

**DURBAN UNIVERSITY OF TECHNOLOGY**

**THE ROLE OF PERFORMANCE MANAGEMENT SYSTEMS ON THE TECHNICAL  
EFFICIENCY OF ACADEMICS IN PUBLIC HIGHER EDUCATION INSTITUTIONS IN  
KWAZULU-NATAL**

**NOMFUNDISELO CONSTANCE NGXITO**

**NOVEMBER 2024**



**THE ROLE OF PERFORMANCE MANAGEMENT SYSTEMS ON THE  
TECHNICAL EFFICIENCY OF ACADEMICS IN PUBLIC HIGHER  
EDUCATION INSTITUTIONS IN KWAZULU-NATAL**

**Submitted in fulfilment of the requirement of the degree of  
DOCTOR OF PHILOSOPHY IN MANAGEMENT SCIENCES**

**SPECIALISING IN  
HUMAN RESOURCES MANAGEMENT**

**in the**

**Faculty of Management Sciences**

**at the**

**DURBAN UNIVERSITY OF TECHNOLOGY**

**NOMFUNDISELO CONSTANCE NGXITO**

**NOVEMBER 2024**

**APPROVED FOR FINAL SUBMISSION**

**Supervisor: Dr Njabulo Khumalo (PhD)**

**\_\_Date** 22 November 2024

**Co-Supervisor: Dr Pauline Eyono (PhD)**

**Date: 21/11/2024**

## **ABSTRACT**

This study aimed to investigate the role of performance management systems on the technical efficiency of academics in public higher education institutions in KwaZulu-Natal. A cross-sectional study was conducted to assess the outcome and exposures of the research participants simultaneously. The mixed methods approach was utilised to collect and analyse the quantitative and qualitative data. The study involved academic staff at the University of Zululand, University of KwaZulu-Natal and Durban University of Technology. Questionnaires and interviews were used to collect primary data from the research participants.

Quantitative data were collected from 170 respondents who were mobilised through stratified sampling method, while the qualitative data were collected from 12 participants through a purposive sampling approach. The quantitative data was analysed using SPSS, 27, whereas the qualitative data was analysed using NVivo, version 13. Statistically, Pearson's correlation and linear regression were performed to assess the relationship between performance management systems and technical efficiency among academics in public higher education institutions in KwaZulu-Natal. The results showed that while Pearson's correlation indicated a strong positive relationship between the performance management system implementation and academic's technical efficiency, the linear regression results showed no relationship between the implementation of the performance management system and academic research efficiency. Pearson's and linear regression results indicated no positive relationship between PMS implementation and academic efficiency research. Moreover, Pearson's correlation and linear regression results revealed no positive relationship between PMS implementation and teaching within South African higher education institutions, and no positive correlation between the implementation of PMS and other academic or service-related activities. By contrast, the qualitative findings indicated that implementing a performance management system impacted academics' technical efficiency in terms of teaching and learning, other related academic activities, and research and innovation.

This study contributes to the body of knowledge by determining how performance management systems impact academics' technical efficiency in higher education institutions. Theoretically, the study contributes to the theory and practice regarding employees' perceived effectiveness of the performance management system toward improving academics' technical efficiency.

**Keywords:** Academic research efficiency, academics' technical efficiency, expectancy theory, goal setting theory, higher education institutions, KwaZulu-Natal, performance appraisal, performance management system

## **DECLARATION**

I hereby declare that this research project is my own work and is submitted in fulfilment of the requirements of the Doctor of Philosophy in the department of Human Resources Management Faculty of Management Sciences at the Durban University of Technology.

I also declare that this research project has not been submitted before to any other institution/s

Signature:

Date: 20 November 2024

## **DEDICATION**

I thank God for granting me strength and perseverance up to the end. This study is dedicated to my family members for giving me their support throughout this journey, as their love and support kept me going till the end. I dedicate this thesis to my late father, Mzwabantu Hans, and to my mother, Nokwanda Hans: they always supported me in every vision I had, and their prayers have brought me this far. Finally, this study is dedicated to my husband, Archiebald Ngxito, and my two children, Simnikiwe Ngxito and Ludwe Ngxito.

## **ACKNOWLEDGEMENTS**

The journey of a PhD is a long one which requires proper planning and commitment. There are so many people who played a role in supporting me throughout the study and I wish to thank them for their continued support:

- My supervisor, Dr Njabulo Khumalo, who has been a pillar of strength and did not give up on me; his guidance during this journey is greatly appreciated.
- My co-supervisor, Dr P Eyono, for the significant role that she played through my study.
- My family, who had to understand every time I had to excuse myself from family gatherings and that at times, I had to share my time and commitment with this work. Thank you all for your understanding and words of encouragement.
- My colleague, Lindisipho Mbukwana, for his encouragement; he has always been there for me and never got tired of offering me support whenever it was needed.
- All my colleagues in the Human Resources Division, who played a big role in my completing this journey.
- The participants involved in this study, whose assistance made it possible.

## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	i
<b>DECLARATION</b> .....	iii
<b>DEDICATION</b> .....	iv
<b>ACKNOWLEDGEMENTS</b> .....	v
<b>TABLE OF CONTENTS</b> .....	vi
<b>CHAPTER ONE</b> .....	1
<b>INTRODUCTION AND BACKGROUND TO THE STUDY</b> .....	1
<b>1.1 INTRODUCTION</b> .....	1
<b>1.2 BACKGROUND OF THE STUDY</b> .....	2
<b>1.3 PROBLEM STATEMENT</b> .....	6
<b>1.4 AIM OF THE STUDY</b> .....	8
<b>1.5 OBJECTIVES OF THE STUDY</b> .....	8
<b>1.6 RESEARCH QUESTIONS</b> .....	9
<b>1.7 SIGNIFICANCE OF THE STUDY</b> .....	10
<b>1.8 BRIEF DESCRIPTION OF THE RESEARCH DESIGN AND METHODOLOGY</b> .....	11
<b>1.9 SCOPE AND LIMITATIONS OF THE STUDY</b> .....	12
<b>1.10 STRUCTURE OF THE STUDY</b> .....	13
<b>1.11 SUMMARY</b> .....	14
<b>CHAPTER TWO</b> .....	15
<b>PERFORMANCE MANAGEMENT SYSTEMS</b> .....	15
<b>2.1 INTRODUCTION</b> .....	15
<b>2.2 THE CONCEPT OF PERFORMANCE MANAGEMENT SYSTEM</b> .....	15
<b>2.3 HIGHER EDUCATION IN SOUTH AFRICA</b> .....	16
<b>2.4 HIGHER EDUCATION'S SHIFTING ASPECT</b> .....	17
<b>2.5 THE PURPOSE OF THE PERFORMANCE MANAGEMENT SYSTEM IN THE</b> .....	20
<b>ORGANISATION</b> .....	20
<b>2.5.1 Strategic Purpose</b> .....	21
<b>2.5.2 Administrative Purpose</b> .....	21
<b>2.5.3 Informational Purpose</b> .....	21
<b>2.5.4 Developmental Purpose</b> .....	22
<b>2.5.5 Organisational Maintenance Purpose</b> .....	22

2.5.6	Documentation Purpose .....	22
2.6	APPLICATION OF PERFORMANCE MANAGEMENT SYSTEM IN HIGHER EDUCATION INSTITUTIONS .....	23
2.7	INTEGRATED NATURE OF THE PERFORMANCE MANAGEMENT SYSTEM .....	25
2.7.1	Performance Appraisal System.....	25
2.7.2	Human Resource Management System.....	30
2.8	RELEVANCE AND VALUE OF PERFORMANCE MANAGEMENT SYSTEMS TO HIGHER EDUCATION INSTITUTIONS .....	32
2.9	GOALS AND ADVANTAGES OF PERFORMANCE MANAGEMENT SYSTEM.....	34
2.10	STEPS IN THE DEVELOPMENT OF A PERFORMANCE MANAGEMENT SYSTEM.....	36
2.10.1	The Vision of the Organisation, as well as its Strategic Aims and Objectives, must be Determined .....	36
2.10.2	Formulation of Organisational and Individual Goals .....	36
2.10.3	The Arrangement on Performance and Growth is Signed.....	38
2.10.4	Creating Performance and Growth Strategies .....	38
2.10.5	Work, Training and Assistance .....	39
2.10.6	Criticism Plus Ongoing Monitoring.....	40
2.10.7	Formal Performance Evaluations and Reviews .....	40
2.11	ORGANISATION CULTURE AND PERFORMANCE MANAGEMENT SYSTEM.....	43
2.12	COMMITMENT AND PERFORMANCE MANAGEMENT SYSTEM .....	44
2.13	MODELS OF PERFORMANCE MANAGEMENT SYSTEMS IN HIGHER EDUCATION INSTITUTIONS.....	45
2.13.1	Performance Management System (PMS).....	46
2.13.2	The European Foundation for Quality Management (EFQM) Excellence Model 48	
2.13.3	The Balanced Scorecard (BSC).....	49
2.13.4	Performance Pyramid .....	51
2.13.5	RSDQ mode (ROLES, STYLES, DELEGATION AND QUALITIES).....	53
2.13.6	Performance Prism.....	54
2.13.7	360 Degree Feedback.....	54
2.14	THE PERFORMANCE MANAGEMENT SYSTEM AND ITS EFFECT ON JOB SATISFACTION .....	56
2.15	APPROACHES TO IMPLEMENTING A PERFORMANCE MANAGEMENT SYSTEM 58	
2.15.1	Performance Agreements .....	58

2.15.2	Key Performance Areas and Key Performance Indicators .....	58
2.15.3	Capacity Building.....	59
2.15.4	Employee Engagement and Participation .....	60
2.15.5	Goal Setting and Feedback .....	61
2.15.6	Perceived Usefulness and Ease to Use .....	61
2.16	THE EFFECTS OF PERFORMANCE MANAGEMENT SYSTEM ON ACADEMIC'S TECHNICAL EFFICIENCY.....	62
2.17	PERCEPTIONS OF ACADEMIC EMPLOYEES ON THE IMPLEMENTATION.....	63
	OF A PERFORMANCE MANAGEMENT SYSTEM.....	63
2.18	PERFORMANCE MANAGEMENT SYSTEM MECHANISMS THAT DRIVE ACADEMIC PROMOTION AND DEVELOPMENT .....	65
2.18.1	Talent Mapping and Development.....	65
2.18.2	Incentives and Bonuses.....	65
2.18.3	Monitoring and Evaluation.....	66
2.18.4	Community Engagement and Communication.....	66
2.19	EMPLOYEES PERCEPTIONS ON PMS EFFECTIVENESS .....	67
2.20	WHY ARE PERFORMANCE MANAGEMENT SYSTEMS NOT EFFECTIVE? .....	68
2.21	PROBLEMS FACED WITH THE APPLICATION OF A PERFORMANCE MANAGEMENT SYSTEM.....	71
2.22	STRATEGIES TO IMPROVE THE EXISTING MODEL FOR IMPLEMENTING PERFORMANCE MANAGEMENT SYSTEM.....	76
2.23	SUMMARY.....	78
CHAPTER THREE	.....	79
	THEORETICAL AND CONCEPTUAL REVIEW OF THE STUDY .....	79
3.1	INTRODUCTION .....	79
3.2	CONCEPTUAL FRAMEWORK AND MODEL OF THE STUDY.....	79
3.3	POSITION OF A THEORETICAL FRAMEWORK IN A STUDY AND THE .....	82
	NEED OF A THEORETICAL FRAMEWORK .....	82
3.4	DEVELOPING A THEORETICAL FRAMEWORK .....	83
3.5	DEPENDENT AND INDEPENDENT VARIABLES THAT ARE ASSOCIATED .....	85
	WITH THIS RESEARCH.....	85
3.5.1	Definition of Dependent Variable.....	85
3.5.2	Definition of Independent Variable.....	86
3.5.3	Definition of Moderating Variable.....	87

3.5.4 Definition of Mediating Variable .....	87
3.6 LINK BETWEEN COMPENSATION AND RECOGNITION, PERFORMANCE .....	88
3.7 LINK BETWEEN TRAINING AND DEVELOPMENT, PERFORMANCE MANAGEMENT AND THE IMPACT ON TECHNICAL EFFICIENCY .....	90
3.8 LINK BETWEEN CAREER PROGRESSION, PERFORMANCE .....	91
MANAGEMENT AND THE IMPACT ON TECHNICAL EFFICIENCY .....	91
3.9 LINK BETWEEN SUCCESSION PLANNING, PERFORMANCE MANAGEMENT AND THE IMPACT ON TECHNICAL EFFICIENCY.....	92
3.10 RELEVANT THEORIES FOR THE STUDY .....	93
3.10.1 Goal-Setting Theory .....	93
3.10.1.1 Relevance of goal-setting theory.....	97
3.10.1.2 The importance of goal-setting theory in an academic environment.....	98
3.10.1.3 Limitations of goal-setting theory .....	99
3.10.2 Expectancy Theory.....	100
3.10.2.1 Justification for using the expectancy theory .....	103
3.10.2.2 Criticism of the expectancy theory.....	104
3.11 CONCEPTUAL FRAMEWORK OF THE STUDY.....	104
3.12 THE DESIGN AND USE OF A PERFORMANCE MANAGEMENT SYSTEM.....	106
MODEL .....	106
3.13 SOUTH AFRICAN BOARD OF PERSONNEL PRACTICES MODEL.....	112
3.14 THE CONCEPTUAL MODEL THAT GUIDES THE STUDY .....	121
3.15 SUMMARY .....	122
CHAPTER FOUR.....	123
RESEARCH METHODOLOGY .....	123
4.1 INTRODUCTION .....	123
4.2 RESEARCH DESIGN AS A MODEL OF DESIGNING RESEARCH METHODOLOGY ..	123
4.3 THE RESEARCH PHILOSOPHY .....	124
4.3.1 Positivist Paradigm .....	125
4.3.2 Interpretivism Paradigm.....	126
4.3.3 Critical Realistic Paradigm .....	127
4.3.4 Post-Positivist Paradigm.....	128
4.4 RESEARCH APPROACH .....	132
4.5 RESEARCH METHOD .....	133

4.5.1	Quantitative Research .....	134
4.5.2	Qualitative Research .....	134
4.5.3	Mixed Methods.....	135
4.6	RESEARCH STEPS .....	138
4.7	RESEARCH DESIGN/STRATEGY .....	139
4.8	TIME HORIZON.....	140
4.9	STUDY LOCATION .....	140
4.10	TARGET POPULATION.....	142
4.11	SAMPLING STRATEGY.....	142
4.11.1	Probability Sampling.....	142
4.11.2	Non-Probability Sampling .....	145
4.12	SAMPLE SIZE AND PROCEDURES .....	146
4.13	DATA COLLECTION METHOD .....	148
4.13.1	Questionnaires .....	148
4.13.2	Interviews .....	149
4.13.3	Document Analysis .....	150
4.14	DATA QUALITY CONTROL .....	151
4.14.1	Reliability and Validity.....	151
4.14.2	Trustworthiness .....	153
4.14.2.1	Credibility .....	154
4.14.2.2	Dependability .....	154
4.14.2.3	Confirmability.....	154
4.14.2.4	Transferability .....	155
4.15	DATA ANALYSIS PROCEDURES .....	155
4.15.1	Quantitative Data Analysis .....	156
4.16	LIMITATIONS, CONTRIBUTION AND RELEVANCE OF THE STUDY.....	162
4.17	ETHICAL CONSIDERATIONS .....	162
4.17.1	Informed Consent .....	162
4.17.2	Voluntary Participation.....	164
4.17.3	Non-Maleficence.....	164
4.17.4	Participants' Right to Confidentiality and Anonymity.....	164
4.18	SUMMARY .....	165
CHAPTER FIVE	.....	167

<b>QUANTITATIVE FINDINGS</b> .....	167
<b>5.1 INTRODUCTION</b> .....	167
<b>5.2 RESPONDENTS' BIOGRAPHICAL INFORMATION</b> .....	168
<b>5.3 FREQUENCY ANALYSIS AND PERCENTAGE</b> .....	169
<b>5.3.1 Approaches used to Implement a Performance Management System</b> .....	169
<b>5.3.2 Effects of Performance Management System Implementation on</b> .....	173
<b>Academic Technical Efficiency</b> .....	173
<b>5.3.3 Effects of Performance Management System on Academic Efficiency</b> .....	176
<b>Research</b> .....	176
<b>5.3.4 Effects of Performance Management System implementation on</b> .....	180
<b>Teaching</b> .....	180
<b>5.3.5 Effects of Performance Management System implementation on other</b> .....	184
<b>Academic-Related Activities</b> .....	184
<b>5.3.6 Perceptions of academic employees on the implementation of a</b> .....	186
<b>Performance Management System</b> .....	186
<b>5.3.7 Mechanisms that can be employed to utilise Performance Management</b> .....	189
<b>System to drive Academic Promotion and Development</b> .....	189
<b>5.3.8 Improvement of the Existing Performance Management System model</b> .....	192
<b>5.3.9 Challenges Encountered During the Implementation of a Performance</b> .....	195
<b>Management System</b> .....	195
<b>5.4 MEASURING RELIABILITY OF THE RESEARCH INSTRUMENT</b> .....	198
<b>5.5 MEASURING VALIDITY OF THE MEASURING INSTRUMENT</b> .....	199
<b>5.6 DESCRIPTIVE STATISTICS</b> .....	203
<b>5.7 INFERENTIAL STATISTICS</b> .....	206
<b>5.7.1 Pearson's Product-Moment Correlation Coefficient</b> .....	207
<b>5.7.2 Linear Regression</b> .....	209
<b>5.7.3 Analysis of Variance-ANOVA</b> .....	212
<b>5.7.3.1 ANOVA – Influence of bio-data on approaches to performance</b> .....	212
<b>Approaches to Performance Management System</b> .....	212
<b>5.7.3.2 Influence of bio-data on the effects of a Performance Management</b> .....	213
<b>System implementation on the academics' technical efficiency</b> .....	213
<b>5.7.3.3 Effects of a Performance Management System implementation of</b> .....	215
<b>5.7.3.4 Influence of respondents' bio-data on the effects of a Performance</b> .....	217

5.7.3.5 Influence of respondents' bio-data on the effects of a Performance Management System on other academic or service-related activities .....	217
5.7.3.6 Influence of respondents' bio-data on perceptions of academics towards the .....	220
5.7.3.7 Influence of respondents' bio-data on the mechanisms of implementing a Performance Management System .....	221
5.7.3.9 Influence of the respondents' bio-data on the challenges encountered during the implementation of a Performance Management System .....	223
5.7.4 PAIRED SAMPLE T-TEST .....	225
5.8 SUMMARY .....	227
CHAPTER SIX .....	229
QUALITATIVE FINDINGS .....	229
6.1 INTRODUCTION .....	229
6.2 PARTICIPANTS' BIO-DATA .....	230
6.3 OBJECTIVE1: HUMAN RESOURCE MANAGEMENT APPROACHES UTILISED TO IMPLEMENT A PERFORMANCE MANAGEMENT SYSTEM .....	231
6.3.1 Objective 1(a): The Approaches Utilised by Higher Education Institutions to Implement A Performance Management System .....	231
6.3.1.1 Theme 1: Performance agreement .....	232
6.3.1.2 Theme 2: Key performance indicators and key performance areas .....	233
6.3.1.3 Theme 3: Optimised dialogue-based .....	234
6.3.1.4 Theme 4: Capacity building .....	234
6.3.1.5 Theme 5: Engagement .....	235
6.3.1.6 Theme 6: Output performance assessment approach .....	235
6.3.1.7 Theme 7: Goal-setting theory .....	236
6.3.1.8 Theme 8: Regular discussion and feedback .....	236
6.3.2 Objective 1(b): Approaches Required for the Successful Implementation of a Performance Management System .....	237
6.3.2.1 Theme 1: Key performance areas .....	237
6.3.2.2 Theme 2: Performance appraisal .....	238
6.3.2.3 Theme 3: Job design and description .....	238
6.3.2.4 Theme 4: Employee training and orientation .....	239
6.3.2.5 Theme 5: Buy-in and communication .....	239
6.3.2.6 Theme 6: Positive and supportive work environment .....	240

6.3.2.7 Theme 7: Goal-setting and control theory .....	241
6.3.2.8 Theme 8: Performance agreement.....	241
6.3.2.9 Theme 9: Employee recognition.....	242
6.3.2.10 Theme 10: Adaptive performance management .....	242
6.3.2.11 Theme 11: Supportive feedback.....	243
<b>6.3.3 Objective 1(c): Perspectives on Implementation of a Performance Management System .....</b>	<b>244</b>
6.3.3.1 Theme 1: User friendly and manageable.....	244
6.3.3.2 Theme 2: Improper implementation.....	245
6.3.3.3 Theme 3: Facilitates planning .....	246
6.3.3.4 Theme 4: Complex approach.....	246
6.3.3.5 Theme 5: Performance monitoring tool.....	246
6.3.3.6 Theme 6: Talent development.....	247
<b>6.4 OBJECTIVE 2: EFFECTS OF PERFORMANCE MANAGEMENT SYSTEM IMPLEMENTATION ON THE ACADEMICS' TECHNICAL EFFICIENCY .....</b>	<b>247</b>
6.4.1 Theme 1: Teaching and Learning .....	248
6.4.2 Theme 2: Other Related Academic Activities .....	249
6.4.3 Theme 3: Research and Innovation.....	250
<b>6.5 OBJECTIVE 3: PERCEPTIONS OF ACADEMIC EMPLOYEES ON THE IMPLEMENTATION OF A PERFORMANCE MANAGEMENT SYSTEM .....</b>	<b>251</b>
6.5.1 Theme 1: Academic Excellence .....	252
6.5.2 Theme 2: Institutional Flexibility.....	252
6.5.3 Theme 3: Boosts Communication between Employees and Line Managers.....	254
6.5.4 Theme 4: A Tool for Achieving Organisational Goals and Objectives .....	255
<b>6.6 OBJECTIVE 4: MECHANISMS EMPLOYED TO UTILISE A PERFORMANCE MANAGEMENT SYSTEM TO DRIVE ACADEMIC PROMOTION AND DEVELOPMENT... 255</b>	
6.6.1 Theme 1: Talent Mapping and Development .....	256
6.6.2 Theme 2: Incentives and Bonuses .....	257
6.6.3 Theme 3: Support Structures and Supportive Environment.....	257
6.6.4 Theme 4: Monitoring and Evaluation.....	258
6.6.5 Theme 5: Ideal Performance Management System.....	259
6.6.6 Theme 6: Community Engagement and Communication.....	260
<b>6.7 OBJECTIVE 5: IMPROVEMENT OF THE EXISTING PERFORMANCE MANAGEMENT SYSTEM MODEL.....</b>	<b>260</b>
6.7.1 Theme 1: Fairness.....	261

6.7.2 Theme 2: Benchmark .....	261
6.7.3 Theme 3: Easy Explanation and User-Friendly .....	262
6.7.4 Theme 4: Electronic Performance Management.....	263
6.7.5 Theme 5: Freedom to Modify the Performance Agreement.....	263
6.7.6 Theme 6: Stakeholder Engagement.....	264
<b>6.8 OBJECTIVE 6: IDENTIFICATION OF CHALLENGES THAT ARE ENCOUNTERED DURING THE IMPLEMENTATION OF A PERFORMANCE MANAGEMENT SYSTEM .....</b>	<b>264</b>
6.8.1 Theme 1: Non-Compliance to the Performance Management process .....	265
6.8.2 Theme 2: Incorrect Performance Contract.....	266
6.8.3 Theme 3: Lack of Awareness .....	267
6.8.4 Theme 4: Negative Perceptions and Resistance to Change .....	269
6.8.5 Theme 5: Lack of Communication.....	269
6.8.6 Theme 6: Lack of Performance Management Skills .....	270
6.8.7 Theme 7: Absence of Integrity and Favouritism.....	270
6.8.8 Theme 8: Lack of Cooperation .....	270
6.8.9 Theme 9: Lack of Commitment .....	271
6.8.10 Theme 10: Lack of Clear Objectives System .....	272
6.8.11 Theme 11: Lack of Buy-In .....	272
<b>6.9 SUMMARY .....</b>	<b>272</b>
<b>CHAPTER SEVEN.....</b>	<b>274</b>
<b>DISCUSSION AND FINDINGS.....</b>	<b>274</b>
<b>7.1 INTRODUCTION .....</b>	<b>274</b>
<b>7.2 OBJECTIVE 1: THE HUMAN RESOURCE MANAGEMENT APPROACHES UTILISED BY PUBLIC HIGHER EDUCATION INSTITUTIONS TO IMPLEMENT A PERFORMANCE MANAGEMENT SYSTEM .....</b>	<b>274</b>
7.2.1 Performance Agreement .....	275
7.2.2 Key Performance Areas and Key Performance Indicators .....	275
7.2.3 Capacity Building.....	276
7.2.4 Employee Engagement and Participation .....	277
7.2.5 Goal-setting and Feedback.....	277
7.2.6 Perceived usefulness and ease to use.....	278
<b>7.3 OBJECTIVE 2: EFFECTS OF PERFORMANCE MANAGEMENT SYSTEM IMPLEMENTATION ON THE ACADEMICS' TECHNICAL EFFICIENCY.....</b>	<b>278</b>
7.3.1 Teaching and Learning.....	279

7.3.3 Other Academic or Service-Related Activities .....	280
<b>7.4 OBJECTIVE 3: PERCEPTIONS OF ACADEMIC EMPLOYEES ON THE IMPLEMENTATION OF A PERFORMANCE MANAGEMENT SYSTEM .....</b>	<b>281</b>
7.4.1 Academic Excellence .....	281
7.4.2 Institutional Flexibility .....	282
7.4.3 Increases Communication and Strengthens Employee Engagement .....	282
7.4.4 Organisational Goals and Objectives .....	283
<b>7.5 OBJECTIVE 4: MECHANISMS UTILISED TO IMPLEMENT A PERFORMANCE MANAGEMENT SYSTEM TO DRIVE ACADEMIC PROMOTION AND DEVELOPMENT ...</b>	<b>283</b>
7.5.1 Talent Mapping and Development .....	284
7.5.2 Incentives and Bonuses .....	285
7.5.3 Monitoring and Evaluation .....	285
7.5.4 Community Engagement and Communication .....	286
<b>7.6 OBJECTIVE 5: IDENTIFICATION OF CHALLENGES THAT ARE ENCOUNTERED DURING THE IMPLEMENTATION OF A PERFORMANCE MANAGEMENT SYSTEM .....</b>	<b>286</b>
7.6.1 Non-Compliance to Performance Management System process .....	287
7.6.2 Incorrect Performance Contracts .....	287
7.6.3 Lack of Awareness .....	287
7.6.4 Negative Perceptions and Resistance to Change .....	288
7.6.5 Lack of Communication .....	288
7.6.6 Lack of Performance Management Skills .....	289
7.6.7 Lack of Cooperation and Commitment .....	289
<b>7.7 OBJECTIVE 6: IMPROVING THE EXISTING MODEL FOR IMPLEMENTING A PERFORMANCE MANAGEMENT SYSTEM .....</b>	<b>290</b>
7.7.1 Fairness .....	290
7.7.2 Benchmarking .....	291
7.7.3 Easy Explanation and Use-Friendly .....	292
7.7.4 Electronic Performance Management .....	292
<b>7.8 SUMMARY .....</b>	<b>293</b>
<b>CHAPTER 8 .....</b>	<b>295</b>
<b>CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>295</b>
<b>8.1 INTRODUCTION .....</b>	<b>295</b>
<b>8.2 CONCLUSIONS OF THE STUDY .....</b>	<b>295</b>
<b>8.2.1 Objective 1: The Approaches Utilised by Public Higher Education Institutions that have implemented a Performance Management System .....</b>	<b>295</b>

8.2.2 Objective 2: The Effects of a Performance Management System implementation on Academics' Technical Efficiency .....	296
8.2.3 Objective 3: The Perceptions of Academic employees on the implementation of a Performance Management System at the Public Higher Education Institutions.....	297
8.2.4 Objective 4: The existing model for implementing a Performance Management System in Public Higher Education Institutions .....	297
8.2.5 Objective 5: Challenges Encountered by Higher Education Institutions while Implementing a Performance Management System .....	298
8.2.6 Objective 6: Mechanisms to Implement a Performance Management System to Drive Academic Promotion and Development .....	300
<b>8.3 RECOMMENDATIONS OF THE STUDY .....</b>	<b>301</b>
8.3.1 Recommendation 1: The Need for Stakeholder Dialogue and Engagement.....	301
8.3.2 Recommendation 2: Create Awareness of the Existence of the Performance Management System.....	302
8.3.3 Recommendation 3: Train People to Acquire More Knowledge and Skills .....	302
8.3.4 Recommendation 4: Top Management Support and Commitment.....	303
8.3.5 Recommendation 5: Set Clear Performance Objectives and Goals .....	303
8.3.6 Recommendation 6: Manage Negative Perceptions and Resistance to Change .....	304
<b>8.4 THEORETICAL AND PRACTICAL IMPLICATIONS OF THE STUDY.....</b>	<b>304</b>
<b>8.5 LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH.....</b>	<b>305</b>
<b>8.6 SUMMARY .....</b>	<b>305</b>
<b>BIBLIOGRAPHY .....</b>	<b>307</b>
<b>APPENDIX 1: INFORMED CONSENT: QUESTIONNAIRE .....</b>	<b>357</b>
<b>APPENDIX 2: QUESTIONNAIRE .....</b>	<b>362</b>
<b>APPENDIX 3: INFORMED CONSENT: INTERVIEW .....</b>	<b>374</b>
<b>APPENDIX 4: INTERVIEW SCHEDULE .....</b>	<b>380</b>
<b>APPENDIX 5: GATEKEEPER'S PERMISSION LETTER: UNIZULU .....</b>	<b>383</b>
<b>APPENDIX 6: GATEKEEPER'S PERMISSION LETTER: DUT.....</b>	<b>Error! Bookmark not defined.</b>
<b>APPENDIX 7: GATEKEEPER'S PERMISSION LETTER: UKZN .....</b>	<b>382</b>
<b>APPENDIX 8: ETHICAL CLEARANCE .....</b>	<b>383</b>

## List of Tables

Table 3.1 Types of conversations to improve Performance .....	120
Table 3.2 Good practices in conversation for positive performance accountability.....	120
Table 4.1 Interpretation related frameworks and its philosophical beliefs.....	130
Table 4.2 Characteristics of inductive and deductive approaches .....	133
Table 4.3 Characteristics of Research Methods .....	138
Table 4.4 Sample size .....	147
Table 4.5 Mapping research questions to sources of data and data analysis .....	159
Table 5.1 Respondents' biographical information .....	168
Table 5.2 Approaches used to implement Performance Management System .....	172
Table 5.3 Effects of Performance Management System implementation on Academic Technical Efficiency.....	173
Table 5.4 Effects of Performance Management System on Academic Efficiency Research .....	179
Table 5.5 Effects of Performance Management System on Teaching .....	183
Table 5.6 Effects of Performance Management System implementation on other Academic related activities .....	185
Table 5.7 Perceptions of academic employees on the implementation of a Performance Management System .....	188
Table 5.8 Mechanisms that can be employed to utilise Performance Management System to drive academic promotion and development .....	191
Table 5.9 Improvement of the existing Performance Management System Model .....	194
Table 5.10 Challenges encountered during the implementation of a Performance Management System .....	197
Table 5.11 Reliability of the measuring instrument – Cronbach's alpha coefficient .....	199
Table 5.12 Factor Analysis .....	200
Table 5.13 Kaiser-Meyer-Olkin and Bartlett's Test .....	203
Table 5.14 Descriptive Statistics: Central Tendency and Dispersion/Variation .....	205
Table 5.15 Pearson's Product-Moment Correlation Coefficient .....	209

Table 5.16 Linear Regression Analysis .....	210
Table 5.17 Influence of biodata on approaches to Performance Management System.	212
Table 5.18 Influence of bio-data on the effects of Performance Management System implementation on the Academics' Technical Efficiency.....	213
Table 5.19 Post-Hoc Test-The difference between age and period of service in academia concerning the effects of PMS implementation on the Academics' Technical Efficiency .....	214
Table 5.20 Influence of Bio-Data on the effects of Performance Management System implementation on Academic Efficiency Research.....	215
Table 5.21 Post-Hoc Test-The difference between period of service in academia, highest level of education and job level concerning effects of Performance Management System on Academic Efficiency Research .....	216
Table 5.22 Influence of Bio-Data on the Effects of Performance Management System implementation on Teaching .....	217
Table 5.23 Influence of Bio-Data on the effects of Performance Management System implementation on other academic or service-related activities.....	218
Table 5.24 Post-Hoc Test-The Influence in the age, highest level of education and job level concerning effects of Performance Management System on Academic Efficiency Research .....	219
Table 5.25 Influence of Respondents Bio-Data on perceptions of academics toward the implementation of Performance Management System .....	220
Table 5.26 Post-Hoc Test-The difference in age concerning academic perceptions toward Performance Management Implementation System .....	221
Table 5.27 Influence of Respondents' Bio-Data on mechanism for implementing Performance Management System .....	221
Table 5.28 Influence of Respondents' Bio-Data on the improvement of the existing Performance Management System Model .....	222
Table 5.29 Post-Hoc Test-The difference in the period of years in academia concerning the improvement of the existing Performance Management System Model .....	223
Table 5.30 Influence of Respondents' Bio-Data on challenges encountered during the implementation of Performance Management System .....	224

Table 5.31 Post-Hoc Test- Difference in period of years in academia concerning challenges encountered in the implementation of Performance Management System..	224
Table 5.32 Paired Sample Test .....	225
Table 5.33 Post-Hoc Scheffe's Test: All variables and gender .....	226
Table 6.1 Participants' Bio-Data .....	230

## LIST OF FIGURES

Figure 2.1	PMS Model in Higher Educational Institutions .....	47
Figure 2.2	Diagram of EFQM Model .....	48
Figure 2.3	Balance Scorecard Model .....	49
Figure 2.4	Performance Pyramid Model .....	51
Figure 3.1	Dependant and Independent Variables .....	85
Figure 3.2	Compensation, Recognition and Performance Management .....	88
Figure 3.3	Training and Development and Performance Management .....	90
Figure 3.4	Performance Management and Career Development .....	91
Figure 3.5	Integrated Performance Management Cycle for Succession Planning .....	92
Figure 3.6	Locke's Goal-setting Theory .....	95
Figure 3.7	Expectancy Theory .....	100
Figure 3.8	Relationship between Performance Management System and Technical Efficiency .....	105
Figure 3.9	Performance Management Systems .....	107
Figure 3.10	Performance Management System Model .....	112
Figure 3.11	Processes to conversations .....	118
Figure 3.12	Focus on conversation more than process .....	119
Figure 3.13	Conceptual Model that guides the study.....	121
Figure 4.1	Research Onion .....	124
Figure 4.2	Sampling Methods .....	146
Figure 6.1	Approaches utilised by Higher Education Institutions to implement a Performance Management System .....	232
Figure 6.2	Approaches required for the successful Implementation of a Performance Management System .....	237
Figure 6.3	Perspectives on implementation of a Performance	

	Management System .....224
Figure 6.4	Effects of Performance Management System implementation on the Academics’ Technical Efficiency .....248
Figure 6.5	Perceptions of Academic Employees on the implementation of a Performance Management System .....252
Figure 6.6	Mechanisms Employed to utilise Performance Management System to drive academic promotion and development .....256
Figure 6.7	Improvement of existing PMS Model .....261
Figure 6.8	Identification of challenges that are encountered during the implementation of a Performance Management System .....265

# **CHAPTER ONE**

## **INTRODUCTION AND BACKGROUND TO THE STUDY**

### **1.1 INTRODUCTION**

In today's competitive business environment, the importance of human resources management cannot be over-emphasised. This assertion underscores the fact that employees are the most valuable resources of an organisation who strive to ensure that strategic activities are executed with a high degree of diligence and timing. According to Marthalia (2022), human resources is vital in realising development; hence, human quality has become a priority for many organisations. Abiwu and Martins (2024:1) concurred that "in today's competitive environment, industries and academic institutions are competing for the same, which presents the most valuable asset of an organisation." The competition for talent implies that employers, including HEIs need to adopt strategies to distinguish themselves from their rivals (Abiwu & Martins (2024: 1). Therefore, it can be argued that HEIs cannot achieve their performance standards without human resources with the right skills, knowledge, experience, and technical know-how. The essence of human resources in organisation is basically to provide valuable means that will bring about improved productivity and, at the same time, add value and increase the profits of the organisation. To this end, a performance management system (PMS) was introduced to assess employee performance. PMS is considered an effective goal setting, feedback and control mechanism that allows organisations to measure employee performance. PMS is one of the duties and very important roles of the human resource management process in any organisation. It is necessary because after employing staff, there is a need for them to be trained and exposed to the nature of their jobs in order to perform effectively.

The implication is that every organisation needs to have a standard way in which performance evaluation of staff can be done in order to accomplish the organisation's objectives and goals. There is a consensus among scholars that PMS, when implemented well, can contribute significantly to an organisation and employee's performance. However, there is limited research that investigates the role of PMS in improving technical efficiency of academics in public higher education institutions. Therefore, the current

study aimed to address the gap in existing research by investigating the role of PMS on the technical efficiency of academics in public HEIs.

This introductory chapter sets the tone for the study by providing general information about the subject matter. The chapter provides a detailed background of the study. It also describes the research problem by highlighting the gaps in existing research. It outlines the research aims, questions and objectives that guided the investigation. The motivation for and significance of the study are also highlighted. The last part of the chapter contains information about the structure of the study.

## **1.2 BACKGROUND OF THE STUDY**

Kumar (2019) argues that human resources management (HRM) tends to provide opportunities for employees to add value to the development of organisational operations. However, this can be achieved particularly when the human resources management is fully involved in and part of the organisation's strategic management plan and process. Human resources unit contributes to the progress and development of organisations by engaging in the following functions: recruitment of staff, performance management, organising training and development programs, compensation and career development for its staff. Given the above, PMS is one the critical functions performed by human resource management to measure the performance of employees. This impacts on important decisions such as pay, employee training, and promotion, amongst others. Tanveer, Karim and Mahbub (2018) noted that PMS in organisation includes methods for achieving organisational objectives, performance appraisal of staff and a motivation system. Extant literature revealed that PMS greatly influences the employees working in an organisation by channeling feedback between employees and management (Mphahlele & Dachapalli, 2022). According to Muhammad, Khan, and Hameed (2021), PMS sets desires for employees' performance and encourages them to perform the job to their full potential.

Kumar (2019) maintained that PMS is formally known as performance appraisal in various establishments. He went further to say that PMS is related to the assessment or

evaluation of the employees working in an organisation. Furthermore, the concept of performance management is most important as related to the discipline of strategic human resources management (SHRM). This is due to the fact that every organisation has an interest in the organisation's efficiency and effectiveness.

However, various scholars are defining what performance management is. For instance, Kumar (2019) states that PMS, objective-setting, and performance appraisal form the core of a sequential cycle beginning with planning, followed by review, feedback, appraisal, and ultimately, rewards for achievement. On the other hand, Lee (2005) maintains that PMS is an approach that an organisation designs to generate necessary information and exchange of data primarily for individuals in the organisation to dissect performance which can be related to character and level of productivity. From this perspective, PMS can be defined as method organisations use to evaluate their employees based on their productivity and behavior, aiming to fulfill the organization's strategic objectives and goals.

This can be done in the form of formal and informal procedures which are commonly used by organisations to examine the objectives and goals which management used to elicit the contributions of individuals in meeting the strategic process. According to Armstrong (2009), PMS serve as a crucial performance indicator for academic staff in universities across both developed and developing nations. PMS can be employed for assessing both short-term and long-term objectives, addressing the needs of the academic environment. Universities are particularly focused on enhancing their efficiency, and one effective way to achieve this is through the implementation of robust PMS.

Adams (2013) emphasised that the purposes of PMS in universities include aligning organisational strategic objectives with personal development. PMS is crucial because it fosters the development of strategies by linking employees' and academic staff's activities with university goals. This involves implementing strategies among academic staff through defined outcomes, assessing their characteristics, and behaviors, which are crucial for achieving the university's overall goals. PMS helps develop evaluation

mechanisms to enhance the productivity of academic staff. Universities need PMS for administrative purposes, especially in decision-making, and to make staff more effective in their roles.

Many African countries are battling with serious budget cuts, and this predicament is no different to the university setting where, to a large extent, these cuts have a negative impact on the management of educational policies. These cuts are affecting the technical efficiency and productivity of academic staff in many countries in Africa. Extant literature reveals that many universities in developing countries find it difficult to evaluate the level of productivity, effectiveness and output of their academic staff.

Higher education institutions remain the quintessential organisations in the economy of the country since they are responsible for producing graduates and research. Myeki and Temoso (2019:264) states that for a university to operate efficiently, it must achieve maximum output, such as the number of graduates and publications, while utilising minimal inputs, including staff numbers, student enrollment, and expenditure. The above assertion implies that without a performance management instrument, academics would struggle to improve their efficiency as there will not be data that can be utilised for correcting errors in performance.

Kivipõld, Türk and Kivipõld (2020) indicate that performance management is an integral part of the managerial control system focused on employees' work activities and work results. However, research on performance management suggests that the implementation of PMS as a mechanism through which the performance of academics is measured, has been described as inconsistent with the tradition of academic freedom, scholarship, and collegiality (Maimela & Samuel, 2016; Parsons & Slabbert, 2001; Tam, 2008). Similarly, Hendricks and Matsiliza (2015) discovered gaps in the understanding of employee PMS, leading to insufficient compliance and commitment from staff during the performance cycle.

Also, it has been argued that PMS in most organisations tends to focus on the supervisor's subjective evaluation rather than objectivity (Siraj & Hågen, 2023; Tran & Järvinen, 2022). Although subjective evaluation is a useful complementary tool in a performance evaluation system, particularly when objective measurements are inaccurate or unavailable, subjective evaluation remains inconsistent and incomplete in management literature, leading to poor performance.

The study by Myeki and Temoso (2019) revealed that from 2009 to 2013, the technical efficiency of universities declined from 0.83 to 0.78. Technical efficiency is the ability to reduce input quantities proportionally without reducing output quantities or to increase output quantities proportionally without changing input quantities to achieve cost, revenue, or profit efficiency in a given system (Nowak, Kijek & Domańska, 2015). Thus, technical efficiency describes how inputs are converted into outputs or inputs into a sum of outputs. In recent times, evaluating universities' technical efficiency has become increasingly important in many countries, and South Africa could not be the exception. Hou, Hong, and Shi (2021) pointed out that evaluating the efficiency of universities is seen as a catalyst for their operations and managing their resources appropriately to improve quality and transparency. The above arguments suggest that academics should have the freedom to produce the performance that they believe is right; this may also be among the reasons that Myeki and Temoso (2019) found responsible for the decline of universities' technical efficiency. These findings suggest that universities in South Africa need effective PMS to strengthen their efficiency.

There are four public higher education institutions in KwaZulu-Natal, namely, University of Zululand, University of KwaZulu-Natal, Durban University of Technology and Mangosuthu University of Technology. This study assessed the performance systems implemented by selected HEIs in Kwa-Zulu Natal, and focused on three public HEIs, the University of Zululand, Durban University of Technology and University of KwaZulu-Natal, as Mangosuthu University of Technology has not yet implemented a Performance Management System.

Currently, there is no evidence of existing research investigating the role of PMS on the technical efficiency of academics in public higher education institutions. Evidence shows that several scholars have approached PMS research from different perspectives; for example, Makhubela, Botha & Swanepoel (2016) focused on the association between employee involvement performance and effectiveness of PMS. Mabaso (2020) examined the impact of PMS and talent development on job satisfaction amongst academic staff. Seyama (2015) conceptualised PMS in higher education using agency and stewardship theories.

The purpose of the study was to assess the performance systems implemented by selected higher education institutions in KwaZulu-Natal, with a focus on three institutions. The researcher was interested to establish how the PMS influenced academic employees' performance and to further gauge their perceptions of the system in order to recommend processes that can strengthen or correct an institutions' PMS. The outcome of this study will assist other public institutions which are yet to implement a Performance Management System that is suitable for academics.

### **1.3 PROBLEM STATEMENT**

PMS is an HRM tool applied in a changing environment to achieve an organisation's vision, mission, and strategic goals. Employee performance cannot be left only to individuals' subjective beliefs; it ought to be synchronised with the expectation of the organisation. It has been argued that the subjective evaluation of employee performance tends to impact organisational outcomes, including fairness (Voußem, Kramer & Schäffer, 2016), feedback quality (Alves & Lourenço, 2021), trust and motivation (van Veen-Dirks, Leliveld & Kaufmann, 2021).

In South Africa, the pressure from government for universities to boost both student throughput and research output, necessitates the introduction of PMS in the higher education sector, irrespective the challenges that inhibit its functioning. In their study, Manyathi, Oke, Jinadu, and Kabir (2021) discovered that PMS implementation in South African universities is affected by several factors, including but not limited to staff

shortages in the human resource departments, lack of training on how PMS should be implemented, lack of trust and employee resistance to the implementation of PMS. In a similar study, evidence shows that some academics are reluctant to cooperate with the practices of a PMS as they view it as a tool used by the employer to punish them in case of non-performance (Caixote, Mothusi & Molokwane, 2020:57). Issues surrounding the implementation of PMS in higher education are not new. Walwyn (2008:708) indicates that the issues are brought about by the difficult environment in which institutions operate, the long time periods in which performance and impact must be measured and the multiplicity of their objectives. Moreover, the Council of Higher Education (CHE) (2023) audit report reveals that PMS in most HEIs is still under development; hence, it is not aligned with their strategic plans and failed to achieve strategic goals.

Notwithstanding the challenges in implementing PMS, the absence of a performance measuring tool often causes degrees of demotivation amongst staff, especially amongst the best performers and those in need of development (Molefe, 2010:12). Seyama and Smith (2015:1) add that the challenges in the implementation of PMS in HEIs is brought about by the views held by employees, both support and academic staff. University employees are sceptical of the Performance Management System as in their view, it is more a business practice which is not compatible with the nature and objectives of HEIs (Seyama & Smith, 2015:1). In such a situation, the failure of the PMS would be caused by a lack of support from employees. Mapesela and Strydom (2005) argue that PMS needs to be an integrated, collaborative effort that draws on the experiences and expertise of both academic and support staff. In a recent study, Mofolo and Novukela (2024) suggest that a comprehensive PMS policy in HEIs be linked to appropriate policies for the shared goal to encourage excellent performance.

Besides, evidence shows no proper PMS in African HEIs (Majoni, 2014). The absence and low uptake of PMS in African HEIs can lead to the use of obsolete systems in cases where they are used. In some instances where obsolete systems are used, they are inappropriate as these were borrowed from advanced countries without proper adoption and adaptation to local environments. Rashidi, Raphael, Tapera and Munyoro (2022)

point out that the lack of a proper PMS results in quality challenges in higher education institutions. In South Africa, the Universities of Zululand, KwaZulu-Natal and the Durban University of Technology, have implemented a PMS in their respective work environments, yet it is unknown how the PMS affects academic work performance. It is thus essential for this study to assess the PMS implemented by the said HEIs. From the empirical point of view, the thorough review of extant literature reveals a lack of research on the effects of PMS on academic technical efficiency in the higher education landscape. Consequently, there are still unanswered questions regarding how PMS influences the technical efficiency of academics in HEIs. Therefore, this study aimed to address the gap in research by exploring the role of PMS on the technical efficiency of academics in South African HEIs.

#### **1.4 AIM OF THE STUDY**

The primary aim of this study was to explore on the effects of PMS on the technical efficiency of academics in public higher education institutions in KwaZulu -Natal.

#### **1.5 OBJECTIVES OF THE STUDY**

To achieve the aim of the study, the following objectives were investigated:

- To examine human resource management approaches that are utilised by public higher education institutions that have implemented a Performance Management System in KwaZulu-Natal.
- To explore on the effects of Performance Management System implementation on academics' technical efficiency at the public higher education institutions that have implemented a Performance Management System in KwaZulu- Natal.
- To investigate how the perceptions of academic employees impact the implementation of a Performance Management System at the public higher education in KwaZulu-Natal.
- To recommend improvements on the existing model for implementing a Performance Management System could be improved in public higher education institutions in KwaZulu-Natal.

- To identify the institutional challenges encountered in implementing the Performance Management System in public higher education institutions in KwaZulu-Natal.
- To recommend potential mechanisms towards utilising a Performance Management System to drive academic promotion and development at the public higher education institutions that have implemented Performance Management Systems in KwaZulu-Natal.

## **1.6 RESEARCH QUESTIONS**

This study was underpinned by the following research questions:

- What human resource management approaches do higher education institutions utilise to implement the Performance Management System in the public higher education institutions in KwaZulu-Natal?
- How does the implementation of a Performance Management System affect academics' technical efficiency at the public higher education institutions that have implemented a Performance Management System in KwaZulu-Natal?
- How do academic employees perceive the implementation of the Performance Management System at the public higher education institutions that have implemented a Performance Management System in KwaZulu-Natal?
- How can existing models for implementing a Performance Management System in public higher education institutions in KwaZulu-Natal be improved?
- What institutional challenges are encountered during the implementation of a Performance Management System in public higher education institutions in KwaZulu-Natal?
- What potential mechanisms towards utilising a Performance Management System to drive academic promotion and development at the public higher education institutions that have implemented a Performance Management System in KwaZulu-Natal?

## **1.7 SIGNIFICANCE OF THE STUDY**

Drawing from the literature, it is evident that PMS continues to be a subject that academics frown at, particularly in universities. The contribution of this study was four-pronged. Firstly, the study intended to contribute to the body of knowledge regarding the effect of PMS on academic technical efficiency, the study intended to make practical contributions to the human resource practices in public higher education institutions in terms of PMS implementation approaches. The study is thus considered significant and necessary to enhance the human resources practices in public HEIs. Furthermore, it adopted both qualitative and quantitative approaches which resulted in attaining comprehensive data in answering the research questions. The results of the study add value to higher education towards evaluating the strengths and weaknesses of Performance Management System systems for academics. The study argued the case that since universities integrate both corporate and education sectors, PMS should also be tailored to suit such an arrangement.

Secondly, the intention of the study is to contribute to the human resource practices and the formulation of a model that will promote the effective implementation of the Performance Management System. The study will further suggest higher education institutions with regulations on how to manage the process involved in order to promote organisational justice through Performance Management processes and strategies.

Thirdly, the study makes a unique contribution to the management of HEIs in terms of how to improve employee performance through PMS. Evidence shows that PMS helps develop evaluation mechanisms to enhance academic staff performance. Therefore, this study serves as a valuable tool for governments and management of HEIs to improve employee academic technical efficiency by setting clear goals, expectations and providing ongoing feedback.

Fourthly, the research findings could be useful to governments and employers in making important human resource management decisions about their employees, including

reward and remuneration, training and development, employee promotion and demotion, and transfer.

## **1.8 BRIEF DESCRIPTION OF THE RESEARCH DESIGN AND METHODOLOGY**

A cross-sectional study was conducted to assess the outcome and exposures of the research participants simultaneously. Wang and Cheng (2020) pointed out that a cross-sectional study is an observational study that analyses data from a population at the same time. A cross-sectional study was conducted because it is less costly and easy to conduct. Descriptive research was adopted to adequately describe the effects of PMS on academics' technical efficiency in public higher education. Although descriptive design is mainly linked to quantitative studies, it can also be used in mixed methods to describe the distribution of one or more variables and make accurate predictions about a particular problem (Aggarwal & Ranganathan, 2019). The descriptive research design allowed the research to provide a comprehensive description of the research problem that requires solution.

The study combined both the inductive and deductive approaches to determine how PMS affects academics' technical efficiency in public higher education. While, inductive approach moves from specific observations to broad generalisations, deductive approach moves from the general principles to the more specific conclusions (Burney & Saleem, 2008). According to Kim (2021), the inductive approach is cultural anthropology that derives general facts from individual facts. This approach starts with research and establishing a theory, leading to investigating and observing to identify a generalised theory. The inductive approach allowed the researcher to collect relevant information of the subjective matter. By contrast, the deductive approach derives specific facts from general facts in social science, pre-theory, post-investigation, theoretical hypothesis investigation, observation and generalisation (Kim, 2021). The deductive approach enabled the researcher to narrow information from a general to a more specific level.

The study employed a mixed methods strategy to gather and examine both quantitative and qualitative data. According to Wasti, Simkhada, van Teijlingen, Sathian, and Banerjee

(2022), mixed methods is not simply adopting two different techniques in a single study, but the researcher must consider the underpinning research philosophies. The role of mixed methods is that it combines the strengths of two different methods and offers multiple ways of looking at the research question. Therefore, the mixed methods provided a better understanding of how PMS affects academics' technical efficiency in public higher education.

The study was conducted among academic and non-academic staff at the University of Zululand, University of KwaZulu-Natal and Durban University of Technology. Questionnaires and interviews were used to collect the data from the research participants. The quantitative data was collected from 170 respondents, while the qualitative data was collected from 12 participants. Reliability and validity were used in the quantitative study to achieve data quality control. Exploratory factor analysis was used to verify the questionnaire's validity, while Cronbach's alpha coefficient was used to assess the questionnaire's reliability. On the other hand, data quality in qualitative study was determined through trustworthiness, which includes four criteria: credibility, conformability, dependability, and transferability. The quantitative data was analysed using SPSS, 27, whereas the qualitative data was analysed using NVivo, version 13. Statistically, Pearson's correlation and linear regression were performed to assess the relationship between performance management systems and technical efficiency academics in public higher education institutions in KwaZulu-Natal. The ethical considerations addressed in the study include informed consent, voluntary participation, non-maleficence, confidentiality, and anonymity.

## **1.9 SCOPE AND LIMITATIONS OF THE STUDY**

The scope of a study refers to the magnitude to which the research area will be investigated and specifies the parameters within which the study will be conducted. This study was limited to the higher education sector, with particular focus on three public higher education institutions that have implemented a Performance Management System in KwaZulu-Natal. The focus of the study was on academics whose functionalities involved corporate functions, such as Faculty Deans and Organisational Development

Specialists. All the three institutions were accessible to the researcher based on their proximity to her abode. The study was limited to only three universities and to the academic staff in the selected three universities. As a result of this, the findings of the study cannot be generalised to other universities in the country. The findings can only be generalised to the three universities that were conveniently selected for the study.

## **1.10 STRUCTURE OF THE STUDY**

This thesis is structured as follows:

- **Chapter One - Introduction and background to the study**

This chapter is an introductory chapter which comprises the full background of the study and problem statement. It also highlights the aims, objectives, research questions and significance of the study.

- **Chapter Two - Literature review**

This chapter focuses on the literature review of PMS and academic technical efficiency in public higher education institutions.

- **Chapter Three - Theoretical framework**

This chapter discusses the theoretical framework of performance that supports the study.

- **Chapter Four - Research methodology**

This chapter focuses on the methodological approach and steps that were adopted to address the research problem.

- **Chapter Five - Quantitative findings**

This chapter presents and analyses the quantitative data.

- **Chapter Six - Qualitative findings**

Chapter Six presents and analyses the qualitative data.

- **Chapter Seven - Discussion of findings**

This chapter discusses the quantitative and qualitative findings obtained from the study. The findings were synthesised with the literature review to confirm or refute other findings.

- **Chapter Eight - Conclusion and recommendations**

The conclusion, guidelines, and suggestions for further research are presented in the final chapter.

## **1.11 SUMMARY**

This chapter provided an overview of the research study. The problem statement, research objectives and questions, significance of the study and contributions to knowledge were also highlighted in this chapter. The key themes to be addressed in the literature review were set out, as well as the literature review on PMS in higher education institutions. Further, the research design and methodology adopted were briefly described in the chapter. The goal of the chapter was to highlight the findings of previous studies on performance management, especially in the academic setting. The chapter also outlined the ethical considerations that form part of the study. The next chapter provides a comprehensive literature review on PMS in Public higher education institutions.

## **CHAPTER TWO**

### **PERFORMANCE MANAGEMENT SYSTEMS**

#### **2.1 INTRODUCTION**

The literature survey is discussed in this chapter. This survey for literature concentrates on PMS in public higher education institutions. The review intends to reflect on a glance at higher education in South Africa, the shifting nature of higher education institutions, and the purpose of the performance management system in the organisation, including the understanding and application of PMS in higher education institutions.

Also, the chapter discusses the integrated nature of the PMS, and the value of PMS within public higher education institutions premised upon it, along with steps in the development of a PMS. It goes on to explore the aims and advantages of the PMS, organisational culture and PMS; commitment and PMS; various PMS models used within public higher education institutions, and the impact of the PMS on work satisfaction, approaches to PMS; the effects of PMS on academic technical efficiency; perceptions of academic employees on the PMS; mechanisms utilised to implement PMS to drive academic promotion and development, and strategies to improve the existing model for implementing PMS. Finally, the difficulties experienced during the execution of the PMS are indicated.

#### **2.2 THE CONCEPT OF PERFORMANCE MANAGEMENT SYSTEM**

Performance Management System encompasses a broad and multifaceted concept with various meanings and purposes. According to DeNisi and Murphy (2017), PMS is the cornerstone of human resource management (HRM), suggesting that HRM cannot function effectively without it. One of the early writers, Neely (1997), conceptualises PMS as a structured approach to managing operations by monitoring performance and delivering information to enable well-informed decision-making. Schleicher, Baumann, Sullivan, Levy, Hargrove and Barros-Rivera (2018) described PMS as a set of planning, feedback, and assessment activities that provide employees with the means, motivation, and opportunity to enhance company performance.

Bizri, Wahbi, and Al Jardali (2021) observed a paradigm shift in PMS from a results-oriented focus to a development-oriented approach, aiming for diverse positive employee outcomes. Broadbent and Laughlin (2009, p.285) identified two types of PMS: relational and transactional. The old PMS relies on practical logic in the choice of means to accomplish objectives by aligning performance indicators and targets with the performance indicators. The latter is driven by instrumental rationality in order to understand the goals, “which take on the characteristics of being highly functional and directed to specific outcomes” (Budworth & Mann, 2010: 82). Scholars (Mertens, Schollaert & Anseel, 2021; Murphy, 2020) have argued that for long, the idea that PMSs can also stimulate proactive behaviours, which by definition are self-initiated behaviours, has been dismissed over criticisms that PMSs are often reduced to administrative chores, disconnected from day-to-day activities and with little motivational value. While recent studies suggest that some PMS activities have proactive potential, only a few studies have made a case for when and how PMSs foster proactive behavior and work efficiency (Berdicchia, Bracci & Masino, 2022). Therefore, addressing this gap is crucial because the concept of PMS is gradually evolving from a results-oriented focus towards a development-oriented focus concerned with a more diverse range of positive employee outcomes (Kubiak, 2022; Bizri, Wahbi & Al Jardali, 2021).

### **2.3 HIGHER EDUCATION IN SOUTH AFRICA**

Abiwu and Martins (2024) observed that HEIs, including those in South Africa, contribute to economic growth and development and human capital index throughout the world. Abiwu and Martins (2024) report that the South African higher education environment comprises 26 public universities and 131 private institutions of higher learning. HEIs throughout South Africa are founded by the Higher Education Act 101 of 1997, which are made up of diverse stakeholders like employers, workers, students, suppliers, and additional supporting players and lobbyists (Sibiya, 2017). The HEIs listed in this study are South Africa’s state universities. Furthermore, HEIs provide a crucial service to citizens in the area of learning, and hence have a particular position in the livelihoods of any nation’s population. Tertiary education provided by HEIs helps its users to improve

their earning potential, live longer lives, and participate significantly to the improvement of governance (Mncube & Harber, 2013). South African higher education, notably, has undergone several historical transformations (Singh, 2001). As a response to these developments, classic, comprehensive, and technical universities have emerged (Du Pré, 2009). The South African government founded six (6) higher technical education institutes in 1967, that were eventually renamed 'technikons' around 1979 (Du Pré, 2009).

Technikons were created for career-focused curriculum that included work-integrated training (Koen, 2003). Such institutions prioritised teaching and results over research, leading to poor research findings. This was exacerbated more by the reality that the minority of professors in these universities had degrees less below a Masters level (Cooper, 1995). Six (6) Technikons got converted to Universities of Technology (UoTs) from 2003, while other Technikons amalgamated with universities to establish integrated universities (Du Pré, 2009). Traditional universities had criticised and challenged the present six (6) UoTs' research capabilities and ability to deliver core-degree programs since their formation. There was concern that such universities might reduce the expected university quality (Winberg, 2005). The transition of Technikons to UoTs has ramifications for such less-qualified academics' ability to enter the positions of their recognised counterparts. This put academics from UoTs under pressure to improve their professional standing by enhancing their degrees and establishing a proven research record through publishing in peer-reviewed publications, conference proceedings, and involvement with postgraduate degree programs (Jansen, 2003).

#### **2.4 HIGHER EDUCATION'S SHIFTING ASPECT**

Higher education's world and the setting in which it played an important part, are evolving (Yemini, 2012). The transformations include new ways for universities to effectively govern operations and perform their basic functions, the development of new work values, and the conversion of known values and conventions to new conditions. The academy, which once protected enclave of study, discovery, educating, and learning, has been continually attacked by the very societal structure that conferred its exalted standing upon it (Department of Basic Education/DBE, 2011). Camilleri and Camilleri (2018) in

their study argued that the higher education 'arena' consists of institutions that have received less financing, are subjected to heightened accountability expectations, and have seen a decline in public engagement, recognition and respect. The ultimate consequence is a slew of issues, including rising tuition, overcrowded classrooms, outmoded infrastructure, unprepared graduates, unavailable teachers and unsuitable courses (Camilleri & Camilleri, 2018). In a recent study, Abiwu and Martins (2024) established that although HEIs faced the daunting task of attracting high-quality talent, most empirical studies focused primarily only on talent development and retention.

The rising prominence on 'privacy' within education funding and delivery in China has compounded the situation of educational inequality (Shin & Harman, 2009). The Chinese government, with these writers, had reduced its support for public colleges. This led in a growth for private HEIs and consequently, public HEIs engaging upon income ventures, such as, profit-making. Furthermore, within the United Kingdom (UK), the rising influence of a commercial mentality has been observed in the allocation of university funding for research, as grant allocation was becoming increasingly interested in economic benefit (Shin & Harman, 2009). As a result, colleges control the performance of their employees in order to make more income.

The 21<sup>st</sup> century in higher education is defined by Camilleri and Camilleri (2018) as "the broadening, deepening, and accelerating interconnection of universities inside the global community". Higher education, as per Brown and Latham (2018), has been at the vanguard of development within knowledge-based systems, where knowledge has become the primary predictor of global prosperity. According to Meyer, Bushney and Ukpere (2011), amid globalised economy societies, cross-border region divisions started growing collectively in ability to adjust to world markets.

For South Africa, one instance is the University of Cape Town, known as the best university within Africa, and as the nation's preeminent research institution (Stanz, 2010). Furthermore, several institutions frequently invite international speakers to offer lectures across South Africa, while few of these initiatives have evolved into comprehensive

exchange programs for teachers and students. Furthermore, certain business schools, like the University of the Witwatersrand and the Gordon Institute of Business Science, organise study visits to other nations, where students attend prominent global business schools and organisations (Meyer et al., 2011).

HEIs, especially in emerging economies, serve as knowledge and social capital frameworks to explore and solve these challenges, and to promote economic growth (Ghosh & Das, 2014). As a response, senior management in HEIs began to regulate and manage the whole effectiveness of their workforce, even teaching staff. This is intended to foster higher levels of teaching efficiency and research productivity. In other terms, as a response of global rivalry, HEIs grew highly 'business savvy', and knowledge in such institutes was 'commercialised' (Council on Higher Education, 2010).

This implies that exact management techniques used in the corporate world, like implementing performance management systems, are being used in the government sector. Franco-Santos and Doherty (2017) emphasised the focus on discursive efficiency, including executives at university administration, that enforces control, monitoring, and conformity, which are significant indicators of 'managerialism'. Managerialism supporters say that a voice of command which has given such much progress to capitalist societies in commerce is the sole option for higher education institutions, as per Franco-Santos and Doherty (2017).

Graham (2015) strongly supports the managerial and strategic growth of HEIs perspective. Graham asserts that the entrepreneurship reaction provides a method for systemic development by providing universities with better tools for reshaping their reach-to involve more valuable knowledge, to proceed more creatively over time with one program insistence towards another and eventually, to create an organisational identity and fixate.

## **2.5 THE PURPOSE OF THE PERFORMANCE MANAGEMENT SYSTEM IN THE ORGANISATION**

Monitoring performance through financial metrics has led to widespread dissatisfaction within organizations (Busi & Bititci, 2006). In response, the integrated management of organizational performance has become increasingly important (Whittington-Jones, 2005). According to De Waal (2007) and Folan and Browne (2005), an effective technique for measuring performance integrates non-financial key metrics with financial measures in a unified approach. The Balanced Scorecard (BSC) approach by Kaplan and Norton (1996a) and Rockart's (1979) concept of critical success factors, often referred to as key performance areas (KPA) monitored through key performance indicators (KPIs), are two methods used to address the imbalance between financial and non-financial indicators. Instead of relying solely on financial measurements, the BSC approach incorporates additional variables such as customers, organizational skills, and capabilities for evaluating and controlling progress (Kaplan & Norton, 1996a).

The performance management approach is founded on the idea that setting a measurable and rewarding work agenda drives organizational success (Aguinis et al., 2011). Qureshi, Shahjehan, Rehman, and Afsar (2010) argue that numerous organizations adopt performance management practices, either formally or informally, to enhance overall performance. Kim (2011) outlined several motivations for implementing performance management, including:

- (1) providing information on organisational and/or employee efficiency;
- (2) increase employee motivation;
- (3) correlate workers' remuneration with views of individual performance;
- (4) increase employee compliance, and
- (4) integrate employee goals with the organisation overall.

Aguinis (2013) claims that Performance Management Systems offer strategic, administrative, informative, developmental, organisational maintenance, and important information functions, which are further explained below.

### **2.5.1 Strategic Purpose**

The initial goal of a Performance Management System is to assist senior management in achieving performance targets. According to Aguinis, Joo and Gottfredson (2011), Edinburgh Business School (2008) and Verweire and Van den Berghe (2003), strong PMS make workers articulate organisational goals more effectively and relate them to personal goals. Biondi and Russo (2022) claimed that strategic planning and PMS are inextricably linked. PMS play a vital role in the introduction of strategic change, by ensuring alignment of employees' behaviour with set organisational objectives (Khumalo, Ejoke, Oppong Asante, & Rugira, 2021; Sachane, Bezuidenhout & Botha, 2018). Hence, organisational plans are more likely to fail if there is a lack of PMS implementation (Mofolo & Novukela, 2024).

### **2.5.2 Administrative Purpose**

The second objective of a PMS is to deliver reliable information that may be used to make personnel-related administrative decisions. Examples of administrative decisions include salary adjustments, promotions, talent retention or dismissal, recognition of outstanding personal performance, identification of poor performers, layoffs, and merit increases. This occurs at the performance-review/appraisal phase when individual performance is assessed in terms of its alignment with organisational goals. Micheli and Pavlov (2020) argue that PMS is a vital instrument of administrative reforms. It has been found that PMS seeks to enhance the efficiency and effectiveness of public resources by assisting governments to deliver better services (Smith, Halligan & Mir, 2021). According to Taylor (2021), PMSs can improve the components of administrative reforms, including efficiency, transparency, accountability and governance in public organisations.

### **2.5.3 Informational Purpose**

The PMS is a vital two-way communication tool. It defines the sorts of behaviours and outcomes that the organisation values and rewards (Aguinis et al., 2011). It entails continual discussion and agreements about the setting of performance criteria, yardsticks for measuring achievement and the allocation of physical and intangible incentives (Aguinis & Pierce, 2007). Initially, PMSs give employees feedback regarding how they

are performing and information on particular areas where they need to improve. Additionally, they convey information about the organisation and supervisor's standards, as well as which parts of activity the supervisor considers to be the utmost significant. As a consequence, managers and staff will be able to determine when or not workers are on the correct route toward achieving organisational goals. Hall, Shin, and Bartels (2022) assert that using performance information in decision-making processes on an ongoing basis to achieve predefined goals will help improve organisational performance.

#### **2.5.4 Developmental Purpose**

Managers may utilise information acquired into the performance management system, especially criticism, to coach staff and continuously enhance performance. This assessment enables the discovery of abilities and shortcomings, including the reasons of poor performance (that may be attributed by personal, collective or contextual reasons). Manyathi, Oke, Jinadu and Kabir (2021) assert that integration of effective and efficient PMS in further education and training institutions is crucial to human and organisational development.

#### **2.5.5 Organisational Maintenance Purpose**

The PMS gives data for planning. Operations strategy is a collection of mechanisms that enables organisations to foresee and adapt to developing requirements both among and beyond the organisation, to prioritize tasks, and to distribute human resources wherein they can achieve the most value (Ateh, Berman & Prasojo, 2020). In their study, Govender and Bussin (2020) argued that PMS is crucial for maintaining an organisation's performance, setting clear goals and performance standards, identifying and harnessing the requisite skills and competencies as well as reinforcing appropriate behaviour.

#### **2.5.6 Documentation Purpose**

Essential administrative actions can be documented using the performance management system. Such information might be useful in lawsuits, for instance, if a worker is dissatisfied with a choice made towards him or her regarding the performance management system. If the organisation documents every performance report, it is in a

safe place. Based on the performance management goals by Aguinis (2013) and Kim (2011), it is obvious that writers see performance management simply a technique to guarantee all workers add value to the organisation's efficacy. They both see performance management being a technique in clarifying and aligning personal objectives with the organisation's, along with ensuring that people are compensated for their efforts. Surprisingly, despite the plethora of writing elaborating upon the necessity of performance management and thus its potential advantages, this information is still not accompanied by broad adoption of efficient performance management systems (Compton, 2005). Despite the numerous advantages of performance management that have already been outlined, according to Coleman (2009), it appears naïve to think that if a performance management system is in place, people will be instantly driven to operate better. Coleman (2009) emphasises that in order to reap the great rewards of the performance management system, an organisation has to be willing to buy shares money to support the view that workers and managerial 'own' the framework; alternatively, this will be regarded as an assimilation, and neither the workers nor the organisation will gain. Decramer, Christiaens, and Vanderstraeten (2007) emphasise that while overseeing the group performance and people in organisations, both inputs (behaviour) and outputs (outcomes) must be addressed and monitored. Most performance management methods, according to these writers, place a greater emphasis on dependence on data and statistical presentation of successes (merely outputs and outcomes). As a result, while designing performance management systems, organisations may consider include an aspect of contributions (like behaviour) used to score outcomes and successes.

## **2.6 APPLICATION OF PERFORMANCE MANAGEMENT SYSTEM IN HIGHER EDUCATION INSTITUTIONS**

Higher Education Institution departmental administrators use both intuitive and statistical criteria to assess their academic staff's performance in areas such as leadership, teaching, publishing, and community outreach. The PMS approach starts by selecting set objectives and initiating a continuous cycle. After conducting a performance appraisal, job standards are established. The next step involves reviewing the specific work performed

and assessing its effectiveness. The final stage involves discussing the evaluation with the employee.

Aligning performance agreements with job descriptions and departmental strategies is essential for effectively implementing a Performance Management System within universities. PMS supports both organisational leaders and staff by monitoring and adjusting performance management techniques as needed (Nankervis & Compton, 2006). Numerous scholars propose that managing staff requires focusing on aspects of labor relations such as employee compliance, measurable outputs, managerial responsibilities, and organizational growth (Becker, Antuar & Everett, 2011; Guest, 2011). When preparing for an appraisal discussion, three fundamental goals should be prioritized: assessing employee performance, particularly highlighting specific achievements; providing guidance for staff to meet established objectives and personal development for the upcoming appraisal cycle; and formulating recommendations for unmet predetermined objectives, ensuring the cooperation of both the supervisor and the organization (Becker et al., 2011). The official appraisal assessment takes place at the end of a staff member's assessment period, with most employees being notified of the date and time in advance. While discussions with high achievers often feel positive, the process can be anxiety-inducing. Supervisors are typically reluctant to meet one-on-one with underperformers, fearing that such discussions might foster resentment and harm the worker-manager relationship. To minimize hurt feelings, the face-to-face discussion and written assessment should emphasize performance improvement rather than criticism (Guest, 2011).

In South Africa, a few universities, such as the University of Venda, Vaal University of Technology, University of KwaZulu-Natal, and Stellenbosch University, use PMSs to achieve their objectives and goals (Malefetsane et al., 2024). For instance, in the University of Venda, most employees work towards achieving the university's strategic objectives and annual performance plans using the PMS. At the University of KwaZulu-Natal, PMS has been implemented throughout the university and is now fully functioning (Mkhize, 2019). At Stellenbosch University, the primary aim of PMS is to achieve the

university's performance objectives by raising the performance of individual employees to a higher level and strengthening the university's capacity and ability to achieve sustained performance (Malefetsane et al., 2024).

Progress towards the defined objectives and performance measures should be recorded as agreed, with the manager providing guidance and direction to the worker as required. Performance discussions should focus on any limitations and challenges that could make it more difficult for the worker to fulfill the obligations specified in the performance agreement. Poor employee performance should be addressed quickly, identifying the underlying causes of poor performance and implementing appropriate corrective actions.

## **2.7 INTEGRATED NATURE OF THE PERFORMANCE MANAGEMENT SYSTEM**

PMS comprises an integrated framework that incorporates components/processes in an institutionalised organisation. It is comprised of two critical facets: the performance assessment system and the human resource management systems. Most of these aspects are essential to the PMS and therefore complement one another. The two crucial aspects are addressed more below.

### **2.7.1 Performance Appraisal System**

Rubin and Edwards (2020) argued that despite the relevance of the performance appraisal system, academic literature struggled to explain a unique measure of performance appraisal effectiveness. According to DeNisi and Murphy (2017), a performance appraisal system is an essential function of HRM, which measures the performance of individuals along a given set of dimensions. A performance appraisal or assessment system includes an essential aspect of a project management system. This performance review system is regarded as a must-have component of any efficient performance management system. Assessments are seen as a necessary measure in most organisations (Fryer & Ogden, 2009; Maley, 2009). A performance evaluation system, as indicated by Pavlov and Bourne (2011), would be a significant performance management tool that delivers and combines all important information for deciding linked to the function of monitoring institutional performance. Authors like Pavlov and Bourne

(2011) claim that a performance assessment system is just an intrinsic aspect of the organisation yet has the potential to have a significant institutional influence on a variety of institutional mechanisms that drive organisational success (Pavlov & Bourne, 2011). In their study, Barbieri, Micacchi, Vidè, and Valotti (2023) asserted that the performance appraisal system plays a strategic role, especially in human resource management, which acts as a driver for better performance.

Likewise, Bourne, Neely, Mills and Platts (2003) suggested that performance assessment is an essential component of the organisation's managerial control system. Performance assessment is seen as an instrument for improving transformation, as well as a foundation for the efficient and successful administration of any organisation (Franco-Santos & Bourne, 2005). Longenecker and Ludwig (1990) state that a performance assessment system should be regarded as an instrument for management teams to consume to enhance staff, department, and internal efficiency, which is a given dataset to be utilised by the HRM department within management of a variety of human tool operations. From these writers, performance assessment is a procedure that allows managers to prompt, inspire, reward, and inspire staff while also allowing the human resources department to make crucial human resource choices like wages, promotion, coaching and staff innovation (Longenecker & Ludwig, 1990). Likewise, Dangol (2021) shares a similar opinion that performance appraisal rating is an important tool that affects employee work performance and motivation.

Performance assessment is described as a systematic recorded procedure used by organisations to routinely monitor and assess a particular staff's effectiveness and behaviour over a set period of time, often yearly (Wilson & Western, 2000). In theory, it is characterised as a supervisor's objective, reasonable, and methodical endeavor to correctly define job performance (Longenecker, 1989). The employee's direct management conducts assessments (Bowman, 1999). Performance evaluation systems, according to Amaratunga and Baldry (2002), was originally designed like a means of maintaining and sustaining oversight in order to guarantee how an organisation follows

approaches which contribute to the accomplishment of broader goals. Dangol (2021) also defined performance appraisal as a procedure for determining employee performance.

Employee as well as organisational performance assessment processes are widely used to assess and monitor personal and organisational efficiency; to correlate personal performance to organisational objectives; to enhance work efficiency; to rectify poor efficiency and encourage ongoing excellent result and to pinpoint aspects of deficiencies; to promote discussion and communication among managers and workers; to establish desirable employee behaviours; to educate and mentor; to help highlight training and development requirements; and even to justify administrative choices about wage increases, raises, demotions, dismissals and transferring (Rees & Porter, 2004; Fryer et al., 2009). However, critics argue that performance appraisal is not a reliable tool for measuring employee and organisational performance (Muriuki & Wanyoike, 2021). Conversely, Dauda and Luki (2021) claimed that notwithstanding the criticisms, performance appraisal is efficient enough and seems to be achieving good results for organizations.

Fryer et al. (2009) defined four parts of performance assessment as follows:

- (i) determining what to evaluate;
- (ii) determining how to evaluate it;
- (iii) evaluating the information, and
- (iv) conveying the results.

In short, selecting what to assess necessitates the creation of performance measures. Initial performance management approaches were primarily focused on measurable data (often monetary and numerical), while qualitative indications being excluded (Pavlov & Bourne, 2011). Early performance metrics, as noted by Bourne et al. (2003), Ittner and Larcker (1998), have been institutionally centred, lacked forecasting ability to articulate actual prospects and did not compare intangible resources and cognitive capital. They have not been coupled with strategic plan and were more involved with staff performance than actual quality. In a nutshell, they were insufficiently thorough and avoided giving clear knowledge on all key aspects of institutional stability or efficiency.

Nevertheless, more integrated performance measurement methods were established as in later 1980s and earlier 1990s, like the performance measurement structure, the outcomes and drivers approach, the balanced scorecard, the proactive measuring and reporting approach and performance prism (Johnsen, Solholm & Tufte, 2024; Bourne et al., 2003). Data collecting is frequently time-consuming and costly (Kennerley & Neely, 2002). According to Fryer et al. (2009), performance measures are grouped into four types: (i) outputs (how much gets generated); (ii) satisfaction (the relevance to the ultimate users); (iii) efficiency (how the resources are delivered), and (iv) composite measures that combine the previous three. Among the most severe issues that institutional face is the selection of evaluation criteria (Ittner & Larcker, 1998).

Institutions frequently lack the necessary capabilities to establish and measure performance indicators (Ammons, 2002). Most organisations lack the ability to collect performance statistics (Berman, 2002). Furthermore, organisations rarely utilise performance measurements (de Lancer et al., 2001). One rationale is that assessment methods can be costly to collect, utilise and retain (Dikolli, Hofmann & Kulp, 2009). The usual reason pertains to technological measurement issues that impede the establishment of valid, accurate, timely, and relevant metrics (Dull, 2008).

The second stage after determining what to assess, such as developing performance indications, is to choose how or how frequently to measure. According to Fryer et al. (2009), it is critical to understand the preceding as a design indicator:

- (1) the indicator's premises and the justification for assessing it;
- (2) the specificity of any assessments;
- (3) congruence, because many indications are representations, it is critical that the signal changes in accordance with the real behaviour;
- (4) why a fixed measure, a result at a juncture or a variable, or a frequency and variability is preferable. In essence, a vector may be more useful, although institutions often utilize static metrics;
- (5) if a soft or hard indicator is necessary;
- (6) if the indicator is going to assess outcomes or behaviour, and
- (7) what are potential intended and unforeseen implications of the measuring system.

Fryer et al. (2009) go on to suggest that it is critical to construct an operational description for indication, ensuring its evidence is generally replicable, so the datasets are well stated. In terms of measuring frequency, the overall pattern is that indications tend to prioritise short-term outcomes above long-term or excellent aims and goals. Data that is gathered, analysed and transmitted is frequently outdated. It is particularly common with trailing or reactive indications, which indicate findings following the event occurs. Measures give data on prior performance (Pavlov & Bourne, 2011). Yearly inspections and yearly customer surveys are instances of leading indicators. To overcome the drawbacks of benchmarks, institutions are increasingly shifting to key indicators, that are used to forecast future effectiveness or indicate future results orientation. Job satisfaction, for instance, may be employed to predict consumer satisfaction (Pavlov & Bourne, 2011). The third stage is to interpret the facts or outcomes. Interpretation (Bourne et al., 2005) is involved with making insights from the effectiveness rating system. One such stage has two major issues: (i) how to gather data, and (ii) what to easily transform to meaningful data is utilised to make management decisions (Fryer et al., 2009). Institutions frequently lack the necessary abilities to successfully collect, analyse, and analyse information (Kennerley & Neely, 2002).

The final stage is to communicate the results. There is still minimal documentation on progress reporting (Fryer et al., 2009). Conventional performance reporting approaches, like the audit report, gave restricted performance information with little explanation or comparison data, forcing stakeholders to evaluate the outcomes for themselves. As a consequence of this constraint, new ways of communicating outcomes, such like dashboards, the grading element which integrates indications, as well as the improved resource matrix, were advocated. It is recommended for performance reporting be done promptly to guarantee the data is given whilst it's still meaningful (Fryer et al., 2009).

A performance evaluation method, according to Kennerley and Neely (2002), consists of three parts: (1) discrete measurements that evaluate the efficacy of activities; (2) a collection of indicators that aggregate to measure an organisation's overall performance, and (3) a necessary infrastructure that includes the information to be obtained,

aggregated, sorted, analysed, interpreted, and distributed. According to Kennerley and Neely (2002), a performance management system requires four supporting criteria listed below in order to enhance productivity and successfully:

**Process:** the presence of a method for reviewing, updating, and implementing measures.

**People:** the existence of individuals with the necessary skillset to utilise, reflect on, adjust, and implement measures.

**Infrastructure:** the presence of adaptable systems that allow for the gathering, processing, and presentation of relevant data.

**Culture:** the presence of a measuring culture inside the institution which assures the relevance of measuring and the necessity of sustaining relevant and acceptable metrics. According to the writing on performance management, developing efficient performance evaluation systems is frequently challenging. Performance assessment systems are just not general and cannot be simply transferred from one organisation to the next. In practice, effective assessment systems are frequently poorly constructed since they are created largely for the purpose of outward performance reporting rather than internal process control (Maley, 2009; Hildebrand & McDavid, 2011).

Furthermore, institutions frequently face difficulty in developing scientific and formula-based assessments; as a result, they frequently adopt performance rating methods related to cognitive decisions. There are limitations to subjective performance ratings. Since the assessments are really not repeatable, this raises the likelihood of the organisation breaking the commitment to recognise outstanding performance, so they are particularly susceptible to favouritism and prejudice (Moynihan & Pandey, 2010).

### **2.7.2 Human Resource Management System**

A solid human resource management (HRM) system represents the next integral part of a PMS (Verheijen & Dobrolyubova, 2007). Efficient human resource management systems are critical for attracting, developing, and retaining skillful labour, as well as improving personal and organisational performance by constructing a conducive work ecosystem and boosting good attributes, attitudes, and behaviours that enhance efficiency (Commonwealth Secretariat, 2010). Mokomane and Potgieter (2020) submit that HRM is a strategic approach to effectively managing employees in an organisation

to obtain and enhance competitive advantage and successful performance. The primary focus of HRM system is to “put the right people in the right jobs at the right time” (Qin, Huang, Hu, Chen, Wang & Wang 2023).

Efficient communication, constructive criticism, monitoring, review, as well as disclosing are few of the components of a human resource management system, are vital for the effectiveness of a PMS, as are strategic preparation and knowledge and communication services innovations, auditing and audit, job evaluation and employee recognition (Fryer et al., 2009).

The PMS must be reinforced and connected with effective human resource management systems (de Waal, 2004). Effective recruiting and selection methods, for example, are required to guarantee that the organisation has staff with the necessary expertise, skills, and talents (McCune, 1989). Strategic planning methods are required to keep the specific planning, motivate a performance management system, and prevent quick as well as unexpected negative impacts of performance assessment (Fryer et al., 2009). Performance-oriented management systems are generally crucial because they assist both the procedure and the results of performance management in order for the organisation to function correctly at varying tiers (Adhikari, 2010).

Information Technology systems are required to deliver trustworthy and accurate performance information as well as to automatically acquire, process, analyse, and present data for key metrics (de Waal & Counet, 2009). Monitoring and evaluation mechanisms are required to examine if the PMS deployment is on target (Verweire & Van den Berghe, 2003). To verify the correctness of the information generated as well as the general quality of the procedure, a PMS should be inspected (Longenecker & Ludwig, 1990). Effective human resource management systems need strong public administration leadership. Indeed, the finest PMS could fail in the absence of solid human resource management systems. Competence restrictions in government services frequently undermine human resource policies (Verheijen & Dobrolyubova, 2007).

One inference that can be derived from the examined writings indicates that it is frequently hard to accomplish to combine every one of the parts surrounding PMS to achieve effective integration. The systems which are included within PMS are insufficient or not fully incorporated with the process (Fryer et al., 2009). In contrast, a (PMS) is often deployed without several of its critical support systems, including a performance-based incentive structure, balanced scorecard, telecoms system, and control and reporting system (Dull, 2008). The PMS's interface with organisational efficiency and financial systems, as well as human resource management systems, has frequently been lacking (Pollitt, 2005).

According to Pollitt (2001), these systems required for the effective deployment of a PMS are built independently as concurrent systems which are inconsistent. Line item budgeting, for particular, having distinct allocations or budgeting lines for wages, travel, office equipment, etcetera, are challenging to incorporate into a PMS since they emphasise conformity with input appropriations instead of entry of performance management information (Pollitt, 2001). It is significant to remember that the aspects of a PMS balance or assist one another, and failing to adequately execute several of the parts has an impact on the system's execution.

## **2.8 RELEVANCE AND VALUE OF PERFORMANCE MANAGEMENT SYSTEMS TO HIGHER EDUCATION INSTITUTIONS**

In higher education institutions (HEIs) nowadays, there is a perpetual need to assess and quantify tasks and performance. Governmental directives must be followed by HEIs since they strive for academics and students on a worldwide scale to examine programs and verify accreditation (Birdsall, 2018). Performance measurement monitoring is not a novel notion within the field of leadership; it supports strategic judgments about whether to capitalise on existing capabilities or expand into new aspects.

According to Franco-Santos and Doherty (2017), a performance management system may help an institution by encouraging employees, enhancing organisational objectives and allowing discussions about innovations and development opportunities. This is

intended to encourage contact and feedback amongst management and workers, set standards for personal work efficiency and offer a framework for rewarding best performers. Performance Management Systems may help to uncover methods to enhance employee performance and allow personnel to interact over career goals and possibilities. It provides a chance to prepare for and make objectives for furthering the individual's career (Franco-Santos & Doherty, 2017).

The Performance Management System may assist an institution in obtaining any extra training or mentorship that might serve as a foundation for establishing upcoming succession plans (Gerrish, 2015). Higher education institutions should be equipped to compete inside the education system, which requires increased administrative independence for every, a dynamic regulatory system, as well as enough funding. Remaining competitive as any higher education institution nowadays necessitates greater transparency, constant evaluation on operations, and a promotional culture (Melo & Sarrico, 2014).

Chahar and Hatwal (2018) believe that PMS serves as a measurement and quantification of the actions and performance at HEIs. In their study, Nisio, Losurdo, and De Carolis (2018) observed that PMS is the idea of forcing accountability and improving policies and management of public administration. According to Caixote, Molokwane and Mothusi (2022), academic staff's PMS, when implemented correctly can also improve the university's effectiveness, productivity, success, and the quality of the procedures and programmes. Mkhize (2019) submits that for the PMS to improve employee motivation, employees must be rewarded more when they have performed above any of the performance categories. It has been found that PMS is a symptom of an audit culture where different aspects of university activity are measured and managed (Guthrie, Manes-Rossi, Orelli & Sforza, 2024).

## **2.9 GOALS AND ADVANTAGES OF PERFORMANCE MANAGEMENT SYSTEM**

In essence, institutions use PMS to increase personal and organisational productivity and effectiveness, work quality, economic viability, operating excellence, service and support, accountability, and adaptability, and get return on investment (Bulawayo, 2011; Dewettinck & Dijk, 2013; Haines & St-Onge, 2012). A PMS is specially created to meet the following goals and advantages:

Firstly, to develop a performing team; appraise staff performance; deliver sustainable progress in personal and organisational effectiveness; assess performance toward stated objectives; conform to personal and organisational goals; optimise resource management; establish a competent and engaged workforce; and effect cultural and ethos transformation (Haines & St-Onge, 2012). In view of this, it is reasonable to infer that PMS is regarded as critical to the government sector's transformation process.

- A PMS produces performance data which facilitates evidence-based governance and logical decision-making process (Dormer & Gill, 2010). Organisations utilise a PMS to improve the impartiality and accuracy of administrative choices concerning appointments, increased pay, training, promotions, dismissals, terminations, retention rates, and transfers (Bulawa, 2011).
- A PMS gives managers continual chances to help, advise, coach, and educate staff (Dormer & Gill, 2010).
- A PMS adds to human resource improvement by offering constructive feedback on staff abilities and weak points; mentoring, guidance, and consultation; recommending improvements in employee behaviour, attitudes, skill sets, or competence; and identifying worker training and development necessities (Sarrico, 2010). In context, training and development add value to individual and professional growth while also aiming to correct deficiencies in worker performance and enhance personnel capabilities.
- A PMS offers a results-oriented system which allows performance and long term planning, goal setting, consistent performance reviews, allocating resources, systems integration, monitoring, evaluation, as well as reporting, level of service,

customer support, stakeholder emphasis, and equity, responsibility and oversight for outcomes (Jain & Gautam, 2014).

- A PMS gives a structure for continuing communication and interaction among managers and staff on problems like as performance, integrity, progress and goals assessment, and training and development initiatives (Manyaka & Sebola, 2012). Continual communication and conversation across management and workers may boost employee motivation, contentment and dedication to the organisation while also creating a common knowledge of performance standards.
- A PMS is implemented to enable ongoing better results and the development of an educational institutional environment. A learning institution contains structures and procedures in place which enhance the institution's flexibility to adjust to, conform to, and capitalise on innovations within its interior and competitive factors (Mughal, Akram & Ali, 2014).
- Ultimately, by employing a validated and accurate tool for assessing staff performance, a PMS assists education systems through dealing with legalities or even the threat of lawsuits. outlining work tasks; identifying individuals' qualities and shortcomings in performance evaluations; remedial enforcement action considered to improve poor performance, and managerial choices about promotions, salary raises, terminations, dismissals, and transfers (Phago, 2015).

Besides the aforementioned, Ndevu and Muller (2018) pointed out that PMS is a strategic and integrated approach to delivering sustained success for an organisation through improving employee performance and developing the capabilities of teams and individual contributors. Modika, Malatji and Selepe (2023) submitted that from the definition, PMS's primary objective is to improve the individual, team, and organisation's results. Thus, the interest of PMS was more on achieving organisational objectives and goals rather than on monitoring how procedures and policies are implemented.

## **2.10 STEPS IN THE DEVELOPMENT OF A PERFORMANCE MANAGEMENT SYSTEM**

Performance management is a continuous activity, not an *ad hoc* task. As a result, it functions in a constant cycle (Halachmi, 2005). The basic steps created as part of the PMS are as follows:

### **2.10.1 The Vision of the Organisation, as well as its Strategic Aims and Objectives, must be Determined**

The establishment of the organisation's purpose and strategic aims and targets usually the initial stage for the construction of a PMS (Armstrong & Baron, 1998). According to McCune (1989), stated goals give growth strategy providing reason for operational strategies, essentially providing answers "what is to be done and for whom?" When creating an operational strategic plan, these two vital activities must be completed. Establishing the key goals and defining and prioritising the institution's relevant parties is key. This also requires determining strategic performance indicators. Armstrong (2006) described goals as being something which organisations, departments, and people must attain during a specified time frame. Bourne, Jenkins, and Parry (2019) suggest that at this stage, senior management must publicly state the core values and codes in the PMS policy, for instance, in vision and mission statements or as standalone artifacts.

### **2.10.2 Formulation of Organisational and Individual Goals**

Following the establishment of the institutional purpose and aims and objectives, the next stage is to convert the institutional mission including tactical aims and goals onto departmental and subsequently personal goals. Personal and organisational goals must be synchronized (Chartered Institute of Personnel and Development, 2009). Among the most important aspects of performance management would be the congruence of goals (Chartered Institute of Personnel and Development, 2009). Personal goals are the individual skill goals of the worker. Individual performance goals are agreed upon among the employer and the employee. The goal is to foster a better sense of belonging with objectives rather than to impose them (Armstrong, 2006). This may be intended to

encourage a more transparent and good working connection between the supervisor and the employee (Chartered Institute of Personnel and Development, 2009).

It is anticipated that involving staff and securing their dedication to institutional aims and values would result in greater acceptability, motivation, and enhanced personal performance (Fletcher & Williams, 1996). The particular goals and associated metrics are worked out by supervisor and the employee. This entails clarifying, specifying, and communicating job titles, job descriptions, duties, and performance criteria, as well as clarifying how individual job performance relates to the overarching performance of an organisation and why goals must be met (Boice & Kleiner, 1997).

Establishing performance standards helps employees realise what they ought to be undertaking, how to execute it, and the anticipated performance outcomes (Chartered Institute of Personnel and Development, 2009). Kirkpatrick (1986) states that performance criteria offer a foundation for objective evaluation. They additionally make certain that there being no unexpected or clashes during performance evaluation (Sahl, 1990). Personal goals allow employees to know ahead of time what criteria will be used to evaluate their performance. This is critical to set clear, intelligible, and quantifiable goals for each work role (Sahl, 1990). As noted by Stainer and Stainer (1998), the primary goal of performance assessment is to promote desirable behavioural change.

Clear definitions of high performance will enable an individual to understand the purpose of his/her role by developing a clear picture of high performance connected to clear goals (Maseti, 2015). Awan, Habib, Shoaib Akhtar and Naveed (2020) suggested that an effective PMS implementation process requires that employees accept and effectively participate in the goal-setting process. This implies that employees and management must participate in implementing PMS by setting clear organisational and individual goals. responsibilities and competencies are common approaches required to develop performance agreements. In sum, establishing the clarity and purpose of PMS at the organization, group, and individual employee levels is essential for high performance.

### **2.10.3 The Arrangement on Performance and Growth is Signed**

The third stage is signing a performance and growth agreement, popularly called as a performance plan (Armstrong & Baron, 1998). Performance agreements bind top public workers to specified institutional aims and outcomes (O'Donnell & Turner, 2005). A performance contract specifies the tasks to be completed, the outcomes to be obtained, the performance criteria to be met, and the skill levels necessary to accomplish the goals (Armstrong, 2006). Transparency of performance requirements is required to develop comprehension of the outcomes that personnel must attain (Guinn & Corona, 1991). The arrangement is generally achieved at a detailed evaluation meeting and documented using a performance evaluation form at and following the session. The job to be completed is agreed upon in grounds of major outcome areas or primary accountability, whereas in the event of rather regular activities like administrative support functions, it is by comparison to key workload (Taylor & Pierce, 1999).

### **2.10.4 Creating Performance and Growth Strategies**

The fourth phase in the formulation of performance management system involves the performance and growth plan. The performance and growth plan is a collaborative adventure between supervisor and the employee of what employee requires to do and understand, as well as the knowledge and skills which need to be formed to enhance their performance, and how the supervisor can give the necessary support, advice, and training (Armstrong & Baron, 1998). The performance component of the performance and growth plan concentrates on consensus over what ought to be performed to attain objectives, increase standards, and enhance performance, including the essential parts of the work that require the greatest attention. The techniques for assessing performance and analysing evidence of degrees of competence are generally agreed upon. It is vital for the supervisor and the employee to establish a contract since that can be useful to track progress and record accomplishments (Armstrong & Baron, 1998).

Only at individual basis, this phase entails developing and accepting a personal growth plan. This personal and growth plan outlines a road map for employee growth, with the supervisor and the organisation's assistance. It outlines the steps that the worker must

take to improve his or her competences and raise his or her proficiency (Armstrong, 2006). This can be accomplished through professional training, self-directed learning, job assignments, coaching, counselling, mentorship, special projects, job expansion and development, and so on. Personal growth planning is seen as an important component of the career growth strategic plan (Armstrong & Baron, 1998).

### **2.10.5 Work, Training and Assistance**

The fifth phase is to take action, which includes effort, development, and assistance. Staff are assisted by performance management to take action in order to achieve the intended and agreed-upon results. This stage is a people-and-work-related action that centres on what needs to happen, how it will be performed, what needs to be accomplished, and what needs done to get even best in the long term. This stage is likewise focused on professional growth, aiding employees in learning and giving them with essential assistance employees need to efficiently perform presently and ahead (Armstrong, 2006). Quisar, Rehman and Suffyan (2012) highlighted the foregoing as coaching and mentoring goals:

- (1) to enhance an employee's growth and career capabilities;
- (2) to create loyalty to organisation via discourse of career options and career training with employees;
- (3) to inspire employees by recognising and supporting them;
- (4) to develop manager-supervisee relationships, and
- (5) to assess personal and organisational issues.

Coaching, as per Quisar, Rehman and Suffyan (2012), ought to be a daily exercise, not an *ad hoc* one. They give two grounds why coaching must be done on a daily basis. First, employees are more likely to reject feedback if this is delivered by large numbers; so too is the situation with complete yearly performance assessments. Second, providing performance feedback over a longer duration between progress and the evaluation is useless (Quisar, Rehman & Suffyan, 2012).

### **2.10.6 Criticism Plus Ongoing Monitoring**

The sixth stage would be to monitor as well as provide remarks in a regular basis. Performance management has always been a constant process that includes handling and creating performance targets, monitoring and assessing performance, offering performance feedback, undertaking informal evaluations, updating goals, interacting with performance issues, and taking necessary remedial action (Armstrong, 2006). This stage encourages a year-round approach of monitoring and controlling performance intended to facilitate the accomplishment of institutional goals. Halachmi (2005) stated that performance is considered as an active basis rather than a one-time, snapshot occurrence.

This phase also needs supervisors to regularly examine the supervisee's real performance, preserve, plus subsequently remember key performance information (Quisar, Rehman & Suffyan, 2012). It also demands managers to offer supervisors with frequent and immediate performance feedback, growth input, coaching, and reinforcing on tasks completed successfully or unsatisfyingly (Chartered Institute of Personnel and Development, 2009). Supervisors benefit from performance evaluation because it teaches them concerning themselves, how employees operate, and capacity control (Quisar, Rehman & Suffyan, 2012).

### **2.10.7 Formal Performance Evaluations and Reviews**

Structured reviews would be the seventh and final phase within the performance management system. The supervisor and the employee have formalized standard evaluation sessions. They are expected to be continuing and consistent, as well as open, fair, and truthful (Kuvaas, 2011). Such evaluation sessions might take place monthly, quarterly, even twice a year. They serve as a basis in monitoring performance toward set targets, as well as for organised performance peer feedback. They additionally allow for discussions regarding performance and growth (Chartered Institute of Personnel and Development, 2009). Periodic performance evaluations are done to maintain performance goals at the centre of workers' regular tasks, to underline the significance to

the organisation, to give opportunity for refinement of goals, and to monitor employees' performance towards expected outcomes (Sahl, 1990).

Making performance evaluations a continuous practice helps to reduce stress regarding quality assessments by giving employees continual constructive feedback and also by requiring supervisors to maintain regular and consistent touch and interaction with their employees (Longenecker, 1989). Regular evaluations help to keep staff' performance in line while also removing the surprise from the formal assessment procedure by engaging staff abreast of their performance all across the development master plan (Kuvaas, 2011). It also aids the supervisor in managing short-term flexibility in work objectives, taking prompt remedial action to solve bad performance issues and giving information for the official performance evaluation (Longenecker, 1989). As performance recorded and recognised, conducting frequent performance evaluations aids in the elimination of confirmation bias by both the supervisor and the employee (Boice & Kleiner, 1997).

The official review meeting is usually co-hosted by the supervisor and the support worker. The focus of concurrent briefing session is on conversation, common ground, acceptance, and group effort between supervisor and worker (Armstrong & Baron, 1998). It is critical that the supervisor and the employee prepare appropriately for the performance evaluation. Preferably, the supervisor and employee should discuss 50/50, or halfway each, at the briefing session. This meeting is designed to be a two-way conversation. The employee should be involved in the full review or inspection, the identification of pros and cons, and the growth of an efficiency review (Kuvaas, 2011).

To improve his or her function and engagement in the performance review, the employee should engage in some self-assessment and self-management. Guinn and Corona (1991) encourage a participatory component in performance feedback through self-appraisals. Self-appraisals, for Boice and Kleiner (1997), may contribute to self but also help the supervisor obtain insight into how the employee evaluates his or her effectiveness. Furthermore, self-evaluations notify the supervisor that the employee has had sufficient

time for the evaluation (Kirkpatrick, 1986). The review necessitates performance evaluations (Kuvaas, 2011). The meeting deals with the examination and assessment of key findings from performance term under discussion. It examines what was accomplished and what was not accomplished in hopes of drawing insights for the long term. It acknowledges the progress gained in carrying out the personal mission statement. It also provides the employee with the chance to address his or her progress and provide feedback on the supervisor's leadership, assistance, and direction (Armstrong & Baron, 1998). Overall, it enables explanation for goals and adjustment of goals, aspirations and other performance-related criteria like reshaping employment realities and institutional demands (Kuvaas, 2011). The primary goal of the briefing session is developmental (improving future performance) rather than judgmental (fault-finding). This is not a top-down evaluation in which the supervisor makes a collective decision on the employee's performance and behaviour.

During the briefing session, the supervisor's responsibility is to deliver positive comments while also listening to what employee has to offer regarding his or her competence and growth requirements. The supervisor must offer precise behavioural feedback and guidance while refraining from criticising the employee's performance (Kuvaas, 2011). Kuvaas (2011) describes the feedback session as a valuable means of communicating for self-assessment with the main goal of enhancing staff performance and growth. If review consists of an appraising session, the employee's progress will be graded overall. The employee must be offered the option to remark on the overall output score in this circumstance. By reaching or surpassing specific goals, the worker may be rewarded or acknowledged. Certain institutes may not demand an overall output score (Kuvaas, 2011).

Finally, it is critical to emphasise that PMS must be reviewed in order to determine its qualities and shortcomings, effect, not if it is reaching its stated goal (Chartered Institute of Personnel and Development, 2009). As per assessments, supervisors and staff frequently may not grasp how the various phases of PMS connect with one another

(Kuvaas, 2011). There are several reasons institutions choose to use a PMS. The following section discusses few of the goals and advantages of a PMS.

## **2.11 ORGANISATION CULTURE AND PERFORMANCE MANAGEMENT SYSTEM**

Pettigrew (1979) began by formalising the idea of organisational culture. Academics are unified in their belief that organisational success is determined by the degree to which cultural values are widely held (Khan, Ziauddin, Jam & Ramay, 2010). Organisational culture has received interest in the last twenty years because of its prospective influence on organisational performance (Johari & Sanbasivan, 2003). A study by Deshpande and Farley (2004) included organisational culture as a dependent element that can improve organisational performance. The broad acceptance and curiosity in organisational culture stems from the widely held idea that higher organisational financial results are frequently the result of a better workplace culture. Baird et al., (2012) postulated three organisational characteristics, mainly creativity, outcome focus, and cooperation, within their analysis of the influence of organisational practices on performance.

According to Baird, Schoch and Chen (2012), invention is simply the idea of a remarkable different object through learning activity and sharing of knowledge which promotes a culture that is sensitive to new opportunities, shifts from dominant mind-sets, risk-taking, and understanding of missteps. Creativity is questioning how activities are conducted in an organisation. The fundamental variable driving the creative process is nothing different than organisational culture (Khan, Ziauddin, Jam & Ramay, 2010). According to analysis, creative organisations tend than conventional models to adapt with disruptions in the outer world (Miron, Erez & Naveh, 2004). Creative organisations have the potential to grow and improve performance on the use of a participatory strategy (Khan, Ziauddin, Jam & Ramay, 2010). As a corollary, the decision-making time is fully simplified. Various studies have proven there is a strong relationship connecting creativity and organisational culture, depending on well link created among culture and creativity that was offered in the research (Garcia-Morales, Moreno & Llorens-Montes, 2006).

The degree in which a competitive organisation considers actions, outcomes, ambitions, and performance is often referred to as outcome alignment (Sheridan, 1992). Staff in outcome-oriented organisations are often more motivated, devoted, but have a strong feeling of belonging (Hofstede, 1998). Considering that the goal of a PMS aims to improve organisational performance via work motivation, it may be argued that outcome-oriented organisations are more likely to meet these goals (Baird et al., 2012). With today's tough corporate situations, teamwork has grown in favour. Teamwork involves the blending of individuals' distinct abilities in order to boost performance across numerous activities that an employee alone or workers operating except in a department had not accomplished (Katzenbach & Smith, 1993). This is a well-known concept whose primary role is to prepare, lead, organise, direct, monitor, and integrate team operations in order to fulfil the strategic mission via prudent resource management (Pineda & Lerner, 2006).

## **2.12 COMMITMENT AND PERFORMANCE MANAGEMENT SYSTEM**

This is vital to recognise a serious effect that HR management approaches serve on generating and sustaining dedication (Kipkebut, 2010). A few of those HR approaches include performance management. The link between work performance and organisational commitment has been scientifically demonstrated (Brown, Hyatt & Benson, 2010). Memari, Mahdiah and Marnani (2013) define commitment as the intention to stick with the endeavour. They say that organisations frequently aim to develop staff commitment in order to attain stability and prevent costly turnover, because it is widely assumed that dedicated workers would strive and become more inclined to 'going extra mile' to attain organisational goals (Memari, Mahdiah & Marnani, 2013). According to Gbadamosi and AlQahtany (2005), organisational commitment is certain type of connection and loyalty that workers feel to their organisation. Suma and Lasha (2013), in another perspective, describe organisational commitment as the overall power of a person's affinity with and engagement in a certain organisation.

As a result, a devoted worker is one that remains with the organisation despite bad days, comes to work effectively, works full days (or even more), defends the organisation's

resources, and shares organisational goals (Nehmeh, 2009). Such personnel feel motivated by the attainment of their organisational objectives and are more likely to deliver exceptional results, thereby improving an organisation's overall performance (Celik, 2008).

Suma and Lesha's (2013) research have identified a high association between organisational loyalty and personnel performance; however, other studies suggest the inverse. Steers (1977), for instance, along with Guest, Michie, Conway, and Sheehan (2003) discovered that loyalty was typically irrelevant with performance (weak connection). This might be attributed to a variety of circumstances, according to Rashid, Sambasivan, and Johari (2003), who explored absenteeism reduction strategies. Their findings indicated that the report's samples (two organisations) had difficulty lowering labour turnover. The suggestion was that management want to keep greater stability settlers: who are committed but not top achievers. These organisations were also more reliable and efficient, with a lower creative staff. This is because organisations' management were more interested with staff retention compared with substantial performance.

An additional study done by Tolentino (2013) between university administrative personnel and academics indicated that organisational loyalty of sample had no impact nor effect on work engagement. These results suggest that devoted workers are often not strong performers. As a result, organisations should clarify their goals, such as whether they aspire for organisational commitment or good organisational effectiveness, or both, and formulate and build continuous improvement appropriately.

### **2.13 MODELS OF PERFORMANCE MANAGEMENT SYSTEMS IN HIGHER EDUCATION INSTITUTIONS**

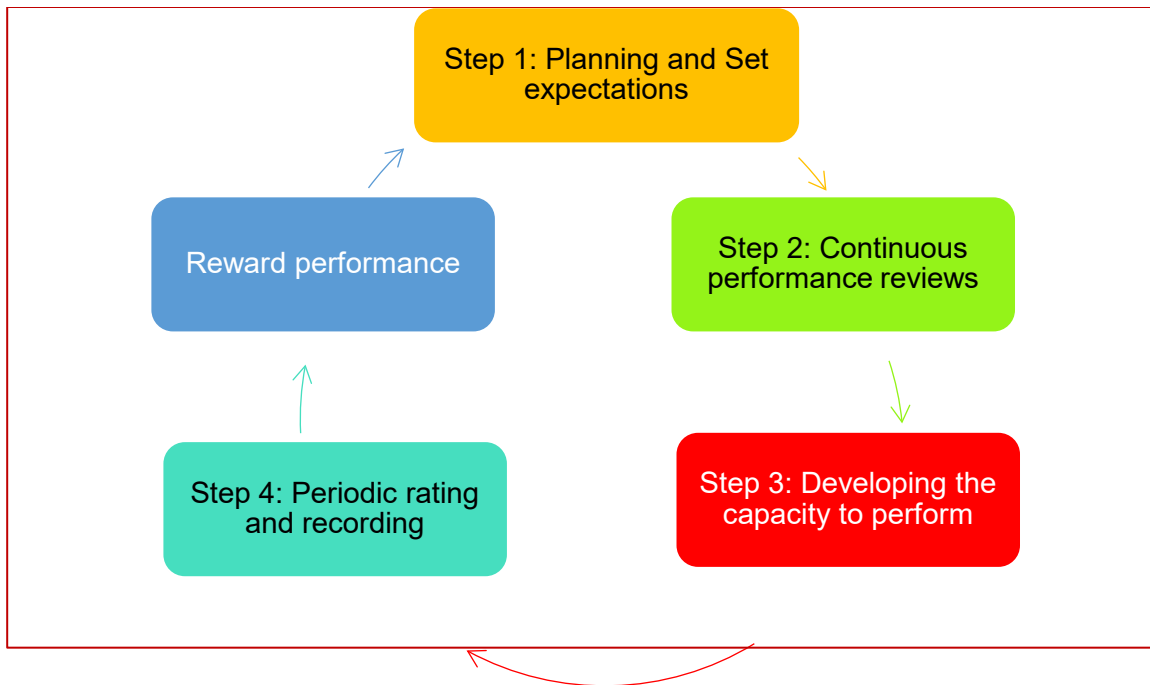
Monitoring and evaluating operational efficiency are among the essential functions of leadership. Performance management ensures that the institution has met its objectives and highlights poor performance anywhere it is evident. How can this possibly be feasible? What should the premise be? How must efficiency be measured? What should

be done about it? How will the findings be applied to improve planning decisions? Only an PMS particularly built for different organisational needs could clearly aligned to these concerns (Adelien, 2013). Hence, performance is tied to more than just the institution or its personnel, particularly management.

It is also linked to potential respective leaders, consumers, dealers, suppliers, and so forth. Individuals are generally associated to performance management, and that should not be the case. It should outline how an organisation works besides just employees. In higher education institutions, the following models can be applied:

### **2.13.1 Performance Management System (PMS)**

PMS includes the scientific practice of: (i) Strategic planning and setting of standards (contains planning, establishing key objectives, overall strategy, and key performance metrics, as well as how to interact with all stakeholders); (ii) Continuously monitoring performance (involves oversight, assessing performance, giving feedback, and conducting review meetings); (iii) Building the abilities to function (means creating and resolving bad performance while supporting strong performance), and (iv) Regularly rating and documenting progress (involves recording performance reports, assigning ratings, and recording. Finally, it should include recognising and rewarding excellent achievement.



**Figure 2.1: PMS Model in Higher Educational Institution - Source: Mulvaney (2019)**

According to Zing’s (2012:12) study, this model offers its own value as a system to control organisational performance, monitoring staff performance, and combining organisational with staff performance management. Lunenburg (2011) stated that this model enhances organisational performance through motivational employee personal performance techniques. The primary goal of PMS would be to ensure that tasks are performed by workers, and organisational goals are accomplished by ensuring there is a reasonable understanding on the level and amount of anticipated performance from staff (Lotich, 2013). Through this model, workers are regularly presented with feedback about their performance. Thus, PMS guarantees that employee rewards are based on results and delivered correctly. Furthermore, the opportunities for employee growth are recognised (Aguinis, 2013). The performance management system serves as an avenue for workers and management to interact in order to improve job results and fulfilment. This model works best when both the worker and the superior play an active part and collaborate to achieve the specified mission and targets (Lotich, 2013; Lunenburg, 2011).

### 2.13.2 The European Foundation for Quality Management (EFQM) Excellence Model

This framework is the best often adopted qualitative tool for improving performance. It assists an organisation in self-evaluation and reflection (Saada, 2013).

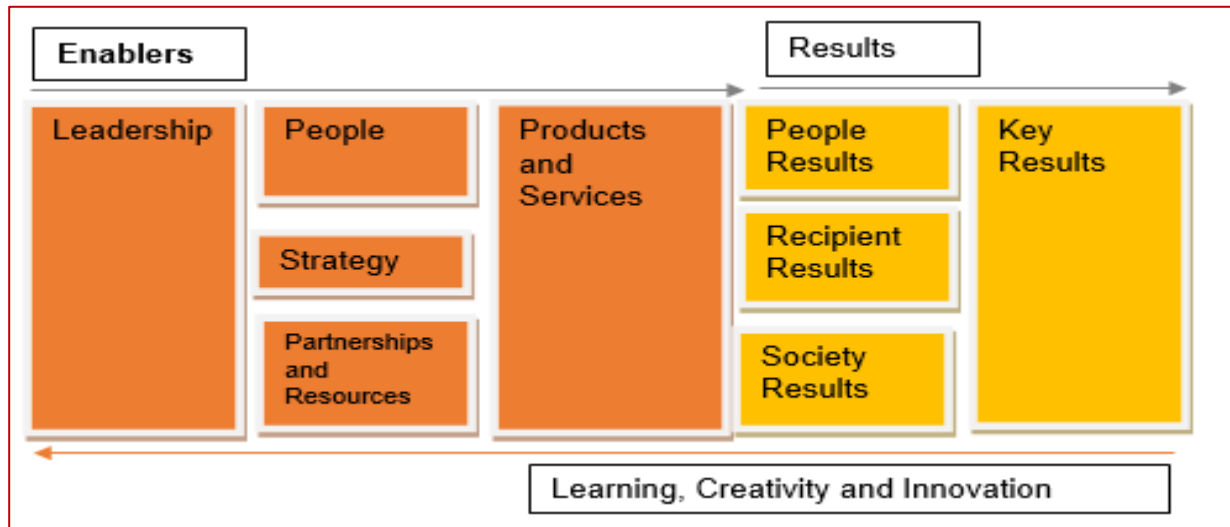


Figure 2.2: Diagram of EFQM Model - Source: Shokraiefard (2011)

- i. The EFQM Excellence Model had been considered to ensure that it accurately represents the reality in which employees work. It helps institutions to transition from traditional organisational governance to more flexible models that are preferable to today's world economy context (Shokraiefard, 2011). The Higher Education Staff Development Agency (HESDA, 2002 in Blackmore & Wilson, 2005) describes EFQM model utilisation within Higher Education system as low; however, they do refer to the assumption of this becoming a growth area within the upcoming years. Saada (2013), on either hand, contends that, while Higher Education (HE) prefers to embrace management trends at same time which the corporation and governments do, the collapse of EFQM within HE is essentially unavoidable.
- ii. To address the low uptake, the Consortium for Excellence in Higher Education was formed to assess the advantages of adopting the EFQM Excellence model towards the HE area. The study conducted at the institute, that is situated at Sheffield Hallam University, led to development of a HE adaptation of EFQM Excellence

Model that contains extra instances, assistance, and advice for industry and is totally endorsed by EFQM (Gómez, Costa & Lorente, 2011).

- iii. The model may be applied in four different ways:
- iv. To assist in determining where an institution is on its path to greatness.
- v. To create a shared platform to facilitate the interchange of knowledge and thoughts both across and beyond the institution.
- vi. To combine existing and future operations in order to improve organisation performance.
- vii. To establish an underlying basis for system of the organisation (Gómez, Costa & Lorente, 2011).

### 2.13.3 The Balanced Scorecard (BSC)

A Balanced Scorecard has been considered as a well-structured and accepted mechanism for flowing goals and objectives along into an organisation while maintaining a relationship towards the Institutional Masterplan. The BSC was created by Kaplan and Norton (1992) and offers an alternate way to the relatively traditional financial measurements that are frequently employed as the main and, in some cases, exclusive measurement of organisational growth (Madsen & Stenheim, 2015).



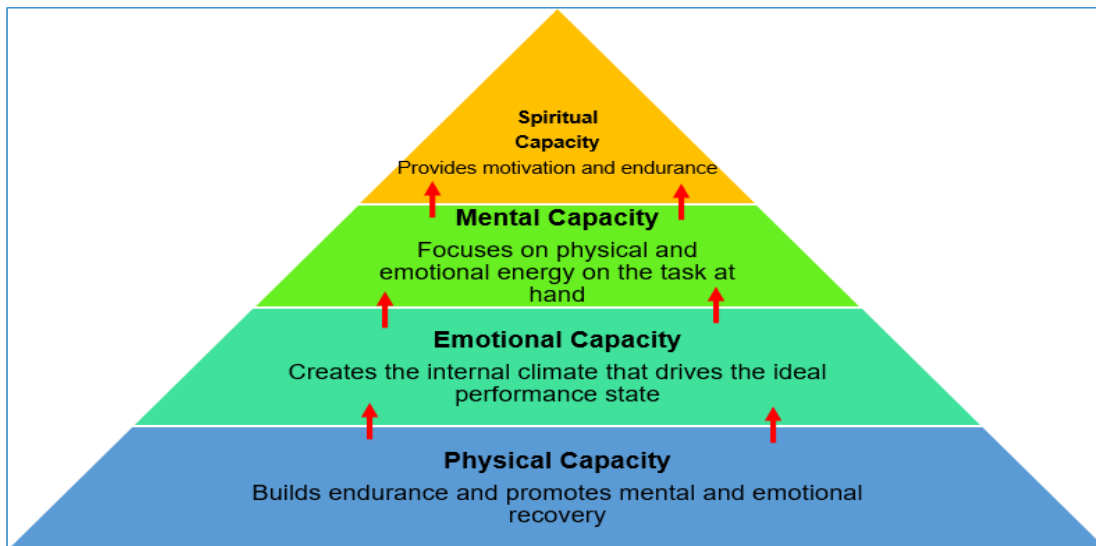
Figure 2.3: Balanced Scorecard Model - Source: Madsen and Stenheim (2015)

Perkins et al. (2014) use the four viewpoints for organisational operations in the above figure. The BSC can be used in a variety of topics regarding all sort of activity. As a nutshell, implementing balanced scorecards entails creating a customised control system wherein scorecards are utilised to align daily operations including an organisation's overall strategy. It entails keeping track of performance as in parameters specified through the scorecards and pursuing necessary action. From every standpoint, strategic goals, important success criteria, measurements, and plans of action must be established.

A balanced scorecard has been defined by Kolberg and Elg (2011) as a handpicked set of measurements generated from an organisation's strategy. The scorecard elements chosen constitute a tool for executives to utilise in conveying to workers and key parties the results and performance factors that will enable the organisation to fulfil its purpose and strategic aims. The model allows the organisation to communicate its vision and plans by offering a new structure that gives an account of the organisation's strategy via the objectives and measurements selected. According to Perkins, Grey and Remmers (2014), in order for the balanced scorecard to be the fundamental aspect of the institution's strategic dialogue and learning curve, it must be constantly keep pace with modern and strategic insights. Beyond all else, a balanced scorecard's critical feedback system must provide top executives with relevant content.

According to Lowe, Salvador, and Reckers (2011), a balanced scorecard constitutes among of the most well-known approaches for attempting to evaluate all facets using a numerical element. This has become one of the often used models for evaluating people's contributions. They go on to say that among the balanced scorecard's significant accomplishments, is that it offers improved elements of human capacity contribution and recognises the involvement of many stakeholders as crucial to organisation performance. It also connects human capacity to other organisational indicators (Lowe et al., 2011).

### 2.13.4 Performance Pyramid



**Figure 2.4: Performance Pyramid Model - Source: Wedman (2011)**

Lynch and Cross 1991 developed a Performance Pyramid, popularly called the SMART Strategic Measurement and Reporting Technique, which regarded organisations as performance pyramids (Wedman, 2011). The approach is interesting because it connects strategic plan into daily activities. With this Model:

- Goals are outlined from the executive level, and assessments are taken from the bottom up.
- Performance and service must match customer happiness but monitor that cost-cutting does not result in a decrease in happiness.
- Offers a more adaptive framework.
- Concentrates on the proper targets.

According to this model, the traditional performance measuring tools fail to fulfil the demands of managers with a rapidly changing organisational setting. Lynch and Cross (1991) propose a set of metrics that go much beyond typical financial metrics like profitability, financial position, and profit margin used. The tactics they offer are related to organisational operating systems; thus, they tackle the driving factors that influence the

organisational objectives. According to Lynch and Cross (1991, from Wedman, 2011), the underlying elements behind organisational objectives are user fulfilment, mobility, and productivity. They propose that the state of these motivating forces may be tracked using a variety of indices generated by lower level (department) metrics of waste, supply, quality, and lead times. The performance pyramid is based on the premise that an organisation functions at many levels, each with a distinct purpose. However, it is critical that these many tiers support one another. As a result, the pyramid connects organisation strategy to daily activities (Wedman, 2011).

Lynch and Cross propose using the performance pyramid to measure performance over nine categories. These are projected onto the organisation, ranging from vision statement to individual goals. Those in charge of organisation's overall plan communicate the organisation's mission inside the pyramid. This pyramid considers a variety of goals for both outside efficacy and inner efficiency. These goals can be met by implementing actions at different levels, as depicted in the pyramid. The indicators may be observed interacting with one another both horizontally at every level vertically over the pyramid's levels.

Lynch and Cross (1991) mentioned that the lower layer of the pyramid's goal is to improve performance and reliability performance while reducing workflow and inefficiency. At this stage, a variety of non-financial metrics will be employed to assess activities. In attaining objectives, all levels of the pyramid can observe to integrate into all other. Reducing workflow and/or inefficiency, for instance, will boost productivity, and thus profit and earnings' growth. The performance pyramid model's advantage is that it connects the hierarchical perspective of organisational measuring performance with organisational process evaluation. It also distinguishes between measurements of relevance to other parties, like customer happiness, quality, as well as performance, and metrics of value to the firm, such as efficiency, cycle time, and effluents (Wedman, 2011).

### **2.13.5 RSDQ mode (ROLES, STYLES, DELEGATION AND QUALITIES)**

This model can be used at any organisation as the managing performance approach considers a mix of four factors. These are:

**Roles:** To be successful, every manager must execute both transformational (leadership) and functional duties (managerial). These include: addressing and interacting values and mission; creating long plans and practices; bringing and updating technologies and systems; uplifting, constructing, and empowering subordinates; controlling juniors, co-workers, and seniors; staff development; client satisfaction management, and handling unions and relationships (Rao & Chawla, 2008).

**Style:** While successful managers identify and fulfil key assigned responsibilities, it is not the responsibilities or actions that define effectiveness, but the manner in which they are performed. Managers can still do various duties effectively, spend time and energy, yet also can be indifferent to the manner in which they perform these operations (Armstrong & Berron, 2008).

For instance, a friendly or condescending leadership style whereby the top level management feels that all of his employees must be continually mentored and handled with affection. A demanding leadership style is distinguished by a mind-set tendency in which the manager feels that staff must be closely overseen, instructed, and informed of their roles and obligations at all times. A creative style is defined as an encouraging approach wherein the top management believes in improving his employees' abilities and regards them as rational adults (Rao & Chawla, 2008).

**Delegation:** The RSDQ model views delegation like a key component of a senior official's performance. This factor has been added since many senior managers appear to struggle with delegation, particularly those competent managers who advance quickly in their careers (Rao & Chawla, 2008).

**Qualities:** According to the paradigm, management should have the attributes of leadership and world-class supervisors, for example, pro-activity, listening, communicating, a good attitude, a participatory mentality, and a quality focus (Armstrong & Berron, 2008).

### **2.13.6 Performance Prism**

The performance prism examines measurement through the eyes of stakeholders. Managers must first establish who their constituents are plus what they require or desire before selecting which one to measure. Until then, will they be able to select what to assess (Unchan & Nopadol, 2015). This model considers the two-way interaction as:

1. What do they desire and what do employers have?
2. What do the organisation's employees desire and require?

Employer fulfilment is the important indication under this model, as well as its major goal to discover who the primary managers are, their demands and requirements. Secondly, organisations need to concentrate on the plan based on employer demand. Then one should think about the processes they ought to implement these tactics (Epstein, 2003). Supporters of the performance prism model (Unchan & Nopadol, 2015) compared it with other models, stating that the prism first begins with employers rather than strategy. They also remarked that this model provides value to the supervisors as any debate on assessment must begin with employers.

The performance prism framework offers a structure which helps managers to understand all stakeholders' demands and create shared value, which are significant priority areas within performance management system. There seems to be no other model that is used to measure and manage effectiveness in higher education institutions. Several performance management systems struggle to meet and reflect the requirements among all stakeholders, despite the relevance and significance among all stakeholders of such an institution.

### **2.13.7 360 Degree Feedback**

The 360-degree feedback, often called multi-feedback, multi-source feedback, or multi-source evaluation in Human Resource (HR) functions or psychology, offers insight that originates from participants of a staff's actual workplace area (Mukhopadhyay, 2016). According to Fleenor and Prince (2016), the model can invariably contain direct input from a staff's co-workers, teammates, and supervisor(s), even a self-evaluation. It may also

contain input from external parties, including as clients and suppliers, or any other concerned parties, in certain circumstances. It might be compared with an 'upward feedback' in which managers only get input from their direct subordinates, or with a 'conventional performance evaluation', in which employees are typically assessed solely by their supervisors (Mukhopadhyay, 2016).

The outcome of a 360-degree review is frequently utilised by the individual getting feedback to organise and define particular avenues in their growth. Some institutions use the results to make determinations about salary and promotions. Since this is the issue, the 360 analysis is used for appraisal and thus is frequently referred to as a "360-degree review" (Oshodi, 2011). Yet there is much disagreement on how 360-degree feedback must be applied for growth and also for appraisal reasons. These are some examples:

- The 360-degree feedback assessment approach is a common performance appraisal technique which incorporates assessment input from different levels inside the organisation along with secondary parties (Thomas & Arnold, 2011)
- The 360-degree technique differs than regular performance reviews; however, it only gives staff input from supervisors.
- Inside this system, people of all kinds of work, including senior management, the evaluated employee, supervisors, co-workers, peers, teammates, and direct or indirect customers, and can offer rating (Garms, 2013).
- Many employers implement 360-degree system findings not just for operating systems, but primarily for long-term planning, retraining, and career development. The 360-degree feedback, in contrast to previous techniques, focuses on abilities required across organisational divisions. Furthermore, by delegating evaluation duty to further than one individual, many frequent appraisal mistakes can be decreased or avoided. There is a framework available that allows managers to provide evaluations in a timely and simple manner (Oshodi, 2011).

The model may offer a more accurate review of an individual's performance. Incorporating numerous perspectives results in a larger picture of the staff performance and can reduce biases caused by restricted views of behaviour (Magee, 2015). Having numerous raters

also increases the process's regulatory assuring. Furthermore, based on Zenger and Folkman (2012), all stakeholders must be aware of the assessment criteria, the means for receiving and presenting feedback, and even the intended usage input. A multi-evaluator assessment method will inevitably require longer effort and hence be more expensive. Nonetheless, the way organisations are formed and operated may necessitate novel alternatives to standard top-down assessments.

## **2.14 THE PERFORMANCE MANAGEMENT SYSTEM AND ITS EFFECT ON JOB SATISFACTION**

Employment satisfaction, according to Locke (1976, cited in Locke & Latham, 2006), refers to a satisfying and good emotional situation that results from evaluating one's work experience. It relates to employees' happiness with broad aspects of their work condition, such as compensation, supervision, the organisation overall, the work specifically, co-workers, and promotion opportunities. Employees' perceptions, turnover, absenteeism, and complaints may all be used to gauge it (Garavan, Morley & Flynn, 2014). Satisfied personnel will always strive to be committed to the institution, and will readily match their jobs with strategic mission, along with giving greater effort to achieve the set objectives. Individual nor organisational variables may impact employee satisfaction, as per Care, Griffin and McGaw (2012). These may be personal characteristics like race, sexuality, educational status, employment, age, and relationship status, whereas organisational aspects include the work nature, remuneration, monitoring, advancement prospects, co-workers, job stability, and career level.

According to Hess and Bacigalupo (2013), useful performance management system must appropriately and thoroughly classify both the series of activities and duties that an academic or support employee may be needed to execute, including the dynamic interplay between such duties, as it affects the capacity to conduct them.

With their investigations, Magee (2015), Kelley and Halverson (2012), and Noordine (2009) discovered that academic employees are typically happy with their work. According to a survey taken by Olorunsola and Ibegbulam (2003), one of the most

pleasant features of the academic profession has been the versatility of hours worked, which allow educators adequate space to carry out research including the opportunity to pursue outside jobs for extra money. Though this is accurate for academics in HEIs, it is not really the situation for support employees. Support workers in HEIs are the administration, and their work profiles emphasise their replete presence in offices. Their job evaluation requires the same, while denying them prospects for advancement (Network for Public Education, 2016).

According to a research done by Rockwell, Furgason, and Marx (2000), staff availability, skills, and rewards to create and lecture over internet are viewed as important hurdles (among others) in distant education adoption. Participants in this survey sensed a gap between the effort required to plan and deliver distant education classes and the length of time it takes for research. Such viewpoint is mirrored by Shin (2012), who highlighted the following difficulties as sources of unhappiness for academics:

- Focus on research instead of lecturing
- Time clash between lecturing and researching
- Inadequate opportunity to conduct research
- Incentive schemes that bring teaching and researching at odds
- The character of an outstanding lecturer differs from an efficient researcher (Nichols, 2010).

As a result, in order for university employees to be pleased with their performance management system, the difficulties listed above must be addressed. According to Pellegrino and Hilton (2013), in considering the need for lecturers to embrace performance management systems, these systems must regard course material production as an element of their research effort and they should be paid properly.

## **2.15 APPROACHES TO IMPLEMENTING A PERFORMANCE MANAGEMENT SYSTEM**

### **2.15.1 Performance Agreements**

The term 'performance agreements,' also known as 'performance contracts,' refers to agreements concerning objectives and accountability between individuals and managers (Singh, 2010). A performance agreement is a policy document that includes various terms and conditions applicable in different systems and contexts. According to Pava (2015), performance agreements are contracts between the government and individual higher education institutions, setting specific goals to be achieved by the institution within a certain period. Sulistiani and Faozanudin (2020) describe performance agreements as detailing the expectations of work to be performed, the results to be achieved, and the attributes of the jobholder (skills, knowledge, and expertise) and competencies needed to achieve these results. They found that performance agreements are commonly used in various organisational settings as performance contracts that include performance statements and planning. Sulistiani and Faozanudin (2020) concluded that performance management systems (PMS) are used to determine the success rate of a work program, serve as a basis for monitoring and assessment, and help prepare employee performance targets.

The South African Public Service Commission (2009) reports that developing and signing performance agreements alone will not translate to effective performance. In order to foster a culture of accounting for performance, managers should actively incorporate performance agreements into their regular management practices and procedures. However, the failure to integrate performance agreements into daily management practices will mean that performance management may be overloaded with a multitude of requirements, thus making them cumbersome and ineffective.

### **2.15.2 Key Performance Areas and Key Performance Indicators**

Key performance areas (KPAs) and key performance indicators (KPIs) are essential components of PMS. KPAs are conceptualised as broad areas of outcomes that need to

be achieved through specific roles or multiple roles (Talentalign, 2022). They are considered vital tools for monitoring and managing employee performance (Dougall & Mmola, 2015).

In most organisations, employees or teams are required to achieve the desired results for each existing KPA. Dougall and Mmola (2015) pointed out that KPAs are those areas of performance implicitly detailed in a firm's vision and strategy, and represent the firm's critical success factors. On the other hand, key performance indicators (KPIs) are quantifiable elements that are crucial success determinants for many firms (Dougall & Mmola, 2015). KPIs are metrics-based indicators that are used to manage internal operations and risk assessment procedures within a company (Zarzycka & Krasodomska, 2021). They are used to measure important company metrics, thus they must be quantifiable, verifiable, and simple for people to understand (Faria, Lezama, Vale, & Khorram, 2021).

Planning, controlling, establishing transparency, and assisting managerial decision-making are all aided by KPIs (Hennyeyová, Janto, ilerová & Stuchl, 2021). For performance analysis, they are ideal (Ho et al., 2021). When commenting further, Rodrigues, Godina, and da Cruz (2021) point out that KPIs are unquestionably essential measurement and management tools for every organisational activity. KPIs can be used to measure both processes and outcomes (Ho et al., 2021). In a recent study, Safonov, Marichereda, Borshch, Khrapatyi, and Goncharenko (2022) found that KPIs are adapted to the requirements of modern higher education and consider the main goals of the strategic plan of the institution's development. Safonov et al. (2022) concluded that a university's management system must adopt the KPIs to prove value and analyse performance.

### **2.15.3 Capacity Building**

Gull et al. (2012) recommended that firms set up capacity development programmes, in order to improve organisational growth and provide employees with new and enhanced business knowledge. Additionally, they have argued that capacity building programs

are crucial for retaining and improving employee performance in today's dynamic corporate climate.

The World Health Organization (WHO) (2012) defines 'capacity building' as the process of developing the knowledge, skills, commitment, structures, systems, and leadership necessary for effective health promotion. This involves actions to improve health at three levels: enhancing knowledge and skills among practitioners, expanding support and infrastructure for health promotion within organizations, and fostering cohesiveness and partnerships for health within communities.

Similarly, Johnson, Williams and Gillis (2015) advocated that capacity building represents a process to enhance people's skills, infrastructure, and resources of individuals as well as those of organisations and communities. The main emphasis of capacity building is training and practical skills, which tends to exclude more activism and critical viewpoints (Kenny & Clarke, 2010). A central concept in capacity building is empowerment, defined as a process of group participation and action (Monteith, Anderson & Williams, 2020). This concept goes beyond—and opposes—neoliberal ideas of individual empowerment. Wassem, Baig, Abrar, Hashim, Zia-Ur-Rehman, Awan and Nawab (2019) established that capacity building is an important approach to PMS implementation that positively impacts employee performance. In a similar study, Yamoah and Maiyo (2013) advocated that training, when properly conducted, will have a significant effect on employee performance.

#### **2.15.4 Employee Engagement and Participation**

According to Maake, Harmse and Schultz (2021), employee engagement is a key component of every successful business. For instance, Gallup (2017) established that about 85% of employees globally are energetically disengaged. Engagement has been viewed as an umbrella covering various outcomes in work as well as other additional factors that aid the organisation in achieving its goals (Rachman & Suhartini, 2019). Likewise, de Vries et al. (2016) define engagement as “active investment of energy in domains of interest”. Rana, Pant and Chopra (2019) discovered that aspects of

job engagement were predictors of staff performance, and that work engagement had a significant impact on staff performance. Given the obvious connection between job engagement and the staff work performance, Osborne and Hammoud (2017) believe that the staff degree of involvement arises from their capacity to manage personal behaviours and goals. Engagement is seen as an effective antecedent of employee performance and PMS (Abraham, 2012). Similarly, Saratun (2016) established a link between PMS and employee engagement, resulting in business sustainability.

### **2.15.5 Goal Setting and Feedback**

In the initial phase, implementation of Performance Management System (PMS) in higher educational institutions is a crucial task of setting goals that would consider the available resources in the within institutions and potential future acquisitions (Chahar & Hatwal, 2018). Moreover, the success of PMS implementation depends on constructive feedback. Through feedback, higher education intuitions can determine how well the PMS functions. Locke (2000) postulates that an organisation must have a method to assess whether the organisation's goals and objectives are achieved. This assertion underscores the importance of feedback as a principle in goal-setting theory. It is argued that effective goal-setting, control, and feedback have been deemed to be crucial components of PMS (Sharma et al., 2016). In their study, Awan, Habib, Shoaib Akhtar and Naveed (2020) noted that regular and ongoing feedback, which is an important facet of PMS, is critical in enhancing employee performance. Schragger (2020) identified two key factors of goal-setting theory that influence employees' willingness to commit to a set of goals: the consequences of individual performance and the assurance that the goal is achievable.

#### **2.15.5.1 Perceived Usefulness and Ease to Use**

Pulakos (2004) argues that PMS must be user-friendly and adds value to the institution. Pulakos (2004) suggests that the cornerstone of successful implementation includes ensuring the alignment of the system with other HR systems, sourcing the buy-in from organisational members. In their study, Omar, Munir, Kaizan, Noranee and Malik (2019) argued that perceived usefulness and ease to use of PMS influenced employee performance in selected public sector organisations.

## **2.16 THE EFFECTS OF PERFORMANCE MANAGEMENT SYSTEM ON ACADEMIC'S TECHNICAL EFFICIENCY**

Maimela and Samuel (2016) opined that PMS is a system through which the performance of academics is measured. Chahar and Hatwal (2018) postulated that PMS enables institutions to enhance their overall performance to achieve objectives and the results needed for employee satisfaction, commitment and motivation and performance on the job through methods, rewarding and recognising employees through accurate and constructive feedback. Chahar and Hatwal (2018) pointed out that PMS enables teachers to improve their performance. Studies by Roberson and Stewart (2006) and Schulze, (2006) showed that performance management is beneficial for teachers since it helps in providing feedback, identifying their areas of strengths and weaknesses and enhancing their abilities by identifying their development and training needs to improve the quality of teaching and learning. Jehangir (2013) confirms that PMS positively and significantly affects teachers' efficiency.

It is argued that competent teachers are considered essential for the successful implementation of teaching and learning processes, enhancing the overall capability of these systems. Performance Management Systems (PMS) play a crucial role in elevating teachers' abilities, helping them effectively fulfill their assigned tasks (Jehangir, 2013). Jehangir (2013) further notes that PMS is vital for school management, as it ensures teachers' hard work contributes to achieving the school's mission and objectives.

In higher education institutions, PMS is increasingly seen as essential tool for managing individual performance, and the need is growing drastically (Kamel, 2016). PMS can serve various purposes, such as defining and clarifying each individual's role, setting developmental goals for both individuals and the institution, monitoring and evaluating individual performance, and establishing a framework for appraisals. Moreover, Subbaye (2018) asserts that PMS can be a component of a comprehensive performance management strategy that evaluates academics' outreach, teaching, and research. This performance evaluation tool can determine staff retention, promotion, tenure and wage

increments. Contrary to the above, another study shows that university employees are sceptical of the PMS as in their views, the PMS is more a business practice which is incompatible with the nature and objectives of higher education institutions (Seyama & Smith, 2015:1).

Cloete and Galant (2005) believe that PMS was integrated into higher education institutions to deliver education and perform research. Khan and Vishnupuri (2021) acknowledge that PMS in HEIs is a careful technique to improve staff productivity and performance. Birdsall (2018) opined that the successful implementation of PMS in HEIs should improve the institution's overall performance. It has been found that many HEIs developed and implemented PMS frameworks that monitor the productivity of academic members of staff, including teaching, research, community engagement and other related academic service (Franco-Santos & Doherty, 2017).

A study by Franco-Santos and Doherty (2017) suggests that PMS has the potential to assist an institution by encouraging employees, enhancing organisational objectives and allowing discussions about innovations and development opportunities. This is intended to encourage contact and feedback amongst management and workers, set standards for personal work efficiency and offer a framework for rewarding best performers. Turk (2008) claims that PMS can help structure and manage the activities of academic staff more effectively, ensuring the continued delivery of high-quality services to society and supporting the university's economic strategy.

## **2.17 PERCEPTIONS OF ACADEMIC EMPLOYEES ON THE EFFECTIVENESS OF PERFORMANCE MANAGEMENT SYSTEM**

The implementation of PMS as a performance monitoring tool has become a concern in South African Institutions of Higher Learning. According to Armstrong (2006), PMS Performance has always been a constant process that includes handling and creating performance targets, monitoring and assessing performance, offering performance feedback, undertaking informal evaluations, updating goals, interacting with performance issues, and taking necessary remedial action. However, it was not well received and

understood; as a result, evidence shows that some academics are reluctant to cooperate as they view it as a tool used by the employer to punish and discharge them on the basis of non-performance (Isabirye & Moloji, 2023). There are varied perceptions among employees regarding the implementation of PMS. For instance, Maimela and Samuel (2016) investigated the perception of PMS by academic personnel in a setting that allows for open distance learning in higher education and found that the respondents were content with the implementation of the PMS by management. Contrary to this, a study by Machingambi (2013) reveals that Zimbabwe teachers resisted the implementation of PMS due to a number of interrelated reasons, including inadequate system articulation, inadequate training, a lack of resources in schools, the absence of professional development programs in schools, and inadequate funding. These findings are also supported by Makamu and Mello (2014:123), who found that the majority of the staff indicated that they were not content with the PMS.

Likewise, Ramulumisi, Schultz and Jordaan (2015) established that respondents had negative perceptions about PMS because supervisors or managers did not plan performance in consultation with them and supervisors and/or managers did not coach the employees throughout the performance cycle. Taddese (2020) also found that most academics perceived PMS as ineffective and dissatisfied with it. They argued that PMS lacks regular feedback from their departments and expressed dissatisfaction with the results of student and peer evaluations.

Almulaiki (2023) claims that PMS is essential to enhance organisational effectiveness and performance. In their study, Santi and Rahim (2021) pointed out that PMS includes techniques that ensure that objectives are constantly being met in an effective and efficient manner.

According to Awan et al. (2020) effective PMS improves staff work engagement in employees who feel at ease at work and more motivate to perform better. In their study, Govender and Bussin (2020) confirmed that a positive relationship exists between

performance management and employee engagement, resulting in improved employee and organisational performance.

## **2.18 PERFORMANCE MANAGEMENT SYSTEM MECHANISMS THAT DRIVE ACADEMIC PROMOTION AND DEVELOPMENT**

According to Dubey et al. (2017), there is limited understanding of the actual mechanisms which have positive effects on the success of PMS. Notwithstanding this, the extant literature reviews a few mechanisms adopted by organisations, including higher education institutions to implement PMS. These are discussed next.

### **2.18.1 Talent Mapping and Development**

Talent mapping represents a broad approach for analysing current and future talent demands by aligning current and future organisational goals and resources (Murphy, 2007). According to Abi Abdallah (2015), talent mapping is a roadmap for balancing and aligning talent resources to achieve success. Thus, talent mapping provides a strategic direction for organisations about how to use employee talents to enhance productivity and profitability. Yasin (2017) asserts that talent mapping helps an organisation to set clear standard and goals for employees' performances and potentials. It also gives the organisation a framework to evaluate performance employees while encouraging open discussion and managing succession planning. On the other hand, talent development involves "the planning, selection, and implementation of development strategies for the entire talent pool to ensure the organization has both the current and future supply of talent to meet strategic goals and that development activities are aligned with organizational talent management processes" (Garavan, Carbery, & Rock, 2012, p.8). Dachner, Ellingson, Noe, and Saxton (2021) found that the trends shaping today's workplace have made talent development particularly beneficial for employees' professional growth and firms' competitive advantage.

### **2.18.2 Incentives and Bonuses**

Evidence shows that rewards represent vital human resource practice for encouraging and reinforcing desired performance and behaviours (Manyathi et al., 2021). Therefore,

institutional managers are required to make use of more suitable appreciation rewards to drive academic promotion and development. A study by Gabriel et al. (2016) reveals that intrinsic rewards, including recognition and salary, have a significant and positive effect on employee performance. It has been suggested that if organisations recognise the worth of intrinsic reward actions as honestly as possible, they can derive the best performance from employees (Manzoor, Wei & Asif, 2021). In their study, Maseke et al. (2022) argued that PMS is used to support pay and promotion decisions.

Seyama and Smith (2015) used a qualitative descriptive research design based on in-depth interviews to examine a sample of Heads of Departments' (HoDs) experiences and opinions of the institution's performance incentive system. They found that most participants remained skeptical of the Performance Management System, viewing it as a business-oriented practice incompatible with the nature and objectives of higher education institutions. They argued that the reward strategy not only has limited impact in encouraging high-performance behavior but also generates dissatisfaction due to inconsistent implementation and lack of transparency in ratings.

### **2.18.3 Monitoring and Evaluation**

Sebake and Mukonza (2021) argued that ongoing monitoring and evaluation of PMS provide the opportunity for management to assess how employees are doing and to identify and resolve any problems early.

### **2.18.4 Community Engagement and Communication**

Engagement is higher education institutions' third mission, with teaching and learning and research as the first and second (Dube & Hendricks, 2023). Globally, academics involved in community engagement engage communities by using their professional knowledge and skill set of expertise to assist in solving problems and capacitating communities. Mohale (2023) points out that community engagement activity is credit. As already discussed, Maake, Harmse and Schultz (2021) pointed out that a foundational element of any successful organisation is employee engagement. For instance, Gallup (2017) established that about 85% of employees globally are energetically disengaged.

Engagement has been considered a broad term covering various outcomes in work as well as other additional factors that support the organisation in achieving its goals (Rachman & Suhartini, 2019). Also, de Vries et al. (2016) define engagement as “active investment of energy in domains of interest.”

## **2.19 EMPLOYEES PERCEPTIONS ON PMS EFFECTIVENESS**

Swanepoel, Makhubela and Botha (2016) established that employees perceived PMS as ineffective and unfair. Mwale (2016) asserts that perceptions of fairness of PMS in an organisation are negatively influenced by factors such as how these are interpreted, the tendency of supervisors to share information in a restricted manner, and assessment outcomes being vulnerable to manipulation. Celik (2008) claims that supervisors and managers being seen to avoid making PMS errors enhances employees' perceptions of fairness. Rahman et al. (2017) observed that most employees compare their efforts to those of others in the same setting to establish whether their rewards were fair. Therefore, when the distribution of rewards is perceived as fair, employees experience a sense of being respected, accepted, and appreciated by the organisation and vice-versa. Govender, Grobler and Joubert (2015) advocated that employee involvement in the PMS is crucial to be considered fair, including providing input in its development. Latham and Mann (2006) make the case that efficient performance management systems (PMS) must be regarded as fair, and that the factors contributing to fairness are distributive, procedural and voice.

Evidence shows that benchmarking tools such as Balanced Scorecard has become more useful in implementing PMS (Kaplan & Norton, 1992). In their study, Alosani et al. (2016) established that the primary aim of benchmarking is to identify best practices and then try to apply them to achieve the organisation's goals. Benchmarking has been perceived as one of the top techniques for enhancing organisational performance and obtaining competitive advantage. Benchmarking assists organisations to identify the gaps in its PMS when compared with others. Sivasankaran and Radjaram (2021) found that using benchmarking, a firm's performance could be measured in terms of quality and costs.

Therefore, it could be suggested that benchmarking, as a PMS tool, helps an organisation to identify its strengths and weaknesses.

In recent times, given the level of technological advancements, electronic PM systems have flourished and are now used by several organisations. According to Paul, Pd and Sebastian (2020), e-PMS improves data collection and analysis in an organisation. Thus, e-PMS helps an organisation gather and analyse data need by the management. This might include high-performers, underperformers, development and training needs and progress on goals. Tabassum and Ghosh (2016) observed that e-PMS leads to employee engagement and continuous growth of the company. It also gives employees the opportunity to have control over their job and creates a sense of trust and value and confidence within employees.

A study by Hildebrandt (2023) suggests that stakeholders' engagement and participation in PMS is important as it ensures a greater alignment with organisational goals during the process.

## **2.20 WHY ARE PERFORMANCE MANAGEMENT SYSTEMS NOT EFFECTIVE?**

Given the widespread of performance management tools, a study by Aguinis et al., (2011) shows that organisations are not doing a good job of controlling employee performance. The writers also emphasise that there is still broad agreement since performance management system is vital and successful when implemented properly, there is widespread unhappiness that they are implemented less effectively than they can be. According to the findings of a survey done by Holland (2006), just one quarter of ten workers believed that their organisation's performance system assisted them in improving their performance around the attainment of organisational objectives. According to Aguinis (2013), several organisations implement performance management systems only to discard them later due to inefficiency.

Many explanations have been given in the publications for performance management rarely functioning properly. First, research done by Rao (2008) found that performance-

planning procedure, which includes individual goal formulation and interaction, is not regarded as a meaningful activity throughout all levels, resulting in role ambiguity. As a result, when required performance criteria are not made apparent to staff, they will struggle to meet them. Ngcamu (2012) claims that reasons for the failure of PMS were non-compliance to agreed standards and resistance to change.

Furthermore, Aguinis (2013) discovered that organisations have many competing initiatives and often a lack of assets, so as a reaction, some organisations may be hesitant to install a performance management system. That's also true in the sense that performance management system takes substantial resources (especially time from supervisors). On the contrary, organisations must concentrate on and prioritise considered value-adding processes. Aguinis (2013) argues that in order for performance management to be efficient, the three essential factors should be implemented: The system must (1) be the focus of the organisation and the division; (2) garner engagement from all workers, not just senior leadership, and (3) motivate staff with instruments (e.g., motivation and developing resources).

The performance management system involves humans, yet humans are inherently biased and will constantly depend on their individual judgment when making decisions (Aguinis, 2013; Boachie-Mensah & Seidu, 2012). Furthermore, Aguinis (2013) suggests that raters' recollections are typically faulty in nature and their assessments are based on their own views, expectations, connections with workers, and personal aspirations.

According to Brudan (2010), performance management systems falter since they often utilise a centralised control mentality; they emphasise instructing staff on what needs to be done and the manner to achieve it. This is a 20th-century method. Adopting the method of the 20th century within the world of the twenty-first century, as Brudan (2010) says, has severe repercussions for organisations.

For Roberts, McNulty and Stiles (2005) and Haines and St-Onge (2011), the performance management system prioritises staff control and monitoring. Researchers caution that a

spectacular upon supervision (monitoring) could be seen by personnel as mistrust, resulting in a self-fulfilling loop that promotes the precise behaviour it is intended to stop. These writers claim that excessive surveillance might lead to employee dissatisfaction, harming motivation and information sharing. As a result, these writers advocate for performance management methods that strike a compromise between autonomy (raising independence and innovation) and supervision.

Luthra and Jain (2012) discovered that performance management systems fail since they are unable to identify and recognise high performers. For instance, in the 2010 Gallup Survey, workers from several sectors throughout India were surveyed about their thoughts on various components of performance management systems (Luthra & Jain, 2012). The findings showed that personnel, particularly those having three to ten years in employment inside an organisation, believed that majority of performance management systems were incapable of recognising excellent performance. As a result, it is too soon to assume that performance management may increase the performance of staff and the organisation.

Aguinis (2013) highlighted many typical rating mistakes that also jeopardize the efficiency of performance management systems, particularly during performance-review stage. These discrepancies involve halo error, where raters believe that if staff perform well in one component, they will instantly perform well in others; tolerance error, in which managers attempt to avoid pettiness from employees by allocating them a good rating; internal consistency, in which managers allocate everyone overall results, and intensity mistake, in which managers give everyone a poor rating. Researchers have probed substitute rating formats, regulations for rating inaccuracy and multiple techniques of rating instruction given the impact such discrepancies have on workers' attitudes towards their organisation's performance management systems, and yet have had partial efficacy (Aguinis, 2013).

As a consequence, staff may continue to regard performance evaluation as biased, resulting in loss of confidence in their performance management systems. Nonetheless,

Aguinis (2013) emphasises that performance assessment should be 'private', which means that nobody should realise who earns at what grade, since this might assist employees create faith in their performance management system.

## **2.21 PROBLEMS FACED WITH THE APPLICATION OF A PERFORMANCE MANAGEMENT SYSTEM**

There are social or behavioural aspects that influence the system's performance. Organisation employees are generally reluctant to execute a PMS, fearful of performance reviews and complacency or reluctant to adopt new means to perform tasks. Managers are frequently reticent to assess supervisors' work efficiency, while supervisors do not like being reviewed (Panda, 2011).

Performance assessments are frequently viewed procedurally unfair by both management and supervisor (Nath & Sharma, 2014). There is concern that performance will be evaluated unjustly and inaccurately and thus performance appraisals will be exploited as a propaganda tool to favour some while punishing the opposition (Vlant, 2011). When performance assessments are utilised as a political instrument rather than to promote a performance-oriented mindset, the PMS loses credibility and workers undermine its adoption (Van der Waladt, 2014). Most of the common issues that impede the successful adoption of PMS are loss of trust nor trustworthiness (Clardy, 2013).

The unwillingness to adopt a PMS is sometimes ascribed to an inadequate technical and mental knowledge and abilities, and the needed knowledge and support to oversee and administer the system (Kaupa and Atiku, 2020). Managers frequently lack adequate knowledge and skills through performance planning, short on target setting, supervisory as well as people leadership skills, excellent interpersonal skills, decision-making, peace building, coaching and consultation, performance benchmark setting, performance assessment tools, and scoring and undertaking good performance review interviews. Supervisors, on the other hand, often lack expertise in how to develop targets, assess and record performance successes, highly structured for performance appraisal sessions, and explain all elements of performance (Kaupa & Atiku, 2020).

Another reason managers and supervisors are hesitant to use a PMS would be that they consider it as an additional management task, a regulatory duty and a different form of managerial monitoring and control which is intended to enforce the performance appraisal process (de Waal, 2007). Owing to everyday institutional work demands, timelines, including time constraints, many institutions' integration of a PMS is typically a minor consideration (Halachmi, 2011).

Hope Sr (2013) claims that a performance contract is still a useful and significant tool for enhancing performance and that it is a crucial component of the ongoing public sector transformation strategy for achieving long-term development goals. Findings showed that although a performance contract is a management tool to enhance performance, it has some challenges (Hope Sr, 2013).

The applicability of a PMS frequently requires significant resources, energy, and commitment than initially intended, with no instant outcomes, resulting in implementation stage losing traction once it is institutionalised (de Waal, 2007). Many institutions frequently struggle to retain pace over time (Mdleleni, 2012). Employees may believe that the expenses of establishing and executing a PMS outweigh the potential advantages.

A study by Mdleleni (2012) reveals that employees often misunderstand the motivations behind introducing a PMS. Similarly, Seyama and Smith (2015) found that most participants were sceptical of PMS, viewing it as a business-oriented approach incompatible with the nature and goals of higher education institutions. The participants believed that the reward strategy not only has a limited effect in promoting high-performance behavior but also causes dissatisfaction due to inconsistent implementation and a lack of transparency in ratings (Seyama & Smith, 2015). The aforementioned findings were supported by Maloba (2012), who discovered that there is a notion that the performance management and development system is a punitive weapon used by managers against their employees and that officials' performance is not properly acknowledged as it should be.

Seotlela and Miruka (2014) postulated that implementing a PMS can cause resistance amongst organisational members. According to Seotlela and Miruka (2014), there is a consensus among scholars that there is resistance in any change initiative as a normal human behaviour that must be overcome for the PMS initiative to succeed.

The following human aspect is a version to transition or reluctance of trying new things. New and sophisticated systems, like a PMS, which make significant impact on management practices, beliefs, conventions and include a significant number of workers and parties, are sometimes difficult to execute (Brynard, 2010). This issue is aggravated across most universities by the absence of a performance evaluation/outcomes culture (Broad & Goddard, 2010).

Furthermore, institutional knowledge is a substantial difficulty for several education systems (Mdleleni, 2012). Institutions frequently struggle to transition from embedded command structure or old organisational climate to results mindset (Brudan, 2010). Implementing a PMS is frequently more challenging in the public education sector compared to the private sector, since in the latter, it is harder to achieve behavioural/attitudinal and institutional transformation due to its multifaceted character and the political culture wherein it functions (Ohemeng, 2010a).

It is frequently challenging to create and execute an efficient PMS. There are underlying technical issues due to the difficulties and intricacies of the integration processes; quality assurance; developing appropriate performance metrics, rating instruments; strong performance measures; gathering and analysing performance reports, and communicate overall performance (Van der Waldt, 2014). Overall, universities do not devote sufficient funds and resources, attention, and effort to tailoring the PMS to their unique qualities, requirements, and circumstances (de Waal, 2007). Before embarking on full-scale system execution, colleges and universities rarely conduct interface/readiness tests (Nath & Sharma, 2014).

The adoption of a PMS is sometimes limited by the availability of widespread social, political, and institutional commitment. This is in relation to the fact that many such systems are being frequently created and executed from the top down instead of from the bottom up via a participatory approach (Ohemeng, 2010b). Top-down techniques seldom include user or stakeholder input in initiative conception and implementation (Ohemeng, 2010b).

For Moynihan and Pandey (2010), common involvement is at odds with professional decision-making techniques, which explains why public managers are hesitant to include all essential stakeholders into PMS. Ohemeng (2010b) echoes a similar idea, observing that top politicians and bureaucrats frequently exclude the wider populace due to the unpredictability and time-consuming rustle of direct engagement. As a result, the adoption of a PMS is frequently forced or compelled on employees (Vlant, 2011). Because of an absence of key stakeholders within the formulation and execution of a PMS, system execution frequently lacks the credibility, buy-in, acceptance, support, and dedication of the wider populace, political figures, employees and trade unions (Ohemeng, 2010b). As a consequence of a loss of interaction and input, employees frequently see PMS as being beyond the purview of their actual employment and as personnel management systems which are imposed on them. The motivations for introducing a PMS are frequently misunderstood by employees (Mdleleni, 2012).

The adoption of a PMS may frequently be impeded by limited resources and a dearth of capacity. In many cases, institutions begin implementation with limited resources (revenue) and competence (human capital) (Ohemeng, 2010b). This is due to the fact that execution of PMS within the public sector is frequently placed from outside by international bodies/lending institutions or authorised by government decisions, irrespective of the institution's effort to conduct the system (de Waal, 2007).

Institutions frequently lack the intellect, knowledge, and skills required to adopt a PMS; thus they depend on leaders and managers, consultants, scholars, and professional organisations to help them during the adoption process. External expertise may

occasionally complicate execution by causing variations of comprehension among experts, political figures, system designers, practitioners and users, leading to ambiguous situations (Brynard, 2010). According to de Waal (2010), experts and users may not completely comprehend the new idea, resulting in poor implementation. It is critical that the execution be carried out by competent and professional experts and professionals who have expertise creating PMS and also have handled its serious shortcomings.

Implementing a PMS is frequently hampered by institutions and environmental variables such as reorganisation, structural reforms, mergers and acquisitions, and spending cuts (de Waal, 2010). Organisational and environmental issues can divert the institutions' focus away from complete implementation by placing multiple priorities on resources, including management's energy, effort and commitment (Kaupa & Atiku, 2020). As de Waal (2007) states, it becomes difficult to incorporate a PMS in institutions if the five key managerial and institutional functions are underdeveloped. These are: goal-setting, tactical, support, and regulatory procedures, as well as organisational behaviour processes.

The absence of a well expressed and articulated institutional vision, purpose, goal, and objectives frequently impedes PMS execution. In uncertain instances, the institution will have difficulty creating relevant and suitable strategic priorities, key performance metrics, and institutional, teamwork and individual quality goals and strategies (Mdleleni, 2012). Integration/strategic positioning is seen as a prerequisite for effective execution since it establishes a fit in a better system and the basic parts of a PMS (Kaupa & Atiku, 2020). Implementing a PMS is frequently challenging in organisations in which there is no relationship connecting performance and appraisal and reward processes (Vlant, 2011). Reward and incentive systems, Van der Waldt (2014) argues, are important to the achievement of large-scale transformation. Application would be challenging in institutes where solid performance is not really appreciated. There is frequently a failure of fair treatment within the government sector. In other words, the allocation of incentives is not proportional to the effort made by employees (de Waal, 2007). Monetary benefits, like as

pay raises and promotions, are routinely distributed on an *ad hoc* basis with no clear relationship to actual work performance.

The adoption of a PMS would be challenging in institutions in which nobody, no team or unit, has been designated to manage the system's development and execution (de Waal, 2007). The system may not be prioritised when there is no PMS practitioner, team, nor unit to lead, organise, oversee, and motivate implementation. As a result, a credible ultimate/leadership force is essential for effectiveness. To adopt a PMS, transformational leaders must be well prepared, competent, and energetic (Vlant, 2011).

Finally, the adoption of a PMS may frequently be hampered by a restructuring. Unless the preceding management that endorsed the system's execution is superseded by other and negative leadership, the speed of execution may stall since the system will be assigned limited effect, or it could be discontinued owing to the absence of organisational support (Mdleleni, 2012).

Mansor et al. (2012) argued that the communication of performance data is one of the challenges facing the implementation of PMS. They (2012) postulate that when performance data is clearly communicated, it would enable groups or organisations to increase goal clarity for managers and employees. Maseti (2014) posited that performance data can also be utilised to monitor progress against performance goals, target and long-term results. Ramataboe and Lues (2018) confirmed that communication was one of the obstacles to effective PMS implementation in organisations.

## **2.22 STRATEGIES TO IMPROVE THE EXISTING MODEL FOR IMPLEMENTING PERFORMANCE MANAGEMENT SYSTEM**

As discussed previously, the implementation of PMS in organisations and HEIs is affected by several factors. For this reason, Thusi (2023) recommends that public institutions implement effective and efficient PMS to promote and develop employee performance. It has been suggested that establishing PMS requires appropriate knowledge and abilities for workers and employers to profit from the system (Mashego, 2016). Mthimkhulu and

Singh (2016) agree with Mashego (2016) that for PMS to be implemented effectively, the employer must ensure that employees have the necessary work resources and skills, given that management will be held accountable when the intended results and targets are not met because of poor staff performance due to ineffective PMS implementation, putting pressure on management to monitor and assess employee performance.

In their study, Mungiu and Warkotsch (2017) suggested that it is critical that the management of organizations recognize the importance of an employee performance evaluation system as a fundamental component in HRM before developing one. Mungiu and Warkotsch (2017) added that performance must be controlled throughout the year based on the agreed and approved criteria. For Serban and Herciu (2019), the success of PMS depends on the behavioural variables of leaders and employees and the strategy employers adopt to guide their employees toward successful implementation.

Thusi (2023) proposes that to implement PMS successfully, greater emphasis should be placed on performance-based behaviour. This depends on the behavioural variables of leaders and employees and how employers utilise them to guide their employees toward successful implementation. According to Thusi (2023), managers, as the leading role players in organisations, should be thoroughly trained and informed to implement a perfect PMS. This can only be achieved by evaluating the value of training received through developing training and evaluation methodologies. Siraj and Hågen (2023) recommended that managers, owners of businesses and HR professionals implement an effective PMS that includes clear job responsibilities defined through performance planning, regular feedback provided about progress made towards goals set during the planning stage, periodic appraisals providing constructive criticism and recognition for good work done, offering training opportunities to develop new skills or refine existing ones, rewarding high-performing employees who meet or exceed expectations with incentives such as bonuses or promotions can motivate them further. Contrary to the scholars above, Mofolo and Novukela (2024) recommended a conceptual framework that demonstrates how academic PMS should be designed and implemented at the organisational level after discovering that a delay in PMS implementation can impair the

achievement of the strategic plan. From the discussion, it seems there is a lack of consensus among scholars and practitioners about the appropriate strategies required to improve the existing model for implementing PMS, particularly in HEIs. Therefore, this study addresses the gap in existing research by discussing the strategies required to improve the existing model for implementing PMS in South African HEIs.

## **2.23 SUMMARY**

The chapter examined the application of a performance management system at higher education institutions, including how it is carried out and how teaching and support staff consider it. In this section, the performance management system has received in-depth analysis and review, sharing the most applauded, criticised, and contested models of application in various institutions. A substantial number of studies emphasise a beneficial association between performance management systems on organisational success and personal development. Employees must be motivated in order to execute duties and be devoted to their organisations. Organisations can select any model that best suits its overall vision. Performance management systems may only be useful if the method chosen relates individual and organisational efficiency to that of the overall organisation.

The next chapter will discuss the theoretical foundations of performance management systems.

## **CHAPTER THREE**

### **THEORETICAL AND CONCEPTUAL REVIEW OF THE STUDY**

#### **3.1 INTRODUCTION**

The importance of theory in academic study cannot be overstated. This is because theory provides a necessary framework for research analysis and, at the same time, facilitates the development of the subject matter under investigation. This chapter reviews the theoretical framework that guide the implementation of PMS in an organisations. The chapter describes the distinction between a theoretical framework and a conceptual model. Also, the chapter discusses the position of a theoretical framework in the study and the need for a theoretical framework. Further, it describes the approaches to developing a theoretical framework as well as independent and dependent variables in research. Besides, it discusses the relevant theory for the study. Finally, the chapter discusses the conceptual model that underpins the study.

#### **3.2 CONCEPTUAL FRAMEWORK AND MODEL OF THE STUDY**

Grant and Osanloo (2014) argued that theory in academic research provides a great opportunity for research to solve real-world challenges. Fox and Bayat (2007) describe a theory as a collection of interconnected claims, notions, and definitions that offer a methodical framework for establishing relationships between variables with a view to foretelling and explaining phenomena. Similar to this, Liehr and Smith (1999) assert that a theory is a collection of interconnected ideas that organises a systematic perspective of occurrences with the intention of understanding or forecasting them. They go on to state that a theory is similar to a blueprint, serving as a direction when modeling a structure. Similar to how a theory illustrates the concepts that make it up and how those concepts relate to one another, a blueprint shows the components of a structure as well as how each component interacts with the others.

Chinn and Kramer (1999) describe a theory as a demonstration of knowledge that projects a tentative, purposeful, and systematic understanding of phenomena through the

creative and rigorous structuring of ideas. More traditionally, Chinn and Kramer (1995:72) define theory as a systematic abstraction of reliability that serves some purpose, a creative and rigorous structuring of ideas that projects a provisional, purposeful and systematic observation of phenomenon.

Hawking (1988) indicates that a theory is a good theory if it meets two criteria: 1) it must accurately explain a wide class of observations on the model that comprises only a few arbitrary elements, and 2) it must offer firm predictions about the outcomes of future observations. He continues that any physical theory is always speculative because it is simply a hypothesis; no one can prove it. No matter how many times the results of experiment support a particular hypothesis, there is never a guarantee that the results will support the theory next time. On the other hand, a theory can be refuted by identifying even a single observation that deviates from the theory's predictions.

Wacker (1998:365) outlines the key features of a good theory as being:

1. Individuality - must set itself apart from others;
2. Conservatism - the retention of a doctrine until it is superseded.
3. Generalisability – a theory's effectiveness increases with the range of applications it can support;
4. Fecundity – a theory that produces more new models and hypotheses is preferable to one that produces fewer;
5. Parsimony – assuming all else is equal, the fewer assumptions, the better;
6. Internal consistency – a theory that has figured out all the connections that serve as the foundation for competent explanations;
7. Empirical riskiness – any empirical valuation of a theory should be risky, and refutation must be possible for a solid theory;
8. Abstraction – the theory is independent of time and space which is typically accomplished by adding more linkages.

From the above statements, having a theory in research aids the researcher in identifying the boundaries of generalisations. It identifies the essential factors influencing a

phenomenon of interest and underscores the need to explore how these critical factors might vary and under what conditions.

Creswell (1994) argued that in academic research, there is a need to discuss the theoretical framework, after existing theory has been discussed. Kerlinger (1979) affirmed that a theoretical framework in research serves as a link between both independent and dependent variables in scholarly writing. However, for the purposes of this research, the theoretical framework will be used to guide the research to develop its conceptual framework.

Leshem and Trafford (2007) describe conceptual framework as an integrative link between theories that provide an explanation for the problems being investigated. Additionally, conceptual frameworks offer a framework within which the techniques for the study design can be chosen and fieldwork can be carried out. By emphasising the conceptualisation of those outcomes within their specific theoretical context, conceptual frameworks in this situation impact how research conclusions are presented.

On the other hand, Varpio, Paradis, Uijtdehaage and Young (2020) argue that a conceptual framework provides the reason for carrying out a certain investigation. The conceptual framework specifies the methodological foundations of the research project and describes the current level of knowledge, typically through a literature study. It also reveals gaps in our understanding of a phenomenon or problem. It is designed to respond to two inquiries: "Why is this research significant? and What new insights can these discoveries add to what is already known?"

The conceptual framework is how the entire study effort is logically conceptualised. A conceptual framework is a metacognitive, reflective, and operational component of the entire research process, which means that it is a logical conceptualisation. This implies that high order consideration of the following questions and/or issues about the research is involved in the conceptual framework.

Chalawila and Muchanga (2022) argue through a procedure that explains their linkages and the contexts creating a research environment as well as the examination of the phenomena in that setting, that a conceptual framework unifies all components of a study; it gives the information found in the study's main text a theoretical context.

According to the descriptions given above, the conceptual framework is seen as providing coherence to the research act by offering traceable linkages between theoretical viewpoints, research strategy and design, fieldwork, and the conceptual relevance of the data; as a result, the conceptual framework serves as a link between paradigms that describe the research topic and the actual process of conducting that investigation.

### **3.3 POSITION OF A THEORETICAL FRAMEWORK IN A STUDY AND THE NEED OF A THEORETICAL FRAMEWORK**

A researcher is prepared to create a theoretical framework once the interviews have been conducted, the literature review has been finished, and the problem has been identified. A theoretical framework is a conceptual representation of how one theorises or interprets logically the relationships between the various elements that have been determined to be crucial to the issue. From the documentation of previous research in the problem area, this theory follows logically. The key to creating a scientific foundation for the research challenge is to integrate one's logical views with existing research while taking into account the restrictions and boundaries controlling the scenario.

Creating such a conceptual framework enables researchers to conceive, hypothesis, and test certain relationships, which enhances our comprehension of the situation's dynamics. Testable hypotheses can be developed from the theoretical framework to determine whether the theory put forth is valid or not. The relationships that have been hypothesised can then be verified using the right statistical analyses.

By concentrating on particular factors and establishing the precise viewpoint that the researcher will adopt in studying and interpreting the data to be acquired, a theoretical framework is used to restrict the scope of the relevant data. One of the most crucial

components of the study manuscript is the theoretical foundation. The theoretical framework refers to the way researchers conceptualise the nature of the research problem, its foundation, and the approach they use to examine the problem.

A theoretical framework in a research report which must be fully implemented in the research, stating one or more theories, their proponents, their premises, and a brief explanation of each. Theoretical evidence should provide further relevant empirical research or findings that add to or support the theory's central assumption (Chukwuedo & Uko-Aviomoh, 2015).

According to Kivunja (2018), a theory typically results from a protracted research process that employs empirical facts to support assertions through deductive and inductive data analysis. The research observations eventually lead to conclusions concerning relationships based on explicitly stated presumptions. These discoveries allow the researcher to formulate the central hypotheses from which the abstract theory is then generalised. The emerging theory offers a conceptual, empirically supported framework for comprehending, using, analysing, and designing novel approaches to relationship investigation and problem solving in educational and social scientific contexts. The presumptions, statements, and predictions of relationships made by a theory serve as an intellectual foundation for future investigations that seek to understand the significance of study findings.

In conclusion, the theoretical framework describes how the factors that are thought to be essential to the dynamics of the scenario under investigation interact with one another.

### **3.4 DEVELOPING A THEORETICAL FRAMEWORK**

Kumar (2018) argues that examining the literature can seem like an endless activity, but given time constraints, it is crucial to establish boundaries by referring to key themes related to researcher's research topic. As one begins reading the literature, one quickly sees that the issue to examine is rooted in a variety of theories that have been created from various viewpoints.

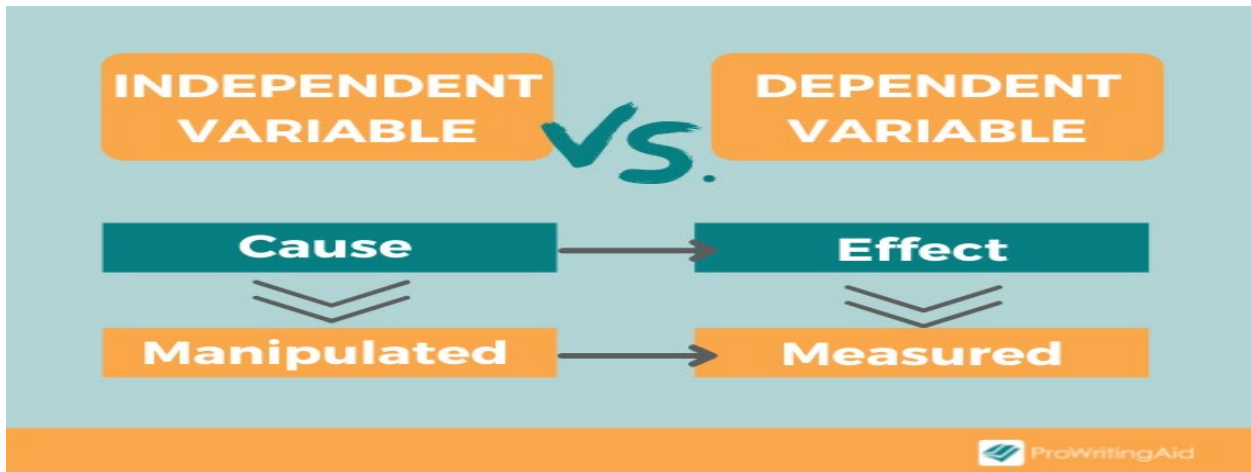
The data gathered from various books and journals now has to be organised under the primary topics and hypotheses, noting any consensus or divergence among the authors and pointing out any gaps in the knowledge. One will also notice that the literature covers a wide range of topics that either directly or indirectly relate to the study question; it is therefore empirical to make use of these elements as the foundation for creating the theoretical framework.

The information in the review of the literature should be organised according to the previously specified framework. If the literature is not examined, in light of this paradigm, there will be no ability to build a focus in the literature search. The theoretical framework serves as a road map for a writer when the writer reads; this leads to the previously noted paradox: one cannot establish a theoretical framework without first reviewing the literature, and one cannot study the literature properly without first having developed a theoretical framework. The answer is to study some of the literature before making an effort to create a framework, however flimsy, within which a researcher may arrange the remaining works he/she reads. The researcher might alter the structure as he/she learns more about the subject.

In conclusion, developing theoretical framework involves three steps:

- Identify your key concepts.
- Evaluate and explain relevant theories, and
- Show how your research fits into existing research.

### 3.5 DEPENDENT AND INDEPENDENT VARIABLES THAT ARE ASSOCIATED WITH THIS RESEARCH



**Figure 3.1: Dependent and Independent Variables – Source: Craiker (2022)**

Existing literature identified four primary categories of variables: the dependent variable, the independent variable, the moderating variable and the mediating variable. In this research, there are both dependent and independent variables. Sekaran and Bougie (2016) define a variable as something that has the potential to have different or fluctuating values. The values may change over time for the same object or person, or they may change simultaneously for numerous objects or people.

#### 3.5.1 Definition of Dependent Variable

According to Sekaran and Bougie (2016), the dependent variable is the one that the researcher is most interested in. The objective of the researcher is to comprehend and characterise the dependent variable, to clarify its variability, or to forecast it. It is the primary variable that lends itself to inquiry as a potential factor; in other words, finding answers or remedies to the issue can be done by analysing the dependent variable and determining what factors affect it. The dependent variable, as well as the other variables that affect it, will be measured and quantified with this in mind by the researcher.

Effect is the dependent variable; it is the variable that is being tested or quantified and what the researcher attempts to understand and explain. A variable whose value depends

on an independent variable is said to be dependent. Consequently, there is just one primary dependent variable in this research study's conceptual framework, which is 'technical efficiency'. In 1978, Charnes, Cooper and Rhodes played a vital role in introducing the concept of efficiency in the literature (Cooper, 2005). Since then, 'technical efficiency' has become integral to HEIs. For instance, Andersson, Antelius, Månsson, and Sund (2017) explored technical efficiency and productivity for 30 Swedish HEIs; similarly, De la Torre, Sagarra and Agasist (2016) examined efficiency in 47 Spanish universities; Johnes and Tone (2017) evaluated efficiency in 108 England institutions; Cossani, Codoceo, Caceres and Tabilo (2022) analysed technical efficiency in Chile's HEIs; Castro Analuiza, Tubón Núñez, Quisimalín Santamaría and Guamán Guevara, (2022) assessed technical efficiency in HEIs in Ecuador and Andersson and Sund (2022) analysed technical efficiency and productivity of HEIs in the Nordic countries. These studies produced mixed findings. Using data from 68 Nordic HEIs between 2011 and 2016, Andersson and Sund (2022) reported an average inefficiency of 10.1% and a yearly productivity increase of around 0.4%. Andersson and Sund (2022) concluded that inefficiency scores positively correlate with employee turnover.

Most studies measuring efficiency in HEIs have applied standard Data Envelopment Analysis (DEA) based on a single-stage DEA type named 'black box' because it does not consider internal processes. Nonetheless, many real-world situations, for two or more operations, share inputs, including human, economic and material resources (Cossani et al., 2022). On the contrary, Johnes and Tone (2017) argue that different methods to measure efficiency, which involve diverse combinations of inputs and outputs. These methods are likely to have slight differences, but they can lead to significantly distinct results, the choice of the method is therefore relevant.

### **3.5.2 Definition of Independent Variable**

An independent variable is one that has a positive or negative impact on the dependent variable. In other words, the dependent variable is present whenever the independent variable is, and it increases or decreases in proportion to each unit of the independent

variable's change. To put it another way, the independent variable accounts for the variance in the dependent variable (Sekaran & Bougie, 2016).

In an experimental study, the independent variable is a variable that may be changed, controlled, or altered to examine its effects. Since it is unaffected by any other study factors, it is known as an independent variable. The term 'predictor' also applies to the independent variable. There are four independent variables in this study: 1) Compensation and Recognition, 2) Training and Development, 3) Career Progression, and 4) Succession Planning. In this study, these four predictors are thought to have an impact on the PMS concept.

### **3.5.3 Definition of Moderating Variable**

The moderating variable is one that significantly alters the relationship between the independent and dependent variables. That is, the initial connection between the independent and dependent variables is changed by the inclusion of a third variable or the moderating variable (Sekaran & Bougie, 2016).

A variable that can enhance, weaken, negate, or otherwise change the association between independent and dependent variables is referred to as a moderating variable. The direction of this association can also be altered by moderating variables.

### **3.5.4 Definition of Mediating Variable**

An intervening variable is one that comes into play between the initiation of the independent variables' effect on the dependent variable and the actual impact. The intervening variable thus has a temporal quality or time dimension. In all cases, the independent variable(s) will be influenced by the intervening variable(s), which helps to conceptualize and explain how the independent variable(s) would affect the dependent variable (Sekaran & Bougie, 2016). A mediator variable is one that affects both dependent and independent variables through mediation. In other words, it illustrates how the dependent variable and independent variable are related.

### 3.6 LINK BETWEEN COMPENSATION AND RECOGNITION, PERFORMANCE MANAGEMENT AND THE IMPACT ON TECHNICAL EFFECIENCY

Figure 3.2 shows the link between compensation and recognition, performance management and the impact on technical efficiency.



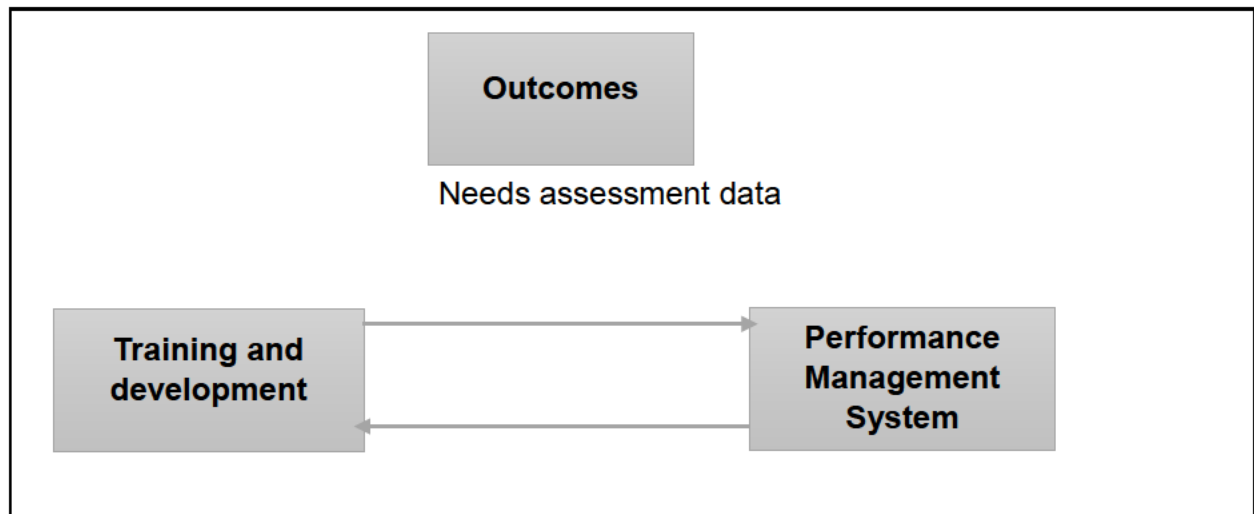
**Figure 3.2: Compensation, Recognition and Performance Management –  
Source: Partnership Group, Inc. (2022)**

Compensation strategy in organisation allows for the effective realisation of organisational goals and objectives because it ensures the organisation allocates funds to the establishment in order to motivate staff to be committed and also to promote job satisfaction for effective achievement of business strategies. Extant literature affirmed that an organisation needs to tie compensation to overall establishment performance management strategy. This points to the fact that the relevance and importance of employee productivity is very necessary, particularly if there are sound compensation plans for the academic staff. If there is sound compensation for academic staff in an academic environment, there will be a high level of productivity for academic staff in research, community services, innovation, teaching and learning. However,

dissatisfaction of academic staff as related to compensation in an academic environment will have a negative influence on academic staff in the realisation of technical efficiency. It has been found that DEA stands out as a programming technique to assess the technical efficiency index under an optimisation posture, allowing solving a linear programme for each observed Decision-Making Units (DMU) (Wojcik, Dyckhoff & Gutgesell, 2017). Several conceptual contributions exist to technical efficacy and its relationship with the evaluation of HIEs (Dumitrescu, Costică, Simionescu & Gherghina, 2020; Quiroga-Martínez, Fernández-Vázquez & Alberto, 2018). Evidence showed the differences in productivity in 30 Universities in Argentina (Quiroga-Martínez et al., 2018). By contrast, Coria (2019) in Argentine Universities with state management showed heterogeneous efficiency, with low scores in some cases due to an inadequate remuneration structure. In the British Education System, the multi-product cost functions indicated the notions of an inefficient system. Ahmad, Mohamed and Manaf (2017) affirmed that compensation policy among academic staff can be a factor in promoting university values and bringing desirable change in staff behaviour, related to the work culture. This affirmed that sound compensation for academic staff will be able to stimulate academic staff to bring new ideas and promote innovation in research activities, which can contribute to human development and society at large.

In contrast, evidence shows that the Australian HEIs achieved very high performance and efficiency levels among themselves, showing homogeneity in performance, but without ruling out that the system shows a low performance (Abbott & Doucouliagos, 2003). Similarly, within the efficiency framework, Wolszczak Derlacz (2017) analysed 500 HEIs in Europe and the US (2000-2012) and discovered a relatively high level of technical inefficiency and substantial variability in efficiency scores between countries as a result of several factors including but are not limited to poor remuneration policy.

### 3.7 LINK BETWEEN TRAINING AND DEVELOPMENT, PERFORMANCE MANAGEMENT AND THE IMPACT ON TECHNICAL EFFICIENCY



**Figure 3.3: Training and Development and Performance Management – Source: Cascio and Aguinis (2011)**

Employee is a vital organ for every organisation; likewise academic staff is the bloodstream of every academic institution. The need for effective training cannot be over-emphasised in the development of every academic staff member and the university in general. This is due to the fact that training improves academic staff performance of faculty members and at the same time, their job commitment (Amundsen & Martinsen, 2015). This implies that for faculty members to achieve their job goals, it is necessary for the university management to provide adequate training in order to optimise faculty members' potential. It can be said that if academic staff recognise their university's interest in relation to cutting edge research, innovation, effective teaching and various community engagements, there must be effective training and development. This will make them do their best to achieve organisational goals. Bizri et al. (2021) argued that without proper training, academic staff in universities may not develop the necessary skills to carry out various technical tasks with the efficacy that will make them visible in academic world.

Extant literature revealed that academic training provides workers with skills and professional development opportunities for realisation of the university's objectives. A study done by Wei-Tai (2006) stated that effective training for academic staff in Taiwan universities moulds them by improving their capabilities and competencies, leading to technical efficiency. Effective training opportunity helps in promoting a conducive learning environment for academic staff and the ability to cope with various challenges (Wei-Tai, 2006). Training helps academic staff to develop capacity. Arulsamy, Singh, Kumar, Panchal and Bajaj (2023) caution that without adequate training and development, individuals may not fully realise their potential in accomplishing their tasks. In sum, training and development is a vital HRM tool for employees to acquire the necessary skills and abilities to carry out their job-related responsibilities effectively. Arulsamy et al. (2023) concluded that training and development is an essential mechanism to optimise employee performance and foster their growth in terms of efficiency, productivity, job satisfaction, motivation, and innovation within the organisational context.

### 3.8 LINK BETWEEN CAREER PROGRESSION, PERFORMANCE MANAGEMENT AND THE IMPACT ON TECHNICAL EFFICIENCY



Figure 3.4: Performance Management and Career Development –  
Source: Smith (2017)

Career management in an academic environment is imperative in the development of every academic staff member, particularly in this global knowledge economy where research and innovation are drivers. A faculty member is the most relevant and versatile resource in the academic environment; it is in line with this that academic staff should be equipped with the necessary resources that will enable them to perform their duties in the most effective manner, thereby progressing their careers as well. Ali, Mehmood, Ejaz and Ashraf (2014) argued that good career management can only function in a situation where education brings positive behaviour and performance. This applies in a university environment where the development of career is imperative for academic staff to enhance staff performance. It also shows that career management in an academic environment is imperative for the betterment of every university due to the rapid changes which are related to the global economy. As a result, academic staff should strive to upgrade their knowledge and skills to increase their research productivity, innovation, teaching and community service.

### 3.9 LINK BETWEEN SUCCESSION PLANNING, PERFORMANCE MANAGEMENT AND THE IMPACT ON TECHNICAL EFFECIENCY

#### Integrated Performance Management Cycle for Succession Planning



**Figure 3.5: Integrated Performance Management Cycle and Succession Planning - Source: Sliding Team (2021)**

Succession planning activity in academic life is a future-focused method that helps universities to identify various critical roles, and at the same time to build succession benches and make plans for a competent and highly skilled candidate to occupy the post through promotion. This points to the fact that succession planning in an academic environment is related to the ability of the organisation to bring on board a person that will maintain a high-quality workforce. Abdullahi et al. (2014) stated the importance of succession planning among academic staff in universities particularly, is to identify various potential or qualified successors. This is becoming necessary because succession planning allows the university to use systematic methods of ensuring continuity in particularly positions, in order to retain and develop intellect which will promote knowledge capital and encourage staff advancement, sustaining stability in the system. Cook and Crossman (2004) argued that succession planning in an academic environment allows for continuity for the core mandates of academic staff and at the same time, helps in raising future researchers. Succession planning in the university is a development tool that brings about performance management which helps employees to increase their engagement at work.

### **3.10 RELEVANT THEORIES FOR THE STUDY**

There are two theories that are relevant to this study: goal-setting theory and expectancy theory. These theories will be used to underpin the study.

#### **3.10.1 Goal-Setting Theory**

In the early 1960s, Locke conducted a study on ways an organisation can achieve goals set and the need for motivation for organisational development. In the year 1968, Locke published an article entitled "Toward a Theory of Task Motivation and Incentives". The article stated that defined goals and effective feedback motivate employees within an organisation (Erez,1986). He went further to state that motivation is an essential commodity that facilitates fulfillment and actualisation of organisational goals and objectives for efficient organisational performance.

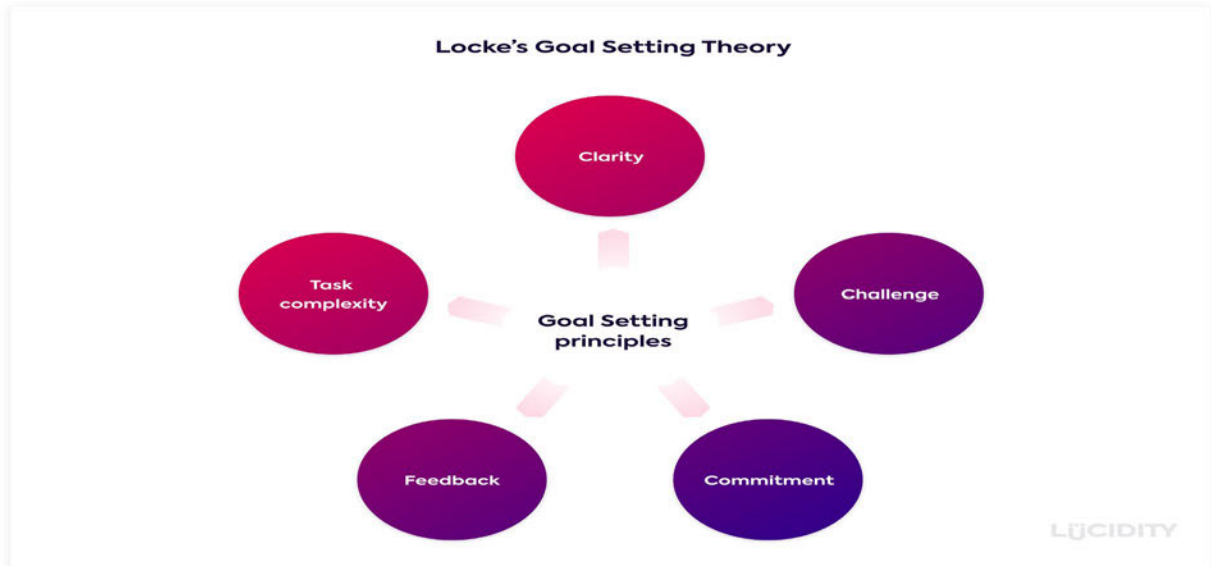
Kanfer and Ackerman (1989) found that the article revealed that the more difficulty experienced with organisational goals, the more likely the employee will be to solve the problem. This suggests that if employees are provided with good working conditions and the necessary motivational tools, they will go the extra mile to achieve organizational goals and objectives. Ogbeiw (2017) argued that for any organization to establish achievable goals, the SMART model must be considered: SMART stands for Specific, Measurable, Attainable, Relevant, and Time-bound. This approach is essential for achieving organizational objectives and setting clear goals. Klein, Wesson, Hollenbeck, and Alge (1999) noted the importance of goal attainment within an organisation, implying that goals are essential for meeting certain standards and performance levels.

Locke and Latham (1990) argued that goal-setting theory was primarily designed to focus on individual performance within organisations. Cameron and Duff (2007) noted that this theory can also be applied to teams across various disciplines and organisations. This highlights that while the primary focus of goal-setting theory is the individual, it can similarly apply to teams. However, setting goals for teams must differ significantly from setting goals for individuals. Van Mierlo and Kleingeld (2010) opined that teams in organisations are interdependent, and this interdependence must be considered when setting goals. They noted that teams have the potential to pursue multiple goals to enhance performance. Rushall (1975) reiterated the importance of goals in various organizations, such as universities, where goals serve as reference standards or benchmarks. This view is supported by Locke and Latham (1990), who state that goal-setting enhances performance and productivity in such organisations.

Lunenburg (2011) conducted a study on goal-setting theory within a specific organization. The findings indicated that organizations tend to perform more effectively when their goals are specific and challenging. He emphasized the importance of having mechanisms for feedback evaluation. This suggests that a learning goal orientation can lead to more effective performance compared to a performance goal orientation, and that group goal-setting is just as crucial as individual goal-setting.

Latham (2014) examined the effects and aim of goal-setting in the work environment. His findings are in line with the finding of Locke (1994), which revealed that there is a link between organisational goal-setting and workplace performance (Bipp & Kleingeld, 2011).

Kirkpatrick and Locke (1996) listed five goal-setting principles that can bring about organisational performance.



**Figure 3.6: Locke's Goal-setting Theory - Source: Kirkpatrick and Locke (1996)**

These goal-setting principles are as follows:

- Clarity
- Challenge
- Commitment
- Feedback
- Task complexity

#### **a) Need for clear goals**

Extant literature revealed that a clear objective and goals that are clearly stated will be easy to achieve. Isaack and Dinah (2016) maintained that a clear goal can be measured through the SMART model and that when a goal is not well defined, it will be difficult to achieve. He went further to discuss various approaches that organisations must consider

before setting their goals and objectives. This includes the need for the goals and objectives to be measurable and clearly stated. In addition, there is a need to have relevant metrics that human resources will use to measure the attainment of goals and objectives.

#### **b) Copying with the setting of challenging goals**

Locke and Latham (2016) argued that despite the importance of challenging goals in an organisation, organisations should not set a goal that is challenging in nature because it may be difficult to achieve. Earley, Wojnaroski and Prest (1987) found that challenging goals are usually used to balance pressure and performance in setting goals in any establishment; however, they went further to say that there is a need for effective motivation when team members and individuals encounter challenging goals. Latham and Frayne (1989) stated that there is a need for effective research on the ways organisations or individuals can solve challenging goals at any time they occur. From this, it can be said that every staff member in a university environment needs to be self-disciplined and persistent when facing challenging goals.

#### **c) Secure commitment to goals**

In order for any organisation to secure commitment of goals, there is a need for the organisation to allow its members to set their own goals. This will provide opportunity for commitment and at the same time, increase their commitment (Locke, 1994). Securing commitment goals means there is need for management by objectives. This will enable the organisational goals to be in line with individual or team goals.

#### **d) Gaining evaluation and feedback**

The importance of feedback in the measuring of organisational goals is noted. Locke (2000) argued that it is necessary for organisation to have a method to assess if the organisational goals and objectives are achieved or not, as this provides an opportunity to measure the achievement of the organisation goals and objectives. The essence of assessing feedback either from top-bottom level is to provide an opportunity to clarify organisational expectations and enable flexibility to adjust to challenging goals. Various

ways to give feedback were identified in the goal-setting theory, which include giving objective feedback and having a specific time by which the feedback must be submitted (Latham, & Frayne, 1989).

#### **e) Considering task complexity**

The formulating of goals in an organisation need not to be too complex. Baum, Locke and Smith (2001) argued that, in setting goals in any organisation, the goals must be SMART in nature. Failure to consider this may make the goals difficult to achieve. In spite of this, Lathan and Frayne (1989) identified various ways in which complex goals can be achieved in an organisation. These include provision of adequate training for every member of staff and ensuring mentoring relationships and coaching.

#### **3.10.1.1 Relevance of goal-setting theory to this research**

The need for goal–setting theory in various establishments and organisations facilitates performance and the technical efficiency of academic employees. Locke and Latham (1985) in a study affirmed that goal-setting theory enhances academic productivity and efficiencies for research, community engagement, administrative duties and a host of other tasks. The university needs to set the necessary target or goals for the employee to achieve and the necessary motivations should be put in place for them to achieve the set target. This will have a positive influence on the performance management system for the technical efficiency of academic employee. Locke and Latham (1990) stated that the theory can be generalised within the content, in this case the content fits the current research.

As a result, the study will use the theory to examine the goal effectiveness of a performance management system on the technical efficiency of academic staff. This is becoming necessary because goal effectiveness needs to be more manifest among academic employees, as performance is more valuable than the working environment. Effective performance among academic employees will surely enhance strategies and allow for the realisation of the university's goals (Weinberg, Burke & Jackson, 1997).

Another justification for using the theory is that Locke and Latham (1990) explained how organisations can achieve specific goals and face difficult challenges, particularly among various professionals such as academic workers. Also, the theory's use is based on the fact that it focuses more on motivation and productivity as very important factors for success in organisations such as universities. Motivation is an essential yardstick for effective productivity and performance among academic staff (Pritchard, Weaver & Ashwood, 2011). The adoption and use of motivational methods for faculty members will surely enhance their performance and productivity. This will provide an opportunity to create a sustainable environment, which will lead to an increase in academic staff productivity and better performance.

In addition, the theory has been used in various disciplines such as sport development, education, finance and business development (Bar-Eli, Tenenbaum, Pie, Btsh & Almog, 1997; Locke & Latham, 1990; Weinberg et al., 2001). However, the research has not been examined in the content of a performance management system as related to the technical efficiency of academic employees in South Africa. As a result, using the theory will help academic staff to identify ways in which they can improve their performance. The theory discusses the willingness of faculty members regarding the attainment of the organisational goals and objectives. This willingness will bring effective job motivation.

Another justification for using the theory is that it clearly stated the need for academic staff to have specific goals and at the same time clear goals, which can bring about better research output among academic staff and enhance their job performance. This pointed to the fact that when the institution is setting academic employee goals, it must be realistic and at the same time challenging, giving the academic employees a sense of pride.

#### **3.10.1.2 The importance of goal-setting theory in an academic environment**

Locke, Chah, Harrison and Lustgarten (1989) identified the following as important features of goal-setting in an academic environment:

- Goal-setting introduces intriguing incentives for academic workers in order to effectively complete assigned tasks.

- Effective goal-setting will lead to better academic and research performance of academic staff.
- In addition, effective goal-setting will motivate academic staff to give their best in achieving organisational goals.

Goal-setting theory has certain outcomes such as the following:

Nemeroff and Cosentino (1979) noted that it consists of various outcomes which include self-efficiency which in turn builds self-confidence and faith in order to perform a task. Locke, Shaw, Saari and Latham (1981) argued that when individuals develop a high level of self-efficiency, they will be able to confront any challenge and task. This implies that when they have a lower self-efficiency, it may affect their achievement of their goals and they may easily quit when they face any challenge. Goal commitment is related to the way in which individuals are committed to the achievement of the organisation goals. Locke, Latham and Erez (1988) noted that commitment functions if the following is in order:

- i. Goals should be made transparent, and staff should be aware of them.
- ii. Goals need to be set by individuals.
- iii. The individual goals should be in line with organisational goals so that they can have the same focus.

### **3.10.1.3 Limitations of goal-setting theory**

There are various limitations of the theory. Locke et al. (1988) affirmed that there is always conflict between organisational goals and managerial goals. This indicated that goal conflict is a major challenge in applying the theory. Goal conflict has a detrimental effect on performance if it motivates incompatible action drift. In addition, extant literature indicates that a very difficult goal can bring about risky behaviour among academic workers. Furthermore, in a situation when staff lack the necessary skills to perform a task in achieving a goal, it may affect the realisation of the goals and the goal-setting may fail, which can lead to inadequate performance.

### 3.10.2 Expectancy Theory

The expectancy theory was developed in 1964 by Victor H. Vroom, and in 1968, Porter and Lawler extended the theory (Baker-Eveleth & Stone, 2008). Extant literature indicates that the theory is based on the path of assumption that employee behaviour is a function of making a conscious choice from the set of possible alternative behaviours. Oliver (1974) identified three constructs that need to be considered when motivating employees so that they give their best to their responsibilities:

- Expectancy. Effort -> Performance (E -> P)
- Instrumentality. Performance -> Outcome (P -> O)
- Valence. Outcome -> Reward (V(R))



**Figure 3.7: Expectancy Theory - Source: Baker-Eveleth and Stone (2008)**

As stated earlier Vroom's expectancy theory is a management theory that is based on motivation. Chun-Fang and SooCheong (2008) argued that a reward system is an enabling factor that motivates staff members towards acceptable performance. Holdford et al. (2001) maintained that in order for better performance of workers in an organisation, there is a need for training that will bring about improvement in the capacity of workers, which will improve their performance.

In addition, the theory stated that an individual's behaviour is dependent on the level of the way he/she is being motivated (Schunk & Meece, 2012). This implies that behaviour motivation is a function of the desirability of the outcome. A critical examination of the

theory revealed that the main core of the expectancy theory is cognitive development, which deals with the way and the manner that individuals perceive motivation.

Ackerman (2005) argued that outcome is not the only determining factor particularly in how to behave; the theory is based on the mental processing which relates to choice in organisations. The theory explains the various processes that individuals underwent in order to make choices, and suggests the need for organisations to have mechanisms to reward employees directly in order to increase performance and to ensure that those that need to be rewarded, are given the necessary rewards in the organisation.

Furthermore, the theory is focused on four assumptions (Vroom, 1964). The first assumption maintains that workers join an organisation with expectations about their needs which include motivation and past experience. This may have influence on how individuals will react in the organisation. The second assumption is related to how individual behaviour is related to the result of conscious choice. This implies that workers are allowed to choose behaviour which should be in line with their own expectancy calculation. The third assumption is that workers want various things from the establishment or organisation such as a good salary, security of employment, and training for better performance and to meet challenges. The fourth assumption is that workers in an organisation select among the alternatives in order to optimise outcomes for their personal and organisational benefits. Vroom (1964) argued that expectancy theory is based on these assumptions, and it has three constructs: expectancy, instrumentality and valence. These demonstrate how much a worker in an academic setting believes that (a) effort will result in acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the rewards' value is very high (valence).

- **Expectancy**

In this case, a worker's level of performance is dependent on job-related effort (Baker-Eveleth, & Stone, 2008). It is usually based on the probabilities which range from 0 to 1. In case the worker discovers that there is no chance that efforts will bring about the necessary output, the expectancy is 0. In another development, if a worker is sure that

the task will be done, the expectancy value is 1. This shows that estimated expectancy values are between two extremes, 0-1.

- **Instrumentality**

Instrumentality is related to estimation of probability which can be used to measure the level of achievement of a task performance in an organisation. It is usually rated from 0-1. This implies that employees see that attainment of good performance in the workplace will increase his or her rating, which will lead to a salary increment. The instrument has a value of 1. On the other hand, if there is no good performance from the employee, the instrument will be 0 (Isaack & Dinah, 2016).

- **Valence**

Valence is correlated with the intensity of a worker's preference for a specific job reward. This can be in terms of salary increment, promotion, recognition by the organisation or any form of reward system (Hatice, 2012). This can be positive or negative, and shows that if worker has a very strong presence in the attainment of reward in the organisation, the valence is on positive side. On the other hand, valence can be negative particularly if employees are indifferent to a reward and the valence is 0.

The theory stated that motivation, expectancy, instrumentality and valence are in line with one another by the equation  $Motivation = Expectancy$ , and the theory has some important implications for motivating workers in an organisation (Chiang & Jang, 2008). Chiang and Jang (2008) highlighted various ways in which the expectancy theory works in organisations such as universities, including the realisation of personal goals through the organisation's reward system. This refers to the kind of relationship that is in existence between organisations and reward schemes for employees who achieve organisational and personal goals. The reward must be attractive to the employee. In addition, organisational rewards are dependent on the individual performance of the employee. This implies that the level of commitment of an individual in an organisation will determine his or her performance achievement of organisation goals. Isaack and Dinah (2016) argue that there are four variables that can motivate employees: 1) effort of the individual, 2) performance of the individual, 3) reward system in organisation and 4) personal goals.

Chen and Lou (2002) noted that expectancy theory provides a framework that can be used to assess, interpret and evaluate academic staff behaviour when performing their duties, as well as their attitude formation and decision-making. Vroom (1964) described motivation as a way of processing choice which has alternative forms of voluntary activities, commonly controlled by individual. This indicates that individuals are allowed to make choices which are based on estimation of the expected results which emanate from a behaviour, which will lead to the desired results and intended performance.

Vroom brought about three constructs from the theory. These are Valence (V), Expectancy and Instrumentality (I). These constructs are very important because they offer clear definitions which are related to effort-performance expectancy (E→P expectancy), and performance-outcome expectancy (P→O expectancy) (Vroom, 1964).

- Expectancy theory has three components:
- Expectancy: effort → performance (E→P)
- Instrumentality: performance → outcome (P→O)
- Valence: V(R) outcome → reward

### **3.10.2.1 Justification for using the expectancy theory**

The model provides guidelines for enhancing employee motivation by altering the individual's effort-to-performance expectancy, and reward valences. University management needs to provide avenues for motivation among academic staff in order to increase their job performance.

The theory states that employees' strength should be considered when given an assignment or task, and in so doing, the competencies and skills of staff are considered before assigning certain tasks. Otherwise, the necessary training should be given to employees before giving them new assignments, the new faculty member should be given necessary training and orientation in order to improve job performance.

The theory stated that university management needs to provide sufficient time for training staff when giving them new assignments. The theory is relevant to this research due to

that the university management can use the expectancy theory to motivate employees by building trust in them, particularly in handling their duties. In addition, a reward system for university workers will surely increase performance and encourage academic staff to improve effort and job performance.

### **3.10.2.2 Criticism of the expectancy theory**

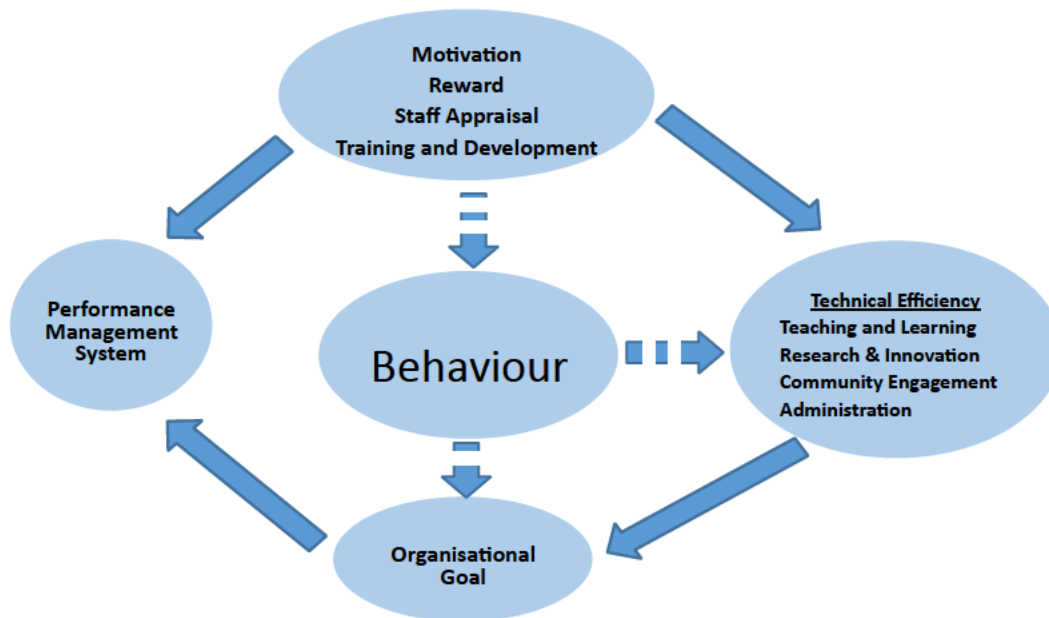
Nimri, Bdair and Al Bitar (2015) noted that the constructs of the theory are too simple in nature. Extant literature revealed that the simple nature of expectancy theory is very deceptive. A situation where an employer puts rewards in place such as financial bonuses and incentives, makes these tools enticing enough for employees of the organisation and can increase productivity and performance.

Expectancy theory is important for a manager because it provides insight into why employees may behave in a certain way. While managers of organisations have power to force employees to take a certain action, if they use force as a strategy too frequently, they will harm employee morale and motivation.

## **3.11 CONCEPTUAL FRAMEWORK OF THE STUDY**

The theoretical framework for this study is an amalgam of the research questions that this study seeks to answer, the inclusion of previous empirical studies and of the various performance management models presented. Drawing from previous scholars, the theoretical framework of the present study intends to fill the gap in the literature and recommend a model. To date, the researcher has no record of a framework investigating the role of performance management systems on the technical efficiency of academics the HEIs under study.

Thus, the formulation of the conceptual framework for this study is shown below.



**Figure 3.8: Relationship between the performance management system and technical efficiency – Source: Developed by the researcher (2023)**

The conceptual model proposed for this study was developed by the researcher. In the study, two theoretical frameworks were used to guide the researcher in formulating the conceptual framework. These are Goal-setting theory and Expectancy theory. The two theories are relevant to motivation theories, and based on this, the researcher used them to underpin the study. PMS, which is the independent variable, play a significant role in an organisation as it assists, amongst other things, the development of employees, in this case, academic employees, with their technical efficiency (teaching and learning, research and innovation, administration and community engagement); there will be negative repercussions in managing performance if proper performance management systems supporting the goals and objectives of the institution are not in place.

The conceptual model for the study also notes that for a PMS to work in the organisation, management should make the following tools available: motivation, a reward system, staff appraisal and training and development. Having of all these in place will make academic employees give their best to the organisation. The goal of every establishment is to increase and improve its performance; academic staff goals are also to increase their research output, be more knowledgeable about administrative matters, and improve their community engagement.

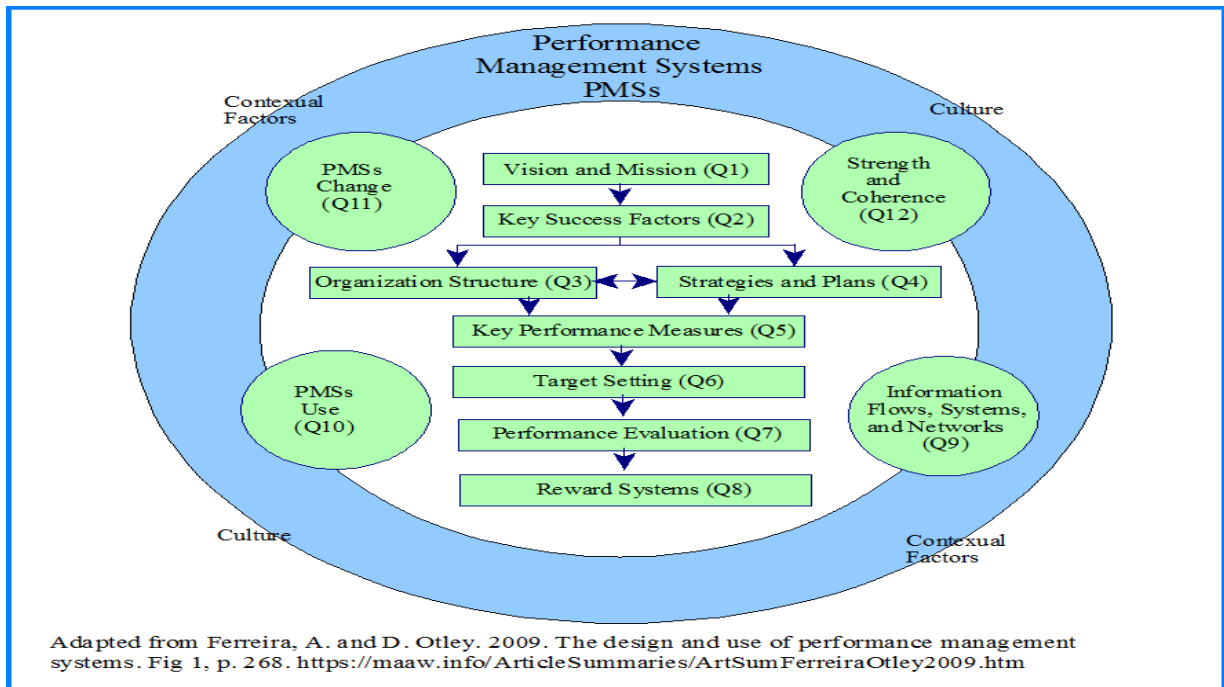
The study also employed the use of an intervening variable which is called a mediator variable. Here, the intervening variable in the conceptual model is behaviour. An intervening variable is a theoretical variable which the researcher uses to explain a cause or connection between other study variables. In this conceptual model, behaviour was used as the intervening variable to show the relationship among the constructs in the model.

### **3.12 THE DESIGN AND USE OF A PERFORMANCE MANAGEMENT SYSTEM MODEL**

In this study, the Performance Management System is a dependent variable, as it is seen as a driver through which all other dependent variables are informed. As a research tool for a more comprehensive description of the structure and operation of performance management systems (PMS), Ferreira and Otley (2009) proposed the performance management systems framework. The framework was created based on their views and experiences, as well as the pertinent literature. This approach, in particular, expands on Otley's five questions (Otley, 1999). The new framework incorporates essential components of Simons' Levers of Control Framework and expands Otley's five question framework into twelve questions.

Simons' Levers of Control Framework is integrated into the performance management framework's 12 (twelve) questions. Anecdotal data suggests that the extended framework, by offering a template to assist explain the major elements of such systems, provides a useful research tool for anyone desiring to investigate the design and operation

of performance management systems. It makes this a manageable task while allowing for a comprehensive perspective. The theory demonstrated how the framework may be used to give an organisation's top performance management concerns an overview.



**Figure 3.9: Performance Management Systems - Source: Ferreira and Otley (2009)**

A concise overview of the twelve-question PMS framework is provided below. The extended framework aims to serve as a descriptive tool for thoroughly explaining the essential elements of a performance management system. The twelve-question PMS framework can be summarised as follows:

- What is the organisation's vision and mission, and how are the managers and staff informed of the goals and objectives of the company?
- The organisation's vision describes the desired future state, whereas the mission of the organisation identifies the primary reason for the existence of the organisation. In order to influence behaviour, this question focuses on identifying

the organisation's values, purposes, and objectives as well as how they were developed.

- What are the primary success criteria for the company, and how are they shared with management and staff?
- The vision and purpose are represented more precisely as control measures that must be reported continuously as key success criteria.
- How does the organisation structure affect the design of PMSs and how does it connect to the strategic management process?
- Organisational structure is a broad topic with various types to consider. These types involve different choices related to authority (e.g., centralized or decentralized) and configuration (i.e., structures, processes, and operating relationships). Examples include functional, multidivisional, holding company, matrix, transnational, team-based, and project-based organizational structures. Processes include market activity, planning, and monitoring. Outsourcing, strategic alliances, networks, and virtual organisations are just a few examples of relationships (internal and external). There are horizontal and vertical controls as well as built-in controls like kanban inventory controls, even though the majority of control literature focuses on vertical controls. Critical success criteria and strategic choices are directly correlated with organisational structure.
- What are the company's goals and strategies, what procedures and actions are necessary to ensure success, and how is this information distributed across the entire company?
- A substantial quantity of literature on the subject indicates that there are numerous different sorts of strategy. Defenders, analysts, prospectors, reactors, cost leaders, and product differentiators are a few examples. Additionally, there are several combinations as well as build, hold, and harvest methods.
- Langfield-Smith (2006) discuss this issue, taking into account the nature of the strategic planning and communication process, and specifically whether it follows a bottom-up approach that seems more appropriate for lean, de-layered, horizontal organisations, or a top-down approach associated with hierarchical or vertical organisations.

- What are the organisation's key performance indicators, how are they shared with the public, and how are they connected to performance reviews?
- The examination of important performance metrics takes into account the selection process for the measurements, their alignment with operations and strategy, omissions from the measurement process, as well as the number of measurements taken.
- Ittner and Larcker (1998) in their discussion of how measures are selected: they say that the organisational structure, strategy, and competitive environment all play a role in the selection of performance metrics. Additionally, as what is measured tends to supplant what is not measured, omitted metrics may have just as much of an impact as those that are included. Having too many metrics can make them less useful.
- How difficult are these targets, how are they determined, and what level of achievement is needed for each key performance measure?
- Since targets have an impact on performance, there is much conflict between what is desired and what is realistic when defining goals. Depending on the circumstances, aggressive aims may or may not boost performance. This section mentions benchmarking and continuous improvement as strategies for setting targets that have been discussed in the literature. For instance, in their discussion on beyond budgeting, Hope and Fraser (2003) strongly advise using external standards.
- What procedures are used to assess the performance of an individual, a group, and an organisation, and how are they related to formal and informal controls? Are they objective, subjective, or a combination of both?
- Performance reviews are relevant to both organisations (teams, departments, and divisions) and individuals, and are a crucial component of management control. Evaluations of performance may be subjective or objective, and each method of evaluation has benefits and drawbacks. Although subjective evaluations are more time-consuming for managers and vulnerable to prejudice, they do allow for the correction of performance measuring system problems (real and perceived).

- In situations where the relationship between inputs and outputs is obvious, objective evaluations are more appropriate because they do not allow for alterations to match the circumstance. The assessment of gaming behaviour and relative evaluations is included in the performance evaluation questions. Where outcomes are influenced by uncontrollable circumstances, relative evaluations could be more suitable.
- What rewards (penalties) are given to managers and staff when performance goals are met (or not met)?
- Rewards, motivation, and performance all have intricate relationships. This takes into account both positive and negative behavioural influences. Rewards, both monetary and non-monetary, such as pay raises, promotions, approval, and recognition, can improve performance, while depriving them might have the opposite impact. Due to the fact that extrinsic rewards can weaken intrinsic drive, the principles of equity and fairness are crucial considerations in this domain. The issues surrounding reward systems also take into account group incentives like gain-sharing and team-based programs.
- What networks, feed-forward systems, or information flows are used to support a PMS?
- Enquiries about information flows relay to both feedback and feed-forward information within the organization. Feedback involves information used for corrective or adaptive actions, while feed-forward pertains to information needed for learning and developing new concepts and strategies. This area covers topics such as single-loop and double-loop learning, ERP systems, larger frameworks like the balanced scorecard, information scope, timeliness, aggregation, and integration, as well as formal and informal networks, are all discussed in this area.
- How are the control mechanisms utilised by the organisation, how do they compare to those described in the literature, and are there variations throughout organisational levels?
- Perhaps because the concepts surrounding the usage of performance management systems are not fully matured, this section is a little muddled. The notions of rigid and flexible usage proposed by Simons' (2016) interactive and

diagnostic use, the use of strategic validity controls, and transactional and relational applications of performance management systems, are all mentioned by the writers.

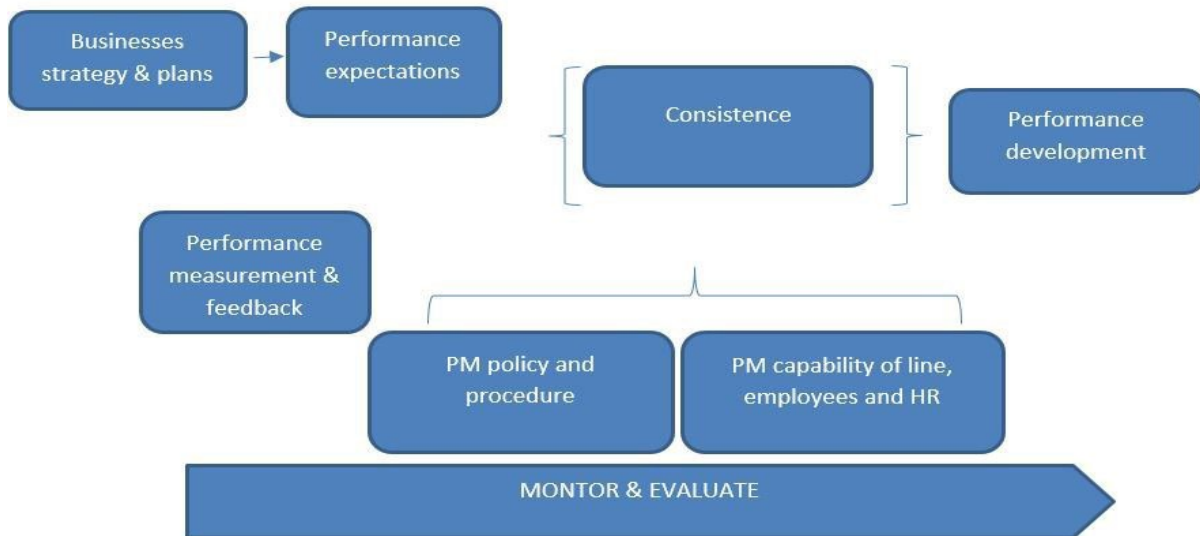
- In what ways has the performance management system changed in reaction to the dynamics of the organisation and its surroundings, and did it alter in a proactive or reactive way?
- The examination of the performance management system in this question takes changing dynamics into account. In other words, it has to do with examining the reasons behind and effects of modifications to the performance management system.
- How strong and logical are the connections between the components of the performance management system and their application?
- The final question examines the relationships or links between the various components of the performance management system. The fact that the PMS is bigger than the sum of its parts, according to the authors, indicates that there are interactions between the components that affect organisational results.

Chenhall (2003) offers some advice to assess the coherence and strength of the PMS. For example, does the control system consider various stakeholders, assess efficiency, provide both monetary and non-monetary outcomes, establish vertical links between strategy and operations, and create horizontal connections throughout the value chain? Additionally, how are performance indicators linked to strategy, and how is strategy connected to the company's critical success factors? These are other crucial considerations.

The key message of the above questions is that there must be harmony, balance, coherence, and consistency among the system's links. The authors claim that the hardest part of adopting the framework is figuring out how strong and coherent the relationships are in the PMS.

### 3.13 SOUTH AFRICAN BOARD OF PERSONNEL PRACTICES MODEL

The South African Board of Personnel Practices (SABPP) has developed the following business model that responds to the management of performance in an organisation:



**Figure 3.10: Performance Management System Model - Source: SABPP (2014)**

This model, which was developed in 2014, describes performance measurement (PM) as a strategic process that entails a PMS to guide and define targets. Employees must be aware of the following in order to participate in performance planning as part of strategic planning:

- performance standards
- performance measurement procedures
- expected performance outcomes for both the individual and the team.

According to the SABPP model, the following are some of the essential concepts of performance management:

- **Performance expectations**

Every employee must know of what is expected of them based on the type of work they are doing, according to Meyer (2019). This means that the expectations must be in line with the organisation's strategic goals and core values. The organisation as a whole should therefore convey and implement performance expectations and standards

(Katzenbach & Smith, 2015). As part of the cascade of goals, objectives, and targets process, performance standards must be established at the organisational, business unit or department, team, and individual levels. Expectations from various departments, teams, or business divisions should not conflict with one another or be set up as a form of rivalry.

To monitor employees' performance at all levels, performance objectives should be communicated in measurable ways, according to Tung, Baird, and Schoch (2011). The standard should be explicitly stated when a performance expectation relates to behaviour. Once a year, a written agreement on the desired expectations should be reached. This agreement shows that each employee has been consulted in some way, and their opinions have been taken into account.

There should be a process for resolving disputes in place (Ngcamu, 2013). When workers are part of a collective bargaining unit, a formal agreement should be formed. According to Maake (2020), back-up plans should be included in each performance agreement to cover unforeseen circumstances that may arise throughout the year.

- **Performance feedback**

According to Alboushura, Shabudin and Abdolia (2015, cited in Mdindela-Maraja, 2021), team performance achievements ought to be made public. The usage of mechanisms like dashboards and visualisations should be utilised as much as feasible. Each employee should receive frank feedback on their level of achievement in both casual and formal settings. This implies that an employee should be fully aware of the manager's evaluation of their work. Informal feedback should be provided regularly and should acknowledge both instances of strong and weak performance.

Should deviations occur, formal feedback should be provided on a regular basis to allow the employee to bring their performance up to the required standard. Although the management must decide on achieved performance, he or she must make sure that the

opinions of the staff are taken into consideration. Information on a subordinate's performance is acquired from a variety of sources (Meyer, 2019).

- **Consistency**

Even when performance goals and measurement are strictly quantifiable and objective, individual and team disparities can still exist and appear subjective and unjust. A framework should therefore be in place to allow managers and staff to compare with other examples of a similar nature and to offer a third perspective in cases of dispute, and to train managers and staff to create criteria and measure results on a consistent basis. Fairness can be ensured through the use of a process like a review of performance contracts and performance ratings by a management team. Approaches to standardising performance ratings, for example, forced distribution onto a standard Bell curve, should be used with extreme caution, particularly in small-scale groups (Meyer & Abbot, 2019). These are of no help in determining the relative contributions of the worst performer on a team that performs extremely well and the best performer on a squad that performs poorly.

- **Leadership**

The monitoring tool strategy must be supported by the institution's overall leader's transparent role modeling (Meyer, 2019). In handling the disagreement that will unavoidably occur surrounding the implementation of performance management within the organisation, wisdom, impartiality, and compassion should be displayed. The system will only take hold and develop into a performance culture to the extent that everyone lives inside it.

- **Performance management approach and policy**

According to Armstrong (2009), principles must only be applicable in an organisation to introduce complexity and integration with other procedures, to the extent that they are suitable for the organisation, location, size, maturity, structure, and culture. In other words, retain the strategy as straightforwardly as possible, and only link to other procedures like reward and career pathing if the entire HR ecosystem has reached an

adequate level of development. The strategy should adhere to the people strategy, which also includes the HR risk management strategy and the talent management strategy (Aguinis, 2013).

The organisation's highest management structures would have discussed and implemented these initiatives. The performance management policy can then be developed following consultation with all relevant structures. The foundation and process for establishing performance expectations, as well as, if relevant, the rating scales to be used; the frequency and procedure for providing performance feedback, and how consistency will be ensured, should all be clearly stated in the policy. The connections are also made with other procedures, including compensation, commendation, training and development, and career planning. Knowing what will happen when a team receives a new boss or an employee transfer, will be important.

The policy makes it clear that processes and procedures should be created, outlining the specifics, step by step, of what must be done, by whom, when, and to what level.

- **Provide support to improve/develop performance at the individual, team, and organisational levels**

Katzenbach and Smith (2015) contend that team and organisational performance should be taken into account in addition to individual success. Individual employee performance can be developed in a variety of methods, and the performance management process should consider the following elements when assessing potential performance improvement strategies:

#### **a) Motivation factors**

Seyama and Smith (2015) denote that motivation takes into account the job's nature, the employee's autonomy within the job, the amount of autonomy provided by the job, the employee's commitment to the job as a result of job satisfaction, and the job's impact on the employee's engagement with the manager, the team, and the organisation.

### **b) Expected behaviour factors**

Meyer (2019) proposed explicit descriptions of desired behaviours. Workplace organisation should show a clear allocation of jobs and responsibilities. Tools, manuals, instructions, flowcharts, and measurement feedback are examples of work resources. Requirements for knowledge or skills, should indicate training. Health problems, which can impair team performance should be highlighted.

We should build performance capability across the organisation.

#### **i) Main expertise to be developed for managers includes:**

The capacity to analyse a corporate strategy and translate it into specific, attainable performance goals at various levels (Ngcamu, 2013), is necessary, as is the ability to provide to employees structured communication that helps them monitor their development in relation to expectations. Having the courage to talk to subordinates about uncomfortable topics while yet praising improved performance, and the capacity to address poor performance early can help the employee discover the best course of action for improvement (Maimela, 2015).

#### **ii) Key capabilities to be developed for the non-management employee include:**

The capacity to comprehend and use organisational fundamental drives in one's work and to comprehend performance metrics relevant to one's team and individual job are crucial as is the capacity to receive feedback on performance and have discussion and criticism on performance.

- **Evaluate the effectiveness of the performance management system**

Data on organisational performance as available should be utilised to track trends and assess whether specific performance management interventions are affected (Abbot & Meyer 2019). Internal audits should routinely include checks for performance management procedure compliance. All line managers' performance metrics should include compliance, and the performance contract should include feedback from

employees and line managers on the use of tools. Employee engagement surveys should ask about performance management to ensure that the essential principles are being applied (Molefe, 2012).

To reach the organisation's goals and objectives, higher education institutions (HEIs) must effectively manage performance. In order for HEIs to transform and adapt appropriately, Performance Management models and methods must be in line with the aspirations of the universities (Adams, 2013).

According to Karkoulian (2021), performance management is a continuous activity that involves assessing and controlling the actions and results of both individuals and groups within an organisation. Performance management, in accordance with Abbot and Meyer (2019), gives employees a fair knowledge of what they must do and how it will be measured. The procedures that must be followed by individuals in order to fulfil their commitments to appropriate standards that may be accurately assessed, are specified in detail.

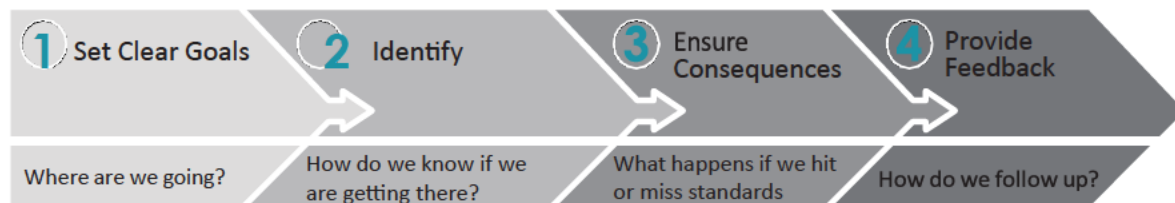
Ulrich (2016), in contrast, argues that performance management often follows a linear flow with procedures of creating standards, assessing and distinguishing people against those criteria, distributing rewards based on performance, and executing follow-up.

This linear logic frequently causes increasingly complex debates and procedures regarding goal-setting (level of what is expected e.g. rate versus rank); identifying measures (actions and results at individual and squad level); ensuring repercussions (financial and non-financial short- and long-term), and feedback or follow-up. When these comparatively straightforward procedures get more intricate, they lead to a means/end inversion where the emphasis is placed more on adhering to the procedure or protocol than making sure accountability results in performance.

Determining the performance management extremes in terms of eliminating it or strictly institutionalising it, comes from focusing on four conversations or processes. Communication indicates that performance is much more about discussion and conversation between a manager and employee, as well as between members of the

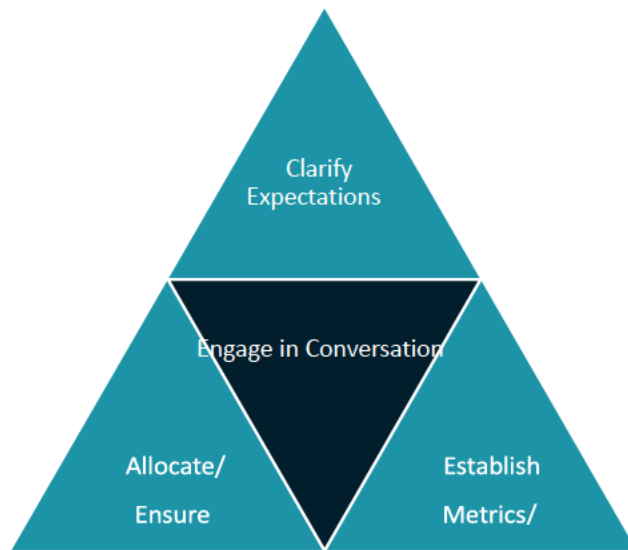
same team, than it is about forms, procedures, or policies. Performance management promotes positive responsibility when this discussion focuses more on what is right than what is wrong. This transitions from a linear flow to a conversation logic visually.

### Processes to Conversation



**Figure 3.11: Processes to Conversation - Source: SABPP (2014)**

Ulrich (2016) further alluded that having a productive conversation about performance management systems is crucial. A growth mindset is what the employee acquires as a result of these dialogues, which means that the employee conversation places more emphasis on understanding what can be better, than evaluating what has gone wrong. All of these discussions focus on the present rather than the past. They promote perseverance and resilience above defence and justification. Without passing judgment on the individual, they focus on the behavioural problem. They affirm the individual and his/her potential rather than raising doubts. Instead of criticising, they emphasise learning from both accomplishments and failures. They provide professional options that align with commitments and skill sets. They change the focus of improvement from the boss to the worker. The discussion is focused on building a strong relationship between the leader and the employee, rather than on forms, tools, or processes.



**Figure 3.12: Focus on Conversation more than Process- Source: SABPP (2014)**

The figure above demonstrates how managers are advised to concentrate on goals, objectives, career growth, and improvement initiatives rather than dwelling on employees' flaws. Instead of how they compare to their peers, employees are evaluated based on how well they performed in relation to their goals. Knowing Yourself is the foundation of these discussions. The discussion then switches to Take Action to Grow, where employees' talents and interests define priorities for their personal progress than objectives. These priorities are emphasised during the manager-employee discussion. Reward for Success is the next topic of discussion, where awards are determined by the value that is produced for the company. Their work necessitates a transformation in organisational culture where staff members place more emphasis on the value they generate rather than their rank. Helping managers develop as coaches is also necessary. When discussions are more important than procedures, value creation takes precedence over filling out paperwork. These discussions foster positive accountability when they concentrate on what is right and positive. Employees produce more value when they feel a personal obligation to be accountable.

**Table 3.1: Types of Conversations to Improve Performance**

Target	Question	Comment
Staff member with self	What do I want?	Self-reflection enables the employee to become conscious of what is most important.
Line Manager and staff member	What does the organisation want or require?	Business literacy helps the staff member to know the value they contribute for company success both now and in the future
Line Manager and staff member	How am I doing?	Reviews assist employees in understanding what is working and what is not; this is best accomplished through ongoing discussions around specific behaviours and results.
Line Manager/HR and staff member	How will I be rewarded?	Differentiating rewards for achievement based on financial and non-financial factors.

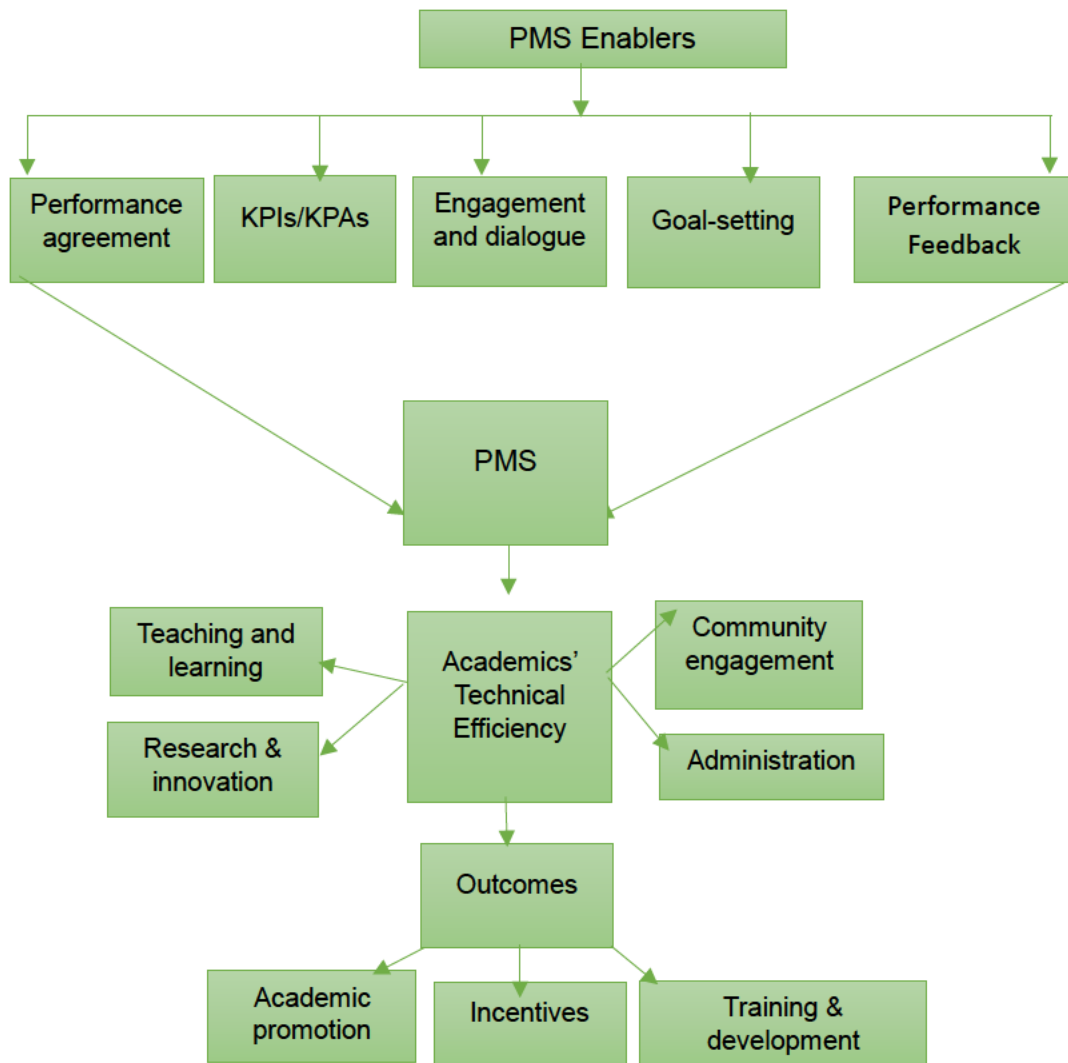
**Table 3.2: Good Practices in Conversation for Positive Performance Accountability**

Current practice	Emerging practice
Performance conversation at one point in time.	Real-time (continuous) discussion of performance in relation to events (annual celebration, promotion, compensation).
Focus on one's own capability ("you are smart") that creates a stuck mindset.	Focus on effort ("you work hard") to create a growth mentality. Honour efforts as well as outcomes.
Look back to emphasise performance ("you are good at ...").	Look forward to see opportunity and create learning ("What did you learn that you can apply in the future?").
Emphasise what is not right.	Focus on what is right (keep a 5:1 positive to negative ratio).
Leader behaviour is to command and control being distant from the change process.	Leader behaviour is coaching and communicate by modeling change and personal growth.
Focus on action.	Focus on sustainability of actions.

Talk and tell what has happened and should happen.	Discuss potential outcomes while paying attention and speaking affirmatively.
Prepare by going through paperwork process.	Prepare by considering the best way to assist the individual person.

### 3.14 THE CONCEPTUAL MODEL THAT GUIDES THE STUDY

Figure 3.13 is the conceptual model that guides the study



**Figure 3.13 Conceptual Model that guides the study - Source: The Author (2023)**

The model was developed based on the research objectives and findings that emerged from the study. As depicted in Figure 3.13, PMS implementation in an organisation is

based on certain key enablers. It must be noted that the enablers of PMS vary from researcher to researcher. However, the most important enablers in this study are performance agreement, KPIs and KPAs, employee engagement and dialogue, goal-setting, and performance feedback. As already discussed in Chapters 2, these enablers ensure the effective functioning of PMS. Also, the model illustrates that an effective PMS will positively contribute to academics' technical efficiency in HEIs, leading to improved teaching and learning, research and innovation, community engagement and general administration of HEIs. Lastly, the model suggests that academics' technical efficiency will lead to other outcomes, such as academic promotion, incentives and training and development. This is a viable model because it adequately explains how PMS could be successfully implemented in HEIs. Therefore, when implemented, it will help HEIs to improve academics' technical efficiency and other performance goals.

### **3.15 SUMMARY**

This chapter explained the importance of theory in academic research, and discussed theories that are relevant to this study. It explored goal-setting theory and expectancy theory, showing how they underpin the study. These two theories are motivation theories. Effective motivation in the organisation will bring many benefits to the organisation, including job satisfaction and enhanced job performance. In addition, the theoretical frameworks explain ways in which a performance management system can be improved in the organisation, particularly among the academic staff in relation to their technical efficiency.

All over the world, academic staff have a specific mandate which includes research and innovation, administration, community engagement, and teaching and learning. However, the conceptual model revealed that motivation of staff will assist the university to achieve its goals, including attaining research visibility and better rankings, not only better research output and effective teaching and learning.

The next chapter will discuss the research methodology of this study.

## **CHAPTER FOUR**

### **RESEARCH METHODOLOGY**

#### **4.1 INTRODUCTION**

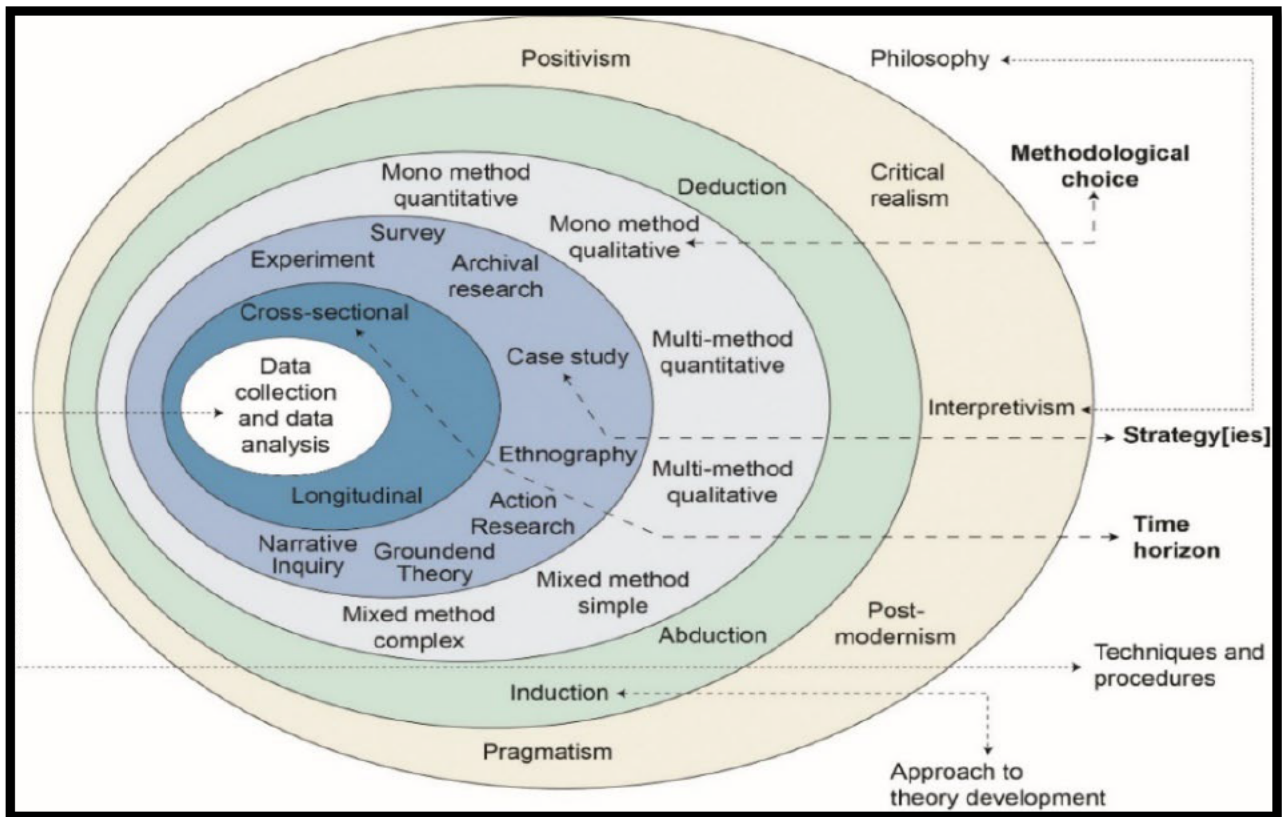
The previous chapter dealt with the theoretical framework associated with this study. This chapter discusses the research design and methodology adopted to address the research questions and objectives. The study adopted the research onion developed by Saunders et al. (2019). The methodological issues adopted in the study include the research philosophy, research approach, research strategy, research choice, time horizon, research location, target population, sampling strategy, sample size, data collection method, data quality control, data analysis – techniques, and procedures, ethical considerations and limitations of the study.

#### **4.2 RESEARCH ONION AS A MODEL OF DESIGNING RESEARCH METHODOLOGY**

Leedy and Ormrod (2010) agree with Barbie and Mouton (2001) that research methodology refers to the broad strategy the researcher takes when doing the research endeavor. It covers the underlying research philosophies, research methodology, data gathering strategies, sampling methodologies, data processing patterns, and reliability and validity concerns. Research methodology is a structured approach to tackle the research questions through scientific methods that entail rigorous, systematic, valid and verifiable processes (Kumar, 2005; Kothari, 2004). These processes encompass various aspects including research design, its paradigm, target population, sampling techniques, time horizon, data collection and data analysis. Additionally, this chapter provides a summary of the study along with critical ethical considerations.

One way of constructing research methodology is to adopt the theoretical concept of “research onion” proposed by Saunders et al. (2016). According to Raithatha (2017), research onion provides an in-depth description of the main layers or stages to be followed to formulate an effective methodology. Research onion guides the researcher through the steps to develop a research methodology. This study unpeels through the different layers of the research onion to develop a research design that adequately

addresses the research problem and questions. Figure 4.1 illustrates the research onion adopted.



**Figure 4.1: Research Onion - Source: Saunders et al. (2019)**

### 4.3 THE RESEARCH PHILOSOPHY

Philosophical presuppositions are a crucial component of all research designs, even though they are an eminent part of acquired knowledge and knowing (Bakkabulindi, 2015). As such, their relation to research designs is closely related (Collis & Hussey, 2014), which alludes to the decisions the researcher made about the tactics and methodology used to address the research questions. According to Creswell and Plano-Clark (2018), the study's philosophical presuppositions must be acknowledged, named, and connected to specific research procedures. Saunders et al. (2019) define the term 'research philosophy' as a set of assumptions and ideas about how knowledge about a certain phenomenon arises.

Bergmann (2023) claims that the philosophical stance as the outermost layer refers to assumptions about the nature of reality (ontology), valid knowledge and knowing (epistemology), and values and aims of research (axiology). Žukauskas, Vveinhardt and Andriukaitienė (2018) point out that ontology is the general assumptions created to understand the real nature of society. Epistemology refers to the general parameters and assumptions linked to the excellent way to explore the real-world nature. On the other hand, axiology reflects the values and morals that guide the research (Žukauskas et al., 2018).

Many different philosophies serve as the foundation for the numerous scientific inquiries conducted by different researchers. Thus, there are different paradigms underpinning research, including positivism, interpretivism, realism and pragmatism. Paradigms were first discussed by Thomas Kuhn in his book "The structure of scientific revolutions" in 1962, and they have since grown to be a crucial idea in academic writing. In other words, paradigms are philosophies that have been formalised into rules that are intended to direct social scientists in the proper conduct of the research. They naturally reflect the worldviews we hold about both such as current and future aspired approaches (Street, 1992). They represent viewpoints and direct research decisions (Tashakkori & Teddlie, 1998:23). They have an impact on what should be researched, and how researchers should interpret their findings in a particular discipline (Armitage, 2007, cited in Bryman, 2004).

Last but not least, they provide as frame of reference through which to observe and comprehend (Babbie 2013). Researchers must perform their studies according to a specific pattern, structure, or framework in order to produce findings that would otherwise be unthinkable (Kuhn 1962). Although all the research paradigms mentioned above are discussed in this chapter, pragmatism was the most appropriate for the study.

#### **4.3.1 Positivist Paradigm**

According to positivism, observation and experimentation are the only ways to advance knowledge because they are the foundation of all true knowledge (Cohen, Manion &

Morrison, 2007). Positivists contend that if something could be known and applied to explain and predict human behavior, behavior would be produced or originated (Vosloo, 2014, cited in Livesey, 2011). To enhance the clarity of describing parameters and existing correlations between them, positivistic thinkers employ scientific approaches and systematise the knowledge generation with the help of quantification (Thomas, 2010).

Positivism places significant emphasis on rigorous scientific inquiry, including the meticulous observation and precise description of phenomena. It involves identifying causal laws, formulating hypotheses, and employing inferential statistics to rigorously test these hypotheses. Key components of positivism include quantifiable observations, thorough statistical analysis, rigorous verification, replication of findings, and the pursuit of generalisable conclusions (Ponterotto, 2005; Neumann, 2011; Owolabi, 2016, as cited in Blaikie, 2007). The primary objective of positivistic research is to provide explanations that facilitate the prediction and control of phenomena (Ponterotto, 2005:128). In pursuit of this goal, these investigations tend to favor quantitative techniques capable of expressing functional relationships between variables through mathematical formulas (Ponterotto, 2005:128). Throughout the research process, positivist researchers adopt an objective, detached, neutral, and non-interactive stance, while still maintaining a degree of control over the participants (Morris, 2006).

#### **4.3.2 Interpretivism Paradigm**

Data collection and analysis methodologies and techniques vary from each other in quantitative, qualitative, or blended methods (Linake, Maphosa & Mthethwa-Kunene, 2022; Masha & Eze, 2022; Walker, Hoppe & Silliker, 2017). Researchers who are more concerned with developing a better knowledge of subjective meanings than with providing generalisations that resemble laws, are more likely to adhere to the interpretivism school of thought. This school of thought is interested in examining social processes in their natural environments (Bless, Higson-Smith & Kagee, 2006; Bougie & Sekaran, 2019; Majumdar, 2022). To comprehend social reality narrative, various studies focus on studying between people, and adapting a soft systematic stance to help their pre-existing points of view (Hennink & Bailey, 2020; Nieuwenhuis, 2007; Saunders et al., 2019).

Interpretivism, which was developed in response to the critique of positivism, holds that understanding and knowing are actions of interpretation (Ponterotto, 2005). Instead of being a singular entity that can be witnessed from the outside, reality, according to interpretivists, is created within each person's imagination (Ponterotto, 2005, cited in Hansen, 2004). Actual behavioral meaning is concealed and must be revealed through in-depth reflection sparked by the interactive discourse between the researcher and participant (Ponterotto, 2005, cited in Hansen, 2004). Participants in studies are observed in their natural settings.

This gives the researcher a chance to comprehend how individuals define and interpret their circumstances, as well as how they create realities within various social contexts (Livesey, 2006). This paradigm observes events to gather information, which is then interpreted by making inferences or determining whether the information fits with some abstract pattern (Thomas, 2010). Interpretivist viewpoints frequently demonstrate a preference for methodologies that analyse and articulate the significance of the social world in addition to producing data (Mugwisi, 2013 cited Gephart, 1999). The primary data gathering techniques for interpretive studies are observations and interviews (Owolabi, 2016 cited Cohen, 2008), which trend toward the collection of qualitative data (Creswell, 2014).

#### **4.3.3 Critical Realistic Paradigm**

The realistic research paradigm integrates the core tenets of both positivist and interpretivist research philosophies, grounded in the assumptions that are necessary for understanding the subjective nature of humans. Critical realism offers a framework that leverages social theory to elucidate social phenomena, providing analytical tools for data collection and analysis (Stutchbury, 2022, p.113). This paradigm melds realist ontology (the existence of an objective reality) with a relativistic epistemology (acknowledging that different individuals have diverse perceptions) to investigate a phenomena. According to Tikly (2015), critical realism goes beyond thick descriptions to explain and recognise that, in the complexity of everyday life, those explanations may draw on different social theories. Critical realism also embraces judgmental rationality, allowing researchers to

evaluate and compare the explanatory power of different theoretical explanations and select those that most accurately reflect the "domain of real" based on existing knowledge (Hu, 2018, p.130).

Price and Martin (2018) postulate that critical realism requires researchers to be critical of the theories they adopt and their proposed explanations. The authors argue that critical realism aims to improve the world about a phenomenon.

#### **4.3.4 Post-Positivist Paradigm**

Post-positivist approach communicates a far broader freedom to multiple methodological techniques, including mixed methodologies, helps to bridge the positivist-interpretivist gap. "We cannot be certain of our knowledge claims while examining human behavior and activities", according to Creswell (2014). "Reality is multiple, subjective, and mentally formed by individuals," argues the post-positivist paradigm (Crossan, 2003). According to post-positivists, research is a series of logically connected procedures that involves gathering diverse perspectives of participants rather than limiting themselves to single reality (Creswell, 2014). Technically, qualitative and quantitative approaches cannot examine every social behavior in its entirety. Despite the focus being on quantitative techniques (Teddlie & Tashakkori, 2009), the paradigm's adaptability enables the creation of different research strategies (Glicken, 2003). Theory driven research is common in most post-positivist research, which exemplifies testing or proving theories, rather than initiating one (Muchaonyerwa, 2016; Creswell, 2014). The paradigm can be outlined as "empirical, reductionistic, cause-and-effect oriented logical, and deterministic depending on existing theories" (Creswell 2014). Additionally, "it is paramount to develop numeric measures of observations and studying behavior" for such investigations (Creswell, 2014).

#### **4.3.5 Pragmatism Paradigm**

Pragmatism paradigm emerged as a result of the paradigm war. The pragmatic approach assumes that research begins with a problem and aims to contribute practical solutions to the identified problem that inform future practice (Song, Mohammed & Yusuf, 2021).

Pragmatism places the research problem at its core and employs a wide array of methods to comprehensively understand and address the problem (Creswell, 2014). Unlike the prescriptive nature of constructivism and post-positivism, pragmatism does not impose rigid constraints on research. Instead, it adopts a "what works" approach, offering researchers the flexibility to choose methods, techniques, and approaches best suited for resolving complex issues that may not neatly align with either a purely quantitative or qualitative approach (Armitage, 2007). In a single study following the pragmatic paradigm, both quantitative and qualitative data are collected and integrated at various stages of the research process (Creswell, 2014). Consequently, such an approach showcases the valuable contributions of each method within the study, effectively leveraging the strengths of both. Moreover, by balancing the biases, limitations, and weaknesses inherent in any specific method or approach, the quality of the research study is enhanced (Fidel, 2008).

The study embraced the pragmatist approach to investigate the effects of PMS on academics' technical efficiency. The core principles of pragmatism were chosen because they are suitable for the examination of problem-solving, which is the aim of this study, which seeks to establish the effects of PMS on the technical efficiency of academics in public higher education institutions in KwaZulu-Natal. The pragmatism enabled the researcher to find innovative and dynamic ways to address the challenges of implementing PMS HEIs. Creswell (2014) agrees that issues investigated using the pragmatic paradigm show a need to recognise and evaluate the factors that shape results. The basic goal of pragmatic studies is to improve human condition by empowering people to interact with their surroundings and one another more effectively (Pansiri, 2005 quoted in Rorty, 1991); this goal is perfectly in line with the goals of pragmatic studies. To create a more complete picture of the research problem and produce useful solutions to complex research difficulties, both quantitative and qualitative methodologies were used in this study (Johnson & Onwuegbuzie, 2004). Table 4.1 contains Interpretation related frameworks and its philosophical beliefs.

**Table 4.1: Interpretation related frameworks and its philosophical beliefs**

Interpretive Frameworks	Ontological Beliefs (the nature of reality)	Epistemological Beliefs (how reality is known)	Axiological Beliefs (role of values)	Methodological Beliefs (approach to inquiry)
Post positivism	A sole reality exists beyond ourselves, "out there." Because there are no absolutes, the researcher might not be able to comprehend it or reach it.	Only approximations of reality exist. But it is constructed through research and statistics. Interaction with research subjects is kept to a minimum. Peers, not participants, provide validity.	Researcher's biases need to be managed and not expressed in a study.	Use of scientific method and writing. The goal of research is to create new knowledge.  Method is crucial.  Deductive techniques are crucial, such as testing of theories, specifying important variables, making comparisons among groups.
Social constructivism	Numerous realities are structured through our lived experiences and interactions with others.	Reality is jointly formed between the researcher and the researched and molded by individual experiences.	Individual values are respected, and are discussed among individuals.	More of a literary style of writing used.  Use of an inductive approach of emergent ideas (through consensus)

				discovered through techniques such as interviewing, observing, and text analysis.
Transformative/ Postmodern	Participation between researcher and communities/ individuals under study.  A subjective-objective reality often manifests itself.	Co-created findings with various ways of knowing.	Co-created findings with various ways of knowing.	Use of collaborative research methodologies; promotion of political engagement; challenging of approaches; highlighting issues and concerns.
Pragmatism	Reality is defined by its usability, practicality and workability	Numerous research methods that take into account both inductive (subjective) and deductive (objective) evidence are used to uncover reality.	Reflection of knowledge by both researcher and participants define values	The research is inclusive of both quantitative and qualitative approaches.
Critical, Race, Feminist, Queer, Disabilities	Power and identity struggles are the foundation of reality.  Privilege or oppression based on class, race or	Reality is known through the study of social structures, freedom and oppression, power, and control. Reality can be changed through research.	Diversity of values is emphasised within the standpoint of various communities.	Start with assumptions of power and identity struggles, document them, and call for action and change.

	ethnicity, mental abilities, gender, sexual preference.			
--	--	--	--	--

Source: Lincoln, Lynham and Guba (2018)

#### 4.4 RESEARCH APPROACH

It has been argued that once the research philosophy and methodology have been identified and described, the appropriate research approach must be selected. According to Saunders et al. (2019), there are two approaches to research: deductive and inductive study. Although these approaches can be used independently, this study combined both approaches to investigate the subject matter. As mentioned in Chapter One, deduction research involves moving from the general to the particular, starting from a theory, deriving hypotheses from it, testing those hypotheses, and revising the theory (Locke, 2007; Nola & Sankey, 2007). Thus, the deductive approach is concerned with testing out the theories that already exist (Saunders et al., 2019). The deduction approach is the most dominant in scientific research and advancing knowledge due to its influence on skeptics such as René Descartes and David Hume. The deductive approach allows the researcher to start with a compelling theory and then test its implications with data. Therefore, deductive research enables the researcher to form a theoretical base from which the research objectives and questions were formulated. Using the deductive approach, the researcher started with the introduction, justified the theoretical starting points, and formulated the research objectives. Moreover, the deductive approach helped the researcher to study what is known about PMS and academics' technical efficiency, analysed the existing theories that underpin the study, and then test the research objectives formulated.

On the other hand, inductive research involves moving from the particular to the general, which deals with making empirical observations about the research phenomenon of interest and forming concepts and theories based on the phenomenon (Locke, 2007). In inductive research, the researcher often starts by collecting the data for the research topic in question. Once the data has been collected, the researcher is then required to develop

an empirical generalisation, stepping back to get an overview (Kim, 2021). The inductive approach was used because it is a flexible strategy that allows researchers to modify their research topics and techniques based on the data collected. Therefore, in this study, the inductive approach enabled the researcher to examine patterns and develop a new conceptual model on the role of PMS in improving the technical efficiency of academics in HEIs. Characteristics of a deductive and inductive approaches are presented in Table 4.2 below:

**Table 4.2: Characteristics of inductive and deductive approaches**

<b>Deductive approach</b>	<b>Inductive approach</b>
Quantitative	Quantitative
Utilisation of top-down approach	Utilisation of bottom-up approach
post-positivism approach	interpretive and critical systems approach
Tests theory against data	Generates theory from data
Moves from general to specific	Moves from specific to general
Allows generalisation	Experience based analysis
Works with variables	Research context is investigated
Works on hypotheses to test data	Less concerned with need to generalise

**Source: Hasse-Biber and Leavy (2011)**

#### **4.5 RESEARCH METHOD**

A fundamental yet significant decision that all researchers must make when planning their research is to determine the research method that fits into the study. Generally, there are three methods of research: qualitative, quantitative and mixed methods. These methods are highlighted in the layer of the research onion. Researchers will have options to choose the method of data collection and analysis approach, which could be quantitative and qualitative in nature (Saunders et al., 2019). According to Wasti, Simkhada, van Teijlingen, Sathian, and Banerjee (2022), quantitative and qualitative research methods address different questions, collect different data, and deliver different results. However,

a steadily growing body of literature indicates the benefits of mixed methods research, especially in social science and management. The association of mixed methods with the pragmatic paradigm (Teddlie & Tashakkori, 1998) and the argument by Denscombe (2008) that merging both kinds of approaches tends to provide a better view and accurate results proves mixed methods versatile. Although the three research methods are discussed in this study, mixed method was conducted.

#### **4.5.1 Quantitative Research**

The quantitative method, which is based on the positivist paradigm, is acknowledged as being the oldest method to have had a substantial impact on the theoretical underpinnings of social scientific research (Locke, Silverman & Spirduso 2010). It reveals common patterns and relationships between variables, frequently uses extensive sampling, tests theories and hypotheses to make predictions, analyses group means and variances using statistical methods, and presents significance of analytical and statistical overview of considered variables (Ponterotto, 2005).

#### **4.5.2 Qualitative Research**

The historical roots of qualitative approaches which emerged from the interpretivist paradigm, are found in the field of sociology, anthropology and humanity studies (Creswell, 2014). Their primary objective is to "explain and evaluate study participants' a context-specific setting of exposure" (Ponterotto, 2005, cited in Denzin & Lincoln, 2000). Berg and Howard (2012) state that qualitative research refers to meanings, concepts, definitions, metaphors, symbols, and descriptions of things. This definition suggests that qualitative research contains all necessary instruments to evoke recall, which assists problem-solving. To conduct qualitative research, researchers must be "inextricably involved in the research" (Darlington & Scott, 2020). Participants' own words are employed in conjunction with unstructured data collection techniques to describe a psychological occurrence, experience, or phenomenon (Ponterotto, 2005, cited in Taylor & Bogdan, 1998). The focus is on the use of words in both data collection and interpretation (Machimbidza, 2014, as cited in Bryman, 2001).

### **4.5.3 Mixed Methods**

Mixed methods as a research method is the newest; it was developed after the establishment of quantitative and qualitative methods (Lincoln & Guba, 2000, Sale et al., 2002). A third methodological movement—the mixed methods approach—emerged to prevent researchers from confining themselves to a quantitative or qualitative approach. The emergence of mixed methodology, according to Tashakkori and Teddlie (2003), was marked by "the pragmatist position," which was put forth as a counterargument to the "incompatibility thesis," and the publication of various seminal works that have been intended to make the study of mixed approaches a distinct field. The use of mixed research methods is justified by four reasons (Collins, Onwuegbuzie & Sutton, 2006):

- Participant experience
- Tool Applicability
- Procedure Validation
- Data Legitimacy

The employment of mixed methods was a useful option to select either qualitative or quantitative research methods. To put it another way, a fundamental concept of mixed methods research is that it benefits from the application of quantitative and qualitative procedures that do not overlap in terms of their advantages and disadvantages (DeCuir, 2008). As DeCuir-Gunby (2008) recommends, the combination of methodologies necessitates careful examination of the unique characteristics of each approach. Bergman (2008) and Teddlie et al. (2003), advocated and endorsed the mixed approach idea in concurrent or sequential phases for efficient investigation.

According to Creswell (2013), integration is crucial for synthesising data and the related concepts that involve correlation and triangulation for explanation. Multi-method, integrated, hybrid, and combined, are terms that have been used to describe mixed method research (Creswell & Clark, 2007). Bryman (2008) and O'Cathain et al. (2010), who go into more detail about the specifics of data set integration, further elucidate this. The avoidance of such integration could cause an independent behavior of both data

sets, resulting prevention of inferences from the dataset of the study (Bryman, 2008; O’Cathain et al., 2010).

The strategy of compilation or integration must be clear and justified and the fundamental idea behind the approach must be explained to provide a wider perspective of the study (Lingard et al., 2008). The choice of research methodology is dependent on the goal of the study. Utilising a mixed method study stands out for its complementary nature (DeCuir-Gunby, 2008).

Several studies in the past have utilised the mixed method approach to examine the role of performance management systems (PMS). For instance, Harding (2020) investigated the PMS at the University of South Africa. The study specifically sought to investigate, analyse and interpret individual performance management practices. The methodologies encompassed both inductive and deductive strategies to sample, analyse and interpret both qualitative and quantitative research.

Woyessa (2015) conducted a study on the effectiveness of performance management systems at the Central University of Technology. This research employed a mixed methods approach, utilising research questions, a structured questionnaire, and a number of open-ended questions for data collection. The academic and support personnel were chosen as research participants using a purposive sampling technique. These papers demonstrated how research using mixed methods is becoming more common and has had a significant impact on communities today (Hamutumwa, 2014, cited Johnson, Onwuegbuzie & Turner 2007). This is accurate given that mixed methods are frequently applied to relatively recent themes.

Tashakkori and Creswell (2007) assert that conclusion making could be done efficiently in research from both qualitative and quantitative approach using data gathering, analysis combined with integration of the findings. Similar conclusions were drawn by Gay, Mills, and Airasian (2009), who agreed to the same argument. While qualitative data deal with a detailed explanation of opinions, quantitative methods deal with general numerical

trends. There is a strong relationship between data collection and analysis. The study's scope led researcher to choose a hybrid methodology which is qualitative and quantitative. The gathering of data and its analysis are closely related. The goal was to allow for more in-depth discussion of the subject. This is just one of many advantages of using a multi-strategy research method (Bryman, 2008). The integration of both quantitative and qualitative strategies in research has huge potential to prevent the bias of study (Feilzer, 2010). While there are many arguments for and against qualitative and quantitative research methodologies, proponents of both approaches highlight the benefits of their preferred methodology (Bryman, 2008; Feilzer, 2010).

The mixed method was adopted because it offers a better understanding of the research problem and provides more complete evidence of a particular phenomenon. Also, the mixed method was suitable for this study because it helped the researcher approach complex research issues that relate to PMS and technical efficiency of academics since it integrates philosophical frameworks of both post-positivism and interpretivism. Another justification for the choice of mixed method was that it enabled researchers to answer research questions on PMS and technical efficiency with sufficient depth and breadth.

There are different kinds of mixed methods: explanatory sequential design - a data collection method where the researcher collects quantitative data in the first stage, analyses the outcomes, and then uses the outcomes to plan or construct into the second qualitative stage (Creswell, 2014); exploratory sequential design - an approach where the qualitative data is first collected and analysed, and later data is collected and tested (Schoonenboom & Johnson, 2017; Shorten & Smith, 2017); embedded design – an approach where one technique of enquiry is done in a supportive secondary function which facilitates researchers and readers to construct a sense of the study in its sum (Creswell, 2012); transformative mixed methods design – a research design that entails collecting and analysing data using both qualitative and quantitative methods with the purpose of achieving a transformative understanding of the research question (Greene , 2007); multi-phase mixed design - a research design that involves collecting and analyzing data using both qualitative and quantitative methods in multiple phases

(Creswell & Clark, 2011) and concurrent-mixed design - a research design that involves collecting both quantitative and qualitative data at roughly the same time (Bell, Warren & Schmidt, 2022).

The study adopted the concurrent-mixed design, where the quantitative and qualitative data were collected at the same time. This type of mixed method is efficacious in evaluation research. Also, the concurrent mixed method research design was used because it saves time and cost and allows quantitative and qualitative data to be collected simultaneously.

As demonstrated in Table 4.3, it combines strategies from both methodologies, providing a more comprehensive picture of the subject under study.

**Table 4.3: Characteristics of research methods**

Quantitative methods	Mixed methods	Qualitative methods
Pre-determined	Both predetermined and emerging methods	Emerging methods
Instrument based questions	Both open- and closed-ended questions	Open-ended questions
Performance data, attitude data, observational data, and census data	Multiple forms of data drawing on all possibilities	Interview data, observation data, document data, and audio-visual data
Statistical analysis	Statistical and text analysis	Text and image analysis
Statistical interpretation	Across databases Interpretation	Themes, patterns Interpretation

**Source: Creswell (2014)**

#### 4.6 RESEARCH STEPS

The research process includes the steps of enquiry, investigation, examination, and occasionally experimentation (Bougie & Sekaran, 2020). The technique is systematic and

scientific, according to Leedy and Ormrod (2010), and it makes use of a number of steps that must be followed meticulously, critically, objectively, and sensibly. These steps involve a cyclical, specifically helical, recursive, and interactional process, instead of being strictly linear or unidirectional (Delpont & Fouché, 2018).

It has been acknowledged that while a research outline is an foremost important technique, it is not a predetermined plan that develops in a particularly systematic and linear manner (Bertram & Christiansen, 2014). A study by Bartley and Hashemi (2021) argued that "research is not truly undertaken in a linear order, even though the research process consists of a sequence of different procedures completed in that order".

Although other writers have recommended qualitative research and quantitative research processes, the research onion by Saunders, Lewis, and Thornhill served as the study's research design process guide (2019). Information has been arranged by the researcher into a number of sections and sub-sections, including background philosophies, techniques, choices, strategies, and timelines. As proposed by Saunders, Lewis, and Thornhill, these headings are influenced by the research onion in Figure 4.1 below (2019).

#### **4.7 RESEARCH DESIGN/STRATEGY**

A research design consists of a series of reasoned decisions made by the researcher to structure the collection, analysis, and interpretation of data (Frankfort-Nachmias & Nachmias, 1996). This plan specifies who will be studied, what will be observed, when observations will take place, and how information will be gathered (Frankfort-Nachmias & Nachmias, 1996). Although there are different kinds of research designs, the descriptive study was conducted.

One of the early writers (Koh, Owen, Koh & Owen, 2000) argued that descriptive research assumes that problems can be addressed and practices improved through observation, analysis, and description. Although there is an ongoing debate about the use of descriptive research, descriptive research can be applied in mixed methods to generate qualitative and quantitative data that define the state of nature at a point in time.

In their study, Rendle, Abramson, Garrett, Halley, and Dohan (2019) postulated that descriptive research occupies a middle position, building on previously conducted exploratory work to enable researchers to proceed with more focused inquiry. Rendle et al. (2019) suggest that descriptive study should include well-defined research procedures such as sampling protocols and analytical plans, and investigators should usually articulate expected findings before the beginning of the study. The rationale for employing a descriptive survey design is that it does not allow for the intervention or control of the research setting (Brinkmann, Jacobsen & Kristiansen, 2014, p.19). In sum, the descriptive study was conducted to adequately explain how PMS affects the technical efficiency of academics in HEIs.

#### **4.8 TIME HORIZON**

Time horizon refers to the timeframe of the research (Melnikovas, 2018). According to Saunders et al. (2019), research can be classified into two based on time: longitudinal or successive independent samples and cross-sectional study. Bryman and Bell (2015) define longitudinal research as the study of a phenomenon or a population over a period of time. On the other hand, a cross-sectional study is a 'snap-shot' study, implying that a cross-section of the population is studied simultaneously (Setia 2016). The difference is that while a cross-sectional study collects a fresh sample of people simultaneously, a longitudinal study follows the same sample over time. The cross-sectional study was conducted to collect quantitative and qualitative data from different respondents at the same time. The cross-sectional study was conducted because it is comparatively quicker since it is carried out at a single point of time. Also, the cross-sectional study was conducted to avoid the manipulation of the research variables.

#### **4.9 STUDY LOCATION**

The study was conducted in three universities located at the KwaZulu-Natal, namely, University of Zululand (UNIZULU), University of KwaZulu-Natal (UKZN) and Durban University of Technology (DUT).

UNIZULU is a leading African university that excels in quality education and promotes collaborative and innovative cultures across its rural and urban campuses. The University

strives to produce globally competitive graduates who meet the country's development needs and to engage with society for the betterment of all. It is situated within the Umhlathuze Municipality, the fastest-growing industrial hub and leading employer in northern KwaZulu-Natal.

UKZN was established on January 1, 2004, from the merger of the University of Durban-Westville and the University of Natal, combining the rich histories of both institutions. These two KwaZulu-Natal universities were among the first in South Africa to merge in 2004, in line with the government's higher education restructuring plans to reduce the number of higher educational institutions in the country from 36 to 21. The University's vision is to be the Premier University of African Scholarship, with a mission to be a truly South African University of Choice that is academically excellent, innovative in research, entrepreneurial, and critically engaged with society. UKZN is ranked among the top four universities in South Africa and in the top 2.4% globally.

DUT was formed in April 2002 through the merger of two esteemed technikons, ML Sultan and Technikon Natal. Initially named the Durban Institute of Technology, it was later renamed the Durban University of Technology to align with other universities of technology. DUT's vision is to be the preferred university for fostering leadership in technology and productive citizenship. Its mission is to meet the needs of developing societies in a dynamic global context by providing quality, career-focused education. DUT promotes a values-driven ethos, sustainable partnerships with industry, community, and society, excellence in applied and relevant research, and empowers staff and students to succeed while ensuring institutional sustainability.

The choice of these universities is threefold. Firstly, these universities were selected because they have a policy on PMS, which is relevant to the study, secondly, these universities were chosen because they are the leading ones in KwaZulu-Natal, hence a large amount of information could be collected and thirdly, these universities were chosen because of access to data, proximity and cost.

#### **4.10 TARGET POPULATION**

Population is defined as a selection of possible witnesses that may be correlated with the results of an inquiry. It is the focus of the analysis, which consists of people, classes, organisations, or activities (Shkedi, 2005). According to Banerjee and Chaudhury (2010), a population refers to the entire group about which some information is required to be ascertained. However, a target population is any inference from a sample that refers only to the defined population from which the sample has been appropriately selected (Banerjee & Chaudhury, 2010). The overall population size of academics from three universities was 2236 (two thousand and two hundred and thirty-six) which was made up of 1174 in University of KwaZulu-Natal, 748 in Durban University of Technology and 314 in University of Zululand with various categories, namely, Senior Professors, Professors, Associate Professors, Senior Lecturers and Lecturers. This study also consisted of 12 (twelve) participants, who were Deans and Organisational Development Specialists that are employed in the three universities in Kwa-Zulu Natal.

#### **4.11 SAMPLING STRATEGY**

Sampling involves choosing a fraction or sample from the target population (Elfil & Negida, 2017). In other words, sampling includes choosing the participants and the study area (Murray & Durrheim, 2021). Sampling methods are categorised into two broad categories: probability and non-probability. Given the method of investigation (mixed methods), the study combined both sampling strategies to select the sample from the target population.

##### **4.11.1 Probability Sampling**

Probability sampling originated in scientific research and is linked to quantitative research. Probability sampling is a strategy where all the cases or subjects within the target population are given equal opportunity to be included in the study (Shorten & Moorley, 2014). In a recent study, Makwana, Engineer, Dabhi and Chudasama (2023) acknowledge that in probability sampling, each element of the study population has a predetermined chance of being selected for inclusion. According to Makwana et al. (2023), if the target population has a high degree of homogeneity, there is a likelihood

that the sample selected would increase. By contrast, when the target population is heterogeneous, the possibility of choosing each element of the population or sample is considerably high. Therefore, the selected sample will be indicative of the entire population. In this study, the target population is considered relatively homogeneous because each element of the population is a potential respondent for the research.

The probability sampling strategy has different techniques such as simple random sampling (a method of choosing a sample from the population in which each unit or element of the population has an equal chance for inclusion), stratified random sampling (sampling technique that involves segregating the target population into different groups or strata based on specific characteristics and then choosing a random sample from each stratum), cluster sampling (a technique of partitioning the target population into clusters, from which a random sample of members is selected) and multi-stage or multi-stage cluster sampling (a sophisticated variant of cluster sampling that involves choosing samples in two or more stages) (Makwana et al., 2023).

After considering the weaknesses and strengths of the above sampling techniques, stratified random sampling was the most suitable for selecting the sample for the quantitative phase of the study. Stratified random sampling is commonly used in quantitative studies to ensure that the sample is representative of the population and to increase the precision of the estimates. Cooper and Schindler (2014) indicate that when using this technique, a researcher divides the population into subpopulations or stratum and uses simple random on each stratum. Mweshi and Sakyi (2020) advocate that the stratified sampling technique is more useful when the population has mixed characteristics where the need is to ensure that every characteristic is proportionally represented in the sample. By subdividing the population into different groups, the variability within each stratum is reduced, leading to more accurate results.

In using this technique, there are disadvantages and advantages. Part of the advantage of using this sampling technique is that a researcher controls sample size in strata, statistical efficiency increases, data represent sub-groups and are analysed in terms of

sub-groups, and the researcher can use different methods in strata (Cooper & Schindler, 2014). The researcher is equally aware of the disadvantages of utilising this sampling technique. According to Cooper and Schindler (2014), in the stratified sampling technique, increased error will result if sub-groups are selected at different rates. Given the substantial size of the population, which was 2236 academics, it becomes impractical and cost-prohibitive to include every member in the study. Consequently, the use of sampling becomes a necessity, enabling the selection of a smaller but representative portion of the population, which can reasonably and accurately stand in for the entire population (Saravanavel, 1991). The sample serves as the foundation for data collection, and conclusions drawn are then generalized to the broader population from which they were derived (Nachmias & Nachmias, 1981).

With this context in mind, the sample for this study was selected using probability sampling. This method involves randomly drawing a substantial number of units from either the entire population or specific subgroups (strata) within the population, where the probability of each member's inclusion is precisely determined (Tashakkori & Teddlie, 2003).

The stratified random sampling technique helped ensure adequate sample representation, thereby reducing sample bias. There are two types of stratified random sampling: proportionate and disproportionate stratified sampling. Proportionate stratified sampling is a technique where the sample size allocated to each stratum is proportional to the size of the stratum relative to the whole population. In contrast, disproportionate stratified sampling involves dividing the target population into strata based on specific characteristics and then selecting a sample from each stratum in a manner that is not proportional to the size of the stratum (Makwana et al., 2023). In this study, the distribution of the target population is not the same. Hence, disproportionate stratified sampling was used to select sample units from each stratum based on the researcher's discretion. Disproportionate stratified sampling was used to subdivide the population in each university into schools and faculties, and then the sample size was drawn from each school.

#### **4.11.2 Non-Probability Sampling**

Non-probability sampling is the opposite of probability, which has its origin in qualitative studies. Qualitative researchers (Gravetter & Forzano, 2012; Shorten & Moorley, 2014) have argued that the non-probability sampling technique is where the sample population is selected in a non-systematic process that does not guarantee equal chances for each element in the target population. In other words, non-probability sampling is a technique where the probability of each element of the population being included in the sample is unknown (Makwana et al., 2023). Non-probability sampling is divided into different sampling techniques, including purposive/judgment sampling (a method where individuals are chosen for inclusion in a sample based on their knowledge of the subject matter), quota sampling (a sampling technique that involves selecting cases or subjects based on set of predetermined criteria that the researcher has established), snowball sampling (a sampling method where a respondent recruits additional respondents from their network, such as friends, relatives, or acquaintances) and convenience sampling (the process of sample members based on their ease of accessibility). Although all the non-probability sampling techniques described above can be used in a qualitative study, this study employed purposive sampling to select cases or participants with adequate knowledge and information about the research phenomenon. The purposive sampling allowed the researcher to collect “information-rich cases” through interviews to address the address the research problem, purpose and questions.

Figure 4.2 shows the sampling strategies and techniques.



**Figure 4.2: Sampling methods - Source: Cant, Gerber-Nel and Kotzé (2020)**

#### **4.12 SAMPLE SIZE AND PROCEDURES**

A sample size is choosing the number of individual cases from the sample frame (the proportion of the population selected to represent a sample of that population) to yield information that represents the entire population (Mweshi & Sakyi, 2020). If the sample size is well chosen, the sample characteristics will reflect the entire population parameters or characteristics. In research, the sample size chosen depends on the size of target the population, and how precisely the required results should be to represent the population as a whole. This implies that sample size varies from study to study based on the target population and research questions to be investigated. In other words, the sample size depends mainly on how the population is structured into segments, layers, clusters, and groups. While quantitative researchers favour larger sample sizes, qualitative researchers rely heavily on cases or subjects who are articulate and introspective enough to provide detailed descriptions of their experiences (Mweshi & Sakyi, 2020).

An indicated above, the population size of the study was 2236 (adding all three institutions). Looking at the below table, for a population size of 2236 with confidence of 95%, and 333, which is the margin of error (5%) used to calculate the sample size, this study falls under this range. Hence 5% margin of error was used to determine the sample size.

**Table 4.4: Sample size**

<b>Institution</b>	<b>Academics sample size by the Institution</b>
University of KwaZulu-Natal	$1174/2236*333 = 174$
Durban University of Technology	$748/2236*333 = 111$
University of Zululand	$314/2236*333= 46$
<b>Total Sample Size</b>	<b>331</b>

**Source: Research Advisors (2006)**

The sample size for the quantitative phase of the study was 319 (academics), whereas in the case of the qualitative study the sample size of 12 (Deans and Organisational Development Specialists) was selected. Bougie and Sekaran (2019) recommended that the appropriate sample size for a population of 2236 is 331. According to Bougie and Sekaran (2019), the sample size for qualitative research should range between 7-30. Therefore, in this study, the sample size of 331 was suitable for collecting data on the role of PMS on technical efficiency of academics in HEIs. The following criteria were used to select the sample. The first inclusion criterion was that the study involved only academics, Deans, and Organisational Development Specialists in the three selected universities in the KwaZulu-Natal Province. Another inclusion criterion was that the study was limited to only participants with adequate knowledge of PMS and academic technical efficiency. The last selection criterion was that the study involved only the participants with more than one year of work experience in their universities.

The study employed the following recruitment procedures. First, a written permission letter and consent were obtained from the three universities and research participants. Second, an ethical approval letter was obtained from the researcher's University. Third, the participants were contacted via email for their voluntary participation in the study. Fourth, the data were collected from the participants who voluntarily agreed to participate in the study. The University of KwaZulu-Natal, University of Zululand, and Durban University of Technology personnel at various academic levels who made up the study's

sample as well as the Deans and Organisational Development Specialists, were chosen because they met certain criteria and had the qualities the researcher was interested in examining (Johnson & Christensen, 2020).

#### **4.13 DATA COLLECTION METHOD**

Scholars such as Teherani, Martimianakis, Stenfors-Hayes, Wadhwa and Varpio (2015) and Wright, O'Brien, Nimmon, Law and Mylopoulos (2016) shared a common opinion that data collection represents an essential stage in the research process because how the data collected is used and the explanations it can generate, are determined by the research methodology analytical approach adopted by the researcher. The choice of the data collection method primarily depends on the research methodology employed. In this study, the data collection methods used included questions and interviews.

##### **4.13.1 Questionnaires**

The main channel of communication with participants for data collection was done through survey questionnaires (See Appendix 2). Questionnaires are popular and effective method that has frequently been used in studies investigating the role of performance management system in an organisation even here in South Africa (Sejane, 2017; Majyambere, 2014; Hoskins, 2009). Quantitative information was obtained by using a questionnaire with closed-ended questions. The questionnaire was chosen because of its capacity to quickly gather a significant amount of data. The sample size on quantitative side was 331 respondents, dispersed in three Universities, University of Zululand, University of KwaZulu-Natal and Durban University of Technology. According to the size of the samples in each institution, proportional distribution was used as follows:

- University of Zululand, 46;
- University of Kwa-Zulu Natal, 174, and
- Durban University of Technology, 111.

A random pattern was followed to keep the transparency of data collection and administration of the questionnaire, it was not guided by rank, gender or age of academics and not even the mere fact of belonging to a specific institution. A quantitative method, electronic questionnaires were emailed to the academic staff at the University of Zululand

as a data collection instrument, whereas at the University of KwaZulu-Natal and University of Durban Technology, a link consisting of the questionnaire was sent to the academic staff as a data collection instrument. Google forms were utilised due to widespread usage, user friendliness and efficiency.

The questionnaire composed of 60 questions, which required approximately 20 minutes for participants to complete. Section A encompassed demographic and background information, recognising the significant role that demographic variables can play in influencing technology usage, as highlighted by Venkatesh et al. (2003). Sections B to G delved into various aspects of the performance management systems, focusing on academics' awareness, particularly within the university context. The measurement of awareness was considered a form of development because it signifies that when academics possess knowledge about performance management systems, they have a clear understanding of their responsibilities. A five-point Likert scale was employed to gauge responses, which ranged from "strongly disagree" to "strongly agree," as well as "not confident at all" to "very confident," to assess items in Sections B and G.

#### **4.13.2 Interviews**

Interviews (See Appendix 3) are a method of collecting data either face-to-face or telephonically between the interviewer and study participant (Babbie 2013). The interviewer asks questions and records the respondents' responses during a conversation that is directed by a "mental agenda" to acquire verbal information (Yin 2014). In this study, data was gathered via semi-structured interviews, which are frequently used to gather qualitative data. Semi-structured interview questions are open-ended, allowing for the development of significant information that could lead to a rethinking of the issues being studied (Mutsvunguma, 2013).

By using this interviewing technique, the researcher was able to create and use conventional questions while also having the freedom to elicit additional viewpoints (Leedy & Ormrod, 2010; Gray, 2009). Even though semi-structured interviews appear to take a lot of time and effort, semi-structured interviews are a useful tool for acquiring

thorough information - both verbal and nonverbal. As a result, extensive qualitative data and perceptions are acquired (Thomas, 2010).

The interview schedule (See Appendix 3) was prepared for the Deans and Organisational Development Specialists. The researcher personally interviewed and recorded the interviews. Each interview schedule had two sections: Section A gathered demographic and background information and Section B had six main questions with four sub-questions in each main question. The data was gathered data on the role of performance management systems.

This study made use of an interview protocol that included a questionnaire designed to direct the interviews. To obtain a high response rate during the face to face and telephone interviews, which included open-ended questions, the interview guide was used (Du Plooy-Cilliers & Cronje, 2019). According to Johnson and Christensen (2020), an interview protocol is a method for gathering data that comprises questions, categories of responses, instructions, and other elements. The interviewer reads the prepared script to the interviewees and provides an interpretation if needed.

The researcher used a set of pre-prepared questions from the interview protocol as a useful instrument to engage the person and determine the narrative landscape (Monette, Sullivan & De Long, 2014). This resulted in the transfer of what was discussed into a transcript. A transcript is defined by Bertram and Christiansen (2014) as a written record of what was said during an interview, occasionally including remarks on gestures.

#### **4.13.3 Document Analysis**

In addition to the quantitative and qualitative data, documents such as PMS policies in the universities were analysed. It is plausible that existing printed or digitally stored information, initially collected by other parties for different purposes, can be repurposed to meet the research requirements of a particular study (Babbie, 2013; Mugwisi, 2013 as cited in Rea & Parker, 2005). To extract meaning, gain insights, and generate empirical knowledge pertaining to the subject under investigation, documents are subjected to

evaluation and analysis (Bowen, 2009). However, researchers are cautioned against regarding documents as inherently precise, complete, or infallible; instead, they should discern the document's relevance and its pertinence to the topics under scrutiny (Bowen, 2009). With these considerations in mind, various documents were selected for inclusion in this study to complement and bolster the data obtained from questionnaires and interviews. This approach facilitated a deeper understanding of the phenomenon under investigation and the contextual framework in which it evolved and developed (Yin, 2003). A range of materials, including policies, journal articles, books, government publications, and other written resources, were scrutinised to provide valuable insights and enhance the information gleaned from the field.

#### **4.14 DATA QUALITY CONTROL**

Merriam-Webster (2022) defines data quality as an inherent or essential characteristic of an object that is used for evaluating, rating, or comparing objects. According to Olson (2003), the data quality concept refers to the adequacy of data to achieve the required purpose. There are different tools for measuring data quality in research. However, in this study, data quality was determined through reliability, validity, and trustworthiness. While reliability and validity relate to quantitative research, trustworthiness relates to qualitative research.

##### **4.14.1 Reliability and Validity**

Reliability, as defined by Tashakkori and Teddlie (1998), pertains to the extent to which a measurement accurately and consistently represents the true magnitude or quality of a construct. It concerns the accuracy, repeatability, and comparability of the measuring instrument (Gray, Grove & Sutherland, 2016, as cited in Bartlett & Frost, 2008). Reliability addresses whether using the same instrument on the same study repeatedly yields consistent results. Babbie (2013) further highlights that a reliable research instrument necessitates clear, unambiguous questions.

Cronbach's alpha, a measure of internal consistency, was employed to assess reliability. As Kripanont (2007, cited in Sekaran, 2000) suggests, the closer Cronbach's alpha is to

1.0, the greater the internal consistency among the scale's items. In other words, higher values indicate greater questionnaire reliability. This implies that higher values collectively and empirically support the phenomenon measured (Ooko, 2016, as cited in Field, 2000). This statistic helps gauge the degree of interrelatedness among a set of items when considered a group and is considered a measure of the scale's reliability. Downing (2004) suggests that reliability scores between 0.70 and 0.80 may be acceptable. Abiwu (2021) also observes that a Cronbach's alpha score of 0.70 should be accepted, whereas a score below 0.70 should be rejected.

On the other hand, validity pertains to the extent to which an empirical measure effectively captures the true essence of the concept being investigated (Babbie, 2013). Kim (2000, citing Shaw and Wright, 1967) defines validity as the measure of how accurately a scale assesses what it is intended to measure. Validity also concerns how accurately a method measures the specific variables it is designed to assess (Twycross & Heale, 2015). A questionnaire and interview questions were self-developed by the researcher, but to assure validity, the questions' wording and structure in both the questionnaire and the interview were carefully and precisely chosen based on established theory and findings from prior research. Additionally, the judgment of skilled human resources management ensured validity. This was accomplished by giving them access to the tools used to gather data.

According to Babbie (2013), achieving dependability and validity in research is essentially difficult. However, it is encouraged for researchers to take part in activities that enhance the standard of the research process as a whole and the instruments used. Some of the questionnaire items assessing the role of performance management systems on the technical efficiency of academics were adapted from related prior studies, where the scale items were proven to be valid, in order to improve the validity and reliability of the instruments in this study. Before beginning the real data collection, a pre-test of the questionnaire was conducted with a small group of academics from the University of Zululand, University of KwaZulu- Natal, and Durban University of Technology in order to identify any potential issues and correct them.

A pre-test of the interview questions was conducted at the University of Zululand, University of KwaZulu-Natal, and Durban University of Technology. The pre-test involved Deans and Organisational Development Specialists responsible for content related to Performance Management. The results of the pre-test indicated that the questions were clear, accompanied by explicit instructions, and followed an appropriate terminology, structure, and order.

Although various statistical methods exist for determining validity, this study focused on internal validity, which includes content and construct validity. Content validity, which assesses the extent to which a research instrument covers the intended content, was applied to validate the research instrument. Factor analysis was performed on all items to determine their validity. Exploratory factor analysis (EFA), a multivariate statistical tool that reduces many variables into a smaller set of variables (Abiwu, 2021). According to Williams and Brown (2012), EFA aims to provide in-depth relationships among variables in a study. EFA was utilised to evaluate the relationship between latent variables and developing theoretical constructs. The data was captured using the Statistical Package for Social Science (version 27), and a principal component analysis (PCA) was conducted on all items, using a direct oblique rotation. The primary objective was to achieve a parsimonious solution by explaining the original data variation with a few underlying components.

#### **4.14.2 Trustworthiness**

Maintaining reliability and validity differ from quantitative research since the qualitative inquiry approach utilises respondents' personal perceptions about a particular occurrence rather than prepared responses (Creswell, 2021). Anney (2014) advises leveraging trustworthiness in this situation to increase the instrument's authenticity. According to Dodgson (2019), ensuring trustworthiness is essential in establishing the credibility and reliability of qualitative findings due to their subjective nature. Creswell (2021) asserts that trustworthiness is strongly tied to four indicators: credibility, transferability, dependability, and confirmability.

#### **4.14.2.1 Credibility**

Credibility refers to the confidence in the accuracy of the data and its subsequent interpretation (Bertram & Christiansen, 2014; Brink et al., 2017). To ensure that the study's results are credible and believable to readers, a comprehensive audit trail was employed to instill trust in the accuracy of the research. A systematic audit trail was maintained, documenting the researcher's ongoing critical assessment of all decisions and actions taken throughout the research process. This record also included the researcher's reflections on the conceptual framework, theoretical framework, research questions, methodologies, values, and potential biases within the study. The primary objective was to evaluate precision and determine whether the evidence substantiated the findings, interpretations, and conclusions drawn from the research (Schurink, Schurink & Fouche, 2021). The interaction between the researcher and the participants was meticulously documented within the audit trail. This documentation provided insight not only into what was discovered but also into how it was discovered. To accomplish this, the researcher utilised tools such as fieldnotes, a field diary, and a reflective notebook, commencing from the outset of the study.

#### **4.14.2.2 Dependability**

Dependability pertains to the ability to provide evidence in such a way that if the study were to be replicated with the same or similar participants in a comparable context, the findings would remain consistent (Bertram & Christensen, 2014; Brink et al., 2017; Saunders et al., 2019). Considering the nature and objectives of this research, it was decided that interviews were the most suitable method for data collection. To ensure dependability, any adjustments made to the study's strategy or the data collection process were meticulously recorded and documented at regular intervals. Also, study vividly described the research steps that were followed during the initial stage of the research, through to the development and reporting of the research findings.

#### **4.14.2.3 Confirmability**

Confirmability refers to the degree to which the researcher's analysis can be independently verified by another individual, such as a reader or another researcher (Brink et al., 2012; Bertram & Christiansen, 2014). In this study, the sample consisted of

employees from the Universities of Zululand, KwaZulu-Natal, and Durban University of Technology. This indicates that the study's methods and findings could potentially be replicated in other higher education institutions (HEIs). The study adopted the mixed methods to enhance the confirmability of the research findings. Also, an audit trail was conducted to ensure confirmability of the findings. The study adequately described the steps followed during the initial stage of the research by developing and reporting the findings.

#### **4.14.2.4 Transferability**

Transferability is the extent to which the findings of qualitative research can be used to different contexts or environments (Brink et al., 2012; Saunders et al., 2019). In a method that does not lend itself to generalisation, this would allow generalisation. As a result, the researcher's perspective will not affect the research outcome. Having said that, a similar study using the research methodology may be carried out at any South African University. The transferability of the research findings was achieved through the thick description of the research process and methods.

### **4.15 DATA ANALYSIS PROCEDURES**

The primary objective of this study was to examine the role of performance management systems on the technical efficiency within public higher education institutions in KwaZulu-Natal. During the research process, the analysis stage plays a pivotal role in imposing structure, organisation, and coherence on the extensive dataset acquired through various research methodologies, all aimed at addressing the study's research inquiries. In accordance with Bellamy's (2011) definition, this phase can be described as "the process of transforming data to facilitate the answering of research questions" by identifying meaningful patterns. Consistent with the mixed methods approach adopted in this study, data collection methods encompassed questionnaires, interviews, and the examination of documents, resulting in the collection of both quantitative and qualitative data. Consequently, the analysis process incorporated deductive and inductive techniques to effectively explore and interpret the data. The data analysis was done in two phases: quantitative data analysis first and then qualitative data analysis.

#### **4.15.1 Quantitative Data Analysis**

There are different tools for analysing quantitative data. However, the data collected in this study were analysed using the Statistical Package for Social Science, version 27.0. SPSS is a powerful and user-friendly software package for statistical data analysis, especially quantitative data (Levesque, 2007). SPSS is designed to handle a large data set with multiple associated variables (Jasrai, 2020). Also, it has the flexibility of multiple data analyses and graphical representation. SPSS was used to compute descriptive and inferential statistics to provide understanding of the data.

McHugh and Villarruel (2003) state that descriptive statistics are part of statistics that help researchers and readers understand the data collected through its organisation and summarisation. The common descriptive statistics used in this study include frequency, arithmetic mean, and standard deviation. On the other hand, inferential statistics are commonly used to compare the differences between the treatment groups. The inferential common statistics used in the study included Cronbach's alpha, factor analysis, Pearson's correlation, linear regression, analysis of variance, post-hoc Scheffe's Test, and sample t-test.

As described by Abiwu (2021), frequency represents a descriptive statistic applied to discrete variables, indicating the count and corresponding percentages of occurrences across different sections of a dataset. In this research, frequency tables were employed to present both the biographical data and study results. Frequency distribution tables were used because they the cumulative and relative frequency that help to interpret the data more easily.

The most common form of mean used in quantitative data analysis is the arithmetic mean, which is calculated as the sum of all values in a set divided by the number of values in the set (Speelman & McGann, 2013). Mean values for various constructs in the dataset were computed using SPSS. These mean scores were used to assess the internal consistency among the variables under investigation. It is recommended that adopting

the scale of 1 to 5, a mean score value of 3.00 and beyond should be considered significant. However, a mean score below 3.00 should be considered insignificant (Abiwu, 2021).

Standard deviation (SD) measures the extent of dispersion within a set of values, primarily in relation to the set's mean (Vetter, 2017). In other words, standard deviation is a descriptive statistic that gauges how values are spread around the sample mean (Andrade, 2020). Standard deviation was used in this study because it provides the dispersion of individual observations about the mean.

Cronbach's alpha is a widely used inferential statistic in social and management science research. It is used to measure internal consistency of measurement instruments. It was introduced to mitigate concerns regarding how items contribute to evaluating consistency. According to Taber (2018), despite its common use and reporting, there is no standard threshold or criterion value for an acceptable alpha. However, this study considered Cronbach's alpha value of 0.7 or higher to be acceptable.

Exploratory factor analysis is a frequently used statistical method that simplifies items by exploring underlying dimensions, explaining relationships among multiple variables or items. According to Tavakol and Wetzal (2020), factor analysis condenses a correlation matrix, aiding researchers in comprehending how items in a scale relate to underlying common factors. This study used exploratory factor analysis to retain items with loadings  $>0.3$ . Items that do not meet the threshold and cross-loaded were deleted before the analysis.

Pearson's correlation is a widely used inferential statistic for determining the bivariate relationship between two variables (Abiwu, 2021). Thus, Pearson's correlation coefficient assesses the association between two variables and the degree to which they align with each other. In this study, Pearson's correlation was applied to ascertain both the direction (negative or positive) and the strength of the relationship between the latent variables.

Regression analysis is a vital statistical method for analysing relationships among multiple factors (Schneider, Hommel & Blettner, 2010). Likewise, Algamal (2020) acknowledge that in social science studies, regression analysis a widely known statistical tool being explored to analyse and establish the relationship between two or more variables. In this study, regression analysis allowed the researcher to determine the strength of the relationship between PMS and academics' technical efficiency in South African public higher education institutions, namely, UNIZULU, UKZN, and DUT.

Analysis of variance (ANOVA) evaluates the statistical differences between multiple comparison groups of a continuous target variable (Shin, Kim, & Sim, 2015). In other words, ANOVA tests for differences among three or more population means.

Post Hoc Scheffe's Test evaluates the differences between the means of three or more groups when the ANOVA F test is significant (Allen, 2017). However, it is not necessary if the overall F test is non-significant. In this study, the Post Hoc Scheffe's Test was employed to identify specific differences and to calculate the significant omnibus F test (Abiwu, 2021). Once a significant difference among the comparison groups was established, the Post Hoc Scheffe's Test was applied to pinpoint where the differences lay.

The sample t-test evaluates significant differences between two groups in a continuous variable (Kim, 2015). In this study, a one-sample t-test was conducted to determine the influence of gender on the latent variables.

#### **4.15.2 Qualitative Data Analysis**

Qualitative data analysis, as described by Gray, Grove, and Sutherland (2016), is a creative, resource-intensive, and time-consuming endeavor. This is primarily due to the often extensive nature of data collected through qualitative methods. In this study, open-ended data from surveys, interviews, and documents underwent qualitative analysis. Data reduction techniques were applied to distill the raw data into its most salient and pertinent components, rendering the study's objectives more manageable and lucid, in accordance

with the principles outlined by Muchaonyerwa (2016) referencing Miles and Huberman (1994). The data was coded, categorised into thematic groups, and presented through various means, including figures, narratives, and verbal descriptions, aligned with the study's research questions.

Weber (1990) defined thematic content analysis as "a method by which the multitude of words within a text are condensed into fewer categories or themes." Using NVivo software, the researcher efficiently organised and examined the data, identifying relationships and patterns. The research questions are matched with the data collection tools and analytic techniques in Table 4.5 to address the study's research challenge. This table provides an overview of the research strategies used after adopting a mixed methods strategy.

**Table 4.5: Mapping research questions to sources of data and data analysis methods**

<b>Research Questions</b>	<b>Respondents</b>	<b>Instruments</b>	<b>Data analysis procedure</b>
What human resource management approaches do higher education institutions utilise to implement the PMS in the public higher education institutions in KwaZulu-Natal?	Academics Dean OD Specialists	Questionnaires Interviews Interviews	Descriptive statistics Thematic analysis Thematic analysis
How does the implementation of a PM affect academics' technical efficiency at the public higher education institutions that have implemented a PMS in KwaZulu-Natal?	Academics Dean OD Specialists	Questionnaires Interviews Interviews	Descriptive statistics Thematic analysis Thematic analysis
How do academic employees perceive the implementation of the Performance Management System at the public higher education institutions that have implemented a PMS in KwaZulu-Natal?	Academics Dean OD Specialists	Questionnaires Interviews Interviews	Descriptive statistics Thematic analysis Thematic analysis

How can existing models for implementing a PMS in public higher education institutions in KwaZulu-Natal be improved?	Academics Dean OD Specialists	Questionnaires Interviews Interviews	Descriptive statistics Thematic analysis Thematic analysis
What institutional challenges are encountered during the implementation of a PMS in public higher education institutions in KwaZulu-Natal?	Academics Dean OD Specialists	Questionnaires Interviews Interviews	Descriptive statistics Thematic analysis Thematic analysis
What potential mechanisms can be employed to utilise the PMS to drive academic promotion and development at the public	Academics Dean OD Specialists	Questionnaires Interviews Interviews	Descriptive statistics Thematic analysis Thematic analysis

The study adopted the six steps proposed by Braun and Clarke (2006): data familiarisation, generating codes, searching for themes, reviewing themes, definition of themes and write-up. Data familiarisation is the initial stage in the thematic analysis process, which involves transcribing data and familiarising oneself with it (Naeem, Ozuem, Howell and Ranfagni, 2023). At this stage, qualitative researchers dive deep into the content of the dataset to discern initial themes and essential sections. During this stage, the researcher engaged in the repeated reading of the dataset to look for meaning and patterns. The transcribed data was read many times before the coding. Also, notes were taken to help in the coding process.

Generating codes or keywords is the second step in the thematic process and involves a close examination of the dataset. At this stage, researchers identify recurring patterns, terms, or visual elements and designate them as keywords (Naeem et al., 2023). These keywords or codes encapsulate participants' experiences and perceptions derived from the dataset. According to Abiwu (2021), this stage involves developing ideas about how

the data should be organised. At this stage, key text elements were identified and labeled, indexing them as they relate to data themes. Additionally, explicit boundaries were set for the codes to ensure they are not interchangeable.

Theme searching is the third stage in the thematic process, which "involves sorting the different codes into potential themes and collating the relevant coded data extracts within the identified themes" (Abiwu, 2021, p. 130). During this stage, themes were generated from both the dataset and the theory supporting the study. Initially, predefined codes were identified to guide the data analysis. The themes most relevant to the study were identified to build an understanding of the subject matter. Additionally, mind maps were used as visual representations to organize the different codes into themes.

Reviewing themes is the fourth stage in the thematic analysis process, involving the review of identified themes within the dataset (Braun & Clarke, 2006). At this stage, the researcher transitioned from a detailed analysis of codes and categories to a more abstract interpretation by creating and reviewing themes. Abiwu (2021) recommends that all themes' coded data extracts must be reviewed to determine their coherent patterns. Following this recommendation, individual themes were examined to ensure they accurately reflected the meanings derived from the dataset.

Theme definition is the fifth step in the thematic analysis process, involving the description of the themes that emerged from the dataset (Braun & Clarke, 2006). At this stage, a comprehensive analysis was conducted to identify the narrative each theme conveys. Additionally, names were assigned to all themes to help readers understand them. In addition, careful consideration was given to ensure the themes aligned with the respective stories according to the research questions.

The write-up is the final step in the thematic analysis process, focusing on producing the actual report (Braun & Clarke, 2006). The write-up provides a concise, logical, and engaging account of the data within and across various themes (Abiwu, 2021). According to Thorne (2000), researchers should communicate the analytical processes used to

obtain results in a manner accessible to critical readers, ensuring the data is credible and believable. During this stage, trustworthiness notes and audit trail notes were maintained to facilitate the reporting process.

#### **4.16 LIMITATIONS, CONTRIBUTION AND RELEVANCE OF THE STUDY**

This study focused on three public higher education institutions that have implemented PMS in Kwa-Zulu Natal. This implies that the research findings could be limited to public universities in KwaZulu-Natal. Notwithstanding the limitation, the higher education industry will benefit from this study, notably academic staff members and those working in human resource departments.

#### **4.17 ETHICAL CONSIDERATIONS**

Ethics, as defined by Bailey (1994), encompass the principles of conduct that are considered morally sound within a particular profession. According to Aina (2002), ethics represent the "principles of good behavior" that researchers should adhere to when conducting research, especially in the realms of data collection, analysis, and result presentation. Key ethical considerations in research include obtaining informed consent, practicing beneficence (doing no harm), upholding anonymity and confidentiality, and respecting privacy (Fouka & Mantzorou, 2011). The ethical considerations addressed in the study are discussed below.

##### **4.17.1 Informed Consent**

A prior approval was sought from the University of Zululand, University of KwaZulu-Natal, and Durban University of Technology (See Appendices 4-6) to conduct the research and specify the intended participants. The study also obtained the authorisation of a gatekeeper, further ensuring the research's validity. To reassure participants about the study's ethical integrity, an ethical clearance letter was provided and distributed. Also, the researcher obtained informed consent from participants by requesting them to sign a form indicating their informed permission, following the guidelines presented by Hancock, Naaman and Levy (2020). Furthermore, the researcher ensured that all study participants were adequately informed, enabling them to make well-informed decisions regarding their

participation in the study. Participants were also assured that they had the freedom to withdraw from the study at any point without facing any adverse consequences, adhering to the ethical principles emphasised by Okeke, Omodan and Dube (2022). To ensure that real data was acquired, participants' informed, voluntary contributions had to be made. The informed consent of participants was sought by the researcher as a crucial component supporting the ethical standards of the study. Finding the ideal balance between informing people too much and too little is essential. (Gratton & Jones, 2010; Orb, Eisenhauer & Wynaden, 2001). In support of this notion, participants were provided with a consent form and information page before any participation including data collection.

The information page listed the study's objectives, the researcher's name and contact information, as well as the names, addresses, and phone numbers of the institutions that would be taking part in the study. The information page stated that participation was optional and that participants had the right to withdraw from the study at any moment. Furthermore, the permission letters explicitly conveyed that participation was voluntary, and participants had the option to withdraw at any point during the research process if they felt any of the mentioned harms. Throughout the data collection, presentation, interpretation, and analysis phases, the privacy and confidentiality of the information were strictly maintained and respected.

The data collection methods employed were designed to be non-harmful to the participants. Harm can manifest in various forms, such as physiological, emotional, social, or economic, as described by Gray, Grove, and Sutherland (2016). The researcher took great care to avoid asking inappropriate or disrespectful questions. Additionally, peer reviews of the research instruments involving selected academics, deans, and organisational development experts from the Universities of Zululand, KwaZulu-Natal, and Durban University of Technology were conducted to identify any inconsistencies or potential issues that participants might find inappropriate.

#### **4.17.2 Voluntary Participation**

The study's objectives, as well as the potential implications of participating in the research project, were thoroughly explained to participants both verbally and in written form. This information was communicated in a language that participants could comprehend. Importantly, every participant had the autonomy to withdraw from the research project at any point, without the obligation to provide a reason and without facing any adverse consequences. This safeguard was put in place to uphold the principle of voluntary participation. Before initiating any research activities, securing informed consent was deemed essential. In this research study, it was the researcher's responsibility to ensure that each participant fully comprehended the study's objectives, that participation was entirely voluntary, and that they retained the option to retract their consent at any juncture during the data collection process. All the participants were informed that the participation in the study is voluntary.

#### **4.17.3 Non-Maleficence**

The researcher meticulously assessed all potential hazards, and guided by the principle of non-maleficence, took utmost care to avoid causing any physical or other harm to the participants. This commitment to non-maleficence, as emphasised by Hammersley (2021), ensured the well-being and safety of the participants throughout the research process. Every aspect of the research's ethical processes and potential effects was taken into account. Furthermore, the researcher took extra care to respect the rights and interests of the more vulnerable individuals.

#### **4.17.4 Participants' Right to Confidentiality and Anonymity**

The researcher provided an assurance to all participants that their information would be kept confidential and anonymous throughout the course of the research project, in alignment with the guidelines presented by Hoft (2021). Additionally, it is noteworthy that the Protection of Personal Information (POPI) Act No. 4 of 2013 was duly acknowledged. This legislation mandates the ethical and respectful handling of contact details (including email, telephone, and address) and demographic data (such as age, sex, race, birth date, and ethnicity) as part of the research process. Respondents' confidentiality was

maintained. To uphold the respondents' rights to secrecy, anonymity, and privacy, no personal information was included in the results reporting. Additionally, the respondents received a guarantee that all information will be handled with the strictest confidentiality. Throughout the planning, processing, and writing phases of the study project, confidentiality was maintained at all times. The respondents were not named.

#### **4.18 SUMMARY**

This chapter explained the data collection methods for the study as well as the ethical standards that were upheld. The researcher's methodology for conducting the study is covered in detail in this chapter. More details are also given about the research ethics that the study was required to adhere to in order to ensure that participants were protected during their participation in the study. This chapter outlined the objectives of the study, the research design, the location of the study, and the chronology while also outlining the methods used. Further discussion focused on the population sample, sampling methodology, and data collection techniques. Additionally, a thorough discussion of the tools in the form of surveys and interviews was conducted. Using information from the journals, articles, and books, a secondary data analysis has been carried out. Organograms, portfolio structures, and planning processes were among the documents that were gathered and analysed in order to provide precise information that enabled a contextual analysis. This chapter described at great length the research approach. The pragmatic paradigm, which is associated with the post-positivist school of thought, was suggested as the most appropriate paradigm to guide the investigation. The mixed method, which combines quantitative and qualitative methodologies, were chosen. Academics, Deans, and Organisational Development Specialists from the University of Zululand, University of KwaZulu-Natal, and Durban University of Technology made up the study's population. A sample size of 331 academics out of a total population of 2236 was taken. Academics were given questionnaires to complete, while 6 Deans and 6 Organisational Development Specialists were interviewed as part of the data collection process. Some of the techniques utilised to guarantee the validity and reliability of the study were triangulation, peer review, and pre-testing. For the study of quantitative data, descriptive statistics were utilised, and for the analysis of qualitative data, thematic

content analysis. Ethics-related topics that guarantee proper conduct and behaviour during the study process were discussed.

The next chapter presents and analyses the quantitative data and findings.

## **CHAPTER FIVE**

### **QUANTITATIVE FINDINGS**

#### **5.1 INTRODUCTION**

This chapter presents the quantitative findings that were obtained from the research respondents. Data was collected from three higher education institutions within the KwaZulu-Natal Province. The questionnaire was captured on Google and made available on the institutions' websites. A total of 170 completed questionnaires were obtained, and the presentation and analysis of the data were based on these responses. The data was then coded in Excel and uploaded to SPSS version 27 for analysis. The presentation and analysis of the data were guided by the stated research objectives:

- To examine the human resource management approaches that are utilised by public higher education institutions that have implemented a Performance Management System in KwaZulu-Natal.
- To explore on the effects of Performance Management System implementation on academics' technical efficiency at the public higher education institutions that have implemented a Performance Management System in KwaZulu- Natal.
- To investigate how the perceptions of academic employees impact the implementation of a Performance Management System at the public higher education in KwaZulu-Natal.
- To suggest the improvements on the existing model for implementing a Performance Management System could be improved in public higher education institutions in KwaZulu-Natal.
- To identify the institutional challenges encountered in implementing the Performance Management System in public higher education institutions in KwaZulu-Natal.
- To recommend potential mechanisms towards utilising a Performance Management System to drive academic promotion and development at the public higher education institutions that have implemented Performance Management Systems in KwaZulu-Natal.

The findings on the respondents' biographical information are first presented and analysed and followed by the findings pertaining to the stated research objectives.

## 5.2 RESPONDENTS' BIOGRAPHICAL INFORMATION

Table 5.1 presents the findings of the respondents' biographical information, including gender, age, period of service in academia, number of years in the current institution, highest education and job level.

**Table 5.1: Respondents' Biographical Information**

Variables	Biographical Information	Frequency	Percentage (%)
<b>Gender</b>	Male	92	54.1
	Female	78	45.9
<b>Age</b>	18 – 30	10	5.9
	31 – 40	42	24.7
	41 – 50	52	30.6
	51 – 60	42	24.7
	>60	24	14.1
<b>Period of service</b>	1 – 5	26	15.3
	5 - 10	38	22.4
	10 – 15	37	21.8
	15 – 20	24	14.1
	>20	45	26.5
<b>Number of years</b>	1 – 5	27.6	27.6
	5 - 10	20.6	20.6
	10 – 15	21.8	21.8
	15 – 20	14.7	14.7
	>20	15.3	15.3
<b>Highest education</b>	PhD	105	61.8
	Masters	56	32.9
	Honours	9	5.3
<b>Job level</b>	Senior Professor	4	2.4
	Professor	18	10.6
	Associate Professor	24	14.1
	Senior Lecturer	36	21.2
	Lecturer	82	48.2
	Junior Lecturer	6	3.5

Information from Table 5.1 shows that regarding gender, the majority (54.1%) of the respondents were males, whereas the females represented the minority (45.9%). Concerning age, 30.6% of the respondents were between 41-50 years, 24.7% were between 31-40 and 51-60 years, respectively; 14.1% were above 60 years and 5.9% were between 18-30 years. The findings suggested that 26.5% of the respondents spent more than 20 years in academia, 22.4% spent 5-10 years in academia, 21.8% had spent 115 years in academia, 15.3% had spent 1-5 years in academia and 14.1% had spent 15-20 years in academia. Also, the results showed that 27.6% of the respondents had spent 1-5 years in their current institutions, 21.8% had spent 10-15 years in their current institutions, 20.6% had spent 5-10 years in their current institutions, 15.3% had spent more than 20 years in their current institutions and 14.7% had spent 15-20 years in their current institutions. The study discovered that 61.8% of the respondents had doctorate degrees, followed by Masters (32.9%) and Honours degrees (5.3%). The results demonstrated that 48.2% of the respondents were Lecturers, 21.2% were Senior Lecturers, 14.1% were Associate Professors, 10.6% were Professors, 3.5% were Junior Lecturers and 2.4% were Senior Professors.

### **5.3 FREQUENCY ANALYSIS AND PERCENTAGE**

The frequency analysis and percentage were used to determine the scoring patterns of the various items measured in the study. Frequencies, which are descriptive statistical techniques used with discrete variables, were represented in frequency tables. These tables illustrate the number of occurrences and their respective percentages across different sections of the dataset. The findings are presented as follows:

#### **5.3.1 Approaches used to Implement a Performance Management System**

Table 5.2 shows the results of the approaches used to implement performance management system in South African higher education institutions. The study adopted the 5- Point Likert Scale, ranging from strongly agree (1) to strongly disagreed (5). The results suggested that the respondents responded positively to all the items that measured the approaches used to implement performance management system. For instance, it was discovered that 55.9% of the respondents strongly agreed that Senior

Management was responsible for the implementation of PMS; 37.6% agreed that Senior Management was responsible for the implementation of PMS; 4.1% said that they neither agreed nor disagreed that Senior Management was responsible for the implementation of PMS; 1.8% disagreed that Senior Management was responsible for the implementation of PMS, while 0.6% strongly disagreed that Senior Management was responsible for the implementation of PMS.

The findings revealed that 31.8% of the respondents strongly agreed that they knew that the divisional PMS feedback was provided within the context of the organisational business plan; 41.2% agreed that they knew that the divisional PMS feedback was provided within the context of the organisational business plan,; 17.6% indicated that they neither agreed nor disagreed that they knew that the divisional PMS feedback was provided within the context of the organisational business plan and 5.3% disagreed that they knew that the divisional PMS feedback was provided within the context of the organisational business plan. In comparison, 7.4% strongly disagreed that they knew that the divisional PMS feedback was provided within the context of the organisational business plan.

The results further suggested that 17.1% of the respondents strongly agreed that they received divisional PMS feedback as soon as possible after the organisational performance assessment; 29.4% agreed that that they received divisional PMS feedback as soon as possible after the organisational performance assessment; 18.8% believed that they neither agreed nor disagreed that they received divisional PMS feedback as soon as possible after the organisational performance assessment; 22.9% disagreed that that they received divisional PMS feedback as soon as possible after the organisational performance assessment and the remaining 11.8% strongly disagreed that they received divisional PMS feedback as soon as possible after the organisational performance assessment.

It was found that 37.1% of the respondents strongly agreed that they were aware that the organisational performance was assessed against the previously agreed organisational performance standard,

36.5% agreed that they were aware that the organisational performance was assessed against the previously agreed organisational performance standard; 19.4% neither agreed nor disagreed that they were aware that the organisational performance was assessed against the previously agreed organisational performance standard and 3.5% disagreed and strongly disagreed, respectively, suggesting that they were aware that the organisational performance was assessed against the previously agreed organisational performance standard.

Finally, the results revealed that 26.5% of the respondents strongly agreed that they knew that prior to the quarterly PMS assessment, divisions signed divisional PMS agreement about factors against which performance would be implemented; 37.1% agreed that they knew that prior to quarterly PMS assessment, divisions signed divisional PMS agreement about factors against which performance would be implemented; 20.6% neither agreed nor disagreed that they knew that before quarterly PMS assessment, divisions signed divisional PMS agreement about factors against which performance would be implemented; 10.6% disagreed that they knew that before quarterly PMS assessment, divisions signed divisional PMS agreement about factors against which performance would be implemented, and 5.3% strongly disagreed they knew that prior to quarterly PMS assessment, divisions signed divisional PMS agreement about factors against which performance would be implemented.

**Table 5.2: Human resource management approaches used to implement performance management system**

Items	SA	A	N	D	SD
I am aware that Senior Management is responsible for the implementation of the Performance Management System	95(55.9%)	65(37.6%)	7(4.1%)	3(1.8%)	1(0.6%)
I know that divisional performance management system feedback is provided within the context of the organisational business plan	54(31.8%)	70(41.2%)	30(17.6%)	9(5.3%)	7(4.1)
I receive divisional performance management system feedback as soon as possible after the organisational performance assessment	29(17.1%)	50(29.4%)	32(18.8%)	39(22.9%)	20(11.8%)
I am aware that the organisational performance is assessed against the previously agreed organisational performance standard	63(37.1%)	62(36.5%)	33(19.4%)	6(3.5%)	6(3.5%)
I know that prior to the quarterly Performance Management System assessment, divisions signed divisional Performance Management System agreement about factors against which performance management would be implemented	45(26.5%)	63(37.1%)	35(20.6%)	18(10.6%)	9(5.3%)

### **5.3.2 Effects of Performance Management System Implementation on Academic Technical Efficiency**

Table 5.3 depicts the results of PMS implementation in South African higher education institutions. It was found that 24.7% of the respondents were not confident at all that sufficient information about PMS was communicated to all divisions to enable them to execute their responsibilities in the best interest of the organisation; 41.8% were not confident that sufficient information about PMS was communicated to all divisions to enable them to execute their responsibilities in the best interest of the organisation; 16.5% were somewhat confident that sufficient information about PMS was communicated to all divisions to enable them to execute their responsibilities in the best interest of the organisation; 11.2% were confident that sufficient information about PMS was communicated to all divisions to enable them to execute their responsibilities in the best interest of the organisation, and 5.9% very confident that sufficient information about PMS was communicated to all divisions to enable them to execute their responsibilities in the best interest of the organisation.

The results further suggested that 11.2% of the respondents were not confident at all that the overall relevant organisational expectations were discussed between the divisions; 37.6% were not confident that the overall relevant organisational expectations were discussed between the divisions; 28.8% were somewhat confident that the overall relevant organisational expectations were discussed between the divisions; 15.9% were confident that the overall relevant organisational expectations were discussed between the divisions, and 6.5% were very confident that the overall relevant organisational expectations were discussed between the divisions.

The results revealed that 18.2% of the respondents were not confident at all that the PMS enabled the organisation to identify the underperforming divisions; 32.4% were not confident that the PMS enabled the organisation to identify the underperforming divisions; 27.1% were somewhat confident that the PMS enabled the organisation to identify the underperforming divisions; 15.3% were confident that the PMS enabled the organisation

to identify the underperforming divisions, and 7.1% were very confident that the PMS enabled the organisation to identify the underperforming divisions.

Furthermore, 10% of the respondents were not confident at all that the implementation of PMS had achieved the intended cause in the organisation; 23.5% were not confident that the implementation of PMS had achieved the intended cause in the organisation; 33.5% were somewhat confident that the implementation of PMS had achieved the intended cause in the organisation; 21.8% were confident that the implementation of PMS had achieved the intended cause in the organisation, and 11.2% were very confident that the implementation of PMS had achieved the intended cause in the organisation.

Additionally, it was discovered that 22.9% of the respondents were not confident at all that their roles were clearly defined in the implementation of PMS in the organisation; 40% were not confident that their roles were clearly defined in the implementation of PMS in the organisation; 16.5% were somewhat confident that their roles were clearly defined in the implementation of PMS in the organisation; 15.9% were confident that their roles were clearly defined in the implementation of PMS in the organisation, and 4.7% were very confident that their roles were clearly defined in the implementation of PMS in the organisation.

**Table 5.3: Effects of performance management system implementation on academic technical efficiency**

Items	Not Confident at All	Not Confident	Somewhat Confident	Confident	Very Confident
I am aware that sufficient information about the Performance Management System is communicated to all divisions to enable them to execute their responsibilities in the best interest of the organisation	42(24.7%)	71(41.8%)	28(16.5%)	19(11.2%)	10(5.9%)
Overall relevant organisational expectations are discussed between the divisions	19(11.2%)	64(37.6%)	49(28.8%)	27(15.9%)	11(6.5%)
The Performance Management System enables the organisation to identify the underperforming divisions	31(18.2%)	55(32.4%)	46(27.1%)	26(15.3%)	12(7.1%)
The implementation of the Performance Management System has achieved the intended cause in the organization	17(10.0%)	40(23.5%)	57(33.5%)	37(21.8%)	19(11.2%)
My role is clearly defined in the implementation of the performance management system in the organisation	39(22.9%)	68(40.0%)	28(16.5%)	27(15.9%)	8(4.7%)

### **5.3.3 Effects of Performance Management System on Academic Efficiency**

#### **Research**

The information in Table 5.4 shows the results of PMS on academic efficiency research in the South African higher education institutions. The overall findings suggested that the respondents responded negatively to all the questions. The results should that 2.4% of the respondents indicated that they were not confident at all that they kept themselves up to date with research literature and generating research ideas; 5.3% stated that they were not confident that they they kept themselves up to date with research literature and generating research ideas; 16.5% were somewhat confident that they kept themselves up to date with research literature and generating research ideas; 45.9% were confident that they kept themselves up to date with research literature and generating research ideas, and 30% were very confident that they kept themselves up to date with research literature and generating research ideas.

In addition, 2.4% of the respondents were not confident at all that they were able to review the literature for a research project; 3.5% were not confident that they were able to review the literature for a research project; 6.5% were somewhat confident that they were able to review the literature for a research project; 44.7% were confident that they were able to review the literature for a research project, and 42.9% very confident that they were able to review the literature for a research project.

About 2.9% of the respondent were not confident at all that they were able to conduct research study; 2.4% were not confident that they were able to conduct research study; 5.3% were somewhat confident that they were able to conduct research; 38.8% were confident that they were able to conduct research, and 50.6% were very confident that they were able to conduct research.

Furthermore, 2.9% were not confident at all that they adhered to research ethics requirements; 1.8% were not confident that they adhered to research ethics requirements; 6.5% were somewhat confident that they adhered to research ethics requirements; 38.8% were confident that they adhered to research ethics requirements, and 50% were very

confident that they adhered to research ethics requirements. 4.1% were not confident at all that they were able to lead research projects; 6.5% were not confident that they were able to lead research projects; 13.5% were somewhat confident that they were able to lead research projects; 38.2% were confident that they were able to lead research projects, and 37.6% were very confident that they were able to lead research projects.

The findings showed that 1.8% of the respondent were not confident at all that they collaborated with colleagues about research; 2.4% were not confident that they collaborated with colleagues about research; 14.1% were somewhat confident that they collaborated with colleagues about research; 37.6% were confident that they collaborated with colleagues about research, and 44.1% very confident that they collaborated with colleagues about research. Additionally, 2.4% of the respondents were not confident at all that they delivered research findings at staff seminars; 5.3% were not confident that they delivered research findings at staff seminars; 11.8% were somewhat confident that they delivered research findings at staff seminars; 37.6% were confident that they delivered research findings at staff seminars, and 42.9% were very confident that they delivered research findings at staff seminars.

The results further revealed that 2.4% of the respondents were not confident at all that they were able to prepare conference papers; 6.5% were not confident that they were able to prepare conference papers; 11.2% were somewhat confident that they were able to prepare conference papers; 32.9% were confident that they were able to prepare conference papers, and 47.1% were very confident that they were able to prepare conference papers. It was discovered that 3.5% of the respondents were not confident at all that they were able to write journal articles; 4.7% were not confident that they were able to write journal articles; 10% were somewhat confident that they were able to write journal articles; 38.2% were confident that they were able to write journal articles, and 32.5% were very confident that they were able to write journal articles.

According to the findings, 2.9% of the respondents were not confident at all that they were able to examine a thesis; 8.8% were not confident that they were able to examine a thesis;

15.9% were somewhat confident that they were able to examine a thesis; 32.4% were confident that they were able to examine a thesis, while 40% were very confident that they were able to examine a thesis. Other findings indicated that 2.4% of the respondents were not confident at all that they were able to supervise students' research projects; 3.5% were not confident that they were able to supervise students' research projects; 16.5% were somewhat that they were able to supervise students' research projects; 33.5% were confident that they were able to supervise students' research projects, and 44.1% were very confident that they were able to supervise students' research projects. It was found that 5.3% of the respondents were not confident at all that they were able to apply for research grants; 13.5% were not confident that they were able to apply for research grants; 27.1% were somewhat confident that they were able to apply for research grants; 32.9% confident that they were able to apply for research grants, and 21.2% very confident that they were able to apply for research grants. Lastly, the results demonstrated that 4.7% of the respondents were not confident at all that they were able to prepare a research budget; 11.8% were not confident that they were able to prepare a research budget; 23.5% were somewhat confident that they were able to prepare a research budget; 34.7% were confident that they were able to prepare a research budget, and 25.3% were very confident that they were able to prepare a research budget.

**Table 5.4: Effects of Performance Management System on academic efficiency research**

Items	Not Confident at All	Not Confident	Somewhat Confident	Confident	Very Confident
I keep myself up to date with research literature and generating research ideas	4(2.4%)	9(5.3%)	28(16.5%)	78(45.9%)	51(30.0%)
I am able to review the literature for a research project	4(2.4%)	6(3.5%)	11(6.5%)	76(44.7%)	73(42.9%)
I am able to conduct a research study	5(2.9%)	4(2.4%)	9(5.3%)	66(38.8%)	86(50.6%)
I am adhering to research ethics requirements	5(2.9%)	3(1.8%)	11(6.5%)	66(38.8%)	85(50.0%)
I am able to lead research projects	7(4.1%)	11(6.5%)	23(13.5%)	65(38.2%)	64(37.6%)
I can collaborate with colleagues about research	3(1.8%)	4(2.4%)	24(14.1%)	64(37.6%)	75(44.1%)
I can be able deliver research findings at staff seminars	4(2.4%)	9(5.3%)	20(11.8%)	64(37.6%)	73(42.9%)
I am able to prepare conference papers	4(2.4%)	11(6.5%)	19(11.2%)	56(32.9%)	80(47.1%)
I am able to write journal articles	6(3.5%)	8(4.7%)	17(10.0%)	65(38.2%)	74(43.5%)
I am able to examine a thesis	5(2.9%)	15(8.8%)	27(15.9%)	55(32.4%)	68(40.0%)
I am able to supervise students' research projects	4(2.4%)	6(3.5%)	28(16.5%)	57(33.5%)	75(44.1%)
I am able to apply for research grants	9(5.3%)	23(13.5%)	46(27.1%)	56(32.9%)	36(21.2%)
I am able to prepare a research budget	8(4.7%)	20(11.8%)	40(23.5%)	59(34.7%)	43(25.3%)

### **5.3.4 Effects of Performance Management System implementation on**

#### **Teaching**

This section of the chapter presents the findings related to the effects of PMS implementation on teaching in South African higher education institutions. The results suggested that 4.1% of the respondents were not confident at all that they were able to deliver lectures and seminars; another 4.1% were somewhat confident that they were able to deliver lectures and seminars; 25.9% were confident that they were able to deliver lectures and seminars, and 65.9% were very confident that they were able to deliver lectures and seminars. The results revealed that 4.1% of the respondents were not confident at all that they were capable of delivering tutorials; 3.5% were somewhat confident that they were capable of delivering tutorials; 30.6% were confident that they were capable of delivering tutorials, and 61.8% were very confident that they were capable of delivering tutorials.

Furthermore, 2.9% of the respondents were not confident at all that they were capable of using e-learning and current technology systems; 1.2% were not confident that they were capable of using e-learning and current technology systems; 8.8% were somewhat confident that they were capable of using e-learning and current technology systems; 41.8% were confident that they were capable of using e-learning and current technology systems, and 45.3% were very confident that they were capable of using e-learning and current technology systems. 3.5% of the respondents were not confident at all that they were capable of selecting reading materials; 0.6% were not confident that they were capable of selecting reading materials; 2.4% were somewhat confident that they were capable of selecting reading materials; 38.2% were confident that they were capable of selecting reading materials, and 55.3% very confident that they were capable of selecting reading materials.

Additionally, 3.5% of the respondents were not confident at all that they were able to revise teaching strategies; 1.2% were not confident that they were able to revise teaching strategies; 4.7% were somewhat confident that they were able to revise teaching strategies; 40.6% were confident that they were able to revise teaching strategies, and

50% were very confident that they were able to revise teaching strategies. The results indicated that 4.1% of the respondents were not confident at all that they facilitated student discussion in class; 1.2% were not confident that they facilitated student discussion in class; another 4.1% were somewhat confident that they facilitated student discussion in class; 27.1% were confident that they facilitated student discussion in class, and 62.9% were very confident that they facilitated student discussion in class.

The study discovered that 3.5% of the respondents were not confident at all that they were able to consult with students; 1.2% were not confident that they were able to consult with students; 0.6% were somewhat confident that they were able to consult with students; 28.8% were confident that they were able to consult with students, and 65.9% were very that they were able to consult with students. It was established that 3.5% of the respondents were not confident at all that they can set assignments/exams for students;, 0.6% were not confident that they can set assignments/exams for students;24.1% were confident that they can set assignments/exams for students, and 72.4% were very confident that they can set assignments/exams for students. The results demonstrated that 3.5% of the respondents were not confident at all that they can prepare assignments/exams for students; 0.6% were not confident that they can prepare assignments/exams for students; 24.7% were confident that they can prepare assignments/exams for students, while the remaining 71.2% were very confident that they can prepare assignments/exams for students.

Another finding revealed that 3.5% were not confident at all that they were able to mark assignments/exams for students; 1.2% were not confident that they were able to mark assignments/exams for students; 0.6% were somewhat confident that they were able to mark assignments/exams for students; 22.4% were confident that they were able to mark assignments/exams for students, and 72.4% were very confident that they were able to mark assignments/exams for students. The results showed that 3.5% of the were not confident at all that they can provide feedback on assessment items; 0.6% were not confident that they can provide feedback on assessment items; 29.4% were confident that they can provide feedback on assessment items, whereas 66.5% were very confident

that they can provide feedback on assessment items. Finally, the results suggested that 3.5% of the respondents were not confident at all that they were able to develop subjects/modules; 1.2% were not confident that they were able to develop subjects/modules; 1.8% were somewhat confident that they were able to develop subjects/modules; 30% were confident that they were able to develop subjects/modules, and 63.5% were very confident that they were able to develop subjects/modules.

**Table 5.5: Effects of Performance Management System on teaching**

Items	Not Confident at All	Not Confident	Somewhat Confident	Confident	Very Confident
I am able to deliver lectures and seminars	7(4.1%)	N/A	7(4.1%)	44(25.9%)	112(65.9%)
I am capable of delivering tutorials	7(4.1%)	N/A	6(3.5%)	52(30.6%)	105(61.8%)
I am capable of using e-learning and current technology systems	5(2.9%)	2(1.2%)	15(8.8%)	71(41.8%)	77(45.3%)
I am capable of selecting reading materials	6(3.5%)	1(0.6%)	4(2.4%)	65(38.2%)	94(55.3%)
I am able to revise teaching strategies	6(3.5%)	2(1.2%)	8(4.7%)	69(40.6%)	85(50.0%)
I can facilitate student discussion in class	7(4.1%)	3(1.8%)	7(4.1%)	46(27.1%)	107(62.9%)
I am able to consult with students	6(3.5%)	2(1.2%)	1(0.6%)	49(28.8%)	112(65.9%)
I can set assignments/exams for students	6(3.5%)	1(0.6%)	N/A	41(24.1%)	122(71.8%)
I can prepare assignments/exams for students	6(3.5%)	1(0.6%)	N/A	42(24.7%)	121(71.2%)
I am able to mark assignments/exams for students	6(3.5%)	2(1.2%)	1(0.6%)	38(22.4%)	123(72.4%)
I can provide feedback on assessment items	6(3.5%)	1(0.6%)	N/A	50(29.4%)	113(66.5%)
I am able to develop subjects/modules	6(3.5%)	2(1.2%)	3(1.8%)	51(30.0%)	108(63.5%)

### **5.3.5 Effects of Performance Management System implementation on other Academic-Related Activities**

Table 5.6 displays the results of the PMS implementation on other academic or related-services within the South African higher education institutions. The findings showed that 5.3% of the respondents were not confident at all that they participated in School/Department activities; 7.6% were not confident that they participated in School/Department activities; another 7.6% were somewhat confident that they participated in School/Department activities; 25.5% were confident that they participated in School/Department activities, and 54.1% were very confident that they participated in School/Department activities. In addition, 4.7% of the respondents were not confident at all that they participated in University-wide committees; 11.2% were not confident that they participated in University-wide committees; 9.4% were somewhat confident that they participated in University-wide committees; 31.8% were confident that they participated in University-wide committees, and 42.9% were very confident that they participated in University-wide committees.

Furthermore, 2.4% of the respondents were not confident at all that they participated in professional associations; 7.1% were not confident that they participated in professional associations; 14.1% were somewhat confident that they participated in professional associations; 33.5% were confident that they participated in professional associations, and 42.9% were very confident that they participated in professional associations. 4.7% were not confident at all that they were able to advise prospective students; 9.4% were not confident that they were able to advise prospective students; 10% were somewhat confident that they were able to advise prospective students; 30% were confident that they were able to advise prospective students, and 45.9% were very confident that they were able to advise prospective students. 5.3% were not confident at all that they organised conferences/symposia; 8.2% were not confident that they organised conferences/symposia; 22.9% were somewhat confident that they organised conferences/symposia; 31.8% were confident that they organised conferences/symposia, and 31.7% were very confident that they organised conferences/symposia.

**Table 5.6: Effects of Performance Management System implementation on other academic-related activities**

Items	Not Confident at All	Not Confident	Somewhat Confident	Confident	Very Confident
I can participate in School/Department activities	9(5.3%)	13(7.6%)	13(7.6%)	43(25.3%)	92(54.1%)
I can participate in University-wide committees	8(4.7%)	19(11.2%)	16(9.4%)	54(31.8%)	73(42.9%)
I can participate in professional associations	4(2.4%)	12(7.1%)	24(14.1%)	57(33.5%)	73(42.9%)
I am able to advise prospective students	8(4.7%)	16(9.4%)	17(10.0%)	51(30.0%)	78(45.9%)
I can organise conferences/symposia	9(5.3%)	14(8.2%)	39(22.9%)	54(31.8%)	54(31.8%)

### **5.3.6 Perceptions of academic employees on the implementation of a Performance Management System**

Table 5.7 displays the perceptions of academics towards the implementation of PMS in South African higher education institutions. According to the results, 15.9% of the respondents strongly agreed that PMS enabled the organisation to identify the underperforming divisions; 27.1% agreed that PMS enabled the organisation to identify the underperforming divisions; 20.6% neither agreed nor disagreed that PMS enabled the organisation to identify the underperforming divisions; 25.3% disagreed that PMS enabled the organisation to identify the underperforming divisions, and 11.2% strongly disagreed that PMS enabled the organisation to identify the underperforming divisions. The results revealed that 12.4% of the respondents strongly agreed that all aspects of work completed during the performance review were documented in PMS; 31.2% agreed that all aspects of work completed during the performance review were documented in PMS; 23.5% neither agreed nor disagreed that all aspects of work completed during the performance review were documented in PMS; 21.8% disagreed that all aspects of work completed during the performance review were documented in PMS, and 11.2% strongly disagreed that all aspects of work completed during the performance review were documented in PMS.

Furthermore, the results demonstrated that 19.4% of the respondents strongly agreed that during the implementation of the PMS, all academic activities were taken into account; 24.7% agreed that during the implementation of the PMS, all academic activities were taken into account; 16.5% neither agreed nor disagreed that during the implementation of the PMS, all academic activities were taken into account; 28.8% disagreed that during the implementation of the PMS, all academic activities were taken into account, and 10.6% strongly disagreed that during the implementation of the PMS, all academic activities were taken into account. Also, 18.8% strongly agreed that when it comes to PMS, line managers were completely aware of their obligations; 30% agreed that when it comes to PMS, line managers were completely aware of their obligations; 20% neither agreed nor disagreed that when it comes to PMS, line managers were completely aware of their obligations; 18.8% disagreed that when it comes to PMS, line

managers were completely aware of their obligations, and 12.4% strongly disagreed that when it comes to PMS, line managers were completely aware of their obligations.

The results showed that 14.1% of the respondents strongly agreed that PMS accommodated academic freedom thereby allowing employees to decide what to do and by when; 22.9% agreed that PMS accommodated academic freedom thereby allowing employees to decide what to do and by when; 22.9% neither agreed nor disagreed that PMS accommodated academic freedom thereby allowing employees to decide what to do and by when; 22.4% disagreed that PMS accommodated academic freedom thereby allowing employees to decide what to do and by when, and 17.6% strongly disagreed that PMS accommodated academic freedom thereby allowing employees to decide what to do and by when.

**Table 5.7: Perceptions of academic employees on the implementation of a Performance Management System**

Items	SA	A	N	D	SD
Performance Management System enables the organisation to identify the underperforming divisions	27(15.9%)	46(27.1%)	35(20.6%)	43(25.3%)	19(11.2%)
All aspects of work completed during the performance review are documented in the Performance Management System	21(12.4%)	53(31.2%)	40(23.5%)	37(21.8%)	19(11.2%)
During the implementation of the Performance Management System, all academic activities are taken into account	33(19.4%)	42(24.7%)	28(16.5%)	49(28.8%)	18(10.6%)
When it comes to the Performance Management System, line managers are completely aware of their obligations	32(18.8%)	51(30.0%)	34(20.0%)	32(18.8%)	21(12.4%)
Performance Management System accommodates academic freedom thereby allowing employees to decide what to do and by when	24(14.1%)	39(22.9%)	39(22.9%)	38(22.4%)	30(17.6%)

### **5.3.7 Mechanisms that can be employed to utilise Performance Management**

#### **System to drive Academic Promotion and Development**

The results concerning the mechanisms that can be employed to utilise PMS to drive academic promotion and development are shown in Table 5.8. The results revealed that 25.3% of the respondents strongly agreed that PMS sought to improve productivity by employees through better goal management; 42.9% agreed that PMS sought to improve productivity by employees through better goal management; 16.5% neither agreed nor disagreed that PMS sought to improve productivity by employees through better goal management; 9.4% disagreed that PMS sought to improve productivity by employees through better goal management, and 5.9% strongly disagreed that PMS sought to improve productivity by employees through better goal management. In addition, the study established that 38.8% of the respondents strongly agreed that the responsibility of management was to set clear goals during the implementation of PMS; 44.7% agreed that the responsibility of management was to set clear goals during the implementation of PMS; 8.2% neither agreed nor disagreed that the responsibility of management was to set clear goals during the implementation of PMS; 5.3% disagreed that the responsibility of management was to set clear goals during the implementation of PMS, and 2.9% strongly disagreed that the responsibility of management was to set clear goals during the implementation of PMS.

It was found that 52.9% of the respondents strongly agreed that training of line managers on PMS was crucial in order for the line managers handle the process of PMS well; 37.6% agreed that training of line managers on PMS was crucial in order for the line managers handle the process of PMS well; 7.1% neither agreed nor disagreed that training of line managers on PMS was crucial in order for the line managers handle the process of PMS well, and 1.2% strongly disagreed and disagreed, respectively, that training of line managers on PMS was crucial in order for the line managers handle the process of PMS well. The results further indicated that 20.6% of the respondents strongly agreed that organisation effectively created possibilities for divisions to provide mechanisms for improvement; 38.2% agreed that organisation effectively created possibilities for divisions to provide mechanisms for improvement; 22.4% neither agreed nor disagreed that that

organisation effectively created possibilities for divisions to provide mechanisms for improvement; 10% disagreed that organisation effectively created possibilities for divisions to provide mechanisms for improvement, and 8.2% strongly disagreed that organisation effectively created possibilities for divisions to provide mechanisms for improvement.

The results provided that 39.2% of the respondents strongly agreed that line managers' coaching of employees was crucial because it helped employees improve their individual abilities and better understand their role in the organisation; 47.1% agreed that line managers' coaching of employees was crucial because it helped employees improve their individual abilities and better understand their role in the organisation; 8.2% neither agreed nor disagreed that line managers' coaching of employees was crucial because it helped employees improve their individual abilities and better understand their role in the organisation; 4.1% disagreed that line managers' coaching of employees was crucial because it helped employees improve their individual abilities and better understand their role in the organisation, and 1.2% strongly disagreed that line managers' coaching of employees was crucial because it helped employees improve their individual abilities and better understand their role in the organisation.

**Table 5.8: Mechanisms that can be employed to utilise Performance Management System to drive academic promotion and development**

Items	SA	A	N	D	SD
Performance Management System seeks to improve productivity by employees through better goal management	43(25.3%)	73(42.9%)	28(16.5%)	16(9.4%)	10(5.9%)
The responsibility of Management is to set clear goals during the implementation of the Performance Management System	66(38.8%)	76(44.7%)	14(8.2%)	9(5.3%)	5(2.9%)
Training of Line Managers on the Performance Management System is crucial in order for the Line Managers handle the process of the Performance Management System well	90(52.9%)	64(37.6%)	12(7.1%)	2(1.2%)	2(1.2%)
Organisation effectively creates possibilities for divisions to provide mechanisms for improvement	35(20.6%)	65(38.2%)	38(22.4%)	18(10.6%)	14(8.2%)
Line managers' coaching of employees is crucial because it helps employees improve their individual abilities and better understand their role in the organization	67(39.4%)	80(47.1%)	14(8.2%)	7(4.1%)	2(1.2%)

### **5.3.8 Improvement of the Existing Performance Management System model**

Table 5.9 displays the results of the improvement of the existing PMS model. The results revealed that 16.5% of the respondents strongly agreed that they aware of how the current PMS model works; 42.4% agreed that they aware of how the current PMS model works; 21.2% neither agreed nor disagreed that they aware of how the current PMS model works; 15.9% disagreed that they aware of how the current PMS model works, and 4.1% strongly disagreed that they aware of how the current PMS model works. Furthermore, 8.8% strongly agreed that they were satisfied with the existing PMS model; 27.1% agreed that they were satisfied with the existing PMS model; 31% neither agreed nor disagreed that they were satisfied with the existing PMS model; 21.8% disagreed that they were satisfied with the existing PMS model, and 12.4% strongly disagreed that they were satisfied with the existing PMS model.

It was found that 14.1% of the respondents strongly agreed that through the existing PMS model they were able to achieve their goals; 28.8% agreed that through the existing PMS model they were able to achieve their goals; 30.6% neither agreed nor disagreed that through the existing PMS model they were able to achieve their goals; 15.9% disagreed that through the existing PMS model they were able to achieve their goals, and 10.6% strongly disagreed that through the existing PMS model they were able to achieve their goals. Moreover, it was established that 12.9% of the respondents strongly agreed that through the existing PMS model they had an opportunity to develop their skills and knowledge; 35.3% agreed that through the existing PMS model they had an opportunity to develop their skills and knowledge; 24.7% neither agreed nor disagreed that through the existing PMS model they had an opportunity to develop their skills and knowledge; 15.3% disagreed that through the existing PMS model they had an opportunity to develop their skills and knowledge, whereas 11.8% strongly disagreed that through the existing PMS model they had an opportunity to develop their skills and knowledge.

Lastly, the results indicated that 9.4% of the respondents strongly agreed that existing PMS model provided room for them as users to express their views; 28.8% agreed that existing PMS model provided room for them as users to express their views; 22.9%

neither agreed nor disagreed that existing PMS model provided room for them as users to express their views; 22.4% disagreed that existing PMS model provided room for them as users to express their views, and 16.5% strongly disagreed that existing PMS model provided room for them as users to express their views.

**Table 5.9: Improvement of the existing Performance Management System model**

Items	SA	A	N	D	SD
I am aware how the current Performance Management System model works	28(16.5%)	72(42.4%)	36(21.2%)	27(15.9%)	7(4.1%)
I am satisfied with the existing Performance Management System model	15(8.8%)	46(27.1%)	50(31%)	37(21.8%)	21(12.4%)
Through the existing Performance Management System model, I am able to achieve my goals	24(14.1%)	49(28.8%)	52(30.6%)	27(15.9%)	18(10.6%)
Through the existing Performance Management System model, I have an opportunity to develop my skills and knowledge	22(12.9%)	60(35.3%)	42(24.7%)	26(15.3%)	20(11.8%)
The existing Performance Management System model provides room for me as a user to express my views	16(9.4%)	49(28.8%)	39(22.9%)	38(22.4%)	28(16.5%)

### **5.3.9 Challenges Encountered During the Implementation of a Performance Management System**

The results regarding the challenges that are encountered during the implementation of PMS are presented in Table 5.10. According to the results, 21.2% of the respondents strongly agreed that there were challenges with the current PMS; 40.6% agreed that there were challenges with the current PMS; 25.9% neither agreed nor disagreed that there were challenges with the current PMS; 10.6% disagreed that there were challenges with the current PMS, and 1.8% strongly disagreed that there were challenges with the current PMS. The study established that 10.6% of the respondents strongly agreed that the current PMS responded to the overall University objectives; 37.1% agreed that the current PMS responded to the overall University objectives; another 37.1% neither agreed nor disagreed that the current PMS responded to the overall University objectives; 11.2% disagreed that the current PMS responded to the overall University objectives, and 4.1% strongly disagreed that the current PMS responded to the overall University objectives. Moreover, the results revealed that 12.9% of the respondents strongly agreed that there was a clear mandate of what was expected of them; 44.7% agreed that there was a clear mandate of what was expected of them; 25.9% neither agreed nor disagreed that there was a clear mandate of what was expected of them; 11.2% disagreed that there was a clear mandate of what was expected of them, and 5.3% strongly disagreed that there was a clear mandate of what was expected of them. Furthermore, 15.3% strongly agreed that they were aware of the challenges encountered during the PMS implementation; 37.6% agreed that they were aware of the challenges encountered during the PMS implementation; 31.8% neither agreed nor disagreed that they were aware of the challenges encountered during the PMS implementation; 12.4% disagreed that they were aware of the challenges encountered during the PMS implementation, and 2.9% strongly disagreed that they were aware of the challenges encountered during the PMS implementation. Lastly, 12.4% strongly agreed that there was not sufficient information that was communicated to the user to enable them to comply; 25.9% agreed that there was not sufficient information that was communicated to the user to enable them to comply; 35.9% neither agreed nor disagreed that there was not sufficient information that was communicated to the user to enable them to comply; 18.2% disagreed that there was

not sufficient information that was communicated to the user to enable them to comply, and 7.6% strongly disagreed that there was not sufficient information that was communicated to the user to enable them to comply.

**Table 5.10: Challenges encountered during the implementation of a Performance Management System**

Items	SA	A	N	D	SD
There are challenges with the current Performance Management System	36(21.2%)	69(40.6%)	44(25.9)	18(10.6%)	3(1.8%)
The current Performance Management System responds to the overall University objectives	18(10.6%)	63(37.1%)	63(37.1%)	19(11.2%)	7(4.1%)
There is a clear mandate of what is expected of me	22(12.9%)	76(44.7%)	44(25.9%)	19(11.2%)	9(5.3%)
I am aware of the challenges encountered during the Performance Management System implementation	26(15.3%)	64(37.6%)	54(31.8%)	21(12.4%)	5(2.9%)
There is no sufficient information that is communicated to the user to enable them to comply	21(12.4%)	44(25.9%)	61(35.9%)	31(18.2%)	13(7.6%)

#### **5.4 MEASURING RELIABILITY OF THE RESEARCH INSTRUMENT**

In research, reliability means the consistency and stability of the measuring instrument (Mohamad, Sulaiman, Sern & Salleh, 2015). Thus, the research findings or scores should remain the same when the same measuring instrument is administered repeatedly at different times. It can be suggested that reliability measures the extent to which the measuring tools are repeatable under different conditions and research methods. There are different forms of reliability, including test-retest reliability, split-half reliability, inter-rater reliability and internal consistency reliability. Nevertheless, the internal consistency reliability was used to measure the consistency within the research instrument and items. With this approach, single items within the measuring instrument were correlated to determine the coefficient of reliability. The Cronbach's alpha coefficient was used to assess the internal consistency between the items measured in the study.

Cronbach's alpha coefficient or reliability score ranges from 0 to 1, with perfect reliability equalling 1, and no reliability equalling 0. Ilic, Nordin, Glasziou, Tilson, and Villanueva (2014) recommended that Cronbach's alpha score must be at least between 0.60 and 0.70 to have a reliable instrument. Therefore, this study considered the Cronbach's alpha score 0.60 and beyond as reliable. This is consistent with the recommendation by Daud, Khidzir, Ismail, and Abdullah (2018), who argued that the Cronbach alpha values in the range of 0.60 - 0.80 are considered moderate but acceptable. The results of the Cronbach's alpha coefficient are shown in Table 5.11.

**Table 5.11: Reliability of the measuring instrument- Cronbach's alpha coefficient**

Variables	Number of Items	Cronbach's alpha (a)
Approaches to implement PMS	5	0.73
Effects of PMS implementation on academic's efficiency research	5	0.84
Effects on PMS on academic efficiency research	13	0.95
Effects on PMS on teaching	12	0.98
Other academic or service-related activities	5	0.89
Perceptions of academics on the implementation of PMS	5	0.91
Mechanisms of implementing PMS	5	0.90
Improvement of the existing PMS model	5	0.90
Challenges encountered in implementing of PMS	3	0.66

The information from Table 5.11 suggests that the Cronbach's alpha coefficient scores range from 0.66 to 0.98. The results showed that the effects of PMS on academic efficiency research had the Cronbach's alpha coefficient value of 0.98, followed by effects on PMS on academic efficiency research ( $a = 0.95$ ), then perceptions of academics on the implementation of PMS ( $a = 0.91$ ), mechanisms of implementing PMS and improvement of the existing PMS model ( $a = 0.90$ ), PMS Implementation ( $a = 0.84$ ), approaches to implement PMS ( $a = 0.73$ ) and challenges encountered in implementing of PMS ( $a = 0.66$ ). Based on the results, it can be observed that the variables measured in this study showed adequate internal consistency. Scholars or researchers could adopt the questionnaire used in this study for similar purposes. The following section describes the validity of the measuring instrument.

### **5.5 MEASURING VALIDITY OF THE MEASURING INSTRUMENT**

Validity measures what it is supposed to measure. Thus, the extent to which the measuring instrument accurately measures what it is intended to measure (Ghazali, 2016). Four main kinds of validity exist: face, criterion, content and construct validity. However, the study adopted content validity, which assessed the content of the items to determine whether they measure the concept being measured in the study. The

exploratory factor analysis (EFA) was conducted to retain only the items that should form part of the analysis. According to Watkins (2018), EFA is a multivariate statistical tool used to develop and validate psychological theories and measurements. EFA is commonly used in quantitative research to identify the smallest number of hypothetical constructs that can parsimoniously explain the covariation observed among a set of measured variables. The EFA was directed at all the items or variables measured in the study.

The EFA was performed using principal axis factoring to partition systematic and error variance in the solution. Promax oblique rotation was employed to test the factor intercorrelations. To minimise the number of items to be used in the study, only the items with loadings of 0.30 and above were retained. The results of the EFA are shown in Table 5.12.

**Table 5.12: Factor analysis**

Items	Components								
	1	2	3	4	5	6	7	8	9
APMS2	.333								
APMS3	.450								
APMS5	.303								
PMSI1		.574							
PMSI2		.577							
PMSI3		.657							
PMSI4		.632							
PMSI5		.655							
AER1			.544						
AER2			.625						
AER3			.607						
AER4			.589						
AER5			.670						
AER6			.536						
AER7			.603						
AER8			.654						
AER9			.650						
AER10			.744						
AER11			.670						
AER12			.477						
AER13			.553						
TEAC1				.647					
TEAC2				.640					
TEAC3				.594					
TEAC4				.625					
TEAC5				.644					

TEAC6				.677					
TEAC7				.643					
TEAC8				.630					
TEAC9				.624					
TEAC10				.631					
TEAC11				.626					
TEAC12				.638					
OAA1					.560				
OAA2					.579				
OAA3					.643				
OAA4					.534				
OAA5					.626				
PER1						.733			
PER2						.745			
PER3						.855			
PER4						.778			
PER5						.734			
MEC1							.639		
MEC2							.420		
MEC3							.324		
MEC4							.632		
IMP1								.516	
IMP2								.708	
IMP3								.815	
IMP4								.723	
IMP5								.654	
CHA1									.4 2 5
CHA2									.4 5 4
CHA5									.3 8 5
<b>Eigenvalue</b>	<b>16.2 3</b>	<b>14.21</b>	<b>4.33</b>	<b>3.04</b>	<b>2.51</b>	<b>1.99</b>	<b>1.76</b>	<b>1.40</b>	<b>1. 3 6</b>
<b>% of Variance</b>	<b>24.6 2</b>	<b>21.55</b>	<b>6.56</b>	<b>4.61</b>	<b>3.81</b>	<b>3.03</b>	<b>2.66</b>	<b>2.13</b>	<b>2. 0 7</b>
<b>Extraction Method: Principal Component Analysis.</b>									
<b>a. 9 components extracted</b>									

The self-constructed questionnaire has a total of 60 items; however, 55 were retained after the EFA. As discussed above, the factor loading matrix was rotated to reduce the factor loading close to zero. The results of the correlation coefficients for the principal component analysis demonstrated a strong relationship between all the variables that

form part of the analysis. Evidently, a careful inspection of the scree plot reveals that nine (9) factors may be extracted. From Table 5.12, 3 items loaded perfectly in Factor 1 and accounted for 24.62% of the variance. Hence, Factor 1 may be called approaches used to implement PMS. Also, 5 items loaded significantly at Factor 2 and accounted for 14.21% of the total variance. These items relate to performance management system implementation, hence Factor 2 may be named as such. The results further suggested that 13 items loaded perfectly at Factor 3 and accounted for 6.56% of the total variance. The 13 items related to academic efficiency research; therefore, Factor 3 may be called academic efficiency research. Evidently, 12 items loaded significantly at Factor 4 and accounted for 4.61% of the total variance. These 12 items relate to teaching; hence, Factor 4 may be called teaching. The results indicated 5 items loaded significantly at Factor 5 and accounted for 3.81% of the total variance. The 5 items were linked to other academic or service-related activities. Therefore, Factor 5 is called other academic or service-related activities.

Another 5 items loaded well in Factor 6, which represented 3.03% of the total variance. The 5 items relate to the perceptions of academics towards PMS implementation. Hence, Factor 6 could be named as the perceptions towards PMS implementation. Evidence shows that 4 items loaded significantly at Factor 7 and accounted for 2.66% of the total variance. The 4 items also relate to the mechanisms employed to utilise PMS to drive academic promotion and development. Given this, Factor 7 may be named as such. The results also suggested that 5 items loaded perfectly at factor 8 and accounted for 2.13% of the total variance. These 5 items fall under improvement of the existing PMS model. Therefore, Factor 8 could be called improvement of the existing PMS model. In factor 9, 3 items loaded significantly and accounted for 2.07% of the total variance. The 3 items relate to the challenges encountered during the implementation of a PMS. Therefore, Factor 9 could be named challenges of a PMS.

The 9 factors in this study explained 71.04% of the variance of the measuring instrument used to collect the data. According to Malhotra, Nunan and Birks (2017), the total variance should be greater than 60%. Therefore, the questionnaire used in this study had a high

level of validity. To determine the sample adequacy of the study, Kaiser-Meyer-Olkin and Bartlett's tests were further used. Kaiser-Meyer-Olkin and Bartlett's tests helped to determine whether the dataset was suitable for factor analysis. The Kaiser-Meyer-Olkin values range between 0 and 1, where:

- - 0.49 = unacceptable.
- 0.50 - 0.59 = miserable.
- 0.60 - 0.69 = mediocre.
- 0.70 - 0.79 = middling.
- 0.80 - 0.89 = meritorious.
- 0.90 -1.00 = marvellous.

According to the rule of thumb, KMO values between 0.8 and 1 indicate the sampling is adequate (Kasier, 1974). Table 5.13 shows the results of the Kaiser-Meyer-Olkin and Bartlett's tests.

**Table 5.13: Kaiser-Meyer-Olkin and Bartlett's tests**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.884
Bartlett's Test of Sphericity	Approx. Chi-Square	9901.419
	Df	1770
	Sig.	.000
a. Based on correlations		

Bartlett's test results were statistically significant. The KMO results for the upper jaw and lower jaw of the measuring instrument were 0.884, which is considered meritorious. From the statistical point of view, the results of Bartlett's sphericity and Kaiser–Meyer–Olkin tests indicated that the dataset was suitable for factor analysis. The following section describes the results of the descriptive statistics.

## 5.6 DESCRIPTIVE STATISTICS

According to Kaur, Stoltzfus and Yellapu (2018), descriptive statistics are used to summarise data in an organised manner by describing the relationship between variables in the sample. Descriptive statistics serve as the foundation for data analysis which help

to determine which advanced statistical tests are required. Descriptive statistics include types of variables (nominal, ordinal, interval, and ratio) as well central tendency, dispersion/variation, and position. The study adopted the descriptive statistics such as central tendency (i.e. mean, median and mode) and measures of dispersion/variation (i.e. variance and standard deviation) to interpret the results. The results are presented in Table 5.14.

**Table 5.14: Descriptive statistics: Central tendency and dispersion/variation**

Variables	Mean	95% Confidence Interval		Std. Dev.	Minimum	Maximum
		Lower Bound	Upper Bound			
Approaches used to implement PMS	2.41	2.27	2.55	0.91738	1.00	5.00
Academic's technical efficiency	2.60	2.47	2.74	0.87921	1.00	5.00
Academic efficiency research	4.05	3.93	4.17	0.79502	1.00	5.00
Teaching.	4.48	4.35	4.58	0.80369	1.00	5.00
Other academic or service-related activities	4.00	3.86	4.14	0.94800	1.00	5.00
Perceptions of academics towards PMS	2.89	2.72	3.06	1.08831	1.00	5.00
Mechanisms of implementing PMS	2.06	1.94	2.18	0.79503	1.00	5.00
Improvement of the existing PMS model	2.83	2.68	2.98	0.98854	1.00	5.00
Challenges of PMS implementation	2.58	2.49	2.68	0.61625	1.00	5.00

From Table 5.14, the mean scores for the various constructs range between 2.06 to 4.48. Evidence shows that the approaches used to implement a PMS in South African higher education institutions had a mean score of 2.41, less than the recommended value (3.00). The results implied that the approaches used to implement a PMS in HEIs were ineffective. In addition, the results demonstrated that the Effects of PMS implementation had a mean value of 2.60, which is below the recommended value. This suggests that implementing a PMS in South African HEIs had low effect on academic's technical efficiency.

Moreover, the results revealed that academic efficiency research had a mean value of 4.05, exceeding the recommended value. Thus, PMS system implementation significantly impacted academic efficiency research within South African higher education institutions. The results confirmed that teaching had a mean value of 4.48, which suggested that PMS implementation in South African HEIs significantly affected teaching. Furthermore, the results established that other academic or service-related activities had a mean value of 4.00, suggesting that PMS implementation significantly improved other academic or service-related activities in South African HEIs. Also, the results showed that perceptions of academics towards PMS had a mean value of 2.06, suggesting that the academics in South African HEIs had poor perceptions of PMS implementation. The results indicated that improvement of the existing PMS model had a mean value of 2.83, suggesting that the implementation of a PMS had less improvement of the existing PMS model. Lastly, evidence showed that challenges of PMS implementation had a mean score of 2.58, suggesting that there were only a few challenges encountered during the implementation of a PMS in public HEIs.

## **5.7 INFERENCE STATISTICS**

The study further utilised inferential statistics to provide a better interpretation and meaning of the results. From the statistical point of view, inferential statistics allow researchers to draw valid conclusions from a sample to a population. There are different kinds of inferential statistics but this study adopted Pearson's product-moment correlation

coefficient, linear regression, analysis of variance-ANOVA and sample t-test. The results of the inferential statistics are discussed next.

### **5.7.1 Pearson's Product-Moment Correlation Coefficient**

Correlation assesses the relationship between two variables to ascertain whether they are positively or negatively related. Correlation coefficients vary from -1 to +1: whereas -1 and +1 indicate perfect negative and perfect positive correlation coefficients respectively, a correlation coefficient of 0 implies no correlation (zero relationship). Further, correlation coefficients lower than 0.40 (whether negative or positive 0.40) are said to be low, between 0.40 and 0.60 are moderate, and above 0.60 are high. Pearson's product-moment correlation coefficient  $r$  determines the relationship between two quantitative variables and the degree to which the two variables coincide with one another. The results of the Pearson's product-moment correlation coefficient are shown in Table 5.15.

**Table 5.15: Pearson's product-moment correlation coefficient**

Variables	Mean	Std. deviation	1	2	3	4	5	6	7	8
Approaches used to implement PMS	2.41	0.91738	1							
Academic's technical efficiency	2.60	0.87921	.611**	1						
Academic efficiency research	4.05	0.79502	.076	.042	1					
Teaching	4.48	0.80369	.060	.044	.643**	1				
Other academic or service-related activities	4.00	0.94800	.099	.055	.528**	.669**	1			
Perceptions of academics towards PMS	2.89	1.08831	.396**	.604**	.128	.098	-.226**	1		
Mechanisms of implementing PMS	2.06	0.79503	.438**	.594**	.010	.013	.014	.545**	1	
Improvement of the existing PMS model	2.83	0.98854	.436**	.698**	.034	.084	.085	.581**	.592**	1
Challenges of PMS implementation	2.58	0.61625	-.004	-.107	.041	.007	.102	-.224**	-.063	-.134

From Table 5.15, the results suggested a strong/high positive relationship between the approaches utilised by higher education institutions to implement PMS and the effects of PMS implementation on the academic's technical efficiency ( $r = 0.611, p < 0.000$ ). The results indicated no positive relationship between PMS Implementation and academic efficiency research ( $r = .076, p > 0.000$ ), and results revealed no positive relationship between PMS implementation and teaching ( $r = .006, p > 0.000$ ) within the South African higher education institutions. In addition, the results suggested no positive correlation between the implementation PMS and other academic or service-related activities ( $r = .076, p > 0.000$ ). The results showed a weak positive relationship between the implementation of PMS and perceptions of academics towards PMS ( $r = 0.396, p < 0.000$ ). There was also a moderate positive between the implementation of PMS and mechanisms of implementing PMS ( $r = 0.438, p < 0.000$ ). The results further suggested a moderate positive relationship between the implementation of PMS and improvement of the existing PMS model ( $r = 0.436, p < 0.000$ ). Lastly, the results revealed a negative relationship between the implementation of PMS and challenges of PMS implementation ( $r = -0.004, p < 0.000$ ).

### **5.7.2 Linear Regression**

Kumari and Yadav (2018) postulate the linear regression is a type of inferential statistic that measures the intercorrelation or association between the dependent and independent variables. It is a modeling tool which predicts the dependent variable using one or more independent variables. The linear regression was performed in this study to analysis the relationship between the dependents and independent variables. The results are shown in Table 5.16.

**Table 5.16: Linear regression analysis**

Independent variables	R	R-squared value	Adjusted R-squared value	F	Beta	T	P
PMS	.769 <sup>a</sup>	.592	.574	-	-	33.512	<.001 <sup>b</sup>
Academic efficiency research					-.041	-.599	.550
Teaching					-.144	-1.797	.074
Other academic or service-related activities					.222	2.683	.008
Perceptions of academics toward PMS					.360	4.519	<.001
Mechanisms of implementing PMS					.173	2.681	.008
Improvement of the existing PMS model					.389	5.525	<.001
Challenges of PMS implementation					.019	.373	.709

From Table 5.16, the regression model shows an R-squared value of 0.592 and an adjusted R-squared value of 0.574. Therefore, the model (PMS) predicts 59.2% of the variations in academic's technical efficiency (academic research efficiency, teaching and other academic or service-related activities); perceptions of academics toward PMS, mechanisms for implementing PMS; improvement of the existing PMS model, and challenges of implementing PMS. The results are significant ( $p < 0.000$ ), suggesting a significant relationship between the dependent and independent variables.

The standardised Beta and the corresponding P values for PMS implementation and academic research efficiency ( $\beta = -0.041$ ,  $p > 0.000$ ) were statistically insignificant. The results implied that PMS implementation in South African higher education institutions did not significantly improve academic research efficiency within the South African HEIs.

Thus, PMS implementation in South African HEIs had negative effects on academic research efficiency.

The results showed that the standardised Beta and the corresponding P values for PMS implementation and teaching ( $\beta = -0.144, p > 0.010$ ) were statistically significant. Statistically, it can be concluded that PMS implementation in South African higher education had moderate effects on teaching.

Furthermore, the results showed that the standardised Beta and the corresponding P values for PMS implementation and other academic or service-related activities ( $\beta = 0.222, p < 0.001$ ) were statistically significant. From the statistical standpoint, it can be suggested that PMS implementation had a positive significant effect on academic or service-related activities within the South African higher education institutions studied.

The results indicated that the standardised Beta and the corresponding P values for PMS implementation and perceptions of academics toward PMS ( $\beta = 0.360, p < 0.001$ ) were statistically significant. Based on the results, it can be interpreted that academics within South African higher institutions had positive perceptions toward PMS.

The results also suggested that the standardised Beta and the corresponding P values for PMS implementation and mechanisms of implementing PMS ( $\beta = 0.173, p < 0.001$ ) were statistically significant. Therefore, it can be suggested that the mechanisms employed to utilise PMS to drive academic promotion and development was very effective or significant. The results further demonstrated that the standardised Beta and the corresponding P values for PMS implementation and improvement of the existing PMS model ( $\beta = 0.389, p < 0.001$ ) were statistically significant. This implied that PMS implementation improved the existing PMS model within South African higher education institutions.

Finally, the results of the study revealed that the standardised Beta and the corresponding P values for PMS implementation and challenges of PMS implementation ( $\beta = 0.019, p > 0.001$ ) were statistically insignificant. Hence, it can be suggested that there were no

challenges encountered during the implementation of a PMS within the South African higher education institutions.

### 5.7.3 Analysis of Variance-ANOVA

Kim (2017) suggests that ANOVA is commonly used in quantitative research because of the error of alpha-level inflation, which increases Type 1 error probability and occurs due to multiple comparisons. ANOVA uses the statistic  $F$ , which is the ratio of between and within group variances. In this study, a one-way-ANOVA was carried out to determine the influence of the demographic variables on approaches to implementing PMS, PMS implementation; academic efficiency research; teaching; other academic or service-related activities; perceptions of academics toward PMS, mechanisms of implementing PMS; improvement of the existing PMS model, and challenges of PMS implementation. The findings are presented below.

#### 5.7.3.1 ANOVA – Influence of bio-data on approaches to performance

##### Approaches to Performance Management System

The section analyses the influence of the respondents' bio-data (age, period of service in academia, number of years at the current institution, level of education and job level) on the approaches used to implement PMS. The results are shown in Table 5.17.

**Table 5.17: Influence of bio-data on approaches to Performance**

##### Management System

Bio-Data	F	P
Age	0.541	0.706
Period of service in academia	1.004	0.407
Number of years in the institution	0.525	0.718
Highest level of education	1.225	0.296
Job level	.898	0.484

The results showed no statistical or significant difference in the perception of the respondents varying by age ( $F = 0.541, p > 0.001$ ); period of years in academia ( $F = 1.004, p > 0.001$ ); number of years in the current institution ( $F = 0.525, p > 0.001$ ); highest level of education ( $F = 1.225, p > 0.001$ ), and job level ( $F = 0.898, p > 0.001$ ), respectively, concerning the approaches to implementing PMS. The following section presents the results of the influence of the bio-data on the effects of PMS implementation on academics' technical efficiency.

### 5.7.3.2 Influence of bio-data on the effects of a Performance Management

#### System implementation on the academics' technical efficiency

The results concerning the influence of the respondents' bio-data on the effects of PMS implementation on the academics' technical efficiency are shown in Table 5.18.

**Table 5.18: Influence of bio-data on the effects of Performance Management  
System implementation on the academics' technical efficiency**

Bio-Data	F	P
Age	2.598	0.038*
Period of years in academia	3.775	0.006***
Number of years in the institution	1.935	0.107
Highest level of education	1.974	0.142
Job level	0.707	0.619

\*  $p < 0.001$ ; \*\*  $p < 0.005$

As shown in Table 5.18, there was a significant difference in the perceptions of the respondents varying by age ( $F = 2.598, p < 0.05$ ) and period of service in academia ( $F = 3.775, p < 0.001$ ), respectively, and effects of PMS implementation on the academic's technical efficiency. On the contrary, there was no significant difference in the perceptions of the respondents varying by the number of years in the current institution ( $F = 1.935, p > 0.001$ ); highest level of education ( $F = 1.974, p > 0.001$ ), and job level ( $F = 0.707, p >$

0.001) and the effects of PMS implementation on the academics' technical efficiency. To determine exactly where the difference lies in terms of age and period of years in academia, the Post-Hoc Scheffe's Test was used and the results are presented in Table 5.19.

**Table 5.19: Post-Hoc Test - The difference between age and period of service in academia concerning the effects of PMS implementation on the academics' technical efficiency**

Bio-Data	Categories of Bio-Data	N	Mean
Age	18 – 30 years	10	1.98
	31 – 40 years	42	2.53
	41 – 50 years	52	2.51
	51 – 60 years	42	2.77
	>60 years	24	2.89
Period of service in academia	1 – 5	26	2.18
	5 - 10	38	2.38
	10 – 15	37	2.69
	15 – 20	24	2.76
	>20	45	2.88

The information from Table 5.19 suggests that while the respondents between 51-60 years and above 60 years, respectively, were convinced that PMS implementation influenced academics' technical efficiency, those between 18-30 years, 31-40 years and 41-50, respectively, were less convinced that PMS implementation influenced academics' technical efficiency. Furthermore, the results indicated that while the respondents who spent 15-20 and above 20 years of service in academia were more concerned that PMS implementation in South African higher education impacted academics' technical efficiency, those who spent 1-15 years were less satisfied with PMS and academics' technical efficiency. The following section describes the results of the influence of the respondents' bio-data regarding the effects of PMS implementation on academic efficiency research.

### 5.7.3.3 Effects of a Performance Management System implementation of Academic efficiency research

Table 5.20 depicts the results of the influence of the respondents' bio-data on the effects of performance management system implementation of academic efficiency research in South African higher education institutions.

**Table 5.20: Influence of bio-data on the effects of a Performance Management System implementation on academic efficiency research**

Bio-Data	F	P
Age	1.732	0.145
Period of service in academia	3.864	0.005***
Number of years in the institution	1.275	0.282
Highest level of education	21.478	0.000***
Job level	8.809	0.000***

\*  $p < 0.001$

The results revealed that there was a significant difference in the perceptions of the respondents varying by the period of service in academia ( $F = 3.864, p < 0.001$ ); highest level of education ( $F = 21.478, p < 0.001$ ) and job level ( $F = 8.809, p < 0.001$ ), respectively, and effects of PMS implementation on the academic efficiency research. By contrast, there was no significant difference in the perceptions of the respondents varying by age ( $F = 1.732, p > 0.001$ ) and the effects of PMS implementation on the academic efficiency research. To assess exactly where the difference lay in terms of the period of service in academia, highest level of education and job level, the Post-Hoc Scheffe's Test was then applied; the results are displayed in Table 5.21.

**Table 5.21: Post-Hoc Test - The difference between period of service in academia, highest level of education and job level concerning effects of Performance Management System on academic efficiency research**

Bio-Data	Categories of Bio-Data	N	Mean
Period of service in academia	1 – 5 years	26	3.87
	5 - 10 years	38	3.80
	10 – 15 years	37	4.20
	15 – 20 years	24	3.87
	>20 years	45	4.36
Highest level of education	PhD	105	4.31
	Masters	56	3.73
	Honours	9	3.05
Job level	Senior Professor	4	4.90
	Professor	18	4.70
	Associate Professor	24	4.29
	Senior Lecturer	36	4.25
	Lecturer	82	3.77
	Junior Lecturer	6	3.35

The results showed that while the respondents who served between 10-15 years and above 20 years were satisfied that PMS implementation within the South African higher education institutions significantly impacted academic efficiency research, those who served between 1-5 years, 5-10 years and 15 -20 years were not convinced that PMS implementation significantly impacted academic efficiency research. It was found that while the respondents with doctorate degrees were satisfied that PMS implementation influenced academic efficiency, those with Honours and Masters degrees were not convinced. Furthermore, the results established that although Senior Professors, Professors, Associate Professors and Senior Lecturers believed that PMS

implementation significantly impacted academic efficiency research, Lectures and Junior Lecturers were not satisfied that PMS influenced academic efficiency research.

**5.7.3.4 Influence of respondents’ bio-data on the effects of a Performance Management System implementation on teaching**

Table 5.22 displays the results of the influence of the respondents' bio-data on the effects of performance management system implementation on teaching.

**Table 5.22: Influence of bio-data on the effects of a Performance Management System implementation on teaching**

Bio-Data	F	P
Age	1.191	0.317
Period of service in academia	1.540	0.193
Number of years in the institution	0.692	0.599
Highest level of education	2.270	0.107
Job level	1.555	0.176

The results showed that there was no significant difference in the perceptions of the respondents varying by age ( $F = 1.191, p > 0.001$ ); the period of service in academia ( $F = 1.540, p > 0.001$ ); number of years in the current ( $F = 0.692, p > 0.001$ ); highest level of education ( $F = 2.270, p > 0.001$ ), and job level ( $F = 1.555, p > 0.001$ ), respectively, and effects of PMS implementation on teaching.

The next section describes the influence of the respondents' bio-data on the effects of PMS implementation on other academic or service-related activities.

**5.7.3.5 Influence of respondents’ bio-data on the effects of a Performance Management System on other academic or service-related activities**

Table 5.23 depicts the results of the influence of the respondents' bio-data on the effects of PMS implementation on other academic or service-related activities.

**Table 5.23: Influence of bio-data on the effects of a Performance Management System implementation on other academic or service-related activities**

Bio-Data	F	P
Age	2.224	0.069*
Period of service in academia	1.821	0.127
Number of years in the institution	0.765	0.550
Highest level of education	3.126	0.046*
Job level	3.970	0.002***

\*  $p < 0.001$ ; \*\*  $p < 0.005$ ; \*\*\*  $p < 0.010$

From Table 5.23, the results revealed a statistically significant difference in the perceptions of the respondents varying by age ( $F = 2.224$ ,  $p < 0.010$ ); highest level of education ( $F = 3.126$ ,  $p < 0.005$ ) and job level ( $F = 3.970$ ,  $p < 0.001$ ), respectively, and effects of PMS implementation on other academic or service-related activities. However, there was no significant difference in the perceptions of the respondents varying by the period of service in academia ( $F = 1.821$ ,  $p > 0.001$ ) and number of years in the current ( $F = 0.765$ ,  $p > 0.001$ ), respectively, and effects of PMS on other academic or service-related activities. To determine exactly where the difference is in terms of the influence of age, highest level of education and job level on effects of PMS on other academic or service-related activities, the Post-Hoc Scheffe's Test was applied.

**Table 5.24: Post-Hoc Test - The difference in the age, highest level of education and job level concerning effects of Performance Management System on academic efficiency research**

Bio-Data	Categories of Bio-Data	N	Mean
Age	18 – 30 years	10	4.04
	31 – 40 years	42	3.77
	41 – 50 years	52	3.85
	51 – 60 years	42	4.28
	>60 years	24	4.21
Highest level of education	PhD	105	4.10
	Masters	56	3.91
	Honours	9	3.33
Job level	Senior Professor	4	4.90
	Professor	18	4.57
	Associate Professor	24	4.26
	Senior Lecturer	36	3.94
	Lecturer	82	3.84
	Junior Lecturer	6	3.23

From Table 5.24, it was found that while the respondents who had between 18-30 years, 51-60 years and above 60 years believed that the implementation of PMS in South African higher education had significant effects on other academic or service-related activities; others who had between 31-40 and 41-50 years argued that PMS implementation had no effects on other academic or service-related activities. Again, the findings revealed that although the respondents who had doctorate degrees were satisfied that the implementation of PMS positively impacted other academic or service-related activities, those with Masters and Honours degrees were not convinced that PMS impacted other academic or service-related activities. Additionally, the study established that while Senior Professors, Professors and Associate Professors were more concerned that PMS

implementation in South African higher education positively influenced other academic or service-related activities, Senior Lecturers, Lecturers and Junior Lecturers were less concerned that it influenced other academic or service-related activities.

### 5.7.3.6 Influence of respondents' bio-data on perceptions of academics towards the implementation of a Performance Management System

The results concerning the influence of respondents' bio-data on the perceptions of academics toward the implementation of PMS in South African higher education institutions are shown in Table 5.25.

**Table 5.25: Influence of respondents' bio-data on perceptions of academics towards the implementation of Performance Management System**

Bio-Data	F	P
Age	2.740	0.030*
Period of service in academia	1.550	0.190
Number of years in the institution	1.273	0.283
Highest level of education	0.567	0.568
Job level	0.889	0.490

\*\*  $p < 0.005$

The results suggested that there was a significant difference in the perceptions of the respondents varying by age ( $F = 2.224$ ,  $p < 0.005$ ) and perceptions toward the implementation of PMS. In contrast, there was no statistical difference in the perceptions of the respondents varying by the period of service in academia ( $F = 1.550$ ,  $p > 0.001$ ); number of years in the current institution ( $F = 1.273$ ,  $p > 0.001$ ); highest level of education ( $F = 0.567$ ,  $p > 0.001$ ), and job level ( $F = 0.889$ ,  $p > 0.001$ ) and the perceptions of academics toward the implementation of PMS. To analyse where the difference is in terms of the effects of age on the perceptions of academics toward PMS, the Post-Hoc Scheffe's Test was then performed and the results are displayed in Table 5.26.

**Table 5.26: Post-Hoc Test - The difference in age concerning academics' perceptions towards Performance Management System implementation**

Bio-Data	Categories of Bio-Data	N	Mean
Age	18 – 30 years	10	1.92
	31 – 40 years	42	3.06
	41 – 50 years	52	2.84
	51 – 60 years	42	3.08
	>60 years	24	2.80

The results showed that while the respondents between the ages of 31-40 years and 5-60 years had positive perceptions toward the implementation of PMS in South African higher education institutions, those between the ages of 18-30 years, 41-50 years and above 60 years had negative perceptions toward PMS implementation.

The following section describes the results of the influence of the respondents' bio-data on the mechanisms of implementing PMS.

### **5.7.3.7 Influence of respondents' bio-data on the mechanisms of implementing a Performance Management System**

Table 5.27 contains the results of the influence of respondents' bio-data on the mechanisms of implementing a performance management system.

**Table 5.27: Influence of respondents' bio-data on mechanisms for implementing a Performance Management System**

Bio-Data	F	P
Age	0.833	0.506
Period of service in academia	1.079	0.368
Number of years in the institution	1.008	0.405
Highest level of education	0.490	0.613
Job level	1.059	0.385

The results from Table 5.27 suggest that there was no statistical difference in the perceptions of the respondents varying by age ( $F = 0.833, p > 0.001$ ); period of service in academia ( $F = 1.079, p > 0.001$ ); number of years in the current ( $F = 1.008, p > 0.001$ ); highest level of education ( $F = 0.490, p > 0.001$ ), and job level ( $F = 1.059, p > 0.001$ ), respectively, and the mechanisms for implementing PMS.

The section below presents the results of the influence of the respondents' bio-data on the existing model for implementing a PMS in South African higher education institutions.

### 5.7.3.8 Influence of the respondents' bio-data on the existing model for improving a Performance Management System

Table 5.28 displays the results of the influence of the respondents' bio-data on improvement of the existing performance management system model.

**Table 5.28: Influence of respondents' bio-data on the improvement of the existing Performance Management System model**

Bio-Data	F	P
Age	1.324	0.263
Period of service in academia	2.408	0.052*
Number of years in the institution	1.360	0.250
Highest level of education	0.763	0.468
Job level	0.521	0.760

\*\*\*  $p < 0.010$

The results from Table 5.28 indicated that there was no statistical difference in the perceptions of the respondents varying by age ( $F = 1.324, p > 0.001$ ); number of years in the current ( $F = 1.360, p > 0.001$ ); highest level of education ( $F = 0.763, p > 0.001$ ), and job level ( $F = 0.521, p > 0.001$ ), respectively, and improvement of the existing PMS model. However, there was a significant difference in the perceptions of the respondents varying by period of service in academia ( $F = 2.408, p < 0.010$ ). Therefore, to assess exactly where the difference lies in terms of the influence of period of service in academia

and improvement of the existing PMS model, the Post-Hoc Scheffe's Test was then applied; the results are displayed in Table 5.29.

**Table 5.29: Post-Hoc Test - The difference in period of years in academia concerning the improvement of the existing Performance Management System model**

Bio-Data	Categories of Bio-Data	N	Mean
Period of service in academia	1 – 5 years	26	2.38
	5 - 10 years	38	2.94
	10 – 15 years	37	2.72
	15 – 20 years	24	2.83
	>20 years	45	3.09

The results revealed that while the respondents who spent more than 20 years in academia were more satisfied with the improvement of the existing PMS model in South African higher education institutions, those who spent between 1-20 years were less satisfied with the improvement of the existing PMS model.

The following section describes the results of the influence of respondents' bio-data on the challenges encountered during the implementation of a PMS.

#### **5.7.3.9 Influence of the respondents' bio-data on the challenges encountered during the implementation of a Performance Management System**

The results regarding the influence of respondents' bio-data on challenges encountered during the implementation of a PMS, are depicted in Table 5.30.

**Table 5.30: Influence of respondents' bio-data on challenges encountered during the implementation of a Performance Management System**

Bio-Data	F	P
Age	0.225	0.924
Period of service in academia	3.464	0.010***
Number of years in the institution	1.591	0.179
Highest level of education	1.169	0.313
Job level	0.830	0.530

\*\*  $p < 0.005$

The results indicated that there was a statistical difference in the perceptions of the respondents varying by period of service in academia ( $F = 3.464$ ,  $p < 0.005$ ), and challenges encountered during the implementation of a PMS. On the contrary, there was no significance difference in the perceptions of the respondents varying by age ( $F = 0.225$ ,  $p > 0.001$ ); number of years in the current ( $F = 1.591$ ,  $p > 0.001$ ); highest level of education ( $F = 1.169$ ,  $p > 0.001$ ), and job level ( $F = 0.830$ ,  $p > 0.001$ ) and challenges encountered during the implementation of a PMS. The Post-Hoc Scheffe's Test was applied to determine the significance difference in the period of service in academia and challenges encountered during the implementation of a PMS.

**Table 5.31: Post-Hoc Test - The difference in period of years in academia concerning challenges encountered during the implementation of a Performance Management System**

Bio-Data	Categories of Bio-Data	N	Mean
Period of service in academia	1 – 5 years	26	2.60
	5 - 10 years	38	2.53
	10 – 15 years	37	2.61
	15 – 20 years	24	2.55
	>20 years	45	2.67

The results showed that while the respondents between 1-5 years, 11-15 years and above 20 years in academia believed that their institutions encountered challenges during the implementation of PMS, those who served between 5-10 years and 15-20 years argued that their institutions encountered no challenges during the implementation of PMS.

#### 5.7.4 PAIRED SAMPLE T-TEST

Wadhwa and Marappa-Ganeshan (2020) state that the sample t-test evaluates the significant difference between the means of two groups, taking their variance into account. This study used the one-sample t-test to assess the influence of gender (male and female) on the latent variables. The results are shown in Table 5.32.

**Table 5.32: Paired sample t-test**

Latent Variables	T	Df	P
Approaches to PMS	12.184	169	0.000***
Effects of PMS implementation on academics' technical research	15.061	169	0.000***
Effects on PMS on academic efficiency research	35.801	169	0.000***
Effects on PMS on teaching	42.428	169	0.000***
Other academic or service-related activities	31.441	169	0.000***
Perceptions of academics on the implementation of PMS	15.514	169	0.000***
Mechanisms of implementing PMS	8.320	169	0.000***
Improvement of the existing PMS model	16.922	169	0.000***
Challenges encountered in implementing of PMS	18.569	169	0.000***

\*  $p < 0.001$

The results presented above showed a significant difference in male and female perceptions concerning the approaches to PMS implementation; effects of PMS implementation on academic's technical efficiency; effects of PMS on academic efficiency research; effects of PMS on teaching; effects on PMS on other academic or service-related activities; perceptions of academics on the implementation of PMS; mechanisms

of implementing PMS; improvement of the existing PMS model, and challenges encountered in implementing PMS, respectively, at the 1% level of significance. The differences were further assessed by computing the Post-Hoc Scheffe's Test (Table 5.33).

**Table 5.33: Post- Hoc Scheffe's Test: All variables and gender**

Dimensions	Categories of Gender	N	Mean
Approaches to PMS	Male	92	2.39
	Female	78	2.47
Effects of PMS on academics' technical efficiency	Male	92	2.56
	Female	78	2.65
Effects on PMS on academic efficiency research	Male	92	4.06
	Female	78	4.04
Effects on PMS on teaching	Male	92	4.44
	Female	78	4.52
Other academic or service-related activities	Male	92	3.96
	Female	78	4.04
Perceptions of academics on the implementation of PMS	Male	92	2.91
	Female	78	2.87
Mechanisms of implementing PMS	Male	92	1.97
	Female	78	2.06
Improvement of the existing PMS model	Male	92	2.73
	Female	78	2.95
Challenges encountered in implementing of PMS	Male	92	2.58
	Female	78	2.59

The results showed that while females were more satisfied about the approaches to the implementation of PMS, males were less satisfied with them. Although females were more convinced about the effects of PMS on academics' technical efficiency, males were less convinced. Furthermore, the results revealed that while males were more satisfied with the effects of PMS on academic efficiency research, females, on the other hand, were less satisfied. It is evident that while females believed that PMS impacted teaching, males did not believe that it impacted teaching. The results established that while females were satisfied with the effects of PMS on other academic or service-related activities, males were less satisfied with it. The results further demonstrated that although males had positive perceptions toward the implementation of PMS, females had negative perceptions toward it. It has been found that although females were satisfied with the mechanisms of implementing PMS, males were not satisfied with it. In addition, the results showed that while females were more satisfied with the improvement of the existing PMS model, males were not satisfied with it. Lastly, the results revealed that while females believed that higher education institutions encountered challenges in implementing of PMS, males did not believe that they encounter challenges in implementing PMS.

## **5.8 SUMMARY**

The chapter described the quantitative findings derived from the study. The Pearson's moment-correlation results suggested a strong/high positive relationship between the approaches utilised by higher education institutions to implement PMS and the effects of PMS implementation on the academics' technical efficiency. By contrast, the results indicated no positive relationship between PMS Implementation and academic efficiency research. The results revealed no positive relationship between PMS implementation and teaching within the South African HEIs; they suggested no positive correlation between the implementation PMS and other academic or service-related activities. The results showed a weak positive relationship between the implementation of PMS and perceptions of academics towards PMS. There was also a moderate positive relationship between the implementation of PMS and mechanisms of implementing PMS. The results further suggested a moderate positive relationship between the implementation of PMS and

improvement of the existing PMS model. Lastly, the results revealed a negative relationship between the implementation of PMS and challenges of PMS implementation. The standardised Beta and the corresponding P values for PMS implementation and academic research efficiency were statistically insignificant. Also, the results showed that the standardised Beta and the corresponding P values for PMS implementation and teaching were statistically significant. The results showed that the standardised Beta and the corresponding P values for PMS implementation and other academic or service-related activities were statistically significant. They indicated that the standardised Beta and the corresponding P values for PMS implementation and perceptions of academics toward PMS were statistically significant. The results also suggested that the standardised Beta and the corresponding P values for PMS implementation and mechanisms of implementing PMS were statistically significant. They further demonstrated that the standardised Beta and the corresponding P values for PMS implementation and improvement of the existing PMS model, were statistically significant. This implied that PMS implementation improved the existing PMS model within South African higher education institutions. Finally, the results of the study revealed that the standardised Beta and the corresponding P values for PMS implementation and challenges of PMS implementation were statistically insignificant.

The next chapter presents and analyses the qualitative data and findings.

## **CHAPTER SIX**

### **QUALITATIVE FINDINGS**

#### **6.1 INTRODUCTION**

The previous chapter presented the quantitative findings. This chapter presents the qualitative findings. The qualitative data was collected from 12 participants across the selected higher education institutions in KwaZulu-Natal Province. The data were then transcribed and analysed using the NVivo software, version 13. Thematic analysis was employed to identify, organise and present the patterns or themes from the dataset. As discussed in Chapter Four, the study adopted the six thematic analysis processes proposed by Braun and Clarke (2006), including data familiarisation, generating codes, searching for themes, reviewing themes, theme definition, and write-up. The themes were displayed using the mind map. According to Erdem (2017), the mind map was developed by Tony Buzan as a note-taking tool that uncovers the thoughts the brain has about a subject from different standpoints and activates the right and left lobes of the brain together as an alternative to linear thought. The data analysis is organised in two parts, with the first section focusing on describing participants' bio-data and the second section focusing on presenting the findings as per the objectives. The presentation of the findings is guided by the research objectives, namely:

- To examine the human resource management approaches that are utilised by public higher education institutions that have implemented a Performance Management System in KwaZulu-Natal.
- To explore on the effects of Performance Management System implementation on academics' technical efficiency at the public higher education institutions that have implemented a Performance Management System in KwaZulu- Natal.
- To investigate how the perceptions of academic employees impact the implementation of a Performance Management System at the public higher education in KwaZulu-Natal.

- To suggest the improvements on the existing model for implementing a Performance Management System could be improved in public higher education institutions in KwaZulu-Natal.
- To identify the institutional challenges encountered in implementing the Performance Management System in public higher education institutions in KwaZulu-Natal.
- To recommend potential mechanisms towards utilising a Performance Management System to drive academic promotion and development at the public higher education institutions that have implemented Performance Management Systems in KwaZulu-Natal.

## 6.2 PARTICIPANTS' BIO-DATA

This describes the participants' bio-data which relates to gender, age, race, period of service in academia, number of years at the current institution, educational qualification and job level (Table 6.1).

**Table 6.1: Participants' Bio-Data**

Variables	Biographical Information	Frequency	Percentage (%)
Gender	Male	4	33.3
	Female	8	66.7
Age	31 – 40 years	2	16.7
	41 – 50 years	2	16.7
	51 – 60 years	8	66.7
Period of service	5 - 10 years	2	16.7
	10 – 15 years	2	16.7
	15 – 20 years	8	66.7
Number of years	5 - 10 years	8	66.7
	10 – 15 years	2	16.7
	15 – 20 years	2	16.7
Highest education	PhD	6	50.0
	Honours	6	50.0
Job level	Dean	6	5.0
	Organisational Development Specialists/Officer	6	50.0

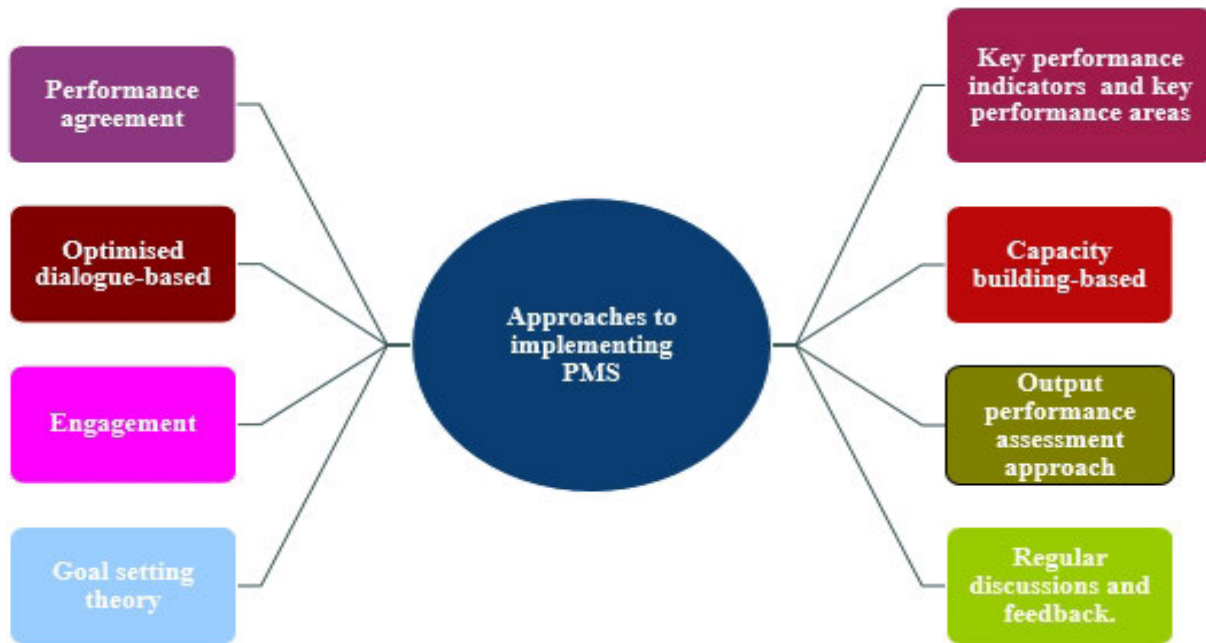
The findings showed that while males constituted 33.3% of the participants, 66.7% were female. This indicated was no gender balance in the sample since most of the positions were occupied by females. 16.7% of the participants were between the ages of 41- 40 and 41 - 50 years, respectively, whereas 66.7% were between 51-60 years. Furthermore, it was found that 16.7% of the participants served between 5 -10 and 10 - 15 years, respectively, in academia, whereas 66.7% served between 15 - 20 years. The findings suggested that 66.7% of the participants served between 5 - 10 years in their current institutions, while 16.7% served between 10 -15 and 15 - 20 years, respectively, in their current institutions. 50% of the participants hold a PhD, while another 50% hold an Honours qualification. Lastly, the findings revealed that 50% of the participants were Deans and another 50% were Organisational Development (OD) Specialists/Officers.

### **6.3 OBJECTIVE1: HUMAN RESOURCE MANAGEMENT APPROACHES UTILISED TO IMPLEMENT A PERFORMANCE MANAGEMENT SYSTEM**

Objective 1 investigated the approaches that are utilised by higher education institutions to implement PMS. To achieve this broad objective, three other objectives were formulated: to determine the approaches utilised by the institutions to implement a PMS; to identify the specific approaches required for the successful implementation of a PMS, and to analyse the perspectives on implementation of a PMS.

#### **6.3.1 Objective 1(a): The Approaches Utilised by Higher Education Institutions to Implement a Performance Management System**

An aspect of objective 1 aimed to determine the approaches utilised by the institutions to implement PMS. Using thematic analysis, the study identified that the approaches utilised by higher education institutions to implement PMS include agreement, performance areas and key performance indicators, optimised dialogue-based, capacity building-based, engagement, work output performance assessment approach, goal-setting theory, regular discussions and feedback. The findings are shown in Figure 6.1.



**Figure 6.1: Human Resource Management Approaches utilised by Higher Education Institutions to implement a Performance Management System - Source: Field Data (2023)**

### 6.3.1.1 Theme 1: Performance agreement

The findings showed that one of the approaches utilised by higher education institutions to implement PMS was a performance agreement. Four participants shared a similar opinion that at the beginning of each year, each staff member was expected to sign an agreement with their managers and contract on all broad areas of academic projects, including teaching and learning, research and supervision and academic citizenship. They argued that the performance management agreement was based on individual objectives linked to their departmental objectives and those objectives based on organisational objectives. Below are a few interactive voices or quotes from the interviews that give credence to the findings:

Participant 1 said:

*I think it is a straightforward thing where at the beginning of each year, each staff [member] is expected to contract to come to an agreement with their line manager, and they contract on all broad areas of academic projects, which are teaching and learning, research and, supervision and the whole issue of academic citizenship, so the contract on all those areas they contract. During the year, they have the mid-term review, and*

*this is important because we are able to check whether staff are on track and if there are challenges, the line manager and the staff will be able to sit down and see how to correct those challenges or to re-adjust and so on. Then they finalise the agreement, and then when that is done, they rate themselves, then that is where Human Resources steps in. HR does not step in throughout the process, they only come in at the moderation phase (Dean).*

Participant 11 indicated:

*“The approach is that employees sign an individual performance agreement with their line manager. After this, a mid-year review is done to check the progress and shortfall of the employee. A final assessment is then done at the end of the year, where a final score is allocated to the employee, and a performance incentive is paid based on the score acquired by the employee” (OD Specialist).*

Participant 12 expressed the following view:

*“Performance management agreement is based on individual objectives linked to their departmental objectives and those objectives based on organisational objectives” (OD Specialist).*

### **6.3.1.2 Theme 2: Key performance indicators and key performance areas**

Besides the performance agreement, the study identified key performance indicators and areas as one of the approaches utilised by higher education institutions to implement PMS. Four participants said their institutions looked at the key performance areas and associated key performance indicators when assessing employee performance. Key performance areas and key performance indicators were optimised. This strategy of the University is then used to develop an annual performance plan, which is cascaded down to the divisions. Management sits and discusses how this can be cascaded down to teaching and learning. A similar approach is done to the research sector, workshops are done to this effect, and the plan is cascaded down to Head of Departments (HoDs). Below are some of the few direct quotes from the interviews that support the findings:

Participant 2 said:

*My institution looks at the KPAs (key performance areas) associated with these KPIs (key performance indicators); both mentioned items make an employee's performance (Dean).*

Participant 3 stated:

*Key Performance Areas and Indicators are optimised, and the PMS is expected to align with the University's strategy. This strategy of the University is then used to develop an annual performance plan, which is cascaded down to the divisions. Management sits and discusses how this can be cascaded down to teaching and learning. A similar approach is done to the research sector, the workshop is done to this effect, and the plan is also cascaded down HoDs (Dean).*

#### **6.3.1.3 Theme 3: Optimised dialogue-based**

The findings revealed that the optimised dialogue-based approach was utilised by higher education institutions to implement a PMS. The participants argued that their institutions have a dialogue-based approach that helped implement the PMS. Some of the interactive voices of the participants from the interviews are presented as follows.

Participant 4 said:

*I think my institution has an approach that is dialogue-based that supports the implementation of the PMS (Dean).*

Participant 10 indicated:

*An important approach was a dialogue-based that allows the stakeholders to brainstorm how to implement the PMS. This approach allows the employees and management to elicit each other's views about the implementation of the PMS (OD Specialist).*

#### **6.3.1.4 Theme 4: Capacity building**

The study further found that capacity building was one of the critical approaches utilised by higher education institutions to implement its PMS. The participants argued that their

institutions trained them on how to respond to the PMS. Some of the direct quotes from the interviews that give credence to the findings are presented:

Participant 4 said:

*I think my institution has an approach that is capacity building-based that supports the implementation of the PMS (Dean).*

Participant 5 indicated:

*They train people to respond, but the PM is clearly categorised into four pillars of academia: teaching & learning, research & innovation, community engagement, and administration (Dean).*

#### **6.3.1.5 Theme 5: Engagement**

The findings showed that engagement was one of the approaches utilised by higher education institutions to implement a PMS. The participants expressed the view that engagement was done across organisational spectrum in the various institutions. Below are some of the interactive voices of the participants that affirm the research findings:

Participant 7 suggested:

*Engagements across the organisational spectrum with executives, senior, middle management, staff and union (OD Specialist).*

Participant 8 said:

*Engagement is done in the various units within the institution to coordinate and implement the PMS accurately and successfully. This approach promotes buy-in and consensus building (OD Specialist).*

#### **6.3.1.6 Theme 6: Output performance assessment approach**

In addition to the above, the findings suggested that higher education institutions adopted the work output performance assessment approach to implement the PMS. The participants argued that this approach measures an individual's performance using clearly defined outcomes for key performance areas. One of the quotations from the interviews that support the research findings is as follows:

Participant 8 said that:

*The University uses a work output performance assessment approach. This approach measures an individual's performance using clearly defined outcomes for key performance areas (OD Specialist).*

#### **6.3.1.7 Theme 7: Goal-setting theory**

The findings demonstrated that higher education institutions utilised goal-setting theory to implement the PMS. The participants opined that their institutions used goal theory which sets priorities that are agreed upon and against which performance can be measured, managed, and rewarded. Below are a few interactive voices of the research participants that give credence to the findings.

Participant 9 argued that:

*My institution uses goal theory which sets priorities that are agreed upon and against which performance can be measured, managed, and rewarded (OD Specialist).*

#### **6.3.1.8 Theme 8: Regular discussion and feedback**

Based on the interviews, the study found that regular discussions and feedback were an approach utilised to implement PMS. A few participants said that regular discussions and feedback helped determine whether institutions were on the right track. In other words, discussions and feedback provide ongoing and frequent direction and support to employees while they apply their energy and focus towards accomplishing goals. One quotation from the interviews that supports the findings is as follows:

Participant 10 indicated:

*Regular discussions and feedback to know if you are on the right track. In other words, provide employees with ongoing and frequent direction and support while they apply their energy and focus toward accomplishing goals. Assess performance, evaluate progress and provide ongoing feedback to the employee formally and informally (OD Specialist).*

### 6.3.2 Objective 1(b): Approaches Required for the Successful Implementation of a Performance Management System

The second aspect of objective 1 analysed the approaches required for the successful implementation of a PMS. Based on the interviews and thematic analysis, the study identified the themes that relate to the approaches to PMS, including key performance areas, performance agreement, performance appraisal, communication, job design and description, supervision, employee orientation and training, positive work environment, buy-in and communication, goal theory and control theory, recognition of employees, and supportive feedback. The findings are presented in Figure 6.2.

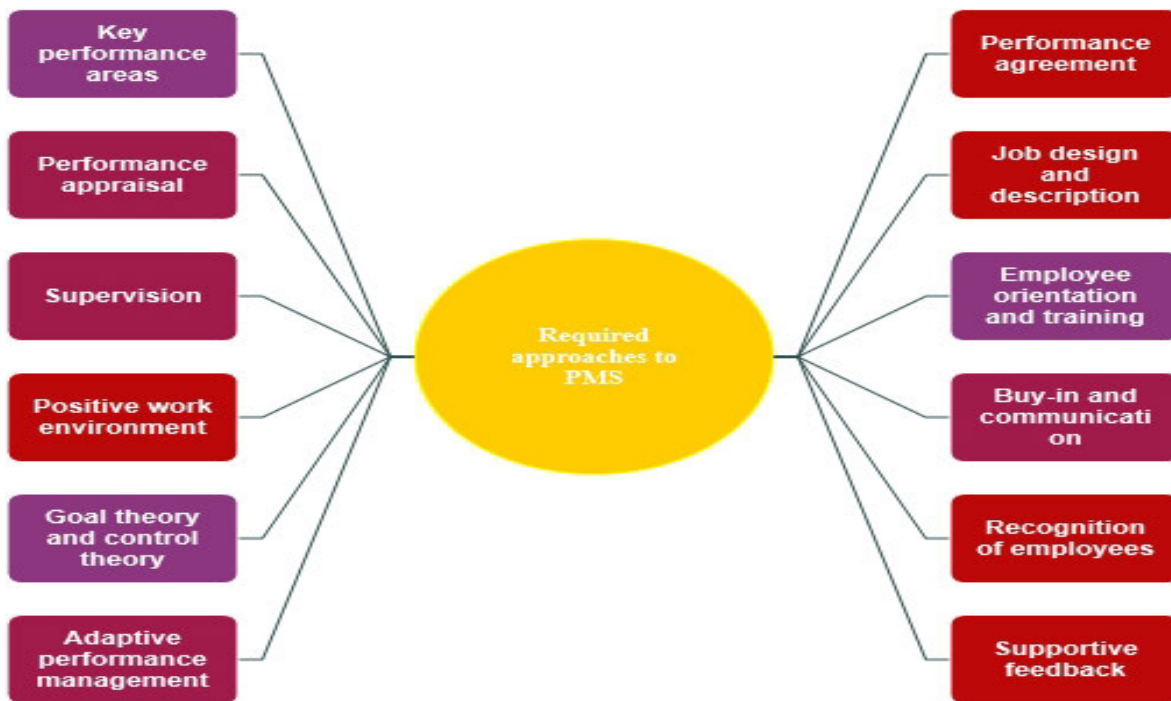


Figure 6.2: Approaches required for the successful implementation of a Performance Management System - Source: Field Data (2023)

#### 6.3.2.1 Theme 1: Key performance areas

The findings revealed that one of the approaches required for the successful implementation of a PMS was key performance areas. The participants argued it is important for higher education institutions to use KPAs together with performance

measures and performance rating. Below are some of the comments that support the research findings.

Participant 2 said:

*Yes, I think it is. It is appropriate for us to use KPAs together with performance measures and performance ratings. However, I think we often tend to focus more on the quantitative elements...I think we then leave out the qualitative aspects because I think the qualitative aspects play an important role because, remember, when we look at performance, it's not just about a tick box. For me, performance is about even the conditions that play a role and which influence how a staff member would perform, and I think also we shouldn't only be looking at an individual. We should be looking at other team members who are playing a role in that person's performance. And so, I think as much as it is quantitative, it is ok for us to use. Maybe it's easy for people to measure, but I think the qualitative aspect is important, and the context around which performance is measured should also be taken into consideration (Dean).*

#### **6.3.2.2 Theme 2: Performance appraisal**

The study further found that performance appraisal constitutes one of the approaches required to implement a PMS successfully. The participants argued that performance appraisal is critical to getting buy-in from every staff and other stakeholders. Here are a few interactive voices of the research participants that support the findings.

Participant 3 said that:

*Appraisals which are very important, work on getting buy-in from the staff. Everyone must be involved so everyone makes a contribution to the process as well as making a contribution to the annual plan as the plan talks to their KPAs. Buy-in is ensured when one says perform, one needs to know what they will do. Alignment is important as well. People or staff must know that the Performance Management is not a carrot or stick, staff must know that it is done to optimise performance, promotion, training etc (Dean).*

#### **6.3.2.3 Theme 3: Job design and description**

The findings showed that job design and description are important approaches to successfully implementing a PMS in South African higher education institutions. The

participants indicated a detailed job design and description enable their institutions to determine the responsibilities and duties to be performed by the job holders. Also, they expressed that a well-designed job and job description help to avoid role conflict and ambiguity. The following are some of the interactive voices of the respondents.

Participant 7 said:

*Well-designed jobs and written job descriptions enable an organisation to track and monitor the performance of individual employees, departments, and the organisation as a whole (OD Specialist).*

#### **6.3.2.4 Theme 4: Employee training and orientation**

From the interviews, it was found that employee training and orientation constituted vital approaches required to for the successful implementation of PMS, were key performance areas. The participants shared similar views that employee training and orientation helped them to acquire knowledge, experience skills and information about the implementation of a PMS. They believed that eemployee learning, training and development are key factors in achieving this commitment. Below are some of the interactive voices of the participants that support the findings.

Participant 7 argued that:

*I think comprehensive employee orientation and training will be the best approaches to the PMS implementation. I have already explained above why these approaches are the most suitable (OD Specialist).*

Participant 10 stated:

*Employee learning, training and development are key factors in achieving this commitment (OD Specialist).*

#### **6.3.2.5 Theme 5: Buy-in and communication**

The findings revealed that one of the approaches required to implement PMS successfully was to obtain buy-in from all stakeholders, including employees and management. They opined that it is important to first obtain a buy-in from all staff members and proper training to eliminate doubts and misunderstandings. They argued that buy-in ensured that everyone knows what is going on and what to do, as the following comments show:

Participant 3 indicated that:

*Buy-in is ensured when one says perform, one needs to know what they will do. Alignment is important as well. People or staff must know that the Performance Management is not a carrot and or stick, staff must know that it is done to optimise performance, promotion, training etc. (Dean).*

Participant 6 said that:

*When PMS was implemented, it was used as an incentive and not measuring the performance of an academic, so people who didn't want an incentive wouldn't do it, and those who wanted to get an incentive would do it. I think that is where the problem is. However, people are not cooperating, and those who do not need incentives are still not doing it. Had it been made clear from the start, I think people would have viewed it differently; hence, one of the approaches is to communicate to the users, rope them in and let them be part of this initiative (Dean).*

Participant 8 said that:

*Firstly, it is important to have a buy-in from all staff members and proper training be conducted to eliminate any doubts and misunderstandings. Conducting continuous performance conversations is a good approach (OD Specialist).*

### **6.3.2.6 Theme 6: Positive and supportive work environment**

The study found that a positive and support work environment is required to implement PMS. The participants advocated that a positive and supportive work environment is necessary to ensure the successful implementation of the PMS. They suggested that institutions create a positive and supportive environment to assist individuals and departments responsible for implementing and monitoring the PMS. The following are a few interview comments that give credence to the findings.

Participant 7 said:

*I think that a positive and supportive work environment is a good approach to implement PMS (OD Specialist).*

Participant 11 indicated that:

*The University should commit to creating an enabling, equitable, supportive working environment that values and empowers its employees at all levels. For example, employee learning, training and development are key factors in achieving this commitment (OD Specialist).*

### **6.3.2.7 Theme 7: Goal-setting and control theory**

The findings further stated that goal-setting and control theories are some of the approaches required to implement a PMS in South African higher education institutions. The participants believed that the goal-setting and control theories provide clarity about the roles and responsibilities of each stakeholder in the implementation of the PMS. They felt that these theories helped eliminate role ambiguity and conflict among the stakeholders. Some of the comments that give credence to the research findings follow.

Participant 10 stated that:

*A combination of goal-setting and control theories would best suit my institution (OD Specialist).*

Participant 12 stated:

*To the best of my knowledge, goal-setting and control theories are the most critical approaches required to ensure the implementation of PMS (OD Specialist).*

### **6.3.2.8 Theme 8: Performance agreement**

Based on the interviews, the study identified performance agreement as one of the unique approaches required to implement a PMS in South African higher education institutions. The findings indicated that staff and line managers agreed on how the PMS should be implemented in each institution. Below are a few interactive voices of the participants that reaffirm the findings.

Participant 1 argued that:

*The approach from HR is not the top-down approach; it is one, like I said previously, where the staff decides with their line managers on what they want to focus on then the staff member and the line manager draw an agreement; in other words, it is not for HR to decide/dictate. So here, it is not one size fits all because the staff is operating at different*

*levels in terms of seniority. So, I can say that HR is not enforcing anything expected to facilitate the process. The staff and the line manager also decide and agree on the developmental goals based on the staff member's needs. HR also assist in seeing whether the process is fair, and they compare across the school to check for consistency and across the university (Dean).*

Participant 7 said that:

*For any intervention to work perfectly, there is a need for contractual agreement parties. So, therefore, in our institution, staff members and their line managers entered into some agreement about the performance of their core responsibilities. This agreement guides the implementation of the PMS (OD Specialist).*

### **6.3.2.9 Theme 9: Employee recognition**

Apart from these findings, the study further observed that employee recognition constitutes one of the approaches required to implement a PMS in South African higher education institutions. The participants suggested that their institution must recognise them for their roles and achievements. The participants said the following in support of the findings.

Participant 8 argued that:

*Also, recognition and rewards go a long way to ensure the successful implementation of the PMS (OD Specialist).*

Participant 11 indicated that:

*Recognition of employees for their performance and regular/continuous performance management engagements is one of the required approaches that will ensure the implementation of the PMS (OD Specialist).*

### **6.3.2.10 Theme 10: Adaptive performance management**

Another finding suggested that adaptive performance management is a vital approach required to implement a PMS. The participants explained adaptive performance management as an employee's ability and willingness to adapt to rapidly changing work situations. They opined that this approach allows employees to solve organisational

problems more creatively. Also, the findings showed that adaptive performance management enables employees to work under high stress. The following are a few interactive voices of the participants that give credence to the research findings.

Participant 11 stated that:

*The introduction of adaptive performance management is also required to ensure the implementation of PMS. This approach not only help employees to meet their targets but also allows them to solve organisational problems more creatively (OD Specialist).*

Participant 12 said that:

*What I know is that adaptive approach is required to ensure adequate implementation of the PMS. This approach, when properly implemented, will help to deal with uncertainties associated with the PMS (OD Specialist).*

#### **6.3.2.11 Theme 11: Supportive feedback**

Again, the findings revealed that supportive feedback is an important approach to implementing PMS in South African higher education institutions. It has been observed that supportive feedback focuses on the strengths and areas of improvement of an employee's performance rather than on his/her personality or character. The participants argued that this approach is designed to help them understand their roles toward achieving the institutional goals and objectives. The following are a few comments from the interviews that give credence to the findings.

Participant 3 stated that:

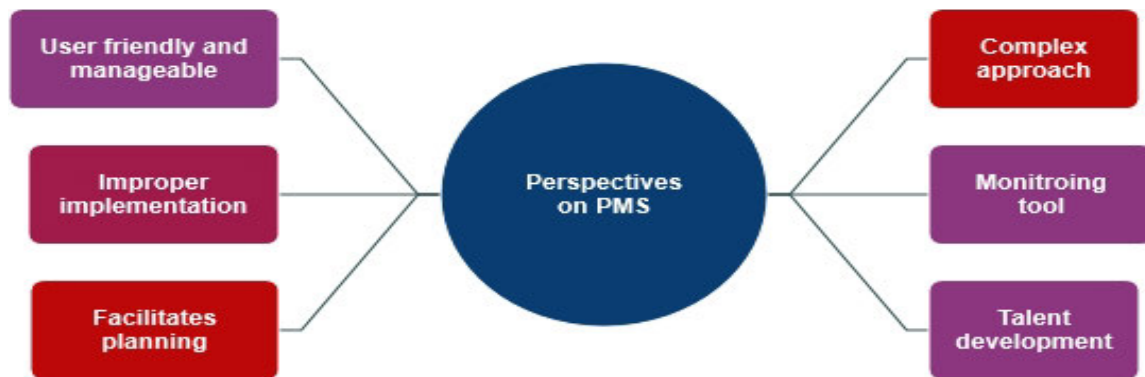
*The institution should commit itself to providing constructive and supportive feedback to employees about their performance on the job. This will enable them to assess themselves and decide whether they are meeting the targets (Dean).*

Participant 12 said that:

*Two-way discussion between employee and line manager and provide supportive feedback by line manager on employee progress towards his/her objectives (Appraisal and feedback approach) (OD Specialist).*

### 6.3.3 Objective 1(c): Perspectives on Implementation of a Performance Management System

The third aspect of objective 1 analysed the participants' perspectives on the implementation of a PMS. From the interviews, the study observed that the participants had varied perspectives on PMS. The themes that form part of the findings are user friendly and manageable, improper implementation, facilitates planning, complex approach, monitoring tool and talent development.



**Figure 6.3: Perspectives on implementation of a Performance Management System**  
- Source: Field Data (2023)

#### 6.3.3.1 Theme 1: User friendly and manageable

From the interviews, the participants perceived that PMS in South African higher education was user-friendly and manageable. They opined that the PMS was easy to implement and use, and that the PMS provides quick solutions to employee performance, leading to the overall performance of their institutions. The following are a few direct comments from the interviews that support the findings.

Participant 4 said that:

*It is a very positive tool that is user-friendly and manageable. With the tool, I am able to manage my workload (Dean).*

Participant 6 said that:

*As a leader, I think the PMS should be user-friendly to enable people to easily use it to meet their target (Dean).*

### 6.3.3.2 Theme 2: Improper implementation

The findings suggested that although PMS is user-friendly and manageable, it was improperly implemented in most South African higher education institutions. The participants contended that the lack of proper implementation of the PMS resulted from a lack of contractual agreement between staff members and line managers. They said the following in support of their arguments.

Participant 2 said that:

*In my institution, I really don't think the implementation is being done properly because, in the first place, when you do performance management, it should work around the contracting phase, and then there's a media review phase and then there's a final assessment phase, I believe the implementation of the performance management system must happen prior to the activities taking place, it cannot happen in the middle when you are busy with the activities. When you are busy implementing and performing and then you only, for example, somewhere in June or even in August, starting the contracting is not ideal. The contracting must happen right at the beginning of the year before implementation happens because it's important for a manager, together with their staff member, to sit down and agree on in terms of what performance is going to look like for that year, how are they going to be assessed, this should happen right at the beginning. But often, it happens only after the fact, and then we implement PM for the sake of implementing it. It's not measuring performance because people often don't even understand what they're doing. They don't even understand what they're being measured on. Right now, I see PM as just a tick-box exercise, so it has to happen right at the beginning for it to be meaningful. People should be able to talk about it and understand exactly what they are doing, and then the assessment becomes effective (Dean).*

Contrary to the above findings, one of the participants argued that PMS had been implemented effectively, although there is still room for growth and improvement.

Participant 12 said the following:

*It was implemented well. All staff members were trained prior to the implementation. It helps line managers to track continuously and able to coach employees. It ensures that*

*employees are working effectively towards achieving organisational goals (OD Specialist).*

#### **6.3.3.3 Theme 3: Facilitates planning**

The findings showed that the participants perceived PMS as an effective that facilitates planning in their institutions. Most participants argued that although PMS has been abused, it facilitates planning in their respective institutions. The participants expressed the following views.

Participant 10 indicated that:

*It is important that the performance management system helps the organisation to facilitate key planning activities like setting and aligning employee goals. This helps safeguard organisational alignment and gives an opportunity for employees, teams, and leaders to outline an action plan (OD Specialist).*

#### **6.3.3.4 Theme 4: Complex approach**

The findings demonstrated that PMS was a complex plan to implement in South African higher education institutions. It has been found that most participants did not even understand what they were being measured on. The participant said the following in relation to the research findings:

Participant 3 stated that:

*In a broad view, when the performance management system started, it was complex; there was a gap in refining alignment as every job was supposed to align to objectives which were eventually done and were achieved. It is getting clearer now. There is a broader vision in terms of what it seeks to achieve as it aligns with the strategy of the University (Dean).*

#### **6.3.3.5 Theme 5: Performance monitoring tool**

It has been observed that PMS is an effective performance monitoring tool used by higher education institutions in South Africa. The results suggested that HEIs utilised PMS to track and monitor how well employees perform their jobs and corrective actions to mitigate deviation from the plan. The following are some views expressed by the participants in support of the findings.

Participant 7 indicated that:

*Performance management systems enable an organisation to track and monitor the performance of individual employees, departments, and the organisation. Effective employee performance must support the mission, vision, and goals of the department and the University (OD Specialist).*

Participant 9 said that:

*It must be a tool to justify and fairly appraise employees' performance. It could also be used to upgrade and motivate employees (OD Specialist).*

#### **6.3.3.6 Theme 6: Talent development**

In addition to the above, the findings suggested that PMS was an important approach to talent development. The findings revealed that PMS was used to train staff members before its implementation. The participants argued that PMS helps line managers to continuously track and coach employees. It ensures that employees are working effectively towards achieving organisational goals. Below are a few direct comments from the interviews that support the research findings.

Participant 11 said that:

*Development of knowledge, skills and attitudes enhances staff performance in their current functions and prepares them for the emerging roles to which they will need to adapt (OD Specialist).*

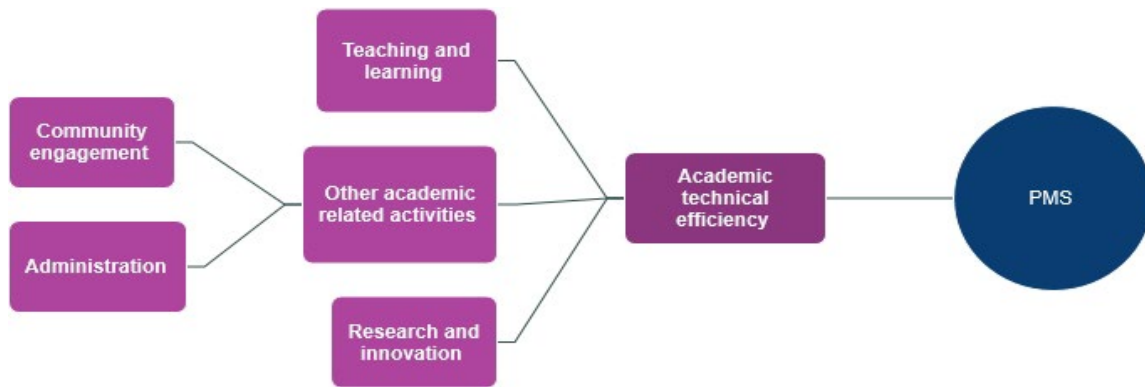
Participant 12 indicated that:

*It was implemented well, and all staff members were trained prior to the implementation. It helps line managers to continuously track and able to coach employees. It ensures that employees are working effectively towards achieving organisational goals (OD Specialist).*

### **6.4 OBJECTIVE 2: EFFECTS OF PERFORMANCE MANAGEMENT SYSTEM IMPLEMENTATION ON THE ACADEMICS' TECHNICAL EFFICIENCY**

Objective 2 examined the effects of PMS implementation on the academics' technical efficiency. The findings suggested that PMS implementation impacted academic

technical efficiency in terms of teaching and learning, other related academic activities and research and innovation. The main and sub-themes that form the basis of the findings are shown in Figure 6.4 below.



**Figure 6.4: Effects of Performance Management System implementation on the academics’ technical efficiency - Source: Field Data (2023)**

### 6.4.1 Theme 1: Teaching and Learning

The findings revealed that PMS implementation in South African higher education institutions impacted academics’ technical efficiency, such as teaching and learning. The participants argued that PMS is like a roadmap for everybody, and for academics, it guides them. It sets the parameters on which academics carry out their activities. It is linked with everything that the Senate has approves regarding teaching and learning and expectations and supervision. It also sets parameters for the throughput rate. So, the performance management system is a very effective tool for teaching and learning. Below are some of the interactive voices of the participants that support the research findings.

Participant 1 indicated that:

*It has an effect in a big way. Performance management is like a roadmap for everybody and academics it guides academia. It sets the parameters on which academics carry out their activities. It is linked with everything that the Senate has okayed regarding teaching and learning. The expectations and supervision also set parameters for how many students are in the throughput, so the performance management system is a very effective tool for teaching and learning. It forces academics to focus as academics*

*sometimes can get distracted. I've seen academics who just get fascinated because they want to do a lot. Maybe they focus their attention on one aspect of academic activities, so the performance management system gives them a direction as it tells them how many modules staff can teach. It also sets parameters for evaluation where academics can evaluate what they do. Hence, it guides you holistically in your teaching, so it is an effective tool for me. Performance management has a positive effect on my academic life because, through it, I am expected to have my web peer-reviewed and to have my peers come and sit in and evaluate me. Also, the assessment tools are reviewed. We are also reviewing our performance management system because we are finding some gaps in the existing ones. For example, it doesn't have room to focus on the teaching pedagogy and, therefore, cannot be quantified. At the moment, the staff is complaining about the quantification of teaching; one cannot quantify teaching because people teach differently, and that becomes difficult to reduce what people do qualitatively in a quantitative manner" (Dean).*

Participant 2 said that:

*Yes, it does. There is an element of teaching and learning in the performance management system because we look at KPAs which are built into the performance management system. So, our PM does greatly accommodate Teaching and Learning, and staff members are being assessed on their performance regarding teaching and learning (Dean).*

Participant 11 believed that:

*It has a huge impact in that PMS should be aligned with the teaching and learning methods so that the success level of the teaching and learning methods can be measured (OD Specialist).*

#### **6.4.2 Theme 2: Other Related Academic Activities**

The findings suggested that PMS significantly impacted other academic related academic activities, such as community engagement and administration in higher education institutions. The participants claimed that PMS covered all broad areas of academic projects, from teaching and learning, research, supervision, and throughput from

community engagement and academic citizenship. It allocates certain percentages as well, depending on the level of appointment. The participants expressed the following opinions in support of the research findings.

Participant 1 said that:

*To a great extent, as already indicated, it covers all broad areas of academic projects, from teaching and learning, research, supervision, and throughput from community engagement and academic citizenship. It allocates certain percentages as well, depending on the level of appointment. There is also an issue of funding test stream income, so the performance management system ensures no gap in this regard; it covers the whole (Dean).*

Participant 9 indicated that:

*It enables them to identify priorities and focus more on them, i.e., research and innovation, teaching with a base minimum on community engagement and administration (OD Specialist).*

### **6.4.3 Theme 3: Research and Innovation**

The findings indicated that PMS impacted research and innovation in South African higher education. The findings suggested that research constituted one of the most critical arrears in our institution, and research is not just in terms of volume; through PMS, it guides them on the volume of research expected for each staff depending on their level and on their portfolio. The participants believed that PMS improves research and innovation in a great way as research and innovation is one of the academic KPAs. The following are some of the direct quotes from the interviews that reaffirm the research findings.

Participant 1 said that:

*Suppose research is not mentioned in an academic space. In that case, there is something wrong, so in this institution, we focus a lot on innovation and entrepreneurship, and one can only innovate if they do research (Dean).*

Participant 2 said that:

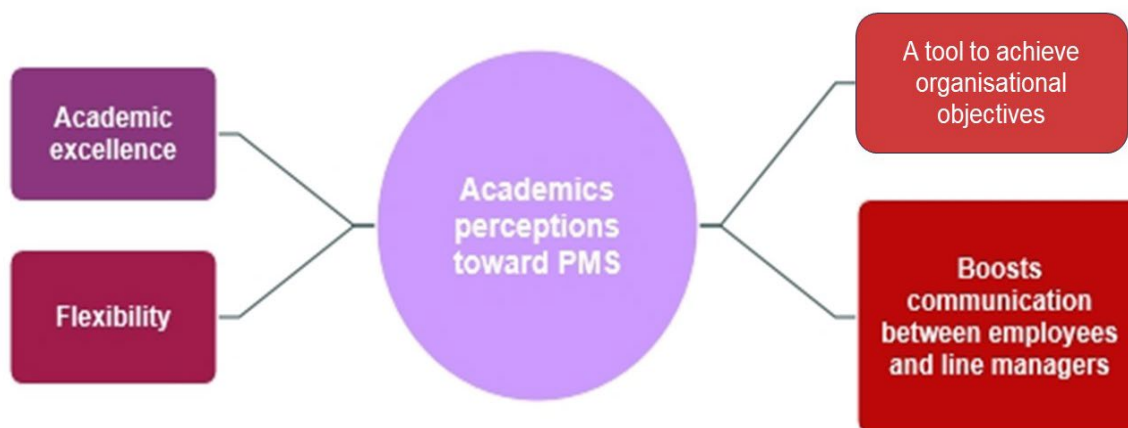
*OK, research, I think, tends to take the bulk of our performance management system because when I look at it, for instance, it looks at your actual research projects and the output and then it goes on, it looks at the quality of that research. It also looks at, for example, Masters and PhD throughput, which also falls under teaching and learning. But when you look at it properly, we talk about performance units, which are the rewards you get after graduating. It will still count under research. So, I feel research is given more weight than any other key performance areas (Dean).*

Participant 3 said that:

*It improves Research and Innovation in a great way as research and innovation is one of the Academic KPAs. Suppose research is not mentioned in an academic space. In that case, there is something wrong, so in this institution, we focus a lot on innovation and entrepreneurship, and one can only innovate if they do research (Dean).*

### **6.5 OBJECTIVE 3: PERCEPTIONS OF ACADEMIC EMPLOYEES ON THE IMPLEMENTATION OF A PERFORMANCE MANAGEMENT SYSTEM**

Objective 3 examined the perceptions of academic employees on the implementation of PMS in South African higher education institutions. The participants perceived that a PMS contributes to academic excellence, facilitates institutional flexibility, contributes to institutional goals and objectives and boost communication between employees and line managers. These themes that form the basis of the findings are presented in Figure 6.5.



**Figure 6.5: Perceptions of academic employees on the implementation of a Performance Management System - Source: Field Data (2023)**

**6.5.1 Theme 1: Academic Excellence**

The findings showed that the participants perceived PMS as an effective tool that contributes to academic excellence. The participants argued that PMS becomes essential tool for line managers to assess the performance of staff on what they do through the proper implementation of performance management system. They opined that the role of PMS is to gauge whether people are performing as expected, and performance management does exactly that because it evaluates the four pillars of academics, but it now goes back to the perception whether people see this as goal that performance management seeks to achieve. Moreover, they believed that PMS is necessary and a positive tool useful to drive academic excellence. Below are some of the comments from the interviews that support the findings.

Participant 4 said:

*My view is that a performance management system is necessary, and it is a positive tool useful to drive academic excellence (Dean).*

Participant 7 said that:

*PMS enables my institutions to achieve academic efficiency and excellence by keep track of employees' performance. Thus, through PMS institutions can achieve academic excellence because everyone will be working towards achieving the same goals (OD Specialist).*

**6.5.2 Theme 2: Institutional Flexibility**

From the interviews, the study found that a positive relationship existed between PMS implementation and institutional flexibility. Most participants confirmed that PMS allowed their institutions to develop job profiles for all positions; however, there is flexibility in the sense that circumstances affecting performance and activities for that particular period may be affected. Also, they argued that there is a link between PMS and institutional flexibility because the set goals to be achieved are formulated by the institution. Then the

PMS measures those goals at any point if they change. Below are a few comments from the interviews that confirm the research findings.

Participant 1 said that:

*Remember that I told you that the way HR runs, PMS is such that they allow academics on the ground to contract with their line managers, so it's so flexible that staff depends on their personal development in terms of growth and personal development plan. Suppose a staff [member] decides to go on a sabbatical and either focus on writing a book or getting his/her PhD, or getting articles, there should be flexibility in this regard. In that case, performance management is flexible in that it factors these issues into an agreement for the year. So yes, there is flexibility. Academics freely decide; they are also not forced into doing certain things; the institution allows sensibility for them to be developed according to their personal development. Also, looking at the needs, the needs within the program, and the national need because academics also have to contribute to the issues of national concern (Dean).*

Participant 2 indicated that:

*In my view, there is a relationship because our PM System allows for flexibility. The sense that if, for instance, a staff member did not contract to publish an article and then it so happens that they publish that article when it comes to the phase of a performance assessment, the academic will be rewarded for that additional paper that they published, which they didn't contract for initially. So, it means they can get an extra incentive if they had a three as a score. For example, they have accomplished everything that they said they would. Still, then they publish that article. Additionally, they will be rewarded for that article. So, in that sense, there is that flexibility within the system itself. So, we don't confine ourselves to what we agreed to at the beginning of the year. You will be expected to perform on what you agreed on initially, but if something additional comes up, it will be recognised (Dean).*

Participant 7 also argued that:

*PMS provides a transparent window through which employees regularly meet their managers to track progress, air challenges, and seek feedback on the progress made – this allows management and staff to provide positive feedback talk, which involves*

*telling someone about good performance. This feedback must be made timely, specific, and frequent. This, therefore, provides a flexible and structured process in which the staff member's performance is reviewed/assessed, thereby receiving feedback on his/her performance before the final annual performance reviews (OD Specialist).*

However, a few participants argued that there was no relationship between PMS and institutional flexibility. The following are some of the views expressed by some of the participants.

Participant 8 said that:

*No, because it puts more emphasis on the agreed upon priorities, thereby limiting individuals to change priorities, and limiting innovation (OD Specialist).*

Participant 10 said that:

*No, in my view, there is no relation as PMS fails to recognise staff work after hours (OD Specialist).*

### **6.5.3 Theme 3: Boosts Communication between Employees and Line Managers**

The findings suggested that PMS implementation boosts communication between employees and line managers in the various South African higher education institutions. The participants believed that PMS builds a communication system between a manager and employee that occurs throughout the year to support accomplishing the university's strategic objectives. It helps to manage, develop and retain talent within the university and strengthens employee engagement. Below are a few comments from the interviews that give credence to the research findings.

Participant 12 said that:

*It builds a communication system between a manager and employee that occurs throughout the year to support accomplishing the university's strategic objectives. It helps to manage, develop and retain talent within the university and strengthens employee engagement (OD Specialist).*

#### **6.5.4 Theme 4: A Tool for Achieving Organisational Goals and Objectives**

The research findings suggested that PMS implementation is an effective tool for achieving organisational goals and objectives. The study observed that South African higher education institutions have an annual strategy plan that outlines goals and objectives to be achieved. The following are some of a few comments from the interviews that support the research findings.

Participant 4 said that:

*According to my understanding, its main tool is to ensure that the objectives of the university are achieved (Dean).*

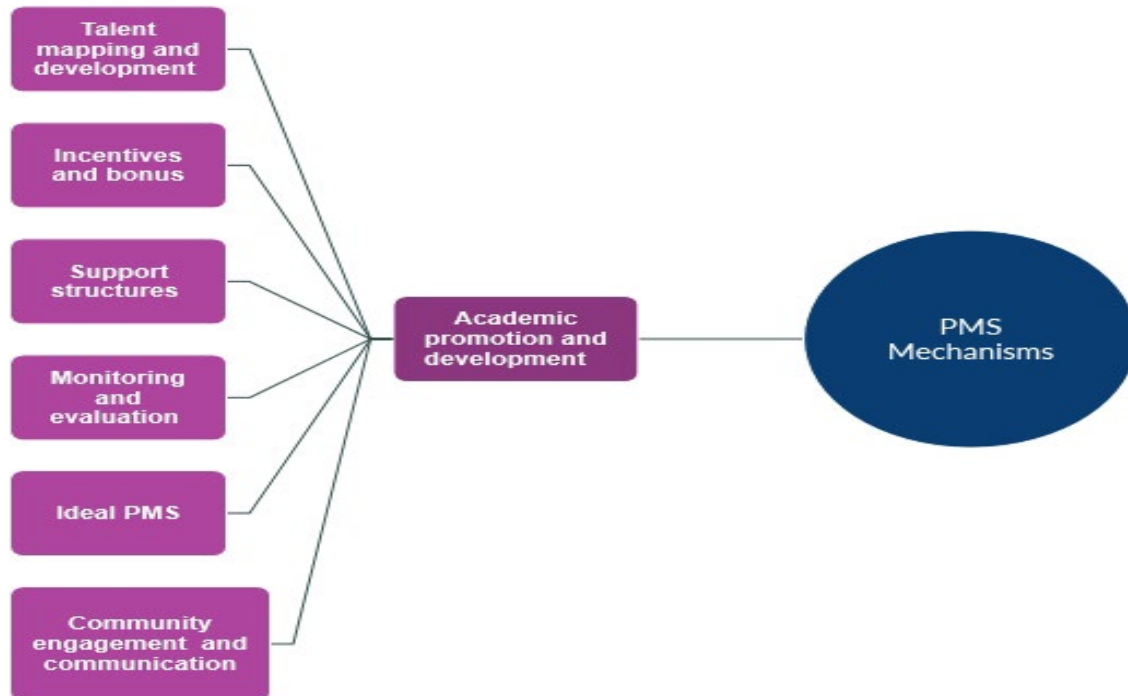
Participant 10 stated:

*It assists with the alignment and building of individual objectives along with the organisational goals of the company (OD Specialist).*

#### **6.6 OBJECTIVE 4: MECHANISMS EMPLOYED TO UTILISE A PERFORMANCE MANAGEMENT SYSTEM TO DRIVE ACADEMIC PROMOTION AND DEVELOPMENT**

Objective 4 investigated that mechanisms can be employed to utilise a performance management system to drive academic promotion and development. The findings showed that the mechanisms employed to utilise PMS to drive academic promotion and development include talent mapping and development, incentives and bonus, support structures, monitoring and evaluation and ideal PMS.

These findings are shown in Figure 6.6.



**Figure 6.6: Mechanisms employed to utilise Performance Management System to drive academic promotion and development - Source: Field Data (2023)**

### 6.6.1 Theme 1: Talent Mapping and Development

The research findings revealed that talent mapping and development was one of the mechanisms employed by higher education institutions to utilise PMS to drive academic promotion and development. The participants indicated that through PMS the institutions will be able to factor in talent mapping which guides the performance of staff and leading to possibilities of promotion. Here are a few comments from the interviews that support the findings.

Participant 1 said that:

*It is talent mapping because, through a performance management system, the institution will be able to factor in talent mapping, which guides staff performance and leads to promotion possibilities. We also have emerging academics who strive to go far in their careers. Therefore, they put their needs to attend training and or workshops, and the system should be able to recognise this (Dean).*

Participant 11 said that:

*A mechanism that can develop plan, tracking mechanism, offer training and final assessments (OD Specialist).*

### **6.6.2 Theme 2: Incentives and Bonuses**

The findings revealed that incentives and bonuses were some of the mechanisms employed by higher education institutions to utilise PMS to drive academic promotion and development. According to the participants, incentives and bonuses are also linked to promotion and development in high education institutions. Below are some of a few comments from the interviews that support the findings:

Participant 4 said that:

*I think it will make much sense if incentives are also linked to promotion. It will also make a meaningful impact if it helps academics to focus energy on promotions, and through the system, they can be developed as Line Managers can detect gaps through Individual Development Plans (IPDs). For me, a bonus is the most important mechanism that an institution should consider, as this has the ability to drive promotion and development as if you want people to perform better, pay them well (Dean).*

Participant 7 said that:

*Given that PMS has an in-built aspect of a formal approach adopted by the University by which the job performance of an employee is evaluated, and appropriate reward and rehabilitative measures are taken based on the final annual performance score, the reward aspect is not only monetary, but management utilise it as a yardstick to consider staff for career advancement and talent management strategy (OD Specialist).*

### **6.6.3 Theme 3: Support Structures and Supportive Environment**

The study found that support structures constituted an important mechanism employed by higher education institutions to utilise PMS to drive academic promotion and development. The participants argued that a supportive working environment is an advantage for implementing PMS. Support structures for staff enable them to perform properly, so things like mentorship programmes, training programmes, and mentoring of

staff, as well as research outputs, should be introduced. Here are a few interactive voices of the participants that give credence to the research findings.

Participant 2 said that:

*On the promotion and development of performance management tools, maybe one of the things would be issues around support structures and for staff to perform properly, so things like mentorship programs, training programs and mentoring of staff, maybe research outputs should be introduced. Taking staff to training and maybe supervision or running workshops to support staff members to be able for staff members to produce more research outputs and also to teach better should be available (Dean).*

Participant 4 stated that:

*A supportive working environment will be an advantage, i.e., make people understand why they must comply with PMS and how the system will assist staff members and the organisation (Dean).*

#### **6.6.4 Theme 4: Monitoring and Evaluation**

Furthermore, the results indicated that mentoring and evaluation were other mechanisms employed by higher education institutions to utilise PMS to drive academic promotion and development. The participants advocated that multi-year monitoring and evaluation of performance assessment outcomes could drive promotion and development. Also, they argued that PMS must be utilised to monitor performance, develop people and fairly compensate and reward people. The following are a few direct comments from the interviews that affirm the research findings.

Participant 5 indicated that:

*A multi-year monitoring and evaluation of performance assessment outcomes could drive promotion and development. PMS must be utilised to monitor performance, develop people and fairly compensate and reward people (Dean).*

Participant 11 said:

*Encourage employees to buy into the PMS as it is a tool to monitor performance and will assist in identifying talent, opening opportunities for promotion and development (OD Specialist).*

### **6.6.5 Theme 5: Ideal Performance Management System**

The findings suggested that the ideal PMS constituted vital mechanisms employed by higher education institutions to utilise PMS to drive academic promotion and development. The participants believed that an ideal PMS is a system allowing employees to show evidence that the work that was supposed to be done has been done, as this is a good practice. However, they opined that establishing an ideal performance management system requires time and resources and, therefore, the support of the council, the executive directors, and other senior managers.

Participant 7 alleged that:

*Establishing an ideal performance management system requires time and resources and, therefore, the support of the Counsel, the executive directors, and other senior managers. When developing a new performance management process, an organisation can strike up a committee of employees, managers, and board members to increase buy-in, understanding, and support. Management support to act upon the outcomes of the performance management process is also necessary to ensure that good performance is recognised; inadequate performance results need essential support and training to improve performance, and consistently poor performance results in a change of job position or employee transfer, formal training, and employee development, adopt on the job coaching and mentorship, employee demotion or, as a last resort, termination of employment. Whether you are introducing a new performance management system or if you are modifying an existing process, it is critical that you communicate the purpose and the steps in the performance management process to employees before it is implemented. Also, remember to review your new performance management system after the first year and adjust as necessary (OD Specialist).*

### **6.6.6 Theme 6: Community Engagement and Communication**

Lastly, the findings showed that community engagement and communication were some of the mechanisms employed by higher education institutions to utilise PMS to drive academic promotion and development. The participant believed that community engagement needs to be improved so that academics can apply for promotion as community engagement is one of the requirements when an academic applies for promotion; however, research and innovation, and teaching and learning are correctly captured in PM. Below are a few comments from the interviews that give credence to the research findings.

Participant 6 indicated that:

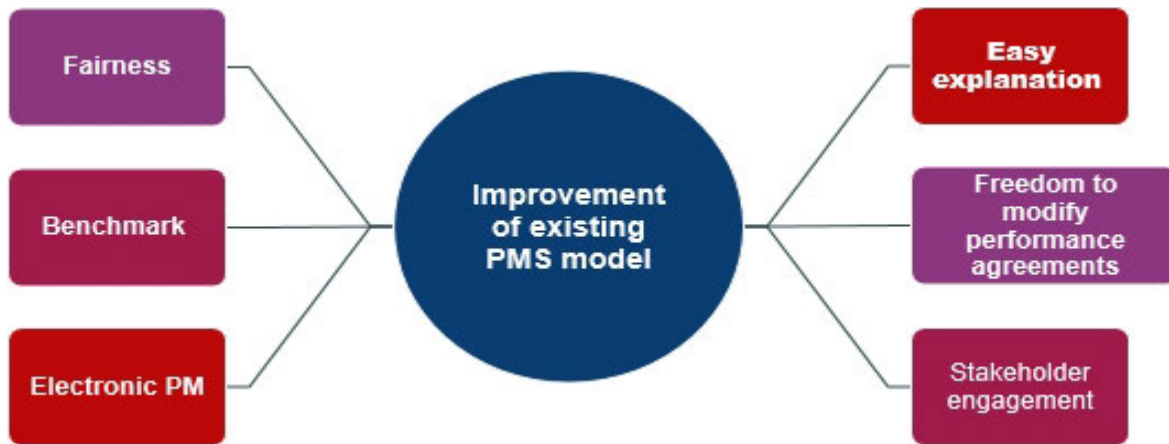
*I think community engagement needs to be improved so that academics can apply for promotion as community engagement is one of the requirements when an academic applies for promotion; however, research and innovation, and teaching and learning are correctly captured in PM (Dean).*

Participant 8 said that:

*One of them is communication. It can be communicated better to the employees. I know there are times that Human Resources do roadshows on PM, but I think they need to come to faculties and go department by department and tell them about the PM so that employees are fully aware of what PM is (OD Specialist).*

## **6.7 OBJECTIVE 5: IMPROVEMENT OF THE EXISTING PERFORMANCE MANAGEMENT SYSTEM MODEL**

Objective 5 determined the improvement of the existing PMS model in South African higher education institutions. The participants were interrogated about what could be done to improve the existing PMS. Based on the interviews, several factors that contributed to improving the existing PMS were identified, including fairness, easy explanation, benchmark, freedom to modify performance agreements, electronic PM, and stakeholder engagement. These findings are shown in Figure 6.7 below.



**Figure 6.7: Improvement of existing Performance Management System model-**  
**Source: Field Data (2023)**

### **6.7.1 Theme 1: Fairness**

From the interviews, it was observed that a vital approach or factor to be considered when improving the existing PMS model in South African higher education institutions, was to ensure fairness across the board. The participants shared a similar view that what can be done to improve the current existing PM system is to ensure fairness because it will enable staff to take ownership of the process. Performance management should not be used as a punitive document. Instead, it should be seen as a development tool so that people can develop through it. It must be seen as a way to drive development. The following are a few direct comments from the interviews that support the findings.

Participant 1 said that:

*What can be done to improve the current existing PM system is to ensure fairness because the staff takes ownership of the process when you do so. Performance management should not be used as a punitive document; instead, it should be seen as a development tool that people should develop through; it must be seen as a way of growth to drive development (Dean).*

### **6.7.2 Theme 2: Benchmark**

The study discovered that benchmarking was an important approach towards improving the existing PMS model in South African higher education institutions. The participants

suggested that institutions do a benchmark, including checking with the users on the system's shortcomings, roping in the users, letting users be part of enhancing the system, and identifying gaps. The following are a few comments from the interviews that support the research findings.

Participant 3 argued that:

*Do a benchmark, including checking with the users on the system's shortcomings, roping in the users, letting users be part of enhancing the system, and identifying gaps (Dean).*

Participant 8 said:

*I think there is a need to benchmark the PMS in this institution with other institutions to determine its effectiveness and flaws. The benchmark will contribute to enhancing the current PMS (OD Specialist).*

### **6.7.3 Theme 3: Easy Explanation and User-Friendly**

The findings suggested that PMS must be easy to explain and user-friendly. The participants expressed that PMS in most organisations was ineffective and not appropriately managed because of the lack of understanding and user-unfriendly. It has been argued that an effective system may prevent an organisation from having many disgruntled staff. Therefore, the performance management system is a driver and should be highly effective. It must not be dysfunctional. Furthermore, the opined that the system must have an element whereby it can be explained to everybody so that they understand that PM System is not a policing tool nor a punishing tool. Here are a few interactive voices of the participants that support the research findings.

Participant 2 indicated that:

*I think the system must have an element whereby it can be explained to everybody so that they understand that PM System is not a policing tool nor a punishing tool. It is a tool that ensures that institutional goals are achieved, and it is a system that makes a meaningful impact on clients, our clients, which are students, because it's really about our students as much as it's about meeting institutional goals. I think the institutional goals are meant to make a meaningful impact on the students that we have, it is that deeper. Understanding the system will make a big difference (Dean).*

Participant 3 argued that:

*It is a system that aligns not just organisational goals but takes into account individual goals as well. It is a user-friendly system, and even though it has a few gaps, we are working towards closing those gaps (Dean).*

#### **6.7.4 Theme 4: Electronic Performance Management**

Additionally, the findings revealed that the adoption and integration of electronic PM was a vital approach toward improving the existing PMS model in South African higher education institutions. The participants suggested that South African HEIs digitised PMS as opposed to manual completion of documents. They opined that if PMS is done electronically it will help as manual one is tedious, at least the online one will have electronic reminders unlike the current one. The following are some of the views expressed by the participants in support of the findings:

Participant 6 claimed that:

*If it can be done electronically it will help as manual one is tedious, at least the online one will have electronic reminders unlike the current one (Dean).*

Participant 10 said that:

*Optimal use of technology rather than the paper-based method that is being currently used (OD Specialist).*

#### **6.7.5 Theme 5: Freedom to Modify the Performance Agreement**

The findings suggested that to improve the existing PMS model in South African higher education institutions, the employees or staff members must have the freedom to modify the performance agreement or contract. The participants advocated that the agreement needs to cater for different categories or recognise different categories and must be flexible. They believed that people should have the freedom to modify the agreement in consultation with their managers. The following are some of the direct comments from the interviews that support the findings.

Participant 5 claimed that:

*The agreement needs to cater for different categories or recognise different categories and I also find it odd that it is rigid, for example maybe we are in the same position but I may want to do different thing[s] from what my colleague does. I think PM is pre-set and this is problematic. Like I said, people should have a freedom to modify the agreement in consultation with their managers. I think this can assist, it can cater for different categories because we expect a Professor to do more than an Associate Professor and if the person is in leadership this should be in their agreement but currently, this is not the case (Dean).*

### **6.7.6 Theme 6: Stakeholder Engagement**

The study discovered that stakeholder engagement was one of the approaches to improving the existing PMS model in South African higher education institutions. The findings suggested that all staff members were brought together to collectively sit and design the template that makes them take ownership of the system because it was realised that when one starts taking ownership other will comply. The following are a few interactive voices that give credence to the research findings.

Participant 4 indicated that:

*It has improved much better in a sense that now there are workshops that are conducted to staff members and line managers, there is a constant dialogue and if there is not understanding on the part of a user, admin is always there to assist and provide some assistance (Dean).*

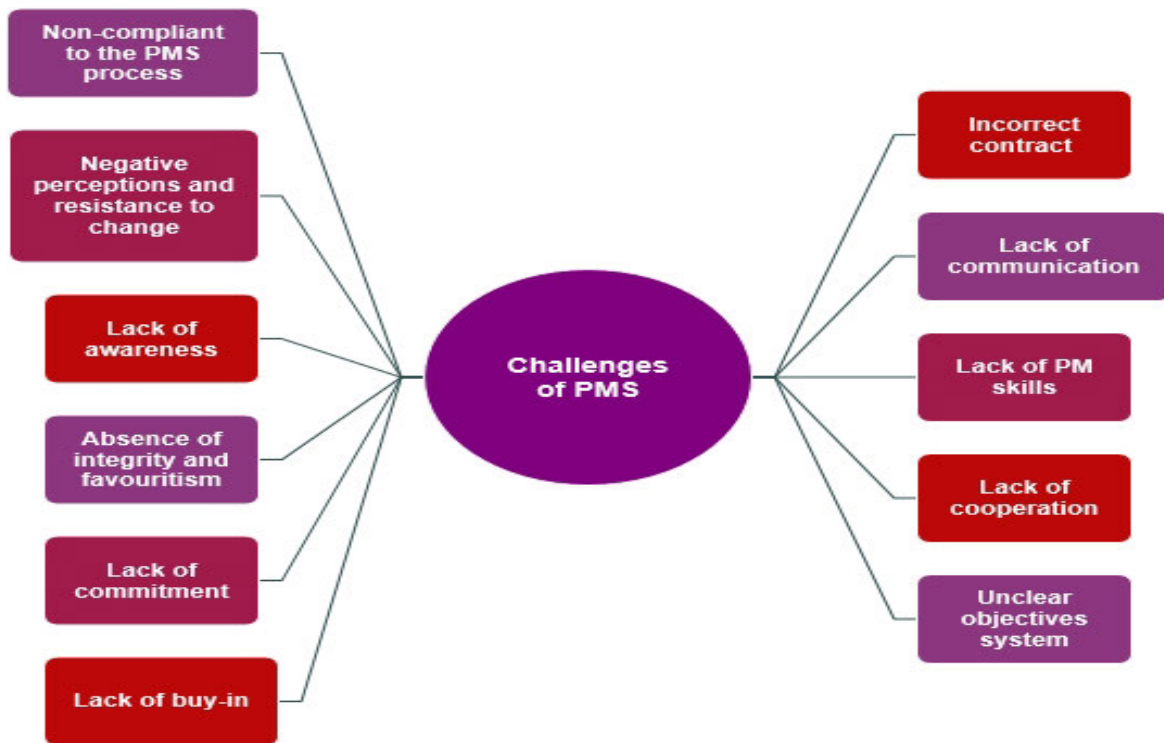
Participant 7 said:

*Engage with stakeholders. Stakeholders in this case are employees. Create awareness and tell people what the PMS is all about. Listen to the views of stakeholders (OD Specialist).*

## **6.8 OBJECTIVE 6: IDENTIFICATION OF CHALLENGES THAT ARE ENCOUNTERED DURING THE IMPLEMENTATION OF A PERFORMANCE MANAGEMENT SYSTEM**

Objective 6 assessed the challenges that higher education institutions encounter while implementing PMS. Based on the interviews, the study confirmed that HEIs faced several

challenges while implementing a PMS, including non-compliant to the PMS process, incorrect contract, negative perceptions and resistance to change, lack of communication, lack of awareness, lack of performance management skills, absence of integrity and favouritism, lack of cooperation, lack of commitment, unclear objectives system and lack of buy-in. These findings are depicted in Figure 6.8 below.



**Figure 6.8: Identification of challenges that are encountered during the implementation of a Performance Management System – Source: Field Data (2023)**

### **6.8.1 Theme 1: Non-Compliance to the Performance Management process**

From the interviews, it was discovered that non-compliance with the PM process was one of the challenges encountered by higher education institutions during the implementation of a performance management system. It was found that most staff members failed to comply with the PM the process, thereby affecting the whole system. Also, the was observed that during the moderation process academics or the line managers were not

there to defend themselves regarding why the particular score has been granted. The following are a few comments from the interviews that reaffirm the findings.

Participant 1 claimed that:

*One of the challenges are staff members that are non-compliant to the process and failure to comply affect the whole system especially now because we are using the line of sight, we are not viewing performance management solely from an individual's productivity but to a certain extent depending on the levels and on the productivity of the entire unit, so non-compliance from individuals becomes a major challenge. Also, the issue of moderation, when HR moderates the performance of individuals based on their submission, academics or the line managers are not there to defend themselves into why the particular score has been granted. Once the score is changed negatively it becomes a big problem and it creates unhappiness and some staff members take this [to be] very personal and serious (Dean).*

The study further probed the root causes of the challenges regarding non-compliance. The participant believed that the problem arose due to the manner in which the system was design.

He/she said the following to support the argument:

*I think in our case it is the way our system is designed; for example, we have situations whereby the HoD appointed is junior and is expected to manage a senior academic, [so] during the contracting phase it becomes a top down approach where the senior academic dictates to the junior HoD in terms of scores granted; the senior academic forces the junior HoD to grant him/her higher scores, and this is picked up during [the] moderation stage. So, now what we are trying to do going forward is to ensure consistency, we are not going to be appointing younger academics, we will appoint from the professor level to manage (Dean).*

### **6.8.2 Theme 2: Incorrect Performance Contract**

Apart from the non-compliance with PM, the study observed that an incorrect performance contract was one of the pressing challenges encountered by higher education institutions during the implementation of a performance management system.

The participants expressed that their institutions do not contract at the right point in the system. The following are a few comments from the interviews that reaffirm the research findings.

Participant 2 contended that:

*The challenges are that number one, I said earlier, we don't contract at the right point in the system. My expectation is that we should contract right there at the beginning. We end up contracting sometimes even the following year when we supposed to be evaluating. So that's the first issue for me. The issue is we don't implement it in the right way. That's the first challenge. The second one is that the actual evaluations themselves, I think people concentrate more on those than looking at the benefits of compliancy. Doing it right from the beginning and doing it right means we agree we have a conversation at the beginning on what we are going to focus on for that particular year. What I'm able to deliver on as an employee and as an employer what I'm expecting. As an employee or a manager, we should agree that for this year this is what we're going to deliver on as a unit, and therefore let's agree that this is your part there. That's the conversation that must have anything happen at the beginning and the challenge for me is that is not happening and that is a problem because then we are starting off on the wrong footing and then we are putting ourselves up for failure right from the beginning. So, I think doing it right, should be the key thing, but if we're not doing it right and that is the challenge for me. And then the third thing is that aspect of having to fight over scores, whereas this should be an easy process, it should speak for itself if you know right from the beginning what is expected of you. That's the goal that you have to be working towards throughout the year. And so, at the end, if the performance measures are very clear and the performance rating is very clear from the beginning, there shouldn't be any fights over. So, if the measures were in place, the rating was in place, so it shouldn't be a problem. So those are the challenges that I see from my side (Dean).*

### **6.8.3 Theme 3: Lack of Awareness**

In addition to the above, the study identified lack of awareness as one of the challenges encountered by higher education institutions during the implementation of a performance management system. The findings revealed that most staff members at higher education

institutions lack awareness and do not fully understand the PMS. Therefore, the suggestion is that every manager needs to be capacitated to fully understand how PMS works so that this does not become a problem or a challenge when the dialogue happens between the staff member and the line manager in relation to performance management. The participant expressed the following sentiments in support of the findings.

Participant 2 indicated that:

*I think it's because we don't understand the system, and we don't make time to understand the system well. I think we should do proper training, allow people to engage, and implement it correctly. If we implement it correctly, people will be forced to understand it. But if we are banned because we haven't done things correctly and therefore we don't follow them through properly, we end up just with a broken instrument and thinking that it's OK, it's operational, and yet it's not. And so if we provide proper training and right at the beginning where we also work on people's attitudes, we might be able to resolve the issues. My last part is that HR is the one that drives the process. HR are the people who drive the process also needs to be focused because, remember now, it's a system operating in the institution, not only driven by the academics or the managers. It's HR who's driving it. HR also needs to be one that we focus our eyes on because they need to do things the right way (Dean).*

Participant 4 said that:

*Lack of awareness and not fully understanding the system by the people that are driving the system (Dean).*

To address the lack of awareness, the participants argued that managers need to be capacitated to fully understand the PMS.

For instance, Participant 4 said the following:

*Every manager needs to be capacitated to fully understand how the PMS works so that this is smooth and smooth when the dialogue happens between the staff member and the line manager concerning performance management (Dean).*

#### **6.8.4 Theme 4: Negative Perceptions and Resistance to Change**

From the interviews, the study observed that the participants had negative perceptions about PMS implementation, leading to resistance to change. The study found that the negative perceptions and resistance to change occurred as a result of the difficulty of finding experts to explain the PMS process to staff. The participants further attributed the negative perceptions and resistance to change, to a lack of communication. The following are a few comments from the interviews that support the findings.

Participant 3 said:

*Negative perceptions, change management (people finding it difficult to adapt), and finding champions in an organisation to explain what the Performance Management System is about and why it has to be done need to be refined. Behavioural aspect, which is a very important aspect (Dean).*

Participant 4 said:

*Resistance from employees who see it as a tool to micromanage and guard them. Lack of knowledge and skills, line manager's business, lengthy process of forms filling and providing evidence in that regard (Dean).*

#### **6.8.5 Theme 5: Lack of Communication**

The findings established that lack of communication was one of the challenges higher education institutions encountered during the performance management system implementation. It was observed that the participants lost their trust in the PMS because of the lack of communication between staff members, line managers, and other stakeholders. The participants expressed the following views in support of the findings.

Participant 3 stated that:

*Lack of communication: communicate in such a way that people trust you. People must be reassured as some people might feel that their job is being threatened by having this system in place. Communication is key, educate people to see the benefit of having the system do away with manual paper people must be able to submit evidence online (Dean).*

### **6.8.6 Theme 6: Lack of Performance Management Skills**

The findings further demonstrated that lack of PM skills was a critical challenge encountered by South African higher education institutions during the performance management system implementation. The participants argued that a lack of experience on the managers' part may negatively affect performance management systems. The following are a few interactive voices of the participants that give credence to the findings. Participant 7 stated that:

*A lack of experience on the managers' part may negatively affect performance management systems. One of the biggest challenges one will face when implementing performance management systems is a need for more buy-in. Some people view these systems as a process to monitor what they are doing (OD Specialist).*

Participant 12 argued that:

*Lack of knowledge and skills, line managers' business, lengthy forms filling process, and providing evidence. Some employees lack the knowledge or skill to complete PMS forms (OD Specialist).*

### **6.8.7 Theme 7: Absence of Integrity and Favouritism**

The study identified an absence of integrity and favouritism as some of the challenges South African higher education institutions encountered during the implementation of the performance management system. It was discovered that most staff members failed to appraise themselves accurately and truthfully. Also, the study uncovered that the PMS was characterised by favouritism, where people are appraised based on who they know. One of the participants said the following in support of the findings:

*Absence of integrity and favouritism, lack of cooperation from employees (OD Specialist).*

### **6.8.8 Theme 8: Lack of Cooperation**

The findings revealed that lack of cooperation was one of the challenges South African higher education institutions encountered during the implementation of the performance management system. The participants argued that line managers and subordinates do not cooperate with each other when implementing the PMS. The following are a few comments from the interviews that support the findings.

Participant 5 said that:

*Some people do not regard this as important, so they will duck and dive until the last date, you keep asking the people to comply, and they don't. Another thing also is that in the faculties, there is no reduced workload. PM is on top of everything of what they are supposed to do (this is administration work), but there is no provision in their workload, which creates a problem as well (Dean).*

Participant 10 believed that there was:

*...a lack of cooperation from employees (OD Specialist).*

### **6.8.9 Theme 9: Lack of Commitment**

Based on the interviews, the study identified a lack of commitment as one of the challenges South African higher education institutions encountered during the implementation of the performance management system. The participants said the following in support of the findings.

Participant 2 said that:

*Some managers have a lot of people under them, and it can become a rush exercise because one is trying to cover so many people and therefore doesn't do justice to the exercise (Dean).*

Participant 5 argued that:

*Some people do not regard this as important, so they will duck and dive until the last date, you keep asking the people to comply, and they don't. Another thing also is that in the faculties, there is no reduced workload. PM is on top of everything of what they are supposed to do (this is administration work), but there is no provision in their workload, which creates a problem as well (Dean).*

Participant 12 indicated that:

*Lack of commitment, ignoring due dates to submit agreements and assessments (OD Specialist).*

#### **6.8.10 Theme 10: Lack of Clear Objectives System**

Again, the findings suggested that unclear objectives system was one of the challenges higher education institutions encountered during the performance management system implementation. The participants share a similar view that their institutions failed to set clear and realistic performance targets, leading to improper implementation of the PMS. The following are a few quotations from the interviews that support the findings.

Participant 10 said:

*Unclear goals to achieve and lack of knowledge regarding the entire process (OD Specialist).*

#### **6.8.11 Theme 11: Lack of Buy-In**

Finally, the findings indicated that a lack of buy-in was a critical challenge higher education institution encountered during the performance management system implementation. To address this challenge, the participants argued that the purpose of the PMS must be clearly defined to obtain buy-in. Some of the comments that give credence to the findings follow.

Participant 3 said that:

*I think the problem is the lack of buy-in as a result of unclear goals and objectives. Therefore, the purpose of the system must be clearly defined and acquire buy-in from all stakeholders must be before implementing the system. Ensure that all employees understand the value of the system and that they own the system (Dean).*

### **6.9 SUMMARY**

The chapter presented the qualitative findings obtained from the study. The study identified that the approaches utilised by higher education institutions to implement PMS include agreement, performance areas and key performance indicators, optimised dialogue-based, capacity building-based, engagement, work output performance assessment approach, goal setting theory, regular discussions and feedback.

The study observed that the participants had varied perspectives on PMS. For instance, some participants argued that PMS is user friendly and manageable, improperly implemented, facilitates planning, complex approach, monitoring tool and talent

development. Also, the findings suggested that PMS implementation impacted academic technical efficiency in terms of teaching and learning, other related academic activities and research and innovation. In addition, the participants perceived that PMS contributes to academic excellence, facilitates institutional flexibility, contributes to institutional goals and objectives and boost communication between employees and line managers.

Furthermore, the findings showed that the mechanisms employed to utilise PMS do drive academic promotion and development include talent mapping and development, incentives and bonus, support structures, monitoring and evaluation and ideal PMS. The study identified several factors that contributed to improving the existing PMS, including fairness, easy explanation, benchmark, freedom to modify performance agreements, electronic PM, and stakeholder engagement. Besides, the study confirmed that higher education institutions faced several challenges while implementing PMS, including non-compliant to the PMS process, incorrect contract, negative perceptions and resistance to change, lack of communication, lack of awareness, lack of performance management skills, absence of integrity and favouritism, lack of cooperation, lack of commitment, unclear objectives system and lack of buy-in.

The next chapter discusses the quantitative and qualitative findings obtained from the study.

## **CHAPTER SEVEN**

### **DISCUSSION AND FINDINGS**

#### **7.1 INTRODUCTION**

The previous two chapters presented the quantitative and qualitative findings that emerged from the study. This chapter discusses the primary findings identified in the study. The discussion of the findings are aligned with the research objectives, namely: to establish the approaches that are utilised by public higher education institutions that have implemented a Performance Management System in KwaZulu-Natal; to assess the effects of Performance Management System implementation on the academics' technical efficiency at the public HEIs that have implemented Performance Management System in KwaZulu-Natal; to determine the perceptions of academic employees on the implementation of a Performance Management System at the public HEIs that have implemented Performance Management System in KwaZulu-Natal; to recommend the mechanism that can be employed to utilise a Performance Management System to drive academic promotion and development at the public HEIs that have implemented a Performance Management System in KwaZulu-Natal; to improve the existing model for implementing Performance Management System in public HEIs in KwaZulu-Natal, and to identify challenges encountered during the implementation of a Performance Management System in public higher education institutions in KwaZulu-Natal. These objectives were investigated and achieved via the mixed methods research approach.

#### **7.2 OBJECTIVE 1: THE HUMAN RESOURCE MANAGEMENT APPROACHES UTILISED BY PUBLIC HIGHER EDUCATION INSTITUTIONS TO IMPLEMENT A PERFORMANCE MANAGEMENT SYSTEM**

Objective 1 investigated the HRM approaches utilised by public higher education institutions that have implemented PMS. This objective was determined via the mixed methods approach. The Pearson's correlation results suggested a strong positive relationship between the approaches utilised by HEIs to implement PMS and PMS as a whole. By contrast, the linear regression results indicated no positive relationship between the approaches utilised to implement PMS and PMS in the various institutions. On the other hand, the qualitative findings identified that the approaches utilised by HEIs

to implement PMS included performance agreement, performance areas and key performance indicators, optimised dialogue-based, capacity building-based, engagement, work output performance assessment approach, goal setting theory, regular discussions and feedback. Among these approaches, the study established that the most critical ones required to implement PMS were key performance areas, performance agreement, performance appraisal, communication, job design and description, supervision, employee orientation and training, positive work environment, buy-in and communication, goal theory and control theory, recognition of employees, and supportive feedback.

### **7.2.1 Performance Agreement**

As discussed above, the qualitative findings revealed that one of the approaches utilised by higher education institutions to implement a PMS was a performance agreement. It was found that at the beginning of each year, each staff was expected to sign an agreement with their managers and contract on all broad areas of academic projects, including teaching and learning, research and supervision and academic citizenship. Additionally, the findings suggested that the PMS was based on individual objectives linked to their departmental objectives and those objectives based on organisational objectives. These findings are consistent with the study by Sulistiani and Faozanudin (2020), who established that performance agreements had been used in most organisational lines as performance contracts that include performance statements and planning. Sulistiani and Faozanudin (2020) concluded that PMS is used to determine the success rate of a work programme as a basis for implementing programming monitoring and assessment and becoming a tool for preparing employee performance targets.

### **7.2.2 Key Performance Areas and Key Performance Indicators**

The study identified key performance indicators and areas as the approaches utilised by higher education institutions to implement a PMS. The study found that most institutions looked at the key performance areas and associated key performance indicators when assessing employee performance. Key performance areas and key performance indicators are optimised. The findings suggested that this strategy of the University was

then used to develop an annual performance plan, which was cascaded down to the divisions. Evidence suggests that KPAs and KPIs are integral parts of PMS (Mabe & Bwalya, 2022). Throughout the literature, KPAs are considered essential tools for observing and managing employee performance (Dougall & Mmola, 2015). Moreover, Dougall and Mmola (2015) argued that KPAs are those areas of performance implicitly detailed in a firm's vision and strategy and represent the firm's critical success factors.

On the other hand, KPIs are indicators that use metrics to manage a firm's internal affairs and risk assessment process (Zarzycka & Krasodomska, 2021). KPIs are used to assess critical components of a business; hence, it is suggested that they must be measurable, verifiable, and easily comprehensible by employees (Faria et al., 2021). Besides, scholars have argued that KPIs are important for planning, control, establishing transparency, and supporting decision-making in management (Hennyeyová et al., 2021). In their study, Safonov et al. (2022) found that KPIs are adapted as per the requirements of modern higher education and consider the main goals of the strategic plan of the institution's development. Safonov et al. (2022) argued that university's management system has adopted the KPIs for proving value and analysing performance. Thus, KPIs are performance metrics to measure and analyse the efficiency and performance in higher education institutions.

### **7.2.3 Capacity Building**

While the quantitative results established no relationship between capacity building and PMS, the qualitative findings showed that capacity building was one of the critical approaches utilised by higher education institutions to implement their PMS. The findings demonstrated that institutions trained their workforce on how to respond to the PMS. Johnson et al. (2015) argued that capacity building represents a process to increase the skills, infrastructure, and resources of individuals, organisations, and communities. It focuses primarily on training and) practical skills, which tends to foreclose more critical perspectives and activism (Kenny & Clarke, 2010). In their study, Monteith et al. (2020) claimed that a key concept in capacity building is empowerment, which refers to a process of group participation and action that is, beyond – and against – neoliberal notions of the

empowered individual. Wassem et al. (2019) discovered that capacity building is an important approach to PMS implementation that positively impacts employee performance. The findings by Wassem et al. (2019) are also supported by Yamoah and Maiyo (2013), who found that training, when properly conducted, will have a significant effect on employee performance.

#### **7.2.4 Employee Engagement and Participation**

The qualitative findings established that engagement was one of the approaches utilised by higher education institutions to implement PMS. The results indicated that engagement was done across organisational spectrum in the various institutions. Maake et al. (2021) claimed that employee engagement is a rock of any successful business entity. For instance, Gallup (2017) established that about 85% of employees globally are energetically disengaged. Rana et al. (2019) discovered that job engagement had a significant impact on employee performance and that various parts of it were predictors of employee performance. A study suggests that engagement is seen as an effective antecedent of employee performance and PMS (Abraham, 2012). Moreover, Saratun (2016) established a relationship between PMS and employee engagement, leading to corporate sustainability.

#### **7.2.5 Goal-setting and Feedback**

The findings demonstrated that higher education institutions utilised goal-setting theory and feedback to implement PMS. The findings indicated higher education institutions used goal theory which sets priorities that are agreed upon and against which performance can be measured, managed, and rewarded. Additionally, the study found that regular discussions and feedback were an approach utilised to implement PMS. It is suggested that performance feedback helped determine whether institutions were on the right track. In other words, discussions and feedback provide ongoing and frequent direction and support to employees while they apply their energy and focus towards accomplishing goals.

These findings are consistent with previous studies. The goal-setting phase is the first step in PMS in a higher education institution, which ensures that goals are set for each department in the institution keeping in mind the resources that are currently available, or which can be acquired in the future (Chahar & Hatwal, 2018). Moreover, the success of PMS implementation depends on constructive feedback. Through feedback, higher education intuitions can determine how well the PMS functions. Locke (2000) postulates that an organisation must have a method to assess whether the organisation's goals and objectives are achieved. This assertion underscores the importance of feedback as a principle in goal-setting theory. It is argued that effective goal-setting, control, and feedback have been declared as the important elements of PMS (Sharma et al., 2016). In their study, Awan, Habib, Shoaib Akhtar and Naveed (2020) found that regular and ongoing feedback, an important facet of PMS, is critical in enhancing employee performance.

#### **7.2.6 Perceived usefulness and ease to use**

The findings revealed that the participants perceived that PMS in higher education institutions was user-friendly and manageable. They opined that the PMS was easy to implement and use. Moreover, they argued that the PMS provides quick solutions to employee performance, leading to the overall performance of their institutions. Pulakos (2004, p.21) argues that PMS must be user-friendly and adds value to the institution. Pulakos (2004) suggests that the cornerstones of successful implementation include ensuring the alignment of the system with other HR systems and sourcing the buy-in from organisational members.

### **7.3 OBJECTIVE 2: EFFECTS OF PERFORMANCE MANAGEMENT SYSTEM IMPLEMENTATION ON THE ACADEMICS' TECHNICAL EFFICIENCY**

Objective 2 assessed the effects of PMS implementation on the academics' technical efficiency at the public higher education institutions that have implemented PMS in KwaZulu-Natal. This objective was investigated and achieved via a mixed methods approach.

### **7.3.1 Teaching and Learning**

While Pearson's correlation results suggested a strong positive relationship between the PMS implementation and academics' technical efficiency in terms of teaching and learning, the linear regression results showed that the relationship between the implementation of PMS and academics' technical efficiency was statistically insignificant. Maimela and Samuel (2016) opined that PMS is a mechanism through which the performance of academics is measured. Chahar and Hatwal (2018) postulated that PMS enables institutions to improve their overall performance to achieve goals and the results needed for employee satisfaction, commitment and motivation and performance on the job through methods, rewarding and recognising employees through accurate and constructive feedback. Chahar and Hatwal (2018) pointed out that PMS enables teachers to improve their performance. Studies (Roberson & Stewart, 2006) showed that performance management is useful for teachers as it helps provide feedback, identify their strengths and weaknesses and improve their skills by identifying their development and training needs to improve the quality of teaching and learning.

Jehangir (2013) confirms that PMS positively and significantly affects teachers' efficiency. It is argued that competent teachers are essential for the successful implementation of teaching and learning procedures to enhance the capability of teaching and learning systems and PMS is a factor that elevates the capabilities of teachers to bring out their talent to fulfill the handover task to them (Jehangir, 2013). Also, Jehangir (2013) adds that PMS is critical for school management, as it helps them ensure that teachers work hard to contribute to achieving the schools' mission and objectives.

The use of PMS in higher education institutions is becoming increasingly necessary as a tool for managing employee performance. (Kamel, 2016). It can be used for a variety of things, such as defining and outlining each person's role, setting objectives for the institutional and individual growth, keeping track of and evaluating each person's performance, and determining the course of appraisal. Moreover, Subbaye (2018) asserts that PMS can be component of a comprehensive performance management strategy that evaluates the academics' outreach, research and teaching. This performance evaluation

method can predict an employee's tenure, compensation increases, promotion, and retention. Contrary to the above, a study shows that university employees are sceptical of the PMS as in their views, the PMS is more a business practice which is not compatible with the nature and objectives of higher education institutions (Seyama & Smith, 2015:1).

### **7.3.2 Academic Efficiency Research**

The Pearson and linear regression results indicated no positive relationship between PMS implementation and academic efficiency research. On the other hand, the qualitative findings indicated that PMS impacted research and innovation in South African higher education. The findings suggested that research constituted one of the most critical arrears in our institution, and research is not just in terms of volume; through PMS, it guides on the volume of research expected for each staff depending on their level and on their portfolio. The study concluded that PMS improves research and innovation in a great way as research and innovation is one of the academic KPAs. These findings are also supported by previous studies. For instance, Chahar and Hatwal (2018) argued that PMS increases research performance in higher education institutions, such as quality of student projects, organisation project handling, conferences/symposia and research paper publication.

Cloete and Galant (2005) believed that PMS was integrated into HEIs to deliver education and perform research. Khan and Vishnupuri (2021) acknowledge that PMS in HEIs is a careful technique to improve staff productivity and performance. Furthermore, a study by Bauwens et al. (2023) confirms that individual meta-features of PMS consistency and consensus stimulated innovation.

### **7.3.3 Other Academic or Service-Related Activities**

The Pearson correlation and linear regression results suggested no positive correlation between the implementation of PMS and other academic or service-related activities. Statistically, the results implied that PMS implementation in South African higher education institutions had no effect on academic's technical efficiency such as academic research efficiency, teaching and other academic or service-related activities. By contrast,

the qualitative suggested that PMS significantly impacted other academic related academic activities, such as community engagement and administration in HEIs. The findings indicated that PMS covered all broad areas of academic projects, from teaching and learning, research, supervision, and throughput from community engagement and academic citizenship.

A study by Franco-Santos and Doherty (2017) suggests that PMS has the potential to assist an institution by encouraging employees, enhancing organisational objectives and allowing discussions about innovations and development opportunities. This is intended to encourage contact and feedback amongst management and workers, set standards for personal work efficiency and offer a framework for rewarding best performers. Turk (2008) claims that by making use of PMS, academic staff activities can be shaped and managed in a more robust way to continue to provide high quality service to the society and to provide sufficient support for the economic policy towards which the university is striving.

#### **7.4 OBJECTIVE 3: PERCEPTIONS OF ACADEMIC EMPLOYEES ON THE IMPLEMENTATION OF A PERFORMANCE MANAGEMENT SYSTEM**

The third aspect of objective analysed the participants' perspectives on the implementation of PMS. This objective was determined and achieved through the mixed-method approach. The results of the Pearson's correlations showed a weak positive relationship between the implementation of PMS and perceptions of academics towards PMS. The linear regression indicated that the relationship between PMS implementation and perceptions of academics toward PMS was statistically significant. The qualitative findings suggested that the participants had varied perspectives on PMS. These findings are discussed as follows.

##### **7.4.1 Academic Excellence**

The qualitative findings showed that the participants perceived PMS as an effective tool that contributes to academic excellence. Additionally, the findings revealed that PMS

becomes essential tool for line managers to assess the performance of staff on what they do. The study established that the role of PMS is to gauge whether people are performing as expected, and performance management does exactly that because it evaluates the four pillars of academics but it now goes back to the perception whether people see this as goal that performance management seeks to achieve. The study concluded that PMS is necessary and a positive tool useful to drive academic excellence. The findings obtained from this study are also supported by previous studies. For instance, Maimela and Samuel (2016) analysed the perceptions of academic staff members of an open distance learning institution regarding implementing a PMS and found that academics were satisfied with the implementation of the PMS. Maimela and Samuel (2016) argued that PMS provides a mechanism to objectively match organisational rewards with individual employees' contributions towards achieving organisational goals. Maimela and Samuel (2016) maintained that South Africa are fast embracing PMS as a mechanism for the achievement of teaching excellence and enhancement of research productivity.

#### **7.4.2 Institutional Flexibility**

The study found that a positive relationship existed between PMS implementation and institutional flexibility. The findings confirmed that PMS allowed their institutions to develop job profiles for all positions; hence, there is flexibility in the sense that circumstances affecting performance and activities for that particular period may be affected. The findings showed that there is a link between PMS and institutional flexibility because the set goals to be achieved are formulated by the institution. Almulaiki (2023) claims that PMS is essential to enhance organisational effectiveness and performance. In their study, Santi and Rahim (2021) pointed out that PMS includes techniques that ensure that goals are consistently being met in an effective and efficient manner.

#### **7.4.3 Increases Communication and Strengthens Employee Engagement**

The findings suggested that PMS implementation boosts communication between employees and line managers in the various higher education institutions. It was found that PMS builds a communication system between a manager and employee that occurs throughout the year to support accomplishing the university's strategic objectives.

Moreover, the study established that PMS helps to manage, develop and retain talent in HEIs and strengthens employee engagement. Although the study established that PMS boosts communication between employees and line managers, there is a lack of empirical evidence to support or refute these findings. This, therefore, call for further research to determine the interplay between PMS and organisational communication.

According to Awan, Habib et al. (2020), effective PMS enhances employees work engagement in employees who find themselves comfortable at work and more inclined toward better performance. In their study, Govender and Bussin (2020) confirmed that a positive correlation exists between performance management and employee engagement, resulting in improved employee and organisational performance.

#### **7.4.4 Organisational Goals and Objectives**

The results showed that PMS implementation not only contributes to employee and organisational performance but helps in achieving organisational goals and objectives. The study observed that higher education institutions have an annual strategy plan outlining goals and objectives to be achieved, which is made possible through PMS. The findings are also support by Mwema and Gachunga (2014) who stated that performance management enables the institutions to improve its overall performance to achieve goals and the results needed for employee satisfaction, motivation and commitment. Moreover, Maimela and Samuel (2016) analysed the perceptions of academic staff members of an open distance learning institution regarding implementing a PMS and found that academics were satisfied with the implementation of the PMS. The authors argued that PMS provides a mechanism to objectively match organisational rewards with individual employees' contributions toward achieving organisational goals

#### **7.5 OBJECTIVE 4: MECHANISMS UTILISED TO IMPLEMENT A PERFORMANCE MANAGEMENT SYSTEM TO DRIVE ACADEMIC PROMOTION AND DEVELOPMENT**

Objective 4 analysed the mechanisms to implement a PMS to drive academic promotion and development. This objective was determined through the mixed methods approach.

The quantitative and qualitative findings confirmed that the mechanisms adopted by higher education institutions positively impacted the implementation of PMS. For instance, Pearson's correlation results established a moderate positive between PMS implementation and PMS mechanisms. Also, the linear regression results confirmed that PMS implementation and mechanisms of PMS are positively significant. From the quantitative point of view, there is little understanding of about the mechanisms that influence the implementation of PMS. This assertion is consistent with Dubey et al. (2017), who argued that there is little knowledge about the actual mechanisms which have positive effects on the success of PMS. However, the qualitative findings provided detailed knowledge about the mechanisms utilised to PMS. The findings showed the mechanisms employed to drive academic promotion and development were talent mapping and development, incentives and bonuses, support structures, monitoring and evaluation and ideal PMS. These finding are discussed in detailed.

#### **7.5.1 Talent Mapping and Development**

The qualitative research findings revealed that talent mapping and development were some of the mechanisms employed by higher education institutions to utilise PMS to drive academic promotion and development. The findings indicated that through PMS, the institutions could factor in talent mapping, which guided staff performance and led to promotion possibilities. Abdallah (2015) states that talent mapping is a roadmap for balancing and aligning talent resources to achieve success. Moreover, Yasin (2017) asserts that talent mapping helps an organisation to set clear standards and goals for employees' performances and potentials. Thus, gives organisation a framework to evaluate performance of employees while encouraging open discussion and managing succession planning. On the other hand, Dachner at al. (2021) ascertained that the trends shaping the current workplace have made talent development invaluable for the employee's professional growth and firms' competitive advantage. Although talent mapping and development are widely confirmed as a TM practices, their impact on academic promotion remains ambiguous. This calls for further research to examine the interplay between talent mapping and development and academic promotion in South African Higher Education Institutions.

### **7.5.2 Incentives and Bonuses**

The findings revealed that incentives and bonuses were some of the mechanisms employed by higher education institutions to utilise PMS to drive academic promotion and development. The study concluded that incentives and bonuses were linked to promotion and development in HEIs. These findings are supported by existing research. For instance, evidence shows that rewards represent vital human resource practice for encouraging and reinforcing desired performance and behaviours (Manyathi et al., 2021). Therefore, institutional managers are required to make use of more suitable appreciation rewards to drive academic promotion and development. Likewise, a study by Gabriel et al. (2016) reveals that intrinsic rewards, including recognition and salary have a significant and positive effect on employee performance. It has been suggested that if organisations recognise the worth of intrinsic reward actions as honestly as possible, they can derive the best performance from employees (Manzoor, Wei & Asif, 2021). In their study, Maseke et al. (2022) argued that PMS is used to support pay and promotion decisions. Seyama and Smith (2015) examined a sample of HoDs' experiences and perceptions of the institution's performance incentive system using a qualitative descriptive research design based on in-depth interviews, it was discovered that the majority of the participants were still skeptical of the PMS because they see it as a business-oriented practice that is incompatible with the nature and goals of higher education institutions. They believe that the reward strategy not only has a limited effect in promoting high-performance behaviour, but that it is also a source of dissatisfaction.

### **7.5.3 Monitoring and Evaluation**

The results indicated that mentoring and evaluation were other mechanisms employed by higher education institutions to utilise PMS to drive academic promotion and development. The study found that multiyear monitoring and evaluation of performance assessment outcomes could drive promotion and development. Furthermore, it was suggested that PMS must be utilised to monitor performance, develop people and fairly compensate and reward people. Sebake and Mukonza (2021) argued that ongoing

monitoring and evaluation of PMS provide the opportunity for management to assess how employees are doing and to identify and resolve any problems early.

#### **7.5.4 Community Engagement and Communication**

The findings showed that community engagement and communication were some of the mechanisms employed by higher education institutions to utilise PMS to drive academic promotion and development. The results indicated that community engagement needs to be improved so that academics can apply for promotion as community engagement is one of the requirements when an academic applies for promotion; however, research and innovation, and teaching and learning are correctly captured in PM. Community engagement is HEIs' third mission, with teaching and learning and research as the first and second (Dube & Hendricks, 2023). Globally, academics involved in community engagement engage communities by using their professional knowledge and skill set of expertise to assist in solving problems and capacitating communities. Mohale (2023) points out that community engagement activity is credit-bearing, considered in staff performance evaluation, and part of the promotion criteria.

#### **7.6 OBJECTIVE 5: IDENTIFICATION OF CHALLENGES THAT ARE ENCOUNTERED DURING THE IMPLEMENTATION OF A PERFORMANCE MANAGEMENT SYSTEM**

Objective 5 assessed the challenges that higher education institutions encounter while implementing PMS. The objective was achieved via the mixed methods approach. The Pearson's correlation results revealed a negative relationship between the implementation of PMS and challenges of PMS implementation. Also, linear regression results indicated that the relationship between PMS implementation and challenges of PMS implementation was statistically insignificant. The qualitative findings confirmed that HEIs faced several challenges while implementing PMS, including non-compliance to the PMS process, incorrect contract, negative perceptions and resistance to change, lack of communication, lack of awareness, lack of performance management skills, absence of integrity and favouritism, lack of cooperation, lack of commitment, unclear objectives system and lack of buy-in. These findings are discussed below.

### **7.6.1 Non-Compliance to Performance Management System process**

The study discovered that non-compliance with the PMS process was one of the challenges encountered by higher education institutions during the implementation of performance management system. It was found that most staff members failed to comply with the PM process, thereby affecting the whole system. Also, the study observed that during the moderation process academics or the line managers were not there to defend themselves regarding why the particular score has been granted. Ngcamu (2012) claims that reasons for the failure of PMS were non-compliance to agreed standards and resistance to change.

### **7.6.2 Incorrect Performance Contracts**

Besides the non-compliance with PMS, the study observed that an incorrect performance contract was one of the pressing challenges encountered by higher education institutions during the implementation of performance management system. The study found that most institutions do not contract at the right point in the system. Hope Sr (2013) asserts that a performance contract remains a viable and important tool for improving performance and is a key element of the ongoing public sector transformation strategy for achieving long-term development goals. Findings showed that although a performance contract is a management tool to improve performance, it has some challenges (Hope Sr, 2013).

### **7.6.3 Lack of Awareness**

Also, the study identified lack of awareness as one of the challenges encountered by higher education institutions during the implementation of performance management system. The findings revealed that most staff members at HEIs lack awareness and not fully understanding the PMS. Therefore, the suggested that every manager needs to be capacitated to fully understand how PMS works so that this does not become a problem or a challenge when the dialogue happens between the staff member and the line manager in relation to performance management. Kaupa and Atiku (2020) claimed that supervisors frequently lack expertise in developing targets, assessing and recording

performance successes, highly structured performance appraisal sessions, and explaining all performance elements.

#### **7.6.4 Negative Perceptions and Resistance to Change**

The study observed that the participants had negative perceptions about the PMS implementation, leading to resistance of change. The study found that the negative perceptions and resistance to change occurred as a result of the difficulty of finding experts to explain the PMS process to staff. A study by Mdleleni (2012) reveals that the motivations for introducing a PMS are frequently misunderstood by employees. In their study, Seyama and Smith (2015) revealed that the majority of participants were still skeptical of the PMS because they saw it as a business-oriented approach that is incompatible with higher education institutions' goals and mission. The participants believe that the incentive system not only has a meager impact in promoting high-performance behaviour, but that it is also a source of dissatisfaction due to implementation inconsistencies, lack of transparency about ratings (Seyama & Smith, 2015). The above findings collaborated with Maloba (2012), who discovered that officials' performance is not properly acknowledged as it should be and that there is a notion that the performance management and development system is a punitive weapon used by managers on their staff.

Seotlela and Miruka (2014) postulated that implementing a PMS can cause resistance amongst organisational members. According to Seotlela and Miruka (2014), there is a consensus among scholars that there is resistance in any change initiative as a normal human behaviour that must be overcome for the PMS initiative to succeed.

#### **7.6.5 Lack of Communication**

The study further discovered that lack of communication was one of the challenges higher education institutions encountered during the PMS implementation. It was observed that the participants lost their trust in the PMS because of the lack of communication between staff members, line managers, and other stakeholders. Mansor et al. (2012) argued that the communication of performance data is one of the challenges facing the

implementation of PMS. Mansor et al. (2012) found that when performance data is clearly communicated, it would enable groups or organisations to increase goal clarity for managers and employees. Maseti (2014) posited that performance data can be used to monitor progress toward performance targets, goals, and long-term results. Ramataboe and Lues (2018) confirmed that poor communication was one of the barriers to effective PMS implementation in organisations.

#### **7.6.6 Lack of Performance Management Skills**

The findings demonstrated that lack of PM skills was a critical challenge encountered by higher education institutions during the performance management system implementation. The participants argued that a lack of experience on the managers' part may negatively affect performance management systems. These findings are also supported by Kaupa and Atiku (2020), who established that the unwillingness to adopt a PMS is sometimes ascribed to an inadequate technical and mental knowledge and abilities, and the needed knowledge and support to oversee and administer the system. Most managers frequently lack adequate knowledge and skills through performance planning, short on target setting, supervisory as well as people leadership skills, excellent interpersonal skills, decision making, peace building, coaching and consultation, performance benchmark setting, performance assessment tools, and scoring and undertaking good performance review interviews. de Waal (2010) points out that experts and users may not completely comprehend the new idea, resulting in poor implementation. It is critical that the execution be carried out by competent and professional experts and professionals who have expertise creating PMS and also have handled any of the serious shortcomings.

#### **7.6.7 Lack of Cooperation and Commitment**

The findings revealed that one of the difficulties South African higher education institutions had when implementing the performance management system was a lack of cooperation. The study observed that line managers and subordinates do not cooperate with each other when implementing the PMS. The survey also noted one of the difficulties HEIs ran into when implementing the PMS is a lack of commitment. The above findings

reaffirmed the results of Makhubela et al. (2016), who established that employees are not involved in the development of performance management system. Thus, there was lack of participation of employee in the PMS. Given this, Maimela and Samuel (2016) proposed that management needs to enlist the understanding of the employees who will be affected by the operation of PMS and the programme must be fair and equitable.

## **7.7 OBJECTIVE 6: IMPROVING THE EXISTING MODEL FOR IMPLEMENTING A PERFORMANCE MANAGEMENT SYSTEM**

Objective 6 assessed how the existing model of PMS could be improved. This objective was assessed using the mixed methods approach. The Pearson results suggested a moderate positive relationship between the implementation of PMS and improvement of the existing PMS model. The linear regression results also affirms that the relationship between PMS implementation and improvement of the existing PMS model was statistically significant. The qualitative findings suggested that several factors contributed to improving the existing PMS were identified, including fairness, easy explanation, benchmark, freedom to modify performance agreements, electronic PM, and stakeholder engagement.

### **7.7.1 Fairness**

The study found that ensuring fairness across all boards was a vital approach to be considered when improving the existing PMS model in higher education institutions. The study suggested that what can be done to improve the current existing PM system was to ensure fairness because it enables staff to take ownership of the process. It was recommended that performance management should not be used as a punitive document, instead, it should be seen as a development tool that people should develop through it. These findings contradicted the study by Swanepoel, Makhubela and Botha (2016), who established that employees perceived PMS as ineffective and unfair. Mwale (2016) asserts that perceptions of fairness of PMS in an organisation are negatively influenced by factors such as how these are interpreted, the tendency of supervisors to share information in a restricted manner, and assessment outcomes being vulnerable to

manipulation. Celik (2008) claims that supervisors and managers being seen to avoid making PMS errors enhances employees' perceptions of fairness.

Rahman et al. (2017) observed that most workers assess whether their rewards were just by comparing their efforts to those of others in the same environment. Therefore, employees consequently feel respected, accepted, and appreciated by the organisation when the distribution of awards is viewed as fair, and *vice versa*. Govender, Grobler and Joubert (2015) argued that in order for the PMS to be regarded fair, employee participation is essential. This should include offering suggestions for its improvement. Latham and Mann (2006) suggest that procedural, distributive, and voice elements all contribute to fairness, which is necessary for effective performance management systems.

### **7.7.2 Benchmarking**

The study discovered that benchmarking was an important approach toward improving the existing PMS model in higher education institutions. The findings suggested that institutions do a benchmark, including checking with the users on the system's shortcomings, roping in the users, letting users be part of enhancing the system, and identifying gaps. Evidence shows that benchmarking tools such as Balanced Scorecard has become more useful in implementing PMS (Kaplan & Norton, 1992). In their study, Alosani et al. (2016) established that the primary aim of benchmarking is to identify best practices and then try to apply them to achieve the organisation's goals. Benchmarking has been perceived as one of the top techniques for enhancing organisational performance and obtaining competitive advantage. Benchmarking assists organisations to identify the gaps in its PMS when compared with others. Sivasankaran and Radjaram (2021) found that using benchmarking, a firm performance could be measured in terms of quality and costs. Therefore, it could be suggested that benchmarking as a PMS tool, helps an organisation to identify its strengths and weaknesses.

### **7.7.3 Easy Explanation and Use-Friendly**

The qualitative results further suggested that PMS must be easy to explain and user-friendly. The participants expressed the view that PMS in most organisations was ineffective and not appropriately managed because of the lack of understanding and because it was user-unfriendly. The study found that an effective system may prevent an organisation from having many disgruntled staff. Furthermore, the study concluded that the PMS must have an element whereby it can be explained to everybody so that they understand that PM System is not a policing tool nor a punishing tool.

### **7.7.4 Electronic Performance Management**

The findings revealed that the adoption and integration of electronic PM was a vital approach toward improving the existing PMS model in South African higher education institutions. The participants suggested that HEIs digitised PMS as opposed to manual completion of documents. They opined that if PMS is done electronically it will help as manual one is tedious, at least the online one will have electronic reminders unlike the current one. In recent times, given the level of technological advancements, electronic PMSs have flourished and are now used by several organisations. According to Paul, Pd and Sebastian (2020), e-PMS improves data collection and analysis in an organisation. Thus, e-PMS helps an organisation gather and analyse data need by the management. This might include high-performers, underperformers, development and training needs and progress on goals. Tabassum and Ghosh (2016) observed that e-PMS leads to employee engagement and continuous growth of the company. It also gives employees the opportunity to have control over their job and creates a sense of trust and value and confidence within employees.

### **7.7.5 Stakeholder Engagement**

The study discovered that stakeholder engagement was one of the approaches to improving the existing PMS model in South African higher education institutions. The findings suggested that all staff members were brought together to collectively sit and design the template that makes them take ownership of the system because it was realised that when one starts taking ownership other will comply. A study by Hildebrandt

(2023) suggests that stakeholders' engagement and participation in PMS is important as it ensures a greater alignment with organisational goals during the process. Hildebrandt (2023) pointed out that although stakeholder engagement is crucial for PMS to be successfully implemented, it can be challenging in practice. Bryson (2018) argues that stakeholders' engagement in PM issues is one of the elements of a successful implementation of PMS.

On the contrary, it has been argued that because of an absence of key stakeholders within formulation and execution of a PMS, system execution frequently lacks the credibility, buy-in, acceptance, support, and dedication of the wider populace, political figures, employees and trade unions (Ohemeng, 2010b). As a consequence of a loss of interaction and input, employees frequently see PMS as being beyond the purview of their actual employment and as personnel management systems which are imposed on them.

## **7.8 SUMMARY**

The chapter discussed the findings obtained from the quantitative and qualitative study. While the results of the Pearson's correlation suggested a strong positive relationship between the approaches utilised by HEIs to implement PMS, the linear regression results indicated no positive relationship between the approaches utilised to implement PMS and PMS in the various institutions. On the other hand, the qualitative findings identified actual approaches utilised by HEIs to implement PMS, including the performance agreement, performance areas and key performance indicators, capacity building-based, engagement, goal setting theory, regular discussions and feedback.

Additionally, the findings showed that while Pearson's correlation results showed a weak positive relationship between the implementation of PMS and perceptions of academics towards PMS, linear regression indicated that the relationship between PMS implementation and perceptions of academics towards PMS was statistically significant. On the other hand, the qualitative findings suggested that the participants had varied perspectives on PMS, including user-friendly and manageable, improper implementation, facilitates planning, complex approach, monitoring tool and talent development. The

Pearson's results suggested a moderate positive relationship between the implementation of PMS and improvement of the existing PMS model. The linear regression results also affirms that the relationship between PMS implementation and improvement of the existing PMS model was statistically significant.

The qualitative findings suggested that several factors contributed to improving the existing PMS were identified, including fairness, easy explanation, benchmark, freedom to modify performance agreements, electronic PM, and stakeholder engagement. Pearson's correlation results revealed a negative relationship between the implementation of PMS and challenges of PMS implementation. The linear regression results indicated that the relationship between PMS implementation and challenges of PMS implementation was statistically insignificant. On the contrary, the qualitative findings confirmed that higher education institutions faced several challenges while implementing PMS, including non-compliant to the PMS process, incorrect contract, negative perceptions and resistance to change, lack of communication, lack of awareness, lack of performance management skills, absence of integrity and favouritism, lack of cooperation, lack of commitment, unclear objectives system and lack of buy-in. The quantitative and qualitative findings confirmed that the mechanisms adopted by higher education institutions positively impacted the implementation of the PMS. The qualitative findings also confirmed that the mechanisms employed to drive academic promotion and development were talent mapping and development, incentives and bonuses, support structures, monitoring and evaluation and ideal PMS.

The suggestions for future research, conclusion and recommendations are provided in the next chapter.

## **CHAPTER 8**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **8.1 INTRODUCTION**

The previous chapter discussed the quantitative and qualitative findings obtained from the study. This chapter presents the conclusions and recommendations of the study as per the findings. As mentioned, the research objectives were duly investigated and achieved via the mixed methods approach. This chapter also includes the recommendations and directions for future research, and the limitations of the study.

#### **8.2 CONCLUSIONS OF THE STUDY**

##### **8.2.1 Objective 1: The Approaches Utilised by Public Higher Education Institutions that have implemented a Performance Management System**

Objective 1 investigated the approaches utilised by public higher education institutions that have implemented a PMS. While the results of the Pearson's correlation suggested a strong positive relationship between the approaches utilised by HEIs to implement a PMS and PMS as a whole, the linear regression results indicated no positive relationship between the approaches utilised to implement a PMS and PMS in the various institutions. On the other hand, the qualitative findings provided adequate understanding of the approaches utilised by HEIs to implement a PMS. These approaches include performance agreement, performance areas and key performance indicators, optimised dialogue-based, capacity building-based, engagement, work output performance assessment approach, goal setting theory, regular discussions and feedback. Among these approaches, the study established that the most critical ones required to implement PM were key performance areas, performance agreement, performance appraisal, communication, job design and description, supervision, employee orientation and training, positive work environment, buy-in and communication, goal theory and control theory, recognition of employees, and supportive feedback.

## **8.2.2 Objective 2: The Effects of a Performance Management System implementation on Academics' Technical Efficiency**

Objective 2 assessed the effects of PMS implementation on the academics' technical efficiency at the public higher education institutions that have implemented a PMS in KwaZulu-Natal. While Pearson's correlation results suggested a strong positive relationship between the PMS implementation and academics' technical efficiency, the linear regression results showed that the relationship between the implementation of PMS and academic research efficiency was statistically insignificant. Pearson's and linear regression results indicated no positive relationship between PMS implementation and academic efficiency research. Pearson's correlation and linear regression results revealed no positive relationship between PMS implementation and teaching within South African HEIs, nor between the implementation of PMS and other academic or service-related activities. Statistically, the results implied that PMS implementation in HEIs had no effect on academics' technical efficiency such as academic research efficiency, teaching and other academic or service-related activities. Thus, from the quantitative point of view, PMS implementation has insignificant impact on academics' technical efficiency, including academic research efficiency, teaching and other academic or service-related activities.

By contrast, the qualitative findings suggested that PMS implementation impacted academics' technical efficiency in terms of teaching and learning, other related academic activities and research and innovation. The findings revealed that PMS implementation in higher education institutions impacted academics' technical efficiency, such as teaching and learning. The study established that PMS is like a roadmap for everybody, and for academics, it guides academia in the full spectrum of its work. Also, the findings suggested that PMS significantly impacted other academic related academic activities, such as community engagement and administration in HEIs. The study discovered that PMS covered all broad areas of academic projects, from teaching and learning, research, supervision, and throughput, to community engagement and academic citizenship. The findings indicated that PMS impacted research and innovation in higher education institutions.

### **8.2.3 Objective 3: The Perceptions of Academic employees on the implementation of a Performance Management System at the Public Higher Education Institutions**

Objective 3 analysed the participants' perspectives on the implementation of a PMS. This objective was determined and achieved through the mixed-method approach. While Pearson's correlation results showed a weak positive relationship between the implementation of PMS and perceptions of academics towards PMS, linear regression indicated that the relationship between PMS implementation and perceptions of academics toward PMS was statistically significant. The qualitative findings suggested that the participants had varied perspectives on PMS, including if user-friendly and manageable, improper implementation, facilitates planning, complex approach, monitoring tool and talent development.

### **8.2.4 Objective 4: The existing model for implementing a Performance Management System in Public Higher Education Institutions**

Objective 4 assessed how the existing model of PMS could be improved. This objective was assessed using the mixed methods approach. The Pearson's results suggested a moderate positive relationship between the implementation of PMS and improvement of the existing PMS model. The linear regression results also affirmed that the relationship between PMS implementation and improvement of the existing PMS model was statistically significant. The qualitative findings suggested that several factors contributing to improving the existing PMS were identified, including fairness, easy explanation, benchmarking, freedom to modify performance agreements, electronic PM, and stakeholder engagement.

It was observed that, when improving the existing PMS model in South African higher education institutions, it was vital to ensure fairness across the board. The participants shared this view, because it will enable staff to take ownership of the process. Performance management should not be used as a punitive process; instead, it should be seen as a development tool that assists people. Moreover, the study discovered that benchmarking was an important approach towards improving the existing PMS model in

South African higher education institutions. It was suggested that institutions do a benchmark, including checking with the users on the system's shortcomings, roping in the users, letting users be part of enhancing the system, and identifying gaps.

The findings suggested that PMS must be easy to explain and user-friendly. The participants expressed the view that PMS in most organisations was ineffective and not appropriately managed because of a lack of understanding around it, and that it was user-unfriendly. It has been argued that an effective system may prevent an organisation from having many disgruntled staff. Also, the findings revealed that the adoption and integration of an electronic PM was a vital approach towards improving the existing PMS model in South African higher education institutions. The study recommended that HEIs digitised PMS as opposed to having manual completion of documents.

The findings suggested that to improve the existing PMS model in South African HEIs, the employees or staff members must have the freedom to modify the performance agreement or contract. It was argued that the agreement needs to cater for different categories or recognise different categories, and must be flexible. The study concluded that people should have the freedom to modify the agreement in consultation with their managers. Furthermore, the study discovered that stakeholder engagement was one of the approaches to improving the existing PMS model in HEIs. The findings suggested that all staff members be brought together to collectively sit and design the template, which will enable them to take ownership of the system: when one starts taking ownership, one complies and develops.

#### **8.2.5 Objective 5: Challenges Encountered by Higher Education Institutions while Implementing a Performance Management System**

Objective 5 assessed the challenges that higher education institutions encounter while implementing a PMS. The objective was achieved via the mixed methods approach. Pearson's correlation results revealed a negative relationship between the implementation of a PMS and the challenges of PMS implementation. Also, the linear regression results indicated that the relationship between PMS implementation and its

challenges, was statistically insignificant. On the contrary, the qualitative findings confirmed that HEIs faced several challenges while implementing a PMS, including non-compliance to the PMS process, incorrect contracts, negative perceptions and resistance to change, lack of communication, lack of awareness, lack of performance management skills, absence of integrity and favouritism, lack of cooperation, lack of commitment, unclear objectives in the system and lack of buy-in.

It was discovered that non-compliance with the PM process was one of the challenges encountered by HEIs during the implementation of a performance management system. Most staff members failed to comply with the PM process, thereby affecting the whole system. Apart from the non-compliance with PM, the study observed that incorrect performance contracts were one of the pressing challenges encountered by HEIs during the implementation of their performance management system. In addition, the study identified lack of awareness as one of the challenges encountered by HEIs during the implementation of the performance management system. The findings revealed that most staff members at HEIs lacked awareness and a full understanding of the PMS.

The study further observed that the participants had negative perceptions about the PMS implementation, leading to resistance to change. It was established that the negative perceptions and resistance to change occurred as a result of the difficulty of finding experts to explain the PMS process to staff. Moreover, the findings indicated that lack of communication was one of the challenges higher education institutions encountered during the performance management system implementation. The participants lost their trust in the PMS because of the lack of communication between staff members, line managers, and other stakeholders. The findings also demonstrated that lack of PM skills was a critical challenge encountered by higher education institutions during the performance management system implementation. It is argued that a lack of experience on the managers' part may negatively affect performance management systems.

The study identified an absence of integrity and favouritism as one of the challenges South African higher education institutions encountered during the implementation of the

performance management system. Most staff members failed to appraise themselves accurately and truthfully. Also, the study uncovered that the PMS was characterised by favouritism, where people were appraised based on who they know. Evidence showed that lack of cooperation was another challenge faced by South African HEIs during the implementation of the performance management system. It was established that line managers and subordinates do not cooperate with each other when implementing the PMS. The study identified a lack of commitment as one of the challenges HEIs encountered during the implementation of the performance management system.

#### **8.2.6 Objective 6: Mechanisms to Implement a Performance Management System to Drive Academic Promotion and Development**

Objective 6 analysed the mechanisms to implement a PMS to drive academic promotion and development. This objective was determined through the mixed methods approach. The quantitative and qualitative findings confirmed that the mechanisms adopted by HEIs positively impacted the implementation of PMS. For instance, Pearson's correlation and linear regression results established a moderate positive relationship between PMS implementation and PMS mechanisms. The qualitative findings also confirmed that the mechanisms employed to drive academic promotion and development were talent mapping and development, incentives and bonuses, support structures, monitoring and evaluation, and an ideal PMS.

The findings revealed that talent mapping and development were one of the mechanisms employed by higher education institutions to utilise PMS to drive academic promotion and development. It was found that through PMS the institutions would be able to factor in talent mapping, which guides the performance of staff, leading to possibilities of promotion. In addition, the findings revealed that incentives and bonuses were some of the mechanisms employed by higher education institutions to utilise PMS to drive academic promotion and development. The study established that incentives and bonuses are also linked to promotion and development in these institutions.

It was also found that support structures constituted an important mechanism employed by HEIs to utilise PMS to drive academic promotion and development. It was argued that a supportive working environment will be an advantage for implementing PMS. Furthermore, the results indicated that mentoring and evaluation were other mechanisms employed by HEOs to utilise PMS to drive academic promotion and development. The study advocated that multi-year monitoring and evaluation of performance assessment outcomes could drive promotion and development. Moreover, the findings suggested that an ideal PMS constituted a vital mechanism employed by HEIs to utilise PMS to drive academic promotion and development. It is believed that an ideal PMS is a system allowing employees to show evidence that the work that was supposed to be done has been done, as this is a good practice.

The findings showed that community engagement and communication were some of the mechanisms employed by higher education institutions to utilise PMS to drive academic promotion and development. It was suggested that community engagement needs to be improved so that academics can apply for promotion, as community engagement is one of the requirements when an academic applies for promotion; however, research and innovation, and teaching and learning, are correctly captured in PMS.

### **8.3 RECOMMENDATIONS OF THE STUDY**

From the findings and conclusions, the following recommendations are proposed.

#### **8.3.1 Recommendation 1: The Need for Stakeholder Dialogue and Engagement**

Stakeholder dialogue and engagement have become widely used concepts in business and society. Empirical evidence suggests that stakeholder involvement or engagement ensures higher commitment and ownership in achieving organisational goals. It has also been confirmed that stakeholder involvement positively impacted PMS in organisations. The findings from this study revealed that lack of buy-in and stakeholder engagement were some of the challenges encountered by HEIs in implementing PMS. Against this backdrop, the study recommends more effective stakeholder dialogue and engagement toward implementing PMS in South African higher education institutions. The study

suggests that stakeholders such as academic and non-academic staff and others with a vested interest in higher education institutions, must be involved in the PMS implementation. It is believed that lack of stakeholder participation will certainly lead to inadequately established PMS techniques or more resistance within the institutions. Therefore, the study recommends more dialogue and engagement in the PMS process.

### **8.3.2 Recommendation 2: Create Awareness of the Existence of the Performance Management System**

The success of performance management system implementation depends on the stakeholders' knowledge and information about it. This implies that with awareness creation, the stakeholders will have more knowledge and information about PMS. The findings indicated a lack of awareness as one of the challenges encountered by higher education institutions during the implementation of PMS. The results showed that most staff members at HEIs lacked awareness and full understanding of the PMS. For this reason, the study recommends the need for HEIs to create more awareness of the existence of PMS and how it is implemented. To achieve this, all vital information about PMS must be communicated to all stakeholders, including employees.

### **8.3.3 Recommendation 3: Train People to Acquire More Knowledge and Skills**

From the empirical standpoint, it has been found that managers frequently lack adequate knowledge and skills for PMS through performance planning, target setting, supervisory as well as people leadership skills, excellent interpersonal skills, decision-making, peace-building, coaching and consultation, performance benchmark setting, performance assessment tools, and scoring and undertaking good performance review interviews. In addition, supervisors lack expertise in developing targets, assessing and recording performance successes, and taking a highly structured approach to performance appraisal sessions and elements of the performance. The study also confirmed that lack of PM skill was a critical challenge encountered by South African higher education institutions during the PMS implementation. Therefore, given the findings, the study recommends comprehensive training provision for all stakeholders, including employees, to acquire skills and knowledge of PMS.

#### **8.3.4 Recommendation 4: Top Management Support and Commitment**

Top management support and commitment are critical in ensuring that an organisation's mission, vision and strategic objectives are realised to improve performance and ensure sustainability. This suggests that achieving any organisational goals depend on top management support and commitment. Human resource management practitioners have expressed a common view that top management support and commitment are important when implementing PMS. This study found that lack of commitment and support are the most critical challenges South African higher education institutions encountered while implementing the PMS. The findings revealed that the management of HEIs believed that PMS implementation is the responsibility and function of human resource management, and that management support and commitment is not foregrounded. Based on the findings, the study recommends that there is total management support and commitment toward the PMS implementation. Top management must be willing to provide the resources necessary to support PMS implementation and ensure that all employees are aware of its significance to the institution. In addition, management must assist HRM practitioners in establishing and developing PMS policies, guidelines and methods required for successful implementation.

#### **8.3.5 Recommendation 5: Set Clear Performance Objectives and Goals**

The absence of a well-expressed and articulated institutional vision, purpose, goal, and objectives, frequently impedes PMS execution. Therefore, it is believed that setting clear and challenging performance goals increases an individual's persistence and commitment to an organisation. This ultimately improves performance, especially when the objectives and goals are set at a high level and accepted by all employees. However, this study found that unclear objectives was a challenge for higher education institutions during the implementation of the PMS. The participants shared a similar view that their institutions failed to set clear and realistic performance targets, leading to improper implementation of the PMS. Given these findings, the study recommends that management sets clear performance objectives and goals. The study assumes that setting clear performance objectives and objectives will keep moving the PMS forward,

thereby helping to ensure accountability, and promoting a common understanding of PMS.

### **8.3.6 Recommendation 6: Manage Negative Perceptions and Resistance to Change**

Worldwide, many organisations have experienced resistance to change, leading to the inability to adapt to a new environment. One of the most critical reasons for resistance to change is a lack of trust in top management or the organisation. This study confirmed that the participants had negative perceptions about the PMS implementation, leading to resistance to change. It was found that the negative perceptions and resistance to change occurred due to the difficulty of finding experts to explain the PMS process to staff. Moreover, it ensued because of poor communication. Therefore, the study recommends managing such negative perceptions and resistance to change in the institutions. To manage negative perceptions about PMS and resistance to change, management of HEIs must:

- establish consensus about the performance management agreement.
- include employees in the implementation of the PMS, by communicating clearly and frequently about the existence and implementation of PMS.
- consider employees' views and contribution before the implementation of PMS and
- demonstrate openness and trustworthiness in all aspects of implementation.

## **8.4 THEORETICAL AND PRACTICAL IMPLICATIONS OF THE STUDY**

The study has theoretical and practical implications for employees, managers, governments, employers, and HEIs. Theoretically, the study provides a better understanding of models, approaches and methods that underpin the implementation of PMS in organisations, particularly in HEIs. Therefore, the study is a step towards understanding PMS implementation in HEIs. Also, the study extends the theoretical and empirical understanding of how PMS can be leveraged to improve the technical efficiency of academics in HEIs. From the practical point of view, the research findings provide an avenue for HEIs to improve the technical efficiency of academics through the PMS.

Moreover, the findings could help the management of HEIs to develop new or review existing policies on PMS to achieve its intended purposes.

### **8.5 LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH**

The scope of the study was limited to higher education institutions in the KwaZulu-Natal Province. This implies that the research findings could be generalised or applied to only higher education institutions within the KwaZulu-Natal Province. Therefore, to increase the generalisation of the results, future research should be carried out among higher education institutions in more than one province. Another limitation was that study involved only HEIs, implying that the findings could only apply to them. Hence, it is recommended that future studies combine both higher education institutions and different organisations in South Africa. This will allow generalisation of the findings to higher education institutions and industries. Regardless, the significance of the study is its contribution to the body of knowledge on the implementation of performance management systems in selected HEIs in KwaZulu-Natal, South Africa, along with its challenges and value.

### **8.6 SUMMARY**

This chapter provided the summary of the conclusion and recommendation of the study. In addition, it highlighted the limitations of the study and directions for future research. Although the results of the Pearson's correlation suggested a strong positive relationship between the approaches utilised by HEIs to implement PMS, the linear regression results indicated no positive relationship between the approaches utilised to implement PMS and PMS in the various institutions. By contrast, the qualitative findings identified actual approaches utilised by HEIs to implement PMS, including the performance agreement, performance areas and key performance indicators, capacity building-based, engagement, goal setting theory, regular discussions and feedback.

Furthermore, the findings showed that while Pearson's correlation results showed a weak positive relationship between the implementation of PMS and perceptions of academics towards PMS, linear regression indicated that the relationship between PMS implementation and perceptions of academics towards PMS was statistically significant.

The qualitative findings suggested that the participants had varied perspectives on PMS, including user-friendly and manageable, improper implementation, facilitates planning, complex approach, monitoring tool and talent development. The Pearson's results suggested a moderate positive relationship between the implementation of PMS and improvement of the existing PMS model. The linear regression results also affirms that the relationship between PMS implementation and improvement of the existing PMS model was statistically significant.

The qualitative findings suggested that several factors contributed to improving the existing PMS were identified, including fairness, easy explanation, benchmark, freedom to modify performance agreements, electronic PM, and stakeholder engagement. Pearson's correlation results revealed a negative relationship between the implementation of PMS and challenges of PMS implementation. The linear regression results indicated that the relationship between PMS implementation and challenges of PMS implementation was statistically insignificant. On the contrary, the qualitative findings confirmed that higher education institutions faced several challenges while implementing PMS, including non-compliant to the PMS process, incorrect contract, negative perceptions and resistance to change, lack of communication, lack of awareness, lack of performance management skills, absence of integrity and favouritism, lack of cooperation, lack of commitment, unclear objectives system and lack of buy-in.

The quantitative and qualitative findings confirmed that the mechanisms adopted by higher education institutions positively impacted the implementation of the PMS. The qualitative findings also confirmed that the mechanisms employed to drive academic promotion and development were talent mapping and development, incentives and bonuses, support structures, monitoring and evaluation and ideal PMS. Based on the results the study proposed the following recommendations: the need for stakeholder dialogue and engagement, create awareness of the existence of the performance management system, train people to acquire more knowledge and skills, top management support and commitment, set clear performance objectives and goals and manage negative perceptions and resistance to change.

## BIBLIOGRAPHY

- Abbott, M. and Doucouliagos, C., 2003. The efficiency of Australian universities: a data envelopment analysis. *Economics of Education review*, 22(1), pp.89-97.
- Abdullahi, M.S., Raman, K. and Solarin, S.A., 2022. Mediating role of employee engagement on the relationship between succession planning practice and employee performance in academic institutions: PLS-SEM approach. *Journal of Applied Research in Higher Education*, 14(2), pp.808-828.
- Abi Abdallah, R., 2015, October. The introduction of talent mapping as a management best practice: a case study of the International School of Oman. In *International Conference on Management and Industrial Engineering* (No. 7, p. 347). Niculescu Publishing House.
- Abiwu, L. and Martins, I., 2024. Does integrated talent management foster competitive advantage in higher education institutions?. *SA Journal of Human Resource Management*, 22, pp.1-13.
- Abiwu, L., & Martins, I. (2024). Attracting talent as a catalyst for sustaining learning organisations — a South African perspective. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur*, 22(0), a2628. <https://doi.org/10.4102/sajhrm.v22i0.2628>.
- Abiwu, L., 2021. *Intangible outcomes of talent management practices in selected South African higher education institutions* (Doctoral dissertation).
- Abraham, S., 2012. Job satisfaction as an antecedent to employee engagement. *SIES Journal of Management*, 8(2).
- Ackerman, T.A., 2005. Multidimensional item response theory modeling. *Contemporary psychometrics*, pp.3-26.
- Adams, C.A., 2013. Sustainability reporting and performance management in universities: Challenges and benefits. *Sustainability Accounting, Management and Policy Journal*, 4(3), pp.384-392.

- Adhikari, D.R., 2010. Human resource development (HRD) for performance management: The case of Nepalese organizations. *International Journal of Productivity and Performance Management*, 59(4), pp.306-324.
- Aggarwal, R. and Ranganathan, P., 2019. Study designs: Part 2—descriptive studies. *Perspectives in clinical research*, 10(1), pp.34-36.
- Aguinis, H. 2013. *Performance management*. Second edition. Upper Saddle River, NJ: Pearson Prentice Hall.
- Aguinis, H. and Pierce, C.A., 2008. Enhancing the relevance of organizational behavior by embracing performance management research. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 29(1), pp.139-145.
- Aguinis, H., 2009. An expanded view of performance management. *Performance management: Putting research into practice* (pp.1-43). San Francisco: Guilford Press.
- Aguinis, H., 2011. Organizational responsibility: Doing good and doing well. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology*, Vol. 3. Maintaining, expanding, and contracting the organization (pp. 855–879). American Psychological Association
- Aguinis, H., Joo, H. and Gottfredson, R.K., 2011. Why we hate performance management—And why we should love it. *Business Horizons*, 54(6), pp.503-507.
- Ahmad, M.R. and Raja, R., 2021. Employee job satisfaction and business performance: the mediating role of organizational commitment. *Vision*, 25(2), pp.168-179.
- Ahmad, R., Mohamed, A.M. and Abdul Manaf, H., 2017. The relationship between transformational leadership characteristic and succession planning program in the Malaysian public sector. *International Journal of Asian Social Science*, 7(1), pp.19-30.
- Ahmad, T., Farrukh, F. and Nazir, S., 2015. Capacity building boost employees performance. *Industrial and Commercial Training*, 47(2), pp.61-66.
- Aina, L.E. ed., 2002. *Research in information sciences: an African perspectives*. Stanmore Business Park, Bridgnorth, United Kingdom: Stirling Holden Publication.

- Algamal, Z. Y. 2020. Shrinkage parameter selection via modified cross-validation approach for ridge regression model. *Commun. Stat.-Simul. Comput*, 49(7), pp.1922–1930.
- Ali, Z., Mehmood, B., Ejaz, S. and Ashraf, S.F., 2014. Impact of succession planning on employees performance: evidence from commercial banks of Pakistan. *European Journal of Social Sciences*, 44(2), pp.213-220.
- Allen, M. (Ed.), 2017. *The SAGE encyclopedia of communication research methods*. SAGE publications.
- Almulaiki, A.W., 2023. The impact of performance management on employee performance. *Saudi Journal of Business and Management Studies*, 8 (2), pp.22-27.
- Alosani, M.S., Al-Dhaafri, H.S. and Yusoff, R.Z.B., 2016. Mechanism of benchmarking and its impact on organizational performance. *International Journal of Business and Management*, 11(10), pp.172-183.
- Alves, I. and Lourenço, S.M., 2023. Subjective performance evaluation and managerial work outcomes. *Accounting and Business Research*, 53(2), pp.127-157.
- Amaratunga, D. and Baldry, D., 2002. Moving from performance measurement to performance management. *Facilities*, 20(5/6), pp.217-223.
- Ammons, D.N., 2002. Performance measurement and managerial thinking. *Public Performance & Management Review*, 25(4), pp.344-347.
- Amundsen, S. and Martinsen, Ø.L., 2015. Linking empowering leadership to job satisfaction, work effort, and creativity: The role of self-leadership and psychological empowerment. *Journal of leadership & organizational Studies*, 22(3), pp.304-323.
- Andersson, C. and Sund, K., 2022. Technical efficiency and productivity of higher education institutions in the Nordic countries. *International Journal of Public Administration*, 45(2), pp.107-120.
- Andersson, C., Antelius, J., Månsson, J. and Sund, K., 2017. Technical efficiency and productivity for higher education institutions in Sweden. *Scandinavian journal of educational research*, 61(2), pp.205-223.

- Andersson, G.B., Chapman, J.R., Dekutoski, M.B., Dettori, J., Fehlings, M.G., Fourney, D.R., Norvell, D. and Weinstein, J.N., 2010. Do no harm: the balance of “beneficence” and “non-maleficence”. *Spine*, 35(9S), pp.S2-S8.
- Andrade, C., 2020. Understanding the difference between standard deviation and standard error of the mean, and knowing when to use which. *Indian Journal of Psychological Medicine*, 42(4), pp.409-410.
- Andrade, C., 2020. Understanding the difference between standard deviation and standard error of the mean, and knowing when to use which. *Indian Journal of Psychological Medicine*, 42(4), pp.409-410.
- Anney, V.N., 2014. Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of emerging trends in educational research and policy studies*, 5(2), pp.272-281.
- Armitage, A., 2007. Mutual research designs: Redefining mixed methods research design', paper presented at the British Educational Research Association Annual conference. Institute of Education, University of London, pp.05-08.
- Armstrong, M. and Baron, A., 1998. Performance management: The new realities. (No Title).
- Armstrong, M., 2006. A handbook of human resource management practice, 10<sup>th</sup> edition. London, United Kingdom: Kogan Page Publishers.
- Armstrong, M., 2009. Armstrong's handbook of performance management: An evidence-based guide to delivering high performance. Kogan Page Publishers.
- Arulsamy, A.S., Singh, I., Kumar, M.S., Panchal, J.J. and Bajaj, K.K., 2023. Employee training and development enhancing employee performance—A study. *Researchgate. Net*, 16(3), pp.1-11.
- Ateh, M.Y., Berman, E. and Prasajo, E., 2020. Intergovernmental strategies advancing performance management use. *Public Performance & Management Review*, 43(5), pp.993-1024.
- Awan, S.H., Habib, N., Shoaib Akhtar, C. and Naveed, S., 2020. Effectiveness of performance management system for employee performance through engagement. *SAGE open*, 10(4), p.2158244020969383.

- Awan, S.H., Habib, N., Shoaib Akhtar, C. and Naveed, S., 2020. Effectiveness of performance management system for employee performance through engagement. *SAGE open*, 10(4), p.2158244020969383.
- Babbie, E. and Mouton, J., 2001. *The practice of social research: South African edition*. Cape Town: Oxford University Press Southern Africa.
- Babbie, E.R., 2013. *The practice of social research (13th student ed.)*. Belmont, CA: Wadsworth Cengage Learning.
- Bailey, K.D. 1994. *Methods of social research*. 4th ed. New York: The Free Press.
- Baird, K., Schoch, H. and Chen, Q., 2012. Performance management system effectiveness in Australian local government. *Pacific Accounting Review*, 24(2), pp.161-185.
- Baker-Eveleth, L. and Stone, R.W., 2008. Expectancy theory and behavioral intentions to use computer applications. *Interdisciplinary Journal of Information, Knowledge, and Management*, 3, pp.135-156
- Bakkabulindi, F., 2015. Positivism and interpretivism: Distinguishing characteristics, criteria and methodology. *Educational research: an African approach*, pp.19-38.
- Banerjee, A. and Chaudhury, S., 2010. Statistics without tears: Populations and samples. *Industrial psychiatry journal*, 19(1), pp.60-65.
- Barbieri, M., Micacchi, L., Vidè, F. and Valotti, G., 2023. The performance of performance appraisal systems: A theoretical framework for public organizations. *Review of Public Personnel Administration*, 43(1), pp.104-129.
- Bar-Eli, M., Tenenbaum, G., Pie, J.S., Btsh, Y. and Almog, A., 1997. Effect of goal difficulty, goal specificity and duration of practice time intervals on muscular endurance performance. *Journal of Sports Sciences*, 15(2), pp.125-135.
- Bartley, A. and Hashemi, L., 2021. *Quantitative data analysis and interpretation*. Fouché, CB, Strydom, H. and Roestenburg, WJH *Research at grassroots for the social sciences and human services professions*. 5th ed. Pretoria: Van Schaik.
- Baum, J.R., Locke, E.A. and Smith, K.G., 2001. A multidimensional model of venture growth. *Academy of management journal*, 44(2), pp.292-303.

- Becker, K., Antuar, N. and Everett, C., 2011. Implementing an employee performance management system in a nonprofit organization. *Nonprofit management and leadership*, 21(3), pp.255-271.
- Bell, R., Warren, V. and Schmidt, R., 2022. The application of concurrent or sequential mixed-methods research designs and their methodological implications: Investigating tacit knowledge, its use, and application in automotive development. SAGE Publications, Limited.
- Bellamy, C., 2011. Principles of methodology: Research design in social science. *Principles of Methodology*, pp.1-336.
- Benard, R. and Dulle, F.W., 2014. Assessment of access and use of school library information resources by secondary schools students in Morogoro municipality, Tanzania.
- Berdicchia, D., Bracci, E. and Masino, G., 2022. Performance management systems promote job crafting: the role of employees' motivation. *Personnel Review*, 51(3), pp.861-875.
- Bergman, M.M., 2008. Advances in mixed methods research: Theories and applications. *Advances in mixed methods research*, pp.1-200.
- Bergmann, J., 2023. Research Philosophy, Methodological Implications, and Research Design. In *At Risk of Deprivation: The Multidimensional Well-Being Impacts of Climate Migration and Immobility in Peru* (pp. 57-89). Wiesbaden: Springer Fachmedien Wiesbaden.
- Berman, E., 2002. How useful is performance measurement. *Public Performance & Management Review*, 25(4), pp.348-351.
- Bertram, C. and Christiansen, I., 2014. Understanding research: An introduction to reading research. Pretoria: Van Schaik Publishers.
- Bertram, C. and Christiansen, I., 2014. Understanding research. An introduction to reading research. Pretoria: Van Schaik Publishers.
- Bhattacharjee, A., 2012. Social science research: Principles, methods, and practices. USA.

- Biondi, L. and Russo, S., 2022. Integrating strategic planning and performance management in universities: a multiple case-study analysis. *Journal of Management and Governance*, 26(2), pp.417-448.
- Bipp, T. and Kleingeld, A., 2011. Goal-setting in practice: The effects of personality and perceptions of the goal-setting process on job satisfaction and goal commitment. *Personnel Review*, 40(3), pp.306-323.
- Birdsall, C., 2018. Performance management in public higher education: Unintended consequences and the implications of organizational diversity. *Public Performance & Management Review*, 41(4), pp.669-695.
- Bizri, R., Wahbi, M. and Al Jardali, H., 2021. The impact of CSR best practices on job performance: The mediating roles of affective commitment and work engagement. *Journal of Organizational Effectiveness: People and Performance*, 8(1), pp.129-148.
- Bizri, R., Wahbi, M. and Al Jardali, H., 2021. The impact of CSR best practices on job performance: The mediating roles of affective commitment and work engagement. *Journal of Organizational Effectiveness: People and Performance*, 8(1), pp.129-148.
- Blackmore, P. and Wilson, A., 2005. Problems in staff and educational development leadership: Solving, framing, and avoiding. *International Journal for Academic Development*, 10(2), pp.107-123.
- Blaikie, N., 2007. *Approaches to social enquiry: Advancing knowledge*. Polity.
- Bless, C., Higson-Smith, C. and Kagee, A., 2006. *Fundamentals of social research methods: An African perspective*. Juta and Company Ltd.
- Boachie-Mensah, F.O. and Seidu, P.A., 2012. Employees' perception of performance appraisal system: A case study. *International journal of business and management*, 7(2), p.73.
- Boice, D.F. and Kleiner, B.H., 1997. Designing effective performance appraisal systems. *Work study*, 46(6), pp.197-201.
- Bougie, R. and Sekaran, U., 2019. *Research methods for business: A skill building approach*. John Wiley & Sons.

- Bougie, R. and Sekaran, U., 2019. Research methods for business: A skill building approach. John Wiley & Sons.
- Bourne, H., Jenkins, M. and Parry, E., 2019. Mapping espoused organizational values. *Journal of Business Ethics*, 159, pp.133-148.
- Bourne, M., Kennerley, M. and Franco-Santos, M., 2005. Managing through measures: a study of impact on performance. *Journal of manufacturing technology management*, 16(4), pp.373-395.
- Bourne, M., Neely, A., Mills, J. and Platts, K., 2003. Implementing performance measurement systems: a literature review. *International journal of business performance management*, 5(1), pp.1-24.
- Bourne, M., Neely, A., Mills, J. and Platts, K., 2003. Why some performance measurement initiatives fail: lessons from the change management literature. *International Journal of Business Performance Management*, 5(2-3), pp.245-269.
- Bowen, G.A., 2009. Document analysis as a qualitative research method. *Qualitative research journal*, 9(2), pp.27-40.
- Bowman, J.S., 1999. Performance appraisal: Verisimilitude trumps veracity. *Public Personnel Management*, 28(4), pp.557-576.
- Braun, V. and Clarke, V., 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), pp.77-101.
- Brink, H., & Van der Walt, C. (2006). *Fundamentals of research methodology for health care professionals*. Juta and Company Ltd.
- Brink, P., Bäck-Pettersson, S. and Sernert, N., 2012. Group supervision as a means of developing professional competence within pre-hospital care. *International Emergency Nursing*, 20(2), pp.76-82.
- Brinkmann, S., Jacobsen, M.H. and Kristiansen, S., 2014. Historical overview of qualitative research in the social sciences. *The Oxford handbook of qualitative research*, pp.17-42.
- Broad, M. and Goddard, A., 2010. Internal performance management with UK higher education: an amorphous system?. *Measuring Business Excellence*, 14(1), pp.60-66.

- Broadbent, J. and Laughlin, R., 2009. Performance management systems: A conceptual model. *Management accounting research*, 20(4), pp.283-295.
- Brown, M., Hyatt, D. and Benson, J., 2010. Consequences of the performance appraisal experience. *Personnel review*, 39(3), pp.375-396.
- Brown, T. C., & Latham, G. P. (2018). Maintaining relevance and rigor: How we bridge the practitioner–scholar divide within human resource development. *Human resource development Quarterly*, 29(2), pp.99-110.
- Brudan, A., 2010. Rediscovering performance management: systems, learning and integration. *Measuring Business Excellence*, 14(1), pp.109-123.
- Bryman A. and Bell E., 2015. *Business research methods*. Oxford: Oxford University Press.
- Bryman, A., 2008. Why do researchers integrate/combine/mesh/blend/mix/ merge/fuse qualitative and quantitative research. *Advances in mixed methods Research*, 21(8), pp.87-100
- Brynard, P.A., 2010. Policy implementation and cognitive skills: the difficulty of understanding implementation. *Journal of public administration*, 45(si-1), pp.190-201.
- Bryson, J.M., 2018. *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. John Wiley & Sons.
- Budworth, M.H. and Mann, S.L., 2010. Becoming a leader: The challenge of modesty for women. *Journal of Management Development*, 29(2), pp.177-186.
- Bulawa, P., 2011. *Implementation of the performance management system in senior secondary schools in Botswana: the perspective of the senior management team* (Doctoral dissertation, James Cook University).
- Busi, M. and Bititci, U.S., 2006. Collaborative performance management: present gaps and future research. *International journal of productivity and performance management*, 55(1), pp.7-25.
- Caixote, C.B., Mothusi, B. and Molokwane, T., 2020. Performance Management System in Mozambican Universities: A Literature Review of Theories, Origin and Evolution. *International Journal of Business Administration*, 11(6), pp.52-60.

- Cameron, I. and Duff, R., 2007. A critical review of safety initiatives using goal setting and feedback. *Construction Management and Economics*, 25(5), pp.495-508.
- Camilleri, M.A. and Camilleri, A., 2018. The performance management and appraisal in higher education. Camilleri, MA & Camilleri, AC (2018). *The Performance Management and Appraisal in Higher Education*. In Cooper, C. *Driving Productivity in Uncertain and Challenging Times*. (University of the West of England, 5th September). British Academy of Management, UK.
- Campbell, D.T. and Fiske, D.W., 1959. Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological bulletin*, 56(2), pp.81-105
- Care, E., Griffin, P. and McGaw, B., 2012. *Assessment and teaching of 21st century skills* (pp. 17-66). Dordrecht, The Netherlands: Springer.
- Cascio, W. F., & Aguinis, H. 2011. *Applied psychology in human resource management*. Seventh edition, Upper Saddle River, NJ: Prentice Hall.
- Castro Analuiza, J.C., Tubón Núñez, E.E., Quisimalín Santamaría, H.M. and Guamán Guevara, M.D., 2022. Assessment of Technical Efficiency in Higher Education in Ecuador. *Cuadernos de Administración (Universidad del Valle)*, 38(73).
- Catania, G., 2014. The unintended consequences of motivational techniques: Goal setting and unethical behavior in the Maltese financial services industry. *Procedia-Social and Behavioral Sciences*, 109, pp.1375-1385.
- Celik, C., 2008. Relationship of organizational commitment and job satisfaction: A field study of tax office employees.
- Chalawila, I. and Muchanga, M., 2022. Challenges Experienced By Postgraduate Candidates in the Application of Conceptual Frameworks in Scientific Research. *International Journal of Scientific Research and Management*, 10(2), pp.2321-3418.
- CHE (Council on Higher Education). 2010. *Higher Education Monitor*. Access and throughput in South African Higher Education: Three case studies.
- Chen, Y. and Lou, H., 2002. Toward an understanding of the behavioral intention to use a groupware application. *Journal of Organizational and End User Computing (JOEUC)*, 14(4), pp.1-16.

- Chenhall, R.H., 2003. Management control systems design within its organizational context: findings from contingency-based research and directions for the future. *Accounting, organizations and society*, 28(2-3), pp.127-168.
- Chiang, C.F. and Jang, S.S., 2008. An expectancy theory model for hotel employee motivation. *International Journal of Hospitality Management*, 27(2), pp.313-322.
- Chinn PL and MK Kramer. 1999. *Theory and nursing. Integrated knowledge development*, 5th edn. St Louis: Mosby.
- Chinn, P.L. and Kramer, M.K., 1995. *Theory and nursing: A systematic approach*.
- Chukwuedo, S.O. and Uko-Aviomoh, E.E., 2015. Building theoretical and conceptual frameworks for quantitative research report in education. *African Journal of Studies in Education*, 10(2), pp.83-101.
- CIPD (Chartered Institute of Personnel Development). 2009. Performance management in action: Current trends. Retrieved from [http://www.cipd.co.uk/NR/rdonlyres/AC5B3F1D-CA83-4CB2-AD979B2333411133/0/Performance management in action.pdf](http://www.cipd.co.uk/NR/rdonlyres/AC5B3F1D-CA83-4CB2-AD979B2333411133/0/Performance%20management%20in%20action.pdf) (Accessed 20 July 2012).
- Clardy, A., 2013. A general framework for performance management systems: Structure, design, and analysis. *Performance Improvement*, 52(2), pp.5-15.
- Cloete, N. and Galant, J., 2005. *Capacity Building for the Next Generation of Academics: Review Report for the Carnegie Corporation Project: to Train and Retrain the Next Generation of Academics*. Centre for Higher Education Transformation.
- Cohen, L., Manion, L. and Morrison, K., 2007. *Experiments, quasi-experiments, single-case research and meta-analysis. Research methods in education*. New York: Routledge
- Cohen, P.J., 2008. *Set theory and the continuum hypothesis*. Courier Corporation.
- Coleman, J., 2009. *Recommendations for implementing performance management in organisations*. University of Wollongong counseling and student affairs. Pacific Grove, CA: Brooks/Cole.
- Collins, K.M., Onwuegbuzie, A.J. and Sutton, I.L., 2006. A model incorporating the rationale and purpose for conducting mixed-methods research in special education and beyond. *Learning disabilities: a contemporary journal*, 4(1), pp.67-100.

- Collis, J. and Hussey, R., 2014. Identifying Your Paradigm. In *Business Research* (pp. 42-57). Palgrave, London.
- Compton, R., 2005. Performance management: panacea or corporate outcast. *Research and Practice in Human Resource Management*, 13(1), pp.46-54.
- Cook, J. and Crossman, A., 2004. Satisfaction with performance appraisal systems: A study of role perceptions. *Journal of managerial psychology*, 19(5), pp.526-541.
- Cooper, D., 1995. Technikons and higher education restructuring. *Comparative Education*, 31(2), pp.243-260.
- Cooper, D.R. and Schindler, P., 2014. *Business research methods*. New York: McGraw-Hill.
- Cossani, G., Codoceo, L., Caceres, H. and Tabilo, J., 2022. Technical efficiency in Chile's higher education system: A comparison of rankings and accreditation. *Evaluation and Program Planning*, 92, p.102058.
- Council on Higher Education (CHE). (2023). Executive summary: Institutional audit report on the Walter Sisulu University. Council on Higher Education
- Creswell, J. W., & Plano Clark, V. L., 2018. *Designing and conducting mixed methods research* (3rd ed.). Thousand Oaks, California: Sage Publications.
- Creswell, J. W., 2013. *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, California: Sage Publications.
- Creswell, J. W., 2021. *A concise introduction to mixed methods research*. Thousand Oaks, California: SAGE Publications.
- Creswell, J., 2003. *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Creswell, J.W. and Creswell, J.D., 2009. *Research design: qualitative. Quantitative, and mixed methods*. Thousand Oaks, California: Sage Publications.
- Creswell, J.W., 2013. *Steps in conducting a scholarly mixed methods study*. University of Nebraska: Lincoln.
- Creswell, J.W., 2014. *Research design qualitative, quantitative and mixed methods approaches*. 4th ed. Thousand Oaks: Sage Publications.
- Crossan, F. , 2003. Research philosophy: Towards an understanding. *Nurse Researcher*. 11(1): 46-55.

- Dachner, A.M., Ellingson, J.E., Noe, R.A. and Saxton, B.M., 2021. The future of employee development. *Human Resource Management Review*, 31(2), pp. 1-14.
- Dangol, P., 2021. Role of performance appraisal system and its impact on employees motivation. *Quantitative Economics and Management Studies*, 2(1), pp.13-26.
- Darlington, Y. and Scott, D., 2020. *Qualitative research in practice: Stories from the field*. London: Routledge.
- Daud, K.A.M., Khidzir, N.Z., Ismail, A.R. and Abdullah, F.A., 2018. Validity and reliability of instrument to measure social media skills among small and medium entrepreneurs at Pengkalan Datu River. *International Journal of Development and sustainability*, 7(3), pp.1026-1037.
- Dave Ulrich 06 | 2016 | [www.hrfuture.net](http://www.hrfuture.net)
- De Vries, R.E., Wawoe, K.W. and Holtrop, D., 2016. What is engagement? Proactivity as the missing link in the HEXACO model of personality. *Journal of personality*, 84(2), pp.178-193.
- De Waal, A.A. 2007. Behavioural important factors for the successful implementation and use of performance management system. *Management Decision*, 41(8):688–697.
- De Waal, A.A. and Counet, H., 2009. Lessons learned from performance management systems implementations. *International Journal of Productivity and Performance Management*, 58(4), pp.367-390.
- De Waal, A.A., 2004. Stimulating performance-driven behaviour to obtain better results. *International Journal of Productivity and Performance Management*, 53(4), pp.301-316.
- De Waal, A.A., 2010. Performance-driven behavior as the key to improved organizational performance. *Measuring Business Excellence*, 14(1), pp.79-95.
- Decramer, A., Christiaens, J. and Vanderstraeten, A., 2007. Individual performance management in higher education institutions. In 29th Annual EAIR Forum.
- Decramer, A., Smolders, C. and Vanderstraeten, A., 2013. Employee performance management culture and system features in higher education: relationship with employee performance management satisfaction. *The International Journal of Human Resource Management*, 24(2), pp.352-371.

- DeCuir-Gunby, J.T., 2008. Mixed methods research in the social sciences. Best practices in quantitative methods, 1, pp.125-136.
- Delport, C.S.L., & Fouché, C. B., 2018. Mixed methods research. In De Vos, A.S, Strydom, H., Fouché, C.B. & Delport, C.S.L. Research at grassroots for the social sciences and human service professionals. Pretoria: Van Schaik.
- DeNisi A. S. and Murphy K. R., 2017. Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 102(3), pp.421–433.
- DeNisi, A.S. and Murphy, K.R., 2017. Performance appraisal and performance management: 100 years of progress?. *Journal of applied psychology*, 102(3), p.421.
- Denscombe, M., 2008. Communities of practice: A research paradigm for the mixed methods approach. *Journal of mixed methods research*, 2(3), pp.270-283.
- Denzin, N.K. and Lincoln, Y.S., 2008. Introduction: The discipline and practice of qualitative research.
- Department of Basic Education (DBE) (2011): Integrated Strategic Planning Framework for Teacher Education and Development in South Africa. South Africa: The Departments of Basic Education and Higher Education and Training.
- Deshpandé, R. and Farley, J.U., 2004. Organizational culture, market orientation, innovativeness, and firm performance: an international research odyssey. *International Journal of research in Marketing*, 21(1), pp.3-22.
- Dewettinck, K. and van Dijk, H., 2013. Linking Belgian employee performance management system characteristics with performance management system effectiveness: exploring the mediating role of fairness. *The International Journal of Human Resource Management*, 24(4), pp.806-825.
- Dikolli, S.S., Hofmann, C. and Kulp, S.L., 2009. Interrelated performance measures, interactive effort, and incentive weights. *Journal of Management Accounting Research*, 21(1), pp.125-149.
- Dodgson, J. E., 2019. Reflexivity in qualitative research. *Journal of human lactation*, 35(2), pp.220-222.

- Dormer, R. and Gill, D., 2010. Managing for performance in New Zealand's public service—a loosely coupled framework?. *Measuring Business Excellence*, 14(1), pp.43-59.
- Dougall, A.W. and Mmola, M., 2015. Identification of key performance areas in the southern African surface mining delivery environment. *Journal of the Southern African Institute of Mining and Metallurgy*, 115(11), pp.1001-1006.
- Downing, S. M., 2004. Reliability: on the reproducibility of assessment data. *Medical Education*, 38(9), pp.1006-1012.
- Du Plooy-Cilliers, F. & Cronje, F., 2019. Quantitative data collection. In Du Plooy-Cilliers, F., Davis, C. & Bezuidenhout, R.M. *Research matters*. Claremont: Juta.
- Du Pré, R., 2009. The place and role of universities of technology in South Africa. Bloemfontein: South African Technology Network.
- Dube, N. and Hendricks, E.A., 2023. The praxis and paradoxes of community engagement as the third mission of universities. a case of a selected South African university. *South African Journal of Higher Education*, 37(1), pp.131-150.
- Dubey, R., Gunasekaran, A., Childe, S.J., Papadopoulos, T., Hazen, B., Giannakis, M. and Roubaud, D., 2017. Examining the effect of external pressures and organizational culture on shaping performance measurement systems (PMS) for sustainability benchmarking: Some empirical findings. *International Journal of Production Economics*, 193, pp.63-76.
- Dumitrescu, D., Costică, I., Simionescu, L. N. and Gherghina, Ș. C. 2020. A DEA approach towards exploring the sustainability of funding in higher education. Empirical Evidence from Romanian Public Universities. *Amfiteatru Economic*, 22(54), pp.593-607
- Durrheim, K. & Painter, D., 2021. Collecting quantitative data: Sampling and measurement. In Terre Blanche, M., Durrheim, K. & Painter, D. (Eds.) *Research in Practice: Applied Methods for the Social Sciences (2nd Edition)*. Cape Town: UCT Press.
- Earley, P. C., Wojnaroski, P., & Prest, W., 1987. Task planning and energy expended: Exploration of how goals influence performance. *Journal of Applied Psychology*, 72, 107-114

- Edinburgh Business School. 2008. Performance management. Retrieved from <https://studentservices.ebsglobal.net/student-service/open/synopsis/pdfs/h17pe-pe-a1-1-2005> (Accessed 25 July 2012).
- Elfil, M. and Negida, A., 2017. Sampling methods in clinical research; an educational review. *Emergency*, 5(1), pp.1-3.
- Epstein, M.J., 2003. *Measuring and Managing Performance in the 21st Century. The Performance Prism*.
- Erdem, A., 2017. Mind Maps as a Lifelong Learning Tool. *Universal Journal of Educational Research*, 5(n12A), pp.1-7.
- Erez, M., 1986. The congruence of goal-setting strategies with socio-cultural values and its effect on performance. *Journal of Management*, 12(4), pp.585-592.
- Faria, P., Lezama, F., Vale, Z. and Khorram, M., 2021. A methodology for energy key performance indicators analysis. *Energy Informatics*, 4(1), pp.1-15.
- Ferreira, A. and Otley, D., 2009. The design and use of performance management systems: An extended framework for analysis. *Management Accounting Research*, 20(4), pp.263-282.
- Fidel, R., 2008. Are we there yet?: Mixed methods research in library and information science. *Library & Information Science Research*, 30(4), pp.265-272.
- Field, J., 2000. *Lifelong learning and the new educational order*. Trentham Books, Ltd., Westview House, 734 London Road, Stoke on Trent, ST4 5NP, United Kingdom UK (15.99 British pounds; 25 Euros).
- Fleenor, J.W. and Prince, J.M., 2016. Using 360-degree feedback in organisations. *International Journal of Research in Management and Technology*, 6(1), pp.45-51.
- Fletcher, C. and Williams, R., 1996. Performance management, job satisfaction and organizational commitment<sup>1</sup>. *British journal of management*, 7(2), pp.169-179.
- Folan, P. and Browne, J., 2005. A review of performance measurement: Towards performance management. *Computers in industry*, 56(7), pp.663-680.
- Fouka, G. and Mantzorou, M., 2011. What are the major ethical issues in conducting research? Is there a conflict between the research ethics and the nature of nursing?. *Health science journal*, 5(1), pp.3-14
- Fox, W. and Bayat, M.S., 2008. *A guide to managing research*. Juta and company Ltd.

- Franco-Santos, M. and Doherty, N., 2017. Performance management and well-being: a close look at the changing nature of the UK higher education workplace. *The International Journal of Human Resource Management*, 28(16), pp.2319-2350.
- Frankfort-Nachmias, C. and Nachmias, D. 1996. *Research methods in the social sciences*. 5th ed. London: Arnold.
- Fryer, K., Antony, J. and Ogden, S., 2009. Performance management in the public sector. *International journal of public sector management*, 22(6), pp.478-498.
- Gabriel, A.S., Cheshin, A., Moran, C.M. and Van Kleef, G.A., 2016. Enhancing emotional performance and customer service through human resources practices: A systems perspective. *Human Resource Management Review*, 26(1), pp.14-24.
- Gallup, Inc., 2017. *State of the Global Workplace Report*, Washington. [http://www.managerlenchanteur.org/wp-content/uploads/GallupState-of-the-Global-Workplace-Report-2017\\_Executive-Summary.pdf](http://www.managerlenchanteur.org/wp-content/uploads/GallupState-of-the-Global-Workplace-Report-2017_Executive-Summary.pdf).
- Garavan, T. N., Morley, M., and Flynn, M., 2014. 360-degree feedback: Its role in employee development. *Journal of Management Development*, Vol. 16(2), pp:134-147.
- Garavan, T.N., Carbery, R. and Rock, A., 2012. Mapping talent development: Definition, scope and architecture. *European journal of training and development*, caps36(1), pp.5-24.
- Garcia-Morales, V.J., Ruiz Moreno, A. and Llorens-Montes, F.J., 2006. Strategic capabilities and their effects on performance: entrepreneurial, learning, innovator and problematic SMEs. *International Journal of Management and Enterprise Development*, 3(3), pp.191-211.
- Garms, E., 2013. Is feedback valuable or a resource sink? *Association for Training and Development*. [Online] Available from: <https://www.td.org/Publications/Blogs/Human-Capital-Blog/2013/01/Is-Feedback-Valuable-or-a-Resource-Sink> (Accessed on 10 January 2022).
- Gay, L., Mills, G. and Airsasain, P., 2009. *Educational research: Competencies for analysis and interpretation*, Upper Saddle Back, NJ, Merrill Prentice-Hall.
- Gephart, R., 1999, January. Paradigms and research methods. In *Research methods forum* (Vol. 4, No. 1, p. 11).

- Gerrish, E., 2016. The impact of performance management on performance in public organizations: A meta-analysis. *Public Administration Review*, 76(1), pp.48-66.
- Ghazali, N.H.M., 2016. A Reliability and Validity of an Instrument to Evaluate the School-Based Assessment System: A Pilot Study. *International journal of evaluation and research in education*, 5(2), pp.148-157.
- Ghosh, S. and Das, N., 2013. New model of performance management and measurement in higher education sector. *Management*, 2(8), pp.1-10.
- Glicken, M.D., 2003. *Social research: A simple guide*. Addison-Wesley Longman.
- Gómez Gómez, J., Martínez Costa, M. and Martínez Lorente, Á.R., 2011. A critical evaluation of the EFQM model. *International Journal of Quality & Reliability Management*, 28(5), pp.484-502.
- Govender, M. and Bussin, M.H., 2020. Performance management and employee engagement: A South African perspective. *SA Journal of Human Resource Management*, 18(1), pp.1-19.
- Govender, M. and Bussin, M.H.R., 2020. Performance management and employee engagement: A South African perspective. *SA Journal of Human Resource Management*, 18, pp.1–19. <https://doi.org/10.4102/sajhrm.v18i0.1215>
- Govender, T., Grobler, A. and Joubert, Y.T., 2015. Justice perceptions of performance management practices in a company in the chemical industry. *South African Journal of Economic and Management Sciences*, 18(4), pp.567-585.
- Graham, A.T., 2015. Academic staff performance and workload in higher education in the UK: the conceptual dichotomy. *Journal of Further and Higher Education*, 39(5), pp.665-679.
- Grant, C. and Osanloo, A., 2014. Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your “house”. *Administrative issues journal*, 4(2), p.4.
- Gratton, C. and Jones, I., 2010. *Research methods for sports studies*. Taylor & Francis.
- Gravetter, F. and Forzano, L., 2012. Selecting research participants. *Res. Methods Behav. Sci*, 125, p.139.
- Gray, D.E., 2021. Doing research in the real world. *Doing research in the real world*, pp.1-100.

- Gray, J.R., Grove, S.K. and Sutherland, S., 2016. Burns and grove's the practice of nursing research-E-book: Appraisal, synthesis, and generation of evidence. Elsevier Health Sciences.
- Guest, D.E., 2011. Human resource management and performance: still searching for some answers. *Human resource management journal*, 21(1), pp.3-13.
- Guest, D.E., Michie, J., Conway, N. and Sheehan, M., 2003. Human resource management and corporate performance in the UK. *British journal of industrial relations*, 41(2), pp.291-314.
- Guinn, K.A. and Corona, R.J., 1991. Putting a price on performance. *Personnel journal*.
- Guthrie, J., Manes-Rossi, F., Orelli, R.L. and Sforza, V., 2024. Performance management and measurement impacts on universities:(re) viewing the past, present and future. *Journal of Public Budgeting, Accounting & Financial Management*, 36(6), pp.1-25.
- Haines III, V.Y. and St-Onge, S., 2012. Performance management effectiveness: practices or context?. *The International Journal of Human Resource Management*, 23(6), pp.1158-1175.
- Halachmi, A., 2005. Performance measurement is only one way of managing performance. *International journal of productivity and performance management*, 54(7), pp.502-516.
- Halachmi, A., 2011. Imagined promises versus real challenges to public performance management. *International Journal of Productivity and Performance Management*, 60(1), pp.24-40.
- Hall, J.L., Shin, G. and Bartels, C.E., 2022. Measuring the effect of performance management in local economic development policy: the case of tax increment finance districts in the Dallas-Ft. Worth metroplex. *Local Government Studies*, 48(4), pp.628-654.
- Hamutumwa, M.U.N., 2014. Electronic resources use by distance learners at University of Namibia (Doctoral dissertation).
- Hancock, J.T., Naaman, M. and Levy, K., 2020. AI-mediated communication: Definition, research agenda, and ethical considerations. *Journal of Computer-Mediated Communication*, 25(1), pp.89-100.

- Hansen, J.T., 2004. Thoughts on knowing: Epistemic implications of counseling practice. *Journal of Counseling & Development*, 82(2), pp.131-138.
- Harding, R.C., 2020. The improvement of performance management system at the University of South Africa (Doctoral dissertation).
- Hawking, S., 1988. *A brief history of time: From the big bang to black holes*. New York: Bantam
- Heale, R. and Twycross, A., 2015. Validity and reliability in quantitative studies. *Evidence-based nursing*, 18(3), pp.66-67.
- Hendricks, C.C. and Matsiliza, N.S., 2015. Management of employee performance in the South African Public Service: the case of the National Department of Rural Development and Land Reform in the Western Cape. *Problems and perspectives in management*, (13, Iss. 3 (contin.)), pp.125-131.
- Henning, E., van Rensburg, W. and Smith, B., 2004. *Finding your way in qualitative research*. Pretoria: van Schaik Publishers.
- Hennink, M., Hutter, I. and Bailey, A., 2020. *Qualitative research methods*. Sage.
- Hennyeyová, K., Janšto, E., Šilerová, E. and Stuchlý, P., 2021. Influence of Key Performance Indicators in Marketing on the Financial Situation of Wine Producers Using ICT. *AGRIS on-line Papers in Economics and Informatics*, 13(3), pp.49-58.
- Hess, J.D. and Bacigalupo, A.C., 2013. Applying emotional intelligence skills to leadership and decision making in non-profit organizations. *Administrative Sciences*, 3(4), pp.202-220.
- Hildebrand, R. and McDavid, J.C., 2011. Joining public accountability and performance management: A case study of Lethbridge, Alberta. *Canadian Public Administration*, 54(1), pp.41-72.
- Hildebrandt, J., 2023. *Stakeholder Participation in Performance Management Systems: A Study of Power Structures* (Bachelor's thesis, University of Twente).
- Hill, R., 1998. What sample size is "enough" in internet survey research. *Interpersonal Computing and Technology: An electronic journal for the 21st century*, 6(3-4), pp.1-12.
- Ho, C.D., Nguyen, T.V., Huynh-The, T., Nguyen, T.T., da Costa, D.B. and An, B., 2021. Short-packet communications in wireless-powered cognitive IoT networks:

- Performance analysis and deep learning evaluation. *IEEE Transactions on Vehicular Technology*, 70(3), pp.2894-2899.
- Hofstede, G., 1998. Attitudes, values and organizational culture: Disentangling the concepts. *Organization studies*, 19(3), pp.477-493.
- Hoft, J., 2021. Anonymity and confidentiality. *The Encyclopedia of Research Methods in Criminology and Criminal Justice*, 1, pp.223-227.
- Hope Sr, K.R., 2013. Performance contracting as a performance management tool in the public sector in Kenya: Lessons of learning. *Teaching Public Administration*, 31(2), pp.204-217.
- Hope, J. and Fraser, R., 2003. *Beyond budgeting: how managers can break free from the annual performance trap*. Harvard Business Press.
- Hope, J. and Fraser, R., 2003. Who needs budgets?. *Harvard Business Review*, 109-115.
- Hoskins, R.G.M., 2010. *The effect of the crisis in scholarly communication on university libraries in South Africa* (Doctoral dissertation).
- Hu, X., 2018. Methodological implications of critical realism for entrepreneurship research. *Journal of Critical Realism*, 17(2), pp.118–139
- Ilic, D., Nordin, R.B., Glasziou, P., Tilson, J.K. and Villanueva, E., 2014. Development and validation of the ACE tool: assessing medical trainees' competency in evidence based medicine. *BMC medical education*, 14(1), pp.1-6.
- Isabirye, A. and Moloi, K., 2023. Exploring Academics' Performance Management Experiences at a University of Technology in South Africa. *African Journal of Inter/Multidisciplinary Studies*, 5(1), pp.1-13.
- Ittner, C.D. and Larcker, D.F., 1998. Innovations in performance measurement: Trends and research implications. *Journal of management accounting research*, 10, p.205.
- Jain, S. and Gautam, A., 2014. Performance management system: A strategic tool for human resource management. *Prabandhan Guru*, 5(1-2), pp.28-32.
- Jansen, J.D., 2003. On the state of South African universities: guest editorial. *South African Journal of Higher Education*, 17(3), pp.9-12.

- Jehangir, M., 2013. The Effect of Performance Management System on Teachers' Efficiency: A Case Study of Private Schools in District Peshawar. *Life Science Journal*, 10(4).
- Johnes, G. and Tone, K., 2017. The efficiency of higher education institutions in England revisited: comparing alternative measures. *Tertiary Education and Management*, 23, pp.191-205.
- Johnsen, Å., Solholm, K. and Tufte, P.A., 2024. Performance Measurement System Design as Link Between Strategy Formulation and Performance Information Use in Public Sector Organizations. *Public Performance & Management Review*, pp.1-36.
- Johnson, B. and Christensen, L., 2000. *Educational research: Quantitative and qualitative approaches*. Allyn & Bacon.
- Johnson, C.P., Williams, P.L. and Gillis, D.E., 2015. The capacity building experience of women engaged in determining the cost and affordability of healthy food in Nova Scotia, Canada. *Journal of Hunger & Environmental Nutrition*, 10(3), pp.356-378.
- Johnson, R.B. and Onwuegbuzie, A.J., 2004. Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), pp.14-26.
- Johnson, R.B., Onwuegbuzie, A.J. and Turner, L.A., 2007. Toward a definition of mixed methods research. *Journal of mixed methods research*, 1(2), pp.112-133.
- Kallet, R.H., 2004. How to write the methods section of a research paper. *Respiratory care*, 49(10), pp.1229-1232.
- Kamel, J.G., 2016. Performance management practices within emerging market multinational enterprises: the case of Brazilian multinationals, *The International Journal of Human Resource Management*, 27, 8, 876.
- Kanfer, R. and Ackerman, P.L., 1989. Motivation and cognitive abilities: An integrative/aptitude-treatment interaction approach to skill acquisition. *Journal of applied psychology*, 74(4), p.657.
- Kaplan, R.S. and Norton, D.P., 1996. Using the balanced scorecard as a strategic management system.
- Kaplan, R.S., 1992. The balanced scorecard measures that drive performance. *Harvard business review*.

- Karkouljian, S.K., 2002. Performance appraisal in higher education. University of Leicester (United Kingdom).
- Katzenbach, J.R. and Smith, D.K., 1993. The wisdom of teams: Creating the high-performance organization. Mckinsey & Company. Inc., New York, NY.
- Katzenbach, J.R. and Smith, D.K., 2015. The wisdom of teams: Creating the high-performance organization. Harvard Business Review Press.
- Kaupa, S. and Atiku, S.O., 2020. Challenges in the implementation of performance management system in Namibian public sector. *International Journal of Innovation and Economic Development*, 6(2), pp.25-34.
- Kaur, P., Stoltzfus, J. and Yellapu, V., 2018. Descriptive statistics. *International Journal of Academic Medicine*, 4(1), pp.60-63.
- Kelley, C. and Halverson, R., 2012. The Comprehensive Assessment of Leadership for Learning: A Next Generation Formative Evaluation and Feedback System. *Journal of Applied Research on Children*, 3(2), p.4.
- Kennerley, M. and Neely, A., 2002. A framework of the factors affecting the evolution of performance measurement systems. *International journal of operations & production management*, 22(11), pp.1222-1245.
- Kenny, S. and Clarke, M. eds., 2010. Challenging capacity building: Comparative perspectives. Springer.
- Kerlinger, F.N., 1979. Behavioral research: A conceptual approach. Holt, Rinehart & Winston, New York.
- Khan, G.A. and Vishnupuri, N., 2021. Performance management system in higher education in india: Analysis of current practices and trends.
- Khan, M.R., Ziauddin, J.F. and Ramay, M.I., 2010. The impacts of organizational commitment on employee job performance. *European journal of social sciences*, 15(3), pp.292-298.
- Khumalo, I.P., Ejoke, U.P., Asante, K.O. and Rugira, J., 2021. Measuring social well-being in Africa: An exploratory structural equation modelling study. *African Journal of Psychological Assessment*, 3, pp.1-7.
- Kim, J.S., 2000. Students' attitudes and perceptions toward technology. Iowa State University.

- Kim, P.S. 2011. Performance management and appraisal. Paper delivered at the CEPA meeting, 4-8 April, New York. Retrieved from <http://unpan1.un.org/intradoc/groups/public/documents/undpadm/unpan045257.pdf> (Accessed 14 August 2012).
- Kim, S.M., 2021. Inductive or deductive? Research by maxillofacial surgeons. *Journal of the Korean Association of Oral and Maxillofacial Surgeons*, 47(3), p.151.
- Kim, T.K., 2017. Understanding one-way ANOVA using conceptual figures. *Korean journal of anesthesiology*, 70(1), pp.22-26.
- Kipkebut, D.J., 2010. Human Resource Management Practices and Organizational Commitment in Higher Educational Institutions: A Kenyan Case. *IUP Journal of Organizational Behavior*, 9.
- Kirkpatrick, D.L., 1986. Performance appraisal: Your questions answered. *Training & Development Journal*.
- Kirkpatrick, S.A. and Locke, E.A., 1996. Direct and indirect effects of three core charismatic leadership components on performance and attitudes. *Journal of applied psychology*, 81(1), p.36.
- Kirkpatrick, S.A. and Locke, E.A., 1996. Direct and indirect effects of three core charismatic leadership components on performance and attitudes. *Journal of applied psychology*, 81(1), p.36.
- Kivipõld, K., Türk, K. and Kivipõld, L., 2020. Performance appraisal, justice and organizational effectiveness: a comparison between two universities. *International Journal of Productivity and Performance Management*, 70(1), pp.87-108.
- Kivunja, C., 2018. Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review of lessons from the field. *International journal of higher education*, 7(6), pp.44-53.
- Klein, H.J., Wesson, M.J., Hollenbeck, J.R. and Alge, B.J., 1999. Goal commitment and the goal-setting process: conceptual clarification and empirical synthesis. *Journal of applied psychology*, 84(6), p.885.
- Koen, C., 2003. *The Contribution of Technikons to Human Resources Development in South Africa*. University of Cape Town.

- Koh, E. T., Owen, W. L., Koh, E. T. and Owen, W. L., 2000. Descriptive research and qualitative research. *Introduction to Nutrition and Health research*, pp.219-248.
- Kollberg, B. and Elg, M., 2011. The practice of the balanced scorecard in health care services. *International Journal of Productivity and Performance Management*, 60(5), pp.427-445.
- Kothari, C.R., 2004. *Research methodology: Methods and techniques*. New Age International.
- Kripanont, N., 2007. *Examining a technology acceptance model of internet usage by academics within Thai business schools* (Doctoral dissertation, Victoria University).
- Kubiak, E., 2022. Increasing perceived work meaningfulness by implementing psychological need-satisfying performance management practices. *Human Resource Management Review*, 32(3), pp. 1-16.
- Kuhn, T.S. 1970. *The structure of scientific revolutions*. 2nd ed. Chicago: University Press.
- Kuhn, T.S., 1962. *The Structure of Scientific Revolutions*. Chicago (University of Chicago Press) 1962.
- Kumar, D.P., 2019. Relationship between Performance Management System (PMS) and Organizational Effectiveness (OE): Manufacturing enterprises in India. *SCMS Journal of Indian Management*, ISSN, pp.0973-3167.
- Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners* (2nd ed.). Frenchs Forest: Pearson Longman.
- Kumar, R., 2018. *Research methodology: A step-by-step guide for beginners*. *Research methodology*, pp.1-528.
- Kumari, K. and Yadav, S., 2018. Linear regression analysis study. *Journal of Primary Care Specialties*, 4(1), pp.33-36.
- Kuvaas, B., 2011. The interactive role of performance appraisal reactions and regular feedback. *Journal of Managerial Psychology*, 26(2), pp.123-137.
- Kuzmanić, M., 2009. Validity in qualitative research: Interview and the appearance of truth through dialogue. *Horizons of Psychology*, 18(2), pp.39-50.
- Laloo, R., 2003. *Employee perceptions of performance management at Peoples Bank South Africa* (Doctoral dissertation).

- Langfield-Smith, K., 2006. Understanding Management Control Systems and strategy. In A. Bhimani (Ed.), *Contemporary issues in management accounting* (pp. 243–265). Oxford: Oxford University Press.
- Latham, G.P. and Frayne, C.A., 1989. Self-management training for increasing job attendance: A follow-up and a replication. *Journal of applied psychology*, 74(3), p.411.
- Latham, G.P. and Mann, S., 2006. Advances in the science of performance appraisal: Implications for practice. *International review of industrial and organizational psychology* 2006, 21, pp.295-337.
- Latham, G.P., Erez, M. and Locke, E.A., 1988. Resolving scientific disputes by the joint design of crucial experiments by the antagonists: Application to the Erez–Latham dispute regarding participation in goal setting. *Journal of Applied Psychology*, 73(4), p.753.
- Lather, P., 1985. Empowering research methodologies.
- Lee, C.D., 2005. Rethinking the goals of your performance-management system. *Employment Relations Today*, 32(3), pp.53-60.
- Leedy P.D. & Ormrod J.E., 2010 *Practical Research: Planning and Design*. 9th ed. Pearson Educational International, Boston
- Leshem, S. and Trafford, V., 2007. Overlooking the conceptual framework. *Innovations in education and Teaching International*, 44(1), pp.93-105.
- Levesque, R., 2007. *SPSS programming and data management: A guide for SPSS and SAS user*
- Liehr, P. and Smith, M.J., 1999. Middle range theory: Spinning research and practice to create knowledge for the new millennium. *Advances in Nursing Science*, 21(4), pp.81-91.
- Linake, M., Maphosa, C. & Mthethwa-Kunene, K. E., 2022. The synergy between paradigms and research approaches. In Adu, E. & Okeke, C. I. (Eds.) *Fundamentals of research in humanities, social sciences and science education: A practical step-by-step approach to a successful research journey*. Pretoria: Van Schaik.

- Lincoln, Y. S., Lynham, S. A., & Guba, E. G., 2018. Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. K.
- Lincoln, Y.S. and Guba, E.G., 2000. The only generalization is: There is no generalization. *Case study method*, 27, p.44.
- Lingard, L., Albert, M. and Levinson, W., 2008. Grounded theory, mixed methods, and action research. *Bmj*, 337.
- Locke, E. ed., 2011. *Handbook of principles of organizational behavior: Indispensable knowledge for evidence-based management*. John Wiley & Sons.
- Locke, E., 2000. Motivation, cognition, and action: An analysis of studies of task goals and knowledge. *Applied Psychology*, 49(3), pp.408-429.
- Locke, E.A. and Latham, G.P., 1985. The application of goal setting to sports. *Journal of Sport and Exercise Psychology*, 7(3), pp.205-222.
- Locke, E.A. and Latham, G.P., 1990. *A theory of goal setting & task performance*. Prentice-Hall, Inc.
- Locke, E.A. and Latham, G.P., 2002. Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American psychologist*, 57(9), p.705.
- Locke, E.A. and Latham, G.P., 2006. New directions in goal-setting theory. *Current directions in psychological science*, 15(5), pp.265-268.
- Locke, E.A., Chah, D.O., Harrison, S. and Lustgarten, N., 1989. Separating the effects of goal specificity from goal level. *Organizational Behavior and Human Decision Processes*, 43(2), pp.270-287.
- Locke, E.A., Chah, D.O., Harrison, S. and Lustgarten, N., 1989. Separating the effects of goal specificity from goal level. *Organizational Behavior and Human Decision Processes*, 43(2), pp.270-287.
- Locke, E.A., Latham, G.P. and Erez, M., 1988. The determinants of goal commitment. *Academy of management review*, 13(1), pp.23-39.
- Locke, E.A., Shaw, K.N., Saari, L.M. and Latham, G.P., 1981. Goal setting and task performance: 1969–1980. *Psychological bulletin*, 90(1), p.125.
- Locke, E.A., 1994. The emperor is naked. *Applied Psychology: An International Review*, 43, 367–370.

- Locke, L.F., Silverman, S.J. and Spirduso, W.W. 2010. Reading and understanding research. 3rd ed. Los Angeles: Sage.
- Longenecker, C. and Ludwig, D., 1990. Ethical dilemmas in performance appraisal revisited. *Journal of Business Ethics*, 9, pp.961-969.
- Longenecker, C.O., 1989. Truth or consequences: Politics and performance appraisals. *Business Horizons*, 32(6), pp.76-82.
- Lowe, D.J., Carmona-Moreno, S. and Reckers, P.M., 2011. The influence of strategy map communications and individual differences on multidimensional performance evaluations. *Accounting and Business Research*, 41(4), pp.375-391.
- Lunenburg, F.C., 2011. Goal-setting theory of motivation. *International journal of management, business, and administration*, 15(1), pp.1-6.
- Luthra, P. and Jain, M., 2012. India's performance management problem. *Gallup Business Journal*, pp.100-112.
- Lynch, R.L. and Cross, K., 1991. Measure up!: Yardsticks for continuous improvement. Oxford: Blackwell.
- Maake, G., Harmse, C.P. and Schultz, C.M., 2021. Performance management as a mediator for work engagement and employment relationships in the public sector in South Africa. *SA Journal of Human Resource Management*, 19, p.12.
- Mabaso, C.M., 2020. Performance management and talent development: their impact on job satisfaction at selected higher education institutions. *Journal of Contemporary Management*, 17(2), pp.369-392.
- Mabe, K. and Bwalya, K., 2022. Key performance areas and indicators perceived to be critical for Information Science roles in the Fourth Industrial Revolution. *South African Journal of Libraries and Information Science*, 88(1), pp.1-13.
- Machimbidza, T., 2014. The adoption and use of peer reviewed electronic journals by academics at selected Zimbabwean state universities (Doctoral dissertation).
- Machingambi, S., 2013. Teachers' Perceptions on the Implementation of the Performance Management System in Zimbabwe. *International Journal of Educational Sciences*, 5(3), pp.217-225.
- Madsen, D.Ø. and Stenheim, T., 2015. The Balanced Scorecard: A review of five research areas. *American Journal of Management*, 15(2), pp.24-41.

- Magee, J., 2015. *The Managerial Leadership Bible: Learning the Strategic, Organizational, and Tactical Skills Everyone Needs Today*. FT Press.
- Maimela, E.M. and Samuel, M.O., 2016. Perception of performance management system by academic staff in an open distance learning higher education environment. *SA Journal of Human Resource Management*, 14(1), pp.1-11.
- Maimela, E.M., 2015. *Academic staff perception of performance management: A case study of an open distance learning institution* (Doctoral dissertation, University of South Africa).
- Majoni, C., 2014. Challenges facing university education in Zimbabwe. *Greener Journal of Education and Training Studies*, 2(1), pp.020-024.
- Majumdar, A., 2022. Thematic analysis in qualitative research. In *Research anthology on innovative research methodologies and utilization across multiple disciplines* (pp. 604-622). IGI Global.
- Makamu, N.I. and Mello, D.M., 2014. Implementing performance management and development system (PMDS) in the Department of Education. *Journal of Public Administration*, 49(1), pp.104-126.
- Makwana, D., Engineer, P., Dabhi, A. and Chudasama, H., 2023. Sampling Methods in Research: A Review. *Int. J. Trend Sci. Res. Dev*, 7, pp.762-768.
- Maley, J.F., 2009. The influence of performance appraisal on the psychological contract of the in-patriate manager. *SA journal of human resource management*, 7(1), pp.1-10.
- Malhotra, N., Nunan, D. and Birks, D., 2017. *Marketing research: An applied approach*. Pearson.
- Maloba, M.A., 2012. *The perception of employees on performance management system in the Mpumalanga Provincial Department of Culture Sport and Recreation* (Doctoral dissertation, University of Limpopo (Turfloop Campus)).
- Mansor, N.N.A., Chakraborty, A.R., Yin, T.K. and Mahitapoglu, Z., 2012. Organizational factors influencing performance management system in higher educational institution of South East Asia. *Procedia-Social and Behavioral Sciences*, 40, pp.584-590.

- Manyaka, R.K. and Sebola, M.P., 2012. Impact of performance management on service delivery in the South African public service. *Journal of public administration*, 47(s1), pp.299-310.
- Manyathi, N., Oke, A.S., Jinadu, M.O. and Kabir, A., 2021). Factors influencing implementation of performance management programmes in South African universities. *American Journal of Research in Business and Social Sciences*, 1(1), pp.1–15.
- Manyathi, S., Burger, A.P. and Moritmer, N.L., 2021. Public sector procurement: A private sector procurement perspective for improved service delivery. *Africa's Public Service Delivery & Performance Review*, 9(1), p.11.
- Manzoor, F., Wei, L. and Asif, M., 2021. Intrinsic rewards and employee's performance with the mediating mechanism of employee's motivation. *Frontiers in psychology*, 12, p.563070.
- Mapesela, M.L.E. and Strydom, F., 2005, August. Performance management of academic staff in South African higher education: A developmental research project. In *Conference on Trends in the management of human resources in higher education* (pp. 1-9).
- Marthalia, L., 2022. The Importance Of Human Resources (Hr) Management In Company. *Journal of World Science*, 1(9), pp.700-705.
- Maseke, B.F., Unengu, V.K. and Haufiku, T., 2022. Effectiveness of performance management system on employee performance.
- Maseti, K.B., 2014. Implementation of Performance Management Development System in the Provincial Treasury, Province of the Eastern Cape (Doctoral dissertation, Nelson Mandela Metropolitan University).
- Masha, A.K. and Eze, I.R., 2022. *Selecting your instruments for data collection*. Pretoria: Van Schaik Publishers.
- Mashego, R.H., 2016. Knowledge and practices of supervisors on the performance management and development system at a primary health care facilities in the Greater Tzaneen Sub-district, Limpopo Province (Doctoral dissertation).
- McCune, J.T., 1989. Customer Satisfaction as a Strategic Weapon: The Implications for Performance Management. *Human Resource Planning*, 12(3).

- McGann, M. and Speelman, C. P., 2013. How mean is the mean?. *Frontiers in Psychology*, 4(45), pp.1-12.
- McHugh, M. L. and Villarruel, A. M., 2003. Descriptive statistics, part I: level of measurement. *Journal for Specialists in Pediatric Nursing*, 8(1), pp.35-37.
- McHugh, M. L. and Villarruel, A. M., 2003. Descriptive statistics, part I: level of measurement. *Journal for Specialists in Pediatric Nursing*, 8(1), pp.35-37.
- Mdindela-Majova, S., 2021. "A Critical Review of Literature on Performance Measurement Effects on Academic Employees' Effectiveness, Efficiency, and Organisational Culture: A Synthesis of The Literature." In *Social Sciences International Research Conference, Theme: Emerging perspectives, methodologies, practices and theories*, pp. 420-432. 2021.
- Mdleleni, L., 2012. A critical analysis of the implementation of performance management system in the local government, with specific reference to OR Tambo District Municipality (Doctoral dissertation, University of the Western Cape).
- Melnikovas, A., 2018. Towards an Explicit Research Methodology: Adapting Research Onion Model for Futures Studies. *Journal of futures Studies*, 23(2).
- Melo, A.I. and Sarrico, C.S., 2014. Performance management systems and their influence on the governance structures of Portuguese universities: A case study. In *Incentives and Performance: Governance of Research Organizations* (pp. 413-430). Cham: Springer International Publishing.
- Mertens, S., Schollaert, E. and Anseel, F., 2021. How much feedback do employees need? A field study of absolute feedback frequency reports and performance. *International Journal of Selection and Assessment*, 29(3-4), pp.326-335.
- Meyer, M., 2019. National HRM standards for South Africa, setting professional standards for practices. SABPP.
- Meyer, M., Bushney, M. and Ukpere, W.I., 2011. The impact of globalisation on higher education: Achieving a balance between local and global needs and realities. *African Journal of Business Management*, 5(15), p.6569.

- Micheli, P. and Pavlov, A., 2020. What is performance measurement for? Multiple uses of performance information within organizations. *Public Administration*, 98(1), pp.29-45.
- Miles, M.B. and Huberman, A.M., 1994. *Qualitative data analysis: An expanded sourcebook*. sage.
- Miron, E., Erez, M. and Naveh, E., 2004. Do personal characteristics and cultural values that promote innovation, quality, and efficiency compete or complement each other?. *Journal of organizational behavior*, 25(2), pp.175-199.
- Mkhize, B.S., 2019. *A study of performance management at UKZN's School of Built Environment and Development Studies (Doctoral dissertation)*.
- Mncube, V. and Harber, C., 2013. *The dynamics of violence in schools in South Africa: Report*. Muckleneuk, Pretoria: University of South Africa.
- Modika, P.P., Malatji, T.L. and Selepe, M.M., 2023. The Effectiveness of Performance Management Systems in the Workplace: A Case of Tzaneen Local Municipality. *International Journal of Social Science Research and Review*, 6(7), pp.448-459.
- Mofolo, M.A. and Novukela, C.S., 2024. Intergrating the performance management system of a university in South Africa with its strategic plan. *SA Journal of Human Resource Management*, 22, pp.2404-2420.
- Mofolo, M.A. and Novukela, C.S., 2024. Intergrating the performance management system of a university in South Africa with its strategic plan. *SA Journal of Human Resource Management*, 22, p.2404.
- Mohale, M.A., 2023. Community engagement in higher education: developments after the first institutional audit cycle. *South African Journal of Higher Education*, 37(1), pp.113-130.
- Mohamad, M.M., Sulaiman, N.L., Sern, L.C. and Salleh, K.M., 2015. Measuring the validity and reliability of research instruments. *Procedia-Social and Behavioral Sciences*, 204, pp.164-171.
- Mokomane, S.E. and Potgieter, I.L., 2020. Implementation of human resource management functions in selected small manufacturing companies in Ga-

- Rankuwa industrial area, Gauteng, South Africa. SA Journal of Human Resource Management, 18(1), pp.1-11.
- Molefe, G.N., 2010. Performance measurement dimensions for lecturers at selected universities: An international perspective. SA Journal of Human Resource Management, 8(1), pp.1-13.
- Molefe, G.N., 2012. Performance measurement model and academic staff: A survey at selected universities in South Africa and abroad. African Journal of Business Management, 6(15), p.5249.
- Monette, D.R., Sullivan, T.J. and DeJong, C.R., 2013. Applied social research: A tool for the human services. Cengage Learning.
- Monteith, H., Anderson, B. and Williams, P.L., 2020. Capacity building and personal empowerment: participatory food costing in Nova Scotia, Canada. Health Promotion International, 35(2), pp.321-330.
- Morris, T., 2006. Social work research methods: Four alternative paradigms. Thousand Oaks, Sage.
- Moynihan, D.P. and Pandey, S.K., 2010. The big question for performance management: Why do managers use performance information?. Journal of public administration research and theory, 20(4), pp.849-866.
- Mphahlele, L. and Dachapalli, L.A.P., 2022. The influence of performance management systems on employee job satisfaction levels at a telecommunications company in South Africa. SA Journal of Human Resource Management, 20, p.1804.
- Mthimkhulu, L. and Singh, S., 2016. An investigation into the effectiveness of the performance management system at Broker Insurance Risk Services SA. Journal of Management & Administration, 2016(2), pp.1-41.
- Muchaonyerwa, N., 2016. Knowledge sharing strategies in university libraries in KwaZulu-Natal Province of South Africa (Doctoral dissertation).
- Mughal, F., Akram, F. and Ali, S.S., 2014. Implementation and effectiveness of performance management system in Alfalah bank. Journal of public administration and governance, 4(4), pp.111-122.
- Mugwisi, T., 2013. The information needs and challenges of agricultural researchers and extension workers in Zimbabwe (Doctoral dissertation, University of Zululand).

- Muhammad, S., Khan, I. and Hameed, F., 2021. The Impact of Performance Management System on Employees Performance. *International Journal of Business and Management Sciences*, 2(3), pp.38-47.
- Mukhopadhyay, K., 2016. 360-degree appraisal–A performance assessment tool. Researchgate, Kolkata.
- Mungiu-Pippidi, A. and Warkotsch, J., 2017. Beyond the Panama Papers. The Performance of EU Good Governance Promotion: The Anticorruption Report, Volume 4 (p. 128). Verlag Barbara Budrich.
- Muriuki, M.N. and Wanyoike, R., 2021. Performance appraisal and employee performance. *International Academic Journal of Human Resource and Business Administration*, 3(10), pp.265-272.
- Murphy, K.R., 2020. Performance evaluation will not die, but it should. *Human Resource Management Journal*, 30(1), pp.13-31.
- Murray, A. J. and Durrheim, K., 2021. Maintaining the status quo through repressed silences: The case of paid domestic labour in post-apartheid South Africa. *Sociology*, 55(2), 283-299.
- Mutsvunguma, G., 2013. Predictors of users' preferences for digital information at the oceanographic research institute (ORI), Durban (Doctoral dissertation).
- Mwale, D.N., 2016. Employees perceptions of performance appraisal in public technical vocational and entrepreneurship training institutions in Zambia (Doctoral dissertation).
- Mwema, N.W. and Gachunga, H.G., 2014. The influence of performance appraisal on employee productivity in organizations: A case study of selected WHO offices in East Africa. *International Journal of Social Sciences and Entrepreneurship*, 1(11), pp.324-337.
- Mweshi, G. K. and Sakyi, K., 2020. Application of sampling methods for the research design. *Archives of Business Review–Vol*, 8(11), pp.180-193
- Myeki, L.W. and Temoso, O., 2019. Efficiency assessment of public universities in South Africa, 2009-2013: Panel data evidence. *South African Journal of Higher Education*, 33(5), pp.264-280.

- Nachmias, J., 1981. On the psychometric function for contrast detection. *Vision research*, 21(2), pp.215-223.
- Naeem, M., Ozuem, W., Howell, K. and Ranfagni, S., 2023. A step-by-step process of thematic analysis to develop a conceptual model in qualitative research. *International Journal of Qualitative Methods*, 22, 1-18.
- Nankervis, A.R. and Compton, R.L., 2006. Performance management: theory in practice?. *Asia pacific Journal of human resources*, 44(1), pp.83-101.
- Nath, N. and Sharma, U., 2014. Performance management systems in the public housing sector: Dissemination to diffusion. *Australian Accounting Review*, 24(1), pp.2-20.
- Ndevu, Z.J. and Muller, K., 2018. Operationalising performance management in local government: The use of the balanced scorecard. *SA Journal of Human Resource Management*, 16(1), pp.1-11.
- Neely, A., 1997. A practical approach to defining key indicators. *Measuring Business Excellence*, 1(1), pp.42-46.
- Neely, A., Richards, H., Mills, J., Platts, K. and Bourne, M., 1997. Designing performance measures: a structured approach. *International journal of operations & Production management*, 17(11), pp.1131-1152.
- Nehmeh, R., 2009. What is organizational commitment, why should managers what it in their workforce and is there any cost-effective way to secure it (Vol. 9). *SMC Working Paper*, 05, 1.
- Nemeroff, W.F. and Cosentino, J., 1979. Utilizing feedback and goal setting to increase performance appraisal interviewer skills of managers. *Academy of Management Journal*, 22(3), pp.566-576.
- Neuman, W.L., 2011. *Social science methods: Quantitative and qualitative approaches*. 7th ed. Boston: Pearson.
- Ngcamu, B.S., 2012. The inconsistencies on the implementation of performance management system: an employee readiness survey. *Technics technologies education management*, 7(3), pp.1394-1405.
- Ngcamu, B.S., 2013. The empirical analysis of performance management system: A case study of a university in South Africa. *Journal of Economics and Behavioral Studies*, 5(5), pp.316-324.

- Nichols, J.D., 2010. Teachers as servant leaders. Rowman & Littlefield Publishers.
- Nieuwenhuis, J., 2007. Introducing qualitative research. *First steps in research*, 5, pp.224-254.
- Nimri, M., Bdair, A. and Al Bitar, H., 2015. Applying the expectancy theory to explain the motivation of public sector employees in Jordan. *Middle east journal of business*, 10(3), pp.70-82.
- Noordin, F. and Jusoff, K., 2009. Levels of job satisfaction amongst Malaysian academic staff. *Asian social science*, 5(5), pp.122-128.
- O’Cathain, A., Murphy, E. and Nicholl, J., 2010. Three techniques for integrating data in mixed methods studies. *Bmj*, 341.
- O’Donnell, M. and Turner, M., 2005. Exporting new public management: performance agreements in a Pacific microstate. *International Journal of Public Sector Management*, 18(7), pp.615-628.
- Ogbeiwi, O., 2017. Why written objectives need to be really SMART. *British Journal of Healthcare Management*, 23(7), pp.324-336.
- Ohemeng, F., 2010. The dangers of internationalization and “one-size-fits-all” in public sector management: Lessons from performance management policies in Ontario and Ghana. *International Journal of Public Sector Management*, 23(5), pp.456-478.
- Okeke, C.C., Omodan, B.I. and Dube, B., 2022. Ethical issues in humanities, social sciences and science education. *Fundamentals of Research in Humanities, Social Sciences and Science Education: A Practical Step-By-Step Approach to a Successful Journey*. Van Schaik Publishers.
- Oliver, R.L., 1974. Expectancy theory predictions of salesmen's performance. *Journal of marketing research*, 11(3), pp.243-253.
- Olorunsola, R. and Ibegbulam, I.J., 2003. Flexible working hours for academic librarians in Nigeria. *Library Review*, 52(2), pp.70-75.
- Olson, J. E., 2003. *Data quality: the accuracy dimension*. Elsevier.
- Omar, N., Munir, Z.A., Kaizan, F.Q., Noranee, S. and Malik, S.A., 2019. The impact of employees motivation, perceived usefulness and perceived ease of use on employee performance among selected public sector employees. *International*

- Journal of Academic Research in Business and Social Sciences, 9(6), pp.1128-1139.
- Ooko, M., 2016. The adoption of technology to support teaching and learning in a distance learning programme at Africa Nazarene University (Doctoral dissertation, University of South Africa).
- Orb, A., Eisenhauer, L. and Wynaden, D., 2001. Ethics in qualitative research. *Journal of nursing scholarship*, 33(1), pp.93-96.
- Osborne, S. and Hammoud, M.S., 2017. Effective employee engagement in the workplace. *International Journal of Applied Management and Technology*, 16(1), p.4.
- Oshodi, J.E., 2011. Should academic institutions in Nigeria use the 360 degree feedback system for employee appraisal. *European Journal of Business Management*, 3(5), pp.69-71.
- Owolabi, K.A., 2017. Access and use of clinical informatics among medical doctors in selected teaching hospitals in Nigeria and South Africa (Doctoral dissertation, University of Zululand).
- Panda, S., 2011. Performance management system: issues and challenges. *Management and labour studies*, 36(3), pp.271-280.
- Pansiri, J., 2005. Pragmatism: A methodological approach to researching strategic alliances in tourism. *Tourism and Hospitality Planning & Development*, 2(3), pp.191-206.
- Parsons, P.G. and Slabbert, A.D., 2001. Performance management and academic workload in higher education. *South African Journal of Higher Education*, 15(3), pp.74-81.
- Paul, M.N., Pd, M.S. and Sebastian, M.P., A Conceptual Study of E-Performance Management and its importance in the Modern Context.
- Pava, M., 2015. *Leading with meaning: Using covenantal leadership to build a better organization*. St. Martin's Press.
- Pavlov, A. and Bourne, M., 2011. Explaining the effects of performance measurement on performance: An organizational routines perspective. *International Journal of Operations & Production Management*, 31(1), pp.101-122.

- Perkins, M., Grey, A. and Remmers, H., 2014. What do we really mean by “Balanced Scorecard”? International Journal of Productivity and Performance Management, 63(2), pp.148-169.
- Pettigrew, A.M., 1979. On studying organizational cultures. Administrative science quarterly, 24(4), pp.570-581.
- Phago, K.G., 2015. Public human resource practices and performance management development systems in the public sector. Journal of Public Administration, 50(s1), pp.620-622.
- Pineda, R.C. and Lerner, L.D., 2006. Goal attainment, satisfaction and learning from teamwork. Team Performance Management: An International Journal, 12(5/6), pp.182-191.
- Pollitt, C., 2001. Integrating financial management and performance management. OECD Journal on Budgeting, 1(2), pp.7-37.
- Pollitt, M., 2005. The role of efficiency estimates in regulatory price reviews: Ofgem's approach to benchmarking electricity networks. Utilities policy, 13(4), pp.279-288.
- Ponterotto, J.G., 2005. Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. Journal of counseling psychology, 52(2), p.126.
- Price, L. and Martin, L., 2018. Introduction to the special issue: applied critical realism in the social sciences. Journal of Critical Realism, 17(2), pp.89–96.
- Pritchard, R.D., Weaver, S.J. and Ashwood, E., 2012. Evidence-based productivity improvement: A practical guide to the Productivity Measurement and Enhancement System (ProMES). Routledge.
- Protection of Personal Information (POPI Act No. 4 of 2013), South African Government: [www.gov.za](http://www.gov.za)
- Pulakos, E.D., 2004. Performance management: A roadmap for developing, implementing and evaluating performance management systems (pp. 1-42). Alexandria, VA: SHRM foundation.
- Qaisar, M.U., Rehman, M.S. and Suffyan, M., 2012. Exploring effects of organizational commitment on employee performance: Implications for human resource strategy. Interdisciplinary journal of contemporary research in business, 3(11), pp.248-255.

- Qin, X., Huang, Y.N., Hu, Z., Chen, K., Li, L., Wang, R.S. and Wang, B.L., 2023. Human resource management research in healthcare: a big data bibliometric study. *Human Resources for Health*, 21(1), p.94.
- Quiroga-Martínez, F., Fernández-Vázquez, E. and Alberto, C.L., 2018. Efficiency in public higher education on Argentina 2004–2013: Institutional decisions and university-specific effects. *Latin American Economic Review*, 27, pp.1-18.
- Qureshi, J.A., Shahjehan, A. and Afsar, B., 2010. Performance management systems: A comparative analysis. *African Journal of Business Management*, 4(9), p.1856.
- Radlińska, K., 2023. Some Theoretical and Practical Aspects of Technical Efficiency—The Example of European Union Agriculture. *Sustainability*, 15(18), p.13509.
- Rahman, M.S. and Taniya, R.K., 2017. Effect of employee relationship management (ERM) on employee performance: A study on private commercial banks in Bangladesh. *Human resource management research*, 7(2), pp.90-96.
- Ramataboe, L.T. and Lues, L., 2018. Performance management implementation challenges in the Lesotho Ministry of Social Development. *Journal for New Generation Sciences*, 16(2), pp.76-91.
- Ramulumisi, T.V., Schultz, C.M. and Jordaan, C.J., 2015. Perceived effectiveness of a performance management system. *Journal of Contemporary Management*, 12(1), pp.517-543.
- Rana, S., Pant, D. and Chopra, P., 2019. Work engagement and individual work performance: Research findings and an agenda for employee relationships. *Journal of Emerging Technologies and Innovative Research*, 6(5), pp.17-32.
- Rao, T.V. and Chawla, N., 2008. Impact of 360 Degree Feedback: A Follow-up Study of Four Organizations. *life after 360 degree feedback and assessment development centres*, p.52.
- Rashid, Z.A., Sambasivan, M. and Johari, J., 2003. The influence of corporate culture and organisational commitment on performance. *Journal of management development*, 22(8), pp.708-728.
- Rashidi, E., Raphael, M. J., Tapera, J. and Munyoro, G., 2022. A review of performance management systems in higher education institutions across the globe. *Annals of Social and Behavioural Sciences*, 4(1).

- Rees, W.D. and Porter, C., 2004. Appraisal pitfalls and the training implications—part 2. *Industrial and Commercial Training*, 36(1), pp.29-34.
- Rendle, K. A., Abramson, C. M., Garrett, S. B., Halley, M. C. and Dohan, D., 2019. Beyond exploratory: a tailored framework for designing and assessing qualitative health research. *BMJ open*, 9(8), e030123.
- Roberson, Q.M. and Stewart, M.M., 2006. Understanding the motivational effects of procedural and informational justice in feedback processes. *British journal of Psychology*, 97(3), pp.281-298.
- Roberts, J., McNulty, T. and Stiles, P., 2005. Beyond agency conceptions of the work of the non-executive director: Creating accountability in the boardroom. *British journal of management*, 16, pp.S5-S26.
- Rockwell, K., Furgason, J. and Marx, D.B., 2000. Research and evaluation needs for distance education: A Delphi study. *Online Journal of Distance Learning Administration*, 3(3).
- Rodrigues, D., Godina, R. and da Cruz, P.E., 2021. Key performance indicators selection through an analytic network process model for tooling and die industry. *Sustainability*, 13(24), p.13777.
- Rubin E. V. and Edwards A., 2020. The performance of performance appraisal systems: Understanding the linkage between appraisal structure and appraisal discrimination complaints. *The International Journal of Human Resource Management*, 31(15), pp.1938–1957.
- Rushall, B.S., 1975. Psycho-social factors in performance. In J. Taylor Ed., *Science and the athlete* (pp. 51-62). Ottawa: Coaching Association of Canada.
- Saada, I.J.A., 2013. Applying Leadership Criterion of EFQM Excellence Model In Higher Education Institutions. Unpublished Ph. D. dissertation, Islamic University-gaza.
- Sachane, M., Bezuidenhout, A. and Botha, C., 2018. Factors that influence employee perceptions about performance management at Statistics South Africa. *South African Journal of Human Resource Management*, 16, 1–18. <https://doi.org/10.1002/hrm.21782>.
- Safonov, Y.M., Marichereda, V.G., Borshch, V.I., Khrapatyi, M. and Goncharenko, M., 2022. Key Performance Indicators (KPIs) as a Part of the Staff Performance

- Management at the University: A Case of Medical University. *Journal of Higher Education Theory & Practice*, 22(18).
- Sahl, R.J., 1990. Design effective performance appraisals. *Personnel journal*.
- Sale, J.E., Lohfeld, L.H. and Brazil, K., 2002. Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. *Quality and quantity*, 36, pp.43-53.
- Santi, M.A. and Rahim, A., 2021. The Effects of Performance Management System on Employee Performance: A Study. *International Journal of Scientific and Research Publications*, 11(8), pp.491-500.
- Saratun, M., 2016. Performance management to enhance employee engagement for corporate sustainability. *Asia-Pacific Journal of Business Administration*, 8(1), pp.84-102.
- Saravanel, P., 1991. *Research methodology*. 3rd ed. New Delhi: Kitab Mahal.
- Sarrico, C.S., 2010. On performance in higher education: Towards performance governance. *Tertiary Education and Management*, 16, pp.145-158.
- Saunders, M., Lewis, P. and Thornhill, A., 2019. *Research methods for business students* eight edition. *Qualitative Market Research: An International Journal*.
- Schleicher, D.J., Baumann, H.M., Sullivan, D.W., Levy, P.E., Hargrove, D.C. and Barros-Rivera, B.A., 2018. Putting the system into performance management systems: A review and agenda for performance management research. *Journal of management*, 44(6), pp.2209-2245.
- Schneider, A., Hommel, G. and Blettner, M., 2010. Linear regression analysis: part 14 of a series on evaluation of scientific publications. *Deutsches Ärzteblatt International*, 107(44), pp.776-782
- Schulze, S., 2006. Factors influencing the job satisfaction of academics in higher education. *South African journal of higher education*, 20(2), pp.318-335.
- Schunk, D.H. and Meece, J.L. eds., 2012. *Student perceptions in the classroom*. Routledge.
- Schurink, W. J., Schurink, E.M., and Fouché, C.B., 2021. Qualitative data analysis and interpretation. In: Fouché, C. B., Strydom, H. & Roestenburg, W.J.H

- (eds.) Research at grass roots for the social sciences and human service professions. 5th ed. Pretoria: Van Schaik.
- Schurink, W.J., Schurink, E.M., Fouché, C.B., Fouché, C.B., Strydom, H. and Roestenburg, W.J.H., 2021. Thematic inquiry in qualitative research. Fouché, CB, Strydom, H. & Roestenburg, WJH Research at Grassroots. Pretoria: Van Schaik.
- Sebake, B.K. and Mukonza, R.M., 2021. Exploring Performance Management Integration with Monitoring and Evaluation for Service Delivery Enhancement in the Tshwane Metropolitan Municipality in Gauteng, South Africa. *African Renaissance*, 18(4), p.177.
- Secretariat, C., 2010, July. Managing and measuring performance in the public service in Commonwealth Africa. In Report of the sixth Commonwealth forum of heads of African public services.
- Sejane, L., 2017. Access to and use of electronic information resources in the academic libraries of the Lesotho Library Consortium (Doctoral dissertation).
- Sekaran, U. 2000. Research methods for business: a skill-building approach. New York: Wiley.
- Sekaran, U. and Bougie, R., 2016. Research methods for business: A skill building approach. John Wiley & Sons.
- Seotlela, R.P.J. and Miruka, O., 2014. Implementation challenges of performance management system in the South African mining industry. *Mediterranean Journal of Social Sciences*, 5(7), p.177.
- Șerban, R.A. and Herciu, M., 2019. Performance management systems—proposing and testing a conceptual model. *Studies in Business and Economics*, 14(1), pp.231-244.
- Setia, M. S., 2016. Methodology series module 3: Cross-sectional studies. *Indian Journal of Dermatology* 61, pp.261-4.
- Seyama, S. and Smith, C., 2015. Performance Management in Higher Education: Leadership Predicament?. In ICERI2015 Proceedings (pp. 2952-2960). IATED.
- Seyama, S.M. and Smith, C., 2015. "Not worth the sweat" rewards at a South African university. *Indo-Pacific Journal of Phenomenology*, 15(2), pp.1-13.

- Seyama, S.M., 2015. Amenable performance management in higher education: Integrating principles of agency and stewardship theories. *Africa Education Review*, 12(4), pp.664-679.
- Sharma, N.P., Sharma, T. and Agarwal, M.N., 2016. Measuring employee perception of performance management system effectiveness: Conceptualization and scale development. *Employee Relations*, 38(2), pp.224-247.
- Sheridan, J.E., 1992. Organizational culture and employee retention. *Academy of management Journal*, 35(5), pp.1036-1056.
- Shin, J.C. and Harman, G., 2009. New challenges for higher education: Global and Asia-Pacific perspectives. *Asia Pacific Education Review*, 10, pp.1-13.
- Shin, J.C., 2012. Realigning international collaboration of higher education. Forum of Joint Degree Project, Tohoku University. Retrieved from <http://www.sed.tohoku.ac.jp/~ajp/event/20120124/pdf/References.pdf> (Accessed 31 October 2012).
- Shin, S. S., Kim, B. K. and Sim, C. B., 2015. A study on crack formation in the K11 objective individual combat weapon fire control system using analysis of variance. *Journal of Korean Society for Quality Management*, 43(3), pp.289-298.
- Shkedi, A., 2005. Multiple case narrative. *Multiple Case Narrative*, pp.1-227.
- Shokraiefard, A., 2011. Continuous Quality Improvement in Higher Education A case study in Engineering School of Boras University.
- Shorten, A. and Moorley, C., 2014. Selecting the sample. *Evidence-based nursing*, 17(2), pp.32-33.
- Sibiya, H., 2017. Governance of the institutional leadership and student organisation interfaces in South Africa's Higher Education Institutions. *African Journal of Public Affairs*, 9(5), pp.190-199.
- Singh, B.D., 2010. Performance management system: A holistic approach. Excel Books India.
- Singh, M., 2001. Reinserting the 'public good' into higher education transformation. *Kagisano higher education discussion series*, 1, pp.8-18.
- Siraj, N. and Hågen, I., 2023. Performance management system and its role for employee performance: Evidence from Ethiopian SMEs. *Heliyon*, 9(11), pp.1-13.

- Siraj, N. and Hågen, I., 2023. Performance management system and its role for employee performance: Evidence from Ethiopian SMEs. *Heliyon*, 9(11).
- Smith, G., Halligan, J. and Mir, M., 2021. Does performance measurement improve public sector performance? A case of Australian government agencies. *Australian Journal of Public Administration*, 80(4), pp.713-731.
- Song, U. M., Mohammed, M. and Yusuf, Z. M., 2021. Research Process and the Value of Publishing in High Impact Scholarly Journals: Prospect for Authors.
- Speelman, C. P. and McGann, M., 2013) How mean is the mean?. *Frontiers in Psychology*, 4, pp.451-459
- Stainer, A. and Stainer, L., 1998. Business performance—a stakeholder approach. *International Journal of Business Performance Management*, 1(1), pp.2-12.
- Stanz, K., 2010. Educating and developing the professional HR practitioner of the future. *SABPP Professional Review*, Midrand, 3.
- Steers, R.M., 1977. Antecedents and outcomes of organizational commitment. *Administrative science quarterly*, pp.46-56.
- Street, A.F., 1992. *Inside nursing: A critical ethnography of clinical nursing practice*. State University of New York Press.
- Stufflebeam, D.L., Madaus, G.F. and Kellaghan, T. eds., 2000. *Evaluation models: Viewpoints on educational and human services evaluation (Vol. 49)*. Springer Science & Business Media.
- Stutchbury, K., 2022. Critical realism: an explanatory framework for small-scale qualitative studies or an ‘unhelpful edifice’?. *International Journal of Research & Method in Education*, 45(2), pp.113-128.
- Subbaye, R., 2018. Teaching in academic promotions at South African universities: A policy perspective. *Higher Education Policy*, 31(2), pp.245-265.
- Sulistiani, L.S. and Faozanudin, M., 2020, January. The Analysis of Performance Agreement Effectiveness in Local Government. In *Third International Conference on Social Transformation, Community and Sustainable Development (ICSTCSD 2019)* (pp. 78-81). Atlantis Press.

- Sulistyo, A.R. and Suhartini, S., 2019. The role of work engagement in moderating the impact of job characteristics, perceived organizational support, and self-efficacy on job satisfaction.
- Suma, S. and Lasha, J., 2013. Job satisfaction and organizational commitment: The case of Shkodra municipality. *European scientific journal*, 9(17).
- Swanepoel, S., Makhubela, M. and Botha, P.A., 2016. Employees' perceptions of the effectiveness and fairness of performance management in a South African public sector institution. *SA Journal of Human Resource Management*, 14(1), pp.1-11.
- Taber, K. S., 2018. The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48, pp.1273-1296.
- Taddese, G.C., 2020. Academic staffs perceptions toward performance appraisal system in higher education (case of samara university). *International Journal of Advance Research*.
- Tai, W.T., 2006. Effects of training framing, general self-efficacy and training motivation on trainees' training effectiveness. *Personnel review*, 35(1), pp.51-65.
- TalentAlign. (2022). Performance management - goals, objectives, KRAs, KPIs -what's the difference?. [Online]. <https://www.talentalign.com/knowledgebase/performance-management-goals-objectives--kras-kpis-whats-the-difference-2> (21 February 2023).
- Tam, W.H.K., 2008. Academics' perspectives of performance management in a British university context (Doctoral dissertation, University of Leicester).
- Tanveer, M., Karim, D. and Mahbub, A., 2018. Higher education institutions and the performance management. *Library Philosophy and Practice (e-journal)*, 2183.
- Tashakkori, A. and Creswell, J.W., 2007. The new era of mixed methods. *Journal of mixed methods research*, 1(1), pp.3-7.
- Tashakkori, A. and Teddlie, C., 1998. *Mixed methodology: Combining qualitative and quantitative approaches* (Vol. 46). sage.
- Tashakkori, A. and Teddlie, C., 2003. *Handbook of mixed methods in social and behavioural research*. Thousand Oaks: Sage.

- Tashakkori, A. and Teddlie, C., 2021. Sage handbook of mixed methods in social & behavioral research. SAGE publications.
- Tavakol, M. and Wetzel, A., 2020. Factor Analysis: a means for theory and instrument development in support of construct validity. *International Journal of Medical Education*, 11, pp.245-247
- Taylor, P.J. and Pierce, J.L., 1999. Effects of introducing a performance management system on employees' subsequent attitudes and effort. *Public personnel management*, 28(3), pp.423-452.
- Taylor, S.J., og Bogdan, R., 1998. Introduction to qualitative research methods: A guidebook and resource. (3rd ed.). New York: Wiley
- Teddlie, C. and Tashakkori, A., 2009. Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences. Sage.
- Teherani, A., Martimianakis, T., Stenfors-Hayes, T., Wadhwa, A. and Varpio, L., 2015. Choosing a qualitative research approach. *Journal of graduate medical education*, 7(4), pp.669-670.
- Tesfatsion, L., 2016. Experimental design: basic concepts and terminology. 2009-05-02]. <http://www.econ.iastate.edu/tesfatsi/empvalid.htm>.
- Thomas, J.D. and Arnold, R.M., 2011. Giving feedback. *Journal of palliative medicine*, 14(2), pp.233-239.
- Thomas, P.Y., 2010. Towards developing a web-based blended learning environment at the University of Botswana.
- Thorne, S., 2000. Data analysis in qualitative research. *Evidence-Based Nursing*, 3(3), 68-70.
- Thusi, X., 2023. Performance Management Systems (PMS): Challenges and Opportunities in the Public Sector. *International Journal of Social Science Research and Review*, 6(6), pp.19-31.
- Tikly, L., 2015. What works, for whom, and in what circumstances? Towards a critical realist understanding of learning in international and comparative education. *International Journal of Educational Development*, 40, pp.237-249.

- Tolentino, R.C., 2013. Organizational commitment and job performance of the academic and administrative personnel. *International journal of Information technology and Business Management*, 15(1), pp.51-59.
- Tran, T.V. and Järvinen, J., 2022. Understanding the concept of subjectivity in performance evaluation and its effects on perceived procedural justice across contexts. *Accounting & Finance*, 62(3), pp.4079-4108.
- Tung, A., Baird, K. and Schoch, H.P., 2011. Factors influencing the effectiveness of performance measurement systems. *International Journal of Operations & Production Management*, 31(12), pp.1287-1310.
- Van der Waldt, G., 2014. Implementation challenges facing performance management systems in South African municipalities. *Administratio Publica*, 22(2), pp.132-152.
- Van Mierlo, H. and Kleingeld, A., 2010. Goals, strategies, and group performance: Some limits of goal setting in groups. *Small Group Research*, 41(5), pp.524-555.
- van Veen-Dirks, P.M., Leliveld, M.C. and Kaufmann, W., 2021. The effect of enabling versus coercive performance measurement systems on procedural fairness and red tape. *Journal of Management Control*, 32(2), pp.269-294.
- Varpio, L., Paradis, E., Uijtdehaage, S. and Young, M., 2020. The distinctions between theory, theoretical framework, and conceptual framework. *Academic Medicine*, 95(7), pp.989-994.
- Venkatesh, V., Morris, M.G., Davis, G.B. and Davis, F.D., 2003. User acceptance of information technology: Toward a unified view. *MIS quarterly*, pp.425-478.
- Verheijen, T. and Dobrolyubova, Y., 2007. Performance management in the Baltic States and Russia: success against the odds?. *International Review of Administrative Sciences*, 73(2), pp.205-215.
- Verweire, K. and Van den Berghe, L., 2003. Integrated performance management: adding a new dimension. *Management Decision*, 41(8), pp.782-790.
- Vetter, T. R., 2017. Descriptive statistics: reporting the answers to the 5 basic questions of who, what, why, when, where, and a sixth, so what?. *Anesthesia & Analgesia*, 125(5), pp.1797-1802.
- Vlant, P., 2011. Mistakes in performance management. *Government News*, 31(4), p.26.

- Vosloo, J.J., 2014. A sport management programme for educator training in accordance with the diverse needs of South African schools (Doctoral dissertation).
- Voußem, L., Kramer, S. and Schäffer, U., 2016. Fairness perceptions of annual bonus payments: The effects of subjective performance measures and the achievement of bonus targets. *Management Accounting Research*, 30, pp.32-46.
- Vroom, V.H., 1964. *Work and motivation*. new york: John Willey & Sons, Inc. Vroom Work and Motivation 1964, 38.
- Wacker, J.G., 1998. A definition of theory: research guidelines for different theory-building research methods in operations management. *Journal of operations management*, 16(4), pp.361-385.
- Wadhwa, R.R. and Marappa-Ganeshan, R., 2020. *T test*. StatPearls Publishing, Treasure Island.
- Walker, L.M., Hoppe, T. and Silliker, M.E., 2017. Molecular techniques and current research approaches. *Myxomycetes*, pp.145-173.
- Walwyn, D., 2008. An analysis of the performance management of South African higher education institutions. *South African Journal of higher education*, 22(3), pp.708-724.
- Wang, X. and Cheng, Z., 2020. Cross-sectional studies: strengths, weaknesses, and recommendations. *Chest*, 158(1), pp.S65-S71.
- Wassem, M., Baig, S.A., Abrar, M., Hashim, M., Zia-Ur-Rehman, M., Awan, U., Amjad, F. and Nawab, Y., 2019. Impact of capacity building and managerial support on employees' performance: The moderating role of employees' retention. *Sage Open*, 9(3), p.2158244019859957.
- Wasti, S. P., Simkhada, P., van Teijlingen, E. R., Sathian, B., and Banerjee, I., 2022. The growing importance of mixed-methods research in health. *Nepal journal of epidemiology*, 12(1), p.1175.
- Watkins, M.W., 2018. Exploratory factor analysis: A guide to best practice. *Journal of Black Psychology*, 44(3), pp.219-246.
- Weber, R.P., 1990. *Basic content analysis*. 2nd ed. Thousand Oaks: Sage.
- Webster, M., 2022. What is distance learning?. The benefits of studying remotely.

- Wedman, J.F., 2011. Exploring the performance pyramid. Columbia, MO. Retrieved March, 11, p.2011.
- Weinberg, R.S., Burke, K.L. and Jackson, A., 1997. Coaches' and players' perceptions of goal setting in junior tennis: An exploratory investigation. *The Sport Psychologist*, 11(4), pp.426-439.
- Welman, C., Kruger, S.J. and Mitchell, B., 2005. *Research methodology* (3rd edn.). Cape Town.
- Whicker, M.L., de Lancer Julnes, P. and Williams, D.W., 2001. Making tax policy: A variance ratio approach to measuring tax incidence. *Journal of Public Budgeting, Accounting & Financial Management*, 13(1), p.83.
- Whittington-Jones, A., 2004. The development and implementation of a performance management system: A case study (Doctoral dissertation, Rhodes University).
- Wildemuth, B.M., 1993. Post-positivist research: two examples of methodological pluralism. *The Library Quarterly*, 63(4), pp.450-468.
- Williams, B., Brown, T. and Boyle, M., 2012. Construct validation of the readiness for interprofessional learning scale: a Rasch and factor analysis. *Journal of Interprofessional Care*, 26(4), pp.326-332..
- Wilson, J.P. and Western, S., 2000. Performance appraisal: an obstacle to training and development?. *Journal of European Industrial Training*, 24(7), pp.384-391.
- Winberg, C., 2005. Continuities and discontinuities in the journey from technikon to university of technology. *South African journal of higher education*, 19(2), pp.189-200.
- Wisker, G. 2008. *The postgraduate research handbook*. 2nd ed. Basingstoke, Hampshire: Palgrave Macmillan.
- Wojcik, V., Dyckhoff, H. and Gutgesell, S., 2017. The desirable input of undesirable factors in data envelopment analysis. *Annals of Operations Research*, 259(1), pp.461-484.
- Wolszczak-Derlacz, J., 2017. An evaluation and explanation of (in)efficiency in higher education institutions in Europe and the U.S. with the application of two-stage semi-parametric DEA. *Research Policy*, 46(9), pp.1595-1605

- World Health Organization, 2012. Review of public health capacities and services in the European Region (No. WHO/EURO: 2012-2217-41972-57683). World Health Organization. Regional Office for Europe.
- Woyessa, Y.E., 2015. The effectiveness of performance management systems at the Central University of Technology, Free State (Doctoral dissertation, University of the Free State).
- Wright, S., O'Brien, B. C., Nimmon, L., Law, M. and Mylopoulos, M., 2016. Research design considerations. *Journal of graduate medical education*, 8(1), pp.97-98.
- Yamoah, E.E. and Maiyo, P., 2013. Capacity building and employee performance. *Canadian Social Science*, 9(3), p.42.
- Yasin, M., 2017. Talent Mapping/Assessment: Picturizing Talent in Organization. *International Journal of Business and Applied Social Science*, 3(11).
- Yemini, M., 2012. Future Challenges in Higher Education--Bologna Experts' Community Case Study. *International Education Studies*, 5(5), pp.226-234.
- Yin, R.K. 2003. *Case study research: design and methods*. 1st ed. Thousand Oaks: Sage.
- Yin, R.K., 2014. *Case study research: Design and methods (applied social research methods)* (p. 312). Thousand Oaks, CA: Sage publications.
- Yvonne Feilzer, M., 2010. Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of mixed methods research*, 4(1), pp.6-16.
- Zarzycka, E. and Krasodomska, J., 2021. Environmental key performance indicators: the role of regulations and stakeholder influence. *Environment Systems and Decisions*, 41(4), pp.651-666.
- Zenger, J. and Folkman, J., 2012. Getting 360 degree reviews right. *Harvard Business Review*.
- Žukauskas, P., Vveinhardt, J. and Andriukaitienė, R., 2018. Philosophy and paradigm of scientific research. *Management culture and corporate social responsibility*, 121(13), pp.506-518.

## APPENDIX 1: INFORMED CONSENT FOR QUESTIONNAIRE



### LETTER OF INFORMATION FOR VOLUNTARY QUESTIONNAIRE

#### **Title of the Research Study:**

The role of performance management systems on the technical efficiency of academics in public higher education institutions in KwaZulu-Natal.

#### **Principal Investigator/s/researcher:**

Nomfundiselo Constance Ngxito – Masters

#### **Co-Investigator/s/supervisor/s:**

Dr N Khumalo – PhD and Dr P Eyono - PhD

#### **Brief Introduction and Purpose of the Study:**

##### **Dear Responded**

I am a PhD student in the Faculty of Management Science, department of Human Resources conducting research on the role of performance management systems on the technical efficiency of academics in public higher education institutions in KZN.

#### **Invitation to the potential participant:**

I am kindly requesting you to spend your time to assist by answering the questionnaire. Your frank feedback will be taken as a contribution to this research. I assure you that the information provided will be kept confidential and solely for the purpose of this study.

#### **What is Research**

During the interview process and the research questions you are permitted to ask any questions that may not be clear with and you have a right to discuss the questions with your family, friends

and colleagues in order to get more insight before responding hence you do not have to commit at this stage.

**Outline of the Procedures:**

The implementation of Performance Management Systems as a performance monitoring tool has become a concern in South African Institutions of Higher Learning. It is not well received and understood as result evidence shows that some academics are reluctant to cooperate as they view it as a tool used by the employer to punish and discharge them on the basis of non-performance. This study will thus assess the performance systems implemented by selected higher education institutions in KwaZulu-Natal, the focus will be on three institutions namely the University of Zululand, Durban University of Technology and University of Kwa-Zulu Natal as Mangosuthu University of Technology has not yet implemented the Performance Management System. The researcher is interested to establish how Performance Management System has influenced academic employees' performance and further gauge their perceptions of the system in order to recommend processes that can strengthen or correct institutions' Performance Management System. The outcome of this study will assist other public institutions which are yet to implement Performance Management System that is suitable for academics. This research will adopt a mixed method in order to reinforce and strengthen the results of the research and make them more fitting proponents for both qualitative and quantitative approaches.

The aim of the study seeks to assess the effects of performance management system on the technical efficiency in public higher education institutions in Kwa-Zulu Natal. The intention of the study is to contribute to the human resource practice and formulation of a model that will promote the effective implementation of the Performance Management System. The study will further provide higher education institutions with the eloquent regulation on how to manage the process involved in order to promote organisational justice through Performance Management processes and strategies.

**The objectives of the study are as follows:**

- To examine human resource management approaches that are utilised by public higher education institutions that have implemented a Performance Management System in KwaZulu-Natal.

- To explore on the effects of Performance Management System implementation on academics' technical efficiency at the public higher education institutions that have implemented a Performance Management System in KwaZulu- Natal.
- To investigate how the perceptions of academic employees impact the implementation of a Performance Management System at the public higher education in KwaZulu-Natal.
- To recommend improvements on the existing model for implementing a Performance Management System could be improved in public higher education institutions in KwaZulu-Natal.
- To identify the institutional challenges encountered in implementing the Performance Management System in public higher education institutions in KwaZulu-Natal.
- To recommend potential mechanisms towards utilising a Performance Management System to drive academic promotion and development at the public higher education institutions that have implemented Performance Management Systems in KwaZulu-Natal.

The questionnaire consists of 56 questions which will take about 20 minutes to answer. The questionnaire will be sent by email to yourself, after completion of a questionnaire, you are required to email the completed questionnaire together with the signed consent form.

**Risks or Discomforts to the Participant:**

Due to the nature of the study, there is no risk or discomfort associated with the study.

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

Your participation in the study is voluntary participation. You will be given an opportunity to withdraw from the study at any time during the data collection process without giving reasons for withdrawal. You will be treated with respect and your involvement will be kept private as you would not be asked to reveal any personal information.

**Benefits:**

Due to the nature of the study, there are no benefits associated except that the study will be made available to the University should the University consider to look at the recommendations.

**Remuneration:**

There is no remuneration associated from the participation to the study.

**Costs of the Study:**

There are no costs that are expected to be covered by the participants as a result of participating to the study.

**Confidentiality:**

Your guaranteed confidentiality and your participation will remain anonymous as you will not be required to disclose your personal details. Only myself as the researcher as well as my supervisor will have access to the data.

**Results:**

The outcome of the study will be published in two SAPSE accredited journals and one international conference will be attended to propagate the research findings, further to this a presentation will be arranged with the University where participants will be invited.

**Research-related Injury:**

Due to the nature of the study, there will be no injury suffered by the participants.

**Storage of all electronic and hard copies including tape recordings:**

The data will be stored on hard drive and will be password protected and reported only as a collective combined total in which only the researcher will have access to. The data will then be destroyed after five (5) years. The data will be disposed in a manner that will leave no possibility for reconstruction of information, the data will be shredded.

Persons to contact in the Event of Any Problems or Queries:(Supervisor and details) Please contact the researcher: Nomfundiselo Constance Ngxito (tel no. 0713967246.), my supervisor: Dr. Njabulo Khumalo (tel no. 031 373 6787) or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director: Research and Postgraduate Support Dr L Linganiso on 031 373 2577 or [researchdirector@dut.ac.za](mailto:researchdirector@dut.ac.za).



**CONSENT FOR VOLUNTARY QUESTIONNAIRE**

**Statement of Agreement to Participate in the Research Study:**

- I hereby confirm that I have been informed by the researcher, Nomfundiselo Constance Ngxito about the nature, conduct, benefits and risks of this study  
-Research Ethics Clearance Number: IRE 035/22,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

<b>Full Name of Participant</b>	<b>Date</b>	<b>Time</b>	<b>Signature</b>

I, Nomfundiselo Constance Ngxito confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

<b>Full Name of Researcher</b>	<b>Date</b>	<b>Signature</b>

<b>Full Name of Witness (If applicable)</b>	<b>Date</b>	<b>Signature</b>

<b>Full Name of Legal Guardian (If applicable)</b>	<b>Date</b>	<b>Signature</b>

## APPENDIX 2: QUESTIONNAIRE

TOPIC: THE ROLE OF PERFORMANCE MANAGEMENT SYSTEMS ON THE TECHNICAL EFFICIENCY OF ACADEMICS IN PUBLIC HIGHER EDUCATION INSTITUTIONS IN KWA-ZULU NATAL

### SECTION A: BIO-DATA

**1. Gender:**

Male	1
Female	2

**2. Age:**

18 – 30	1
31 – 40	2
41 – 50	3
51 – 60	4
>60	5

**3. Period of service in academia:**

1 – 5	1
5 - 10	2
10 – 15	3
15 – 20	4
>20	5

**4. Number of years at your current Institution:**

1 – 5	1
5 - 10	2
10 – 15	3
15 – 20	4
>20	5

**5. Highest Level of Education:**

PhD	1
Masters	2
Honours	3

**6. Job Level:**

Senior Professor	1
Professor	2
Associate Professor	3
Senior Lecturer	4
Lecturer	5
Junior Lecturer	6

**SECTION B - Objective 1**

**Approaches that are utilised by higher education institutions to implement a Performance Management System**

(SA- Strongly Agree, A-Agree, N- Neutral, D-Disagree, SD-Strongly Disagree)

<b>Approaches used to implement Performance Management System</b>	SA	A	N	D	SD
I am aware that Senior Management is responsible for the implementation of Performance Management System.					
I know that divisional performance management system feedback is provided within the context of the organisational business plan.					
I receive divisional performance management system feedback as soon as possible after the organisational performance assessment.					
I am aware that the organisational performance is assessed against the previously agreed organisational performance standard.					

I know that prior to quarterly Performance Management System assessment, divisions signed divisional Performance Management System agreement about factors against which performance would be implemented.					
--	--	--	--	--	--

**Section C – Objective 2**

**The effects of Performance Management System implementation on the academic’s technical efficiency**

<b>Performance Management System Implementation</b>	SA	A	N	D	SD
I am aware that sufficient information about Performance Management System is communicated to all divisions to enable them to execute their responsibilities in the best interest of the organisation.					
Overall relevant organisational expectations are discussed between the divisions.					
The Performance Management System enables the organisation to identify the underperforming divisions.					
The implementation of Performance Management System has achieved the intended cause in the organisation.					
My role is clearly defined in the implementation of performance management system in the organisation.					

<b>Academic efficiency</b>	Not confident at all	Not confident	Somewhat confident	Confident	Very confident
<b>Research</b>					
I keep myself up to date with research literature and generating research ideas.					
I am able to review the literature for a research project.					
I am able to conduct research study.					

I am adhering to research ethics requirements.					
I am able to lead research projects.					
I can collaborate with colleagues about research.					
I can be able deliver research findings at staff seminars.					
I am able to prepare conference papers.					
I am able to write journal articles.					
I am able to examine thesis.					
I am able to supervise students' research projects.					
I am able to apply for research grants.					
I am able to prepare research budget.					
<b>Teaching</b>					
I am able to deliver lectures and seminars.					
I am capable of delivering tutorials.					
I am capable of using e-learning and current technology systems.					
I am capable of selecting reading materials.					
I am able to revise teaching strategies.					
I can facilitate student discussion in class.					

I am able to consult with students.					
I can set assignments/exams for students.					
I can prepare assignments/exams for students.					
I am able to mark assignments/exams for students.					
I can provide feedback on assessment items.					
I am able to develop subjects/modules.					
<b>Other academic or service-related activities</b>					
I can participate in School/Department activities.					
I can participate in University-wide committees.					
I can participate in professional associations.					
I am able to advise prospective students.					
I can organise conferences/symposia.					

**Section D – Objective 3**

**Perceptions of academic employees on the implementation of a Performance Management System**

<b>Perceptions</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Performance Management System enables the organisation to identify the underperforming divisions.					

All aspects of work completed during the performance review are documented in Performance Management System.					
During the implementation of Performance Management System, all academic activities are taken into account.					
When it comes to Performance Management System, line managers are completely aware of their obligations.					
Performance Management System accommodates academic freedom thereby allowing employee decides what to do and by when.					

**Section E – Objective 4**

**Mechanisms that can be employed to utilise a Performance Management System to drive academic promotion and development**

<b>Mechanism</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Performance Management System seeks to improve productivity by employees through better goal management.					
The responsibility of Management is to set clear goals during the implementation of Performance Management System.					
Training of Line Managers on Performance Management System is crucial in order for the Line Managers handle the process of Performance Management System well.					
Organisation effectively creates possibilities for divisions to provide mechanism for improvement.					
Line managers' coaching of employees is crucial because it helps employees improve their individual abilities and better understand their role in the organisation.					

**Section E – Objective 5**

**Improvement of the existing Performance Management System model**

<b>Improvement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
I am aware how the current Performance Management System model works.					
I am satisfied with the existing Performance Management System model.					
Through the existing Performance Management System model I am able to achieve my goals.					
Through the existing Performance Management System model I have an opportunity to develop my skills and knowledge.					
The existing Performance Management System model provides a room for me as a user to express my views.					

**Section F – Objective 6**

**Identification of challenges that are encountered during the implementation of a Performance Management System.**

<b>Challenges</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
There are challenges with the current Performance Management System.					
The current Performance Management System responds to the overall University objectives.					
There is a clear mandate of what is expected of me.					
I am aware of the challenges encountered during the Performance Management System implementation.					
There is no sufficient information that is communicated to the user to enable them to comply.					

**Thank you for your cooperation**

## APPENDIX 3: INFORMED CONSENT FOR INTERVIEW



### **LETTER OF INFORMATION FOR INTERVIEW**

#### **Title of the Research Study:**

The role of performance management systems on the technical efficiency of academics in public higher education institutions in KwaZulu-Natal.

#### **Principal Investigator/s/researcher:**

Nomfundiselo Constance Ngxito - Masters

#### **Co-Investigator/s/supervisor/s:**

Dr N Khumalo – PhD and Dr P Eyono - PhD

#### **Brief Introduction and Purpose of the Study:**

Dear Responded

I am a PhD student in the Faculty of Management Science, department of Human Resources conducting research on the role of performance management systems on the technical efficiency of academics in public higher education institutions in KZN.

#### **Invitation to the potential participant:**

I am kindly requesting you to spend your time to assist by answering the interview questions. Your frank feedback will be taken as a contribution to this research. I assure you that the information provided will be kept confidential and solely for the purpose of this study.

#### **What is Research**

During the interview process and the research questions you are permitted to ask any questions that may not be clear with, and you have a right to discuss the questions with your family, friends

and colleagues in order to get more insight before responding hence you do not have to commit at this stage.

### **Outline of the Procedures:**

The implementation of Performance Management Systems as a performance monitoring tool has become a concern in South African Institutions of Higher Learning. It is not well received and understood as a result evidence shows that some academics are reluctant to cooperate as they view it as a tool used by the employer to punish and discharge them on the basis of non-performance. This study will thus assess the performance systems implemented by selected higher education institutions in KwaZulu-Natal, the focus will be on three institutions namely the University of Zululand, Durban University of Technology and University of Kwa-Zulu Natal as Mangosuthu University of Technology has not yet implemented the Performance Management System. The researcher is interested to establish how Performance Management System has influenced academic employees' performance and further gauge their perceptions of the system in order to recommend processes that can strengthen or correct institutions' Performance Management System. The outcome of this study will assist other public institutions which are yet to implement Performance Management System that is suitable for academics. This research will adopt a mixed method in order to reinforce and strengthen the results of the research and make them more fitting proponents for both qualitative and quantitative approaches.

The aim of the study seeks to assess the effects of performance management system on the technical efficiency in public higher education institutions in Kwa-Zulu Natal. The intention of the study is to contribute to the human resource practice and formulation of a model that will promote the effective implementation of the Performance Management System. The study will further provide higher education institutions with the eloquent regulation on how to manage the process involved in order to promote organisational justice through Performance Management processes and strategies.

### **The objectives of the study are as follows:**

- To examine human resource management approaches that are utilised by public higher education institutions that have implemented a Performance Management System in KwaZulu-Natal.

- To explore on the effects of Performance Management System implementation on academics' technical efficiency at the public higher education institutions that have implemented a Performance Management System in KwaZulu- Natal.
- To investigate how the perceptions of academic employees impact the implementation of a Performance Management System at the public higher education in KwaZulu-Natal.
- To recommend improvements on the existing model for implementing a Performance Management System could be improved in public higher education institutions in KwaZulu-Natal.
- To identify the institutional challenges encountered in implementing the Performance Management System in public higher education institutions in KwaZulu-Natal.
- To recommend potential mechanisms towards utilising a Performance Management System to drive academic promotion and development at the public higher education institutions that have implemented Performance Management Systems in KwaZulu-Natal.

Zoom meeting/Ms Teams or google meet will be used in order to conduct the interviews and this will take about 30 minutes.

**Risks or Discomforts to the Participant:**

Due to the nature of the study, there is no risk or discomfort associated with the study

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

Your participation in the study is voluntary participation. You will be given an opportunity to withdraw from the study at any time during the data collection process without giving reasons for withdrawal. You will be treated with respect and your involvement will be kept private as you would not be asked to reveal any personal information.

**Benefits:**

Due to the nature of the study, there are no benefits associated except that the study will be made available to the University should the University consider to look at the recommendations.

**Remuneration:**

There is no remuneration associated from the participation to the study.

**Costs of the Study:**

There are no costs that are expected to be covered by the participants as a result of participating to the study.

**Confidentiality:**

Your guaranteed confidentiality and your participation will remain anonymous as you will not be required to disclose your personal details. Only myself as the researcher as well as my supervisor will have access to the data.

**Results:**

The outcome of the study will be published in two SAPSE accredited journals and one international conference will be attended to propagate the research findings, further to this a presentation will be arranged with the University where participants will be invited.

**Research-related Injury:**

Due to the nature of the study, there will be no injury suffered by the participants.

**Storage of all electronic and hard copies including tape recordings:**

The data will be stored on hard drive and will be password protected and reported only as a collective combined total in which only the researcher will have access to. The data will then be destroyed after five (5) years. The data will be disposed in a manner that will leave no possibility for reconstruction of information, the data will be shredded.

Persons to contact in the Event of Any Problems or Queries:(Supervisor and details) Please contact the researcher: Nomfundiselo Constance Ngxito (tel no. 0713967246.), my supervisor: Dr. Njabulo Khumalo (tel no. 031 373 6787) or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director: Research and Postgraduate Support Dr L Linganiso on 031 373 2577 or [researchdirector@dut.ac.za](mailto:researchdirector@dut.ac.za).



**CONSENT FOR VOLUNTARY INTERVIEW**

**Statement of Agreement to Participate in the Research Study:**

- I hereby confirm that I have been informed by the researcher, Nomfundiselo Constance Ngxito about the nature, conduct, benefits and risks of this study  
-Research Ethics Clearance Number: IRE 035/22,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

\_\_\_\_\_

<b>Full Name of Participant</b>	<b>Date</b>	<b>Time</b>	<b>Signature</b>
---------------------------------	-------------	-------------	------------------

I, Nomfundiselo Constance Ngxito confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

\_\_\_\_\_

<b>Full Name of Researcher</b>	<b>Date</b>	<b>Signature</b>
--------------------------------	-------------	------------------

\_\_\_\_\_

<b>Full Name of Witness (If applicable)</b>	<b>Date</b>	<b>Signature</b>
---	-------------	------------------

\_\_\_\_\_

<b>Full Name of Legal Guardian (If applicable)</b>	<b>Date</b>	<b>Signature</b>
--	-------------	------------------

## APPENDIX 4: INTERVIEW SCHEDULE

**TOPIC: THE ROLE OF PERFORMANCE MANAGEMENT SYSTEMS ON THE TECHNICAL EFFICIENCY OF ACADEMICS IN PUBLIC HIGHER EDUCATION INSTITUTIONS IN KWA-ZULU NATAL**

### SECTION A: BIO-DATA

**1. Gender:**

Male	1
Female	2

**2. Age:**

18 – 30	1
31 – 40	2
41 – 50	3
51 – 60	4
>60	5

**3. Period of service in academia:**

1 – 5	1
5 - 10	2
10 – 15	3
15 – 20	4
>20	5

**4. Number of years at your current Institution:**

1 – 5	1
5 - 10	2
10 – 15	3

15 – 20	4
>20	5

**5. Highest Level of Education:**

PhD	1
Masters	2
Honours/Degree	3

**6. Job Level:**

Dean	1
Organisational Development Specialists/Officer	2

**Section A – Objective 1**

**Approaches that are utilised by higher education institutions to implement a Performance Management System**

What according to your knowledge are the approaches that your institution utilises to implement Performance Management System?

---



---



---



---

In your view what do you consider are the approaches that are required for the successful implementation of Performance Management System at your institution?

---



---



---



---

What is your perspective on the implementation of Performance Management System?

---

---

---

---

**Section B – Objective 2**

**The effects of Performance Management System implementation on the academic's technical efficiency**

In your view to what extent does the implementation of Performance Management System has an effect on the Teaching and Learning at your institution?

---

---

---

---

What according to your knowledge the extent does Performance Management System accommodates other academic related activities like Community Engagement and Administration at your institution?

---

---

---

---

In your view to what extent does the implementation of Performance Management System has an effect on the Research and Innovation at your institution?

---

---

---

---

**Section C – Objective 3**

**Perceptions of academic employees on the implementation of a Performance Management System**

What is your view on the implementation of Performance Management System at your institution?

---

---

---

---

What according to your knowledge is the role of the implementation of Performance Management System in achieving set objectives of the University?

---

---

---

---

In your view is there a relation between Performance Management System and flexibility at your institution?

---

---

---

---

**Section D – Objective 4**

**Mechanisms that can be employed to utilise Performance Management System to drive academic promotion and development**

What Performance Management System factors would you consider having an impact in driving promotion and development?

---

---

---

---

What according to your view are the mechanism would you consider that an institution should employ to utilise Performance Management System in order to drive promotion and development?

---

---

---

---

In your view what would the ideal Performance Management System look like?

---

---

---

---

**Section D – Objective 5**

**Improvement of the existing Performance Management System Model**

What is your opinion on the existing Performance Management System Model?

---

---

---

---

In your view what is the effect of ineffective Performance Management System?

---

---

---

---

What can be done in order to improve the current existing Performance Management System?

---

---

---

---

**Section D – Objective 6**

**Identification of challenges that are encountered during the implementation of a Performance Management System**

In your view what challenges are encountered during the implementation of Performance Management System?

---

---

---

---

What do you think are the causes of challenges encountered during the implementation of a Performance Management System model?

---

---

---

---

What according to your view can be done to address the challenges facing during the implementation of Performance Management System?

---

---

---

---

**Thank you for your cooperation**

## APPENDIX 5: GATEKEEPER'S PERMISSION LETTER- UNIZULU



**UNIVERSITY OF  
ZULULAND**

University of Zululand, Private Bag X1001, KwaDlangezwa, 3886

**W:** [www.unizulu.ac.za](http://www.unizulu.ac.za)

---

**T: +27 35 902**

**E: [MohtilalID@unizulu.ac.za](mailto:MohtilalID@unizulu.ac.za)**

***Office of the Registrar***

---

Our ref: Permit: 18/2022 Your  
ref:

### **PERMIT TO COLLECT DATA**

The University of Zululand hereby permits **Nomfundiselo Constance Ngxito** to conduct research and collect data in accordance with his Ethics Clearance Certificate IRE 035/22 issued by the Durban University and Technology dated 3 May 2022, and UNIZULU's POPI Declaration and Indemnity form dated 5 May 2022.

The Researcher may commence with data collection from the date of this Permit.

This permit is valid for 12 months from date of issue.

UNIZULU retains the right to withdraw or amend this permit if:

- Any unethical conduct is revealed or suspected;
- Relevant information has been withheld or misrepresented;
- Regulatory changes of whatsoever nature so require;
- The conditions contained in the Declaration has not been adhered to.

**D MOTHILALL  
REGISTRAR**

## APPENDIX 6: GATEKEEPER'S PERMISSION LETTER- DUT



5<sup>th</sup> May 2022

Mrs Nomfundiselo Ngxito

c/o Department of Human Resources Management Faculty of Management Sciences  
Durban University of Technology

Dear Mrs Ngxito

*Directorate for Research and Postgraduate Support  
Durban University of Technology Tromso Annexe, Steve Biko Campus  
P.O. Box 1334, Durban 4000  
Tel.: 031-3732576/7 Fax: 031-3732946*

### PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research and Innovation Committee (IRIC) has granted **Gatekeeper Permission** for you to conduct your research “The role of performance management systems on the technical efficiency of academics in public higher education institutions in KwaZulu-Natal.” at the Durban University of Technology. **Kindly note that this letter must be issued to the IREC for approval before you commence data collection.**

The DUT may impose any other condition it deems appropriate in the circumstances having regard to nature and extent of access to and use of information requested.

We would be grateful if a summary of your key research findings would be submitted to the IRIC on completion of your studies.

Kindest  
regards.

---

DR LINDA ZIKHONA LINGANISO  
DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT DIRECTORATE

## APPENDIX 7: GATEKEEPER'S PERMISSION LETTER- UKZN



14 June 2022

Mrs Nomfundo Constance Ngxito  
Faculty of Management Sciences  
Department of Human Resources Durban University of Technology  
Email: [Ngxitoc@unizulu.ac.za](mailto:Ngxitoc@unizulu.ac.za) [NjabuloK1@dut.ac.za](mailto:NjabuloK1@dut.ac.za) [Paulinen@dut.ac.za](mailto:Paulinen@dut.ac.za)

Dear Mrs Ngxito

### RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate degree, provided Ethical clearance has been obtained. We note the title of your research project is:

*"The role of performance management systems on the technical efficiency of academics in public higher education institutions in KwaZulu-Natal."*

It is noted that you will be constituting your sample as follows:

- With a request for responses on the website. The questionnaire must be placed on the notice system <http://notices.ukzn.ac.za>. A copy of this letter (Gatekeeper's approval) must be simultaneously sent to [govenderlog@ukzn.ac.za](mailto:govenderlog@ukzn.ac.za) or [ramkissoonb@ukzn.ac.za](mailto:ramkissoonb@ukzn.ac.za).

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- Gatekeepers' approval by the Registrar.


You are not authorized to contact staff and students using the 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely


**Dr KE CLELAND: REGISTRAR**

## APPENDIX 8: ETHICAL CLEARANCE

**Office of the Registrar**  
Postal Address: Private Bag X54001, Durban, 4000, South Africa  
Telephone: +27 (0)31 260 7971 Email: registrar@ukzn.ac.za Website: www.ukzn.ac.za



**DUT**  
DURBAN UNIVERSITY OF TECHNOLOGY  
INYUNYISI YASETHHEKWINI YEZIBUKHWEPHESHE



**INSTITUTIONAL  
RESEARCH  
ETHICS  
COMMITTEE**

■ Pietermaritzburg ■ Westville

**Institutional Research Ethics Committee**  
Research and Postgraduate Support  
Directorate 2<sup>nd</sup> Floor, Berwyn Court  
Gate 1, Steve Biko Campus  
Durban University of  
Technology

P O Box 1334, Durban, South Africa, 4001

Tel: 031 373 2375  
Email: lavishad@dut.ac.za  
[http://www.dut.ac.za/research/institutional\\_research\\_ethics](http://www.dut.ac.za/research/institutional_research_ethics)  
[www.dut.ac.za](http://www.dut.ac.za)

31 May 2022

Mrs N C Ngxito  
University of Zululand  
Private Bag X1001 Box  
no: 565  
Kwa-Dlangezwa  
3886

Dear Mrs Ngxito

**The role of performance management systems on the technical efficiency of academics in public higher education institutions in KwaZulu-Natal.**

**Ethics Clearance Number: IREC 035/22**

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

Kindly ensure that participants used for the pilot study are not part of the main study. In addition, the IREC acknowledges receipt of your gatekeeper permission letters. Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

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

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

Dr K Padayachy  
Deputy Chairperson: IREC