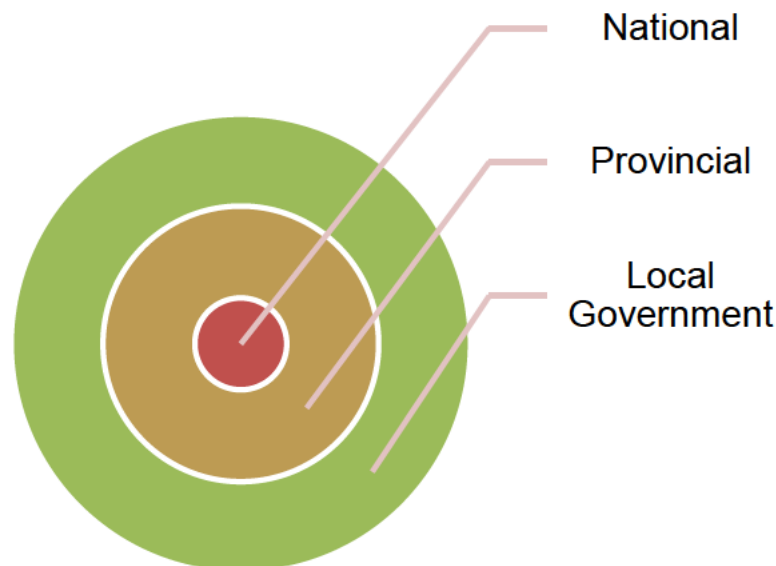
Section 40 of the Constitution of South Africa (1996) states that there are three domains of government in South Africa: the national, provincial and local spheres of government (The Constitution of South Africa, Act 108 of 1996). To uphold the Constitution's principles, these are necessary. The makeup and organization of the South African public service underwent considerable changes following the promulgation of the Constitution of South Africa, 1993 (Act 200 of 1993). Most South African provinces, which had one or more former homelands under their control in 1994 when the new democratic government took office, had to deal with the challenging difficulties of integrating and reconciling these distinct entities into one public sector (Tshishonga, 2019:169).

The Public Service Act of 1994 was Introduced as a first step in this direction (Proclamation 103 of 1994). Laying the groundwork for the fragmented system of eleven public services to be combined into a single, unified public service that would function at both the federal and provincial levels of government (Public Service Act of 1994, Proclamation 103 of 1994). Thus, there was a restructuring of the various public services.

A new vision for post-apartheid society was presented after 1994, reflected in the idea of developmental local government and the White Paper on Local Government. This meant that the country of South Africa would be divided up into municipal areas, each of which would be ruled by an elected municipal council. Municipalities would unite racially segregated group areas under a single local government with a shared tax and revenue basis. Plans for local development were created to help national rehabilitation and development programmes (White Paper on Local Government, 1998).

The Constitution states that the national, provincial and local (municipal and district municipalities) realms of government make up South Africa's public sector. The Constitution clearly defines local government as a separate branch of power. The national and provincial spheres of government are depending on and related to local government (Ndzelu, 2016:27). Each realm of government is required to exercise its authority and carry out its duties without impinging on the institutional, geographical or functional integrity of the other sectors (SALGA, 2016:2).

Figure 2. 2: Spheres of government



Source: Self-generated

2.4.1 National

The national government oversees the creation of national standards, rules and laws, as well as formulating policies. The National Assembly and the National Council of Provinces (NCOP) make up Parliament, which is responsible for approving laws and policies. Members of Parliament who are chosen every five years make up the National Assembly. To guarantee that local and provincial governments are directly represented in Parliament, the NCOP was established. Members of the local and provincial governments are represented therein. Each province has a predetermined number of rotational and permanent MPs. Any law or policy that impacts provincial or local government is subject to discussion and vote in the NCOP (National Treasury MFMA Learning Report, 2006: 20).

The president is chosen by the Parliament and appoints the ministerial cabinet. Each Minister is the political head of a government department, and the Cabinet of Ministers serves as the executive committee of the government. The laws and policies chosen by Parliament, or the Cabinet, must be put into effect by each government department. The Presidency directs and supports ministers and departments strategically while also coordinating the operations of the government. The Presidency tracks and assesses general advancement in achieving national objectives (National Treasury MFMA Learning Report 2006: 21-22).

2.4.2 Provincial

In terms of Section 132 of the Constitution (1996), the South Africa is divided into nine provinces, each with its own Legislature, Premier and Executive Councils. These provinces are the Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, North-West, Northern Cape and Western Cape (World Fact book-South Africa, 2003: 1). The provincial level of government makes decisions and has legislative power on matters that are

dealt with in a provincial context. Examples of functions performed at the provincial sphere include nature conservation, roads and provincial health issues.

The political leaders of each provincial department are chosen by the Premier, who is chosen by the Legislature. The Premier chooses Members of the Executive Council (MECs). The Provincial Executive Council (Cabinet) is made up of the MECs and the Premier (National Treasury MFMA Learning Report 2006: 22). Each province is required to develop a Provincial Growth and Development Strategy (PGDS), which describes the overall framework and a plan for improving the economy and offering improved services. The provincial MEC and the Department of Local Government are responsible for coordinating, overseeing and assisting the municipalities in each province (National Treasury MFMA Learning Report 2006: 22).

2.4.3 Local Government

Local government is described by Koma (2012: 54) as a branch of government that is connected to communities and well-positioned to adequately address the local needs, interests and expectations of the communities they serve. Since the local sphere has a direct relationship with local communities, it is frequently referred to as grass-roots government. The White Paper on Local Government examines the traits of developmental local government, defines a number of development outcomes, and suggests various tools to help municipalities turn into developmental communities (RSA,1998:17).

Through locally elected local governments, the public sector interacts with the populace most frequently (municipalities). Responding to community demands by local government representatives improves the public sector's responsiveness, effectiveness and accountability (SALGA, 2016:3). According to Brown (2015:49), cited by Mahlaba (2018:93), local government is the branch of government that interacts with communities the most. It oversees the infrastructure and services that are crucial to the welfare of the populace

and is tasked with ensuring that communities grow and develop in a way that fosters community participation and accountability. Thus, the local state is best understood as a system that focuses on collaborating with residents and communities to find sustainable solutions.

Local issues like municipal roads and the provision of amenities for the community are dealt with by municipalities, which are the statutory units of local government. Local governments play an important role in South African local communities (Olivier, 2015:861-870). Newham (2014) highlights that before 1994, South Africa had over 2000 municipalities, but today, with a population of about 52 million, there are 278 municipalities, with an average of 172 000 persons per municipality. Metropolitan, local and district municipalities are the three divisions of municipalities. In South Africa, there are 44 district municipalities, 226 local municipalities, and 8 metropolitan municipalities. Section 155 of the Constitution, local and district municipalities share jurisdiction with metropolitan municipalities.

In accordance with national and provincial laws as specified in the Constitution, municipalities are granted the authority to manage the local government matters of their communities on their own initiative. A municipality's ability or right to exercise its powers or perform its functions may not be compromised or interfered with by the national or provincial government, according to the Constitution, which affirms the legal standing of local government (Constitution of the Republic of South Africa, 1996).

It is clear from the statutory mandate for local government that it plays a significant role in advancing democratic values, as well as quickening the pace of development. Due to their optional nature, local government has made it possible for the local population to effectively participate in and be involved in local area development. When it originates from the lowest levels, development-whether social, political or economic -becomes meaningful and real (Sikander, 2015:171).

2.5 LEGISLATIVE AND POLICY FRAMEWORK REGULATING DISTRICT MUNICIPALITIES

The South African government has introduced a substantial body of legislation focusing on service delivery in the national, provincial and local spheres of government.

2.5.1 The Constitution of the Republic of South Africa (1996)

South Africa's Constitution (1996) (henceforth the Constitution) is generally renowned to be comprehensive and continues to prove to be the case. Section 40 of the Constitution outlines South Africa's three spheres that make up the unitary state of the country, namely national government, provincial government and local government. Chapter 7 of the Constitution is dedicated to local government and its framework on how it is organized and functions. Local government in South Africa has been strategically positioned as the epicentre of service delivery and therefore fundamentally positively impacts the well-being of its citizens as its objects. Section 152 aims:

- To provide democratic and accountable government for local communities;
- To ensure the provision of services to communities in a sustainable manner;
- To promote social and economic development;
- To promote a safe and healthy environment; and
- To encourage the involvement of communities and community organisations in the matters of local government.

2.5.2 Local Government: Municipal Structures Act (Act 117 of 1998) as Amended in 1999 and 2000

The White Paper on Local Government of 1998 includes, amongst other things, the establishment and implementation of an efficient performance management system at the local government level. To pursue this goal, the Local Government: Municipal Structures Act (1998) was promulgated. Van der Walldt *et al.* (2014:201) assert that this Act establishes new institutional arrangements and a new municipal administration system by identifying the numerous categories and types of municipalities in Chapter 1 Part 1 of the Act. These categories and types are shown below on Table 2.2. According to SALGA (2017), there are 280 municipalities in the Republic of South Africa, including 8 metropolitan municipalities, 44 districts and 228 local municipalities.

In terms of Section 19 of the Local Government: Municipal Structures Act (1998), a municipal council must review the following on an annual basis: the needs of the community they serve; priorities to meet community needs; processes for public participation; organisational and delivery mechanisms for meeting the needs of the community; and overall performance in achieving the objectives of Section 152 of the Constitution.

Table 2. 1: Categories of Municipalities

Metropolitan Municipalities (Category A)
The exclusive municipal, executive, and legislative authority in their areas is held by metropolitan municipalities (Pooe, 2013:72). In South Africa's eight largest cities, which are Johannesburg, Cape Town, eThekweni, Tshwane, Mangaung, Nelson Mandela Bay, Buffalo City, and Ekurhuleni, you can find metropolitan municipalities. These municipalities' primary duty is to coordinate the delivery of services across the region (Pooe, 2013:72). Residents of each ward in the municipality elect the ward council members.
Local Municipalities (Category B)
A municipality is classified as a Category B municipality if it shares municipal executive and legislative authority with a Category C municipality whose area it is a part of. These are often rural and semi-urban locations with low population densities and a

single core business district. There are 205 local municipalities as of the 2016 local government elections (Madumo and Koma, 2019:583).

District Municipalities (Category C)

In locations with many municipalities, such as Ugu District Municipality, district municipalities share municipal executive and legislative responsibility. In other words, district municipalities are made up of a number of local municipalities that are located in a single district, and a district council typically consists of three-six local municipalities (Roux, 2005:66). In South Africa, there are a total of 47 district municipalities. District municipalities' primary duty is to coordinate development and service delivery across the entire district.

Source: Self-generated (2023) with authors' viewpoints.

2.5.3 The Municipal Structures Act 117 of 1998

The Municipal Structures Act (1998) was enacted to provide for the various types and categories of municipalities in South Africa, as envisaged and legislated in Sections 151 and 155 (six) and (seven) of the Constitution. It delineates the division of power and functions in municipal settings, electoral systems and structures, as well as office-bearers of municipalities. Thus, the roles, powers and delegations of both the internal and external stakeholders in a municipality are set out. Of critical importance, the municipal council, is the critical core that sets the agenda and decides upon local elections as guided by the general principles of representative democracy, whilst the municipal manager (Section 55), serves as head of administration and accounting officer, as appointed by the municipal council. It is also worth noting that an executive committee (Section 42) consisting of 20% of the councillors (often ten councillors but should not be less than three councillors) is established to steer the municipality's agenda and represent the overall interests of the electorate (Section 43).

2.5.4 Local Government: Municipal Systems Act (MSA), 2000 (Act 32 of 2000)

Preamble five to the Local Government: Municipal Systems Act, (2000), highlights the need to set out the core principles, mechanisms and processes that could help developmental local government promote and ensure the social

and economic upliftment of communities and provide basic services to all people, especially disadvantaged communities. Municipalities should promote public participation between the municipal council and community to ensure their financial and economic viability.

2.5.5 The Municipal Financial Management Act 56 of 2003

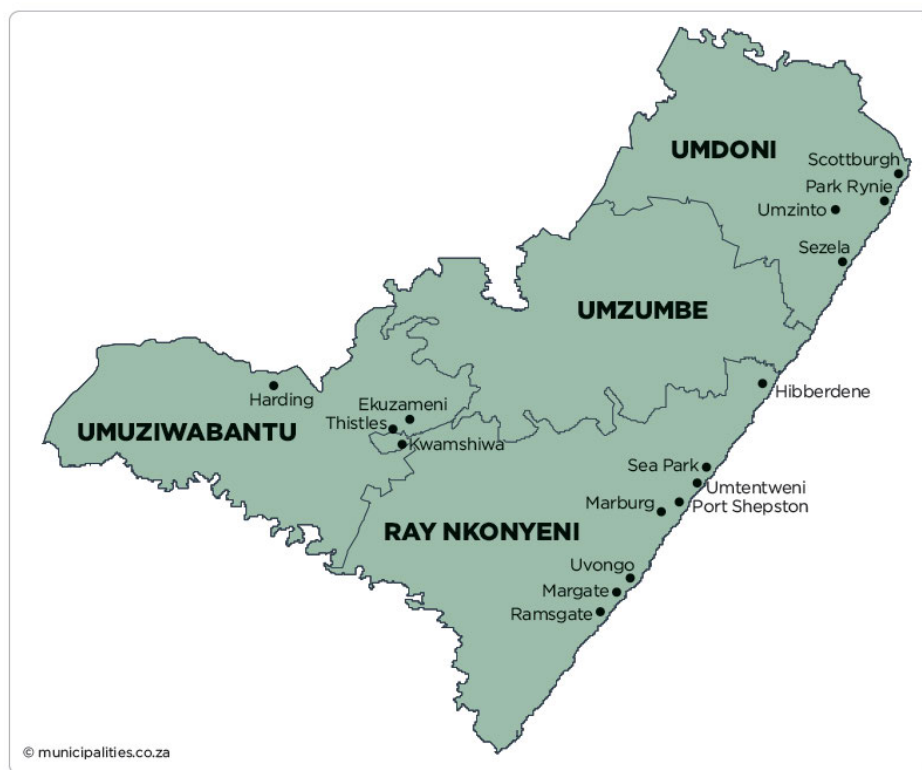
A more pertinent regulatory framework for financial affairs and their management in the local government sphere in South Africa is by far the Municipal Financial Management Act (2003), which was enacted with the overall goal of “modernising budget and financial management practices in municipalities in order to maximise the capacity of municipalities to deliver services and ensure transparent, sustainable, strategic, sound, co-operative and accountable financial management in municipalities and related entities” as listed in Section 3 of the Act: 68 MFM, 2003). The Act compliments both the Municipal Structures Act and Municipal Systems Act, except that it specifically deals with how, where and when the financial resources of municipalities and their entities are affected. Since municipalities do not exist on their own as though they are islands, despite enjoying constitutionally guaranteed powers and relative autonomy, they are, as a result subject to both national and provincial treasury departments as empowered by and provided for in the Public Financial Management Act 1 of 1999 and the Constitution (1996). Chapter 2 of the MFMA (2003) deals with how this supervision is addressed. The National Treasury and the Provincial Treasury, where delegated, does not dictate to but rather reviews, monitors, investigates and makes recommendations on finance related aspects, including, income, budgets, credit, debt and expenditure to ensure compliance and sound financial management.

2.5.6 Batho Pele Principles

The White Paper's embedded Batho Pele principles serve as the foundation for the performance standards and guidelines for public personnel (White Paper on Transforming Public Service Delivery, 1997; Public Service Charter, 2013). The Batho Pele principles are an international standard for excellent customer service and are essential to South Africa. They are a specially tailored version of good governance for the change of public service delivery. The concepts of consultation, service standards, access, courtesy, information, openness and transparency, redress, and value for money for service beneficiaries “serve as the foundation for the Batho Pele effort” (White Paper on Transforming Public Service Delivery, 1997:15).

2.6 UGU DISTRICT MUNICIPALITY

Figure 2. 3: Ugu District Municipal map



Source: Municipalities SA (n. d)

One of the ten (10) districts (Category C municipalities) of the KwaZulu-Natal Province is the Ugu District Municipality, located in the province's far south. Four local municipalities make up the district namely: Umdoni, Umzumbe, Ray Nkonyeni and Umuziwabantu. Each of these municipalities has been vital to the development of the district's economy. There are 85 municipal wards in the district altogether, distributed amongst four neighbourhood municipalities. The Ugu District municipal area has a total population of 754 954 people, up from 0.6 percent in 2009, with a growth rate of 1.1 percent in 2019. The growth rate reflects a 0.86 percent average yearly growth rate. The district's population is particularly young, with children and teenagers up to age 14 years.

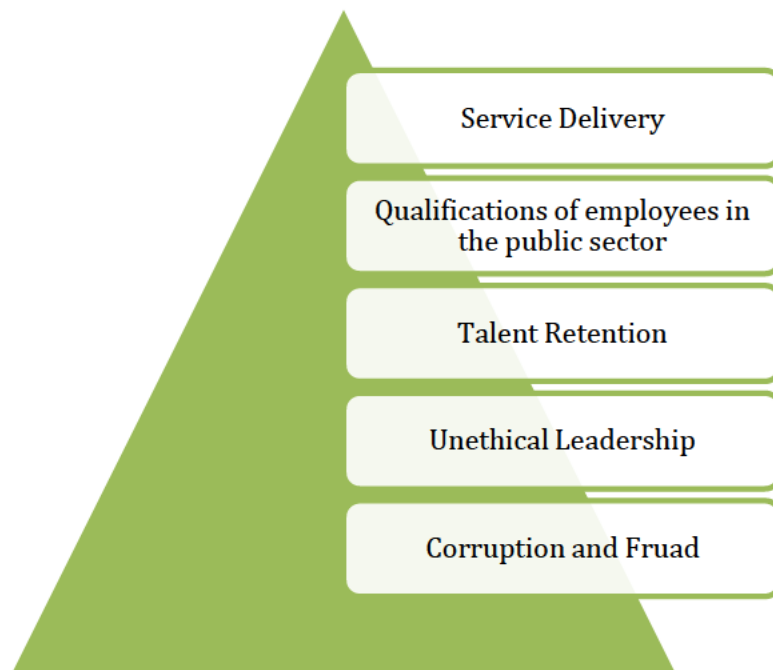
The goal of Ugu District Municipality is to make access to sanitary facilities and high-quality drinking water available. The Municipality is also in charge of ensuring community engagement, coordinating public-private players, and establishing an environment that is conducive to social and economic growth (Ugu District Municipality, 2014/2015:12). In addition to providing water services, Ugu District Municipality oversees that the necessary infrastructure is available to allow for the expansion of this service. With 145 persons living there per square kilometre, Ugu District has the second-highest population density in the province (Stats SA, 2011:85). However, there is still a significant backlog in the delivery of water, and many rural residents have either limited or no access to this essential service.

2.7 CHALLENGES IN THE PUBLIC SECTOR WITH REFERENCE TO SOUTH AFRICA

According to Akinboade, Kinfack and Mokwena (2012:183) cited by Fourie and Poggenpoel (2017:171), the primary problems that have emerged in South Africa are the difficulties in providing services, the poor administration of finances, the high unemployment rate, nepotism and corruption. Tshishonga (2019:169) claims that encouraging democracy and development through citizen involvement is one of the challenges faced by local governments. Towns struggle to offer services for a variety of reasons, including poor

administrative capacities and undertrained workers. Additionally, Francis (2013:29) cited by Fourie and Poggenpoel (2017:171) emphasizes that one of the main problems facing the public sector is poor leadership. The recruitment of incompetent senior officials and the lack of accountability amongst public sector leaders is the main causes of this problem, which has long existed in the South African public sector setting.

Figure 2. 4: Challenges in the Public Sector South Africa



Source: Self-generated

2.7.1 Service delivery

Nkomo (2017:2) states that section 152 of the South African Constitution proclaims local government to be the primary provider of essential services. The local or municipal government is that which is closest to the people. However, racial and class integration and equality in South Africa have slowed down in many places due to poor service delivery. Service delivery is defined in the context of local government as the provision of municipal goods and services, benefits and rights to the public to enhance the quality of life of

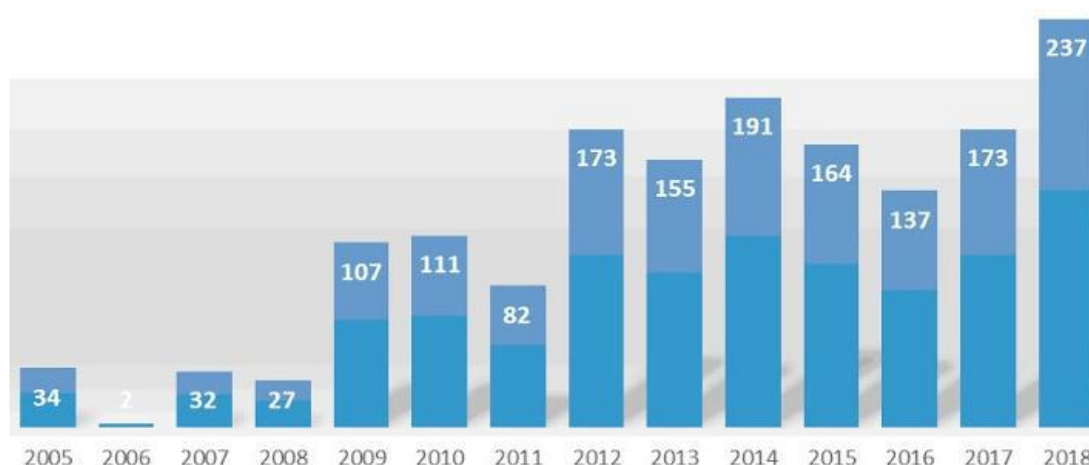
citizens within the jurisdiction. The provision of essential services to local communities, namely housing, water and sanitation, land allocation for various uses, electricity and infrastructure, is referred to as service delivery (Mbili, 2020:21).

In the post-apartheid era, many developing nations struggle with service delivery. Mangai (2016:85) argues that service delivery in South Africa is still a problem that affects how well municipalities serve their residents. Moshikaro and Pencelliah (2016) concur that South Africa's ongoing public protest escalation is a result of inadequate local government service provision. In addition, Gqaji, Proches and Green (2016:51) state that South Africa is not an outlier because many other developing nations have comparable problems with the delivery of public services. There have been various service delivery demonstrations in municipal districts, including the Ugu District of Municipality. Govender (2017:427) notes that poor, insufficient or completely absent service delivery is a serious concern in South Africa.

According to Morudu (2017:3), poor delivery of fundamental services at the level of the local municipality is a factor in service delivery protests. The Diagnostic Back to Basics Report (2014:20) cited by Ngobese (2017:22) documented how poor management and leadership; a lack of trained personnel; unqualified individuals being appointed to strategic municipal positions; weak institutional capacity in human resources and the training of employees; failure to provide basic services; a lack of communication and corruption at the local government level were the main causes of service delivery protests. Isaacs (2016:42) asserts that it is critical to have staff who are knowledgeable, capable and able to provide services with effectiveness and efficiency to maintain the organization's integrity, objectivity, transparency and responsiveness to the needs of regular people. For employees and management in the public sector to deliver services more creatively, leadership development is crucial.

South Africa is a tricky situation since it displays indicators of a developing nation whilst also displaying indicators of a contemporary, developed nation. Additionally, the country continues to receive excellent press for its financial sector and it is transparent budgeting in the public sector (National Treasury, 2017). However, Savides (2019: 01) claims that there were numerous protests against the delivery of public services in South Africa's various municipalities in 2018, this is illustrated in figure 2.5 indicating 237 towns across the nation protested against the delivery of public services in just the year 2018. Moreover, 2014 set the previous record for the most protests the provision of public services with 191. After 2014, the number of public protests decreased as a result of the change in political leadership. However, in 2018, the difficulties and issues led to an increase in the number of public protests. Numerous public protests are fueled by the rising unemployment rate and corruption within governmental institutions.

Figure 2. 5 Number of public service delivery protests between 2005 and 2018



Source: Municipal IQ (2018). Adapted.

Jolobe (2014: 15) agrees that significant service delivery protests took place in South African provinces between 2004 and 2014 across municipalities.

Politicians were unsure on how to handle the new phenomenon, which led to discrepancies in the number of protests that were reported in 2005.

The Ugu District Municipality's 2020/21 Integrated Development Plan (IDP) report mentions that the inadequate rate of backlog reduction and high levels of ageing infrastructure are the district's largest basic service challenges. The aged infrastructure leads to high maintenance costs because of inadequate funding, which has a detrimental effect on the backlog removal effort. High amounts of unauthorized connections are also a problem according to the IDP, adding to the strain on limited resources. Harper (2020) states that Ugu is not the only one in danger. Amajuba and uThukela districts are currently in danger of collapsing and eThekweni's leadership had to be ousted since they were unable to properly run the city. The largest municipality in the district, Msunduzi, is currently under administration, and ANC infighting has made it difficult for uMgungundlovu to function.

Local governance is a politically contentious issue for several political parties (Mbandlwa, Dorasamy and Fagbadebo, 2020:1643). The political party that wins control typically recognizes the opposition to the local administration. Local government political squabbles and factions have impeded the delivery of public services. Daniel (2018: 2) asserts that political disputes have caused problems for many communities across the nation. One such example is the City of Cape Town, where the expulsion of the mayor was caused by political disputes. Similar political tensions led to the assassination of a city manager in Richmond by an unidentified assailant. Public employees, the municipality's regular operations and service delivery are all damaged whenever a municipality has a political conflict (Reddy, 2016: 2).

The Department of Public Service and Administration (2009:36) claims that Ugu District Municipality, like other municipalities, is having difficulty carrying out its constitutional duties and meeting the objectives of South Africa's National Development Plan (NDP), particularly in terms of providing water

services. The Department of Public Service's Fifteen Year Review emphasized the lack of an efficient, ongoing system for evaluating service delivery; thorough medium-term planning; and processes for holding the government responsible for sub-par service-delivery performance.

2.7.2 Qualifications of employees in the public sector

Janse van Rensburg (2014:35) lists several factors that hinder the provision of services, including ineffective public employees, a lack of accountability, sub-par human resource management, sub-par procurement procedures, and a lack of leadership. Naki (2017) states that the poor performance of many municipalities in South Africa after apartheid is due to a lack of qualified officials at the local government level. Furthermore, Brunello and Wruuck (2019:4) mention that a skills mismatch can result in the employment of less qualified individuals into roles requiring more skills than they possess, which can negatively affect productivity. Mismatches can also cause skilled and educated individuals to settle for lower pay due to a lack of lucrative employment opportunities, which can also negatively affect productivity.

Cloete (2016:113) mentions that municipalities should be required to hire devoted, qualified staff to properly provide fundamental services to communities. Furthermore, Cloete (2016:113) states that although South Africa has a wealth of policies and programmes, it struggles to find qualified candidates for who can carry out the policies municipal jobs. Consequently, the challenge facing the South African public service is to create the necessary interventions and develop appropriate profiles of leadership competencies.

According to Reddy (2016:03), lacking political and administrative expertise in municipalities has a negative impact on governance and service provision. To solve the problem of a skills deficit, leadership development programmes must emphasize providing access to a variety of learning methods in municipalities.

Roupnel, Rinfre and Grenier (2019:132) further mention that towns can choose to embrace mentorship, coaching, on-the-job training and 360-degree feedback. Le Comte and McClelland (2017:311) attest that coaching has been incorporated into many public and commercial organizations that are eager to foster leadership in the near future. Additionally, Roupnel *et al.* (2019:134) note that using mentoring as a leadership development programme for the public sector can be highly effective for fostering development in an organizational context. However, best-practices for leadership development and skills development have been slow to spread throughout the public sector.

Government leaders' and employees' capabilities, as well as their leadership abilities, have a big impact on how individuals tasked with providing public service perform. Meyer (2017: 04) reports that the South African Board for People Practices (SABPP) has created a national set of criteria that direct the abilities that must be in line with those of corporate and government leaders. Leaders are expected to possess a certain set of talents, and there needs to be consistency in how government workers are hired and how leaders are elected and deployed. The public sector can also use these rules offered by SABPP. Isaacs (2016:43) adds that having employees who are competent and well-trained and who can deliver services successfully and efficiently is essential for assuring honesty, objectivity, transparency, and responsiveness to the requirements of regular people. Municipalities must spend money on leadership development and capacity building if they want workers and management to be more creative in how they deliver services.

2.7.3 Talent retention

According to Schlechter, Syce and Bussin (2016:10), employee turnover is the main problem that many organizations face globally. As a result, South Africa is not the only country that is impacted by staff turnover. Ogony and Majola (2018:77) claim that South African public service departments have had difficulty retaining competent workers as they moved to better-paying

corporate organizations in the private sector. When employees leave a company, the remaining staff typically takes on more work until a replacement is hired. Employee turnover is essentially influenced by employee dissatisfaction at work (Naseema, 2015:57). However, this is by no means the only factor why people leave one organization for another.

The Local Government Bulletin (2020) highlights that after investigating the skills gap, the Local Government Sector Education and Training Authority found that the distribution of skills between those leaving and those entering each municipality differs. At least 338 high-priority managers, 84 professionals, and 249 technicians and associate professionals were in short supply in 2018-2019. This shows that it is difficult to keep skilled employees, especially those who are in great demand. Unsuitable candidates, relevant experience, equality considerations, relevant qualifications and geography are amongst the skills-related causes of occupational shortages. Unavailable or insufficient funds, bad pay, the hiring procedure and political meddling are examples of non-skills related issues.

Khambule and Mtapuri (2018:26) cited in Von Holt (2010) refer to additional obstacles to delivering appropriate services in South Africa, specifically bad governance and corruption that hampered their ability to retain a skilled staff that was eager to work for local government. Ngobese (2017:32) states that municipalities in South Africa pay minimal attention to human resource management skills and there is a high turnover rate in municipalities; an inability to recruit and retain talent; and an inadequate skills base amongst human resources professionals in local government. It also mentions that the root causes of the issue are poor pay; a lack of opportunities for professional growth and advancement; a failure to recognize staff accomplishments; sub-par people management techniques; and a failure to clearly define employee roles.

Ndzelu (2016:25), cited by Cloete (2002:287) claims that there have been reports of a large turnover of trained and experienced workers within municipalities, who are either not replaced or are replaced by less skilled and in experienced staff who lack the qualifications to carry out the necessary responsibilities. A breakdown in service delivery is typically caused by this skills shortage situation. Cloete (2002:287) further mentions that the crisis has also resulted in the hiring of non-technical employees into higher management positions that call for technical expertise.

Ndzelu (2016:25) advises municipalities to engage in essential leadership development programmes to prepare undertrained staff and enable them to grow their talents. If human resources are provided with decent working circumstances, an appealing career path, as well as good pay scales that are consistent with their contributions to the organization, employee retention can be readily achieved. Additionally, Ogony and Majola (2018:84) cited by Bidisha and Mukulesh (2013) state that investing in leadership development programmes helps reduce employee turnover in organizations. An organization will invest in a worker's leadership development by giving him or her new abilities and improved competencies.

2.7.4 Unethical leadership

According to Merten (2018:1), local leadership's unethical behaviour, which focuses on political party rivalries and the refusal to hold corrupt officials accountable, is the reason why local government is in disarray. Communities in several regions of South Africa made the decision to use public protests to address issues with the delivery of public services. Mbandlwa, Dorasamy and Fagbadebo (2020:1650) state that the provision of public services is directly impacted by ethical issues in local government. For instance, public trust has understandably decreased as a result of the former president of South Africa being imprisoned for contempt of court for declining to appear before an inquiry

committee looking into state capture and corruption (Calland and Sithole, 2021).

People behave in an unacceptable way when there is a lack of ethics in local government, which has an impact on how well the public is served. Whether the leadership was aware of the unethical conduct or not, it must always be held accountable (Berman, Bowman, West and Van Wart, 2016:21). Mbandlwa *et al.* (2020:1651) emphasize that the suspension of unethical leaders in South African municipalities is not a solution because unethical situations are still reported in many of the country's municipalities, regardless of how many leaders or employees are suspended. Setting an example of how the government deals with immoral leaders by suspending them with full pay is not appropriate. When ethical leaders apply moral principles and encourage ethical behaviour, they run the risk of coming out as being unduly strict. Sometimes, moral leaders communicate moral concepts so forcefully that they put their followers' morals at peril (Babalola, Stouten, Camps and Euwema, 2017: 87).

Municipalities in metropolitan areas have more resources than those in local and district municipalities. Due to the financial interventions undertaken by the provincial and federal governments to reduce the wealth gap, local municipalities are more vulnerable to corruption and deliver sub-standard services. However, the majority of those charged with leading and transforming communities are unethical and misuse public funds (Reddy, 2016:1).

2.7.5 Corruption and Fraud

Juiz, Guerrero and Lera (2014:9) contend that every public sector organization or service uses public funds, so it is important to be aware of how these monies are spent and the calibre of the services they provide as citizens, users and

taxpayers. One needs outstanding public service governance as a result. Good governance leads to excellent management, successful performance, prudent financial management, upright citizens and favourable outcomes.

Sebola (2021:39) claims that in order to sustain the goal of good governance, the South African government established stringent regulations. This concept should be implemented through a fair system that exhibits traits of transparency. As shown in the United Nations Development Programmes' report on sustainable human development (1997), good governance ensures that political, social and economic goals are focused on a broad social consensus, and that the voices of the most vulnerable and impoverished members of society are heard in decisions regarding the distribution of development resources.

Since effective leadership encourages transparency, collaboration, clear roles, involvement, understanding and responsibility in service delivery, it has an important role to play in the delivery of public services. In exchange, effective governance encourages management and leadership to commit to being held responsible for their actions and decisions. Since effective leadership encourages transparency, collaboration, clear roles, involvement, understanding and responsibility in service delivery, it has an important role to play in the delivery of public services. In exchange, effective governance encourages management and leadership to commit to being held responsible for their actions and decisions. For an organization to function effectively and effectively fulfil its mandate, particularly the local authority, competent leadership and good governance are essential (Helao and Naidoo, 2016:248).

Khambule and Mtapuri (2018) cited by Von Holt (2010) describes additional obstacles to delivering appropriate services in South Africa, including weak governance and corruption that hindered their ability to keep skilled staff that is eager to work for local authorities. The execution of public services is severely hampered by the lack of leadership ethics amongst South African government employees. Basopu (2016: 8), states that South Africa has faced

various difficulties under the democratic system, including corruption, fraud and money-laundering.

Moreover, Napier (2018:171) states that all three realms of government in South Africa have been described as regularly experiencing corruption. Tools for spotting corruption, abusing power and enforcing accountability are available, but they are not used effectively. Furthermore, Masuku and Jili (2019:2) note that despite appreciable progress in some areas, the problem of corruption continues to be at the forefront of development, with calls for increased effort to eradicate it in order to raise the standard of living for people. Due to the COVID-19, pandemic, fraud and corruption have had much room to grow (Deloitte Switzerland, 2020). Lax due diligence paired with public financing availability creates new opportunities for fraud and corruption, and several international organizations and enforcement authorities have started to raise the alarm about this growing risk (Bonucci, Giunta, Lammers and Christensen, 2020).

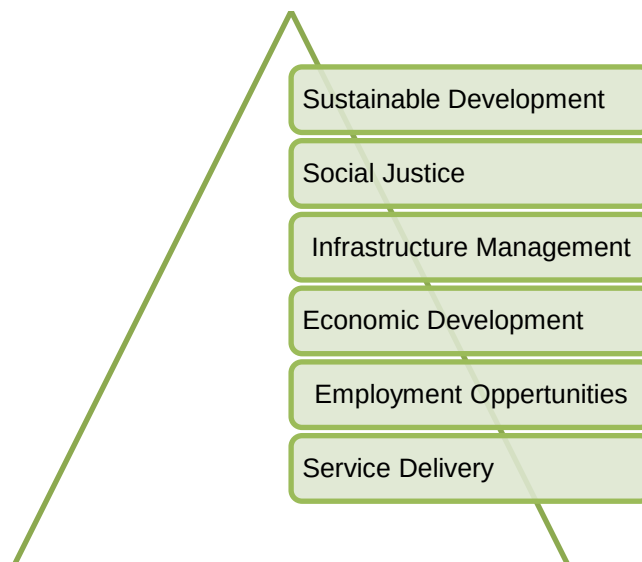
BusinessTech (2018: 02) reports that the South African Auditor-General found that only 33 (13 percent) of the municipalities fully adhered to the required legislation in the fiscal year 2017/2018. According to the survey, 31% of the municipalities in the nation are not financially viable. Most towns that received a qualified audit report did not use pertinent information while managing their finances. According to Gillano (2016:1), fraud amounting to R19 million in the Empangeni office of the KwaZulu-Natal Social Development Department demonstrates how unethical executives take advantage of public institutions. The director of the KwaZulu-Natal Department of Social Development made the decision to put 35 workers on a forced leave of absence for 60 days pending the conclusion of the investigation. At the time of the study 1 376 grants were being given out for foster children who did not exist.

Mhlaba (2018:45) states that leadership in local government is very difficult because of elections and political leadership changes every five years. Sometimes, changes in the municipality's senior management coincide with changes in political leadership. People are frequently appointed to prominent posts based on their political connections or political factional alignment, which often forces adjustments. Stable administration and leadership at the highest level of the institution are necessary for the consistent provision of high-quality services. The provision of services is frequently impacted when local government leadership changes.

2.8 THE ROLE OF THE PUBLIC SECTOR IN SOUTH AFRICA

According to Veldman and Szabo (2015:10), the public sector prioritizes the provision of essential services like housing, education and water management. Nation-building, defence, upholding the law, fostering circumstances for wealth creation and some key duties including taxation and financial matters, security, environment, education, health, trade and infrastructure are examples of traditional government functions (Monteiro, 2002:13).

Figure 2. 6: Provisions of the Public Sector



Source: Self-generated

2.8.1 Sustainable development

To increase the implementation of and assess progress towards the fulfilment of the SDGs, AU Agenda and NDP targets, the government established an inter-ministerial organization in 2019. This enables strategic oversight of the selection of precise indicators, data collection, knowledge gaps and problems for each SDG. National, provincial and local governments, the legislature, civil society, the commercial sector, academic institutions and development partners, as well as the United Nations, AU and SADC, are amongst the parties participating (Presidency, 2019).

2.8.2 Social justice

One of the few nations in the world that has social justice enshrined in its Constitution is South Africa. According to the preamble of the 1996 Constitution, social fairness and basic human rights were amongst the goals of the document. Everyone has the right to equal protection and benefit of the law, according to Section 9's equality clause, which declares that "everyone is equal before the law". The section continues by defining equality as the "full and equal enjoyment of all rights and freedoms" and allowing for the adoption of laws and other actions to help or protect those who have suffered from unfair discrimination (South African Government 1996).

Davis (2020) states that adopting social justice in the context of South Africa implies enabling all South Africans to participate fairly and sensibly in the nation's economic life. The legacy of the apartheid rule has left South Africa with particular and distinct socioeconomic problems, which are largely recognized as such (Govender 2016; Reddy 2016). Madlanga (2019) notes that whereas the majority of white South Africans are wealthy, the majority of black South Africans are poor and reside in townships, squatter camps and informal settlements. The South African government launched additional legal and economic reform initiatives to ensure that businesses play a vital part in

the socio-economic development of the nation in an effort to ensure the economic inclusion of formerly disadvantaged individuals and right past wrongs (Babarinde, 2009).

2.8.3 Infrastructure management

Maswime (2022) claims that the municipal infrastructure in South Africa is woefully deficient, inconveniently situated and inadequately maintained. Infrastructure planning needs to be systematic and targeted to fill gaps while preserving and upgrading what already exists to tackle this triple challenge. The Integrated Development Planning framework is introduced in Chapter 5 of the Municipal Systems Act (Act 32 of 2000), which calls on municipal officials and politicians to collaborate with the community when making planning decisions. Moreover, infrastructure has a significant impact on the spatial form of a region and the sustainability, effectiveness and inclusivity of cities and local communities (UN-Habitat, 2009:152).

Wall (2021:57) states that infrastructure access and deficit in South Africa would be incomplete without taking a close look at how the economy and the entire population are being adversely affected by the widespread failure to operate and maintain existing infrastructure. Quality of life and economic development are supported by properly managed infrastructure, such as reservoirs, pipes, treatment plants, bridges, roads, trains, harbours, energy distribution, schools, hospitals and clinics. However, it will obstruct social and economic development and undercut the objectives of sustainable, inclusive economic growth and spatial transformation if it is poorly run and maintained. Briefly, infrastructure serves the following purposes: solid waste collection and disposal for hygiene; water reservoirs and pipes for sustenance and physical health; waste-water reticulation and treatment plants to promote dignity; electricity generation and distribution for stoves, machines and students who study after dark, and roads for access to schools, jobs and markets.

2.8.4 Economic development

Local governments play a significant role in economic growth. They are in direct contact with local stakeholders, have a deeper understanding of the local economy than any other level of government, and can guarantee that policies are tailored to local conditions in order to encourage particular advantages and remove significant bottlenecks. However, few local governments make use of all the resources at their disposal to boost the neighbourhood economy. To increase economic growth and well-being in all urban areas, more work is required.

Kirsten and Fourie (2021) aver that for municipalities to achieve these goals, it is necessary to strengthen municipal finances and investment. Economic development is essential for municipalities in South Africa if they want to broaden economic participation and reverse the country's unemployment trend. Initiatives for local economic development, job creation; and economic growth all depend on municipal funding. When local governments do not work well, they are limited. Poor delivery of basic services has immediate repercussions for households. However, the issues go beyond individual households. Additionally, municipalities must offer the basic services and infrastructure necessary to support a favourable investment climate. Without this investment, poverty and increased unemployment may develop. This progressively weakens the local revenue base, increases municipal reliance on fiscal transfers, and worsens the already difficult fiscal situation in South Africa (Kirsten and Fourie, 2021).

2.8.5 Employment opportunities

Knies, Boselie, Gould-Williams and Vandenabeele (2018:01) state that public sector organizations frequently serve as the major employers in many nations. Since public sector employees' performance is crucial to the provision of services, employment in the sector is frequently described as labour-intensive.

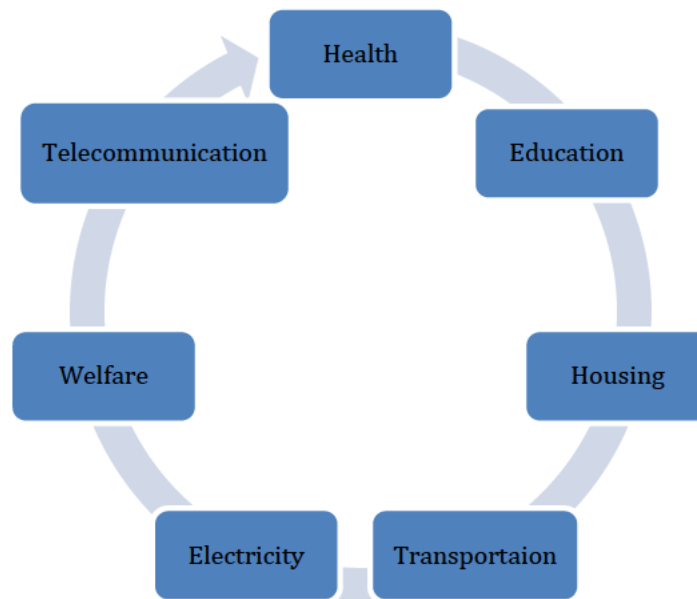
To meet the expectations of service customers, public organizations must however increasingly demonstrate responsibility whilst also dealing with resource reductions across many nations.

In South Africa, the unemployment rate rose from 27.6 percent to 29 percent in the second quarter of 2019. The number of unemployed increased by 455 thousand to 6.65 million, and the number of employed increased by 21 thousand to 16.31 million, making it the highest unemployment rate since the first quarter of 2003. The unemployment rate was lower at 27.2% a year earlier. From 2000 to 2019, South Africa's unemployment rate averaged 25.71 percent, with record highs of 31.20 percent in the first quarter of 2003 and 21.50 percent in the fourth quarter of 2008 (Statistics SA, 2019).

2.8.6 Service delivery

Reddy (2016:2) claims that providing municipal goods, advantages, activities and satisfactions that are deemed public to improve the quality of life in local jurisdictions is service delivery in the framework of local government. The provision of municipal services, which can be either tangible or immaterial, is specifically mentioned within this framework. The former refers to the provision of municipal services deemed necessary but not necessarily visible to local communities, such as public drainage and sewage systems and public safety standards. The latter refers to services that are regarded as being essential but not necessarily visible, such as public housing, roads, water and sanitation systems, and public transportation (Ndudula, 2013:10). Reddy (2016:3) asserts that as municipalities are seen as the guardians of public monies, it is their responsibility to use these funds to meet the basic requirements of local communities, including infrastructure, water, power, waste collection and local community development.

Figure 2. 7: Service delivery functions



Source: Self-Generated

2.8.6.1 Health

The Ugu IDP (2020-2021: 194) states there are over 75 buildings that provide medical services, ranging from mobile clinics to regional hospitals. In terms of Primary Health Care (PHC) facilities, the Ugu District area of jurisdiction has 53 clinics, 15 mobile clinics and two community health centres. Most of these facilities are in the Ray Nkonyeni Municipality, with four of its facilities operating as 24-hour clinics in the communities of Gamalakhe, Izingolweni, Gcilima and Ntabeni.

2.8.6.2 Education

The Ugu IDP of (2020/2021: 194) reports that there are 29 libraries in the Ugu District area of jurisdiction, which are primarily concentrated in the Ray Nkonyeni Municipality; however, there is at least one library in each municipality under Ugu District Municipality. There are 519 registered public

and independent ordinary schools in the district, 492 of which are ordinary public schools, 16 are ordinary independent schools, 3 are special needs schools and 8 are pre-primary schools.

2.8.6.3 Housing

The South African Constitution (1996), names access to adequate housing as a basic human right and as a government department mandated to carry out the roll-out of adequate housing, the Department of Human Settlements has its work cut out for itself. The Ugu IDP (2020/2021), states that a total of 59 868 dwelling units are expected to be needed in the Ugu District Municipality's area of control. Ray Nkonyeni (10 793), Umuziwabantu, UMdoni (17711) and UMzumbe (18107) are a few of these (13 257). According to the Kwa-Zulu Natal provincial Department of Human Settlements' Strategic Plan for the period 2015/16 - 2019/20, which stated that the housing backlog in the Ugu District presently stands at 64 753 units, the total number has subsequently climbed by another 4 885. A total of 742 019 housing backlogs in the province, or 8.73 percent, are represented by this. Moreover, 53 132 households living in traditional homes composed of traditional materials make up the biggest part of this backlog in the district.

2.8.6.4 Transportation

The Ugu IDP (2020/2021: 182) lacks an updated integrated transportation plan because the one that was previously accessible was last enacted in the 2006–2007 fiscal year. Public transportation accessibility is a significant development concern in the Ugu District Municipality and has the ability to improve community access to economic opportunities. Minibus transportation is necessary for 87% of district residents who use public transportation, whereas bus transportation is only necessary for 9% of district residents. There are few rail transportation options available in the area. Only the northernmost point of the Ugu area is served by the eThekweni metropolitan rail system, which has

three stations in the Umdoni municipality: Kelso, Park Rynie and Scottburgh. Transnet Freight Rail uses the electrified south coast railway line as far south as Port Shepstone, although there are no commuter services available past these three stops.

2.8.6.5 Electricity

The Ugu IDP (2020/2021:189) states that Eskom is the only electricity provider in the whole Ugu District, except for the cities of Port Shepstone and Harding. There are 26 271 houses without access to electricity in the entire Ugu District area of authority (15 percent). Municipalities in Umzumbe (28%) and Umdoni (19%) have the largest backlog. In 2016, 82 percent of people had access to electricity, up from 70 percent in 2011. All prepaid electrification, which is mostly in Eskom's rural supply areas, is funded by the Department of Energy (DoE). In terms of commercial development, Ugu's Infrastructure Audit indicated that infrastructure will not be created for them until the relevant developer makes a financial commitment (Ugu IDP 2020/2021:188). This suggests that future commercial development within the Ugu District will not be supported by the current electricity infrastructure and will demand financial commitment from the investor themselves.

2.8.6.6 Welfare

Fourie and Poggenpoel (2017:171) claim that the role of the public sector is to enhance the welfare of society by providing public goods and services to people, as well as to private and other public sector organizations by making a significant contribution to both the domestic economy and the global economy. The public sector is an important part of the and is essential to a nation's development and progress. Yahiaoui, Anser and Lahouel (2015:8) mention that human resources directly affect the effectiveness of administration. As a result, it is essential that every public institution be

developed through modernizing and improving human resource management by increasing individual efficiency and performance.

2.8.6.7 Water supply

In South Africa, access to water is a fundamental human right. As a result, the government has put in place several policies to guarantee that everyone has free access to at least the most basic services. According to the free basic water policy established in 2000, towns are required to help this process by giving at least 6000l of water (or 25l per person) for free to each household. This is specifically to make sure that everyone can access services, regardless of their ability to pay. Municipalities are assisted in this process by yearly funds from the government, which guarantees that even small municipalities can offer the necessary services (Mothetha, Nkuna and Mema, 2013:1).

The Ugu IDP 2020/2021 report, mentions that Ugu District Municipality is designated as the Water Services Authority for its area of jurisdiction under the Municipal Structures Act (Act No. 117 of 1998) and the Municipal Structures Amendment Act (Act No. 33 of 2000). As such, it has a responsibility to all consumers or potential consumers under the Water Services Act (Act No. 108 of 1997) to gradually ensure efficient, affordable, economical and reliable water services.

2.8.6.8 Telecommunications

According to the Ugu IDP (2020/2021:194), report because of Ugu District Municipality's physical architecture, the area does not have easy access to telecommunications data. Although there was no comprehensive listing of fixed line or broadband services, it has been noted that these services are scarce and only available in major cities. The Ugu District Municipality has started a broadband initiative for the area in response to this demand.

2.9 THE IMPORTANCE OF HUMAN RESOURCE MANAGEMENT IN THE SOUTH AFRICAN PUBLIC SECTOR

Poor (2013:253) as cited by Mehlape (2017: 106) states that the ability of the government to carry out its mandate depends critically on the quality of its human resources. In order to ensure that human capital is efficiently managed and that all concerns connected to it, including training, performance management, safety and wellness, are effectively addressed, human resource management is crucial. Mehlape (2017:106) mentions that effective human resource management is one of the most important jobs for every organization and department because in most cases, human resources are needed to carry out departmental functions.

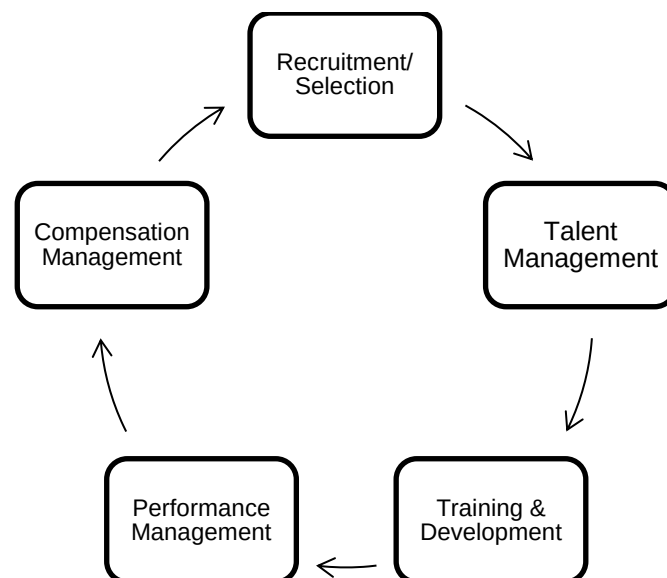
Public sector organisations in South Africa are non-profit as they focus mainly on delivering services (, e.g., healthcare). According to Mello (2020:3), public institutions exist solely to fulfil the requirements of their local communities, and as a result, its staff members should be devoted to serving the general welfare of society. However, employees must be paid. Compensation is covered by HRM and has an impact on how well services are delivered (Van der Westhuizen *et al.* 2013:5). The Department of Labour, Department of Public Service and Administration (DPSA), Public Service Commission (PSC) and national and provincial departments are some of the participants in the public sector human resource (HR) system (Lues, 2016:26).

Ngobese (2017:32) claims that South African towns give little thought to human resource management abilities. There is a lack of qualified human resources professionals in local government, a high rate of turnover in municipalities, and difficulties attracting and retaining skilled workers. Manzini (2016:726) contends that the human resources division, which should take the lead in the development of human capital, is where the success of leadership development begins. The improvement and job satisfaction of employees are the responsibility of the human resources department. Additionally, Du Plessis

(2016:31) states that local government has a significant role to play in the provision of services, and this mandate necessitates the efficient use and appropriate placement of qualified employees.

Lues (2016:27) concurs that as part of strategic HRM, all public sector departments should ensure that they strategically prepare for their human resource requirements. Figure 2.8 shows the HRM functions that should be in place to guarantee that the best candidate is found for a position. These functions include recruitment/selection, talent management, training and development, performance management, and compensation management.

Figure 2. 8: Important functions of human resources in the Public Sector



Source: Self-generated

2.9.1 Recruitment/ selection

According to Erasmus, Swanepoel, Schenk, Van der Westhuizen and Wessels (2005:206), recruitment can be defined as those activities in human resource management that are undertaken to attract sufficient job candidates who have the necessary potential, competencies and traits to fill job needs and to help

the public service institution achieve its objectives. Swanepoel, Erasmus, Van Wyk and Schenk (2003:311) view selection as the process of attempting to match individuals with specific tasks in the institutional context whilst considering individual variations, work needs and the internal and external environments of the organization. Gatewood, Field and Barrick (2008:13) state that public sector agencies must choose the best candidates for the attracting and recruiting. For hiring to be successful, employees working in recruitment must consider factors like the diversity of candidates the organization seeks to hire and the candidate's aptitude and openness to interacting with others.

2.9.1.1 Internal recruitment

When open positions are publicized internally, internal recruitment takes place. Internal job postings suggest that only current staff members of that institution are welcome to apply and are therefore encouraged to do so. This method of hiring indicates that applications from people who are not a part of the organization will be ignored and hence automatically rejected. Since the applicants are already known, this method of hiring is less expensive and risky. The drawback of internal recruitment is that it results in more openings that must be filled (Gomez-Majia, Balkin and Canrdy, 2004:159).

2.9.1.2 External recruitment

Mashaba (2013:17) states that in order to fill open posts, institutions in the public sector may recruit candidates from external sources. They are helpful in luring qualified candidates to apply for opportunities posted in public organizations, much like internal sources. Advertisements, job agencies, educational institutions and vocational work are some of the often-used external sources of hiring.

2.9.1.3 Selection methods

The process of selecting qualified applicants to fill a position in an organization is considered as selection (Mondy, 2010:45). Selection entails picking and hiring the most qualified candidates to fill a position, as opposed to recruitment, which only encourages applicants to apply to a company. Similar definitions of selection include "a process of selecting the best qualified applicants" (Mathis and Jackson, 2006:52). After the recruitment process is complete, the selection process is launched based on predetermined criteria, including job specifications, descriptions and profiling.

Mkhize (2018:28) postulates that there are several processes that applicants must go through to be considered for open positions. The selection process may comprise of the following steps:

- Screening;
- Selection tests;
- Reference and background checks;
- Interviews;
- Physical examinations; and
- Job Offers.

2.9.2 Talent management

Talent management is the methodical acquisition, identification, development, engagement, retention and deployment of individuals who provide a certain value to the firm (Baqtayan, 2016:2291). Collings, Mellahi and Cascio (2019:543) view talent management as the methodical identification of key jobs that differently contribute to the organization's competitive advantage on a worldwide scale. Narayanan, Rajithakumar and Menon (2019:231) state that talent management entails the systematic identification of essential jobs that each contribute to the organization's long-term competitive advantage.

Organizations in the South African public sector encounter a number of difficulties in relation to managing talent. Particularly municipalities face potential crises due to inadequate skills development, a lack of departmental skills strategies, and inadequate stakeholder support (Cloete, Meets, Fortuin and Sewell, 2016:1). Khezria, Niknafsa, Aidnloub, Alianb, and Eslamloub (2019:6) assert that many organizations have come to the realization that to thrive in the competitive global economy, they must find, develop and keep outstanding individuals. Ramu (2017:59) adds that a lack of skill will result from the Baby Boomer's (an older group) continued retirement, which will continue to increase globally.

2.9.2.1 Onboarding/orientation

Organizations use this procedure to orient new hires to the organization's principles and culture so that they can get up to speed fast and feel welcome (Oehley, 2007:23). Moreover, Gatewood, Field and Barrick (2008:16) assert that onboarding helps new hires become productive organizational members who are aware of their job objectives. It goes beyond the conventional orientation's primary focus on the administration of policies, processes and forms. Rutaihwa (2013:32) states that onboarding can be viewed as a strategic process that enhances the performance of new hires, helps the organization grow and helps the public sector agency offer services because, regardless of their position within the organizational hierarchy, individuals may contribute to the organization's goals the sooner they catch up (Ngobeni, 2010:34).

2.9.2.2 Supervisory support

Rhoades and Eisenberger (2002:700) claim that supervisor support refers to how much managers regard and care about their staff members' efforts. Supporting their staff is regarded as a crucial component of the supervisory job, even though supervisors are frequently tasked with a variety of duties

(Collins, 2017). Knies, Leisink and Van de Schoot (2017:726) highlight that supervisor support can be understood as a manager demonstrating supportive behaviour through specific acts that aim to help employees at work. They also note that supervisor support can be intended to either increase an employee's personal commitment or to support the employee's career development.

2.9.2.3 Coaching

De Haan, Duckworth, Birch and Jones (2013:43) views coaching as a process for developing leadership through a series of scheduled one-on-one meetings with a trained coach. Korotov (2016) identifies coaching as a part of coaching, the coachee is assisted in reflecting on and processing daily activities, as well as learning from a class, workshop, or leadership development activity (Korotov, 2016; Passmore, 2015:46). In the short- to medium-term formal counselling connection with the coachee, a customized learning process occurs. The coachee's sustained behavior development and modification are its main concerns. Coaching was solely meant to be used as a corrective action for underperforming managers and leaders. Over time, the emphasis of coaching shifted from concerns about performance to the advancement of high-potential employees (Bono, Purvanova, Towler and Peterson, 2009:366).

Along with learning from a class, workshop or leadership development activity, coaching involves assisting the coachee in reflecting on and processing daily activities (Korotov, 2016; Passmore, 2015:47). Although coaching is thought to be a promising tool for leadership development, developmental readiness should be carefully taken into account (Passmore, 2015:47). The development technique and approach of coaching strengthens the beneficial interactions between managers and employees (Woo, 2017:6). For coaching to be effective, it is advised that a certain amount must be provided to the organization (Goff, Edward Guthrie, Goldring and Bickman, 2014:684).

2.9.2.4 Talent pipeline

According to Hartman (2014:7), maintaining a solid talent pipeline or pool of people with potential is one of any manager's primary duties. In order to support the achievement of organizational or corporate goals, HR managers define the important skills and abilities needed in a role, either current or future. Additionally, they identify the institution's most important positions and choose the people who will be qualified to fill them in the future. The HR manager should speak with specific employees and evaluate the results of performance management over the previous few years to analyze the current talent in order to create a talent pipeline. Vardi and Seidel (2023) refer to talent as the full range of capabilities and skills that are currently available in a certain pool or pipeline of people. It goes beyond the pool of employees who are currently employed by a department or an institution.

2.9.2.5 Job rotation

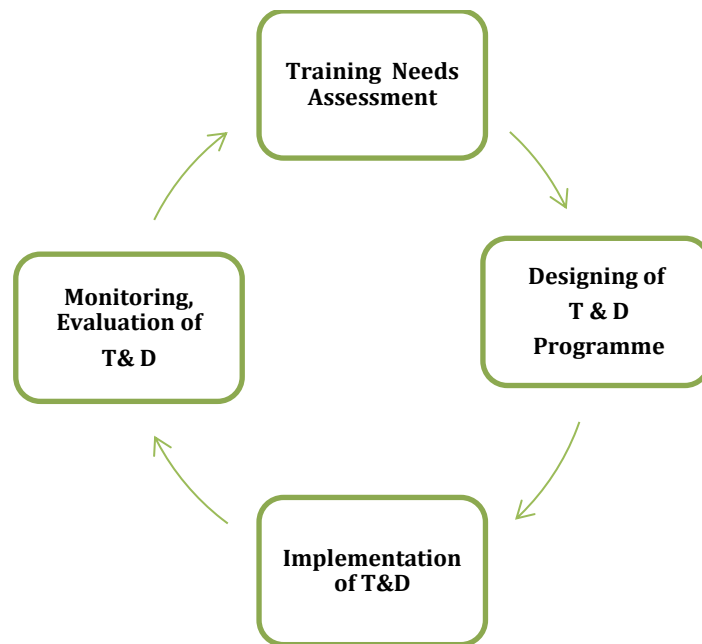
Van der Westhuizen and Wessels (2013:336) refer to job rotation as a practice in which employees are transferred from one job assignment to another within the same company, possibly at the same wage or position level. Munzhedzi (2017:4) states that job rotation promotes generalists over job specialists since it gives organizational staff members a comprehensive view of the business. McCourt and Derek (2003:356) view job rotation as employees moving from one formal obligation to another, such as taking on a higher rank position within the business, and from one branch of the firm to another. Additionally, Adjei (2012:23), describes job rotation as a model in which employees are transferred from their typical work environment to a new organized workspace where they can advance their skills and raise the calibre of their output.

2.9.3 Training and development

Opatha (2009) asserts that training and development are important aspects of human resource management. Training and development is a structured procedure that modifies employee motivation and behaviour in a way that improves job performance, which subsequently improves organizational performance. A further point in describing training and development can be shown as investing in employees so that they are fully capable of carrying out the necessary tasks. Asfaw, Agra and Bayissa (2015:185) highlight the main benefits of training and development as to improve the employee's current skills, and along with that improvement, the organization can maximize the employee business utilization.

Compared to the commercial sector, Hlatshwayo and Mpofu (2015:134) argue that training and development are more important in the public sector because most of the services it provides to the public are intangible. Noe and Hollenbeck (2019) describe training as an organization's deliberate efforts to assist people in acquiring information, skills, abilities and behaviours related to their jobs with the intention of applying them on the job. Additionally, Khan, Abbasi, Waseem, Ayaz and Ijaz (2016:32) mention that training enables the workforce to seamlessly adopt new technology, boosting both individual and organizational productivity and efficiency. Obasi and Wokoma (2023) mention that the training and development process entails four stages or steps, which are shown in Figure 2.9. These include determining the training's needs, creating it, putting it into practice, and overseeing and assessing it.

Figure 2. 9: Phases of Training and Development



Source: Dessler (2014:188). Adapted.

2.9.3.1 Training needs assessment

Noe (2013) identifies assessing training needs as determining whether training is necessary. Matlakala (2024) mentions that the analysis of training needs should be utilized to determine the educational programmes or exercises that should be provided to management and staff alike to improve their delivery. As mentioned in Figure 2.9 the process of gathering knowledge to teach workers to meet organizational goals is known as training needs assessment (Barbazette, 2006:35).

Priyadarshini and Dave (2013) as cited by Khan and Masrek (2017:21) state that in order to assess training needs strategically, it is necessary to first define the organization; the industry's goals; the competencies that need to be gathered; and then to analyse the information in order to find the gaps between the current situation and the desired future state. To determine whether training is necessary, the evaluation phase includes questions about employee and employer performance. Non-training aspects, including pay,

organizational structure, job design and physical work schedules, should all be considered throughout the assessment. Czabanowska and Rodriguez Feria (2024) also points out that several techniques, including observation, questionnaires, interviews, focus groups and documentation, may be used to undertake training needs analysis.

2.9.3.2 Design of the training and development programme

Mathis and Jackson (2016:42) claim that once the training needs assessment is determined, it is necessary to construct the training design that contains learning concepts and a variety of different training modalities. Noé (2013), opines that the characteristics or activities included in the training programme in an effort to increase the likelihood that there would be a high degree of knowledge transfer are what training and development design is all about. This ought to be in line with the organization's mission and vision (Boudreau, Boswell and Judge, 2001:53). Abu Daqar and Constantinovits (2021:23) state that instructor-led training, e-learning, case studies, behaviour modelling, role-playing, training games, on-the-job training and apprenticeship training are some examples of training methods.

2.9.3.3 Implementation of training and development

Hailemichael (2014:65) claims that the beginning of the training and development programme is what is meant by training and development implementation. Mathis and Jackson (2016:42) mention that upon completion of the design phase, training can begin to be delivered. To ensure that the training satisfies the identified needs, it is commonly accepted that training is pilot-tested or offered as a trial. Since it is how an employee is changed, which is what is expected of the trainee, the delivery style is crucial. The delivery technique will help with the type of training. There are several approaches and

methods that may be employed to provide adult learning concepts, learning preferences and training materials.

2.9.3.4 Monitoring, evaluation of training and development

According to Yimam (2022:5), appraisal marks the end of the training process. It is a method of determining the programme success and whether participants carry out the tasks for which they have received training efficiently. In monitoring and evaluation, the effectiveness of the training programme is assessed in relation to the goals set, and suggestions for improvement or change are made (Armstrong, 2003). Additionally, Mathis and Jackson (2016:42) mention that training evaluation compares post-training outcomes to managers', trainers' and trainees' pre-training goals. A paradigm for evaluating training has been advocated by Kirkpatrick (1998). The model specifies four components for training and development evaluation. These consist of response, learning behaviour, and outcome.

2.9.4 Formal and informal training

Hee, Halim, Ping, Kowang and Fei (2019:65) emphasize that formal and informal training that emphasizes the development of fundamental skills and managerial abilities enhances employee performance. Additionally, as mentioned by Nama, Daweti, Lourens, and Chikukwa (2022:44) training and development should improve employee job performance through performance appraisal and management to help staff members acquire the necessary knowledge and skills.

2.9.4.1 Formal training

Stan, Stancovici and Palos (2013:1723) posit that formal training and development courses are defined as "structured learning situations with a specific curriculum, such as workshops, traditional courses or conferences, through which experts disseminate knowledge that can be applied in the

workplace and result in certification or qualifications”. In addition, Shiri , El-Metwally , Sallinen, Pöyry, Härmä , Toppinen-Tanner (2023) notes that formal training and development programmes include additional training or educational events that result in certification or validation, such as seminars, workshops and other training opportunities.

2.9.4.2 Informal training

Rudeloff (2019:2) defines informal training as the development of competence that is not governed by learning objectives, learning time or learning assistance, and which typically does not result in certification. According to Manuti, Pastore, Scardigno, Giancaspro and Morciano (2015:5) cited by Beckett and Hager (2002), informal training is the process by which people gain knowledge and skills in the workplace outside of formal education. Indeed, learning occurs when it is most necessary and is incorporated into the context of practice. In contrast to formal education, informal education takes place in settings that are not typically designed for learning, most notably in the workplace. Therefore, it is claimed that informal learning draws on and necessitates the blending of various individual constructs like intellectual curiosity, self-directedness and self-efficacy.

2.9.5 Performance management

Armstrong and Taylor (2014:42) view performance management as the measurement of both actions and outcomes. Actions come from the performer and turn performance from a concept into reality. Ngobese (2017:33) views performance management as a strategy that channels the efforts of individual managers and employees toward a corporate strategic objective. Performance seeks to connect the individual with the organization's broader strategy and aids in the achievement of its goals. It serves as a catch-all phrase for the overall management of municipal performance and can be used by managers and staff to pinpoint training needs to meet objectives.

The process of recognizing, analysing or developing an employee's work performance is known as performance management. An employee's performance will be evaluated in a performance assessment against pre-determined goals, and new goals or objectives will be created within a pre-determined time-frame (Lues, 2016:12) According to Turk (2016:18), performance management is designed to increase municipalities' capacity to be more responsive, effective and sensitive to their citizens' needs whilst simultaneously being efficient in utilizing the limited resources available to satisfy those demands. Cameron and Sewell (2003:243), cited by Ndevu and Muller (2017:15) state that performance management was initially introduced in the private sector, but at this point this management style is ingrained and entrenched in the operations of the public sector.

2.10 ROLE OF LEADERSHIP DEVELOPMENT IN THE PUBLIC SECTOR

Kotlyar, Richardson and Karakowsky (2015:1263) define leadership development as a process where facilitators employ a variety of tasks or mental workouts to encourage participants' reflection on their educational experiences and consequently support the application of learned information and abilities in the workplace. Roupne, Rinfre and Grenier (2019:128) claim that various competencies that are conducive to particular behaviours, such as making a personal impact, thinking strategically, focusing on delivery, providing purpose and direction in order to get the best out of people, as well as learning and improving oneself, have been linked to leadership development in the public sector globally. Turner (2019:298) adds that a more holistic approach to leadership development encourages interaction between leaders and followers.

Raharja, Suryanto, Irianto, Suaedi and Reindrawati (2019:2) states that municipalities should prioritize leadership development since it drives improvement and further supports the organization by encouraging diverse leadership processes to emerge and become visible in various contexts (Elkington, Moss, Van der Steege, Pearse and Martin, 2017:1041). Reindrawati (2019:2) states that leadership development is crucial in the public sector's current fast-paced and dynamic environment, and that it is not a novel idea but rather a persistent struggle. Leadership development has strategic importance for current modern organisations (Subramony, Seger, Chadwick and Shyamsunder, 2018:122).

Leadership development has strategic importance for municipalities. It enforces improvement, and it further encourages and supports the organisation in which different leadership processes boost up and become apparent from different situations (Elkington *et al.*, 2017:1041). When organizational goals and performance are in line with goals for leadership development, it will be a key success element for the public sector since it allows the workers to realize their full potential (Turner, 2019:298). As the shortage of public sector leaders becomes a global issue, investing in leadership development is becoming more and more crucial (Aldulaimi 2018:17).

For the same reasons cited in the context of private sector organizations, public sector leadership development is essential. These reasons include providing direction and vision; maintaining employees' focus on achieving the organizational mission; ensuring greater efficiency and effectiveness in the delivery of goods and services; and fostering greater employee satisfaction; all of which are crucial for building a high-performance organization. Haslam, Steffens, Peters, Boyce, Mallett and Fransen (2017:115) state that leadership development promotes the participation of employees in the decision-making process. The likelihood that employees will participate in significant organizational issues increases when they receive constructive criticism at least once each week.

Employee involvement in decision-making is increased by leadership development. A minimum of once per week, constructive feedback boosts employees' satisfaction and enhances their propensity to participate in crucial organizational decisions. Ardichvili, Alexandre, Natt och Dag and Manderscheid (2016:277) attest that developing current leaders fosters the emergence of future leaders. Both the appropriate education and appropriate traits go into effective leadership. The management is responsible for identifying the staff members who possess the necessary traits and giving them specialized leadership training. Additionally, Saeed *et al.* (2014:216), claim that providing opportunities for leadership development boosts employee morale and motivation, which in turn makes leadership training more productive. It aids in enhancing workers' abilities, knowledge and experience, which raises their output.

According to Geerts (2024), leadership development is now more than just the product of conventional training programmes and results from a number of initiatives intended to help employees grow by assisting them in learning from their job and their superiors. In the current dynamic climate, leadership development has become a crucial strategy step for the public sector. The necessity to invest in leadership development in municipalities has grown as a result of current trends in order to produce leaders. As part of the approach, human resource professionals in the public sector are aggressively concentrating on building organizational leaders. Leskiw and Singh (2007:448), state that organizations that focus on established processes for leadership development are better equipped to handle difficulties in environments that are dynamic. Organizations are now putting a higher premium on leadership development (Subramony *et al.*, 2018:125). Therefore, it is not surprising that organizations invest much, money and resources in leadership development (Elkington *et al.*, 2017:1041).

The potential of people to operate in leadership jobs within the public sector increases with leadership development. Leadership responsibilities include developing others' strengths and fostering winning mindsets to assist the execution of departmental plans. Leadership positions can be formal with the corresponding power to decide and take responsibility, or they might be informal with little formal power. According to Hall *et al.* (2016), leadership development should be included all daily operations and become a part of an organization's culture.

Da Costa (2020) states that leadership development increases employee engagement, strengthens a company's capacity to fill talent pipeline gaps, and reduces the hassles and costs associated with turnover. Da Costa (2020) adds that training in leadership enhances people's ability to react quickly in unpredictable chaotic corporate environments. When businesses tap into the full potential of their talent pools rather than just producing senior executives and high potentials, agility is increased. Day (2000:583) claims that leadership training helps to increase people's overall capacity. People are better able to discover solutions to issues that could not have been expected or that result from the breakdown of traditional organizational structures when they actively participate in leadership positions and responsibilities. Saeed, Almas, Anis-ul-Haq and Niazi (2014:215) also point out the importance of leadership development in handling conflict that erupts within an organization. It can also affect how these confrontations turn out. Municipalities must therefore ensure that they have the greatest leadership in place. Successful leadership is essential for both individual success and corporate success (Saeed *et al.*, 2014:215).

The literature on leadership development reaches the conclusion that taking the reins is a strategic move for organizations and advises doing so at all organizational levels and levels of hierarchy to thrive in this dynamic and competitive environment (Flanigan, Bishop, Brachle and Winn, 2017:8).

2.10.1 Leadership development programmes

Leadership development programmes are defined by Henein and Morrisette (2007:14) as initiatives to increase an organization's capacity for leadership. They include a variety of components, including instruction, practice, self-discovery, support and the building of a learning community. When an organization wants to grow leaders, not just as individuals but also in terms of their connections with others and their capacity to manage teams, choosing a leadership development programme is crucial (De Beer, 2016:28). Parent (2013) mentions that leadership development proceeds along cognitive, attitudinal and behavioural axes. Therefore, programmes should take into account the development, maintenance and transformation of leaders' identities in order to help them make the transition from an individual-based identity to a collective-based identity (Kraus and Wilson, 2014:5).

There are several environments in South Africa for the formation of leadership (Yawson, 2017:101). Moreover, there are two main approaches, that are significant namely formal leadership development programmes housed at academic institutions and leadership development initiatives carried out within organizations. A good leadership development programme should enable learning that is job-embedded, organizationally embedded and system-embedded (Kirori and Dickinson, 2020). Job-embedded learning is included in some leadership development programmes. However, Geerst (2024:45), claims that other types of learning are rarely included.

Wooll (2021) states that leadership development programmes give individuals a way to advance within a firm rather than seeking advancement elsewhere. By giving these initiatives top priority, a firm demonstrates its dedication to creating high-performing people and gives them a reason to devote their time and careers to the company. Loyal (2017:54) states that numerous leadership practices, such as mentorship, action learning, 360-degree feedback, networking, team building and e-learning, may be used in the development of

various leadership abilities, knowledge and competences as shown in Figure 2.9. Subramony *et al.* (2018:123) mention that these techniques should be combined because businesses rarely apply them separately. Senior managers play a significant role in organizations, making them very important for the development of leadership (Viitala, Kultalahti, and Kangas, 2017:579).

Figure 2. 10: Leadership development programmes



Sources: Self-generated

2.10.1.1 Action learning

According to Stocks, Trevitt and Hughes (2018:125), action learning is continual, continuous learning that is facilitated by peers with the goal of expecting and completing all the tasks. Subramony, Segers, Chadwick and Shyamsunder (2018:122), state that action learning will make employees more aware of their own strengths and weaknesses. As a result, their own work styles will be impacted. Organizational performance will improve. Action

Learning is ongoing, continuing learning that is supported by peers with the goal of expecting and completing all of the task (Stocks *et al.*, 2018).

Furthermore, Pounder (2009:18), cited by Azam (2020:119) mentions that action learning is a practical strategy used by organizations that is directly related to the workplace and improves organizational performance. Action Learning goes beyond simply instructing staff members on how to solve problems. Instead, it strengthens their learning capabilities, which in turn improves organizational performance. Additionally, Yiu Yuen and Cheong Cheng (2000:201) and Azam (2020:119) state that Action Learning has a positive impact on employees' ability to make wise decisions and take appropriate action in challenging circumstances. It also improves employees' practice and professional capability, which in turn boosts performance.

2.10.1.2 Networking

According to Al-Tit (2022), networking is an important human capital ability that has been demonstrated to respond well to interventions like training and development. Porter (2023) assert that the term “networking” is used to describe a set of interconnected behaviours that people can conduct again and reliably.

Huang (2022) views that networking is a successful strategy for overcoming current leadership issues, such as enhancing managers' capacity for innovation and problem-solving. Megheirkouni (2016:242) claims that networking is used in many firms as a low-cost, successful strategy for fostering cooperation and communication skills. Networking is a particularly useful competency as it provides the means for an individual to increase the number and diversity of relationships in their social network (Wolff and Moser, 2010:239).

Pinto and Araújo (2016:93) argue that despite the fact that networking entails the contact of groups of employees, supervisors, managers and executives who may not share the same knowledge, experience or qualifications, there

has been little research on the quality of networking and its impact on effective leadership development.

2.10.1.3 Team building

According to Ozigbo, Maryam, and Ngige (2020), team building considers information on how groups interact, any issues that may arise, and the standards that are upheld and desired. Setting goals, fostering relationships with others and defining roles and responsibilities are all aspects of team building (Du Toit, Knipe, Van Niekerk, Van der Walddt and Dolve,2002). Team development frequently entails getting to know new or even seasoned employees of the division or the municipality in a less formal setting. Munzhedzi (2017:3) is of the view that the more interactions between employees, the more they get to know one another. The more they trust one another, the more likely it is that they will perform well as a group. Therefore, the more likely it is that the organization will be productive, the more likely it is that service delivery will improve.

2.10.1.4 360 Feedback

Peers, co-workers, consumers and other stakeholders can weigh in on an evaluation method known as the 360-degree feedback. After the evaluation process is complete, the managers or supervisors are informed of the results (Mohapatra, 2015). Day, Fleenor, Atwater, Sturm and McKee (2014:71) assert that although there are numerous methods for leadership development are available for professional growth, the use of feedback is crucial for the transformational leader. Utilizing 360-degree feedback can help leaders understand how their actions affect others. Peers, superiors and sub-ordinates are only a few of the people the leader gets information from concerning their own leadership habits. In addition, 360-degree feedback offers the manager a reliable technique to learn more about the company's workforce (Pollitt, 2004:27). It has been determined that using 360-degree feedback as a

technique for leadership development promotes staff development and improves organizational performance (Mohapatra, 2015:113).

2.10.1.5 Mentoring

Hastings and Kane (2018:10) contend that mentoring is a process rather than an event, and as a result, it is not intended to promote rapid skills growth. However, short-term leadership skills programmes or organizational experiences may develop into mentoring relationships. Investment in one's own development is necessary for mentoring, and tight ties between mentor and mentee are essential. Hastings and Kane (2018:10) further states that mentoring is not necessarily limited to pre-arranged encounters and instead calls for readiness to support a mentee in reflecting on and integrating their life experiences in the present.

Additionally, Hastings (2020) postulate that effective mentoring practices include a dyadic environment, long-term commitment on the part of the mentor and mentee, regular interactions and formal and informal investments in leadership development, career development, psychosocial development, and personal growth. By developing strong connections and open lines of communication with the mentees, mentors assist the employees in understanding, identifying and improving their strengths and overcoming weaknesses (Joo, Yu and Atwater, 2018:118). As a result, mentoring for leadership development requires long-term commitment in both personal growth and leadership empowerment (Hastings,2020).

2.10.1.6 E-learning

E-learning refers to a method of instruction in which the targeted group of public service professionals receives learning resources, such as books and software materials, electronically (Van der Westhuizen and Wessels, 2013:336). A video, audio presentation or web-based training service offered

through an online portal could potentially be used as learning materials. The benefit of this type of training is that established organizations may find it to be cost-effective because they avoid having to pay an outside service provider or a live person to give training. However, in a nation like South Africa where computer illiteracy is pervasive, e-learning may prove to be difficult (Mathevula and Uwizeyimana, 2014:1091).

2.11 LEGISLATIVE FRAMEWORKS ENABLING LEADERSHIP DEVELOPMENT

Legislative frameworks and requirements are imposed on organizations in all branches of government whilst carrying out leadership development. The laws requiring local governments to implement leadership development will be discussed in this section.

2.11.1 Skills Development Act, No. 97 of 1998

According to the Skills Development Act No.97 of 1998, organisations need to spend at least 1 percent of payroll on workforce training in order to increase skills levels in the workplace. This Act has had a significant impact on the amount of money South African businesses invest in training. The Skills Development Act (SDA) (No. 97 of 1998) (RSA, 1998d) requires every employer to designate a Skills Development Facilitator (SDF) for the purpose of managing human resource development in every organization and governs skills development in the workplace.

The amended Skills Development Act aims to improve the quality of the sector skills plans to ensure better investment of HRD and skills development initiatives for an enhanced return on investment. The Human Resource Development Strategy for South Africa (HRDSA) will utilise the improved sector skills plans to develop a national master scarce skills list to further direct HRD in improving returns on investments regarding HRD programmes and projects. Aigbavboa, Oke and Mokasha (2016:54) assert that in order to

increase employment, reduce poverty, accelerate economic growth and boost global competitiveness, it is important that all countries prioritize skills development. Organizations must use skills development programmes effectively to meet the rising expectations for innovation and higher levels of competence. Enhancing individual prospects and institutional competitiveness has historically been viewed as being mostly dependent on skills improvement through training and development.

Mokhethi and Oladele (2013:98) reiterate that the SDA is designed to make it easier for workers to acquire new skills. The Act calls for the creation of a National Skills Development Authority to strategically support the construction of SETAs, which are meant to develop and carry out sectoral skill programmes with credentials that would ultimately result in the creation of occupational qualifications. The failure of organizational representatives, such as managers, to recognize the role played by the SDA in the development of employees' abilities is another barrier to the SDA's implementation (Mokhethi and Oladele, (2013:98). Such oversight eventually has a negative impact on the way many government organizations provide fundamental services. According to Ngobese (2017:1), the SDA's implementation has made it mandatory for businesses to contribute to their employees' skills advancement in South Africa. This makes sure that the gained skills assist the organization and staff in carrying out their responsibilities effectively, thus serving communities with pride and the essential knowledge.

2.11.2 Skills Development Levies Act, No. 9 of 1999

Regulations governing the funding of the skills development strategy are provided by the Skills Development Levies Act (SDLA). The Act also established a mandatory charge mechanism for the SDA's intended financing of education and training. All employers are required to pay a levy to the SDLA, and government agencies must allocate a specific portion of their budgets to skills development. The rationale behind a national skills development levy is

based on the notion that there needs to be a connection between employees' learning new skills and training that occurs in the workplace (RSA 1999). Ngobese (2017:24) emphasizes that the SDLA was introduced to serve as a motivational tool and reward for businesses that spend money on staff training. This has the National Skills Development Strategy in mind and is related to it.

2.11.3 South African Qualifications Act, No. 58 of 1995

The Human Resource Development Strategy for the public service (2006:50), indicates that this legislation introduces new institutions, programmes and funding policies designed to increase invest in skills development. The two overriding priorities that this legislation seeks to address include the ever-present reality of the global economy and the imperative to increase skills within the country to improve the productivity and competitiveness of its industry, business, commerce and services. The second is to address the challenges of an unequal society, to make it more inclusive and to encourage greater cohesion. The government has committed itself to training and development in the Public Service through its White Paper on public Service Training and Education (WPPSTE, 1998). There is a challenge of training and transforming employees in government departments in a manner that will not only benefit government in its quest for excellent service delivery but will empower individual employees as well.

2.11.4 The National Qualifications Framework Act, No. 67 of 2008

The National Qualification Framework Act No. 67 of 2008 (RSA, 2008) presents a new learning dimension in the country. The Act has changed how organisations and industries develop, design, implement, facilitate, manage and assess learning. The Framework brings together a disjointed education system and allows it to endure the new prescripts of transformation.

Before the Framework was developed and implemented, the focus of learning was input-based. This meant that individual learning and training could either be held back or motivated, creating a situation where those with a privileged education would enjoy a lifetime of advantages of doing their work. To rectify some of the challenges faced by the Department of Education, government adopted Outcomes-Based Education, which provided the opportunity for growth and creativity for education and training (SAQA Bulletin, 1997). The Act is particularly important for leadership development, as it establishes a legal and structural framework for formalizing training programs, accrediting educational institutions, and aligning qualifications with national standards.

2.11.5 Employment Equity Act, No. 55 of 1998

To ensure that the reform initiatives transcended corporate ownership and participation and flowed into the realm of employment, the Employment Equity Act (EEA) was legislated in 1998. According to Horwitz and Jain (2011:298), the EEA serves as the main legislative attempt by the South African government to prevent unfair and discriminatory practices in the workplace against a previously disadvantaged, largely black impoverished population. The main aim of the Act is to remove all barriers to employment experienced by members of the previously disadvantaged groups, referred to by the Act as 'designated groups'. Section 1(b) of the 2013 Amendment Act defines 'designated groups' as black people, women and people with disabilities who are citizens of the Republic and who were excluded by apartheid policies (Department of Labour 2017). Mushariwa and Papacostantis (2016:1) state that the Act sought to create a representative workforce as well as transform the South African workplace into one that is more balanced and representative of the country's demography. It aimed to ensure a workplace governed by principles of equality through the application of affirmative action measures. In the context of leadership development, the Employment Equity Act mandates that all employees, regardless of race, gender, or disability, have equitable

opportunities to participate in programs that develop leadership skills. By promoting inclusive pathways to leadership, the Act supports the strengthening of organizational leadership capacity while simultaneously enhancing employee motivation, engagement, and overall performance.

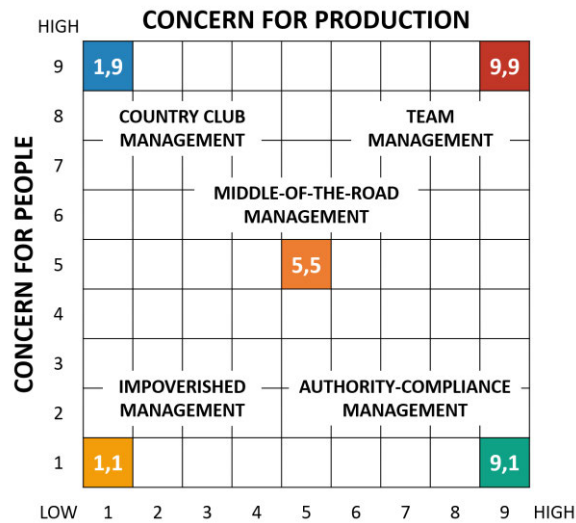
2.12 THEORETHICAL FRAMEWORK ON LEADERSHIP DEVELOPMENT

For the purposes of this study, many descriptive models and theories are used to diagnose leadership development. For the goal of diagnosing leadership development, the theoretical models of Burns Transformational leadership, Greenleaf's Servant Leadership, Blake and Mouton's Leadership Grid and Charan, Drotter and Noel's Leadership Pipeline are provided.

2.12.1 Blake and Mouton's Managerial Grid

The leadership grid is a developmental framework that focuses on organizational interventions to increase leadership potential. Northouse (2019:32) asserts that the Blake and Moutons Managerial Grid is a model created for use in organizational training and development. The approach aims to explain how two factors, namely concern for output and interest in people, help leaders support their organizations in achieving their objectives. Vidyakala (2020:119) states that the model identifies five distinct and significant leadership philosophies that are based on two concerns: concern for individuals and concern for the environment. These philosophies are the impoverished leader, country club leader, middle-of-the-road leader, team management and authority-compliance leader.

Figure 2. 11: Blake and Moutons Managerial Grid



Source: Business-to-you (2020). Adapted.

2.12.1.1 Impoverished style

This style as depicted in Figure 2.11 represents low concern for production and people (Morandi and Rizzo, 2024). The leader often assigns tasks, delegates and disappears, leaving the employees to do all the work without supervision and showing little concern for both the employees and production (Bryman, 2011:56). The leader's main concern is to avoid trouble and the blame if mistakes occur. This style often results in disorganisation and dissatisfaction due to the absence of effective leadership (Morandi and Rizzo, 2024). Leaders demonstrating this style may hesitate in decision-making and overlook addressing performance issues, which can negatively impact employee morale and the quality-of-service delivery. Implementing leadership development programs can enhance such leaders' skills, confidence, and accountability, enabling them to effectively support their teams and contribute to operational excellence.

2.12.1.2 Country Club style

This style embodies a strong care for individuals and a low concern for production. The leader is typically conscientious and one-sided, giving much consideration to the requirements of the team (Dubrin, 2007:47). In this relational leadership style, the leader prioritizes the safety and comfort of the team, neglecting production in the process (Rowe and Guerrero, 2011:32). In Ugu's context, where public accountability is essential, leadership development should focus on equipping leaders to effectively balance empathy with results-oriented management. Instead of using the legitimate and coercive authorities mentioned previously, the leader concentrates all of his attention on the workers in the hope that this will boost performance. This approach creates a welcoming workplace, but it may not always lead to productivity (Morandi and Rizzo, 2024)

2.12.1.3 Produce or Perish style

High concern for manufacturing and minimal regard for people are shown by this style. Typically, the authoritarian leader is focused on compliance. The leader exploits the demands of the workforce to further a task-oriented and production-focused leadership style (McMahon, 2010:18). The leader views the needs of the workforce as unimportant, and his method of achieving organizational objectives involves intimidating the workforce with the prospect of punishment. Although this approach might produce high productivity in the short-term, high employee turnover is also a possibility (Morandi and Rizzo, 2024). Leadership development can reduce this risk by fostering emotional intelligence and enhancing people management skills, thereby ensuring that operational efficiency supports, rather than compromises, employee well-being.

2.12.1.4 Middle-of-the-road style

Moderate consideration for both people and output are reflected in this style. A balance between conflicting company goals and employee pressure is something the CEO seeks to achieve (Bryman, 2011:56). The manager balances his attention equally between employee needs and output to produce good performance. However, this strategy results in compromises that do not fully address either the organization's objectives or the needs of the staff (Morandi and Rizzo, 2024). Leadership development initiatives within the municipality can guide leaders toward adopting more transformational approaches by providing training in strategic planning, collaborative problem-solving, and performance coaching methodologies.

2.12.1.5 Team style

This style demonstrates a strong concern for both people and production. By making them feel like a member of the organization and ensuring that they are aware of its goal, the leader fosters teamwork and commitment amongst the workforce (Northouse, 2004:52). However, the employees are also made aware of the importance of meeting the organization's objectives and the production targets. The end effect is high employee engagement and collaborative teamwork built on mutual respect and trust. Excellent staff happiness and high production result from this (Morandi and Rizzo, 2024). In Ugu District Municipality, leadership development programs that focus on fostering this style through training in participative decision-making, conflict resolution, and results-oriented leadership can promote a work environment where employees feel appreciated and motivated, ultimately improving job performance and the quality of public service delivery.

2.12.2 Servant Leadership Theory

Carter and Baghurst (2014:456) acknowledged that the theory of Servant Leadership addresses ethical issues in leadership. According to Ragnarsson, Kristjánsdóttir and Gunnarsdóttir (2018), the success of an organization depends on both the ability to serve and the ability to lead. Robert Greenleaf (1970, 1977) is credited with creating the Servant Leadership ideology, which emphasizes putting the needs of followers and stakeholders first (Hoch, Bommer, Dulebohn and Wu (2018:504). According to a recent review of the literature, servant leadership has placed a strong emphasis on serving others while exercising leadership. Prosser (2010) views it as a philosophy rather than a specific theory of leadership (Parris and Peachey, 2013:382).

Kgatle (2018:7) is of the view that servant leadership involves public responsibility. Since they are aware that municipal funds are not their own and that they have only been appointed to look after the public coffers, servant leaders can be held accountable to their followers as stewards. Spears (2010:27) defines 10 qualities of servant leaders based on Greenleaf's teachings. These qualities include listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the advancement of others, and community building.

2.12.3 Transformational Leadership Theory

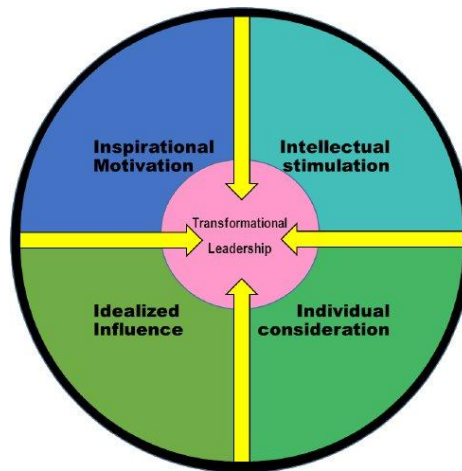
Burns (1978) introduced the term "transformational leadership" to describe the ideal relationship between political leaders and their followers. Burns went on to define transformational leadership as an ongoing process in which leaders and followers raise one another to higher moral standards and motivate one another beyond self-interest to serve group interests. The full range paradigm of leadership was then incorporated into transformational leadership by Bass and Avolio (1985). Bass (1985) states that a transformational leadership style

is associated with the presumed efficacy of a unit and unquestionably influences other connected organizational outcomes. Despite challenging and resistance-filled circumstances, transformational leaders influence their followers to act and establish a very clear vision for the future. They also influence others to share this vision and put it into action (Shah, Hamid, Bin, Memon and Mirani, 2016:105).

The foundation of Bass's Transformational Leadership philosophy was a close bond between the leader and the followers (Barbinta, Dan and Mursean, 2017:759). A transformational leader motivates followers by earning their trust, loyalty and aspirations (Vargas, 2015:47). Bass (1985), claims that transformational leadership inspires followers to go above and beyond what their leader anticipates. When a leader practices transformational leadership, followers develop a reliable commitment that produces a favourable consequence (Louw, Muriithi and Radloff, 2017:6). High levels of influence are required in transformational leadership for followers to accomplish long-term objectives (Northouse, 2016:163). Bass and Riggio (2006) concur that a transformational leader uses elements of transformational leadership to act in a way that produces amazing results in an organization.

Jensen, Potocnik and Chaudhry (2020) claim that idealized influence, inspirational motivation, intellectual stimulation and individualized concern are some ways that transformational leaders might influence their followers. The various facets of the transformational leadership model are explained in more detail in Figure 2.12.

Figure 2. 12: Transformational Leadership Model



Source: Renjith, Renu and George (2015:114). Adapted.

2.12.3.1 Idealized influence

Koveshnikov and Ehrnrooth (2018:749) postulate that idealized influence depicted in Figure 2.12, considers two distinct facets of the leader-follower interaction. The leader is firstly credited with having specific traits that the followers aspire to imitate. Secondly, leaders influence subordinates through their actions. Idealized influence demonstrates a leader's capacity to wield significant power and persuade subordinates (Franco and Matos, 2015). The qualities and actions of a leader make up idealized influence. A leader that has an idealized impact has certain characteristics that affect his following (Franco and Matos, 2015). During this stage, leaders give followers a vision and mission (Northouse, 2016).

2.12.3.2 Inspirational motivation

Inspirational motivation, shown in Figure 2.12, refers to actions that encourage and uplift people by giving them a sense of purpose and a challenge. Inspirational motivation is characterized by enthusiasm and optimism (Bass and Riggio, 2006). Leaders that convey high expectations to their followers inspire their followers (Northouse, 2016:163). With inspirational motivation, the leader acts in a way that motivates followers to support the organization's

shared vision (Northouse, 2016). To convey optimism and trust in the followers' ability to accomplish the objectives, the leader presents a compelling vision (Asar-ul-Haq and Kuchinke, 2016). In response to inspirational motivation, followers put aside their own interests in order to connect with the company's vision (Vargas, 2015).

2.12.3.3 Intellectual stimulation

According to Mesu, Sanders and Riemsdijk (2015:974) and Northouse (2016:163), the Intellectual stimulation outlined in figure 2.12 includes leadership that stimulates creativity and innovation in followers. leader uses intellectual stimulation by encouraging followers to comprehend problems and view them from a new perspective (Asar-ul-Haq and Kuchinke, 2016). Intellectual stimulation allows a follower to think through organizational issues in their way, resulting in innovation (Franco and Matos, 2015; Northouse, 2016:163).

Intellectual stimulation allows leaders to increase their followers' efforts at innovation by questioning assumptions, re-framing known problems and applying new frameworks and perspectives to old and established situations and challenges (Bass and Riggio, 2006). Intellectual stimulation requires openness on the part of the leader. Openness without fear of criticism and increased levels of confidence in problem-solving situations combine to increase the self-efficacy of followers. Increased self-efficacy leads to increased effectiveness (Bandura, 1977).

2.12.3.4 Individualized consideration

Individualized consideration includes leaders who listen to their followers' individual needs (Mesu *et al.*, 2015:974); Northouse, 2016). With individualized consideration, the leader takes a coach's role to facilitate growth in the followers (Mesu *et al.*, 2015:974). The leader provides a supportive atmosphere that allows followers to grow to a higher potential (Bass and

Riggio, 2006). With individualized consideration, the leader develops the follower (Kao, Pai, Lin and Zhong, 2015). During individualized consideration, the leader caters to each follower's needs individually through teaching or coaching (Asar-ul-Haq and Kuchinke, 2016).

2.12.4 Leadership Pipeline Model

According to Luenendonk (2020), Charan, Drotter and Noel's model outlines a framework of leadership development from junior positions to senior executives. The model seeks to ensure that organisations have strong leadership that stems from within the organization. Instead of the organisation having to look outwards to find suitable leaders, the Leadership Pipeline model creates an internal stepladder that moves eligible candidates from one position to another. Knight (2017: 108) mentions that the pipeline model investigates how to best prepare people for an organisational leadership journey, ensuring that they are equipped with and practice leadership skills well in advance of any promotion in the organisation. Nielsen, Waeraas and Dahl (2019:14) state that the Leadership Pipeline model is based on a hierarchical representation of the organization and further emphasizes effective organisation through a system of clearly defined superior subordinate relations, which include formal leadership specifications for each management level.

Gonzales (2019:41) mentions that the Leadership Pipeline Model fosters personal and organizational growth in terms of leadership development. Leaders can use it as a framework to direct their own professional growth and to help them consider the skills required at various stages of their leadership development. By recognizing the qualities that are relevant for the next level and looking for opportunities to improve their readiness for new roles, aspirant leaders may also position themselves to advance along their career pipeline by using the framework. Additionally, senior management can use it at the organizational level to develop a system of support that will enable their staff

to acquire necessary skills; foster their capacity to improve operational efficiency; and provide the transition support required to position staff for promotion and ensure a smooth transition when school leaders advance.

Figure 2. 13: Leadership Pipeline Model



Source: Charan, Drotter and Noel (2011). Adapted.

According to Ernst and Chrobot-Mason (2011), the above model in Figure 2.13 represents a holistic process of leadership development along the continuum of a leadership journey. It presents the pipeline not as a straightforward linear process, but as one characterised by an angled turn at each point of advancement, illustrating the importance of transitional adjustments. When leaders move to a higher level, they need to develop new skillsets and capabilities required at the next level.

2.13 EMPLOYEE JOB PERFORMANCE

Abbas and Awan (2017:6) state that in today's competitive environment and highly unstable economic conditions, it has become vital for the employers to look for new ways to increase the productivity of their employees. Schultz and

van der Walt (2015) assert that senior management and leadership involvement in and appreciation of employees' contributions to most, if not all, aspects of the organization are also related to employee success. This is how trust materializes. Sadraei (2019:3) states that employee job performance is vital for municipalities and its foundation of the organization's productivity. Employee performance is crucial since it determines an organisations success.

Asif and Rathore (2021:4) postulate that since there is a direct link between leadership qualities and professional outcomes like civic engagement, work productivity and creative thinking, it is essential for an organization to have good leadership. El-Ghalayini (2017:68) asserts that one of the most crucial roles in a public sector organization is performance management, which can be used to improve the organization's overall effectiveness by reducing system and employee inefficiencies. Not only can excellent performance management reduce resource waste and boost organizational effectiveness, but it may also have a positive impact on how satisfied citizens are with their government.

Marques-Quinteiro, Vargas, Eifler and Curral, (2019:92) state that organizations no longer view personnel as existing resources, but rather develop methods for moulding and utilizing the new competencies required to successfully complete tasks and adjust quickly to environmental changes. Public sector managers around the globe now face a common set of challenges when it comes to meeting the increased expectations of their customers (Dalton, 2013). While these challenges may be consistent in the way they come, the ways in which they are being confronted and the results that are being achieved vary considerably. One of these common challenges faced by every organisation is how to service its customers in the public sector better.

Asif and Rathore (2021:4) mention that new or improved leadership is justified in the eyes of both leaders and followers by a need for improvement in

performance. Thus, a politically savvy leader may be more important for improving organizational performance by enhancing leadership influence in public organizations than a leader who focuses only on managerial control (Hartley Sancino, Bennister and Resodihardjo, 2019:246). This section presents the concept of employee job performance, definition of employee job performance and the dimensions of employee job performance and further explores the importance of employee job performance in the public sector. All of which are further explored below.

2.14 CONCEPTUAL CLARIFICATION ON EMPLOYEE JOB PERFORMANCE

According to Gong, Chen and Wang (2019:3), the term “job performance refers” to a collection of performance tasks completed by workers while on the job. Safitri and Lathifah (2019) state that an employee's job performance is determined by how well they complete specific tasks that have been predetermined by the organization. These tasks will be evaluated based on how well they achieve the goals and objectives that have been carefully planned and established for them.

Armstrong (2020) avers that management continuously improves employee job performance by setting individual and team goals that are in line with the organization's strategic goals, planning performance to reach the goals, reviewing and assessing progress and developing people's knowledge, skills and abilities. Chukwudi, Ukegbu and Anthony (2021:199) state that every organization needs high performers to maintain a competitive edge and achieve organizational objectives. As a result, one of the key factors affecting the level of organizational productivity and success is high employee performance.

Employee job performance has been viewed as a variable that depends on factors other than workforce diversity, such as training, knowledge, abilities and motivation (Odhiambo, Njanja and Zakayo, 2014:142). Beziibwe (2015) argued that many organizations throughout the industrial revolution viewed performance as a variable that was primarily concerned with input elements, especially financial assets. Osabiya (2015:62) mentions that employee performance might be beneficial to both employees and employers.

2.14.1 Definition of employee job performance

Nzambu (2015) refers to employee job performance as to how well a task is completed in comparison to the accuracy, completeness, cost and speed standards that are currently known. Karschun, Bhattacharya and Swain (2014) further define employee job performance as how well the person completes their assigned tasks.

2.14.2 Dimensions of employee job performance

According to Pradhan and Jena (2017), employee job performance refers to a person's successes at work after putting out enough effort. This is also influenced by a good work ethic, considerate co-workers and favourable working environment. Peng (2014:75) and Green and Haywood (2008:716), name two different categories of job performance criteria: task-performance and contextual performance.

2.4.2.1 Task performance

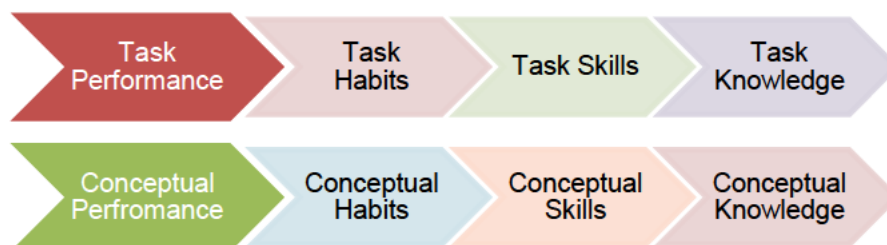
Task performance presented in Figure 2.14 is defined as the efficacy with which employees carry out their responsibilities in support of the company's technical core (Borman and Motowidlo, 1997). Task performance is defined by Hogan and Coote (2014) as the ability of an employee to undertake an exercise that adds value to the company's specialized core. An employee's commitment to an organization can be either direct or indirect. The former includes participating in the creation of products, while the latter includes

managerial processes. Potocnik and Zhou (2014) argue that task performance all alone is multi-dimensional and incorporates performance wording, for example job specific task performance, verbal and written communiqué proficiency and supervision.

2.14.2.2 Contextual Performance

Performance that is not formally needed as part of the work but contributes to forming the social and psychological setting of the organization is referred to as contextual performance (Borman and Motowidlo, 1993). Contextual performance as illustrated in Figure 2.14 is concerned with aspects of an employee's performance that maintain and enhance a social connection and the mental state in the workplace that is consistent with the technical responsibilities. It is divided into two categories: proactive practices and particular stabilizing contextual performance practices (Motowidlo, Borman and Schmit, 2014:78). It has also been proposed that contextual performance includes two components: job commitment and interpersonal facilitation. Cooperative, thoughtful and helpful behaviours that improve co-workers' performance are examples of interpersonal facilitation. On the other hand, job dedication entails motivated, self-disciplined actions like working hard, taking charge and abiding by the rules to support organizational goals (Van Scotter and Motowidlo, 1996: 525).

Figure 2. 14: Task performance and conceptual performance



Source: Borman and Motowidlo (1997). Adapted.

2.15 IMPORTANCE OF EMPLOYEE JOB PERFORMANCE IN THE PUBLIC SECTOR

According to Davidescu, Apostu, Paul and Casuneanu (2020:43), the employee job performance is amongst the most important management and human resource management (HRM) elements. For both individuals and organisations, it is crucial and can be utilized in a variety of ways for employees to decide on rewards, compensation and promotions (Oluwatayo and Adetoro, 2020:298). Since it has an impact on overall success, any public enterprise must prioritize employee job performance. Employee job performance is the total of all the goals and duties that a specific employee has accomplished. This performance is the result of the worker's talent and work ethic in achieving the organization's objectives (Campbell, 2020:11).

Employee job performance is important for municipalities as employee performance leads to organisational success and enhances service delivery, and employee performance is vital for individuals as achieving tasks can be a source of satisfaction (Muchhal, 2014:58). Ndevu and Muller (2017:14) state that the new public management system established to reform municipal government and administration in South Africa includes employee job performance as one of the instrumental management aspects mandated by local government legislation. Performance management is meant to enhance municipalities' capacities to be more receptive, effective and sensitive to the demands of their constituents whilst also being efficient in using the limited resources available to address those demands. Performance denotes a progression towards goal achievement (Turk, 2016:18). Employee job performance was initially introduced in the private sector, but Cameron and Sewell (2003:243) state that this management style is currently ingrained and entrenched in the operations of the public sector.

Manyaka and Sebola (2015:677) claim that employee performance management helps municipalities to ensure the successful implementation of

their programmes since it enables them to systematically plan, monitor measure and review individual employees' performance, as well as overall organisational performance. Employee job performance is important in many industries, especially the public sector. The quality of the critical services the public receives from the public sector depends on how well employees perform in their jobs. Employee job performance is crucial in the public sector for a myriad of factors, namely:

2.15.1 Accountability

Keping (2017:5) defines accountability as holding every government employee accountable for their actions. Accountability in terms of public administration refers to the duties and obligations connected with a specific office or institution. Accountability means that organizations and government officials must carry out the obligations and duties that come with their positions. The public sector's accountability to the public is significantly influenced by employee work performance. It is possible that poor employee job performance will lead to public complaints and calls for government responsibility.

The White Paper on Local Government (RSA,1998a: 94), promotes accountability at all levels of service delivery; excellence in quality-of-service outputs as a high priority, integrated development; accessibility and non-discriminatory access to all services; value for money; high quality and affordability at all levels of service delivery; impact on local industry; and affordability. Within these values and precise parameters, municipal service excellence must occur in a wide range of fields, including those requiring electricity, water and sewage services, as well as markets and licenses, parks and tourism, libraries, security, economic and financial policing, and city planning.

2.15.2 Public Trust

The public sector oversees offering public necessities including healthcare, education, public safety and transportation. A loss of public confidence in the government may result from sub-par job performance. Hassan and Hatmaker (2015: 1130) contend that although organizational and governmental policies and regulations play a significant role in forming and dictating the organizational imperatives, structures, systems, strategies, plans and actions of an entity, the quality of current relationships ultimately depends on the degree of trust. An organisation and senior management levels establish and maintain trust primarily through their strategies, goals and actions.

International study has unequivocally demonstrated that a significant factor in an organization's success is the level of trust amongst its main stakeholders. This indicates that the level of trust within a municipality or other public sector organization will have a direct and/or indirect impact on an individual's or group's performance. Schwab (2017) indicated that South Africa has been ranked as the worst of 137 countries on the list in terms of the relationship between employer and employee. Covering both the private and the public sector, the report directly links this outcome to the very low levels.

Caillier (2014:219) cited by Ndevu (2022:4) states that trust within a municipality is instrumental in building and cementing cooperation, coordination, synergy and collective decision-making and planning, while mistrust is instrumental in creating and perpetuating divisions. Subsequently, conflicts damage relationships and in the long-run, affect organisation stability and efficiency. Furthermore, Schultz and Van Der Walt (2015) mention that employee performance is directly and indirectly tied to an individual's or a group's opinion that senior management and leadership respect employee contributions to the majority, if not all, elements of the organization, which is how trust materializes.

2.15.3 Transparency and Efficiency

Gerrat (2002:533) claims that a municipality's ability to serve its constituents effectively depends on its ability to be transparent in its governance. Transparency in government is defined by openness, integrity and responsibility. Any government is required to share information with its citizens as part of a free society. Communities and the public keep their elected authorities and municipal officials accountable by demanding transparency from them. Cifuentes-Faura, Benito, Guillamó and Faura-Martnez (2023:196) assert that transparency makes it easier to provide clear and accurate information about government activities, allowing citizens to better understand and monitor governmental decisions. Additionally, if openness and accountability are improved, people may be less inclined to avoid paying taxes because they will be confident that resources are being used effectively for the good of society.

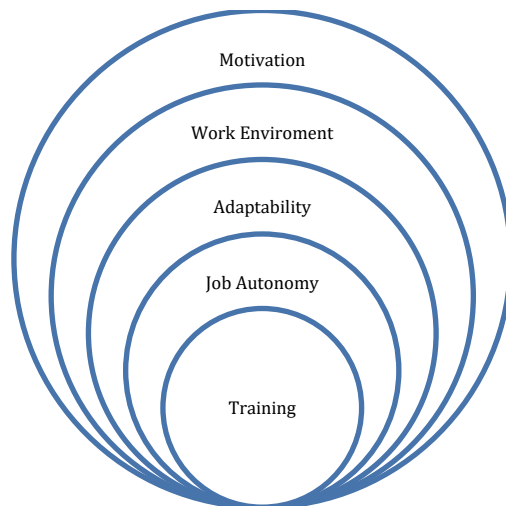
Ruijter, Detienne, Baker, Groff and Meijer (2020:265) state that the public must believe that the government is properly and efficiently overseeing the delivery of services in order to enhance the welfare of its citizens. In this regard, there is ongoing pressure on transparency to be a tool that fosters better governance in public administration from individuals, economic entities and lobbyists. In addition, Brandsma and Meijer (2022:625) cite that accountability, corruption, governance, trust, confidence, information freedom, e-government and big data have all been connected to transparency.

In public management, transparency becomes a way to not only make information available but also to fully understand the operating procedures and how they are set up. Additionally, this assurance encourages the private sector to develop new markets and increase the effectiveness of public spending.

2.16 FACTORS INFLUENCING EMPLOYEE JOB PERFORMANCE

Understanding the relationships between employee job performance, people and situational elements can help one better understand effectiveness on the job. The profitability of any organisation is significantly influenced by employee performance (Bevan, 2012). According to Suwati, Minarsih and Gagah (2016), a variety of factors, including those shown in Figure 2.15, can have an impact on an employee's job performance. Workplace, flexibility, job autonomy and training are all factors in intrinsic motivation.

Figure 2. 15: Factors affecting employee job performance



Source: Suwati, Minarsih and Gagah (2016).Adapted

2.16.1 Work environment and job performance

According to Yusliza, Noor Faezah, Ali, Mohamad Noor, Amayah, Tanveer and Fawehinmi (2021:208), the work environment show in Figure 2.15 is the primary factor influencing performance, and increasing employee performance is one of the key elements in helping organizations achieve their objectives. Employee performance is a way to gauge a company's human resources quality, as well as an element in goal achievement. Martasari, Supriyanto and

Rahayu (2023). mentions that a worker's work environment includes everything that surrounds them and has the potential to affect how well they do tasks that have been assigned to them. Wang, Zhang and Chun (2022:6) noted that people spend a significant amount of time at work, and that the environment in which they work has an integrated effect on their performance. Positive work productivity is more likely to occur when employees are happy with their workplace.

Badrianto and Ekhsan (2020:86) confirm that work environment includes everything that surrounds employees both inside and outside of the office, including any physical or intangible factors that may affect how well they do their duties. Chandra (2016:133) further states that the work environment is a place where employees do activities every day. A positive work atmosphere gives employees a sense of security and enables them to perform at their best. Employees' emotions may be impacted by the workplace. The employee will feel at ease at work and do his or her duties such that working time is utilized successfully if they enjoy the work environment in which they are employed. There will be high levels of productivity and automatic high levels of employee performance.

2.16.2 Motivation and job performance

Oluseye, Amos and Abiola (2014) define motivation as the inner sensation or desire that begins within a person to perform a task admirably because it is enjoyable and not necessary for what would be expected upon arrival. Employee motivation is one of the best-practices a business can implement to enhance efficient work management between the firm and its personnel. In relation to job performance, intrinsic motivation is connected to work content and occurs when an individual does an action that gives them satisfaction for only putting out the effort alone. Intrinsic motivation refers to the inherent characteristics of the job and distinctive aspects of the work itself, such as the capacity to communicate with employees, an understanding of interest,

accomplishment, achievement and responsibility. Employees who are intrinsically motivated are pushed to perform because it is fascinating or possible, rather than because of pressure and reward from outside sources. Workers are intrinsically driven for some tasks but not for others, and not everyone is motivated by certain responsibilities or tasks (Birhane, 2016:24).

Extrinsic motivation pertains to job-related behavior propelled by external reinforcements, including financial compensation, performance bonuses, career advancement opportunities, and formal recognition, as opposed to intrinsic job satisfaction (Ryan and Deci, 2020). In the context of the South African public sector, empirical evidence indicates that such incentive structures can positively influence employee performance metrics by fostering increased commitment to service delivery objectives. Nonetheless, variability in implementation fairness and inconsistencies within reward administration mechanisms can diminish these beneficial effects, potentially leading to diminished overall organizational performance.

2.16.3 Job autonomy and job performance

Job autonomy is a process or collection of steps involving the transfer of authority in a hierarchy to give individuals increased decision-making powers to carry out primary responsibilities (Shobe, 2018). Lehmann (2016) contends that when an employee has a certain level of work autonomy, he or she will choose how to combine work and life, which will boost job satisfaction and productivity. Job autonomy is the ability of an employee to exercise control over how they carry out their work (Greenberg and Baron, 2008). The job gives the individual some autonomy when they use and make their own judgments while performing the duties of the job (Samuel and Chipunza, 2009). An employee with job autonomy has the authority to decide on issues that will have an impact on their work, and they are responsible for the results of their decisions and actions (Chew and Chan, 2008).

2.16.4 Adaptability and job performance

According to Bocciardi, Caputo, Fregonese, Langher and Sartori (2017), adaptability simply means having the ability to change. Much of how workplaces function today is characterized by dynamic settings, constantly developing technologies, and the rate of change workers experience within organizations. The intended behaviour of a workforce within an organization is likewise evolving. Workers who can be adaptable, flexible and handle change well are in higher demand (Foss and Jensen, 2019). Effective workers in modern organizations are those who foresee demands in the future and adjust to changing job requirements by learning new activities, technology, procedures and roles (Pulakos Arad, Donovan and Plamondon, 2000).

2.16.5 Skills flexibility and job performance

Kumari and Pradhan (2014) describe the amount of potential alternate uses where a worker's knowledge and abilities can be used as skill flexibility. Additionally, skill flexibility refers to how quickly and effectively employees adopt new skills provided by the organization (Boxall, 2013). Employees who have a wide range of skills that enable them to perform a variety of tasks are flexible. Thus, a flexible employee is one who demonstrates the ability to work on various tasks and under various circumstances, with little expense and little time needed to mobilize this employee to new roles or jobs (Nieves, Quintan and Osorio, 2016).

Fu, Flood, Bosak, Rousseau, Morris and O'Regan (2017), cited by Barinua and Fubara (2022:82) state that employees with adaptable abilities maintain lucrative relationships with consumers that help to meet those customers' needs and raise their levels of satisfaction. A team's members are more likely to improvise and come up with novel ideas when their skills are flexible. They are also more likely to examine their actions and reflect on them, giving them meaning and leading to new knowledge. For instance, it enables personnel in

the public sector to consider cost-cutting measures and create fresh service delivery innovations (Nieves and Quintana, 2018).

2.16.6 Training and job performance

Birhane (2016:25) claims that employee competencies change through effective training programmes. Training has been proven to generate performance improvement-related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour. Training refers to bridging the overall performance gap of the employees to effectively perform the current job but also enhances the knowledge, skills and attitude of the workers necessary for future jobs, thus contributing to superior organizational performance. Through training, employee competencies are developed, enabling them to implement the job-related work efficiently and competitively achieve firm objectives.

2.17 EFFECTS OF LEADERSHIP DEVELOPMENT ON INDIVIDUAL PERFORMANCE

Birhane (2016:28) claims that efficient training initiatives can alter an employee's competencies. Training has been shown to have good effects on employee performance through the development of employee knowledge, skills, abilities, competencies and behaviour. These positive effects extend to both the employee and the company. In addition to improving the knowledge, skills and attitude of the workforce necessary for the future job, training refers to bridging the performance gap between the employees' overall ability to perform the current job effectively and that of the workers' required for the future job. This improves organizational performance. Employee skills are established through training, enabling them to carry out job-related tasks effectively and successfully accomplish company goals.

Employee job performance is a crucial component of an organization, and organizations need to examine the aspects that provide the groundwork for

excellent performance. Since no organization can advance solely through the efforts of one or two people, the entire organization must work together. Performance is a significant, multifaceted concept that aims to produce results and is closely related to an organization's strategic goals (Nayem, 2024).

By finding a behaviour that if expanded or introduced would significantly alter their overall leadership effectiveness, individuals can become better leaders through leadership development. It can be a change in how frequently they communicate, or in how forcefully and clearly they do it. They may be counselling their immediate reports on a more frequent basis. There may be certain behaviours that are currently perceived by others as being executed at a high level but that might be developed further until they become a pronounced strength (Zenger, 2016:77).

Cotter (2015) asserts that while it is still a vital component of leadership development, cultivating individual leaders is no longer the focus. South Africa faces the task of developing a leadership culture, a kind of corporate DNA in which the present and following generations of executives may reach their full potential as a growing economy with echoes of its recent history. According to Henarathgoda and Dhammika (2016:104), managers can benefit from individual development programmes in finding and leading teams where managers can pursue their own professional as well as personal improvement. Organizational performance is the accomplishment of organizational and social goals or going above and beyond them and managing the responsibilities taken on by individuals.

2.18 THEORETICAL FRAMEWORK FOR EMPLOYEE JOB PERFORMANCE

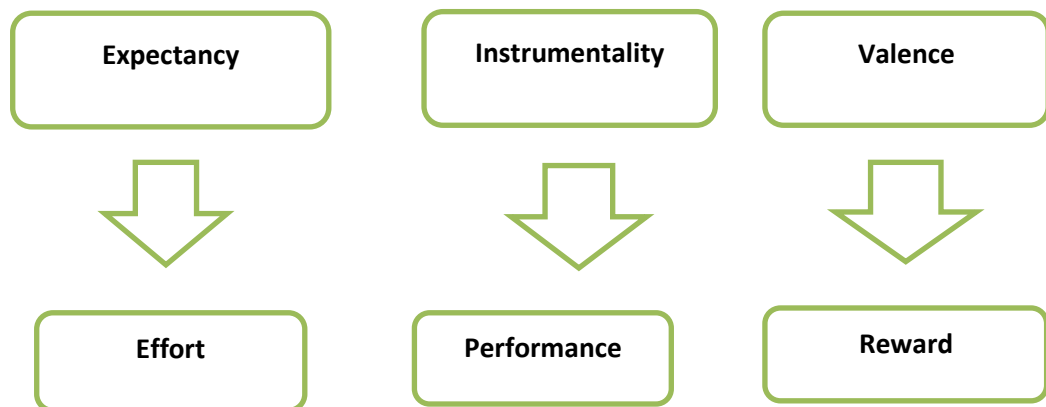
The concepts and theories that support employee job performance are described in the next section. These include Edwin Locke's Goal-setting

Theory, Vroom's Expectancy Theory, Kaplan and Norton's Balanced Scorecard, the Employee Dynamic Capabilities (ECD) by Bienkowska and Tworek, and Campbell's Job Performance model.

2.18.1 Vroom's Expectancy Model

Rathakrishnan, Imm and Kok (2016:131) assert that because employees enter an organization with certain expectations, if those expectations are not realized, bad behaviours like absenteeism or a desire to leave the company will ensue. The Expectancy Theory holds that beliefs, expectations, perceptions, values and other mental processes influence human motivation and behaviour (Nel and Werner, 2014:273). According to the Expectancy Theory model as illustrated in Figure 2.16, employees choose their actions and levels of effort after determining whether doing so will increase their performance and produce the intended results (Permzadian,2024).

Figure 2. 16: Vroom's Expectancy Model



Source: Lloyd and Mertens (2018). Adapted.

2.18.1.1 Expectancy

Expectancy is the probability that the effort exerted by the employee will lead to good performance (DeSimone, Harms and DeSimone, 2015:173). In all sectors whether public, private or NGO, when employees perform a certain duty, they have certain expectations in mind. It is the responsibility of the

employer to make sure that there is something that will motivate the employee after the duty is performed or completed (Barakat and Moussa, 2017:32). Barba-Sánchez and Atienza-Sahuquillo (2017:1098) state that if the energy put in by the employees does not match with what they expect, they became discouraged. In most cases, expectancy focuses on employees' self-confidence and experience, as well as perceived control.

2.18.1.2 Instrumentality

Instrumentality is another component of the Expectancy Theory (Parijat and Bagga, 2014:2). The expectation that an employee has that he or she will receive a bonus for exceeding the level of performance that the organization's management has set is known as instrumentality. The idea of instrumentality is connected to how the work done in an organization turns out. It can be defined as the likelihood of experiencing the desired result (Hsu, Shinnar and Powell, 2014:121).

2.18.1.3 Valence

Aguinis, Gottfredson and Culpepper (2013) mention that the Expectancy Theory is founded on the notion that behaviour is always intentional and goal directed. According to this idea, people should be examined in terms of their own values, expectations and motivational factors. According to their objectives, needs and motivational factors, employees evaluate the expected outcomes in relation to these (Miner, 2015: 97).

2.18.2 The Balanced Scorecard by Robert Kaplan and David Norton

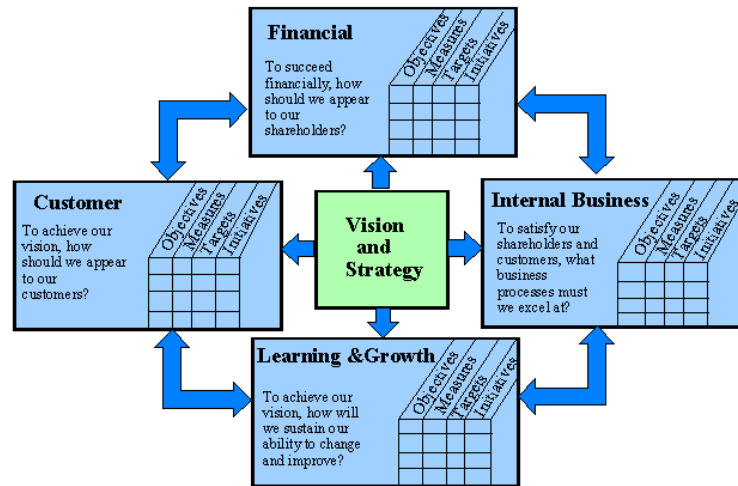
Robert Kaplan and David Norton created the Balanced Scorecard (BSC) in 1992 as a performance measurement framework that added strategic non-financial performance measures to traditional financial metrics to give managers a more balanced view of organizational performance. The BSC is depicted in Figure 2.17 below (Mazutis and Slawinski, 2008:443). Kaplan and Norton (2006:7) as cited by Radebe, Vyas-Doorgapersad and Grobler

(2015:93) assert that an organisation can grow shareholder value and meet customer needs by using a balanced scorecard as a measurement tool. Each employee's performance should be incorporated into the entire organization's plan to accomplish these core goals. Setting clear and attainable goals, efficient communication, training and development, and tying rewards to achievement are all essential for integrating employees' performance into the organization's broader plan.

Due to the difficulties the public sector has in providing services, the Balanced Scorecard (BSC) has garnered interest globally (Wisniewski and Olafsson, 2004:602). Steyn and Schmickl (2016) claim that an organisation can use a balanced scorecard to combine its long-term strategy with immediate activities. According to Burns, Quinn, Warren and Oliveira (2013), the balanced scorecard is a comprehensive performance measuring tool meant to explain and guide an organization's progress across time. Steyn and Schmickl (2016) note that the BSC contains four measurable performance categories, including financial performance, customer value performance, internal business process performance, and learning and growth performance.

These categories are shown on Figure 2.17 and gauge the extent to which organizational goals have been met. Burns, Quinn, Warren and Oliveira (2013) regard the balanced scorecard as an integrated and holistic performance measurement system that is intended to communicate and steer an organisation's journey through time. Steyn and Schmickl (2016) mention that the BSC has four categories of measurable performance, which are featured on Figure 2.17, namely financial performance, customer value performance, internal business process performance, and learning and growth performance.

Figure 2. 17: The Balanced Scorecard



* Adapted from Kaplan & Norton, 1996. *The Balanced Scorecard*. Harvard Business School Press: 9. Original from HBR Jan/Feb 1996, p. 76.

Source: Kaplan and Norton (1996:76). Adapted.

2.18.2.1 Financial performance

Kartal (2018) asserts that the organization's financial performance demonstrates how well its plan is being implemented and is contributing to its bottom-line. In the government arena, the financial perspective differs from that of the traditional private sector. Private sector financial objectives generally represent clear long-range targets for profit-seeking organizations operating in a purely commercial environment. Financial considerations for public organizations have an enabling or a constraining role, but rarely are the primary objective for business systems. Success for public organizations should be measured by how effectively and efficiently they meet the needs of their constituencies. Therefore, in the government, the financial perspective emphasizes cost efficiency, (i.e., the ability to deliver maximum value to the customer).

2.18.2.2 Customer value performance

The ability of the business to offer clients high-quality products and services is the focus of the customer perspective. In terms of municipalities, the focus should be on providing effective services to meet residents' expectations in this area (Walker, 2008: 343). Soltani, Van Der Merwe and Williams (2003: 46)

argue that both internal and external consumers of municipalities should be involved in establishing performance criteria and in evaluating efforts made to meet those requirements to promote the viewpoint. This procedure will eliminate situations when personnel are compensated for their performance in their functional areas without considering the expectations of stakeholders (Bourne, Franco and Wilkes, 2003:16).

Customers are essential to public organizations' continued existence because they are there to serve the public. For the supply of these jointly consumed products and services, communities pay rates and taxes to public institutions, which were established to provide services on their behalf. The idea of service consciousness and value for money must therefore be strengthened (Jiang and Liu, 2014: 91).

2.18.2.3 Internal business process performance

The organization's "inclination and abilities to lead as a corporate citizen and to encourage ethical behaviour in everything it does" are included in the internal business processes perspective (Sureshchander and Leinsten, 2005: 21). Amaratunga, Baldry and Sarshar (2001: 18) state that the internal business process measures should link to overall corporate objectives. Internal business process metrics that are connected to company goals make it clear what performance goals must be met, what decisions must be made, what actions workers must take, and what necessary improvement efforts must be undertaken.

2.18.2.4 Learning and growth performance

Employees that are sufficiently motivated and skilled are essential to the success of internal company processes. To continue existing, the organization must guarantee its future growth. This is possible if the company offers its staff members learning opportunities. Performance of an organization is likely to

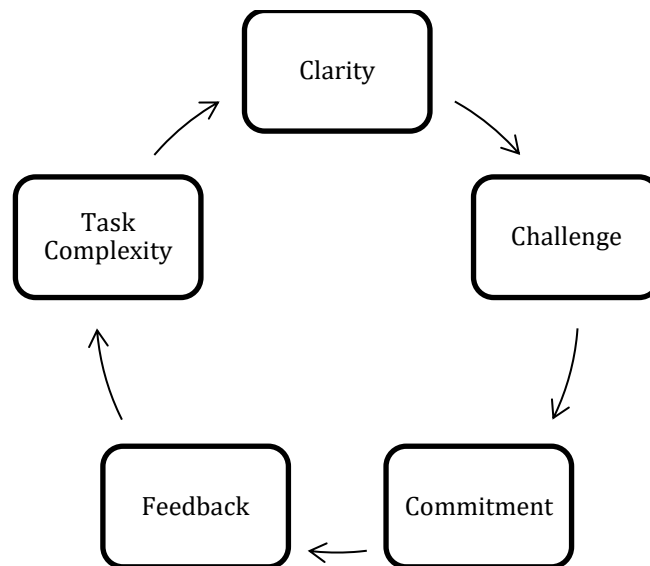
improve if personnel get the necessary training and the company launches new goods or services (Amaratunga *et al.* 2001: 184).

2.18.3 Edwin Locke's Goal-Setting Theory

Edwin Locke first put forth the goal-setting idea in 1968 (Obasan and Sotunde, 2011: 117). The vital connection between performance and goals was given additional attention by the Goal-setting theory. Yurtkoru, Bozkurt, Bektas, Ahmed and Kola (2017: 797), who cited Latham and Locke (2007) state that the Goal-setting theory predicts, explains and influences an employee's job performance and happiness, which in turn spurs that employee's commitment to an organization. Locke and Latham (2006) as cited by Shaiza and Giri (2016), points out that when individuals or organisations set more difficult goals, they then perform better and if the set goals are easy then the performance of an individual or organisation decreases. Locke's Goal-setting theory highlights five basic principles that allow goal setting to perform better, as depicted in Figure 2.18. These include clarity, challenge, commitment, feedback, and task complexity (Locke and Latham 2006).

Locke and Latham (2006), as quoted by Shaiza and Giri (2016) attest that individuals or organizations perform better when they set more challenging goals, and the opposite is true if the goals are too simple. According to Locke's Goal-setting theory, there are five fundamental elements as illustrated in figure 2.18 that make goal-setting more effective. These include task complexity, commitment, challenge, feedback and clarity (Locke and Latham, 2006).

Figure 2. 18: Edwin Locke's Goal Setting Theory-Five Basic Principles



Source: Locke and Latham (2015:162). Adapted.

2.18.3.1 Clarity

Locke and Latham (2019:98) state that individuals must first be able to achieve a clear, difficult performance goal. If someone does not know how to do anything, they cannot achieve their aims. Goals should be unambiguous, productive, measurable and well defined. To avoid misrepresenting information about the anticipated achievement, explicit targets with deadlines should be set (Johnson, 2012; Mind Tools, 2013).

2.18.3.2 Challenge

The goals that are set must be difficult enough to motivate people to exert greater effort in achieving them (Johnson, 2012; Mind Tools, 2013). Goals that are either overly simple or very complex may cause people to avoid doing the work at hand, or they may feel bored if the task is too simple.

2.18.3.3 Commitment

Johnson (2012), states that when people see themselves as contributing to the organisations success, they are more motivated to put forth effort. Including individuals in the process of goal setting and decision-making is the most widely used strategy. In addition, there is a link between dedication and

task complexity. People who perceive goals as difficult and challenging would be motivated to work toward achieving such goals (Johnson, 2012; Mind Tools, 2013).

2.18.3.4 Feedback

Regular input will help in monitoring the progress made; identifying obstacles impeding progress; developing mitigation strategies to get around those obstacles; and determining any additional resources needed (Johnson, 2012). It would be crucial to include praise and gratitude in the rewards system to maintain the executors' motivation to complete the tasks at hand (Johnson, 2012).

2.18.3.5 Task Complexity

High-level objectives should not be so complex that they overwhelm people (Johnson, 2012). It is necessary to provide instruction, enough time and advice on accomplishing the intended goals (Mind Tools, 2013).

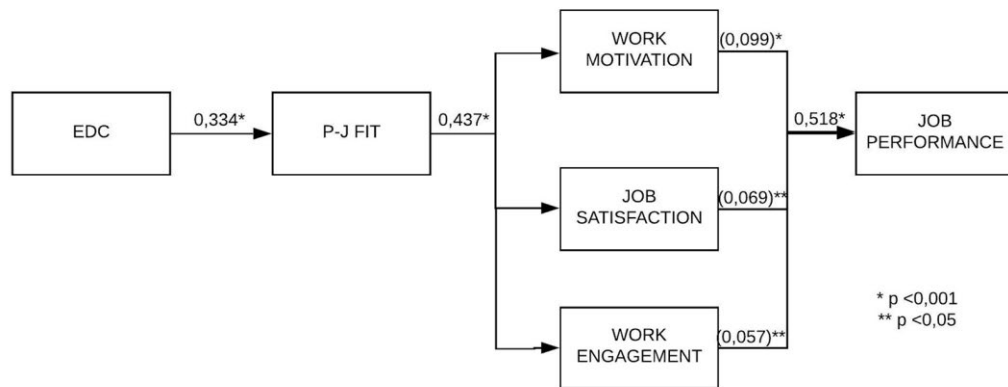
2.18.4 Job Performance Model based on Employee Dynamic Capabilities (ECD) by Bienkowska and Tworek

According to Bienkowska and Tworek (2020:2), the developed model shown in Figure 2.19 is used to determine whether organizations may profit from EDC by obtaining greater job performance, which can aid in the organization's sustainable development. Additionally, EDC appears to have a significant impact on job performance, particularly when employees must operate in a dynamic and quickly changing contemporary environment. Person-job fit (P-J fit), work motivation and job satisfaction, work engagement and organizational commitment are all considered in Bienkowska and Tworek's (2020) model as factors influencing the relationship between EDC and job performance.

According to Teece, Pisano and Shuen (1997), and Eisenhardt and Martin (2000), Employees 'Dynamic Capabilities (EDC) refer to the idea of an

organization's dynamic capabilities. They relate to the ability to integrate, build and re-configure employees' competencies to address a rapidly changing environment that has a direct impact on how well tasks are performed at work (Bienkowska and Tworek, 2020:3). The approach strives to demonstrate how employee dynamic capabilities (EDC), through employee engagement, contribute to the organization's sustainable development.

Figure 2. 19: EDC- Based Model of Job Performance



Source: Bienkowska and Tworek (2020). Adapted.

2.18.4.1 Person-Job-Fit

The degree of alignment between a person and a job is known as person-job fit (Wong and Tetrick, 2017:6). Work engagement is positively correlated with person-job fit (Cai, Cai, Sun and Ma, 2018). Person-job fit is typically viewed as a favorable workplace factor. According to Phillips and Gully (2014:175), a person's abilities and the demands of their profession must match, as well as their needs and motivations and the requirements and rewards of their job. Boon and Biron (2016:2179) consider person-job fit (P-J fit) as a complicated concept that primarily influences how well an employee's traits are adapted to the task they undertake. Bienkowska and Tworek (2020:16) advocate that workers who are more suited for their jobs are happier in them and perform at a higher level.

Furthermore, Cable and DeRue (2002:875) mention that the P-J fit is also very susceptible to changes brought on by a crisis in the organization because it is made up of two essential components: the demands-abilities fit and the needs-supplies fit. The demands-abilities fit measures how well an employee can perform the duties of their job and the needs-supplies fit measures how well an employee can fulfil their personal needs, including those for values, objectives, interests, compensation, benefits and competence development.

2.18.4.2 Work Motivation

Honore (2009) cited by Chien, Mao, Nergui and Chang (2020:477) states that work motivation is a crucial area of organizational research because it offers data that can be used to assess employee performance and attrition rates. Employees are motivated at work to do their duties and advance both personal and organizational objectives. Moreover, Parjoleanu (2020:293) states that employee motivation is crucial for a successful organization, so any business should concentrate on motivating its human resources if it wants to remain competitive in the market and avoid problems like employee retention issues that will negatively affect the business. Work motivation is regarded as one of the key elements enhancing employee job performance, and this connection has long been recognized in management (Olusadum and Anulik, 2018).

2.18.4.3 Job Satisfaction

Job satisfaction is characterized as a sense of personal accomplishment and success. Most people agree that it has a direct impact on both personal and professional well-being, as well as productivity and performance at work. To be happy at work, one must enjoy what they are doing, perform it effectively, and receive recognition for their efforts (Kaliski, 2007; Aziri, 2011). Employee motivation and encouragement to produce greater results depend heavily on their level of job satisfaction (Raziq and Maul bakhsh, 2015:719). One of the

key components of a corporate organization's effectiveness and efficiency is job satisfaction.

2.18.4.4 Work Engagement

Work engagement is defined by Schaufeli, Salanova, González-roma and Bakker (2002:76), as an enthusiastic, committed and absorbed mental state that is tied to one's work. Work engagement benefits organizations and employees alike since it increases the likelihood that employees will perform better on the job (Demerouti and Cropanzano, 2010:152). Employees may need to maintain flow or high involvement in activities to deliver quality work. Work engagement represents a commonality amongst the physical, emotional and cognitive energies that individuals bring to their work role. In this sense, work engagement is more than just the investment of a single aspect of the self. It represents the investment of multiple dimensions (physical, emotional and cognitive), leading to a simultaneous and holistic experience (Rich LePine and Crawford, 2010:619).

Employees who are enthusiastic and involved in their work are very useful to the organization since it improves their performance on the job (Bandula and Jayathilake, 2016:11). However, Moshoeu and Geldenhuys (2015:29), highlight that due to a high level of employee identification and individual interpretation of the event, employee job engagement in a crisis is not deterministically declining for all employees.

2.18.4.5 Organisational Commitment

Baron and Greenberg (2008) cited in Culibrk, Mitrovic, Delic and Culibrk (2018:5) state that organizational commitment refers to how much individuals identify with the company where they work, how involved they are there and whether they are prepared to leave. As it deals with an employee's favorable attitude towards the organization rather than her own job, organizational commitment can be seen as an extension of job satisfaction.

2.18.5 Campbell's Job Performance Model

Campbell (1990) asserts that job performance is an individual action that is relevant to the objectives of the company. How well people carry out the pertinent actions is reflected in a performance metric. Campbell (1990), quoted by Viswesvaran and Ones (2000:220), proposed an 8-factor model that aims to capture work performance characteristics that are present in all positions, as illustrated in Table 2.2. The elements include competence in tasks related to the job, tasks not related to the job, competence in tasks related to written and oral communication, demonstration of effort, upkeep of personal discipline, encouragement of peer and team performance, supervision/ leadership and management/ administration. The eight elements are meant to be adequate to describe the highest position in any given job's hidden hierarchy.

Table 2. 2: Campbel Job Performance Model

Job- specific task behaviours
• Behaviours that an individual undertakes as a part of a job.
Non-job -specific task behaviours
• Do not pertain only to a particular job
Written and oral communication behaviours
• Include formal and informal oral and written presentations to various audiences in many different jobs in the work force.
Demonstrating effort
• Consistency or perseverance and intensity of the individuals to complete the task.
Maintaining personal discipline
• Individual would be expected to be in good standing with the law.
Facilitating peer and team performance
• Acting as a good role model, coaching, giving advice or helping to maintain group goals.
Supervision or leadership position
• Responsible for meeting out rewards and punishments. These aspects of performance occur in a face-to-face manner.
Management or administration
• Setting organizational goal or responding external stimuli to assist a group in achieving goals of organization.

Source: Campbell, McHenry and Wise (1990). Adapted.

2.19 THE IMPORTANCE OF MONITORING EMPLOYEE JOB PERFORMANCE

Kusek and Rist (2014:4) define monitoring as a continuous function that entails the systematic collection of data on designated indicators to give management and the primary stakeholders a continuous development intervention and indications of the extent of progress and achievement of objectives regarding the use of allocated funds. Reddy and Govender (2014:164) view monitoring as a comparison of performance between what was initially anticipated and what really happened. Ile (2014) asserts that monitoring is a continual oversight process that focuses on tracking ongoing operations rather than a one-time activity. It consists of several integrated data gathering actions to make sure that planned activities are still moving toward a given objective or goal. Monitoring focuses and directs diverse actions toward reaching desired outcomes and hence results are outcomes-driven (Ile, 2014:179).

According to Akinabowale, Jinabhai and Lourens (2014) cited by Enaga (2019:15), monitoring employee job performance is concerned with the quality, work finished, cost and time required to complete the work. It also highlights how important it is to develop essential performance appraisal rules that support accuracy and efficiency in performance reviews to advance the provision of public services. Enaga (2019:15) claims that regular employee performance reviews are necessary to keep staff members moving in the direction of organizational objectives. To transform the public service so that it is effective, efficient and responsive to the needs of the public and Parliament, Masilo, Masiya and Mathebula (2021:13) view monitoring as an enabler. Various nations have developed various public sector reform strategies in line with their unique needs and monitoring mechanisms.

2.19.1 Importance of monitoring to the public management department

Greyling (2015: 12) states that the Republic of South Africa (RSA) established a procedure in 2004 to create a monitoring system across all branches of government and its ministries. Niyivuga, Otara and Tuyishime (2019:1) regard monitoring as an ongoing process that gathers and analyses data related to the provision of public services. It ascertains whether the rendered jobs have advanced and evaluates performance. Monitoring data makes effective evaluation possible. It thoroughly reviews data so that the organization's directorates and partners are aware of the extent to which the goals are met, and the progress made with the funds allotted (Hobson, Mayne and Hamilton, 2014:5).

An initiative to improve efficiency is monitoring (Coultas, 2020:112). Organizations can track the development of service delivery with the aid of monitoring. It improves responsibility and aids companies in achieving their goals (Huq, Holvoet and Huq, 2020:2). According to Niyivuga *et al.* (2019:3), monitoring raises the calibre of the work produced. They also mention how keeping track of employee feedback boosts motivation. Comparative to feedback that causes public humiliation or degradation, discrete performance feedback has a favourable impact on employee behaviour.

Thornhill (2016:179) mentions that managers should create efficient monitoring procedures and plans as part of their control function to successfully carry out predetermined plans and objectives. Van der Walddt (2016:207) asserts that public sector managers carry out their control duty by establishing performance standards; assessing; and tracking actual outcomes and performance; contrasting real results with targets; and taking corrective action. To guarantee that national priorities are met, the operations of government ministries should be coordinated.

According to Cloete *et al.* (2016:16), performance management includes both monitoring and assessment. Moreover, Van der Waldt (2014:120-121) explains that performance management includes a variety of initiatives aimed at enhancing the productivity and efficiency of government agencies to support institutional vision and mission and achieve strategic goals. The Performance Management Regulations (2001:5) state that a thorough and complex framework for assessing the performance of municipalities has been legislated. The system's goal is to regularly assess how well municipalities are carrying out their developmental duty. The performance management system has the potential to be a potent tool for creating a high-performing municipality and bridging the gap between planning and implementation if it is designed effectively.

Ntoyanto (2016:14) asserts that monitoring can be used to ensure the efficient use of public funds. Better performance, greater accountability and better and more informed decision-making across all facets of government may result from this. Masilo *et al.* (2021:15) assert that conducting organizational performance monitoring enables the government to ascertain what is working and what is not to enhance service delivery. To acquire information for decisions like programme direction and continuation as well as to ensure optimal resource usage, managers must closely monitor employee work performance (Phetla, 2017:1). Monitoring therefore substantially aids in management and accountability (Masilo *et al.*, 2021:12).

2.19.2 Importance of monitoring to service delivery

Kusek and Rist (2004:11) postulate that to ensure good governance, accountability, transparency, effectiveness and the production of tangible results for the government, as well as to meet the needs and demands of all those who benefit from the delivery of public services, monitoring employee job performance is a key component of that process. Meyer and Botha (2000), assert that it is important to continuously monitor and evaluate employee job

performance in relation to performance objectives to ascertain if performance targets have been reached, surpassed, or not, and to implement the necessary corrective measures.

Manyaka and Sebola (2015:678) mention that monitoring takes place twice a year or every three months. It is frequently argued that the lack of appropriate and comprehensive mechanisms for monitoring the performance of officials in most municipalities in South Africa, where the emphasis is frequently on managing the performance of section 57 managers, contributes to the country's poor service delivery. Greyling (2015: 17), argues that the goal of the public sector monitoring system is to help advance good governance and increase the effectiveness of service delivery across the nation. Zorpas, Lasaridi, Pociovalisteanu and Loizia (2018:3576), concur that successful task completion is impossible without monitoring employee job performance.

Performance Management Regulations (2001:5) cited by Selepe (2018:540) asserts that municipalities are required to develop strategic plans, allocate resources through a municipal budgeting process, and monitor and report on the results as required by applicable legislation to ensure that municipal service delivery is as effective, efficient and economical as possible. To draw stakeholders' attention to how well individual municipalities are performing in relation to their Integrated Development Plans (IDPs) and Service Delivery Budget Implementation Plans, performance information utilized in performance management is crucial (SDBIPs).

2.19.3 Importance of monitoring to public sector stakeholders

Vallejo (2017:14) states that keeping track of employee performance in the public sector enhances knowledge amongst shareholders and demonstrates how well the firm is performing in terms of achieving its goals and having an impact on society. Its purpose is to inspire and motivate fans and volunteers and to enhance project design decision-making. Volunteers are inspired by the programme's success. The purpose of monitoring is to assess the overall

effectiveness of the organization (Krizanova, Lazaroiu, Gajanova, Kliestikova, Nadanyiova and Moravcikova, 2019:4).

To determine whether the intended deliverables are met is the goal (Biwott, Egesah and Ngeywo, 2017:48). Knowing that the government is improving and what corrective actions are being implemented in response to setbacks inspires stakeholders to increase transparency and show results to the key stakeholders to hold them accountable (World Bank, 2004:5 and Woodhill, 2000:5).

2.20 LOCAL GOVERNMENT PERFORMANCE MANAGEMENT SYSTEM

The importance of performance management systems is continuously improving organizational performance, which is accomplished by improved individual employee performance (Macky and Johnson, 2000 cited by Priyashantha and Win, 2016:15). Performance management helps the organization ensure that employees are working hard to contribute to achieving the organization's mission and objectives. According to Melnyk, Bititci, Tobias and Andersen (2014:173), using performance management systems can help with organizational strategy implementation. Kheswa (2017: 22), concurs that performance management is essential at the local government level, with transformation, economic development, governance, finance and service delivery as the key elements, in line with the local government plan. Thus, performance management offers the means to assess if the predetermined targets for achieving its strategic goals are attained.

2.20.1 Performance Management System

Svara and Thoreson (2015) highlight that South Africa's municipal performance management systems are more similar than distinct when compared to sister organizations in other African countries and other parts of the world. This is because their rules and procedures, as well as their goals, objectives, missions and visions, are identical. They are directly related to their

efforts to fulfil their duties and commitments, both moral and legal, for the good of the people who elect them to leadership positions. A Performance Management System (PMS) in accordance with Armstrong and Baron (2005), assists businesses in improving their operational performance over the long-term. The PMS acts as a change agent and improves employee engagement and motivation. People can improve themselves and reach their maximum potential.

According to Radebe, Vyas-Doorgaspersad and Grobler (2015:93), the organization's performance-driven culture and the high quality of the system's organizational structure are both necessary for the deployment of a performance management system to be successful. Mbili and Zondi (2017:1349) state that Ugu District Municipality does not routinely conduct performance reviews and some managers fail to adhere to the performance review deadlines. This undermines the entire goal of the performance management system, which is to control employee and organizational performance to enhance service delivery. Furthermore, Mbili and Zondi (2017:1349) mention that by the end of the 2013–2014 fiscal year, the PMS system had a major lack of initiative and compliance. The PMS office was effective, but the department was poorly managed. There needs to be a significant revamp of the oversight. This statement is made while acknowledging that the municipality has experienced cash-flow issues. Even though the municipality tries, there are occasionally issues with staff compliance.

Sections 38 and 39 of the Municipal Systems Act (MSA), 2000 (Act 32 of 2000), as well as Section 40, which establishes the mechanisms for monitoring and reviewing the performance management system, specify how to establish and develop a performance management system as well as the essential elements of such a system (section 41). The foundational elements of the performance management system must first be appropriately set:

- key performance indicators are a yardstick for measuring performance;

- including outcomes and impact relating to the development priorities;
- objectives as identified in the Integrated Development Plan;
- Measurable performance targets must be set for these development priorities and objectives; and
- a process of regular reporting to the Council, the public and appropriate organs of the state (RSA, 2000).

2.21 LEGISLATIVE FRAMEWORKS REGULATING EMPLOYEE JOB PERFORMANCE MANAGEMENT

2.21.1 The Constitution of South Africa

The Constitution of the Republic of South Africa (1996) (hereinafter referred to as the Constitution) clearly outlines the accountability of public administration. The requirements set for the public service in terms of Section 195 of the 1996 Constitution, amongst other things, is that good human resources management and career development practices must be cultivated to maximise human potential. In terms of Section 195(1), the Constitution (Republic of South Africa, 1996) emphasises the concept of performance management and highlights the following practices: 1) The public service must be development-oriented; 2) There must be accountable public administration; 3) Information should be provided in a transparent way; and 4) Government should be responsible for people's needs. Section 41 (c) of the Constitution emphasises on the fact that all of the principles mentioned are applicable to all spheres of government and administration, organs of state and public entities. Performance management, particularly of employee performance, is a human resource management issue which ensures that goals and objectives are achieved by an organisation. All legislation and policy provisions should always be informed by the Constitution as the supreme law of the land.

2.21.2 Labour Relations Act (Act 66 of 1995)

Section 1(2) of the Labour Relations Act, 1995, promotes fair labour practices in the public sector and describes the right of freedom of association, organisational rights, unfair dismissal, unfair labour practices, strikes and lockouts and their accompanying obligations. This Act applies to all public sector employees except the National Defence Force, the National Intelligence Agency and the South African Secret Service. Its purpose is “to give effect to: the constitutional right to fair labour practices; regulating the organisational rights of trade unions; regulate collective bargaining in the workplace and at sectoral level; regulate the right to strike; and the resources to lockout in conformity with the constitutional requirements, promote employee participation in decision-making through the establishment of workplace forums; provide simple procedures for the resolution of labour disputes through statutory conciliation, mediation and arbitration and through independent alternative dispute resolution services for that purpose; establish the Labour Court and Appeal Court as superior courts and provide for a simplified procedure for the registration of trade unions and employer organisations; provide for their regulation to ensure democratic practices and proper financial control; the public international law obligations of the republic relating to labour relations; and provide for incidental matters”. Roman (2011:43) states that the Labour Relations Act, 1995, is imperative for the maintenance of sound relations between all role-players in the workplace and is a contributor to higher levels of performance. It is a regulator of both the individual and collective rights of the employer and the employee in the private and public sectors.

2.21.3 Public Service Act, 1994 (Proclamation 103 of 1994)

Section 3 (5) (c) of the Public Service Act, 1994 (Proclamation 103 of 1994) clearly indicates that performance appraisal should be provided for in the public service. This Proclamation further stipulates that the head of a particular public service institution shall be responsible for effective management and administration, which obviously includes the managing of employees’

performance. The performance in the public service institutions as stipulated by the Public Service Act, 1994 (Proclamation 103 of 1994) shall be managed in a consultative, supportive and non-discriminatory manner to enhance institutional effectiveness, efficiency and accountability. According to Van der Waldt (2004:4), public service institutions should minimise the administrative burden while maintaining transparency and administrative justice. The proclamation outlines the responsibility of different parties in the process of performance management including the executing authority (Ministers in national departments or Members of Executive Councils in provincial departments), senior management and supervisors.

2.21.4 Skills Development Act, 1998 (Act 97 of 1998)

The Skills Development Act, 1998, sets out a national framework to implement national, sectoral and workplace strategies to develop and improve the skills of employees in the South African workplace. The purpose of this Act is to develop the skills of the South African workforce to improve the quality of life of workers; productivity in the workplace and the competitiveness of employers; promote self-employment; and improve the delivery of social services. Chapter 2 of the Act makes provision for the establishment of the National Skills Authority and Chapter 3 for the establishment of Sector Education and Training Authorities (SETAs).

2.21.5 The White Paper on Human Resource Management in the Public Service of 1997

The White Paper on Human Resource Management in the Public Service (1997:7), is a policy framework that facilitates the development of human resource management practices which support an effective and efficient Public Service geared for economic and social transformation. It contains an executive summary about the shift from personnel to human resource management and a vision statement that HRM in the public service will be a

diverse, competent and well-managed workforce capable of and committed to delivering high-quality services to the South African people. Its purpose is to transform how human resources are managed by transitioning from personnel to human resource management. This White Paper also advocates the following management principles: diversity; decentralisation; efficiency; effectiveness; flexibility and service standards.

2.21.6 The White Paper on Public Service Training and Education of 1998

The Local Government Municipal Systems Act makes provisions for the municipality's development agenda. It outlines the core principles, framework and procedures as enablers of communities' economic and social upliftment and advances affordable universal access to basic services. The Local Government Municipal Systems Act refers to the provision of basic municipal services, which are essential to ensure a reasonable and acceptable quality of life and absence of which would pose a risk to public health and environmental safety.

2.21.7 The Municipal Planning and Performance Management Regulations Act, No. 796 of 2001

The regulations provide for a framework that depicts and constitutes the municipality's cycle and operations for the Performance Management System and other standards and requirements, and that embrace PMS. It allows for the establishment and examination of KPIs. The Act makes provision for the KPIs which obligates municipalities to conform and which include communities having access to the general municipal services; destitute communities having entry to free general municipal services; capital budget utilized in accordance to the Integrated Development Plan; employment generation in accordance to the Local Economic Development Programme, fair hiring of employees with selected groups in the junior, middle, and senior degrees of management, the execution of a job skills plan, and the municipal financial practicability. It allows

for the establishment of performance targets and the monitoring, assessing and examination of performance. It also makes provision for the internal inspection of performance assessment and community involvement about performance management (Saldanha Bay Municipality, 2011:6).

2.21.8 Local Government: Municipal Systems Act, No. 32 of 2000

According to Section 40 of the Municipal Systems Act (South Africa, The Presidency 2000:48), the local council must create instruments to monitor and appraise their PMS. Section 41 (1) states that a council must in respect of its PMS and equivalent with any ruling and principles ordered, establish necessary main performance measures as a benchmark for reviewing performance, inter alia results and consequences in accordance to the municipality's advancement primacy and objects established in its IDP; establish quantifiable performance measures in connection to all advancement preferences and objects; monitor, examine and critique performance yearly; execute initiatives to elevate performance in accordance to set advancement primacy and objects in a case where the expected performance levels are not reached; and determine a procedure for reporting constantly to the municipality, other political systems, personnel holding high political positions of authority and the general employees of the municipality and the public and relevant organs of state. Sub-section (2) of Section 41 of the Act states that the system exercised by a council in conformity with Sub-section (1) (c) is to evaluate performance and examine and appraise performance not less than once a year and it needs to be executed in a manner that acts as an advanced cautionary measurement of poor performance.

2.22 CONCLUSION

The purpose of this chapter was to present literature relevant to the importance of leadership development and different types of leadership development tools and strategies that contribute to effective employee job performance to municipality employees. The literature confirms that employee leadership

development plays a significant role in the improvement of employee job performance in the public sector. The literature also emphasizes the difficulties faced by the public sector and the ways in which leadership development can enhance worker performance and enhance service delivery. Chapter Three provides a detailed description and explanation of the overall research methodology and design used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter provided details of the related literature that shaped this study. This chapter elaborates on the research methodology, research design, paradigm, data collection, analysis, delimitation and ethical considerations of this study. A research methodology is a procedure that includes each step that a researcher takes when conducting research (Kumar, 2019). Moreover, Creswell (2012) contends that the research methodology refers to the presumptions made about a research study and includes the strategies and specific techniques used to collect data to analyse, and reports on the data collected. Similarly, Munthe-Kaas, Bohren, Glenton, Lewin, Noyes, Tunçalp, Booth, Garside, Colvin, Wainwright and Rashidian (2018) describe research methodology as a step-by-step plan of how and when to collect and analyse data. The following sections elucidates the necessary steps taken while conducting this study.

3.2 RESEARCH PARADIGM

A paradigm is defined as a foundational belief system and theoretical framework that encompasses assumptions pertaining to ontology, epistemology, methodology and methods (Rehman and Alharthi 2016:51). It represents a concept that provides diverse perspectives on the world and acts as the basis for research, including assumptions about reality, knowledge creation and the elements deemed valuable for learning (Davies and Fisher 2018:21). Various paradigms are described in the discussion that follows

3.2.1 Constructivism

Adom, Yeboah and Ankrah (2016:2) described constructivism as a theory that emphasizes the construction of individuals' understanding and knowledge of their surroundings through experience and reflection on those experiences. Constructivism has various meanings, many of which are similar in their focus on the concept of meaning, particularly in relation to making sense of both the social and collective meanings of the world people inhabit (Cleland and Durning 2015:51).

3.2.2 Advocacy/Participatory

Researchers who engage in advocacy acquire their knowledge through the advocacy paradigm, which is a critical paradigm (Rahi 2017:1). This paradigm focuses on groups or individuals who may be marginalized or disenfranchised, often employing feminist, racialized discourses, queer theories and perspectives on disability (Vanstone 2017:19). The advocacy paradigm can be defined as a theoretical framework used to obtain validations and opinions that support a specific foundation or position (Shannon-Baker 2015:10). The advocacy paradigm is essential for two reasons: an effective advocacy strategy facilitates a proper analysis of the strategic objectives of the research and enhances advocacy efforts by providing accurate and persuasive evidence to back the advocacy (Greenleaf and Williams 2019:2).

3.2.3 Pragmatism

Pragmatism is defined as a paradigm that seeks to bridge the gap between the scientific method and the structuralist orientation of traditional approaches, natural methods, and the more flexible orientation of new concepts (Kaushik and Walsh 2019:2). Pragmatism is regarded as a significant philosophical foundation for the mixed research approach and is considered a genuine joint venture, as the underlying assumptions provide the essence for integrating research methods (Maarouf, 2019). According to Mitchell (2018:106), it has

been demonstrated that pragmatism is highly effective when applied to mixed methods of qualitative and quantitative research.

3.2.4 Positivism

Positivism originates from the Latin word 'positum', which translates to 'posited' and means that the facts have been posited or positioned for the researcher (Corry, Porter and McKenna 2019:8). Therefore, the objective of positivists is to discover existing truths, which is also the goal of science. Positivism is associated with a hypothetico-deductive method that is responsible for verifying a priori hypotheses and conducting investigations by constructing measures and variables. The outcomes of these examinations are utilized to update and advance research (Park, Konge and Artino 2020:690). As a result, the positivism paradigm is regarded as a methodological philosophy in quantitative analysis wherein the systems of natural science are applied to the study of social science (Pham 2018:2). Positivism was chosen for this study due to its emphasis on observable phenomena and clear explanations, similar to the principles of natural science. This approach facilitates the comprehension and examination of social reality through the application of concise and logical methodologies (Alharahsheh and Pius 2020:41).

3.3 RESEARCH DESIGN

A research design is a master plan that identifies the techniques and methods for collecting and analysing the required feedback (Zikmund, Babin, Carr and Griffin 2013:66). Research design is characterized as the research structure, often referred to as the "glue" that keeps all the elements of research intact and can be simplified as a plan for the proposed research work (Akhtar 2016:64). Therefore, this indicates that the execution of the work, which includes fieldwork, only begins when the fundamental research has confirmed that there is a sufficient research design (Tobi and Kampen 2018:1217).

According to Blumberg, Cooper and Schindler (2014:155), there are three categories of research designs: exploratory, descriptive, and causal studies.

3.3.1 Explorative study

The exploratory study is appropriate when researchers do not have a clear understanding of the problems that may arise during the study (Blumberg et al., 2014:155). It is used to ascertain the nature of the problem, potentially gain insights into the problem, and address any new issues that emerge throughout the research process. As noted by Surbhi (2016), exploratory research employs non-probability sampling methods, specifically the judgmental or purposive sampling design.

3.3.2 Descriptive study

According to Surbhi (2016), research that explores and describes a person, a group of people or a situation is termed descriptive research. Data from descriptive research may be qualitative or quantitative (Lourens, 2016:210). Descriptive research aims to shed light on current problems through a data collection process that enables the researcher to describe the situation more comprehensively than would be possible without employing this method (Dudovskiy, 2017). The research process is systematized in descriptive research. Moreover, the descriptive technique employs a probability (random) sampling design (Surbhi, 2016).

3.3.3 Causal study (Explanatory)

Blumberg et al. (2014:161) state that causal (explanatory) research design reveals how one variable affects or accounts for changes in another variable. The primary goal of explanatory research is to describe why phenomena occur and to forecast future occurrences (Lourens, 2016:201). In the causal design,

most researchers look for asymmetrical relationships, assuming that changes in one variable (the independent variable) are responsible for shifts in another variable (the dependent variable) (Blumberg et al., 2014:162). The study employed a combination of exploratory and explanatory design methods. The selection of these methods is based on the rationale that the study aimed to establish the role of leadership development on employee job performance at Ugu District Municipality

3.4 TYPES OF RESEARCH APPROACHES

A research approach is defined as a plan of action that provides direction for conducting research systematically and efficiently (Mohajan 2017:59). According to Creswell and Creswell (2017), a research approach serves as a framework or structure that guides the research methodology, including the methods employed for data collection and analysis. Creswell and Creswell (2017) further state that a research approach enables researchers to link empirical data to the research objectives and the study's conclusions in a coherent manner. This process involves identifying a research problem, examining it by gathering data, analysing the data, and then drawing conclusions and making recommendations based on the results of the data analysis. Ishtiaq (2019:40), states that the research approach encompasses three types: qualitative, quantitative and mixed-method approaches.

3.4.1 Qualitative research approach

Qualitative research emphasizes the researcher's ability to gather information through structured data collection methods such as observations or interviews, while quantitative research involves the use of instruments such as questionnaires for data collection (Creswell 2015:174). Although qualitative research does not depend on numerical data, it focuses on phenomena that statistics cannot effectively capture. The design of qualitative research relies on the researcher's expertise and capacity to collect data using structured techniques, such as interviews and observations.

3.4.2 Quantitative research approach

Quantitative research is useful for experimenting theories that are objective by assessing relationships between presumed constructs (Zikmund and Babin, 2016:332). The quantitative research approach therefore involves data collection that is typically numerical and analysed using mathematical models (Creswell 2013:32). A quantitative approach was chosen for this study so that the researcher can evaluate data consisting of numbers objectively and analyse the data with statistical significance.

3.4.3 Mixed methods research approach

Creswell (2012:3) describes that the mixed methods research design as a method for gathering, analysing, and integrating both quantitative and qualitative research methods in a single study to understand a research problem. O'Leary (2014:122) emphasizes the incorporation of both qualitative and quantitative research methods in the mixed methods research design after discussing the benefits and drawbacks of each.

3.5 PRIMARY DATA

According to Allen (2017:1578), primary data refers to original data collected by the researcher and directly from observations, experimentation and elicitation. Sekaran and Bougie (2013:113) define primary data as the information that the researcher has gathered directly from the subjects or sources relevant to the study's purpose. Creswell (2003:170) asserts that secondary data, or the analysis of previously collected data, is often utilized to inform the collection of primary data after the researcher has gained some understanding of the issue. The goal of primary data is to produce new insights and to allow the researcher to select the context for data collection (Farquhar, 2012:68). For this study, a structured, closed-ended quantitative questionnaire was used as the data collection tool.

3.6 SECONDARY DATA

Sekaran and Bougie (2013:116) assert that information gathered by a person other than the researcher conducting the current study is referred to as "secondary data". Doyle, Brady, and Byrne (2009:179) confirm that the term "secondary data" describes information collected by individuals or organizations other than the researcher. The researcher collected secondary data from a variety of sources, including academic journals, books, media reports, government documents and unpublished dissertations, utilizing both raw data and published summaries (Saunders, Lewis and Thornhill, 2009:256).

3.7 TARGET POPULATION

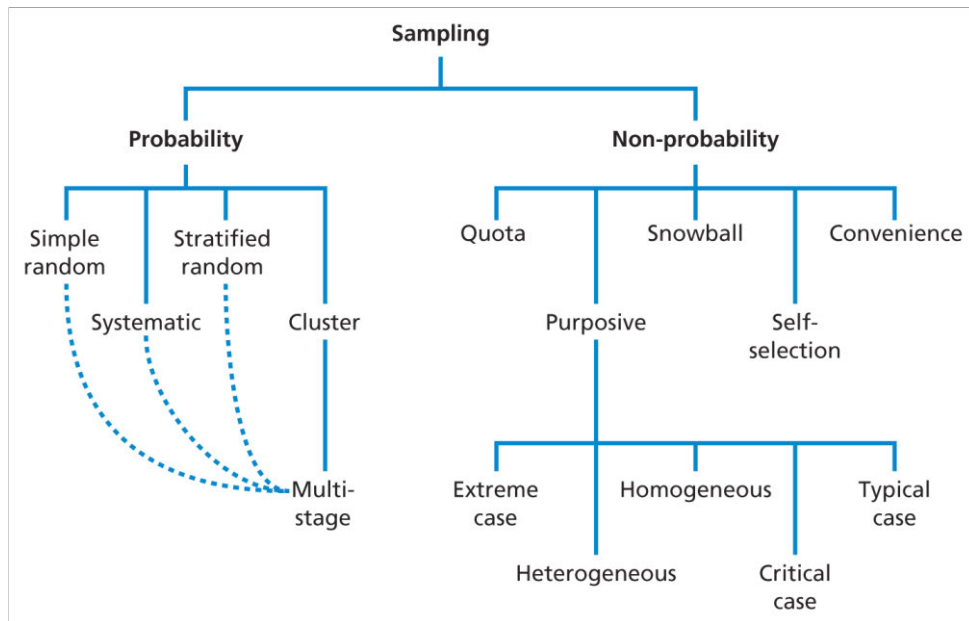
According to Neuman (2011:246), the target population is the comprehensive group, coupled with various cases, from which an investigator selects a sample and generalizes the findings from the sample. Gorard (2013:76) agrees that the study's interest units, such as individuals, groups of individuals, families or businesses, make up the target population. In addition, Asiamah, Mensah and Abayie (2017:1612) confirm that the target population is the portion of the general population that consists of a group of people with the particular characteristics relevant to the study. Therefore, the N=797 employees at Ugu District Municipality who were provided by the Human Resource Department make up the entire population for this study

3.8 SAMPLING PROCEDURE

Robson (2011:270) demonstrates how sampling permeates all other aspects of research, making it a crucial component of social science. A sample is a subset of items that the researcher chooses from a larger group and extrapolates to the intended audience. Ross (2012:52) states that sampling entails deciding on or choosing the participants in the study. Instead of attempting to contact every member of the population, sampling from the

population is frequently more practical and enables data to be collected faster and at a lower cost (Turner, 2020:8).

Figure 3. 1: Sampling Techniques



Source: Saunders, Lewis and Thornhill (2009: 213). Adapted

3.8.1 Probability sampling

Taherdoost (2016a:20) defines probability sampling as each component of the population having an equal chance of being included in the sample. Creating a sampling frame first, then selecting samples from it using a computer programme that generates random numbers, is one method for conducting random sampling. Although probability or random sampling is the least biased, it can also be the most time- and resource-intensive sample for a given level of sampling error.

Furthermore, Blaxter, Hughes and Tight (2010:170) state that there are five types of probability sampling methods, namely:

- Simple random sampling;

- Stratified cluster sampling;
- Cluster random sampling;
- Multi-stage sampling and
- Systematic sampling.

3.8.2 Non-probability sampling

Showkat and Parveen (2017:7) state that the non-probability sampling technique uses non-randomized methods to draw the sample, in contrast to the probability sampling method. The majority of non-probability sampling techniques involve judgment. Participants are chosen because they are accessible rather than at random. Ayiro (2012:218) demonstrates how non-probability sampling involves choosing respondents or participants in a subjective, non-random manner, and is typically used in exploratory research. Showkat and Parveen (2017:8), further state that there are various types of non-probability sampling techniques, including:

- Snow-ball sampling;
- Convenience sampling;
- Quota sampling; and
- Purposive sampling.

3.9 SAMPLING METHOD USED FOR THE STUDY

This research study adopted a systematic probability sampling method. According to Ayiro (2012:223), systematic sampling is also known as the n^{th} name selection technique. Brown (2010:143) demonstrates that systematic sampling is similar to simple random sampling in that all (N) elements of the population are given numbers and are arranged from 1 to N. However, unlike simple random sampling, where each of the (N) elements is then randomly chosen, in systematic sampling, an element is chosen from the first (k) elements (k is frequently defined as N/n), then every k^{th} element is chosen until n elements are selected.

Salkind (2010:1296) highlights that the systematic sampling technique is characterised by four steps, as outlined below:

- The researcher's designation of the target population (N). For this study, $N = 797$, which represents all of the employees at Ugu District Municipality.
- The desired sample size is specified by the researcher. For instance, Sekaran's table shows that 260 respondents made up the sample size for this study (Sekaran and Bougie, 2013:295).
- The researcher divides the target population ($N = 797$) by the sample size ($n = 260$). This results in the sampling interval k , which is 3 in this study.
- The final step entails choosing every second element on the sampling list up until 260 samples are taken, as required. This implies that every second element on the sampling list was chosen to participate in the study as a respondent.

3.9.1 Advantages and disadvantages of systematic sampling

Dudovskiy (2022) highlights that systematic sampling has the following advantages and disadvantages:

3.9.1.1 Advantages of systematic sampling

According to Bryman (2016), systematic sampling represents a practical and cost-efficient methodology, rendering it an advantageous option across various contexts. A primary advantage of this technique is its capacity to effectively gather data from geographically dispersed units, thereby ensuring comprehensive coverage while minimizing resource expenditure. This method guarantees that samples are uniformly distributed across the population, thereby mitigating the likelihood of clustering within a specific locale (Saunders, Lewis and Thornhill, 2019). Creswell and Creswell (2018) observe that the elimination of the need to generate random numbers post the initial

selection can render systematic sampling more expedient and less costly compared to simple random sampling. Furthermore, systematic sampling decreases the potential for data contamination by ensuring consistent intervals between the selected samples.

3.9.1.2 Disadvantages of systematic sampling

Systematic sampling is contingent upon the availability of a comprehensive population list, as it necessitates the selection of samples at fixed intervals from this list. Blumberg, Cooper, and Schindler (2014) indicate that systematic sampling may not be optimal for small populations or when there is significant variability among members of the population. Furthermore, if the dataset exhibits periodic patterns, the resulting sample may be biased, which can compromise the integrity of the findings. Additionally, if study participants influence the determination of the sampling interval, the resulting population may be skewed, with non-participants exhibiting characteristics distinct from participants. Zikmund, Babin, Carr and Griffin (2013) emphasize that once the sampling interval is established, the researcher has limited control over the selection of individuals, presenting a potential limitation in scenarios where stratification or quota sampling is necessary.

3.10. MEASURING INSTRUMENT

According to Curtis and Drennan (2013:295), the research tool's primary goal is to collect data that will help the study achieve its goals while accurately quantifying the phenomenon being studied. Roopa and Rani (2012:275) explains that a questionnaire is a concise or printed document comprising inquiries crafted by or for respondents to articulate their perspectives. Surveys are a vital component of gathering data. The questions in a survey enable the collection of quantitative data in a standardized manner, ensuring consistency and cohesiveness for simplified analysis. It is imperative for the questions to align with the research objectives and for the intended use of the findings to

be evident from the outset. A structured, closed-ended quantitative questionnaire was created for this study (Annexure B).

3.10.1 Brief understanding of questionnaires

Saunders, *et al.* (2012:416) describe a questionnaire as a technique for gathering data in which the same questions are asked of each respondent in a predetermined order. According to Kumar (2014:178), a questionnaire is a "written list of questions that respondents answer and record". In addition, Sharma and Bansal (2009:31) affirm that the primary method of gathering quantitative primary data is through the use of a questionnaire, which is a formalized set of questions for obtaining information from respondents.

In this study two variables were tested leadership

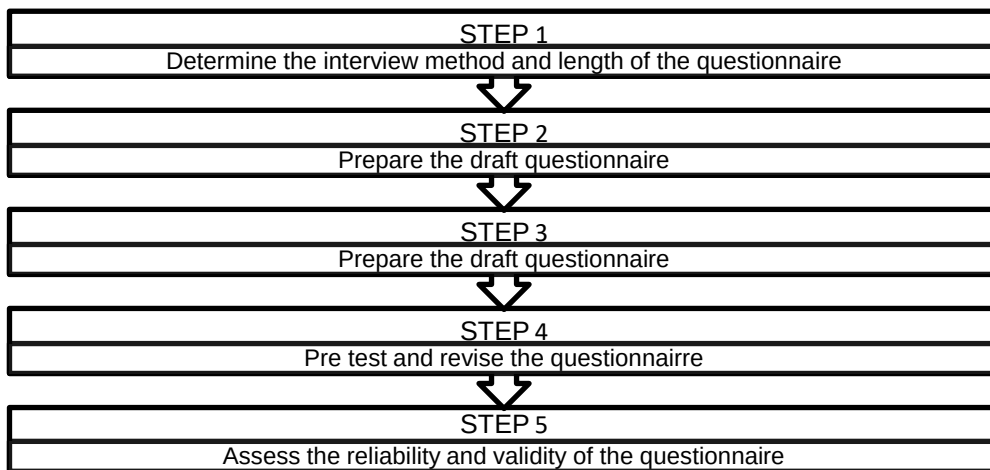
Sharma (2010:145) outlines various techniques for gathering information from questionnaires. These include telephone and mail surveys, as well as the personal approach. As a result, the researcher had to personally distribute and collect the study's questionnaire from the respondents when using the personal method to administer the questionnaire for this study.

3.10.2 Guidelines in designing a questionnaire

Creswell (2003:116) cites the need for a well-designed questionnaire because it is very rare to be able to repeat a survey if the researcher discovers after the fact that it was incomplete or that a crucial question was left out. Shields and Rangarjan (2013:156) opine that a well-crafted questionnaire should be created to keep respondents interested. As a result, it should appear professional and include precise, clear instructions on how to respond to the questions. Before administering the questionnaire, problems can be resolved by the researcher thanks to proper questionnaire construction. Bias and low response rates are minimized by properly constructed questionnaires (Gray, 2009:354).

Gravetter and Forzano (2016:386) insist that the questionnaire should have an easy-to-understand language style and a straightforward, well-organized format. Regarding this study, the questionnaire's three sections, Section A, Section B and Section C were designed so that respondents could easily understand and follow the order of the questions. The responses to the biographical questions in Section A are focused on the respondent's gender, age, education level and length of employment. Leadership development questions are covered in Section B, and questions about employee job performance are covered in Section C.

Figure 3. 2: Questionnaire Design Processes



Source: Frazer and Lawley. (2000:19). Adapted.

3.10.3 Advantages and Disadvantages of questionnaires

3.10.2.1 Advantages of questionnaires

According to Sekaran and Bougie (2010:212), structured closed-ended questionnaires have the following advantages:

- Anonymity is guaranteed;
- Respondents can take more time to respond at their own convenience;
- A wide geographic region can be reached and

- Questionnaires are economical. Questionnaires can provide a substantial amount of research data for a comparatively low cost in terms of materials, money and time.

3.10.2.2 Disadvantages of questionnaires

Durand and Chantler (2014:112) posit that a questionnaire has both disadvantages and advantages. Below are some of the disadvantages:

- A menu of responses is restrictive and makes the whole questionnaire inflexible in nature, thereby limiting a deeper analysis;
- Response rates can be very low if the questionnaire is poorly designed;
- The researcher has limited control over the questionnaire and
- Questionnaires can be used only when respondents are educated and cooperative.

3.11 PILOT TESTING

According to Saunders, Lewis and Thornhill (2009:212), the pilot test is used to refine the questionnaire's questions in order to remove any ambiguity or bias and make the measuring tool effective for gathering data. For this study, 22 respondents participated in the pilot study. They were chosen at random to test the questionnaire so that any adjustments could be made prior to giving the finished version to the intended respondents. Welman and Kruger (2003:191) concur with Saunders, *et al.* (2009:212) that the main purpose of a pilot study is to improve the questions so that there are no issues with their interpretation during the actual empirical research that is conducted.

3.12 VALIDITY AND RELIABILITY OF THE INSTRUMENT

According to Frazer and Lawley (2000:35), a questionnaire is reliable if the results are stable and consistent and measures what it is intended to measure.

There are two main properties of empirical measurements in social science research, namely validity and reliability, as explained below.

3.12.1 Validity

The validity of the study was undertaken using the research instrument (Annexure B), to measure the independent and dependent variables. Validity ascertains whether the means of the research measuring instrument are truthful and essentially measures that which is projected or desired to measure (Blumberg *et al.*, 2014:398). As discussed above in 3.11, a pilot study was conducted to test the validity and reliability of the research instrument and to make any changes prior to the commencement of the actual fieldwork. Moreover, the respondents chosen for the pilot run were representative and consistent with the target population in terms of scholarly capability, attitude and knowledge of the subject matter. Moreover, the pilot findings from the Cronbach Alpha test supported the validity and reliability of the main instrument. These results enabled internal validity, which is the credibility of the study. Face and content validity of the instrument was reviewed by the supervisor who provided feedback on variables in relation to pilot respondents and subsequent measurements thereof. Factor analysis was employed to test the construct validity of the research instrument, as discussed in detail below.

3.12.2 Content validity

The degree to which a research tool accurately measures what it is designed to measure is known as content validity (Cohen and Swerdlik, 2018). A questionnaire was created by the researcher, and its content validity was checked by the supervisor, statistician and academics (Surucu and Maslakci, 2020:2696). The experts evaluated the questionnaire ascertain if it adequately covered pertinent information that should reflect the relevant variables. After the questionnaire was evaluated, unclear questions were fixed by rearranging and changing some items.

3.12.3 Criterion validity

The level of correlation between the indicator chosen, such as the questionnaire, and another indicator of the concept is referred to as criterion validity (Bolarinwa, 2015:292). Additionally, comparisons of responses to the new measure and the previous measure are made. According to Cohen, Manion and Morrison (2005:111), when the new measure and the existing measure/external criterion correlate, criterion validity is attained.

3.12.4 Face validity

Face validity refers to taking a questionnaire's questions about the topic of interest at face value. A pilot test was conducted to determine the questionnaire's face validity (Taherdoost (2016a:30). Additionally, the supervisor and statistician both reviewed the questionnaire for accuracy (Taherdoost, 2016a:30). Twenty-two participants who were neither a part of the target population nor employed at the research site were approached and chosen for the pilot study.

3.12.5 Construct validity

The extent to which the measuring tool used captures the constructs that it is intended to represent determines the construct validity. By converting theories and test results based on the body of research already conducted and selecting an appropriate instrument to measure the items, construct validity was ensured (Bedford and Spekle, 2018:23).

3.12.6 Reliability

The reliability of the scales used in the research instrument was assessed using the coefficient of reliability, specifically Cronbach's Alpha (α), Cronbach's Alpha is a measure that evaluates the internal consistency or reliability of a set of items (questions) within the research instrument. Internal consistency refers

to the degree to which a collection of items in a test measures the same concept or construct, and it is related to the interrelatedness of the items (Tavakol and Dennick, 2011:53). Cronbach's Alpha is not a statistical test but is one method to gauge the strength of internal reliability. According to Creswell, Ebersohn, Elof, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen, Plano Clark and Van der Westhuizen (2016:239), Cronbach's alpha coefficients greater than 0.70 are considered acceptable (indicating moderate reliability), while those lower than 0.60 are deemed unacceptable (indicating low reliability). For this study, a reliability scale of greater than 0.70 is regarded as reliable or acceptable. The Cronbach's alpha coefficients were analysed for the two independent variables, as presented in Table 3.1.

Table 3. 1: Cronbach's alpha score

Aspect	No of items	Cronbach alpha (α) coefficient
Cronbach's Alpha for Leadership Development	35	0,929368
Cronbach's Alpha for Employee Job Performance	37	0,921678
Overall Cronbach's Alpha	77	0.881445

Table 3.1 employed the Cronbach Alpha coefficient to assess the internal reliability of both Independent Variables (IVs). A Cronbach's alpha value (α) greater than 0.700 indicates a reliable measure. Consequently, the alpha coefficients for the 35 items related to leadership development yielded an α of 0.929, indicating a reliable measure. Additionally, the results showed that 37 of the items measuring employee job performance had an alpha of $\alpha = 0.921$, making this measure reliable as well. An overall alpha was calculated using both independent variables, resulting in an α of 0.881. Thus, Table 3.1 demonstrated that, overall, the respondents were consistent in their

responses. Furthermore, the Cronbach alpha coefficient scales confirmed that these items exhibited strong face and content validity.

3.13 ANALYSIS OF DATA

Data analysis is defined by Ali and Bhaskar (2016:790) as a laborious procedure used by researchers to structure, illustrate, assess, and interpret gathered data in order to draw conclusions. The Statistical Package for the Social Sciences Version 29.0 for Windows was utilized to analyse the quantitative data. To ensure completeness, the researcher cleaned the dataset by counting and recounting.

3.13.1 Descriptive statistics

A descriptive analysis uses tables, cross-tabulations, graphs and pie charts to present concise summaries of a dataset's characteristics. Both descriptive and inferential statistics were used in data analysis (Loeb, Dynarski, McFarland, Moms, Reardon and Reber, 2017:1). Following data collection, the researcher recorded the information on an excel spreadsheet to create a percentage-based dataset.

3.13.2 Inferential statistics

The rationale of a study will use the results from the sample data collection to generalize or draw conclusions about the target population (Creswell, Eberson, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen, Plano Clark and Van der Westhuizen, 2016:220). Moreover, Willemse and Nyelisani (2015:5) claim that inferential statistics involves a process of making estimates, predictions or decisions concerning a target population based on sample data collected from the study population. The inferential statistical tests used in the quantitative statistical analysis process are as follows:

- The t-test, which includes one-sample t-tests and independent t-tests, assesses whether a mean score is significantly different from a scalar value. According to Neideen and Brasel (2007:93), the t-test also known as the student's t-test utilizes the mean score, standard deviation and the number of samples to calculate the test statistic. It is used to determine whether the sample mean differs from a known average mean score. The independent samples t-test compares two independent groups of cases.
- Regression analysis: Linear regression estimates the coefficients of the linear equation involving one or more independent variables that best predict the value of the dependent variable. Regression analysis, which involves examining the predictive relationship between variables, is applicable to situations where a mathematical expression can be derived from the relationships between independent and dependent variables and can be used for predictive analysis (Creswell *et al.*, 2016:269).

3.14 ETHICAL CONSIDERATION

According to Mouton (2006:238), in order to pursue the truth, a researcher's conduct must adhere to generally accepted values and norms, which is where ethics in research comes in. Ethics in research is concerned with what is deemed right and wrong in the way research is conducted. In addition, Fox (2007) states that ethics in research involves obtaining informed consent from respondents. The main reason for ethical clearance is to minimise the risk of harm to participants and ensure that they are protected, and that the research design is ethically sound and likely to produce the desired results. Ethics helps to increase the legitimacy of the findings (Fox, 2007).

Furthermore, the researcher attached a covering letter (Annexure A) to the questionnaire, assuring the respondents that confidentiality and anonymity will be upheld in this study. In addition, Hamilton and Corbett-Whittier (2013:71),

concur that potential respondents have the right of refusal and retain the right to withdraw from the research at any time during the research study, as highlighted in the covering letter (Annexure A). For the purpose of this study, the researcher obtained permission from Ugu District Municipality (Annexure D) and ensured that the study was conducted in an ethical manner as it involved the participation of human beings.

3.15 CONCLUSION

This chapter provided an explanation of the research methodology used to collect the study's primary data. Along with a discourse on the ethical considerations, reliability and validity constructs and how the researcher adhered to them, a detailed discussion of the research instrument used to collect data was also provided. As a result, the objective of the following chapter will be to analyse and interpret the data gathered using pertinent statistical tools. Chapter 4 will therefore provide a summary of the results and the study's findings.

CHAPTER FOUR

ANALYSIS OF DATA

4.1 INTRODUCTION

This chapter focuses on interpreting and presenting the research on the data obtained from the structured questionnaires. The research objectives and material gleaned from the literature review served as the foundation for the findings, which are related and mostly based thereon. This research study examines the role of leadership development in employee job performance at Ugu District Municipality in KwaZulu Natal, South Africa. Section A of the questionnaire comprised biographical information, Section B provided the study's element on leadership development, and Section C covered employee job performance. The sample respondents were chosen by the researcher using a systematic sampling technique. This is a method of sampling with probability. The target population was 797 employees and every 3rd element on the sampling list was selected for the sample. A total of 260 questionnaires were distributed to sample respondents and 203 questionnaires were collected. Fifty-seven of the distributed questionnaires were not returned. Thus, 78 % response rate was successfully achieved using the personal approach of distributing and collecting the questionnaires. The Statistical Package for Social Sciences (SPSS) Version 29.0 for Windows was used to analyse the responses once the researcher had collected the data. The findings from the data collected will be demonstrated employing descriptive statistical tests, followed by inferential tests comprising the utilization of t-tests (also known as student tests) and regression analysis.

4.2 DESCRIPTIVE ANALYSIS

The current section presents the results from the descriptive statistics, specifically from the preliminary analysis of the data. Emphasis is placed on Section A of the questionnaire to establish the demographic details of respondents. The descriptive analysis is determined by the type of employment, gender, age, qualification level, and period of employment. Frequency tables are also utilised to respond to sections B and C of the Questionnaire. Graphs and figures and pie charts are used to respond to the descriptive analysis.

4.3 SECTION A: ANALYSIS OF RESULTS PERTAINING TO THE GENERAL INFORMATION AND DEMOGRAPHIC PROFILE

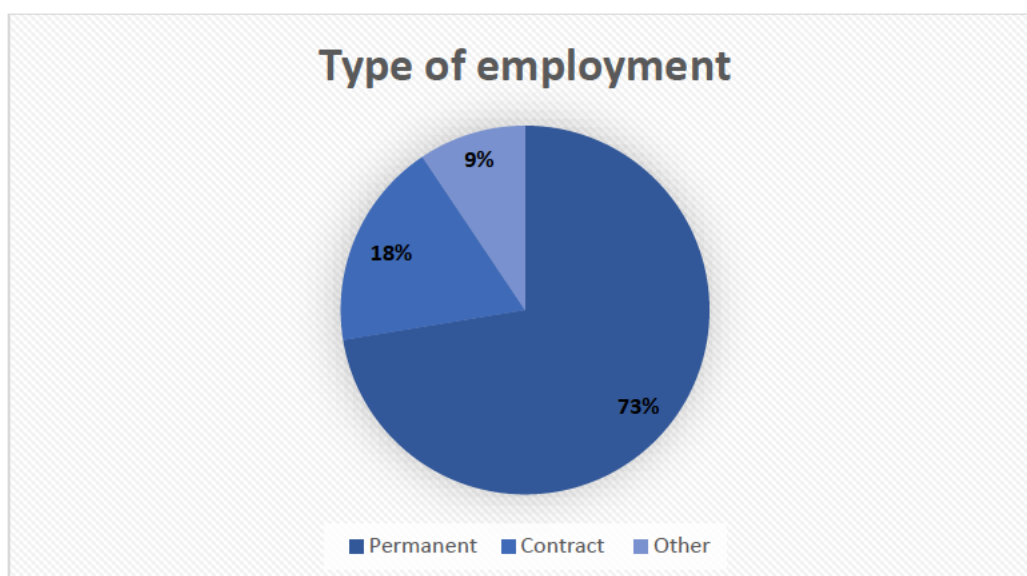
4.3.1 Comparison between permanent, contract staff and Other

Table 4. 1: Comparison between permanent, contract staff and other (n=203)

Type of Employment	Frequency	Percentage
Permanent	147	72.4%
Contract	37	18.2%
Other	19	9.4%
Total	203	100%

The tabulated frequency and percentage of the gender of the respondents is shown in Table 4.1 above. This is further shown in Figure 4.1 below.

Figure 4. 1: Analysis of permanent, contract staff and at Ugu District Municipality (n = 203)



In addition to the analysis shown in Table 4.1 above, the pie chart in Figure 4.1 above portrays the proportion of the type of employment statuses of employees at Ugu District Municipality. As shown in Figure 4.1, a large proportion (73%) comprised permanent employees, (18%) are deemed contract employees and (9%) chose other types of contracts.

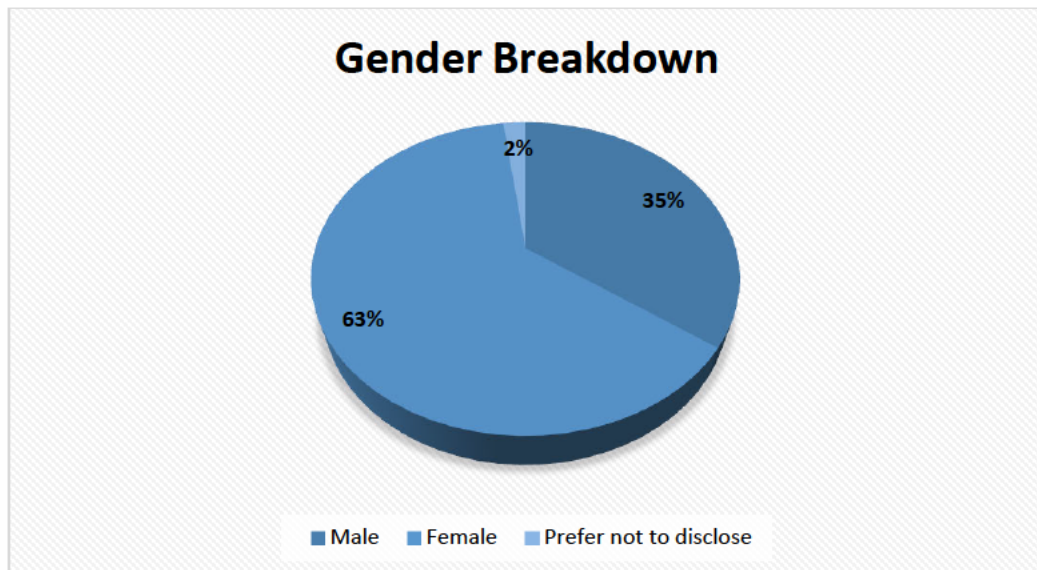
4.3.2 Gender breakdown of the overall respondents

Table 4. 2: Gender breakdown (n=203)

Gender	Frequency	Percentage
Male	71	35.0%
Female	128	63.0%
Prefer not to disclose	4	2.0%
Total	203	100%

The tabulated frequency and percentage of the gender of the respondents is shown in Table 4.2 above and further shown in Figure 4.2 below.

Figure 4. 2: Analysis of the gender breakdown at Ugu District Municipality (n = 203)



The gender breakdown of the overall sample respondents in Table 4.2 shows that females dominated males in the study as they constituted (63%), whilst males constituted (35%), and (2%) preferred not to disclose their gender. Bangani and Vyas-Doorgapersad (2020:3) cite the fact that more men continue to hold executive positions with high salaries as evidence that institutional structures in the South African public sector are shattered. There is no unified, cogent approach to gender empowerment, equality, and mainstreaming because some departments are internally focused while others are externally focused. Institutional structures in the public sector are dispersed because more men continue to hold executive positions with high salaries. Since some departments are internally focused and others are externally focused, there is no single cohesive approach to gender empowerment, equality, and mainstreaming. As a result, gender mainstreaming, equality, and empowerment are still far off goals.

4.3.3 Age breakdown of the sample respondents

Table 4. 3: Age Breakdown (n=203)

Age group	Frequency	Percentage
20 - 25	25	12.3%
26 - 30	28	13.8%
31 - 35	68	33.5%
36 - 40	40	19.7%
41 - 50	27	13.3%
51 or older	15	7.4%
Total	203	100%

The tabulated frequency and percentage of the gender of the respondents is shown in Table 4.3 above and further shown in Figure 4.3 below.

Figure 4. 3: Analysis of the age category of the sample respondents at the Ugu District Municipality (n = 203)

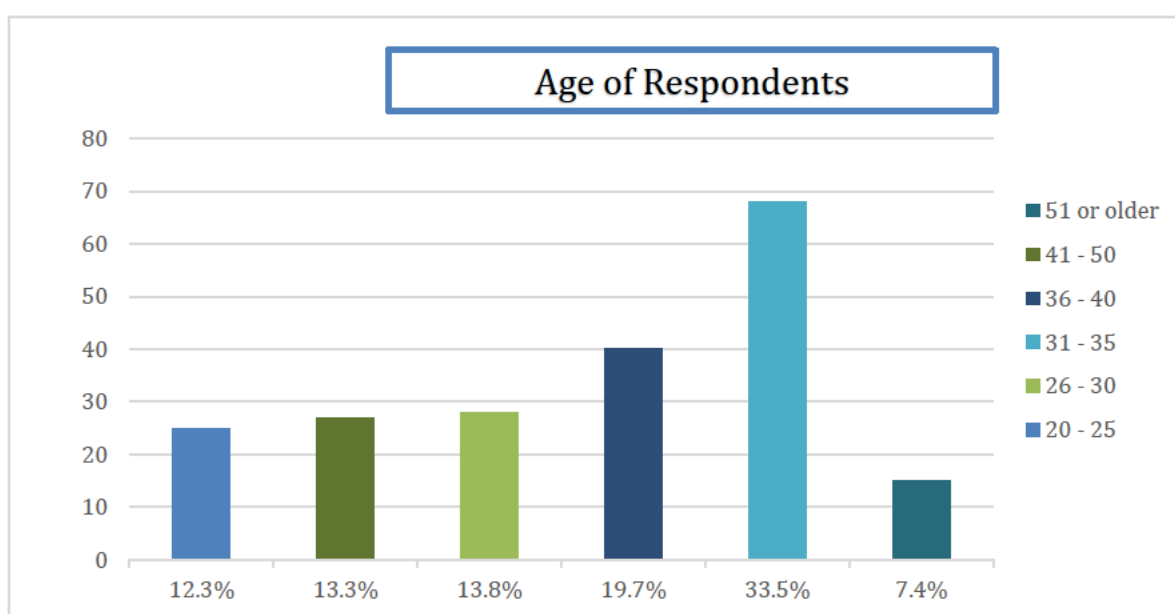


Figure 4.3 shows the percentage responses by the sample respondents per age category for the analysis. As depicted by the stacked bar graph in Figure 4.3, the majority of respondents were above 31 years of age (73.9%). In the age categories between 20 and 25 years equated to 12.3% of the sample respondents, while (13.3%) fell into the category of 26 to 30 years of age. In addition, (33.5%) fell into category of 31 and 35 years, (19.7%) of the respondents fell into category 36- 40 and a further (13.3%) fell in the category of 41- 50 years. A mere (7.4%) of respondents were above 51 years of age.

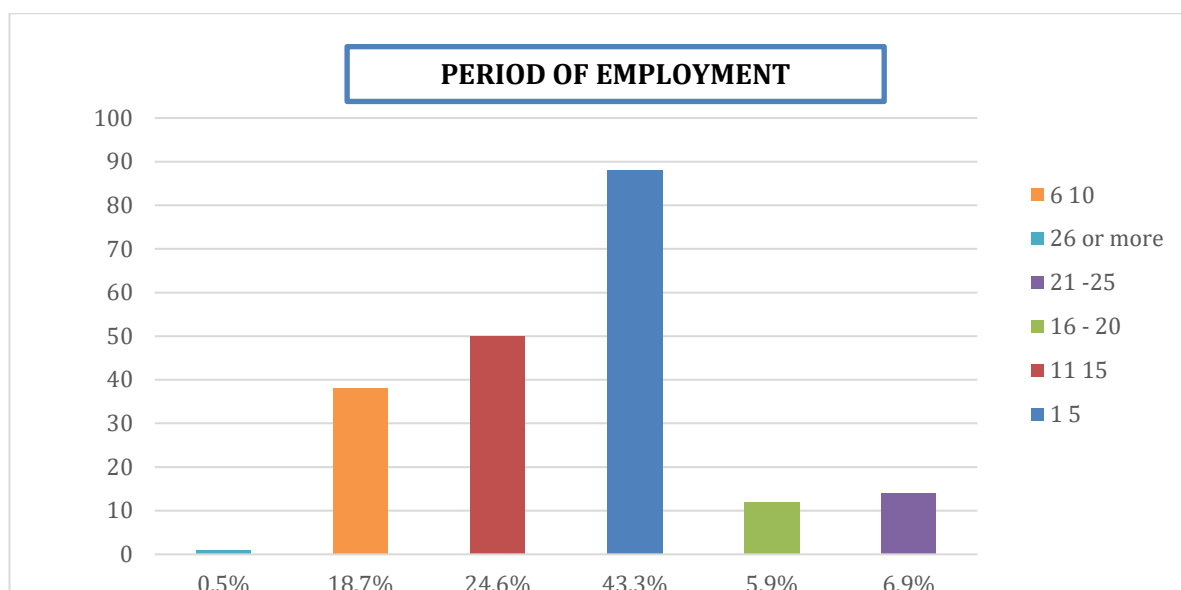
4.3.4 Period of employment of the sample respondents

Table 4. 4: Period of employment (n=203)

Duration of employment at Ugu Municipality	Frequency	Percentage
1 - 5	88	43.3%
6 - 10	38	18.7%
11 - 15	50	24.6%
16 - 20	12	5.9%
21 -25	14	6.9%
26 or more	1	0.5%
Total	203	100%

Table 4.4 above presents the period of service of the respondents in a summarised frequency and percentage tabular format. This is further expounded upon in Figure 4.4 below.

Figure 4. 4: Analysis of period of employment at Ugu District Municipality (n = 203)



As presented in Figure 4.4 above, (43.3%) had 1 to 5 years' service of employment with a headcount of 88, followed by (24.6%) respondents with a service of 11 to 15 years' s with a headcount of 50. Moreover, (18.7%) equated to respondents with 6 to 10 years of service at Ugu Municipality with a headcount of 38. Furthermore, (5.9%) had between 16 to 20 years of service of employment and a headcount of 12, and (6.9%) of respondents between 21 to 25 years of service of employment had a headcount of 14. Moreover, the minority of respondents was (0.5%), with employment service of 26 and above and a headcount of 1.

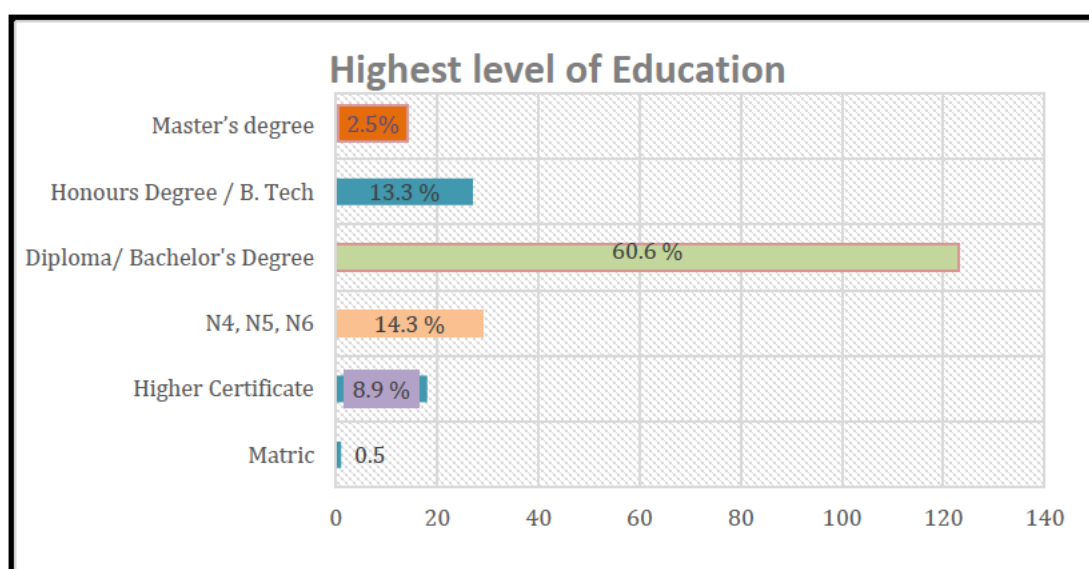
4.3.5 Education levels of respondents

Table 4. 5: Education levels (n=203)

Highest level of education	Frequency	Percentage
Matric	1	0.5%
Higher Certificate	18	8.9%
N4, N5, N6	29	14.3%
Diploma/ bachelor's degree	123	60.5%
Honours Degree / B. Tech	27	13.3%
Master's degree	5	2.5%
Total	203	100.%

Table 4.5 above presents the education levels of the respondents in tabular format using frequencies and percentages. The results are further illustrated in the bar graph below.

Figure 4. 5: Analysis of the level of education at Ugu District Municipality (n=203)



The results depicted by Figure 4.5 show that (0.5 %) of the surveyed employees have only matric with a headcount of 1 and (8.9%) of the respondents have completed a higher certificate qualification, with a headcount of 18. Furthermore, (14.3%) of the respondents have completed either a N4, N5 or N6 qualification, with a headcount of 29 and the majority (60.6%) have either a diplomas or have degrees, with a headcount of 123. Furthermore, (13.3%) of the respondents have honours degree or a B-Tech, with a head count of 27. Lastly, (2.5%) of the respondents have completed a master's degree as their highest qualification, with a headcount of 5. According to Cloete, Eigelaar-Meets, Fortuin and Sewell (2016:2), in many municipalities, skills development is generally not done very well. Needs analyses and skill audits are frequently performed in an unsatisfactory way, and when skill audits are performed, skills development interventions are typically not carried out in accordance with these audits. There are typically few opportunities for employees to put new skills into practice following skills development interventions, and neither formal nor informal procedures are used.

4.4 SUMMARY RESPONSES OF THE SAMPLE RESPONDENTS IN RELATION TO LEADERSHIP DEVELOPMENT

Table 4. 6: Section B- Frequencies expressed as a percentage on leadership development (n = 203)

Statement	Responses	Response option					Total
		Strongly disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)	
B6. My line manager has very little interest in the work that I do	Count	72	46	35	35	15	203
	Percentage	35.5%	22.7%	17.2%	17.2%	7.4%	100%
B 7. Managers at Ugu District Municipality focus on the outputs of employees and very little on their wellbeing.	Count	35	49	55	42	22	203
	Percentage	17.2%	24.1%	27.1%	20.7%	10.8%	100%
B 8. In my department, work deadlines are very important.	Count	14	2	20	75	92	203
	Percentage	6.9%	1.0%	9.9%	36.9%	45.3%	100%
B 9. My supervisor gives me clear performance goals.	Count	0	13	39	76	75	203
	Percentage	0	6.4%	19.2%	37.4	36.9	100%

B 10.I have a clear understanding of leadership development.	Count	7	37	18	91	50	203
	Percentage	3.4%	18.2	8.9%	44.8%	24.6%	100%
B 11.My manager has no concern for the work I do.	Count	67	47	33	37	19	203
	Percentage	33.0%	23.2%	16.3%	18.2%	9.4%	100%
B 12.I have the right skills to achieve my departmental goals.	Count	8	27	33	65	70	203
	Percentage	3.9%	13.3%	16.3%	32.0%	34.5%	100%
B 13. The leaders at Ugu District Municipality have a higher orientation towards the wellbeing of employees than production.	Count	10	38	71	61	23	203
	Percentage	4.9%	18.7%	35.0%	30.0%	11.3%	100%
B 14. Leadership development is emphasised at Ugu District Municipality	Count	6	38	61	66	32	203
	Percentage	3.0%	18.7%	30.0%	32.5%	15.8)	100%
B 15. Leadership development at Ugu District Municipality is freely available to everyone, not just for senior employees.	Count	10	50	62	55	26	203
	Percentage	4.9%	24.6%	30.5%	27.1%	12.8%	100%
B 16.I always fulfil all responsibilities required by my job.	Count	3	15	19	107	59	203
	Percentage	1.5%	7.4%	9.4%	52.7%	29.1%	100%
B 17. In my department, completing tasks is encouraged and I am always motivated to do my work.	Count	6	8	24	99	66	203
	Percentage	3.0%	3.9%	11.8%	48.8%	32.5%	100%
B 18. In my department communication is valued	Count	11	12	33	92	56	203
	Percentage	5.4%	5.9%	16.3	45.3%	27.1%	100%
B 19. My supervisor values and listens attentively to what I have to say.	Count	8	15	33	91	56	203
	Percentage	3.9%	7.4%	16.3%	44.8%	27.6%	100%
B 20. My supervisor encourages me to take up challenging tasks.	Count	9	16	40	83	55	203
	Percentage	4.4%	7.9%	19.7%	40.9%	27.1%	100%
B 21.I am involved in problem-solving and decision-making related to my job.	Count	11	30	23	94	45	203
	Percentage	5.4%	14.8%	11.3%	46.3%	22.2%	100%
B 22. My line manager is very empathetic and understanding.	Count	12	12	61	69	49	203
	Percentage	5.9%	5.9%	30.0%	34.0%	24.1%	100%
B 23. In my department everyone is accepted and recognised for their special and unique spirits	Count	11	17	45	86	44	203
	Percentage	5.4%	8.4%	22.2%	42.4%	21.7%	100%
B 24.I have a great relationship with my line manager.	Count	6	23	44	79	51	203
	Percentage	3.0%	11.3%	21.7%	38.9%	25.1%	100%
B 25.I can efficiently perform all my tasks and accomplish the goals set for me.	Count	6	17	30	83	67	203
	Percentage	3.0%	8.4%	14.8%	40.9%	33.0%	100%
B 26. My supervisor believes that people have an intrinsic value beyond	Count	2	11	62	68	60	203
	Percentage	1.0%	5.4%	30.5%	33.5%	29.6%	100%

their tangible contribution as employees.							
B 27. Ugu District Municipality provides me with growth and development opportunities.	Count	12	19	53	82	37	203
	Percentage	5.9%	9.4%	26.1%	40.4%	18.2%	100%
B 28.I have clear knowledge of the tasks given to me.	Count	3	9	33	102	56	203
	Percentage	1.5%	4.4%	16.3%	50.2%	27.6%	100%
B 29. Managers at Ugu District Municipality go out of their way to nurture the personal and professional growth of employees.	Count	12	41	50	71	29	203
	Percentage	5.9%	20.2%	24.6%	35.0%	14.3%	100%
B 30.I am always prepared to perform my tasks.	Count	3	17	23	111	49	203
	Percentage	1.5%	8.4%	11.3%	54.7%	24.1%	100%
B 31.I am encouraged to take calculated risks.	Count	8	23	31	101	40	203
	Percentage	3.9%	11.3%	15.3%	49.8%	19.7%	100%
B 32. My supervisor inspires me to do better.	Count	8	7	22	94	72	203
	Percentage	3.9%	3.4%	10.8%	46.3%	35.5%	100%
B 33. Ugu District Municipality encourages me to be creative and innovative.	Count	15	15	47	86	40	203
	Percentage	7.4%	7.4%	23.2%	42.4%	19.7%	100%
B 34.I can use all the equipment available at my job station, including information systems.	Count	0	1	61	107	34	203
	Percentage	0	0.5%	30.0%	52.7%	16.7%	100%
B 35. My supervisor has developmental plans for my future at Ugu District Municipality	Count	0	43	72	59	29	203
	Percentage	0	21.2%	35.5%	29.5%	14.3%	100%
B 36.I am willing and ready to carry out the tasks entrusted to me at the level satisfying to the municipality.	Count	10	20	40	72	61	203
	Percentage	4.9%	9.9%	19.7%	35.5%	30.0%	100%
B 37. Ugu District Municipality provides me with mentorship facilities.	Count	15	28	61	72	27	203
	Percentage	7.4%	13.8%	30.0%	35.5%	13.3%	100%
B 38. My employer encourages effective listening.	Count	11	21	51	70	50	203
	Percentage	5.4%	10.3%	25.3%	34.5%	24.6%	100%
B 39.I am aware of available development activities at Ugu District Municipality	Count	9	28	44	78	44	203
	Percentage	4.4%	13.8%	21.7%	38.4%	21.7%	100%
B 40.I am willing and ready to go an extra mile to exceed the requirements set before me.	Count	1	32	22	85	63	203
	Percentage	0.5%	15.8%	10.8%	41.9%	31.0%	100%

Table 4.6 above illustrates that 69.4.% of the sample respondents agreed (44.8% - A; 24.6 % - SA) that they have a clear understanding of leadership development (statement B10). This is further supported by 48.3% of the respondents who agreed (32.5% - A; 15.8%-SA) that leadership development is emphasised at Ugu Municipality (statement B14). It is further highlighted in Table 4.6 that 58.6% of sample respondents agreed (40.4% - A; 18.2%- SA) that Ugu District Municipality provides them with growth and development opportunities whereas 15.3% disagreed (5.9% - SD; 9.4% - D) (statement B27). It is noted that 56.2% of the sample respondents as shown in Table 4.6 disagreed (33.0% - SD; 23.2% - D) that their manager has no concern for the work they do (statement B11) and 58.2% of the sample respondents disagreed (35.5% - SD; 22.7% - D) that their line manager has very little interest in the work that they do (statement B6).

According to Table 4.6, 35.3% of the sample respondents were neutral about their supervisor having developmental plans for their future at Ugu District Municipality with only 43.8% of the sample respondents agreeing (29.5% - A ;14.3%-SA) with the same statement (statement B35). Arising from the computed responses in Table 4.6, 69.4% of respondents agreed (52.7% - A ;16.7% - SA) that they can use all the equipment available at their job station, including information systems at Ugu District Municipality (statement B34). Furthermore, 65.5% of the respondents agreed (35.5% - A; 30.0% - SA) that they are willing and ready to carry out the tasks entrusted to them at a level satisfying to Ugu District Municipality (statement B36). In addition, 49.3% of the respondents agreed (35.0% - A; 14.3% - SA) that managers at Ugu District Municipality go out of their way to nurture the personal and professional growth of employees (statement B29). This is supported by 66.5% of the sample respondents who agreed (32.0% - A; 34.5% - SA) that they have the right skills to achieve their departmental goals (statement B12).

Table 4.6 above illustrates that 74.3% of the sample respondents agreed (37.4% -A; 36.9% - SA) that their supervisor gives them clear performance goals (statement B9). Furthermore, 29.5% of the sample respondents disagreed (4.9% - SD; 24.6% - D) that leadership development at Ugu is freely available to everyone, not just for senior employees (statement B15). On the other hand, 39.9% of the sample respondents agreed (27.1% - A; 12.8% - SA) with the above (statement B15). In addition, 68.5% of the sample respondents agreed (46.3% - A; 22.2% -SA) that they are involved in problem-solving and decision-making related to their jobs (statement B21). According to Hassan and Hatmaker (2015:1129), in addition to making decisions, management must have the freedom to allow staff members to participate actively in decision-making. Employees must be aware of the justifications for management and leadership decisions. Employee input on significant issues must be sought as trust can only be built with a collaborative, accountable, open, fair and transparent decision-making process.

4.5 SUMMARY RESPONSES OF THE SAMPLE RESPONDENTS IN RELATION TO EMPLOYEE JOB PERFORMANCE

Table 4. 7: Section C- Frequencies expressed as a percentage on employee job performance (n =203)

Statement	Responses	Response option					Total
		Strongly disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)	
C41. Ugu District Municipality equips me with technical and professional skills to best do my job	Count	9	25	48	75	46	203
	Percentage	4.4%	12.3%	23.6%	36.9%	22.7%	100%
C 42. I am very happy with my job	Count	8	6	52	87	50	203
	Percentage	3.9%	3.0%	25.6%	42.9%	24.6%	100%
C 43. I am encouraged to understand and accept the culture of Ugu District Municipality	Count	4	4	52	88	55	203
	Percentage	2.0%	2.0%	25.6%	43.3%	27.1%	100%
44. I am fully committed to doing my job well	Count	2	7	27	90	77	203
	Percentage	1.0%	3.4%	13.3%	44.3%	37.9%	100%
C 45. Ugu District Municipality nurtures and develops individuals for future leadership positions	Count	7	43	64	52	37	203
	Percentage	3.4%	21.2%	31.5%	25.6%	18.2%	100%

C 46. I often think about resigning from work	Count	33	58	31	48	33	203
	Percentage	16.3%	28.6%	15.3%	23.6%	16.3%	100%
C 47. I receive adequate training to enhance my communication skills	Count	22	44	38	66	33	203
	Percentage	3.9%	21.7%	27.1%	31.0%	16.3%	100%
C 48. I'm willing to perform tasks not specific to my job duties	Count	22	44	38	66	33	203
	Percentage	10.8%	21.7%	18.7%	32.5%	16.3%	100%
C 49. I have the autonomy to make decisions in my department	Count	17	55	35	49	47	203
	Percentage	8.4%	27.1%	17.2%	24.1%	23.2	100%
C 50. I abide by the rules and regulations of my workplace	Count	7	24	25	84	63	203
	Percentage	3.4%	11.8%	12.3%	41.4%	31.0%	100%
5 C 1. Ugu District Municipality encourages me to lead in my current position	Count	21	33	34	73	42	203
	Percentage	10.3%	16.3%	16.7%	36.0%	20.7%	100%
C 52. In my opinion, teamwork is encouraged at Ugu District municipality	Count	13	9	31	70	80	203
	Percentage	6.4%	4.4%	15.3%	34.5%	39.4%	100%
C 53. Ugu encourages me to think strategically and improve my capabilities	Count	10	6	44	77	66	203
	Percentage	4.9%	3.0%	21.7%	37.9%	32.5%	100%
C 54. I always look forward to going to work	Count	17	22	41	66	57	203
	Percentage	8.4%	10.8%	20.2%	32.5%	28.1%	
C 55. My performance is monitored at Ugu District Municipality	Count	5	35	30	72	61	203
	Percentage	2.5%	17.2%	14.8%	35.5%	30.0%	100%
C 56. My supervisor provides meaningful feedback on my job performance	Count	7	22	19	94	61	203
	Percentage	3.4%	10.8%	9.4%	46.3%	30.0%	100%
C 57. In my opinion, training is responsible for the improvement of job performance of employees at Ugu District Municipality	Count	5	15	30	102	51	203
	Percentage	2.5%	7.4%	14.8%	50.2%	25.1%	100%
C 58. In my opinion, the quality of Job performance displayed by employees at Ugu Municipality is linked to the goals of the organisation	Count	19	13	48	88	35	203
	Percentage	9.4%	6.4%	23.6%	43.3%	17.2%	100%
C 59. In my opinion, Ugu Municipality has sufficient mechanisms to evaluate job performance	Count	9	32	66	59	37	203
	Percentage	4.4%	15.8%	32.5%	29.1%	18.2%	100%
C 60. In my opinion, Ugu District Municipality provides quality customer services	Count	21	10	65	65	42	203
	Percentage	10.3%	4.9%	32.0%	32.0%	20.7%	100%
C 61. Management gives clear organisational goals at Ugu District Municipality	Count	5	23	70	72	33	203
	Percentage	2.5%	11.3%	34.0%	35.5%	16.3%	100%
C 62. The systems at Ugu District Municipality allow me to deal more strategically with internal and external customers	Count	9	35	57	86	16	203
	Percentage	4.4%	17.2%	28.1%	42.4%	7.9%	100%
C 63. I am aware of the financial performance of Ugu municipality	Count	23	23	46	78	33	203
	Percentage	11.3%	11.3%	22.7%	38.4%	16.3%	100%
C 64. Management at Ugu District Municipality monitor the overall progress of departments and assists in solving and overcoming issues that stand in the way of the organisational goals	Count	13	37	45	85	23	203
	Percentage	6.4%	18.2%	22.2%	41.9%	11.3%	100%
C 65. Ugu District Municipality provides me with sufficient training and	Count	12	36	40	84	31	203
	Percentage	5.9%	17.7%	19.7%	41.4%	15.3%	100%

development to increase my job performance							
C 66. In my opinion, an increased customer service rate will improve service delivery and financial performance at Ugu District Municipality	Count	4	10	44	91	54	203
	Percentage	2.0%	4.9%	21.7%	44.8%	26.6%	100%
C 67. My manager provides me with sufficient recognition after a job well done	Count	6	36	59	73	29	203
	Percentage	3.0%	17.7%	29.1%	36.0%	14.3%	100%
C 68. My supervisor sets achievable job performance goals	Count	4	30	27	93	49	203
	Percentage	2.0%	14.8%	13.3%	45.8%	24.1%	100%
C 69. I am rewarded accordingly for great performance	Count	13	47	43	71	29	203
	Percentage	6.4%	23.2%	21.2%	35.0%	14.3%	100%
C 70. I perform to my fullest, knowing the outcomes of my performance	Count	9	18	39	90	47	203
	Percentage	4.4%	8.9%	19.2%	44.3%	23.2%	100%
C 71. My manager gives me clear instructions as to what is expected of me in my department	Count	17	20	31	83	52	203
	Percentage	8.4%	9.9%	15.3%	40.9%	25.6%	100%
C 72. My supervisor and I have regular formal and informal discussions about my performance	Count	11	29	39	76	48	203
	Percentage	5.4%	14.3%	19.2%	37.4%	23.6%	100%
C 73. In my opinion, colleagues are always willing to help with job related issues	Count	13	15	26	92	57	203
	Percentage	6.4%	7.4%	12.8%	45.3%	28.1%	100%
C 74. Customers are given the opportunity to rate the service I provide	Count	25	30	37	65	46	203
	Percentage	12.3%	14.8%	18.2%	32.0%	22.7%	100%
C 75. I am actively involved in problem-solving to improve service delivery at Ugu Municipality	Count	25	29	46	65	38	203
	Percentage	12.3%	14.3%	22.7%	32.0%	18.7%	100%
C 76. Ugu District Municipality regards me as the organisations most important asset.	Count	27	29	42	86	19	203
	Percentage	13.3%	14.3%	20.7%	42.4%	9.4%	100%
C 77. Ugu District Municipality has a variety of leadership development programmes for staff to enhance their service delivery	Count	17	29	79	48	30	203
	Percentage	8.4%	14.3%	38.9%	23.6%	14.8%	100%

As illustrated in Table 4.7 above, 66.9% of the sample respondents agreed (42.9 - A; 24.6% - SA) that they are very happy with their job (statement C42). 31.5% of the respondents had neutral response when asked whether Ugu District Municipality nurtures and develops individuals for future leadership positions and 43.8% of the sample respondents agreed (25.6% - A; 18.2% - SA) with the statement (statement C45). Table 4.7 depicts that 69.9% of the sample respondents agreed (45.8% - A; 24.1% - SA) that their supervisor sets achievable job performance goals (statement C68). This notion is supported

by 61% of sample respondents agreed (37.4% - A; 23.6% - SA) that they have regular formal and informal discussions about performance (statement C72). Table 4.7 above reflects that 71.4% of the sample respondents agreed (44.8% - A; 15.3% - SA) that an increased customer service rate will improve service delivery and financial performance at Ugu District Municipality (statement C66). This is further supported by 54.7% of the sample respondents who agreed (32.0% - A; 22.7% - SA) that customers are given the opportunity to rate the service provided by the employees (Statement C74).

It is also noted that 76.3% of the sample respondents agreed (46.3% - A; 30.0% - SA) that their supervisor provides meaningful feedback on their job performance (Statement C56). Andiola (2014:2) asserts that feedback on performance is crucial in almost all organizations as a tool for both motivation and development. Ndevu (2023) states that performance management is essential for improved service delivery in South African municipalities. Table 4.7 above revealed that a significant majority of 53.2% of respondents agreed (41.9% - A; 11.3% - SA) that the management at Ugu District Municipality monitors the overall progress of departments and assists in solving and overcoming issues that stand in the way of the organisational goals (statement C64) and 60.5% of the sample respondents agreed (43.3% - A; 17.2% - SA) that the quality of job performance displayed by employees at Ugu Municipality is linked to the goals of the organisation (statement C58).

A further 38.4% of the sample respondents agreed (23.6% - A; 14.8% - SA) that Ugu District Municipality has a variety of leadership development programmes for staff to enhance their service delivery (statement C77). It is further highlighted in Table 4.7 that 75.3% of the sample respondents agreed (50.2% - A; 25.1% - SA) that training is responsible for the improvement of job performance of employees at Ugu District Municipality (Statement C57). Similarly, 56.7% of the sample respondents agreed (41.4% - A; 15.3% - SA) that Ugu District Municipality provides sufficient training and development to increase job performance (Statement C65). In the following section, the

emphasis is on factor analysis, which is necessary to identify underlying factors that explain the pattern of correlations within an observed set of variables.

4.6 INFERENTIAL STATISTICS

For the purpose of the study, inferential statistical analysis was utilized to draw conclusions about the sample population ($n = 203$). According to Willemse and Nyelisani (2015:5), inferential statistics entails a process of making estimates, prediction or decisions concerning a target population based on sample data collected from the study population. Saunders, Lewis and Thornhill (2009:154) further state that inferential statistics are applied when extrapolating findings from a sample to the entire population. In this study, a variety of pertinent non-parametric statistical tests were used to test the computed relationships between the elements and components believed to have a significant impact on the study and variables. The perspectives of the respective sample respondents were also evaluated. Factor analysis, the one sample t-test and regression of non-parametric tests were chosen because they did not require the data to have a specific distribution as they were ordinal in nature and there were two independent sample groups (Sharma, 2010:145). The sample data was collected from 203 out of a 260-sample size and subsequently analysed to make inferences concerning the target population of the institution. For this study, the 5-pointing likert scale- rating was used for structuring the research instrument to obtain employees attitudes.

4.6.1 Quantitative Discussion on Inferential Findings

For the study, the mean scores were extracted from the raw data responses captured on the Microsoft excel spreadsheet and given to an accredited statistician to capture on SPSS version 29.0. The statistical inferential analysis of the data showed the need for the following statistical tests:

- One-sample T-test: Employed to test the analysis of mean and standard deviation for both independent variables and dependent variables. The

one-sample test ascertains whether a mean score is significantly different from a scalar value;

- Linear regression analysis estimates the coefficients of the linear equation utilizing one independent variable that best predicts the value of the dependent variable.

4.7 FACTOR ANALYSIS

Factor analysis is a statistical approach that can be used to analyse interrelationships amongst a large number of variables and can explain these variables in terms of their common underlying dimensions (Saunders, Lewis and Thornhill 2012). Moonsamy and Singh (2014:609) define factor analysis as a statistical method that aims to reduce data. Factor analysis is utilised in a special method in survey research, where a researcher needs to represent a number of questions with a limited number of hypothetical factors. Its major objectives are to find a way of condensing the information contained in a number of original variables into a smaller set of variables with a minimal loss of information (Saunders, Lewis and Thornhill 2012). The applications of factor analysis depend on the purpose of the research. There are two dominant types of factor analysis, namely Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA).

4.7.1 Exploratory Factor Analysis (EFA)

Exploratory Factor Analysis (EFA) is a statistical procedure used to discover the degree to which the observed variables stated in the research model represent the dormant variables (Hensele, Dijkstra, Sarstedt, Ingle, Diamantopoulos, Straub, Ketchen, Hair, Hult and Calantone 2015:205). It is also employed to discover the basic factor structure of a set of witnessed variables without commanding a pre-set structure on the outcome (Brown, Suter and Churchill, 2018:3). This technique is commonly used to develop assessment instruments. Ledesma, Ferando, Trogolo, Poo, Tosi and Castro

(2021:340) acknowledge that EFA is a generally used statistical method employed in research, predominantly for establishing and validating measurement instruments. Therefore, exploratory factor analysis was utilized in this study to identify multifaceted interrelationships between items or cohorts of items that are part of a combined theory. Furthermore, factor analysis with the Promax rotation method was applied to a set of items for leadership development and employee performance constructs.

4.7.2 Confirmatory Factor Analysis (CFA)

According to Brown (2015:40), Confirmatory Factor Analysis (CFA) is a type of structural equation modelling used to identify the relationships between observed measures or indicators and latent variables or factors and is a principle analytical method for investigating invariance. The CFA framework is hypothesis driven, which makes it ideal for evaluating methods, effects or invariance of the factor model across measurement occasions or research confederates (Brown, 2015:40). The CFA is a system in which the correlations amongst a set of observed variables can be modelled by a small set of unobserved or latent variables or factors (Hox 2021:2).

4.8 IDENTIFICATION AND ANALYSIS OF FACTORS FOR LEADERSHIP DEVELOPMENT

Factor analysis with promax rotation was applied to 46 items deemed appropriate for the leadership development construct. Several items were dropped because they did not load strongly enough onto any factor, or cross-loaded onto multiple factors. Three factors were extracted, which account for 49.95% of the variance in the data. A Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy of 0.849 and a significant Bartlett's test indicates that the data was adequate for successful and reliable extraction. Rotation converged in five iterations. The extracted factors and the item loadings are summarised in Table 4.8

Table 4. 8: Leadership development – factor loadings

	Support	Factor		
		1	2	3
	B22 My line manager is very empathetic and understanding	.953		
	B20 My supervisor encourages me to take up challenging task	.791		
	B21 I am involved in problem solving and decision making related to my job	.787		
	B24 I have a great relationship with my line manager	.764		
	B9 My supervisor gives me clear performance goals	.584		
	B23 In my department everyone is accepted and recognised for their special and unique spirits	.578		
	B19 My supervisor values and listens attentively to what I've got to say	.510		
	B31 I am encouraged to take calculated risk	.410		
	B32 My supervisor inspires me to do better	.358		
	Development Opportunities			
	B39 I am aware of available development activities at Ugu District Municipality		.834	
	B37 Ugu District Municipality provides me with mentorship facilities		.754	
	C45 Ugu District municipality nurtures and develops individual for future leadership positions		.741	
	B15 Leadership development at Ugu District Municipality is freely available to everyone not just for senior employees		.675	
	B29 Managers at Ugu Municipality go out of their way to nurture the personal and professional growth of employees.		.606	
	C51 Ugu District municipality encourages me to lead in my current position		.574	
	B35 My supervisor has developmental plans for my future at Ugu Municipality		.517	
	C77 Ugu District Municipality has a variety of leadership development programmes for staff to enhance their service delivery.		.436	
			.379	
			.378	

	B14 Leadership development is emphasised at Ugu District Municipality			
	C53 Ugu encourages me to think strategically and improve my capabilities			
	Monitoring & Feedback			
	C55 My performance is monitored at Ugu District Municipality			.721
	C56 My supervisor provides meaningful feedback on my job performance			.676
	C72 My supervisor and I have regular formal and informal discussions about my performance.			.664

Table 4.8 exhibits the results of the factor loading matrix pertaining to leadership development constructs. The factor loading matrix should be greater than 0.30 to be considered significant and a desired coefficient. Table 4.8 showed the loading of the items onto the three factors. Notably, the factor loading is considered significant as all 22 items exhibited a loading greater than 0.30. Moreover, Table 4.8 revealed that 9 out of 22 items belong to factor 1(Support), whereas 10 out of 22 items conform to factor two (Development Opportunities) and 3 out of 22 items belong to factor three (Monitoring & Support). Details of the extracted factors are shown in Table 4.8

4.9 ANALYSIS OF FACTORS FOR EMPLOYEE JOB PERFORMANCE

Factor analysis with promax rotation was applied to 16 items deemed appropriate for the job performance construct. Several items were dropped because they did not load strongly enough onto any factors or cross-loaded onto multiple factors. One factor was extracted, which accounts for 35.53% of the variance in the data. A Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy of .818 and a significant Bartlett's test indicates that the data was adequate for successful and reliable extraction. The extracted factors and the item loadings are summarised in Table 4.9

Table 4. 9: Job performance – factor loadings

	Factor
	1
B25 I can efficiently perform all my tasks and accomplish the goals set for me.	.730
C42 I'm very happy with my job	.678
C75 I am actively involved in problem-solving to improve service delivery at Ugu municipality	.668
B30 I am always prepared to perform my tasks.	.655
C54 I always look forward to going to work	.635
C44 I am fully committed to doing my job well	.614
B36 I am willing and ready to carry out the tasks entrusted to me at the level satisfying to the municipality	.602
B34 I can use all equipment available at my job station, including information systems.	.557
C48 I'm willing to perform tasks not specific to my job duties	.501
B16 I always fulfil all responsibilities required by my job.	.493
B12 I have the right skills to achieve my departmental goals	.481
C50 I abide to the rule and regulations of my workplace	.466

Table 4.9 exhibits the results of the factor loading matrix pertaining to employee job performance constructs. The factor loading matrix should be greater than 0.30 to be considered significant and a desired coefficient. Table 4.9 shows the loading of the items onto one factor. Notably, the factor loading is considered significant as all 12 items exhibited a loading greater than 0.30.

4.10 SUMMARY OF LEADERSHIP DEVELOPMENT CONSTRUCTS AND EMPLOYEE PERFORMANCE

Table 4. 10: Leadership development and employee job performance constructs

Constructs	Sub-Constructs	Items included	Variance extracted	Cronbach
Leadership Development	Support	B9, B19-B24, B31-B32	37.52	0.870
	Development Opportunities	B14- B15; B29; B35; B37; B39; C45; C51; C53; C77	8.90	0.886
	Monitoring& Feedback	C55-C56; C72	3.54	0.746
Employee Performance	Performance	B12; B16; B25; B30; B34; B36; C42; C44; C48; C50; C54; C75	35.53	0.859

Table 4.10 above indicates that the overall results of the EFA showed that all sub-constructs were deemed reliable. Table 4.10 presents the internal reliability test scores for the three dimensions of leadership development: support ($\alpha = .870$), development opportunities ($\alpha = .886$) and monitoring/feedback ($\alpha = .746$). The values achieved for Cronbach's alpha indicate that there is good internal consistency amongst the items on each dimension, and the composite variables formed by calculating the average of the agreement scores for all items included in a variable are reliable. Table 4.10 further presents the internal reliability test scores for the employee job performance dimension: performance ($\alpha = .859$). The Cronbach's alpha value demonstrates strong internal consistency among the items within this factor. The composite variable, derived from averaging agreement scores for all included items, is deemed reliable. Based on the interpretation of the results from Table 4.10, it can be confirmed that the captured data of the current study is suitable for further analysis procedures. The next section the discusses inferential statistics of the research constructs of the study.

4.11 RESULTS OF THE ONE-SAMPLE T-TEST

According to Neideen and Brasel (2007:93), the t-test, also known as the student t-test, utilizes mean scores, standard deviation and sample size to calculate the test statistic. This statistical method is used to determine whether the sample mean differs from a known average mean score. The results of the one-sample t-test include test statistics and a sample test. The one-sample test generates a t-value to determine and evaluate any statistically significant differences, resulting in the calculation of p-values for the variables tested. The one-sample t-test was utilized to assess statistically significant differences in agreement or disagreement with the variables and are further discussed below:

4.11.1 One-sample T-Test for leadership development (Support)

Table 4. 11:Support dimension of leadership development

Support	n	Mean	Standard deviation	t	df	p-value
B9 My supervisor gives me clear performance goals	203	4.05	.905	16.516	202	<.001
B19 My supervisor values and listens attentively to what I've got to say	203	3.85	1.035	11.667	202	<.001
B20 My supervisor encourages me to take up challenging task	203	3.78	1.068	10.448	202	<.001
B21 I am involved in problem solving and decision making related to my job	203	3.65	1.139	8.132	202	<.001
B22 My line manager is very empathetic and understanding	203	3.65	1.091	8.427	202	<.001
B23 In my department everyone is accepted and recognised for their special and unique spirits	203	3.67	1.075	8.818	202	<.001
B24 I have a great relationship with my line manager	203	3.72	1.055	9.709	202	<.001
B31 I am encouraged to take calculated risk	203	3.70	1.036	9.623	202	<.001
B32 My supervisor inspires me to do better	203	4.06	.978	15.426	202	<.001

Table 4.11 presents the results of the one-sample t-test for the support dimension. The analysis revealed that the majority of statements related to support at Ugu District Municipality had a p-value of less than <0.05 . The mean scores for all items differ significantly from '3'. All the scores are greater than 3, indicating significant agreement with all statements regarding the Support dimensions of leadership development. The means and standard deviations ranged from $M = 4.06$, $SD = 1.139$ (the highest), to $M = 3.65$, $SD = .905$ (the lowest). This suggests a statistically significant agreement for all items within this construct, as well as for the composite variable measuring 'support'. These findings indicate that there is a clear presence of support from superiors in this particular setting. According to Afzal, Arshad, Saleem and Farooq (2019:374), supervisors that are supportive and demonstrate confidence in their employees' abilities through verbal encouragement and trust can foster a sense of self-belief in employees to successfully complete tasks and excel in their performance. Consequently, the presence of supportive supervisors has the potential to enhance employee self-efficacy.

4.11.2 One-sample T-Test for leadership development (Developmental Opportunities)

Table 4. 12: Developmental opportunities dimension of leadership developmental

Developmental opportunities	n	Mean	Standard deviation	t	df	p-value
B14 Leadership development is emphasised at Ugu District Municipality	203	3.39	1.054	5.326	202	<.001
B15 Leadership development at Ugu District Municipality is freely available to everyone not just for senior employees	203	3.18	1.095	2.371	202	.019
B29 Managers at Ugu District Municipality go out of their way to nurture the personal and professional growth of employees.	203	3.32	1.125	3.992	202	.000

B35 My supervisor has developmental plans for my future at Ugu District Municipality	203	3.36	.972	5.341	202	.000
B37 Ugu District Municipality provides me with mentorship facilities	203	3.33	1.102	4.332	202	.000
B39 I am aware of available development activities at Ugu District Municipality	203	3.59	1.106	7.616	202	.000
C45 Ugu District Municipality nurtures and develops individual for future leadership positions	203	3.34	1.107	4.375	202	.000
C51 Ugu District Municipality encourages me to lead in my current position	203	3.40	1.268	4.538	202	.000
C53 Ugu encourages me to think strategically and improve my capabilities	203	3.90	1.048	12.251	202	.000
C65 Ugu District Municipality provides me with sufficient training and development to increase my job performance	203	3.42	1.125	5.366	202	.005
C77 Ugu District Municipality has a variety of leadership development programmes for staff to enhance their service delivery.	203	3.22	1.124	2.811	202	.000

Table 4.12 presents the results of the one-sample t-test for the development opportunities dimension of leadership development. The data indicates that all the significant statements related to developmental opportunities at Ugu District Municipality have a p-value of less than <0.05 , suggesting a consensus that developmental opportunities are indeed present. The mean scores for all items differ significantly from '3'. All scores exceed three, suggesting a significant agreement and strong alignment with all statements related to developmental opportunities. The mean and standard deviations vary from $M = 3.90$, $SD = 1.268$ (the highest) to $M = 3.18$, $SD = .927$ (the lowest).

According to Chukwuemeka and Endurance (2022), developmental initiatives are essential in ensuring that organizations possess the highly qualified, talented, motivated and committed workforce necessary for achieving success. In today's globalized environment, employees are expected to consistently improve their knowledge, skills, abilities and competencies to keep up with the latest practices and technologies

(Urbancova,Vrabcova,Hudakova and Petru, 2021). Chu, Reynolds, Tavares, Notari and Lee (2021:8) emphasize that the Fourth Industrial Revolution era requires skills development interventions that are uniquely shaped by the increasing impact of technology, unlike any previous period.

Karim, Choudhury and Latif (2019) posit that the cultivation of career-related skills amongst employees is highly regarded as it contributes to increased levels of employee engagement and retention. It is indisputable that employees who have received sufficient training and development are valuable assets to an organization as they are more likely to fulfil their responsibilities effectively and efficiently. Similarly, Li, Mohlala, Phago and Mpehle (2014:217) elaborate on this notion by suggesting that the enhancement of training and development programmes for municipal employees is imperative in the context of government, especially since municipal employees are legally mandated to facilitate the improvement of essential service delivery at the local level of the South African government.

4.11.3 One-sample T-Test for leadership development (Monitoring and feedback)

Table 4. 13: Monitoring and feedback dimension of leadership development

Monitoring and feedback	n	Mean	Standard deviation	t	df	p-value
C55 My performance is monitored at Ugu Municipality	203	3.73	1.138	9.189	202	.000
C56 My supervisor provides meaningful feedback on my job performance	203	3.89	1.063	11.881	202	.000
C72 My supervisor and I have regular formal and informal discussions about my performance.	203	3.60	1.154	7.361	202	.000

Table 4.13 displays the results of the one-sample t-test conducted on the leadership development dimension of monitoring and feedback at Ugu District

Municipality. The table indicates that a significant majority of the statements related to Monitoring and Feedback at Ugu District Municipality have a p-value of less than <0.05 . The mean scores for all items differ significantly from '3'. All scores exceed 3, suggesting significant agreement and strong alignment with all statements related to monitoring and feedback. The mean and standard deviations vary from $M = 3.89$, $SD = 1.154$ (the highest) to $M = 3.60$, $SD = 1.063$ (the lowest). As a result, there is substantial evidence to support the presence of Monitoring and Feedback processes within the organization. Lavhelani and Ndebele (2016:371) assert that regular monitoring has the potential to improve the efficiency of performance management systems. Moreover, they propose that the continuous monitoring of service delivery in municipalities can result in enhanced productivity and profitability. Aguinis (2019) explains that receiving feedback on one's performance can boost motivation and facilitate improved future performance. Park and Choi (2020:2), emphasize the importance of performance feedback in public organizations that face ambiguity in organizational objectives, noting its heightened significance compared to other organizational settings.

Locke and Latham's (1990) Goal-setting Theory highlights the significance of feedback in directing individuals towards achieving behavioural standards and expectations while reaching goals. Guo, Liao and Zhang (2014) similarly discovered a positive correlation between developmental feedback and job performance. Supervisor feedback, providing valuable insights for employees' future learning, work, and career advancement are regarded as forms of positive informational support behaviour (Wang and Hong, 2010).

4.11.4 One-Sample T-Test for employee job performance (Performance)

Table 4. 14: Performance dimension of employee job performance

Performance	n	Mean	Standard deviation	t	df	p-value
B12 I have the right skills to achieve my departmental goals	203	3.80	1.166	9.750	202	.000
B16 I always fulfil all responsibilities required by my job.	203	4.00	.904	15.842	202	.000
B25 I can efficiently perform all my tasks and accomplish the goals set for me.	203	3.93	1.039	12.705	202	.000
B30 I am always prepared to perform my tasks.	203	3.92	.905	14.419	202	.000
B34 I can use all equipment available at my job station, including information systems.	203	3.86	.685	17.821	202	.000
B36 I am willing and ready to carry out the tasks entrusted to me at the level satisfying to the municipality	203	3.76	1.133	9.542	202	.000
C42 I'm very happy with my job	203	3.81	.972	11.913	202	.000
C44 I am fully committed to doing my job well	203	4.15	.849	19.264	202	.000
C48 I'm willing to perform tasks not specific to my job duties	203	3.22	1.260	2.452	202	.015
C50 I abide to the rule and regulations of my workplace	203	3.85	1.095	11.023	202	.000
C54 I always look forward to going to work	203	3.61	1.235	7.045	202	.000
C75 I am actively involved in problem-solving to improve service delivery at Ugu District municipality	203	3.31	1.272	3.420	202	.001

Table 4.14 illustrates the results of the one-sample t-test conducted on the performance dimension at Ugu District Municipality. The findings reveal that a p-value of less than 0.05 was obtained for all of the statements pertaining to performance. The mean scores for all items show a significant deviation from the value of '3'. Each score surpasses three, suggesting a significant agreement for all statements pertaining to performance. The mean scores and standard deviations ranged from M=4.15, SD=1.272 (the highest) to M =3.22 with a SD= .685 (the lowest). This indicates strong evidence supporting the

presence of the employee job performance construct at Ugu District Municipality.

4.12 REGRESSION ANALYSIS

Regression analysis is a technique utilized to examine the association between a singular dependent variable and one or multiple independent variables. It is generally assumed that a linear correlation between the dependent variable and the independent variable(s) exist (Saunders, Lewis and Thornhill 2012). As outlined in Chapter 1, one of the aims of this research is to investigate role of leadership development in job performance at Ugu District Municipality. Therefore, the linear regression analysis was deemed as a suitable statistical approach for investigating the interrelations between leadership development and employee job performance.

Table 4. 15: Model summary of regression equation

IV	R ²	F	df1; df2	p- value	B (regression coefficient)	t	p- value
SUPP	.568	87.248	3; 199	<.001	0.285	5.495	<.001
DO					0.374	6.471	<.001
MF					0.078	1.825	.069

Dependent variable = PERF

Table 4.15 above depicts the linear regression model to predict whether there is a relationship between leadership development and employee job performance. Table 4.15 indicates that the three constructs that make up leadership development (support, development opportunities and monitoring and evaluation) account for 56.8% of the variance in job performance [$F(3, 199) = 87.248, p < .001$]. The R is 0.568. Hence, the (coefficient of determination) $R^2 = 0.284 \times 0.284 = 0.568$. As illustrated in Table 4.15, the model summary revealed that two of the leadership development constructs (Support and DO) have a strong significant influence on employee job

performance (Performance) constructs. However, the impact of monitoring and feedback (MF) on Performance was found to be non-significant (MF: $\beta = .078$, $p = 0.69$).

The regression analysis presented in Table 4.15 displays the coefficients of the regression equation used to predict the support factor of leadership development. The analysis indicates a statistically significant positive relationship between support from supervisors and performance (Supp: $\beta = .285$, $p = .001$). Additionally, Table 4.15 revealed that the examination of the relationship between developmental opportunities and performance yielded a statistically significant positive result (DO: $\beta = .374$, $p < .001$).

4.13 LIMITATIONS OF THE STUDY

The limitations to the research were minimal, although it was solely quantitative in nature. Data collection was challenging because municipal employees, who are usually field-based rather than office-based, were difficult to reach. However, the researcher was able to attain a 78% response from the data method used. Additionally, many respondents were skeptical about providing their names and signing the questionnaires, fearing that their information might be shared with their line managers despite assurances of confidentiality. The analysis process was time-consuming for the statistician due to the large number of statements in the questionnaire. However, this ensured that the study is detailed and rigorous. Furthermore, collecting completed questionnaires from the Ugu District Municipality was problematic as the researcher had to depend on other staff members to gather them on his behalf. Lastly, the study was solely quantitative which may have affected or prevented the researcher from eliciting in-depth information from the sample response, which is possible through qualitative and mixed methods.

4.14 CONCLUSION

In this chapter, the analysis of the data collected from questionnaire responses was presented. Descriptive statistics included means and standard deviations where applicable. Frequencies were represented in tables or graphs. Data was analysed using SPSS version 29. for Windows. Furthermore, the researcher used a variety of tests such as non-parametric tests to enhance an in-depth analysis of the findings. The regression analysis: (one sample t-test), specifically linear regression, was used to estimate the coefficients of the linear equation involving one or more independent variables that best predict the value of the dependent variable. Whilst the one-sample t-test was employed to determine whether a mean score is significantly different from a scalar value, the independent samples t-test compared two independent groups of cases. Factor analysis was also utilized to identify underlying relationships between variables. The following chapter, Chapter 5, will present detailed findings arising from the data captured from the collected responses.

CHAPTER FIVE

DISCUSSION OF EMPIRICAL FINDINGS

5.1 INTRODUCTION

The data gathered for this research study was examined in the previous chapter. The current chapter discusses the data analysis and presents the findings gathered in order to address the objectives of the study, which were to investigate the role of leadership development; to assess the challenges related to leadership development; to assess the perception of employees relating to the types of leadership development programmes offered; and to investigate the effects of leadership development on job performance at Ugu District Municipality.

5.2 DISCUSSION BASED ON EMPIRICAL RESULTS

This study explored the role of leadership development in employee job performance at Ugu District Municipality. Section A comprised 5 biographical statements, Section B comprised 35 statements on leadership development, and Section C consisted of 37 statements relating to employee job performance. This chapter includes a thorough discussion of the study's empirical findings after the primary data was collected and analysed using a variety of statistical tests. The literature examined in earlier chapters is also a foundation for the critical discussion. Additionally, this chapter begins with a thorough examination of the score patterns in connection to leadership development and employee job performance.

5.3 DISCUSSION BASED ON BIOGRAPHICAL FACTORS AT UGU DISTRICT MUNICIPALITY

5.3.1 The comparison between permanent and contract staff

Based on the findings of the study majority, of the employees were permanent and a low number were contract employees. This is in line with the PSC. The Public Service Commission (PSC) 2019:27) reports and the results demonstrate that various departments use different contracts. The most common contract assignments in the government departments are internship programmes, which are agreements aimed at educating recent graduates or student interns who are finishing their academic degrees. Another typical type of contract in the public sector is one that provides a necessary service but is unrelated to the primary responsibilities of departments, like contract hires for general workers.

5.3.2 The age of employees at UGU District Municipality

According to the presented findings of the study, the majority of employees at Ugu District Municipality are Millennials. Bartz, Thompson and Rice (2017) suggest that with the retirement of baby boomers, millennials are poised to assume dominant role in numerous organizations, and the unique characteristics and behaviours exhibited by millennials and post-millennials are expected to significantly impact the dynamics of the workforce. According to Otieno and Nyambegera (2019:69), traditionalists has now exited the workforce, while the final members of the baby boomer generation are projected to remain employed until 2028. Additionally, the last individuals from Generation X are anticipated to continue in the workforce until 2044.

Furthermore, Van der Westhuizen and Hewitt (2021: 6) state that it is important for senior leaders to establish a conducive environment where leaders can openly discuss their findings during leadership development; take decisive actions; and at the very least, contemplate the practicality of applying or experimenting with their insights or modifications. Moreover, Jenkins (2019)

elucidates that to ensure the organization's success and uphold productivity, it is crucial to meticulously analyse the ramifications caused by the emergence of new generations in the market and develop suitable remedies.

5.3.3 The educational levels at UGU District Municipality

The findings revealed that majority of the respondents have either a diploma or has a degree. This represents a good level of education. According to Statistics South Africa (2019), the employment rate of young people with a tertiary qualification is 85% higher than those without. The findings also revealed a lack of support from Ugu District Municipality in terms of promoting technical training, leading to a significant shortage of workers with educational qualifications. According to Gondlekar and Kamat (2016:193), individuals holding a university degree experience greater personal and organizational development compared to those with only matric certificates, diplomas, or degrees. Furthermore, research suggests that a higher level of education is correlated with increased respect and satisfaction among colleagues, as well as improved communication effectiveness among leaders (Hailu, Kassahun, and Kerie, 2016: 3). It is evident that municipalities employing qualified staff members are more likely to provide dependable and efficient services to their constituents (Mpofu and Hlatshwayo 2015: 134).

In addition, Payne, Hovarter, Howell, Draws and Gieryn (2018: 254) indicate that public officials have taken measures to enhance the effectiveness of succession planning by implementing leadership development programmes that enhance candidates' qualifications for the job. The availability of resources at all stages of the process greatly influences an organization's ability to produce well-qualified candidates. Managers and supervisors often operate within constrained environments that limit opportunities for innovation. Mle and Ngumbela (2020: 6) argue that South Africa should prioritize the development of a knowledgeable and skilled civil service from top to bottom. It is crucial for public services to attract and retain high-quality talent, thereby fostering a sense of commitment and devotion to achieving development objectives. To

further increase the number of skilled workers, there needs to be a concerted effort to make public service and local government an attractive career destination for graduates who aspire to make a positive contribution to the country.

5.3.4 The gender distribution at Ugu District Municipality

The research findings indicate that a significant portion of the employees are female. According to Vyas-Doorgaspersad (2013:108), prior to 1994 South African women, particularly those in public administration roles, did not have the same opportunities as their male counterparts, depriving them of exerting control and showcasing their expertise (Mona, 2022:26). Yousaf and Schmiede (2016: 176) concur that despite the notable presence of women in the workforce, their representation in leadership positions remains limited. Nevertheless, Hackler (2022:97) argues that achieving gender equality is crucial for the advancement of public administration, and that it is a price that must be paid overtime, considering the history of gender bias in organisational practices. Madsen and Andrade (2018:62) recognize that gender and other forms of diversity are also significant for groups and organisations to prosper in today's world. Therefore, it is recommended that Ugu District Municipality and local communities continue to prioritise the development of women's leadership capabilities through various cultural initiatives and programmes.

Bangani and VyasDoorgapersad (2020:7) assert that the organizational structure of the public sector is fragmented due to the predominant presence of men in money management positions. This lack of gender diversity hinders the establishment of a cohesive work environment that fosters equality and growth. Consequently, the objectives of enhancing gender empowerment and promoting equality remain elusive. It is worth noting that South Africa is not alone in struggling to advance gender equality, as Staab and Waylen (2020: 52), emphasize the importance for state public administrations to consider strategies to foster gender parity.

Therefore, Munive, Donville and Darmstadt (2023:3) imply that it is the duty of public leaders to promote gender equality as a widely held ideal or principle, and to aid in developing the idea of gender equality as a shared good for all. Since everyone benefits from gender equality, not just girls and women, society as a whole must uphold the idea as a fundamental value. Promoting this understanding is crucial to sparking change. Public value is co-created through boundary-crossing collaborative work, which can be done by individuals, processes and structures.

In addition, Hackler (2022:93) cites the need for well-known individuals, both male and female, who are aware of and supportive of gender equality, who can combat gender inequities and who are able to institutionalize gender transforming policies in order to achieve truly lasting change more broadly across sectors.

5.3.5 The years of employment at Ugu District Municipality

According to research findings, the majority of employees have an average length of service ranging from 1 to 10 years. To address this, the Ugu District Municipality should provide training to young workers. As noted by Putre (2016: 23) the workforce is now predominantly composed of millennials who face distinct challenges compared to previous generations. Millennials tend to change jobs more frequently within their first ten years of employment. They prioritize employee engagement, career development and training as retention strategies, instead of focusing solely on promotions. Additionally, Kupur (2018:05) emphasized the importance of creating a conducive work environment to prevent high turnover rates and promote longer-term employee retention. A comfortable workspace not only enhances productivity but also enriches employees' overall work experience within the company.

5.4 DISCUSSION BASED ON LEADERSHIP DEVELOPMENT AT UGU DISTRICT MUNICIPALITY

5.4.1 The support factors of leadership development

The study results show a strong agreement amongst all aspects of the support constructs. Drawing upon the Social Exchange Theory proposed by Blau (1964), it is posited that a reciprocal relationship ensues between employers and employees. Perceived organizational support posits that a reciprocal commitment between employees and employers is cultivated when the organization creates a supportive and nurturing environment. This environment encourages employees to develop a sense of attachment, thereby motivating them to exert effort towards the attainment of organizational goals (Kim, Eisenberger and Baik, 2016:558).

The findings of the study suggest that a considerable number of employees are actively engaged in problem-solving efforts to enhance service delivery at the Ugu District Municipality. According to Hassan and Hatmaker (2015:1132), municipalities are obligated to make decisions and should enable employees to participate actively in the decision-making process. It is crucial for employees to comprehend the rationale behind management and leadership decisions. In order to establish trust, employees should be consulted on significant matters, and a collegial, accountable, open, fair and transparent decision-making process should be employed. Consequently, organizations can exhibit voluntary cooperation, coordination, and synergy, driven by strong, fruitful, and innovative performance through sustained dedication.

The findings also revealed that managers at Ugu District Municipality demonstrate high levels of empathy and understanding. Despite leaders in the public sector frequently encountering emotionally charged situations on a daily basis. Iszatt-White, Saunders, Botha, Ladzani, Rudansky-Kloppers and Strydom (2017:93) suggest that it is advisable for leaders in a supervisory capacity to prioritize the needs of their employees, express care for their well-

being, and strive to foster a positive work environment and a culture of achievement. Furthermore, effective leaders serve as facilitators by assisting staff members in understanding their roles and responsibilities and providing them with the necessary resources.

In line with the above research findings, Ugu District Municipality managers according to the Blake and Mouton model of leadership adhere to the Middle-of-the-Road approach. Employing this strategy, management sets a positive example and strives to cultivate a team-oriented atmosphere where each team member can achieve their utmost potential, both professionally and personally. They motivate the team to achieve collective objectives efficiently, while also dedicating efforts to building strong relationships amongst team members. Typically, they are known for forming and leading highly productive teams (Garg and Jain, 2018:4).

5.4.2 The factor of developmental opportunities in leadership development

The research findings indicated that leadership development opportunities at Ugu District Municipality are provided to all employees, not just those in senior positions. Molloy and Noe (2009) state that it is important for employees to take ownership of their professional growth by acquiring new skills and knowledge to meet the demands of their job. This will enable them to develop their leadership abilities and remain adaptable to the changing needs of the organization. Văn der Westhuizen and Hewitt (2021:7) suggest that involving managers at all levels of the organization in the development process yields better results compared to solely focusing on creating leaders at each individual level. Therefore, it is crucial to prioritize leadership development as the primary means of fostering growth within the municipality.

Mdoda (2021:30) states that it is essential for organizations to promote a culture of embracing change and provide employees with opportunities for continuous professional development and education. These initiatives aim to

enhance employees' knowledge, skills and expertise, enabling them to effectively meet or surpass performance expectations in their current roles.

Furthermore, the findings revealed that Ugu District Municipality provides employees with growth and development opportunities. Isaacs (2016) concurs that if municipalities want employees and management to be more innovative in the way they provide services, they must invest in leadership development and capacity building. They also point out that having employees who are competent and well-trained, and who can deliver services successfully and efficiently, is essential for ensuring honesty, objectivity, transparency and responsiveness to the needs of regular people. Van der Waladt (2016:165), explains that managers create operational plans and programmes that are carried out by institutional employees. Since it acts as a vital link between lower-level management and higher-level management, it is important to note that lower-level management plays a fundamental role in workplace performance and functional activities.

Urbancova, Vrabcova, Hudakova and Petru (2021) further mention that the world has become a global village and, as a result, workers must constantly advance their knowledge, abilities, skills, and competences to stay abreast of the newest practices and systems. Mbandlwa *et al.* (2020:1648) claim how those in charge of providing public service perceive the value of the people depends significantly on their leadership abilities and those of their subordinates in government.

In addition, according to the findings of the study, employees are aware of available development activities at Ugu District Municipality. Chukwuemeka and Endurance (2022: 286) claim that training and development programmes help organizations have the skilled, talented, motivated, and committed personnel they need to compete. Furthermore, Loyal (2017) demonstrates that a variety of leadership techniques, including mentoring, action learning, 360-degree feedback, networking, team building and e-learning, can be used to

develop different leadership skills, knowledge and competencies in municipalities.

The findings of the study revealed that a significant number of respondents agreed that Ugu District Municipality nurtures and develops individuals for future leadership positions. Hall-Ellis (2015:96) states that choosing a qualified and well-trained individual for a key leadership position is a critical decision due to its potential influence on current and future organizational outcomes. Ogony and Majola (2018:84) assert that funding programmes for leadership development lowers employee churn in businesses. Therefore, an organization must make investments in the training of its employees, which will result in the acquisition of new skills and enhanced competencies. Khan and Baloch (2017) mention that managers can find and lead teams where they can pursue their own professional as well as personal improvement by taking advantage of individual development programmes. Therefore, managers should maintain and develop opportunities for workers to acquire new abilities, information and perspectives. Thus, employee and organizational goals are achieved through people development (Jehanzeb and Mohanty, 2018:173).

The findings of the study are further corroborated by Gonzales (2019:41) who asserts that the Leadership Pipeline model complements leadership development and growth at both the individual and organizational levels. At the individual level, leaders can leverage this model as a framework to steer their professional growth and aid in evaluating the requisite skills at various stages of their leadership proficiency. By referencing this framework, prospective leaders can proactively equip themselves to progress along their career trajectory by understanding the competencies required at the next level and actively seeking opportunities for skill development. At the organizational level, senior management can utilize this model to establish a support system that will equip their employees with the necessary skills and foster their ability to enhance operational efficiency. This system can also facilitate the smooth transition of employees as they prepare for advancement, ensuring a seamless transition when leaders progress in their careers.

The findings indicate that a statistically significant number of the respondents agreed that Ugu District Municipality has a variety of leadership development programmes for the staff as a tool to enhance service delivery. This is supported by Raharja, Suryanto, Suaedi and Reindrawati (2019:2) who claim that in the current fast-paced and dynamic environment of the public sector, leadership development is essential and that it is not a novel idea but rather a persistent struggle. Elkington *et al.* (2017) further emphasized that municipalities should give priority to leadership development because it fosters organizational growth and supports it by enabling the emergence of diverse leadership processes and their visibility in a variety of settings. Oppong and Oduro-Asabere (2018:266) assert that strong leadership is essential for organizational success, particularly in relation to effective knowledge management. However, Yawson (2017: 105) argues that the absence of suitable leadership development processes; overlapping leadership programmes within departments; inadequate performance and crisis training; and subsequent public service criticism have become prevalent issues in recent years.

5.4.3 The monitoring and feedback factors in leadership development

The findings showed that employee performance is monitored at Ugu District Municipality. Van der Waladt (2016: 207) suggests that public managers fulfil their responsibilities by establishing performance standards, monitoring results and performance and conducting comparisons. It is important to be realistic in setting goals and ensuring that they are achieved accurately. Through effective tracking, Ugu District Municipality can monitor changes in service delivery, which fosters accountability and enables organizations to achieve their objectives (Huq, Holvoet and Huq 2020: 2). According to Niyivuga *et al.* (2019:3), the implementation of performance appraisal and employee evaluation tools helps improve the quality of work. These tools provide valuable feedback to employees and identify areas where growth is needed for future success. For employees to receive recognition and rewards, it is

essential for their work to be reviewed and monitored (Levy, Silverman and Cavanaugh, 2015: 81).

According to Robbins and Coulter (2010), the Goal Setting Theory emphasizes the importance of providing appropriate feedback, as goals may not always be achieved for a variety of reasons. It is therefore crucial for the progress of public servants to be regularly monitored by evaluating their performance against set targets and action plans to determine if they are on track. Bozhart, Bertas, Ahmed, Kora and Yortkora (2017:799) observed that employees' achievement of set goals leads to job satisfaction, which in turn enhances organizational commitment and ultimately improves performance.

The study also discovered that supervisors at Ugu District Municipality provide meaningful feedback on employee's job performance. According to Ndevu and Muller (2017), the New Public Management System implemented in South Africa was designed to revamp local government and administration by incorporating state employee job performance as a crucial management parameter. The objective of performance management is to enhance a municipality's ability to effectively address the needs of its constituents while making optimal use of the limited resources available. Most importantly, staff members are more likely to accept feedback from managers on their performance when they believe that it contains beneficial information for task- and future-oriented improvement (Christensen-Salem, Kinicki, Zhang, and Walumbwa, 2018:419).

In order to motivate an underling to behave positively, supervisors should instil a positive mindset in employees through developmental feedback. This viewpoint is consistent with the results of earlier studies, which show that encouraging and empowering behaviour from managers can improve employees' job performance (Kim, Beehr and Prewett, 2018:259). Although feedback may contain either positive or negative information, constructive performance feedback is especially expected to reduce employees'

defensiveness because it encourages learning and improvement (Christensen-Salem *et al.*, 2018).

According to Bandura and Locke (2003:89), it is imperative for individuals to have the ability to receive feedback on their performance relative to the goals they are striving to achieve. Locke and Latham (2019:95) argue that in the absence of such feedback, individuals are unable to gauge whether they should maintain or adjust their strategies for goal attainment. Therefore, individuals must have the capacity to receive and comprehend feedback on their advancement towards their objectives. Merely establishing performance goals may not be adequate, and additional strategies may be necessary to facilitate progress towards these goals.

The findings confirmed significant results that supervisors and employees have regular formal and informal discussions about performance. According to Akinabowale, Jinabhai and Lourens (2014:344), the process of monitoring an employee's performance at work includes assessing the quality, cost and turnaround time of completed work. It is important to establish clear performance appraisal guidelines that promote accuracy and effectiveness in performance reviews in order to improve the delivery of public services. Barton, Schofield, Mc Hleer and Ajjawi (2016:8) suggest that providing feedback is the primary tool for managers to influence employee behaviour and performance, ultimately leading to the success of the organization. Therefore, regular employee performance reviews are necessary to ensure that staff members are aligned with organizational objectives. In managing employee performance within municipalities, Mabope (2018) emphasizes the importance of coaching and frequent feedback.

5.5 DISCUSSION BASED ON EMPLOYEE JOB PERFORMANCE AT UGU DISTRICT MUNICIPALITY

5.5.1 The performance factor

The results from the study revealed that there is a statistically significant number for employees at Ugu District Municipality who are fully committed to doing their job well. This is supported by Mapitsa and Landua (2019:7) who state that local government needs committed and willing individuals who are ready to serve other people and show passion for their jobs. Employees who are loyal to the organization sacrifice their own interests for the sake of an organization and value the needs of the organization more than own. Furthermore, Uzuegbu and Nnadozie (2015:0) assert that organizations should take into consideration the needs of employees so that their morale could be boosted. Employees who are fully committed to the organization and always ready to comply with the organization's mandate are what local governments require (Achinivu, Okwu, Wey, Akpan and Fasan, 2017).

Furthermore, one of the most important factors that affect employee job performance is the employee's ability to do the work and the desire to do so (Dörner, 2012). Therefore, organizations aim to enhance performance by developing employee skills and expertise while ensuring a supportive work environment that enables efficient task completion and contributes to overall organizational success. The idea of performance includes two concepts: efficiency, which links the relationship between inputs and outputs; and effectiveness (Astuti, Shodikin and Ud-Din, 2020:1063).

The findings of the study revealed that a significant number of employees are actively involved in problem-solving to improve service delivery at Ugu District Municipality. Hassan and Hatmaker (2015:1132) focus on the fact that municipalities must make decisions and must exercise their right to give employees the chance to actively participate in decision-making and employees need to understand the reasoning behind management and leadership decisions. Employees must be asked for their opinions on important

matters as trust can only be established when a collegial, accountable, open, fair and transparent decision-making process is used. Therefore, through such ongoing dedication, organizations demonstrate voluntary cooperation, coordination and synergy that is motivated by strong, fruitful and creative performance.

According to the findings of the study, a significant number of employees have the right skills to achieve their departmental goals. Tamba and Riyanto (2020:9) state that employee training and development is a factor that drives the achievement of increased employee competency in order to improve good performance for the organisation. It plays a significant role in enhancing employees' performance and increases productivity (Tamba and Riyanto 2020:9). More importantly, employee training and development increases skills, avoids skill uselessness, knowledge and dedication from experience in work and thereby results in organizational effectiveness (Sheeba and Christopher 2019: 263).

The study also revealed that employees at Ugu District Municipality can use all the equipment available at their job station, including information systems. Ogbari, Oke, Ajagbe and Isiafwe (2015:6) state that providing employees with relevant and updated working tools assist to improve their performance, satisfaction and attract retention and improve. Therefore, organizations can only maximize their performance if competent employees are employed to carry out the daily processes of the business.

5.6 CONCLUSION

This chapter discussed the findings from the data analysis in the study relationship between leadership development and employee job performance at Ugu District Municipality. Additionally, the conclusions of the ideas put forth were discussed along with pertinent literary evidence. In the following chapter, the researcher will provide an overview of the key findings from the study and offer some tentative recommendations as to what should be done at Ugu

District Municipality considering the empirical analysis of the data. There will be recommendations for additional research at the chapter's conclusion.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents the conclusion and recommendations drawn from the empirical findings of the study. The aim of the study was to examine the role of leadership development in employee job performance at the Ugu District Municipality. Ugu District Municipality was used as a case study for this in-house investigation. A quantitative research design was adopted for this study. A pre-coded closed-ended questionnaire using the five-point Likert Scale was distributed using the personal method of data collection to the selected 260 sample respondents. The sample was identified from the target population of 797 employees at the Ugu District Municipality. However, 57 of the distributed questionnaires were not returned. A response rate of 78% was successfully achieved through the personal distribution and collection method. This included employees from all the Peromnes grades at Ugu District Municipality. The questionnaire comprised of three Sections, namely Section A that encompassed biographical data; Section B that had specific themes relating to leadership development, and Section C that had themes relating to employee job performance.

The collected data was then captured to form a dataset and analysed using the Statistical Package for Social Sciences (SPSS) version 29.0 for Windows. An analysis of the descriptive statistics pertaining to the study variables was conducted, together with a factor analysis and inferential statistics. The researcher utilized the services of a professional language editor in editing the completed thesis. Furthermore, a TURNITIN report was generated by a senior librarian in conducting a plagiarism check for the final thesis. The TURNITIN report showed a plagiarism percentage of 7%.

6.2 CONCLUSION

The principal aim of this study was to investigate the role of leadership development on employee job performance at the Ugu District Municipality, as well as how employees perceive the significance of leadership development within the organization. The respondents at Ugu District Municipality were of the view that leadership development was highly emphasized and that Ugu District Municipality nurtures and develops individuals for future leadership positions. A variety of tests were also used, including factor analysis, regression analysis and the one sample t-test to examine the relationships amongst the variables. The regression analysis identified a statistically significant positive correlation between the independent variable (IV) Support and the dependent variable (DV) Performance. Similarly, the regression analysis assessing the relationship between the IV Development Opportunities and DV Performance revealed a highly significant positive association. Furthermore, the analysis examining the relationship between the IV Monitoring & Feedback and DV Performance demonstrated no statistically significant effect. Therefore, the thorough empirical analysis of the data produced several noteworthy findings.

Furthermore, the results of this study were contextualized considering the findings of other authors and researchers who conducted studies that were similar to the current study. However, the empirical results of this study, however, cannot be generalized to the private sector and other municipalities as this was an in-house investigation at Ugu District Municipality.

6.3 RECOMMENDATIONS

6.3.1 Review the gender breakdown

The majority of the staff at Ugu District Municipality is made up of women. Therefore, it is advised that management keep an eye on Ugu District Municipality's gender composition since the ratio of male to female employees

may have an impact on what employees expect and need in terms of leadership development, succession planning, and job performance. The Ugu District Municipality should adhere to the organizational employment equity for this reason.

6.3.2 Invest in leadership development

It is recommended that top management at Ugu District Municipality should focus on leadership development. Leadership development needs to be supported, organized, connected to succession planning and further motivated by the return on investment (ROI), in line with Ugu District Municipality's strategic goals. Hall, Burnett Vachon and O'Brien (2016) state that municipalities must step up their leadership development initiatives, which should not be viewed as a luxury. Therefore, municipalities should focus on developing leaders who can meet the demand for organisations to come up with creative ideas that will keep them viable.

6.3.3 Develop individual leadership development plans

It is advised that Ugu District Municipality should maintain standards by establishing individual development plans for each of its employees. Kjellstrom, Stalne and Tornblom (2020:446) state that leadership development as personal development welcomes and shares the emphasis on advancing the individual within the job, but conceptualizes it as something more extensive, engaging the entire person. Jehanzeb and Bashir (2013) emphasize the importance of employee development for both the organization and the employee as it produces beneficial outcomes for both. Hence, to be an effective leader in the present, it is necessary for an individual to improve their capacities. Which will also help organisations to survive and prosper in the current competitive market (Seidle, Fernandez and Perry, 2016). Therefore, individual leadership development plans must be disclosed, and

management must help people plan their careers and create their own personal development goals.

In addition, Ugu District Municipality should consider adopting the nine-box succession model. Caruso (2012) states that the Nine-box model is a valuable skills management tool that can effectively address employee performance and potential. According to Gupta (2022), this model facilitates successful planning and improved employee performance. One of the key objectives of the Nine-box model is to assist in identifying strategies for developing retaining and partnering with existing talent, while also promoting internal hiring when external talent is scarce. Vulpen (2021) asserts that the Nine-box model allows employers to evaluate employee performance by considering their current and future potential. All performances are viewed as developmental, and the model can also help identify employees with leadership capabilities, which is crucial for creating effective success plans (Vulpen, 2021).

6.3.4 Provide mentoring and coaching

It is recommended that the Ugu District Municipality top management and human resource development department promote mentorship and coaching in all departments. The majority of employees are millennials and members of generation Z, as mentioned in the study's findings. Therefore, it would be ideal if senior employees offered coaching and mentorship to junior employees for better succession planning. Nadeak, Widodo, Asbari, Novitasari and Purwanto (2021:65) cite coaching as a career learning tool that may be used to ensure sustainable leadership and be viewed as a learning opportunity. By strengthening the bond between coach and coachee and boosting employee satisfaction, engagement and retention, coaching enhances employee performance. Moreover, Roupnel, Rinfret and Grenier (2019:134) describe the specific benefits of mentoring as a leadership development programme for fostering growth in an organizational context.

6.3.5 Awareness of development initiatives

The study's findings revealed that most respondents are aware of available development activities at Ugu District Municipality. Therefore, it is advised that Ugu District Municipality should spread the word about its developmental opportunities since some employees were not aware of such initiatives. Duttagpta (2005:7) states that regardless of whether an organization provides career pathing for employees or not, it is necessary to inform employees about the developmental opportunities that exist for career growth. Plans for employee development must be established by employers. The individual and the line manager should share responsibility for this, and it must be connected to present capabilities, performance management outcomes and organizational needs.

However, Kjellstroom (2009:118) notes that some types of leadership development can be questioned from a critical studies viewpoint because the employee's neutral attitude may indicate that they regard leadership development programmes as serving a greater good, such as enhanced productivity. There is a big difference between enrolling in self-improvement programmes in one's free time and being allocated to development programmes at work because a manager thinks that everyone needs to perform better. Therefore, Ugu District Municipality should make leadership development a part of its culture and include it into all of its daily operations by conducting roadshows and stakeholder involvement initiatives to promote the visibility of development plans.

6.3.6 Develop a leadership pipeline to enhance performance and service delivery

To detect and address inefficiencies in customer service, it is recommended that top management continuously and routinely review service delivery at Ugu District Municipality by soliciting customer input. Nevertheless, the chronic shortage of skills has been a barrier to effective service delivery in South

African municipalities (Van Dyk, Coetzee and Tebele 2013:62). Therefore, top management at Ugu District Municipality should analyse their current talent by speaking with specific employees and examining the results of the performance management of employees over the previous few years. Bwowe (2019:36) assert that the development of a deeper capacity for leadership and performance, as well as ensuring continuity in the leadership pipeline, are both facilitated by succession management. One method for building the talent pipeline that organizations need is to recognize and nurture young talent. To address this, the organization's leadership must actively serve as talent managers through mentoring, coaching, supporting job rotation and peer support. This calls for a strong approach to integrating talent development as part of the organization's strategy (McGettingan and O'Neill, 2009:225).

Investing in human capital is a strategic approach that successful organizations utilize to establish a long-term plan for leadership growth and to strengthen their leadership team. According to Sparks (2017), an effective strategy for developing leaders involves aligning training and development initiatives with the organization's vision, identifying and nurturing young individuals for leadership roles through youth development programmes and internships; and implementing training programmes that prioritize problem-solving skills. Additionally, it is important to support ongoing professional development throughout the tenure and employee's career. Gonzales (2019:41) suggests that leaders can utilize the Leadership Pipeline Model as a framework to guide their own professional growth and to consider the skills needed at different stages of their leadership journey.

6.3.7 Formal and Informal performance feedback

The findings confirmed significant results that supervisors and employees have regular formal and informal discussions about performance. It is therefore suggested that line managers and supervisors at Ugu District Municipality maintain giving feedback on a regular basis whether its formal or informal. According to Pulakos (2004:8), experienced practitioners have argued that for

the feedback process to be effective, it must involve two-way communication and be the shared duty of managers and employees, not just the managers. This necessitates educating managers and staff members on their respective obligations during the performance feedback process. Feedback must be given by managers in a timely, honest and constructive manner. Employee responsibilities include asking for feedback to make sure they are aware of how they are performing and responding appropriately to that feedback.

Thornock (2016) states that performance feedback is a central component of management control systems and plays a critical role in motivating individual effort. Performance feedback typically informs employees about how they are performing relative to benchmarks such as goals, targets and peer performance. However, when providing performance feedback, managers may communicate more than explicit employee performance. Greve and Gaba (2017) explains that the Performance Feedback Theory (PFT) proposes that the intensity of various strategic actions depends on how decision-makers in organizations interpret performance feedback. Feedback Intervention Theory (FIT) provides a comprehensive framework to understand feedback responses (Kluger and DeNisi, 1996). Part of FIT suggests that employees reactions to performance feedback depend on their locus of attention. When employees are more task-focused, they are more likely to interpret feedback as a signal of whether effort is required. In contrast, when employees are more self-focused, they are more likely to fixate on what the feedback implies about them as a person.

6.3.8 Monitor communication

It is recommended that top management at Ugu District Municipality consider the line of communication between junior management, supervisors and subordinates. Giving comments and conducting regular meetings are examples of this. Sutcliffe and Bannister (2020) highlight that communication skills are vital as they inform the interpersonal relationships and interactions people have with others. This skill is therefore critical in local municipalities in

South Africa as it guides the public in emphasizing the importance of communication skills in interpersonal relationships and other human interactions.

6.3.9 Provide training and development initiatives to improve employee job performance

It is recommended that top management at Ugu District Municipality should regularly carry out personnel training and development efforts as this is crucial for the municipality. To maximize employee and organizational efforts, it is critical to identify staff knowledge and skill gaps prior to providing employee training. Employees should understand that training is primarily intended to advance their professional knowledge and abilities. This indicates that they must actively engage in the training programmes created for them as doing so benefits not only the organization but also the larger society. Employees must also be proactive and creative in their efforts to improve their abilities and have a good attitude about training.

6.3.10 Individual performance plans

It is recommended that top management at Ugu District Municipality should ensure that both departments and individual employees have clearly defined performance goals. Davies and Davies (2010:418) cite learning and skill development as crucial components of talent development for talent-focused organizations. Employees must learn new techniques and policies that improve performance management if the organization is to become efficient (Mohammed, Hafeez-Baig and Gururajan 2019:24). Thornhill and Cloete (2014:159) posit that public sector employees should be hired, paid and promoted in accordance with how well they perform, which calls for a plan that assigns each employee the proper performance ratings. Performance evaluation should also be a continuous practice. As a result, performance management ought to be conducted in accordance with Chapter 6 of the MSA

(2000) Section 38(a), which suggests that a system ought to be equal to its resources, fit the situation, and be in line with the municipality's priorities objectives, indicators and targets as laid out in the IDP.

6.3.11 Performance recognition

It is recommended that top management at Ugu District Municipality should offer rewards for good performance to their employees. It can also be advised that everyone who has been determined to be effective using the standard rating scale should be recognized for their great contributions. The ideal incentive for encouraging employees to continue working well must be developed by managers. The study found that the majority of the employees do not believe that cash rewards are sufficient. Foss, Pedersen, Fosgaard and Stea (2015:957) assert that rewards, including recognition, appreciation, and compliments, can enhance autonomous motivation by reinforcing the recipient's perception of competence in the relevant activity. A well-rewarded employee would improve performance leading to improved service delivery at Ugu District Municipality.

6.3.12 Monitor performance

The findings of the study indicate that performance is monitored at Ugu District Municipality. Therefore, it is recommended to keep up the standard since the research findings provide this confirmation. Shikweni, Schurink and Van Wyk (2019:11) indicate that the performance review is the final step in the performance management process, which begins with goal-setting that is in line with the larger organizational goals. It is generally advised that performance monitoring be extended to include monitoring monthly, even if it is done informally. This can help identify any deficiencies as soon as feasible. Departmental staff members should receive regular and detailed training on the PMS in the public sector and how it affects productivity. Such instruction might help departmental personnel better comprehend the PMS. Moullin (2017:446) implies that when the right management culture is in place, public

sector scorecards are a useful tool for enhancing performance in the public sector.

6.4 DIRECTIONS FOR FUTURE RESEARCH

This research study was conducted in Ugu District Municipality in South Africa. It is recommended that further studies be carried out in various municipalities across South Africa to determine whether leadership development interventions are needed in other areas. It is further recommended that municipalities conduct studies for the future looking into the role of Information Systems in leadership development programmes and integrated development planning. To examine the role of leadership development on employee job performance, a qualitative research study could be undertaken. Unlike the quantitative research method employed in this study, using qualitative approaches would involve collecting data through interviews with respondents. Comprehensive interviews offer more detailed information when compared to questionnaires, which would enhance the body of knowledge on this important construct.

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ANNEXURES

Annexure A Covering letter to respondents

Faculty of Management Sciences
Department of Human Resource Management
Durban University of Technology
PO Box 1334
Durban
4000

Date: 31 August 2022

Dear Participant

ASSISTANCE: QUESTIONNAIRE COMPLETION

I am a registered student at the Durban University of Technology in the Department of Human Resource Management. I am currently pursuing the master's degree in human resource management in the Faculty of Management Sciences. I am expected to conduct a research project. My topic is titled: **The Role of Leadership Development on Employee Job Performance at Ugu District Municipality.**

In order to successfully complete the latter part of my research deals with the empirical investigation. This involves the completion of a structured closed ended questionnaire. You have been identified as one of the respondents that formed the sample for this study. Rest assured that any information provided will be highly protected.

I shall be most grateful if you could please complete the attached questionnaire. The researcher will arrange to personally pick them up. The questionnaire will take about 15-20 minutes to complete, and it only requires you to tick the relevant pre-coded response in an objective manner. Your participation is voluntary, and you are allowed to withdraw from answering this questionnaire at any time. Please rest assured that your responses will be treated with the utmost confidentiality and no names will be divulged to any third party.

Your co-operation in assisting me with this important component of my study is highly appreciated and I look forward to the return of the completed questionnaire. Please answer all the questions and do not leave any question blank. If there are any queries, please do not hesitate to contact me at the email address provided below or via my cell phone. I take this opportunity to thank you once again for your kind assistance in completing this questionnaire.

Kind regards

Webster Hlopho 0658737582 or 21638030@dut4life.ac.za

Dr Melanie Lourens 083558640 or melaniel@dut.ac.za

Annexure B Structured questionnaire

SECTION A: GENERAL INFORMATION

INSTRUCTIONS TO RESPONDENTS:

1. Please select **ONLY ONE** response with a tick ✓ for each question.
2. Answer **ALL** the pre-coded questions in this section.
3. Please **DO NOT** leave any question blank.

1. Please indicate whether you are a permanent or contract staff member at Ugu District Municipality:

1.1	Permanent	1
1.2	Contract	2
1.3	Any other	3

2. Please indicate your gender:

2.1	Male	1
2.2	Female	2
2.3	I prefer not to disclose	3

3. Please indicate your age group:

3.1	20-25 years	1
3.2	26-30 years	2
3.3	31-35 years	3
3.4	36-40 years	4
3.5	41-50 years	5
3.6	> 51 years	6

4. How long have you been employed at Ugu District Municipality?

4.1	1-5 years	1
4.2	6-10 years	2
4.3	11-15 years	3
4.4	16-20 years	4
4.5	21-25 years	5
4.6	>26 years	6

5. Please indicate your highest level of qualification:

5.1	Matric	1
5.2	Higher Certificate	2
5.3	N4, N5, N6	3
5.4	Diploma / bachelor's degree	4
5.5	Honours degree / Btech	5
5.6	Masters	6
5.7	Doctorate	7

SECTION B: LEADERSHIP DEVELOPMENT

Kotlyar, Richardson, and Karakowsky (2015), define leadership development as a process whereby facilitators use a series of activities or mental exercises designed to prompt participants' reflection on learning experiences and thereby promote the transfer of knowledge and skills to work settings.

INSTRUCTIONS TO RESPONDENTS:

1. Please select **ONLY ONE** response with a tick ✓ for each Likert Scale statement below.
2. Answer **ALL** the pre-coded statements in this section.
3. Please **DO NOT** leave any statement blank.

KEY: 1- SD = Strongly Disagree; 2- D = Disagree; 3- N = Neutral; 4- A = Agree; 5- SA = Strongly Agree

		SD	D	N	A	SA
6.	My line manager has very little interest in the work that I do	1	2	3	4	5
7.	Managers at Ugu Municipality focus on the outputs of employees and very little on their wellbeing	1	2	3	4	5
8.	In my department, work deadlines are very important	1	2	3	4	5
9.	My supervisor gives me clear performance goals	1	2	3	4	5
10.	I have a clear understanding of leadership development	1	2	3	4	5
11.	My manager has no concern for the work I do	1	2	3	4	5
12.	I have the right skills to achieve my departmental goals	1	2	3	4	5
13.	The leaders at Ugu District Municipality have a higher orientation towards the wellbeing of employees than production	1	2	3	4	5
14.	Leadership development is emphasised at Ugu Municipality	1	2	3	4	5
15.	Leadership development at Ugu is freely available to everyone, not just for senior employees	1	2	3	4	5
16.	I always fulfil all responsibilities required by my job	1	2	3	4	5
17.	In my department, completing tasks is encouraged and I am always motivated to do my work	1	2	3	4	5
18.	In my department communication is valued	1	2	3	4	5
19.	My supervisor values and listens attentively to what I have to say	1	2	3	4	5
20.	My supervisor encourages me to take up challenging tasks	1	2	3	4	5
21.	I am involved in problem-solving and decision-making related to my job	1	2	3	4	5
22.	My line manager is very empathetic and understanding	1	2	3	4	5
23.	In my department everyone is accepted and recognised for their special and unique spirits	1	2	3	4	5

24.	I have a great relationship with my line manager	1	2	3	4	5
25.	I can efficiently perform all my tasks and accomplish the goals set for me.	1	2	3	4	5
26.	My supervisor believes that people have an intrinsic value beyond their tangible contribution as employees	1	2	3	4	5
27.	Ugu Municipality provides me with growth and development opportunities	1	2	3	4	5
28.	I have clear knowledge of the tasks given to me	1	2	3	4	5
29.	Managers at Ugu Municipality go out of their way to nurture the personal and professional growth of employees	1	2	3	4	5
30.	I am always prepared to perform my tasks	1	2	3	4	5
31.	I am encouraged to take calculated risks	1	2	3	4	5
32.	My supervisor inspires me to do better	1	2	3	4	5
33.	Ugu Municipality encourages me to be creative and innovative	1	2	3	4	5
34.	I can use all the equipment available at my job station, including information systems	1	2	3	4	5
35.	My supervisor has developmental plans for my future at Ugu Municipality	1	2	3	4	5
36.	I am willing and ready to carry out the tasks entrusted to me at the level satisfying to the municipality	1	2	3	4	5
37.	Ugu Municipality provides me with mentorship facilities	1	2	3	4	5
38.	My employer encourages effective listening	1	2	3	4	5
39.	I am aware of available development activities at Ugu Municipality	1	2	3	4	5
40.	I am willing and ready to go an extra mile to exceed the requirements set before me	1	2	3	4	5

SECTION C: EMPLOYEE JOB PERFORMANCE

Motowidlo and Kell (2012), define employee job performance as the total expected value that an individual brings to the organization of the discrete behavioural episodes which are carried out over a standard period. Torlak and Kuzek, (2019), further define employee job performance as how efficient an employee's accomplishes his or her duties.

41.	Ugu Municipality equips me with technical and professional skills to best do my job	1	2	3	4	5
42.	I am very happy with my job	1	2	3	4	5
43.	I am encouraged to understand and accept the culture of Ugu Municipality	1	2	3	4	5
44.	I am fully committed to doing my job well	1	2	3	4	5
45.	Ugu Municipality nurtures and develops individuals for future leadership positions	1	2	3	4	5
46.	I often think about resigning from work	1	2	3	4	5
47.	I receive adequate training to enhance my communication skills	1	2	3	4	5
48.	I'm willing to perform tasks not specific to my job duties	1	2	3	4	5
49.	I have the autonomy to make decisions in my department	1	2	3	4	5
50.	I abide by the rules and regulations of my workplace	1	2	3	4	5
51.	Ugu Municipality encourages me to lead in my current position	1	2	3	4	5
52.	In my opinion, teamwork is encouraged at Ugu District municipality	1	2	3	4	5
53.	Ugu encourages me to think strategically and improve my capabilities	1	2	3	4	5
54.	I always look forward to going to work	1	2	3	4	5
55.	My performance is monitored at Ugu Municipality	1	2	3	4	5
56.	My supervisor provides meaningful feedback on my job performance	1	2	3	4	5
57.	In my opinion, training is responsible for the improvement of job performance of employees at Ugu District Municipality	1	2	3	4	5
58.	In my opinion, the quality of Job performance displayed by employees at Ugu Municipality is linked to the goals of the organisation	1	2	3	4	5
59.	In my opinion, Ugu Municipality has sufficient mechanisms to evaluate job performance	1	2	3	4	5
60.	In my opinion, Ugu Municipality provides quality customer services	1	2	3	4	5
61.	Management gives clear organisational goals at Ugu District Municipality	1	2	3	4	5
63.	The systems at Ugu Municipality allow me to deal more strategically with internal and external customers	1	2	3	4	5
64.	I am aware of the financial performance of Ugu municipality	1	2	3	4	5

65.	Management at Ugu Municipality monitor the overall progress of departments and assists in solving and overcoming issues that stand in the way of the organisational goals	1	2	3	4	5
66.	Ugu Municipality provides me with sufficient training and development to increase my job performance	1	2	3	4	5
67.	In my opinion, an increased customer service rate will improve service delivery and financial performance at Ugu Municipality	1	2	3	4	5
68.	My manager provides me with sufficient recognition after a job well done	1	2	3	4	5
69.	My supervisor sets achievable job performance goals	1	2	3	4	5
70.	I am rewarded accordingly for great performance	1	2	3	4	5
71.	I perform to my fullest, knowing the outcomes of my performance	1	2	3	4	5
72.	My manager gives me clear instructions as to what is expected of me in my department	1	2	3	4	5
73.	My supervisor and I have regular formal and informal discussions about my performance	1	2	3	4	5
74.	In my opinion, colleagues are always willing to help with job related issues	1	2	3	4	5
75.	Customers are given the opportunity to rate the service I provide	1	2	3	4	5
76.	I am actively involved in problem-solving to improve service delivery at Ugu Municipality	1	2	3	4	5
77.	Ugu Municipality regards me as the organisations most important asset.	1	2	3	4	5
78.	Ugu Municipality has a variety of leadership development programmes for staff to enhance their service delivery	1	2	3	4	5

Annexure C Request for permission to conduct research

Faculty of Management Sciences

Department of Human Resources

Management

Telephone: 031 373 6787

Cell: 065 873 7582

29 June 2020

Durban University of Technology

PO. Box 1334

Durban

4000

RE: PERMISSION TO UNDERTAKE RESEARCH AT UGU MUNICIPALITY

I, Webster L Hlophe, hereby request permission to undertake research at Ugu Municipality. I am a registered student at the DUT. My registration number is 21638030. I am currently pursuing the master's degree in management sciences: Human Resources Management in the Faculty of Management Sciences. My proposed topic is titled: The Role of Leadership Development on Employee Job Performance at Ugu District Municipality. The Faculty Research Committee and the Ethics Committee of DUT wants to see the initial Letter of Informed Consent given by your kind self. The Ethics Committee, having sight of the Letter of Informed Consent will further scrutinize the questionnaire against the research objectives and research questions of the study and will also give a supporting letter for the continuation of my degree once all these protocols are met.

I shall be most grateful for your kind assistance in providing me with the information. This then reinforces the ethical considerations and gives me the leverage to complete the study. My supervisor is Prof M.E Lourens, and she had advised me accordingly to write this letter out of professional courtesy to your kind self. This will serve as a plus factor for the Ethics Committee when they evaluate my proposal that all is in order and that I am not in breach of any ethical conventions as espoused by the DUT-Ethics Committee (IREC) guidelines. I look forward to a favorable response from your kind self and your affirmation to my request will be highly appreciated. Should you require any further clarity please contact me at the telephone numbers or via e-mail.⁴

Many thanks for your kind assistance in this regard.

Yours Faithfully

Lungisani Webster Hlophe

Prof M.E Lourens

Annexure D Permission to conduct research

ANNEXURE D

PO Box 33, Port Shepstone 4240
KwaZulu-Natal
South Africa

28 Connor Street
Tel: (039) 888 8807
Fax: (039) 882 3350

Ugu Distrik Munisipaliteit

Ugu District Municipality

Ugu Umasipala Wesifunda

CORPORATE SERVICES DEPARTMENT

Enquires: Mr VO Mazibuko
039 888 5758

28 October 2022

Durban University of Technology
PO Box 1334
DURBAN
4000

Attention: Mr Webster L Hlophe

REQUEST TO CONDUCT A RESEARCH AT UGU DISTRICT MUNICIPALITY

It is a great pleasure to inform you that the request that was made for Mr Webster Lungisani Hlophe to conduct a research for his Master's Degree in Management Science: Human Resources Management in the Faculty of Management Science at Ugu District Municipality.

VELA MAZIBUKO
GENERAL MANAGER: CORPORATE SERVICES