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SCHOOL OF PUBLIC MANAGEMENT AND ADMINISTRATION (SPA)

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UNIVERSITY OF FORT HARE

SCHOOL OF PUBLIC MANAGEMENT AND DEVELOPMENT

DEPARTMENT OF PUBLIC ADMINISTRATION

MINI-DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE DEGREE OF MASTERS IN PUBLIC ADMINISTRATION (MPA) IN THE FACULTY OF MANAGEMENT AND COMMERCE

BY

ANELE ANTHONY NGODWANE

TITLE:

IMPACT OF PERFOMANCE EVALUATION ON SERVICE RENDERING BY THE DEPARTMENT OF EDUCATION IN THE LADY FRERE DISTRICT AT SELECTED SCHOOLS. (2010-2011)

SUPERVISOR: PROF. E.O.C. IJEOMA

COMPLETED IN JANUARY 2012

DECLARATION

I, Anele Anthony Ngodwane, hereby declare that this mini-dissertation submitted to the University of Fort Hare for the Degree of Masters in Public Administration has never been previously submitted by me for a Degree purpose at this or any other University, that this is my own work in design and execution and that all material contained therein has been duly acknowledged.

Signed _____

Date _____

DEDICATION

I am dedicating this study to my parents and grandparents, and Ndobe clan in general. It was not an easy task for me but through your upbringing, and how you taught me about life and importance of education, I managed to climb to this highest point of the peak. I wish they were still alive so that they can witness this study.

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My greatest thanks to my supervisor, Professor EOC Ijeoma, without your assistance, this work would not have been completed. To my family, especially my wife Zukie and my children who suffered a great deal as I could not always be with them. This work would be an inspiration and a challenge to them.

I also acknowledge the support of my colleagues at Glen Adelaide J.S.S. and my dear brothers and sisters at St. Peter's Anglican Church at Ezibeleni, thank you for your support and prayers.
How can I forget my colleagues at Fort Hare and all my friends who supported me in the course of this study in every respect.

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Lastly, the Department of Education which gave me the opportunity of lifetime by paying for my studies, I wish I could be given an opportunity to plough back.

ABSTRACT

The aim of this study is to evaluate the impact of performance evaluation on the service rendering by the department of education. There have been studies made around performance management system but to my knowledge it was the first of this nature in Lady Frere District.

Performance Management System has not been a success ever since its implementation. A lot had happened in our country from apartheid era to the present democratic dispensation. Among the achievements South Africa masters is the ability to formulate or the formulation of policies but its weakness is on the implementation.

Performance management system is among the policies that were developed but its implementation has never been a success. Its main aim is to enhance service delivery and attempt to make government effective and efficient.

This research considers if performance management system and performance evaluation might address the question of service delivery in the Department of Education in Lady Frere District. Findings on this research spell it out that effective implementation performance management system will lead to an enhanced service delivery.

LIST OF ABBREVIATIONS AND ACRONYMS

EPB- effort-as-problems

IQMS- Integrated Quality Management System

PMDS - Performance Management and Development System

SNP- School Nutrition Programme

PMDM-Performance Management and Development Manual

DPSA- Department of Public Service and Administration

PSCBS-Public Service Coordinating Bargaining Council

HOD- Head of Department

HR- Human Resource

WPTPS- White Paper on the Transformation of Public Service

PFMA- Public Finance Management Act

RDP- Reconstruction and Development Programme

WPPSTE- White Paper on Public Service Training and Education

PSTE- Public Service Training and Education

SMS- Senior Management Service

KPA- Key Performance Areas

DSG- Developmental Support Group

DA- Developmental Appraisal

PM- Performance Management

WSE- Whole School Evaluation

SMT- School Management Team

PS- Performance Standard

OBE- Outcome Based Education

NCS- National Curriculum Statement

PMS- Performance Management System

DoE- Department of Education

PSA- Public Service Act

EEA- Educators Employment Act

EAP- Employment Assistance Programme

PGP- Performance Growth Plan

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CHAPTER 1
INTRODUCTION AND GENERAL OVERVIEW

1.1 Introduction

The research is about the impact of performance evaluation on service rendering by the Department of Education in the Lady Frere District at selected schools. The study commences by giving the background of the study that lead to the performance evaluation in the Department of Education. This involves the developmental appraisal which is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management, (*Developmental Appraisal Manual* 1998:3).

A rationale is given that results in developing the interest in this study why is it worth doing. The research explain what prompts this undertaking, e.g., the high failure rate of learners at grade 12 raise the interest of all South Africans in the education system. Each research has a problem statement where interest of the study is based on and the facts are justified. In the hypothesis this study postulates that there is the relationship between service rendering and performance evaluation.

Research has a question which need to be answered at the end of the research and objectives are stated clearly. The objectives indicates the path that the researcher will take, step-by-step. The results of the research are either positive or negative pending on the delimitations. The researcher has to review some literature in order to understand what has been researched before to avoid duplication. This is achieved through reviewing theoretical framework, conceptual framework and legislative framework.

The research methodology to be used in the study has to be stated and studies to generate new research evidence begin in much the

same fashion as evidence-based practice (EBP) effort-as problems that need to be solved or questions that need to be answered (Polit and Beck, 2010:146).

In conclusion to this proposal the research is the study of ethics, the scientists have developed codes of conduct in order to regulate the behavior of the members of the science community.(Mouton,2008:238).

1.2 Background to the study

The Province of the Eastern Cape has been known of its good results on Matric students before 1994 but things changed as from 2007-2009. Lady Frere used to be among the performing district and things changed on the last three years, it is now known of its underperformance (Examination results).

International public sector reformers have recently recognized the significance of performance governance strategies designed to establish frameworks for managing the work of Government. The term governance and good governance are being used with increasing regularity in the development and public administration/management literature. Bad governance is increasingly regarded as one of the root causes of all evil within our societies (Gerrit van der Waldt, 2004:2)

Government performance is important to citizens and public managers alike. Citizens expect the law to be enforced, the environment protected, labor, health and safety laws obeyed and a plethora of goals accomplished. Because of growing citizen expectations, public managers have continued to develop new ways to meet public objectives. They are seeking to improve their capabilities, approaches and results and to transform their departments into high performance institutions (Gerrit van der Waldt, 2004:33).

Caiden (1991:486-493) called the study of non-performance of public institutions bureau pathologies. Caiden identified 175 common bureau pathologies, including abuse of authority, fear of change, foot dragging, lack of

imagination, complacency and deadwood. In recent years, there has been a renewed emphasis on measuring public programme performance. Public programmes are open to criticism when those in charge cannot show what has resulted from the expenditure of public resources. Measurements help increase accountability and thereby trust between public institutions and citizens (Gerrit van der Waldt, 2004:33-34).

Against the background it is incumbent on the government to find the ways of increasing the impact of public spending and improving the quality of service delivery. Initiatives already launched include the development of management plans, the "*Batho Pele*" campaign, improved financial management and improved co-ordination at the centre of government. But all these initiatives depend heavily on capable and committed senior government officials.

1.3 Rational to the study

There have been complaints throughout the country about the standard of education that has dropped drastically if it has to be compared with the education prior 1994. This does not mean that the type of education was better, but because of hope for the new dawn and quality education.

There is a high failure rate on the matriculants and the Province of the Eastern Cape is amongst the worst performing for the past three consecutive years (2007-2009 Examinations). The quality of students that are enrolled for tertiary education at universities and technikons is not satisfying according to comments made by tertiary institutions. Misuse of public funds by officials have been the talk of the time for almost a decade, everyday, newspapers have articles on issues of corruption as if there is nobody accounting about public funds (Eastern Cape Department of Education Report, July 2010).

These funds could have been used to capacitate the educators in order to produce quality education. This means somehow, service delivery is

compromised. It is imperative therefore to see where actual does it fail so that the situation is remedied. Education shall only be successful if the employees respond to customer's needs and be good cooperative citizens who meet their social and environmental obligations effectively, and employees provide a challenging and rewarding working environment,(Stoner and Freeman; 1989:18).

1.4 Problem statement

The problem to be investigated in the research is that, the Department of Education is underperforming in the Lady Frere District at selected schools due to the ineffective implementation of the Performance Management System by incompetent and poorly trained personnel (Examination results).

1.5 Objectives of the study

The following four objectives have been set for this study:

- Determine and evaluate the nature, extent and causes of the impact of performance evaluation on service rendering by the department of education in the Lady Frere district,
- Correlate the performance of employees whose performance is evaluated and those who are not evaluated,
- Identify and explore the challenges of capacity requirements for both office based and school based employees,
- Evaluate the impact of performance evaluation on service delivery, the case of selected schools.

1.6 Hypothesis

In this study it will be proved that the implementation of the performance management system to improve education services in the Lady Frere District is ineffective and impact negatively on service rendering due to incompetent and poorly trained personnel.

The hypothesis of the study is postulated as follows:

H1: The rendering of education service is affected by performance evaluation.

H2: Relationship between employees who do performance evaluation with employees who do not.

H3: Effective implementation of performance evaluation improves service delivery.

1.7 Research questions

The study seeks to answer the following questions:

- What causes the performance management system to be ineffectively implemented and why is it impacting negatively on the rendering of education services in the Lady Frere district?
- Why these causes do exists?
- How can these causes and problems be solved to ensure effective and efficient service rendering?

1.8 Significance of the study

The study will help to improve the matric results and the quality of education in the Department of Education especially in Lady Frere District. It will assist in identifying the causes of ineffective implementation of performance management system in the Department of Education in Lady Frere District and its negative impact. It will draw the attention of the departmental officials on funds paid as bonuses for performance evaluation to employees who do not deserve such payments.

In addition to the above, the study will assist to save the government's funds that are used for Norms and Standard, school nutrition programme (SNP) and scholar transport payable to same students for consecutive years on the same grade. Lastly, the study will also assist the researcher to come up with solutions to ensure that there is effective and efficient service delivery.

1.9 Literature review

All practices in public administration, evidenced by the actions and decisions of the public officials, are based on the underlying theory. The word theory is derived from the Latin word *theoria* and the Greek *theorea*, which according to wikipedia means contemplation, speculation and sight, (www.wikipedia.org).

These principles underlie a science or the application of a science. A theory is furthermore described as a set of inter related concepts, definitions, and propositions that presents a systematic view of a phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena. (Nigro and Nigro,1984:1).

A theoretical framework positions the research in the discipline and topic being studied. The theoretical framework thus orientates the study. Henning (2004:25) writes that a theoretical framework "reflects the stance of the researcher adopts in her research and that is why you can also say that it "frames" the work. Usually the research will remain within the boundaries of the frame.

(Holiday 2001:52), calls a theoretical framework a conceptual framework. To theorize is thus to analyze data in an attempt to develop a conceptual system. It is thus meaningless to collect data and let it to structure itself into a coherent whole, without a basis for reasoning and frame of reference to guide and evaluate such data. There are no facts independent of the theory that organized them.

Against the above background, the concept of performance management in the Lady Frere district can be based in, be described and explained within Public Administration by using three frameworks which can be described as follows.

1.9.1 Theoretical framework

McGregor's X and Y theory

McGregor's theory X and Y subscribes to motivational theories in an attempt to motivate the unmotivated employees. The research considers McGregor's X and Y theory. Two sets of assumptions (beliefs) managers have about employees, and he called these Theory X and Theory Y. Theory X assumptions are negative, and include the perception that people are lazy, dislike work, require close supervision, do not want responsibility, and have little ambition. Since people act according to what they believe, a manager with those outdated beliefs will give detailed instruction, supervise employees closely and use threats of punishment to control behavior.

Employees treated in such a way tend to do just what is required of them to stay out of trouble, abuse sick leave and stay uncommitted to the organization or its goals. The X-leader will observe the behavior of employees and allow them to reconfirm his/her original beliefs about people. A vicious circle of negativity is created. South Africa is notorious for its low levels of productivity. Is the answer to this problem to be found in McGregor's theory? (Nel *et.al.,* 2005:335).

Nel states that theory Y is a modern and positive set of assumptions about people. Theory Y leaders believe that employees are hard-working, want to make a positive contribution, seek responsibility, and can control their own performance. Employees work under such a leader feel respected, acknowledged, and proud. Leaders become responsible and hardworking. The subsequent performance of the employees reconfirms the original belief of the leader. McGregor's Theory exerts a major influence on modern-day management, especially since it underlines a humanistic perspective, (Nel *et.al.,* 2005:335).

Theory X and Y cater for everybody in the organization, where some need to be assisted by others in order to perform their duties optimal. For that reason the research considers the theory as performance management promotes teamwork. McGregor is among the theorists suggested that employees are likely to derive satisfaction from a good performance (Stoner and Freeman, 1989:427).

In relation to the above theory, the working environment consists of motivated and unmotivated employees, the former assist in motivating the latter. It becomes a very big disadvantage however, if it consists of only the unmotivated employees who compromise service delivery and retard the organization. For the organization to work successfully, it has to fulfill its objectives. Performance management is designed in a manner that peers assist in developing each other for optimum service delivery.

1.9.2 Conceptual framework

Public institutions use scarce resources (input), both human and material, to produce outputs for consumption by their clients or customers in order to achieve the valued outcomes. It is this relationship between inputs, activities, outputs and the outcomes and the way its productivity and quality might be improved which is the focus of this course. The term performance management is used to describe the range of processes, techniques and methods used to achieve such an improvement (Gerrit van der Waldt, 2004:39).

Performance management means the process that enables the multinational to evaluate and continuously improve individual, subsidiary unit and corporate performance, against clearly defined, pre-set goals and targets, (Stoner J *et-al,* 2004:232). Stoner identifies two forms of appraisal, informal and formal performance appraisal. The informal is continual process of feeding back to employee's information about how well they are doing their work for the organization, it can be conducted on a day-to-day basis.

The formal systematic appraisal usually occurs semi-annually or annually and it has four major purposes, namely to:

- let employees know formally how their current performance is being rated;
- identify employees who deserve merit raise;
- locate employees who need additional training; and
- identify candidate for promotion.

The purpose of performance management systems are of three kinds: strategic, administrative and developmental strategically. Strategically, performance management system should link employee activities with the organization's goals.

One of the primary way strategies are implemented is through defining the results, behavior and, to some extent, employee characteristics that are necessary for carrying out those strategies, and then developing measurement and feedback systems that will maximize the extent to which employees exhibit the characteristics, engage in the behaviors and produce the success.

Administratively, organizations use performance management information in salary administration, promotions, retention, layoffs and recognition of individual performance Noe *et.al* (2008).

Lastly, developmentally, is to develop employees who are not effective at their job; this is known as the developmental purpose. When employees are not performing well as they should, performance management seeks to improve their performance. The feedback given during a performance evaluation process often pinpoints the employees' weaknesses and causes of such deficiencies (Noe *et-al*., 2008:346-347).

Benefits of performance evaluation enables top management to get on with their job of setting objectives for the organization, managers gain a full

understanding of the organization's mission, to set standards for their team and to delegate work, staff should result in clearer targets and have freedom to work autonomously to achieve the targets and customers receive service delivery as promised by the organization (Gerrit van der Waldt, 2004:41-42).

The problems associated with the implementation and management are that, it is time consuming with a lot of paper work and lack commitment as delivery objective of identifying and rewarding performance. The tension of identifying development needs and allocating rewards can undermine the system. Subjectivity and bias are inherent in one individual's assessment of another and there are real difficulties in developing objective measures. The appraisal system may be perceived by employees as a tool for managerial control used to reinforce managerially desired behaviors and to subdue the expression of dissatisfaction, (Chris Brewster, 2003:176).

1.9.3 Legislative Framework

The statutory framework pertaining to the requirement of service delivery is discussed. There are variety of acts and policies which have a bearing on service delivery improvement, such as Pubic Finance Management Act 1of 1999, the White Papers on the Transformation of the Public Service and Transforming Public Service Delivery.

Section 197(1) of the Constitution stipulates within public administration there is a public service for the Republic, which must function and be structured in terms of national legislation, and which must loyally execute the lawful policies of the government of the day (Gerrit van der Waldt, 2004:85). Section 195(1) of the Constitution provides the principles and values that guide the conduct of all public officials.

The performance management system focuses on equal participation of the supervisor and employee in managing performance. It is developmentally orientated, encourage coaching, regular feedback through the process reviews and annual appraisals with the aim of ensuring effective and efficient

delivery of a department's strategic goals and Provincial/Governments priorities. It is a means to an end its success will be measured by the extent to which it contributes towards creating conditions for effective performance and overall contribution to service delivery,(PMDM, 2000:8-9).

In order to manage performance that is not fully effective supervisors are required to first identify and then, in line with the developmental approach deal with the unacceptable performance of employees under their supervision. The supervision must comply with the procedural requirement of Public Service Coordinating Bargaining Council (PSCBC) Resolution 10 of 1999 and Resolution 1 of 2003, "Incapacity Code". The performance management and developmental manual provides for the prior or early identification and resolution of unacceptable performance, (PMDM, 2000:46).

The Public Service Regulations of 2001 requires departments to develop a performance management system to manage performance in a consultation, supportive ad non discriminatory manner. This should result in enhanced organizational efficiency and effectiveness, accountability for the use of resources and the achievement of results.

Chapter 3 of Government Gazette No 22605 states that a municipality's performance management system entails a framework that describes and represents how the municipality cycle and processes of performance planning, monitoring, measurement review, reporting and improvement will be conducted, organized, and managed including determining the roles of the different role players.

Municipal Systems Act, Section 46 of Act 32 of 2000 states that a municipality must prepare for each financial year a performance report reflecting the performance of the municipality and of each service provider during the financial year with targets set for and performances in the previous financial year and measures taken to improve performance.

The new performance management framework continues to provide for performance agreements. Also provides for the payment of cash bonuses, but within a clearer policy framework and within set parameters. Continues to focus on measurable outputs, but balances this with good management practice in the form of Core Management Criteria. Includes a development orientation by focusing on management/leadership competencies and by providing for personal developmental plans with linkages clearly indicated.

Key elements of performance agreements and assessment instruments clearly highlighted and examples of formats to be used provided. Scale rating are presently standardized with parameters of monetary rewards clearly spelt out. Pay progression is provided for and there is clarity on assessment cycle which is linked to the financial year, DPSA New Performance and Development System for SMS Management.(DPSA 1-2;5/13/2010)

1.10 Research methodology

Research is a purposeful, accurate and systematic search for new knowledge or for the reinterpretation of existing knowledge (Cilliers, 1973:17). The purpose of research is to find answers to problems which are only partially solved by existing methods. Research improves existing techniques and develops new instruments or products, discovery of previously unknown substances and discovery of actions of existing substances.

1.10.1 Research strategy

The researcher will use both research approaches, quantitative and qualitative research methods. Qualitative research developed as an alternative to traditional (positivistic) research, seeks to understand and interpret the world in terms of its actors. Qualitative research work more with words, feeling and participants get subjectively involved, (Cohen *et.al*., 2004:181).

Quantitative research relies on measurement to compare and analyze different variables, Bless C and Higson-Smith C, (2000:37). Quantitative

research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena, (Leedy P.D, 2001:191).

1.10.2 Data collection methods and procedures

A permission from the Provincial Department of Education Superintendent General will be asked in writing and explain the reasons thereof, stating that respondents took part voluntarily.

Other letters will be written to the District Director, line managers and school principals so that the researcher's visit is not a surprise. Self–administered questionnaires will be distributed to a group of respondents who will complete it at the same time to maximize the number of completed questionnaires and allow the researcher to clarify any possible misunderstandings about the instrument. Personal presentation of questionnaires to individual respondents will also be used, (Polit and Hungler, 1999:348).

1.10.3 Data collecting instruments

The following data collection instruments can be used in a study, namely

- Questionnaires;
- Interviews; and
- Literature Study on the subject, for example primary sources such as journals, articles and governmental publications, such as annual reports; secondary sources such as text-books; and tertiary sources such as encyclopedias and subject bibliographies.

1.10.3.1 Questionnaire details

The questionnaires will take both forms of research methodology in that the questionnaires will be quantitative and qualitative. The questionnaires to be used in the study will be self administrative and mailed and e-mailed to the

respondents to complete it in their own time. Two types of questionnaires will be used in the study, namely a structured questionnaire and an unstructured questionnaire. The structured-direct questionnaire requires that questions be asked with exactly the same wording and in exactly the same sequence for all respondents.

In each questionnaire, open-ended and close ended questions will be asked. An open-ended question does not restrict the respondent's answers to pre-established alternative. Close-ended questions, which are a type of survey research questions in which the respondents choose from a fixed set of answers.The questionnaire will simply put the open-ended questions which will leave space for free answers (Bailey, 1982:123 and Polit and Hungler, 1993:442).

In each questionnaire questions will be scaled by using a simple category scale (also known as a dichotomous scale) for all "Yes "and "No" questions. For "Agree" and "Disagree" questions which will be the majority of the questions. A scale is described and explained as "(a)"class of quantitative data measures often used in survey research that captures the intensity, direction, level or propensity of a variable construct along a continuum (Neuman, 2006:207). The type of summated scale used in this study is the Likert Scaling. (Bailey,1982:365).

1.10.3.2 Interview details

In addition to the above data-collection method, the study will use interviews as a qualitative method in an attempt to evaluate the impact of performance evaluation and its effectiveness in the process of learning and teaching. Interview is defined as the personal conversation through which research information is obtained, (Cilliers, 1973:88). Two types of interviews will be used, namely a structured interview and unstructured interview.

Structured interview is made of questions which have been structured in advance and an unstructured interview is the initiative that is almost

completely in the hands of the subject. The interviewer merely suggests to the respondent the topic on which information is required and does not use the list of structured interview questions (UOVS DIKTAAT VRT 619,1980:32).

1.10.4 Population and sampling details

Population and sampling are very important in the scientific study because it is where the researcher finds the information. There are many definitions that are given by different scholars in population and sampling, but Polit and Hungler describe them as;

1.10.4.1 Population

The target population of this study will be the chief officials of the Provincial Department of Education rendering educational services, the political office-bearers (MEC's) of the Provincial Executive Council and the learners receiving educational services. Included into the target, the population will also be the chief officials of other Provincial Department of Finance.

1.10.4.2 Sampling

The basic purpose of sampling is to enable the researcher to obtain the desired information in a reliable manner without involving the population, The researcher thus wants to make observations of the sample in a practical economic manner and generalize the findings to the population (inductive reasoning) (De Wet, 1981:110).

1.10.4.3 Selected sample

The target group will be employees of the department of education, office based employees and school based employees including educators of the Lady Frere District. The research will use both non-probability and probability sampling which involve some form of random selection in choosing the elements. Non-probability sampling is where the likelihood of selecting anyone member from the population is not known. It consists of methods such as purposive sampling, quota sampling, convenience sampling, snowball sampling and theoretical sampling.

The research will use stratified proportional and random sampling since working with different levels of management, i.e. the District Director, line managers, the middle managers, supervisors, office-based employees, principals of schools, educators and the working personnel. The research will use 16 schools which form ten percent of the schools in the district, six high schools and ten junior secondary schools, and each school will be awarded a code to ease references.

From each school selected, one SMT member and three educators and one non-teaching staff member will be selected. Different groups of the population will be represented; this will help in increasing level of accuracy in estimating parameters.

1.10.5 Data analysis and interpretation

Research need to have good understanding of statistical concepts in order to process data in a meaningful manner, where problems are experienced, a statistician should be consulted Uys & Basson:99). The analysis of quantitative data normally proceeds through a number of different phases, namely; pre-analysis phase which involves a variety of clerical and administrative tasks; coding quantitative data, where data typically must be converted to a form of amenable to computer analyses, basic research information is transformed into symbols compatible with computer analysis (Polit & Hungler 1999:547).

Data is then entered, verified and cleaned. The last phase is the interpretation of results which involves a consideration of five aspects of the study findings: accuracy, meaning, importance, generalization and implications (Polit & Hungler 1999:395). The phases and steps within the phases may vary from one project to another. In this study, data will be analyzed by using mind mapping; Excel spread sheet and bar chart. The data will be described by the researcher, and explain the methods of receipt and then classify according to target group/respondent. It will then be evaluated according to comparative percentages.

1.11 Ethical consideration

According to Wikipedia, the free encyclopedia, *ethics* is the study and evaluation of human conduct in the light or moral principles (2011/07/31). To be ethical is to conform to accepted professional practices.

Bailey (1982:428) writes that "it is generally agreed that it is unethical for researchers to harm anyone in the course of the research especially if it is without the persons knowledge and permission." It implies therefore that in the course of the research the following ethical guidelines and practices will be strictly adhered to and the respondents;

- Anonymity; the name and personal details of the respondents will not be disclosed.
- Plagiarism; all sources of information to be used will be acknowledged to avoid plagiarism.
- Coercion; respondents will not be coerced to divulge any confidential information
- Honesty; the researcher shall at all times and under all circumstances report the truth with honesty and shall never present the truth in a biased manner.
- Freedom of choice; respondents will be given freedom of choice in participating in the research through the informed consent. Respondents will be free to withdraw at any time from participation (Hanekom and Thornhill, 1997:4 and Salkind, 1997:41).

1.12. Delimitation of the study

1.12.1 Survey Area

The research focuses in Lady Frere/Emalahleni District Department of Education regarding impact of performance evaluation on service rendering. Lady Frere is one of the small towns in the ex-Transkei. It falls under Chris Hani District Municipality in the Emalahleni Local Municipality. Emalahleni Local Municipality incorporates Lady Frere, Dordrecht, Indwe and their surrounding villages including some parts of Cala. It is one of the smallest districts in the Eastern Cape, very remote and previously

disadvantaged area.

1.13. Limitations of the study

1.13.1 Shortcomings

The shortcomings that might be encountered could be as follows:

- Negative attitude and resistance to change by the personnel of the department of education at Lady Frere.
- Lack of cooperation by participants and respondents.
- Poor return of questionnaires.

To overcome the shortcomings, the researcher will have to attach a letter to questionnaires asking each respondent to cooperate. The researcher will also get permission from the head of department (HOD) to conduct the research.

1.14. Conclusion

The research gives the introduction and the background that prompted researcher to do the research. A rational to the study and the problem statement is given with the hypothesis and questions that need to be answered at the end of the research. The research has delimitations and limitations which is followed by the literature review. Literature review is divided into; theoretical framework, conceptual framework and legislative framework.

The research has a research methodology which includes data collection instruments, population and sampling and data analysis and interpretation.
The research gives ethical consideration, conclusion, tentative division of chapters and project timelines.

Significantly, the research will influence the leadership and management including the whole department to respond to service delivery challenges. The study also add value to the use of literature on

performance evaluation. The research will improve the quality of learning and teaching through its newly introduced strategies thus improving Culture of Learning and Teaching and matric results thereof.

The research will ensure that the work performed by employees accomplishes the work of the institution and that employees have a clear understanding of the quality and quantity of work expected from them. The effectiveness of the study will promote accountability on the managers and employees in the Department of Education through implementation of performance evaluation in order to improve service delivery.

1.15. Clarification of concepts and terms

CONCEPTS	CLARIFICATION
Impact	Marked effect or influence
Performance	The action or process of performing task or function
Evaluation	Form an idea of the amount or number
Background	Explanatory or contributory information
Appraisal	An assessment of someone's performance
Development	An event constituting a new stage in a changing situation
Quality	Standard of something as measured against other things of similar kind
Teaching	Carrying out teaching duties
Practice	The way of doing something
Education	The theory and practice of teaching
Management	Process of management
Rationale	A set of reasons or a logical basis for acourse of action or a particular belief
Hypothesis	A supposition or a proposed explanation made on the basis of limited evidence as a starting point for further investigation

Postulates	Suggest or assume the existence, fact, or truth of (something) as a basis of reasoning, discussion or belief
Research	The systematic investigation into and study of materials and sources in order to establish facts or verify information
Objectives	A goal or aim
Delimitations	Determine the limits or boundaries of
Literature	Books and writings on a particular subject
Duplication	Do again unnecessarily
Methodology	A system of methods used in a particular field
Evidence	Information indicating whether a belief or proposition is true or valid
Plethora	An excess of
Bureau	Government department
Pathologies	Typical behavior of a specified disease
Complacency	Smug and uncritically satisfied with oneself or one's achievement
Measurement	An amount, size or extent as established by measuring
Initiatives	The power or opportunity to act before others do
Implementation	Used for a particular purpose
Account	Give satisfactory records or explanation
Obligations	An act or course of action to which a person is morally or legally bound
Effectively	Producing a desired or intended result
Efficiently	Working productively with minimum wasted effort or expense
Curriculum	The subjects comprising the course of study in a school or college
Judgmental	Having an excessively critical point of view
Developmental	The process of developing or being developed

Assessment	Evaluate or estimate the nature, value or quality of.
Remuneration	Pay for services rendered or work done
Relationship	The way in which two or more people or things are connected
Capacity	The maximum amount that something can contain or produce
Incorporates	Take in or include as part of a whole
Shortcomings	Failure to meet certain standard
Attitude	A settled way of thinking or feeling
Phenomena	A fact or situation that is observed to exist or happen, especially one whose cause is in question
Proposition	Statement expressing a concept that can be true or false
Orientate	The direction of someone's interest or attitude
Boundaries	A line marking the limits of an area
Motivation	Presentation of facts and arguments in support of a proposal or request
Assumption	A thing that is assumed as true
Perception	The state of being or process of becoming aware of something in such a way
Responsibility	The opportunity or ability to act independently and take decisions without authorization
Punishment	The penalty inflicted
Beliefs	An acceptance that something exists or is true, especially one without proof
Productivity	The state or quality of producing something
Strategic	Forming part of a long term plan or aim to achieve a specific purpose
Developmental	Specific state of growth or advancement
Subjectivity	Based on or influenced by personal feelings
Legislative	Of or relating to laws or a legislature

Constitution	A body of fundamental principles or established precedents according to which a state or organization is governed
Supervision	Observe and direct the execution of task or activity or the work of a person
Procedure	An established or official way of doing something
Municipality	A town or district that has local government
Province	A principal administrative division of a country
National	Of relating to or characteristic of a nation
Resolution	The action of solving o problem or dispute
Planning	Decide on or arrange in advance
Monitoring	Observe and check over a period of time
Review	A formal assessment of something with the intention of instituting change if necessary
Reporting	Convey information about a situation or event
Parameter	A measurable or quantifiable characteristic of a system
Monetary	Of or relating to money or currency
Competency	The quality or extent of being competent
Accurate	Capable of or successful in reaching the intended target
Quantitative	Of, concerned with, or measured by quantity
Qualitative	Of, concerned with, or measured by quality
Traditional	Of, relating to, or following tradition
Respondent	A person who respond to a questionnaire
Variable	Not consistent or having a fixed pattern
Correlation	Mutual relationship or connection
Questionnaire	A set of printed questions, usually with the choice of answers
Bibliography	A list of sources referred to in a particular work
Data	Facts and statistics used for reference or analysis

Continuum	A continuous sequence in which adjacent elements are not perceptibly different from each other, but the extremes are quite distinct
Target	An objective or result towards which efforts are directed
Generalize	Make more common or more widely applicable
Implications	The implicit conclusion that can be drawn from something
Comparative	Measured or judged by comparison
Ethics	A system of moral principles or rules of behavior or conduct.
Interpretation	Understand as having a particular meaning or significance

1.16. Tentative division of chapters

Chapter one serves as an introduction and general orientation to the study. The chapter describes and explains the problem statement and hypothesis, objectives of the study, delimitations and limitations of the study, the study plan, terminology and definitions of terms and concepts used in this study. Essentially, chapter one indicates what the whole study entails.

Chapter two, deals with the literature review based on distinguished opinions and views from various sources, and from different researchers and authors whose work is significant in this particular research field. Chapter two provides three frameworks for the study, namely; theoretical framework, which is based on McGregor's theory X and Y; a conceptual framework, which deals with the nature and place of performance management within Public Administration. Lastly, chapter two provides a legislative framework for performance management in the provincial sphere of the government.

Chapter three, deals with the research design and methodology of study.

The purpose of the chapter is to describe and explain the instruments to be used in the research to collect analyze and evaluate the collected data. Firstly, the requirement to obtain permission to conduct the research will be explained.

Secondly, the research design, approaches and strategy used in the study will be described and explained. Thirdly, the research methodology, consisting of the population, samples used, data collecting instruments and procedures to be used will be described and explained. Fourthly, the data analysis techniques to be used in the study will be described and explained. Lastly, the adherence to specific ethical consideration in the study will be described and explained.

Chapter four deals with the analysis, interpretation and presentation of the data collected during the empirical testing. The purpose is to analyze, interpret and evaluate the collected data and available public documentation and applicable literature, to organize the research findings around the research objectives to be able to test or verify, confirm or refute with evidence the problem and hypothesis. Appropriate analysis techniques will be used to analyze the data scientifically.

Chapter five is the concluding chapter and summarizes the findings and deductions made in the preceding chapters. Specific shortcomings and problem areas in the implementation of housing policy will be explained and recommendations to solve or prevent such problems will be provided.

CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

South Africa has undergone a number of changes since its conception, from the old dispensation (white minority rule) to the dawn of democracy until the present stage. A number of apartheid legislation had to be phased out and new legislation that accommodates everybody had to be introduced. The introduction of these legislation attempts to make a balance from the imbalances of the past.

It is important however, for every country to see to it that the set and introduced policies and legislations are attended to. Performance management is one of the most important positive developments in human resource management. Public administration is changing at the very increasing pace; new developments are made at the public sectors.

The Public Service in South Africa at all spheres of government continues to face change at a very high rate because of a number of policies and legislation. South Africa is world-wide known for its best policies that can develop a country but fail in implementing the policies according to its prescription. Needs and demands of the society are increasing and have to be satisfied over a very limited resource. The world has now turned to be a global village that forces the standard of living of people to be improved. In order to improve the people's lives there must be optimal service delivery.

The performance of the human resource needs to be measured and assessed. Individual performance must be subject to measurement as the outcome of work activity. Managers and supervisors ought to continuously assess on formal and informal basis how well their subordinates are doing their work. Such formal and informal assessment enables the individual manager to make the necessary decisions regarding the most effective utilization of staff, motivating those who perform well and rectifying

substandard performance, Swanepoel et.al (2001:405)

The rapid changing and complex environment need to rethink performance management processes in order to stay ahead of the game. It is imperative to identify the top talent available and groom them towards mastery of the required competencies, so that individual as well as the institutional strategic objectives are met, Nel *et.al* (2009:492).

This chapter explores the relationship between performance management and performance evaluation and how it impacts with the services rendered by the department of Education in Lady Frere district at selected schools. The researcher has to give emphasis on what performance management entails in the public sector specifically in the Department of Education. Furthermore, the researcher has to give a clear understanding on how performance management can best be practiced in Lady Frere department of Education.

2.2 Theoretical Framework

McGregor's X and Y theory

McGregor's theory X and Y subscribes to motivational theories in an attempt to motivate the unmotivated employees. The research considers McGregor's X and Y theory. Two sets of assumptions (beliefs) managers have about employees, and he called these Theory X and Theory Y. Theory X assumptions are negative, and include the perception that people are lazy, dislike work, require close supervision, do not want responsibility, and have little ambition. Since people act according to what they believe, a manager with those outdated beliefs will give detailed instruction, supervise employees closely and use threats of punishment to control behavior.

Employees treated in such a way tend to do just what is required of them to stay out of trouble, abuse sick leave and stay uncommitted to the organization or its goals. The X-leader will observe the behavior of employees and allow them to reconfirm his/her original beliefs about people. A vicious circle of negativity is created. South Africa is notorious for its low levels of productivity.

Is the answer to this problem to be found in McGregor's theory? (Nel *et.al.,* 2005:335)

Nel states that theory Y is a modern and positive set of assumptions about people. Theory Y leaders believe that employees are hard-working, want to make a positive contribution, seek responsibility, and can control their own performance. Employees work under such a leader feel respected, acknowledged, and proud. Leaders become responsible and hardworking. The subsequent performance of the employees reconfirms the original belief of the leader. McGregor's Theory exerts a major influence on modern-day management, especially since it underlines a humanistic perspective, (2005:335).

Theory X and Y cater for everybody in the organization, where some need to be assisted by others in order to perform their duties optimal. For that reason the research considers the theory as performance management promotes teamwork. McGregor is among the theorists suggested that employees are likely to derive satisfaction from a good performance (Stoner and Freeman, 1989:427).

In relation to the above theory, the working environment consists of motivated and unmotivated employees, the former assist in motivating the latter. It becomes a very big disadvantage however, if it consists of only the unmotivated employees who compromise service delivery and retard the organization. For the organization to work successfully, it has to fulfill its objectives. Performance management is designed in a manner that peers assist in developing each other for optimum service delivery.

2.3 Performance management: conceptual framework

The term performance management and performance appraisal are sometimes used interchangeable while describing two different things serving different purposes. The difference between the two lies on the fact that

performance management is system-based and appraisal is process-orientated. Michael Armstrong defines performance management as a strategic and integrated process that delivers sustained success to the organization by improving the performance of the people who work in them and by developing the capabilities of individual contributors and teams (2000:1).

Contrary to the above, performance appraisal can be defined as the formal assessment and rating of individuals by their managers at, usually, an annual review meeting, Armstrong (2006:9). The above definition relates to McGregor's X and Y theory, where there are two sets of assumptions, X who are unmotivated and Y who are motivated. The motivated employees assist in developing and motivating the unmotivated (Nel *et.al*., 2005:335).

Performance management is strategic in the sense that it is concerned with the broaden issues facing the organization if the organization is to function effectively in its environment and with the general direction in which the organization intends to achieve its objectives, Armstrong (2001-2).

Similarly to the above, Nel *et.al* defines performance management as a holistic approach and process towards the effective management of individuals and groups to ensure that their shared goals, as well as the organizational strategic objectives are achieved (2009:493). All organizations are developed with the aim of achieving a certain goal; various objectives are set during the strategic planning session.

Spangeberg in Swanepoel *et.al,* describes performance management as an approach to managing people that entails planning employee performance, facilitating the achievement of work related goals, and reviewing performance as a way of motivating employees to achieve their full potential in line with the organizations objectives (2001:408).

Castello argued that as solid foundation is critical to building and supporting a

home, a solid performance management plan is essential to developing an organization and the people within it. An effective performance management system should serve as a cornerstone and driving force behind all organizations. Performance management supports the organization's goals by linking the work of the each individual employee or manager to the overall mission of the unit. This is accomplished by establishing individual goals and objectives that are tied directly to the organization's purpose or direction. An effective performance management process generally starts with identifying clear goals, which are used as a foundation for ongoing coaching and performance review (1994:3).

Noorman Rashid describes performance management as a multi level and multi-area activity. It links political and managerial strategy and service objectives to the needs and expectations of citizens, and the jobs of people across agencies that are responsible for meeting these needs. It involves monitoring and evaluating performance, feeding back into the systems and learning how to bridge performance gaps (1999:17).

Performance management is multi-level as it takes place at all levels in organizations, from chief executive to front-line operations. Performance management is also a multi-area activity because it takes place around a range of areas which are to do with citizens, political management, strategic planning, organizational performance, quality standards and operational frameworks (ibid).

The Local Government Management board's description in Noorzaman Rashid states that performance management as means whereby accountability for contributing to the organization's strategic and/or operational objectives is allocated to employees and where these contributions are measured objectively. The outcomes are thus used to inform decisions about the further objectives and needs of the organization and its employees. The outcomes must match what members want, introduce or reinforce a

performance culture and improve quality of services to customers (1999:19).

While many appraisal systems are still in existence and continue to be updated, performance management systems are increasingly seen as the way to manage employee performance, and have incorporated/review process into this (Torrington et.al, 2005:261).

Mabey and Salaman in Torrington *et.al*, provide a useful definition when they state that the essence of performance management is establishing a framework in which performance by individuals can be directed, monitored, motivated and rewarded, and whereby the links in the cycle can be audited (ibid). Cascio (1998:300) argues that performance management requires willingness and a commitment to focus on improving performance at the level of the individual or a team every day.

Furthest to the above, Cascio alluded that, at a general level, the broad process of performance requires managers to define performance, facilitate performance and encourage performance. In defining performance, the manager ensures that individual employees or teams known what is expected of them and remain focused on effective performance.

To deduce the above definitions and descriptions; performance management is a process of managing activities that takes place within the organization in order to achieve the desired goals, and to enhance service delivery effectively and efficiently. The effective performance management results to maximum output with very little input.

Performance management is related to the growing of a fruit tree which is fertilized and treated in order to bear or to produce more fruit. Same applies to an employee who is developed, the more the development the more delivery is expected. Peers and supervisors have to work in a manner that develops other employees in order to perform their duties optimal according to the desired goals.

2.4 Key elements of performance

Cascio (1998:300) highlight the following three elements:

Goal setting has a proven track record of success in improving performance in a variety of settings and cultures. Studies show that goals direct attention to the specific performance in question (e.g. percentage of satisfied customers), they mobilize efforts to accomplish higher levels of performance, and they foster persistence for higher levels of performance. The practical implications of research on goal setting are clear: set specific, challenging goals, for this clarities precisely what is expected and loads to high levels of performance.

Goals alone are not sufficient; managers must also be able to **measure** the extent to which goals have been accomplished. Measures such as the average time to respond to a customer's inquiry are much more tangible (Cascio, 1998:300).

The third element is **assessment**. This is where performance evaluation comes in. Regular assessment of progress towards goals focuses the attention and efforts of an employee or a team. In order to define performance properly, the above named key elements must be mentioned. Set goals, decide how to measure accomplishment, and provide regular assessment of progress (ibid).

Similarly to the above elements, Armstrong argued that performance management is a planned process of which the primary elements are agreement, measurement, feedback, positive reinforcement and dialogue. It is concerned with measuring outputs in the shape of delivered performance compared with expectations expressed as objectives, this means it focuses on targets, standards and performance measures or indicators, (2006:3-4).

Armstrong further states that performance management is based on agreement of role requirements, objectives and performance improvement

and personal development plans. There is a setting of ongoing dialogues concerning performance which involves the joint and continuing review of achievements against objectives, requirements and plans (2006:4)

2.5 Purposes of performance management

According to Armstrong (2000:6), performance managements is a means of getting better results from a whole organization, or teams and individuals within it, by understanding and managing performance within an agreed framework of the planned goals, standards and competence requirements. It is a process for establishing shared understanding about what is to be achieved, and an approach to managing and developing people in a way that it will be achieved in the short and longer term. It is owned and driven by line management.

Philpott and Shepperd (1992) in Armstrong further state, the fundamental goal of performance management is to establish a culture in which individuals and groups take responsibility for the continuous improvement of business processes and for their own skills and contributions (2000:6).

According to Bernnet and Minty (1999:59-60) the performance management process has three major purposes:

- It is a process for strategy implementation.
- It is a vehicle for culture change.
- It provides input to other HR systems such as development and remuneration (Nel et.al. 2009:494)

Similarly to the above, Noe et.al (2008:346) identifies three kinds of the purpose of performance management systems; strategic, administrative and developmental.

2.5.1 Strategic purpose

A performance management system should link employee activities with the organization's goals. One of the primary ways strategies are implemented is through defining the results, behaviors, and to some extent, employee characteristics that are necessary for carrying out those strategies, and then developing measurement and feedback systems that will maximize the extent to which employees exhibit the characteristics, engage in the behaviors and produce the results, Noe *et.al*., (2008:346-347).

Performance management is essential to identify strengths and weaknesses of employees and to create opportunities for development and to reward good and outstanding performances. The key performance areas in the performance evaluation are set from the objectives created during the strategic planning session. The performance management process in other words has to fulfill the organizational goals.

2.5.2 Administrative purpose

Organizations use performance management information in many administrative decisions: salary administration (pay rises), promotions retention-termination, layoffs, and recognition of individual performance (Noe *et.al*., 2008:347).

Despite these purposes, the supervisors and managers of different organizations do not follow the requirements of the process, rather rate employees so that they qualify for bonuses. They feel uncomfortable to evaluate others and give the correct feedback. In a way they protect their integrities at the expense of the organization and compromise service delivery.

2.5.3 Developmental purpose

According to Neo *et.al*., this is a third purpose of performance management, which is to develop employees who are effective at their jobs . When employees are not performing as well as they should, performance management seeks to improve their performance. The feedback given during

a performance evaluation process often pinpoints the employee's weaknesses and the causes of such deficiencies ranging from skill shortage, motivational problem or any obstacle holding the employee back, (2008:348).

If the feedback given during the process is true and correct, the managers have a better chance of coming up with strategies that will assist to bridge-up the gaps that have been identified. It is imperative however, that the managers confront the employees for their performance in as much as it ruins the relationship between them but for the sake of effective service delivery and to do the right thing right.

2.6 Aims of performance management

In practice, according to Armstrong and Barron (1998), performance management has the following aims:

- Assisting is achieving sustainable improvements in an organization's overall performance.
- Serving as a lever for change in developing a more performance orientated culture.
- Increasing employee motivation and commitment.
- Giving individual employees the means to develop competencies, improve jobs satisfaction and reach their full potential to their own benefit and that of the organization.
- Improving team spirit and performance.
- Offering a mechanism for regular dialogue and improved communication between individual employees and their managers.
- Providing an outlet for employees to express their aspirations and concerns. (Price, 2007:442).

In every organization, the output (deliverable) is the offspring of the interaction between different employees, department or sections. Each and every individual's contribution is significant to the attainment of goals through task completion. In teamwork, it is not easy to single out an individual for the

performance; however, it is important to do an individual performance evaluation.

2.7 Principles of performance management

Armstrong in his scholarly writing come up with the following principles that have been well summarized by IRS (1996):

- It translates corporate goals into individual, team, department and divisional goals.
- It helps to clarify corporate goals.
- It is a continuous and evolutionary process, in which performance improves overtime.
- It relies on consensus and cooperation rather than control or coercion.
- It creates a shared understanding of what is required to improve performance and how this will be achieved.
- It encourages self-management of individual performance.
- It requires a management style that is open and honest and encourages two-way communication between superiors and subordinates.
- It requires continuous feedback.
- Feedbacks loops enable the experiences and knowledge gained on the job by individuals to modify corporate objectives.
- It measures and assesses all performance against agreed coals.
- It should apply to all staff; and it is not primarily concerned with linking performance to financial reward (2000:6-7).

Armstrong further states that, performance management is primarily concerned with **performance improvement** in order to achieve organizational, team and individual effectiveness; Organizations have to get the right things done successfully as stated by Lawson (1995) in Armstrong.

Secondly, performance management is concerned with **employee development**. Performance improvement is not achievable unless there are

effective processes of continuous development. The improvement addresses the core capabilities of the organization and the specific capabilities of the individuals and teams. (Performance Management should be called **performance and development management**).

Thirdly, performance management is concerned with satisfying the needs and expectations of all of an organization's **stakeholders** – owners, management, employees, customers, suppliers, and the general public. In particular, employees are treated as partners in the organization whose interest are respected, who have a choice on matters that concern them, and whose opinions are sought and listened to. Performance management should respect the needs of individuals and teams as well as those of the organization, recognizing that they will not always coincide.

Lastly, performance management is concerned with **communication and involvement**. It creates a climate in which a continuing dialogue between managers and the members of their teams takes place in order to define expectations and share information on the organization's mission, values and objectives. Communication and involvement establishes mutual understanding of what is to be achieved and a framework for managing and developing people to ensure that it will be achieved. Performance management can contribute to the development of a high involvement organization by getting teams and individuals to participate in defining their objectives and the means to achieve them (Armstrong, 2000:7).

2.8 Ethical consideration in performance management

Before giving ethical consideration of performance management it is significant to explain what does the term means. According to Wikipedia, the free encyclopedia, *ethics* is the study and evaluation of human conduct in the light or moral principles (2011/07/31). To be ethically, therefore means to conform to accept professional practices. Performance management should operate in accordance with the following ethical principles as defined by Winsterley and Stwart-Smith (1996:66-84):

- **respect for the individual** – people should be treated as “ends in themselves” and not merely as means to other ends;
- **mutual respect** – the parties involved in performance management processes should respect each other’s needs and preoccupations;
- **procedural fairness** – the procedures incorporated in performance management should be operated fairly to limit the adverse effect on individuals;
- **transparency** – people affected by decisions emerging from the performance management process should have the opportunity to scrutinize the basis upon which decisions were made.

2.9 The process of performance management

Performance management is a natural process of management. Armstrong explain this process as defined by the total quality expert William Deming, states that, it consists of the following basic activities:

- Plan- decides what to do and how to do it.
- Act- carry out the work needed to implement the plan.
- Monitor- carries out continuous checks on what is being done and measure outcomes in order to assess progress in implementing the plan.
- Review- consider what has been achieved, and in the light of this, establish what more needs to be done and corrective action required if performance is not in line with the plan, (1986:1).

The sequence of activities can be expressed as a continuous cycle as shown below:

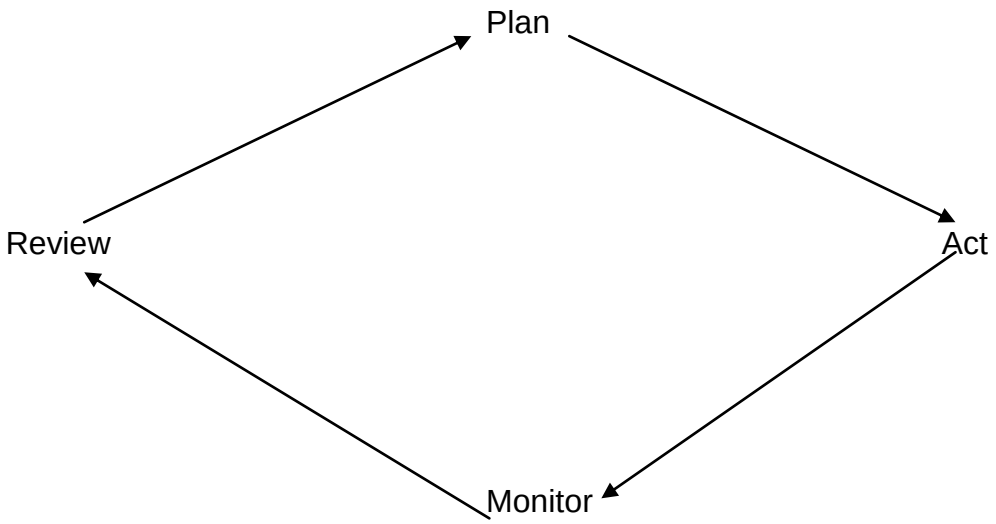


Figure 1.1 The management cycle (Taken from Armstrong 2006:16)

Performance management can be described as a continuous self-renewing cycle as illustrated in Figure 1.2, which follows the plan-act-monitor-review sequenced as described above.

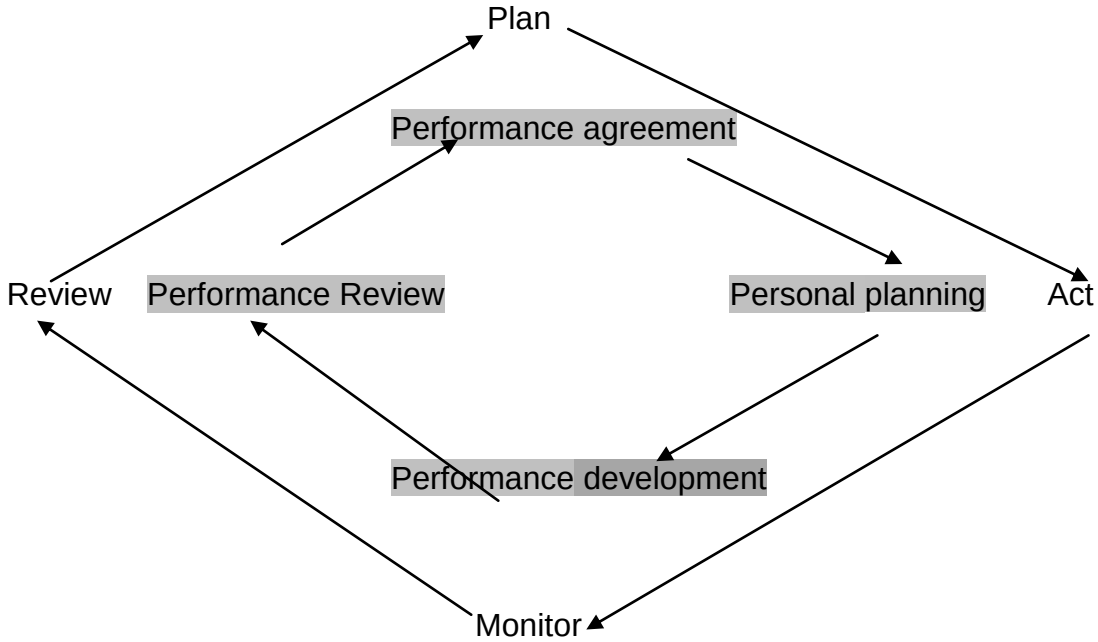


Figure 1.2 The performance management cycle (Taken from Armstrong 2006:17)

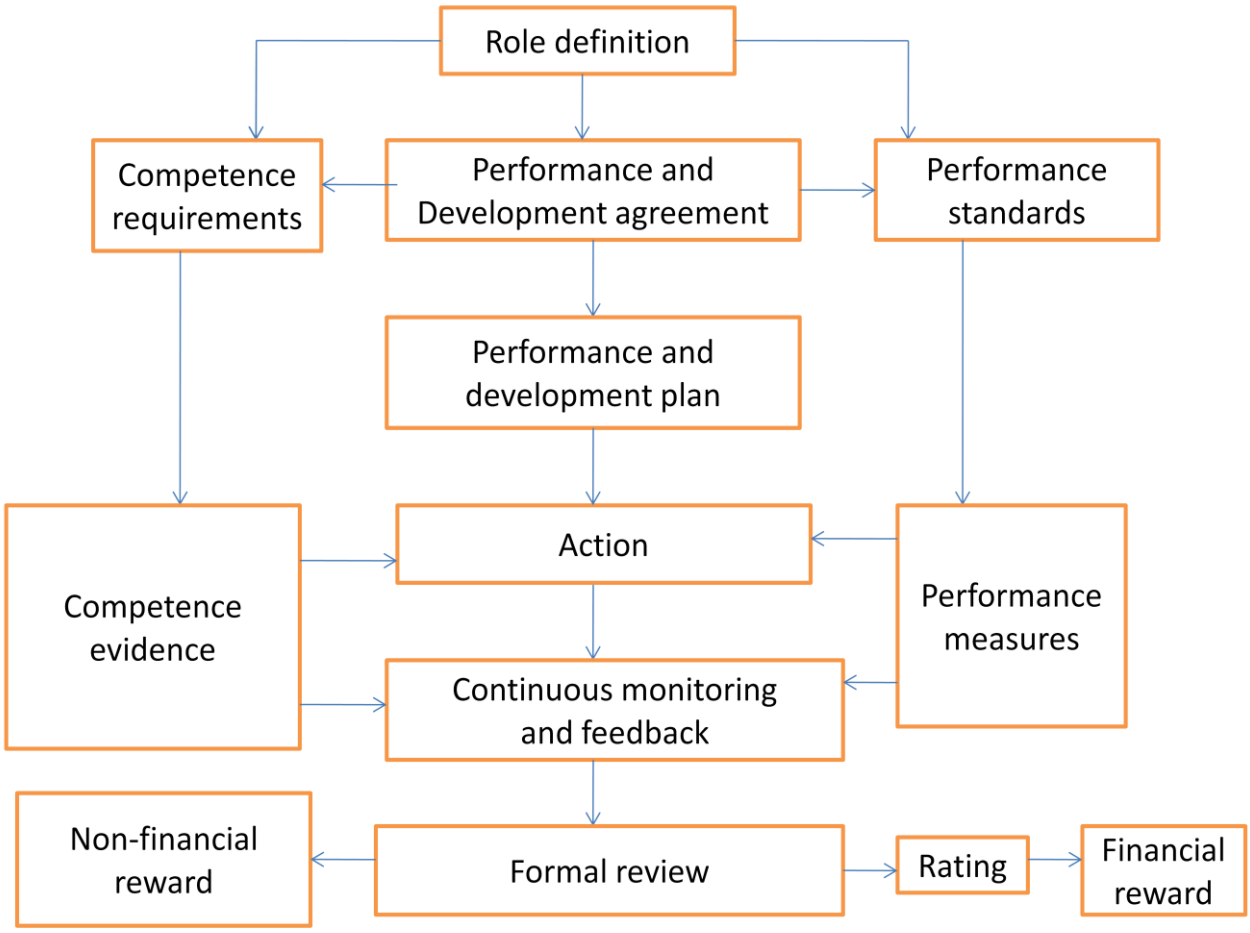


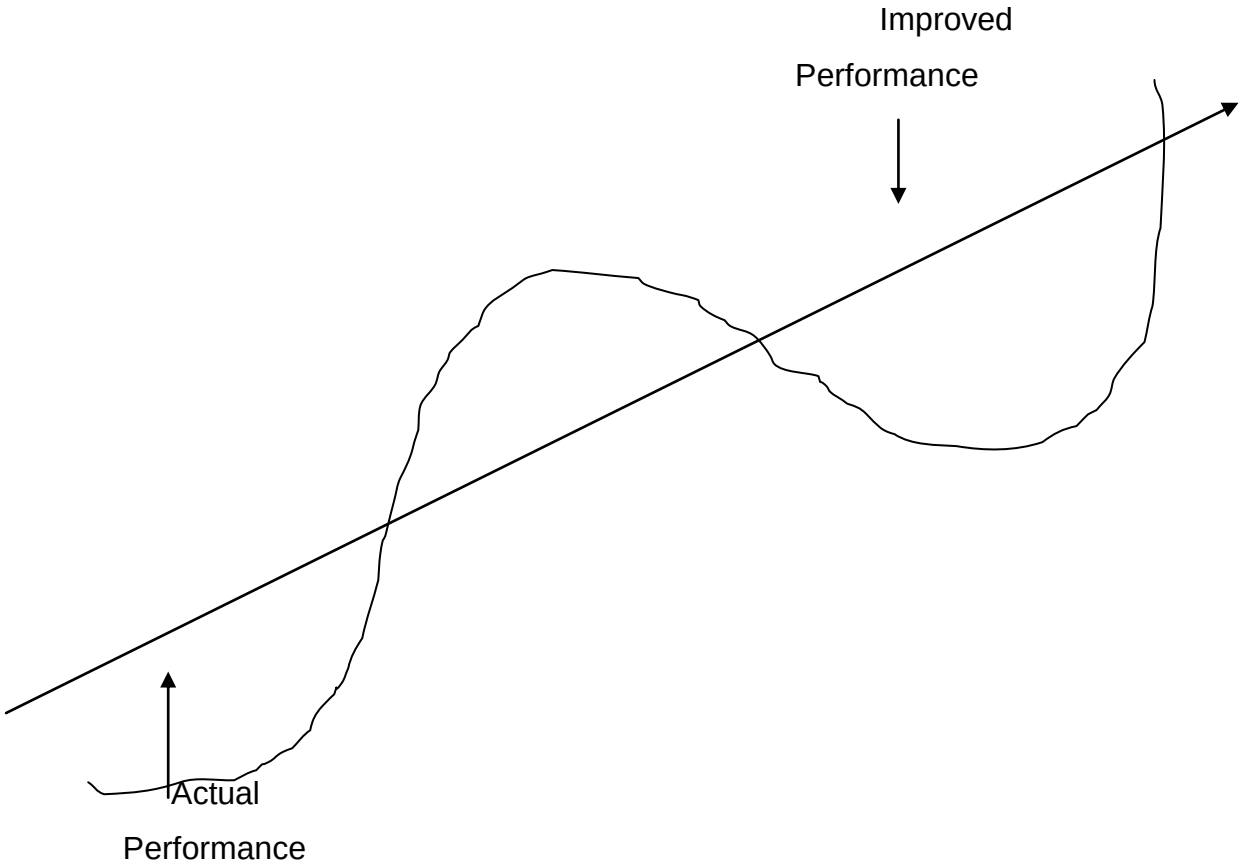
Figure 1.3 the performance management sequence (Taken from Armstrong 2006:17)

The sequence of processes carried out in this cycle and the likely outcomes are illustrated in Figure 1.3.

The above diagram shows the sequences that have to be followed in performance management, where the role has to be identified in order to develop an agreement. These roles are competence requirements from which performance standards are developed. A performance and development plan is developed from the performance and development agreement. The employee then works in a way that displays competence and performance is measured in order to give continuous feedback. Formal reviews are done to rate an employee to determine if one receive a financial reward or not.

High Performance

Reinforce through recognition **(**financial and non-financial, praise, additional responsibility**).**



Low performance

- Coaching, counseling

Start Year	**During year**	**End Year**
Performance agreement	Monitoring and review against performance agreement	Main Performance Review

Figure 1.4 Stages of Performance Management (Taken from Armstrong 2006:18)

The basis upon which performance management works as a continuous process is illustrated in Figure 1.4. High performance

2.10 Performance management activities

According to Armstrong (2006:18), the following are the main activities of the performance management;

- Role definition, in which the key result areas and competence requirements are agreed.
- The performance agreement, which defines expectations- what individual have to achieve in the form of objectives, how performance be measured and the competencies needed to deliver the required results.
- The performance improvement plan, which spells out what individuals, should do to improve their performance when it is necessary.
- The personal development plan, which sets out the actions people should take to implement the performance improvement and personal development plans as individuals carry on with their day-to-day work and their planned learning activities
- Performance review, which is the formal evaluation stage when a review of performance over a period takes place covering achievements, progress and problems as the basis for the next part of the continuous cycle (2006:18-19).

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2.11 Legislative framework

The dawn of democracy lifted up people's expectations, and among those expectations was the improvement of service delivery that would shift from benefitting the minority to cover also the previously disadvantaged group. For that reason, there are variety of acts and policies which have a bearing on service delivery improvement.

Amongst those legislative frameworks, the Constitution of the Republic of South Africa, Act 108 of 1996, White Paper on Transformation of the Public Service, published on the 24 November 1995, the *Batho Pele* principles which uphold section 195 of the Constitution of the Republic of South Africa.

2.11.1 The Constitution of the Republic Of South Africa (Act 108 of 1996)

According to Section 2 of the Constitution of South Africa, the Constitution is the supreme law of the Republic; law or conduct that inconsistent with it is invalid, and the obligations imposed by it must be fulfilled. This means there is no law, policy or any form of legal norm that is above the Constitution, and all laws must be in-line with it.

Section 195 of the constitution of the Republic of South Africa states provides basic values and principles governing public administration. The values are listed in Section 7(1) of the Constitution and are human dignity, equality and freedom.

The following are the basic values and principles of the public administration:

1. Public administration must be governed by the democratic values and principles enshrined in the Constitution, including the following principles:

    (a) A high standard of professional ethics must be promoted and maintained.

    (b) Efficient, economic and effective use of resources must be promoted.

    (c) Public administration must be development-oriented.

    (d) Services must be provided impartially, fairly, equitably and without bias.

    (e) People's needs must be responded to, and the public must be encouraged to participate in policy-making.

    (f) Public administration must be accountable.

    (g) Transparency must be fostered by providing the public with timely, accessible and accurate information.

    (h) Good human-resource management and career-development practices, to maximize human potential, must be cultivated.

    (i) Public administration must broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness and the need to redress the imbalances of the past to achieve broad representation.

2.11.2 The South African parliament

The members of the Executive Council, are accountable for their actions and non-actions to the legislature (Constitution Section 133). The super ceding of the National government over the Provincial government when it does not fulfill its executive obligation through Section 100 and the super ceding of the Provincial government over Local government through Section 139 are the indication of the importance of accountability and the acceptance of performance of political and administrative employees.

2.11.3 White Paper on the Transformation of Public Service, 1995

In relation to the above values and principles of the Constitution, the White Paper on the Transformation of Public Service (WPTPS) has its principal aim which is to establish a policy framework to guide the introduction and implementation of new policies and legislation aimed at transforming the South African public service (http://www.info.gov.za).

Chapter 2 of WPTPS requires the Government of National Unity to be committed in continually improving the lives of the people of South Africa through a transformed public service which is representative, coherent, transparent, efficient, effective accountable and responsive to the needs of the people (ibid).

In order to improve the lives of the people, the public service has to be employed without bias, right people to be appointed at right places. Qualifications and expertise of all have to be considered. Customer care services to be educated so that clients feel free to come for the services they need. The reports on the public service indicate that employees treat citizens in an acceptable manner, people stand on quos for a long time without being attended to.

Same applies to the Department of Education, parents send their children to school in order to get education, but it takes them a long time even to complete General Education and Training Band. Performance Management

therefore, assists in developing the educators and the employees in general to perform better on their daily duties so that they meet the set objectives and services are delivered to the people.

The issue of service delivery tends to be associated with the other departments especially local government, employees on the Department of Education sometimes do not understand that they have to deliver to the public by rendering their services, teaching the learners according to the required prescription. The effectiveness of each educator will be attained only when one begin to take a commitment about his/her work.

2.11.4 White Paper on Transforming Public Service Delivery *(Batho Pele*) 1997

Significantly, the employees are required to render optimum services, in order to do that successful the public service has to be effective, efficient, responsible and accountable, (Section 195 of the Constitution 1996:s 195 (1) (b), Public Finance Management Act (PFMA), 1999 White Paper on Reconstruction and Development Programme (RDP) 1994.

South African history shows that for many years services have been delivered only for one group that is the white minority. Now that the Government of National Unity has taken over among its main aim is to address the imbalances of the past by making sure that services are delivered without bias and proves to the world that South Africa is indeed a democratic country.

And as long as the education standard of the country does not improve, its economy will not improve. The bad attitude that the South African government use to have on the past dispensation has now to be changed because that is what has been fought for by the ruling party for many years. Education has now become the priority of the government, the concerned department has to make sure that it improves and the practitioners are offered some courses that would enhance them to deliver better as identified by the performance management processes.

In line with the above Constitutional principles, the White Paper on Transforming Public Service Delivery of 1995 calls on both national and provincial departments to make service delivery a priority. Within the White Paper, the *Batho Pele* (people first) principles were identified for transforming public service delivery:

1. **Consultation**

Citizens should be consulted about the level and quality of the public services they receive and, where ever possible, should be given a choice about the services that are offered.

2. Service Standard

Citizens should be told what level and quality of public services they will receive so that they are aware of what to expect.

3. Access

All citizens should have equal access to the services to which they are entitled.

4. Courtesy

Citizens should be treated with courtesy and consideration.

5. Information

Citizens should be given full, accurate information about the public services they are entitled to receive.

6. Openness and Transparency

Citizens should be told how national and provincial departments are run, how much they cost and who is in charge.

7.Redress

If the promised standard of service is not delivered, citizens should be offered an apology, a full explanation and a speedy and effective remedy; and when complaints are made, citizens should receive a sympathetic, positive response.

8. Value for Money

Public services should be provided economically and efficiently in order to give citizens the best possible value for money, (White Paper on Transforming Public Service Delivery).

In the Department Education, the *Batho Pele* principles are only known by the office-based employees or the union executive members. Educators are not aware of these principles and for that reason cannot be implemented. It is however, important to make sure that they are also known by all employees and practices to enhance service delivery. The department of education has to make sure that all schools have the necessary prescripts and means to take their employees on board is of great importance so that they become operational.

2.11.5 White Paper on Public Service Training and Education (1998)

The White Paper provides a policy framework that will enable the public service training and education to be appropriate, adequate and accessible and will meet the current and future requirements of public servants, the public service and the public.

Chapter VII aims at ensuring that the implementation of the WPPSTE is effectively monitored and evaluated in accordance with realistic and relevant performance measures, targets and time-frames.

It also stresses the significance of monitoring policy processes, performance and outcomes, asset of key performance indicators will need to be put in place. Furthest, the policy processes will be informed by the vision, goals and objectives of the Public Service Training and Education (PSTE) policy, and will be used to guide the monitoring and evaluation processes and ensure the effectiveness, efficiency, adequacy and appropriateness of the training and education policy. The use of effective performance indicators and measures will assist in improving internal and external accountability (WPPSTE, 1998:65-66).

2.11.6 Public Service Regulations (2001)

The new Public Service Regulations of enable a head of department to manage her or his department effectively and efficiently, the executing authority shall provide the head of department with appropriate powers and

authority. For the same purpose, a head of department shall empower employees in the department by means of appropriate delegations and authorizations, where necessary (Part II, 2001:10).

In terms of Section C of Part III, of the Public Service Regulation (2001), executive authorities in the Public Service are required to establish and sustain a service delivery improvement programme for their departments. The government has to make means to ensure that departments work effectively and with efficiency and those services reach the clients in time.

According to Masango (2000:66), a performance management system specifically geared towards excellence in service delivery is one suitable mechanism in pursuit of the realization of this objective.

Part VIII of the Public Service Regulations (2001), provides for performance management and development. Section A states that departments shall manage performance in a consultative, supportive and non-discriminatory manner in order to enhance organizational efficiency and effectiveness, accountability for the use of resources and the achievement of results. Performance management processes shall link to broad and consistent plans for staff development and align with the department's strategic goals.

Section B of Part VIII (Public Service Regulations, 2001) provides for the systems for performance management and development and gives power to the executive authorities to determine the system for employees in their own department other than employees who are members of the Senior Management Service (SMS). The department designs in writing the period in which performance is to be assessed herein known as the performance cycle.

Section C of Part VIII (Public Service Regulations, 2001) provides for departments to establish separate performance assessment instruments for different occupational categories and a single assessment instrument is used in order to assist in deciding on probation, rewards, promotion and skills

development of the employee.

Section D of Part VIII (Public Service Regulations, 2001) also gives a provision for outcome and communication of results where a supervisor informs the employee in writing the results of the outcome of the assessment. Results could be satisfactorily or unsatisfactorily, the Regulation provides for measures to manage unsatisfactory performance I Section E of Part VIII where a systematic remedial or developmental support is provided to improve the performance.

Section E (b) further states that if the performance is so unsatisfactory as to be poor and the desired improvement cannot be effected, consider steps to discharge the individual for unfitness or incapacity to carry out her/his duties.
Section F of Part VIII provides for incentives for good performance if the departmental budget and the medium-term expenditure framework provide adequate funds according to the agreed procedure.

2.11.7 Public Service Act 103 of 1994

Public Service Act provides for the organization and administration of the public service of the Republic, the regulation of the conditions of employment, terms of office, discipline retirement and discharge of members of the public service and matters connected therewith (1994).

Underperformance of employee is equally to misbehavior especially if the roles and objectives of the organization were explained during the time of employment. Managers therefore are responsible for motivating their teams to work according to their strategic objectives that are normally linked to the key performance indicators.

2.12 Performance management with the department of education

Service delivery imperatives and the quest for improved performance in the public service led to the requirement that departments in the national and

provincial sphere of government had to have new performance management and development system (PMDS) in place by 1 April 2001, Report on the Assessment of the State (2004:2). The department of Education is among them. There are mainly two forms of performance management in the department of education, Performance Management and Development System (PMDS) and Integrated Quality Management System (IQMS).

The PMDS is the performance measurement for the office based and support staff employees. Educators who constitute the majority of employees in the Department of Education agreed on the Collective Agreement No.8 of 2003 to align the different Quality Management programmes and implement an Integrated Quality Management System (Collective Agreement).

The different Quality Management programmes came up as a result of post apartheid government, when South Africa consisted of the homelands e.g., Transkei, Bophuthatswana, Venda, Ciskei, Gazankulu, KwaNdebele, KwaZulu and South Africa which constituted the white majority comparing to the number of whites on the homelands. All these homelands have to merge up in order to have a uniform Quality Management System hence it is Integrated Quality Management System.

2.12.1 Performance management and development system (PMDS)

A Performance Management and Development Manual have been developed to customize the principles and framework of performance management for the Eastern Cape Provincial Government in order to provide policy measures and practical guidelines for the improvement of departmental and individual performance and service delivery. This is done in compliance with Chapter 1 Part VIII of the Public Service Regulations, 2001as amended (Performance Management and Development Manual: undated).

The performance management system provides a framework to systematically link departmental objectives to the overall strategic goals of the Province and also shows how to link departmental performance to individual. The objectives

of the performance management system are to provide a systematic framework for performance planning, performance monitoring and review and performance appraisal and to promote a shared sense of responsibility among staff for the achievement of strategic goals and objectives (ibid).

2.12.1.1 Performance management cycle

The performance management cycle describes the various phases that the system moves through during the course of one year. Three main phases have been indicated;

- Planning and contracting
- Monitoring progress
- Evaluating performance

In addition, the performance management cycle incorporates system's maintenance and development (Performance Management and Development Manual).

(a) Planning and contracting

This is the first step in performance management cycle and it forms the foundation for the management of individual performance. It is derived from the Business Plan, taking to account the requirements of all other plans. The PMDS system provides a framework to link developmental objectives to the overall strategic goals and also allows for linking departmental performance to the individual performance. Individual performance plans should contribute to the achievement of departmental objectives. All employees are required to enter into and sign agreements by 30th of April after the start of the new cycle (Performance Management and Development manual).

(b) Monitoring, Review and Assessment

This is a crucial stage which ensures that employees work towards the objectives and Key Performance Areas (KPA's) agreed to during the contracting phase. Individual performance must be continuously monitored to enable the identification of performance barriers and changes

and to address development and improvement needs as they arise. Performance review meetings form an integral part of the monitoring process. Review must take place quarterly in order to motivate and show an employee performance area that need improvement.

According to Armstrong (2006:74), the performance review meeting is the means through which the five primary performance management elements of agreement, measurement, feedback, positive reinforcement and dialogue can be put to good use.

2.12.2 Integrated Quality Management System (IQMS)

The Integrated Quality Management System is the performance system used specifically for educators. It came into being as a result of Resolution 8 of 2003 taken by the Department of Education and educator unions. Its main objective is to ensure quality public education for all and to constantly improve the quality of learning and teaching. In order to achieve this objective, the Department of Education is held responsible for providing facilities and resources to support learning and teaching (IQMS Manual, undated).

The success of educational outcomes also depends on empowering, motivating and training educators that is what IQMS has to address. Three programmes need to be in place in order to enhance and monitor performance of the education system, developmental appraisal, performance management and whole school evaluation, (IQMS Manual, undated)

2. 12.2.1 Developmental Appraisal (DA)

The aim of the developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management (Manual for Developmental Appraisal). According to the Manual for Integrated Quality Management System, the purpose of Developmental appraisal is to appraise individual educators in a transparent manner with a view to determining areas of

strength and weakness, and how to draw up programmes for individual development (undated).

Developmental Appraisal consists of five ongoing processes; reflective practice, self appraisal, peer appraisal, collaboration and interaction with panels.

- **Reflective practice**: Is an ongoing activity that requires educators to interpret and analyze the extent to which their performance meets objectives in serving the needs of clients with the intention to rethink the current practice.
- **Self-Appraisal**: Educator undertakes self-analysis and introspection in terms of his/her own performance, client questionnaire results as well as institution development plans. This is followed by self-evaluation in order to determine priorities for personal and professional growth.
- **Peer appraisal:** Is the involvement of a colleague in assisting the appraisee to review his/her performance with a view to prioritize professional development needs.
- **Collaboration:** Educators working together to assist the problem solving e.g. teachers taking the same grade or educators from different institutions involved in teaching a particular learning field or educators consulting with the Support Services of the Education Department.
- **Interaction within Panels:** Relationship have to be developed between members to work collectively to assist the appraise to identify needs, formulate objectives, select professional development activities, implement such activities within the frames and to provide timeous feedback, (Manual for Developmental Appraisal, undated).

As the process of performance management is democratic, the appraise has a freedom of choosing Developmental Support Group (DSG) which include the peer is going to evaluate him/her in a very comfortable situation and the DSG has to be developmental in order to develop and improve one's work for the good of the organization.

Similarly to the above processes, relate to McGregor's X and Y theory, Theory X people do not work or accept responsibility willingly and therefore they must be ordered and compelled to work and contrary, theory Y assumes that work is just as natural as play, that people are prepared to discipline themselves and that they are willingly to work and accept responsibility. Management should create opportunities to utilize the full potential of workers and ensure that the interests and needs of employer and employee are reconciled so that the organizational objectives and the attainment of the workers objectives can be achieved simultaneously, (van Niekerk, 1988:137-138).

2.12.2.2 Performance Measurement (PM)

The purpose of performance measurement is to evaluate individual teachers for salary progression, grade progression, and affirmation of appointments, rewards and incentives (IQMS Manual: Undated).

2.12.2.3 Whole School Evaluation (WSE)

The purpose of whole school evaluation is to evaluate the overall effectiveness of a school including the support provided by the District, school management, infra- structure and learning resources as well as the quality of teaching and learning, (IQMS Manual:undated).

As indicated in the purpose of performance measurement, the premise of using money as the core inducement is that people will work and make more contribution because it provides money required to satisfy their physical, social and psychological needs and wants Nigro & Nigro, (1981:64). The underlying aim of all the inducements is to attain good results and they can only be attained if the involved personnel are sincere in their work and work as teams for the good of the organization. As a mentor, one has to prepare him/herself by anchoring a resourceful coaching state prior the session and this is called attitude (McLeod, 2003:203).

The positive attitude is needed for one to learn and acquire a skill, it is imperative therefore to make sure that all the parties involved in the process of performance evaluation have a common understanding. Mark 3:25 in Kehoe states that if a house is divided against itself, that house cannot stand (2007:8).

The success of performance management and performance evaluation will depend largely on the introduction and implementation of clear and successful monitoring and evaluation mechanisms to ensure that aims, objectives and goals of the policy are effectively realized. The effectiveness of the organization, schools in this case, is manifested by the results and the quality of the output.

2.13 Improving Performance

Poor performance has always been someone's fault, managers point fingers to their subordinates and do not want to own it. Poor performance may be the result of poor leadership, bad management or defective systems of work (Armstrong, 2006:119). It may happen that clear roles were not given to the employees and performance management can address gaps of that nature and communicate the expectations of the organization to them. Managers have to satisfy different stakeholders on the services rendered by their respective organizations and increase their efficiency.

2.14 Dealing with the problem-overall strategy

Schaffer (1991) suggested the following strategies for action to deal with these problems:

- **Select the goal**. Start with an urgent problem.
- **Specify the minimum expectations of results**. Broad, far-reaching or amorphous goals should be narrowed to one or two specific, measurable ones.
- **Communicate expectations clearly**. Share with all concerned, both orally and in writing, the nature of the goal, the allocation of

responsibility for achieving it, the time-table and the constraints

- **Allocate responsibility**. For achieving each goal to one person even though the contribution of that person's team may be essential for success. Ensure that every manager responsible for each goal produces a written work plan for steps to be taken to reach it. The plan should specify how progress will be measured and reported.
- **Expand and extend the process**. Once success has been achieved on a first set of demands, it should be possible to repeat the process based on new goals or an extension of the first goal (1999, 142-49).

2.15 Dealing with the problem-human resource improvement

Rothwell (2002) defines human resource improvement as the systematic process of articulating organization goals, relating those goals to the performance of the people, uncovering the reasons for performance gaps, implementing solutions, managing change and evaluating the direct and indirect results. Human resource improvement is results based, driven by business and performance needs.

The following is the sequence in which it works:

- Identify an organizational problem.
- Articulate a relationship between the problem and human performance.
- Determine a quantifiable performance gap between the desired level of performance and the actual level of performance.
- Conduct an analysis of the root causes to reveal the reasons for the performance gap.
- Implement a series of solutions to address the root causes.

2.15.1 Top management levers for improving performance

Armstrong (2006) suggests that in order to improve organizational performance top management needs to focus on developing a high performance culture. To do so, the following characteristics have identified:

- A clear line of sight exists between the strategic aims of the organization and those of its departments and its staff at all levels;

- Management defines what it requires in the shape of performance improvement;
- Leadership from the top that engenders a shared belief in the importance of continuous improvement;
- Focus on promoting positive attitudes that result in a committed, motivated and engaged workforce (2006:122).

In order to achieve the above characteristics, the management must first be clear with the objectives of its organization and be able to give clear roles, step-by-step. Failure to understand the objectives would lead to confusion. The completion of certain tasks needs a certain order that ensures continuity in completion of objectives. It is also imperative that the manager is the good motivator to boost the morale of the employees.

2.15.2 Improving individual performance

According to Purcell et.al, performance is a function of ability + motivation + opportunity. And in order to improve performance, attention has to be paid to:

- **Increasing ability** by recruiting, selection, learning and developing;
- **Increasing motivation** by the provision of extrinsic and intrinsic rewards;
- **Increasing opportunity** by providing people with the opportunity to use, practice and develop their skills (2003:3).

Furthest to the above, Purcell et.al, noted that the opportunity to engage in discretional behavior is crucial if employees are to perform well (2003:3).
To perform tasks well there must be no choice on what to do and how to do it, the executing authority has to make prescription so that there is uniformity work done by same departments even if it from different provinces.

2.15.3 Managing underperformers

Performance can be improved especially after a special action has been taken

in the attempt of remedying the situation. According to Charles Handy, 1989 (7), when managing underperformers success has to be applauded and failure be forgiven. He suggests that mistakes should be used as an opportunity for learning if truly forgiven otherwise the lesson heard as a reprimand and not as an offer of help.

Poor performance is best seen as a problem in which the employer and management are both accountable. It is impossible to encounter poor performance if people are managed effectively (Risher, 2003) (8).
It is unfortunate that nobody wants to be associated with failure but in essence, the above statement could be true. To mange performance, feedback is needed throughout the year and managers have to give support and help that is needed.

2.16 Conclusion

In this chapter performance management system has been discussed according to different authors, as means of ensuring that the organization implements its strategic goals and objectives. South Africa had a service delivery problem after its inception of democracy and economic pressure associated with issues of democracy. These problems were aggravated by removing and phasing off a number of laws and policies without proper replacement and also by removal of experienced personnel before learning by employing inexperienced personnel for political reasons.

Key elements that lead to success of performance management have been highlighted and explained according to the steps that need to be followed. The purposes and the aims of performance management have been identified, which are strategic, administrative and developmental and that they require all employees to work with commitment on their daily routine according to their work plans. If the purposes and aims are followed, that would lead to the improvement of service delivery.

Each organization has its own culture, it is imperative that employees, old and

new know the culture of their organization as it entails certain values linked to their vision and mission from which performance evaluation have been developed. Performance Management is a deliberate plan of action that assist to put policy in action. Performance need to be measured and managed but the problem lies on the process and if people who are part of the process take as a service delivery improvement strategy or not. Having taken positively by the stakeholders involved, performance management can assist in enhancing service delivery.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Introduction

Mouly (1978) in Cohen *et.al.*, states that people have long been concerned to come to grips with their environment and to understand the nature of the phenomena it presents to their senses. In order to achieve that, the following broad categories have to be followed; experience, reasoning and research (2007:5). Furthest from that, Mouly (1978) states that, the broad categories must be seen as complementary and overlapping, features most readily in evidence where solutions to complex modern problems are sought.

Byrnard and Hanekom (1997:27) describe research methodology as the way in which data is collected and processed within the framework of the research process. Research methodology could either be quantitative or qualitative and sometimes it could use both research methods, details of the two approaches have been given below. This chapter is concerned with the scientific methods in which the researcher gathers information on the impact of performance evaluation on service rendering by the Department of Education in the Lady Frere District at selected schools.

This chapter also has to give the reasons to the reader why this research was conducted, what aroused the interest of the researcher? Again, the researcher has to explain in this research chapter step-by-step, how the research be conducted? What will be researched and the outcomes of the study will contribute to the body of knowledge on this subject. Detailed information of the research methodology on what was given on the research proposal now will be explained.

Furthest to the above, the chapter also gives details on how the research was conducted. The research strategies that have been utilized in the study are explained in detail. The researcher also gave the data collection methods and

procedures and data collecting instruments. To conclude this chapter population and sampling has been discussed.

3.2 What is research?

The term research is derived from a French word *recherché* which refers to both research and a work done by a detective (Mouton & Marais, 1990:156). Mouton and Marias define researchas a collaborative activity by means of which a given phenomenon in reality is studied in an objective manner, with a view to establishing a valid understanding of that phenomenon (1990:156).

Similarly to the above, research is a purposeful, accurate and systematic search for new knowledge or for the reinterpretation of existing knowledge (Cilliers, 1973:17). The purpose of research is to find answers to problems which are only partially solved by existing methods. Research improves existing techniques and develops new instruments or products, discovery of previously unknown substances and discovery of actions of existing substances. Research is the further means by which we set out to discover truth. Borg (1963) explains research as a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth.

To simplify the above named definition, research is a scientific way of finding information. According to Remenyi (1996:24), research can be described as the voyage of discovery and for the researcher to approve that the research adds valuable information to the already existing body of knowledge; s/he must comply with the scientific knowledge. Huysamen argued that science is always associated with medical and natural sciences together with technological advancements connected with these disciplines.

3.3 What is science?

According to Nachmias and Nachmias, the word science is derived from the Latin word *scientia*., itself from Latin *sciens*, the present participle of *scire*, ‘’to

know.''The scientific approach is by no means the only mode by which people have attempted to understand their environment and themselves (1981:4). Science is not restricted to knowledge in certain fields of study like physics, chemistry, surgery etc but also refers to the process or method of expanding such knowledge, and as such not does not necessary have to be restricted to certain fields of study (1997:1). Mouton and Marais define science as the system of concepts, theories, findings and methods that is accepted by a number of scientists (1990:156).

Nachmias and Nachmias (1981:3) contents that different authors have different explanations about science, to some science connotes a prestigious undertaking; to others, science denotes a body of true knowledge and others, it means an objective investigation of empirical phenomena.

3.4 Characteristics of research

Kerlinger (1970) in Cohen identify three characteristics in research which distinguish it from its first means of problem solving. Firstly, **experience** which deals with the events occurring in a haphazard manner, research is systematic and controlled, basing its operations on the inductive-deductive model. Secondly, the research is **empirical**. The scientist turns to experience for validation. Subjectivity and personal belief has to have a reality check against objective, empirical facts and tests. Lastly, research is **self-correcting**. The procedure is subject to public scrutiny by fellow professionals. Incorrect results in time will be found, revised or discarded (Mouly 1978).

In as much one would experience something, its interpretation could differ from another person's perspective as the interpreter could be biased, research therefore, and attempts address such problems by scientifically collecting the information. This information is collected by following certain procedures and verified that it is true.

3.5 Research strategy

There are two types of research strategies, namely a qualitative and a quantitative strategy. This researcher will use both research strategies. This is quantified by De Vos et.al., (2002:81) by writing that there is a general agreement amongst most authors that human science in reality employs both qualitative and quantitative methodology sometimes consciously or un consciously.

3.5.1 Qualitative research

Qualitative research developed as an alternative to traditional (positivistic) research, seeks to understand and interpret the world in terms of its actors. Qualitative research work more with words, feeling and participants get subjectively involved, (Cohen *et.al*, 2004:181).

Similarly to the above, Hakim (1987:26) argue that qualitative research is concerned with individual's own accounts of their attitudes, motivations and behavior. It offers richly descriptive reports of the individual's perceptions, attitudes, beliefs, views and feelings, the meanings and interpretations given to events and things , as well as their behavior; displays how these are put together, more or less coherently and consciously, into frameworks which make sense of their experiences; and illuminates the motivations which connect attitudes and behavior, the discontinuities, or even contradictions, between attitudes and behavior, or how conflicting attitudes and motivations are resolved in particular choices made (ibid).

Mouton and Marais describes qualitative approach as the approach in which the procedures are not as strictly formalized, while the scope is more likely to be undefined, and more philosophical mode of operation is adopted (1990:155-156).

Furthest to that, qualitative paradigm is based on induction, holism and subjectivism. A qualitative research strategy is inductive in that the researcher attempts to understand a situation without imposing pre-existing

expectations on the setting (1990:204). Mouton and Marais addresses the important assumption of the qualitative research as, it is subjective in that the focus is on the experiential states of actors and perception a situation (ibid).

To deduce the above descriptions, the interpretation of the qualitative research might depend on the researcher and does not impose assumptions that were available before the research. Henning *et.al* reveals that in qualitative study the variables are usually not controlled because it is exactly the freedom and natural development of action and representation that needs to be captured (2004:3).

According to Hakim, the great strength of qualitative research is the validity of the data obtained: individuals are interviewed in sufficient detail for the results to be taken as true, correct, complete and believable reports of their views and experiences (1987:27). Quantitative research is in the study of motivations and other connections between factors (1987:28). One of the objectives of the study connects between employees whose performance is evaluated and *vice-versa*.

Furthest to the strength; weaknesses have also been identified as that small numbers of respondents cannot be taken as representatives, even if great care is taken to choose a fair cross-section of the type of people who are subjects of the study (ibid). The researcher has to make sure that respondents are at least recognized number that would convince the findings of the research. Interviews have to cover almost all the sections of the Department of Education in the Lady Frere District to validate the findings.

3.5.2 Quantitative research

Quantitative research relies on measurement to compare and analyze different variables, Bless C and Higson-Smith C, (2000:37). The research is concerned with numbers in order to describe the characteristics of the unit of analysis. Quantitative research describes variables and the relationship

between variables. Quantitative research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena, (Leedy P.D, 2001:191).

Mouton and Marais describes quantitative research approach as an approach to research in the social sciences that is more highly formalized as well as more explicitly controlled, with a range that is more exactly defined, and which, in terms of the methods used, is relatively close to the physical sciences (1990:155). The following characteristics were identified by Mouton and Marais (1996:47) as characteristics which are displayed by quantitative approach: higher level of formalization and control; range defined in the exact manner; and relatively close to physical science.

According to Payne and Payne, the thinking behind Quantitative Methods of research is deductive: it starts with a theory or hypothesis and then test it by collecting data. The intention is that if the data sustain the hypothesis, new statements of general applicability will have been developed (2005:34).

Henning *et.al,* argued that a quantitative study focuses on control of all the components in the actions and representations of the participants - the variables will be controlled and the study will be guided with acute focus on how variables are related. The researcher plans and executes this control in a way that the study and its instruments are designed (2004:3).

3.6. Data collection methods and procedures

The researcher asked a permission from the Provincial Department of Education Superintendent General to conduct a research in writing and explain the reasons thereof, stating that respondents took part voluntarily. Other letters were written to the District Director, line managers and school principals so that the researcher is not a surprise.

Self–administered questionnaires will be distributed to a group of respondents who will complete it at the same time to maximize the number of completed

questionnaires and allow the researcher to clarify any possible misunderstandings about the instrument. Personal presentation of questionnaires to individual respondents will also be used, (Polit and Hungler, 1999:348).

3.7 Data collecting instruments

The following data collection instruments will be use used in the study, namely

- Questionnaires;
- Interviews; and
- Literature Study on the subject,

3.7.1 Questionnaire details

The questionnaires took both forms of research methodology in that the questionnaires are both quantitative and qualitative. The questionnaires used in the study are self administrative, mailed and e-mailed to the respondents to complete it in their own time. Questionnaires are used to gather information and are easier to analyze and turned to quantitative results.

Above all, questionnaires are economical and easy to distribute, respondents work with them independently.

Questionnaires also have a disadvantage as they do not offer an opportunity to directly interact with the respondents (Hofstee, 2006:105). Two types of questionnaires are used in the study, namely a structured questionnaire and an unstructured questionnaire. The structured-direct questionnaire required that questions be asked with exactly the same wording and in exactly the same sequence for all respondents.

In each questionnaire, open-ended and close ended questions were asked. An open-ended question does not restrict the respondent's answers to pre-established alternative. Close-ended questions, which are a type of survey research questions in which the respondents choose from a fixed set of answers. The questionnaire had simply put the open-ended questions which

had left space for free answers (Bailey, 1982:123 and Polit and Hungler, 1993:442).

In each questionnaire questions were scaled by using a simple category scale (also known as a dichotomous scale) for all “Yes “and “No” questions. For “Agree” and “Disagree” questions which the majority of the questions were. A scale is described and explained as “(a)”class of quantitative data measures often used in survey research that captures the intensity, direction, level or propensity of a variable construct along a continuum (Neuman, 2006:207).
The type of summated scale used in this study is the Likert Scaling. (Bailey, 1982:365).

Questionnaires were used to evaluate the impact of performance evaluation on service rendering by the department of education in the Lady Frere district (2010-2011) at selected schools. The department of education constitutes of the teaching and non-teaching staff and for that reason, the researcher designed different but similar questionnaires to suit the different staff. Questionnaires are attached at the back as Annexure.

3.7.2 Interview details

In addition to the above data-collection method, the study used interviews as a qualitative method in an attempt to evaluate the impact of performance evaluation and its effectiveness on the services rendering by the Department of Education in the Lady Frere District (2010-2011) at selected schools. Interview can be defined as the personal conversation through which research information is obtained, (Cilliers, 1973:88).

In addition to that, Kvale defines interview as an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production and emphasizes the social situation of research data (1996:17).

Similarly to the above, Payne and Payne describes interviewing as data

collection in face-to-face settings, using an oral question-and-answer format which either employs the same questions in a systematic and structured way for all respondents, or allows respondents to talk about issues in less directed but discursive manner (2005:129).

Two types of interviews will be used, namely a structured interview and unstructured interview. Structured interview is made of questions which have been structured in advance and an unstructured interview is the initiative that is almost completely in the hands of the subject. The interviewer merely suggests to the respondent the topic on which information is required and does not use the list of structured interview questions (UOVS DIKTAAT VRT 619, 1980:32).

Six section heads were interviewed at the Department of Education in Lady Frère District and same questions were used to all of them. About fourteen questions were pre-planned and asked to respondents and at times, some unstructured questions which were not on schedule followed the responses given. Winegardner writes that the researcher should strive to empathize and establish rapport as they attempt to elicit richly descriptive interview responses (2004:4).

The use of the above named data collection methods have to quantify the impact of performance evaluation on service rendering by the Department of Education in the Lady Frere District (2010-2011) at selected schools.

3.7.3 Literature study

This is the third data collecting instrument to be used by the researcher**.** Literature study refers to primary sources such as journal articles and governmental publications, such as annual reports; secondary sources such as text-books; and tertiary sources such as encyclopedias and subject bibliographies.

The above mentioned are the list of material that could be useful to the researcher to find answers on the question raised in the research. The study used mostly secondary sources supplemented by primary sources especially the government publications including legislations.

3.8 Population and sampling details

Population and sampling are very important in the scientific study because it is where the researcher finds the information. There are many definitions that are given by different scholars in population and sampling, but Polit and Hungler describe them as;

3.8.1 Population

Population is the entire aggregation of cases that meet a designated set of criteria (1999:190). The target population is the aggregate of cases about which the researcher would make generalization. In the same manner as Polit and Hungler, Nachmias & Nachmias define population as the aggregate of all cases that conform to some designated set of specifications (1981:294).

According to Babbie (207:190), population means the group or collection that we are interested in generalizing about. More formally, a population is the theoretically specified aggregation of study elements. Babbie continue to describe a study population as the aggregation of elements from which the sample is actually selected (ibid).

The target population of this study will be the chief officials of the Provincial Department of Education rendering educational services, the political office-bearers (MEC's) of the Provincial Executive Council, and the learners receiving educational services. Included into the target population will also be the chief officials of the Provincial Department of Finance and Economics. Neuman states that a target population is required and is a significant pool of cases to be studied (2006:224).

The target population are those who are directly involved in the implementation of Performance Evaluation in the Department of Education in Lady Frere District. Bless and Higson-Smith define the target as a set of elements that the researcher focuses on and to which the results obtained through testing the sample could be generalized.

3.8.2 Sampling

The basic purpose of sampling is to enable the researcher to obtain the desired information in a reliable manner without involving the population, The researcher thus wants to make observations of the sample in a practical economic manner and generalize the findings to the population (inductive reasoning) (De Wet, 1981:110).

To simplify the above, Polit and Hungler describes sampling as the process of selecting a portion of the population to represent the entire population. Furthest to that, a sample consists of the subset of the units that compose the population and the units that make up the samples and population is referred to as elements. The element is the most basic unit about which information is collected (1999:279).

3.8.3 Selected sample

The target group will be employees of the department of education, office based employees and school based employees including educators of the Lady Frere District. The research will use both non-probability and probability sampling which involve some form of random selection in choosing the elements. Non-probability sampling is where the likelihood of selecting anyone member from the population is not known. It consists of methods such as purposive sampling, quota sampling, convenience sampling, snowball sampling and theoretical sampling.

The research will use stratified proportional and random sampling since working with different levels of management, i.e. the District Director, line managers, the middle managers, supervisors, and office-based employees,

principals of schools, educators and working personnel. The respondents in non-probability sampling were chosen purposely on the judgment of the researcher as relevant elements of the study. The research used 16 schools which form ten percent (10%) of the schools in the district, six (6) high schools and ten (10) junior secondary schools, and each school will be awarded a code to ease references. The following table reflects the number of schools sampled in this study:

Figure 1.5: Number of schools sampled

SCHOOLS SELECTED	**NO OF SCHOOLS**
JUNIOR SECONDARY SCHOOLS	10
HIGH SCHOOLS	6
TOTAL	**16**

Schools in the ex-Transkei have Junior Secondary Schools, that is from grade seven (7) to grade nine (9) and they are known as pure Junior Secondary Schools others are combined Junior Secondary Schools that begins from Grade R to Grade 9. From each school selected, one SMT member and three educators and one non-teaching staff member will be selected. Different groups of the population will be represented; this will help in increasing level of accuracy in estimating parameters. Other questionnaires were delivered to non-teaching staff at Lady Frere District, five (5) questionnaires in six (6) different sections.

Figure 1.6: Number questionnaires

QUESTIONNAIRES	**NUMBER OF SCHOOLS/SECTIONS**	**USED**	**PERCENTAGE**
SCHOOLS	16	80	73%
DISTRICT OFFICE	6	30	27%
TOTAL	**22**	**110**	**100%**

3.9 Response rate

De Vos *et.al*., defines the response rate as the number of questionnaires received back as against the questionnaires delivered or used multiplied by hundred (2002:134).

Similarly to the above, Barbie *et.al*., states that response rate overall response rate is a guide to the representativeness of the sample (2001:138). The response rate of the questionnaires is as follows;

Figure 1.7: Questionnaires delivered/used and received

QUESTIONNAIRES	USED/ DELIVERED	RECEIVED BACK	% RETURNED	% NOT RETURNED	TOTAL %
Teaching Staff	80	55	69	31	100
Non-Teaching Staff	30	20	67	33	100
TOTAL	110	75	68	32	100

The results of the research depend on the data collected. In order to support the above statement, Neuman (2006:295) contends that the failure to get a valid response from every sampled respondent weakens a research (survey). According to Barbie (1973:165), a response figure of at least 50% should be sufficient for analysis of the questionnaires, a figure of 60% can be seen as “good” and a figure of 70% as “very good”. The return of questionnaires was rather a challenge to the Department of Education in Lady Frere District by both teaching and non-teaching staff. Nonetheless, the above number was returned as reflected on the above table.

3.10 Data analysis and interpretation

According to Barbie and Mouton (2009:490), there is no one …’’neat and tidy approach…” to qualitative data analysis. Within the hermeneutic tradition which is based on the philosophical works of Droysen and Dilthey, there is an acceptance that the human sciences should be concerned with the ’inner’ understanding of meaningful conduct, Hitchcock and Hughes (1995:227).

In addition to the above, the researcher must strive for an interpretive understanding of individual concept connected to the text. Furthest, the researcher must show appreciation of the social and cultural concepts that influence the revealed concept. Lastly, the text must be evaluated for meaning and significance (ibid).

During the data analysis phase, the researcher allows the apparent data and themes to speak for themselves (Boyatzis 1998), that would ensure credibility. When researchers are eveloping themes from protocols, they decide on three different alternatives to develop the thematic codes. Firstly, the codes can be theory driven, prior data or prior research driven, or inductively or data driven. The listed approaches have benefits and limitations to the researcher, Boyatzis (1998:199).

Working directly from the raw information enhances appreciation of the information, in addition eliminating intermediaries' as potentially contaminating factors. Boyatzis (1998:31) states that ''with a complete view of the information available, the researcher can appreciate the gross (i.e., easily evident) and intricate (i.e., difficult-to-discern) aspects of information. Previously silenced voices or perspectives inherent in the information can be brought forward and recognized material.'' Data analysis will be used to change into clear and meaningful findings especially if it is analyzed and interpreted.

3.11 Ethical consideration

According to Wikipedia, the free encyclopedia, *ethics* is the study and evaluation of human conduct in the light or moral principles (2011/07/31). To be ethical is to conform to accepted professional practices. Bailey (1982:428) writes that "it is generally agreed that it is unethical for researchers to harm anyone in the course of the research especially if it is without the persons

knowledge and permission." It implies therefore that in the course of the research the following ethical guidelines and practices will be strictly adhered to and the respondents;

- Anonymity; the name and personal details of the respondents will not be disclosed.
- Plagiarism; all sources of information to be used will be acknowledged to avoid plagiarism.
- Coercion; respondents will not be coerced to divulge any confidential information
- Honesty; the researcher shall at all times and under all circumstances report the truth with honesty and shall never present the truth in a biased manner.
- Freedom of choice; respondents will be given freedom of choice in participating in the research through the informed consent. Respondents will be free to withdraw at any time from participation (Hanekom and Thornhill, 1997:4 and Salkind, 1997:41).

The researcher upheld all the ethical consideration and they were attached on the questionnaires as informed consent together with the declaration to participate in the research.

3.12 Conclusion

The research methodology and designs used in the research have been selected to find answers to questions raised. In order to do it, permission has to be asked from the Departmental of Education officials. It was however approved that the researcher may continue with the study. The research focused only in Lady Frere District and only sixteen schools are used to collect data. The received response will be generalized to the entire population of Lady Frere.

Both research design were used to collect data, i.e., qualitative and quantitative methods, the researcher discussed these methods. The data collecting instruments, questionnaires and interviews were used in the study. The use of open-ended questions will assist the researcher to get the necessary information and answers to research questions and objectives of the study. An average of 67% was returned which is enough to make conclusion as some respondents did not return the questionnaires while others were returned blank.

Following the references are the annexure that indicate the correspondences with the officials of the Department of education and the processes that have been followed by the researcher in the project. The questionnaire and the interview questions have been included. In the next chapter, data will be analyzed and interpreted by the researcher.

CHAPTER 4
DATA ANALYSIS AND INTEPRETATION

4.1 Introduction

This chapter deals with the analysis, interpretation and presentation of the data collected during the empirical testing. Data analysis and interpretation is conducted to analyze, interpret and evaluate the collected data and available public documentation and applicable literature, to organize the research findings around the research objectives to be able to test or verify, confirm or refute with evidence the research problem and hypothesis. This chapter will also analyze if there is an impact of Performance Evaluation on services rendering by the Department of Education in the Lady Frere District at selected schools (2010-2011).

The previous chapter, research methodology indicated that it will use both research strategies, e.g., qualitative and quantitative research method. Details on these strategies have been given on the previous chapter. As indicated in the data collecting methods that the study will use questionnaires, interviews and literature study, the data analysis and interpretation follows that procedure.

This chapter will also follow the sequence of the Questionnaire and trying to find answers to questions asked. Structurally, the questionnaire is divided into questions `that require certain information.

The following are the topics that have been asked;

- Personal particulars
- Performance management system
- Requirements for effective performance
- Analysis and evaluation of the implementation of performance management system
- Results of the implementation of performance management system
- Recommendations

4.2 Analysis of questionnaire details

Formulated questions from these topics are an attempt to find answers on questions and objectives of the study as rose in Chapter 1 of this study. Without evidence to support your point, you don't have an argument in academic terms, Hofstee (2009:148).

In the personal particulars, the respondent indicates his/her gender, age and qualification. Following the personal information will be performance evaluation in which the researcher tries to find out if the respondents are aware of performance evaluation. Thirdly, the researcher will also show the requirements for effective performance.

Fourthly, the analysis and evaluation of the implementation of performance evaluation will follow. Fifthly, the results of the implementation of performance evaluation will be given and lastly, the respondents are offered an opportunity to come up with recommendation on the implementation of performance management system in Lady Frere district.

4.2.1 Personal particulars

This section of the questionnaire gives personal particulars required; gender, age and the level of education of the respondents.

(a) Gender of the respondents

The details of the gender of the respondents are as follows:

YEARS	25 - 30	30 - 35	35 - 40	40 – 45	45 - 50	50 - 60	60 - 65	TOTAL
MALE		2	4	15	9	3	1	34
FEMALE	2	4	9	10	11	5		41
TOTAL	2	6	13	25	20	8	1	75

Figure 1.8 Numerical representation of gender of respondents

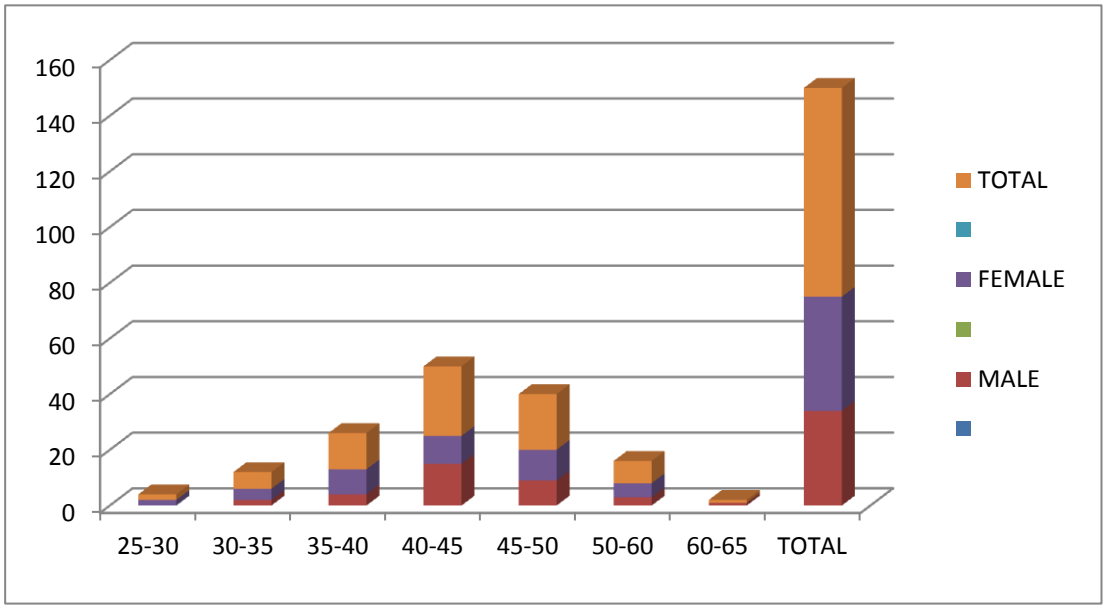

Figure 1.9 Graphical representations of gender of the respondents

(b) Ages of the respondents

The details of the ages of the respondents are as follows:

	School			Office			Questionnaires
Age in years	**Based**	**Male**	**Female**	**Based**	**Male**	**Female**	**Received**
25-30	2		2	3	2	1	5
30-35	6	2	4	4	2	2	10
35-40	13	4	9	2	0	2	15
40-45	16	5	11	5	1	4	21
45-50	12	5	7	4	3	1	16
50-60	5	2	3	2	1	1	7
60-65	1	1					1
Total	55	18	36	20	9	11	75

Figure: 110 Numerical presentation of Ages of Respondents

The above table and the graph with the ages of respondents indicate that there are few employees between the ages of 25-30 years and between 50-65

years. Why? That is the question the employer has to ask itself. The trending could mean that the Department of Education is not employing new people in its system or there are no people interested in working in the department especially as educators. Why? How the department is going to sustain education? These are the questions that are arising as the result of the findings. The elder employees could be taking early packages, or die leaving the department with few experienced employees. How is going to have quality education? It is the responsibility of the department to retain its employees.

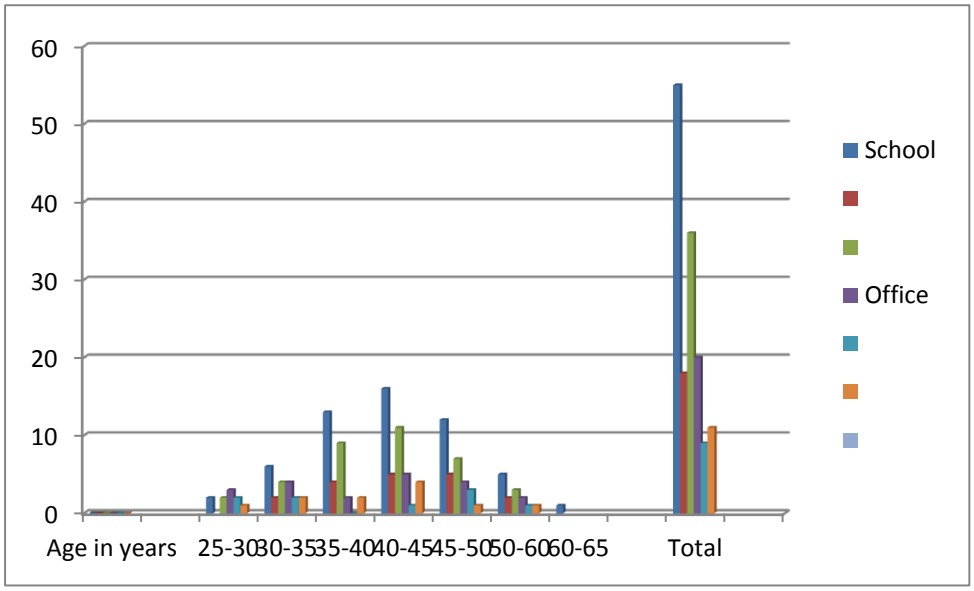

Figure 1.11: Graphical representations of ages of respondents

2.1.3 Level of Education of the Respondents

The details of the level of education of the respondents are as follows:

LEVEL	MATRIC	REQV 13	REQV 14	REQV 15	REQV 16	REQV17	TOTAL
MALE	0	2	8	9		0	19
FEMALE	0	6	13	16	1	0	36
TOTAL	0	8	21	25	1	0	55

Figure 1.12: Numerical representation of the level of education of respondents

The above table and the graph below reflect the level of education of the respondents. The results indicate that female employees develop themselves more than male employee in the research. The researcher does not make a general assumption about the findings but interprets findings in disposal.

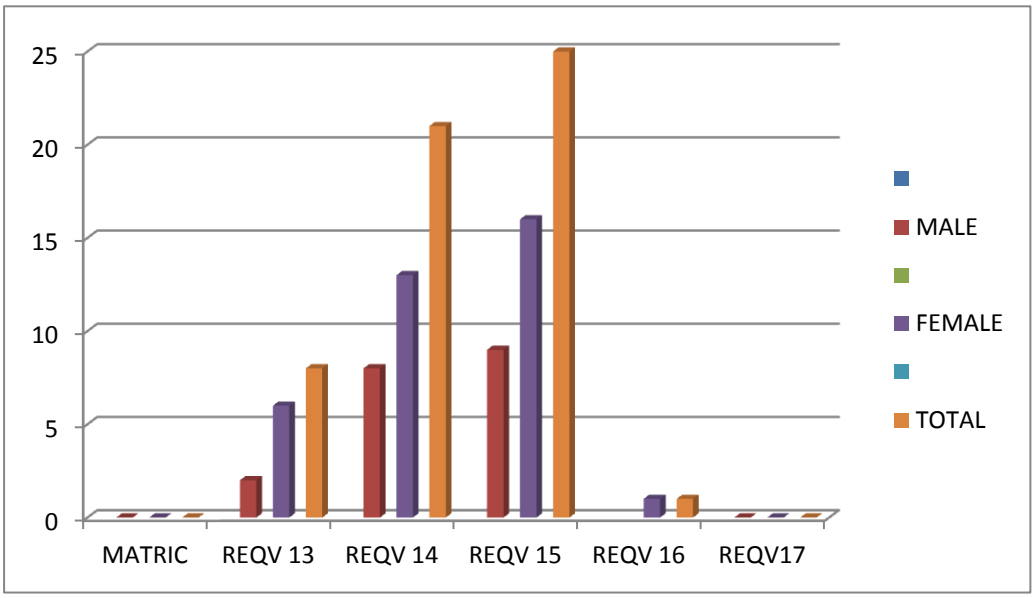

Figure 1.13: Graphical representation of the level of education of respondents

4.2.2 Performance management system

The responses to the level of being equipped in the performance management system show that, the majority of employees have not been thorough or fully equipped on the subject and some have not been equipped at all (in performance management system). None of the respondents agreed that they have been fully equipped with the system. For that reason, it clearly shows that it cannot be effectively implemented if it is not understood.

Demographics show that not all respondents from the same school have the same knowledge or level of understanding on the performance management system. Some respondents disagreed and indicated that performance management system is not effectively implemented and vice-versa. Implementation of the performance management system would only be effective when employees know its significance.

4.2.3 Requirements for effective performance

The majority of responses from the respondents reflect that their performance is evaluated as they are compliant as per Departmental regulation. Respondent's intention is to receive an incentive, pay and grade progression.

According to the calendar of the Department of Education (DoE), the time in which questionnaires were issued was for summative evaluation in schools. Some responses however, indicated that proving that in trying to prove that they are doing performance management system.

In as much as they are evaluated, not all of them receive their feedback on the previous years. This means not all respondents who are employees of the Department of Education (DoE) work on the feedback received during the process of performance management. Employees who received their feedback took it as a remedial indicator and work on their weaknesses.

Very few of the respondents (28%) understand and realize that they have an obligation to render services to the people. Some respondents on the other hand do not feel that they have made justice in performance management system in 2011 in terms of following the right procedure and as they look to the feedback of the learners. They (respondents) feel that PMS is not done properly, there is need to adhere to the policy and other prescriptions that relate to it. This finding clearly shows that there is correlation between performance management system and learner performance.

Respondents are aware that they have to work according to certain performance standards and key performance areas. Furthermore, respondents are aware of the opportunities that are offered by the performance management system. Amongst the opportunities, they have mentioned their performance level which directly impact on the services they rendered. Respondents have seen a great improvement in their work as they compare to previous performance.

PMS also help the respondents to identify their shortcomings. It boosts the morale and confidence of the employees especially if they know that their performance is in line with the departmental expectations. Lastly, other opportunities include the incentive which is measured in monetary terms, where an employee receives a performance bonus. Good also performance allows one to have many chances of promotion.

4.2.4 Analysis and evaluation of the implementation of performance management system (PMS)

The majority of respondents (66%) are aware of the legislation for non-performance and very few of them that are not aware according to their responses (34%) of the as reflected on the

questionnaires. The results challenge the department of Education to make sure that its employees understand legislation that applies to them. Below is the graphical representation of respondents aware of the legislation:

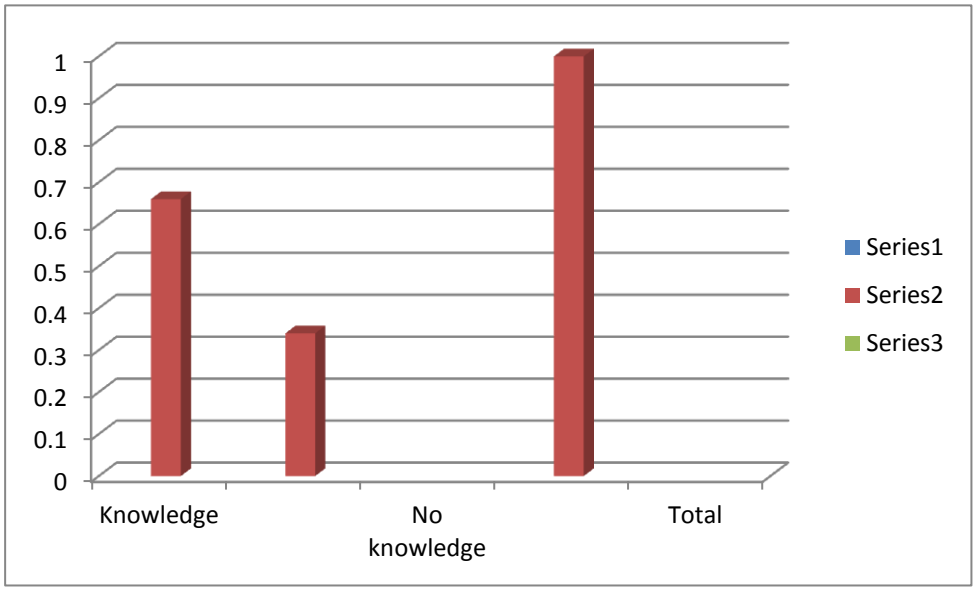

Figure 1.14: Graphical representation of respondents aware of non-performance legislation

About 82% of the respondents prefer to ask for assistance from their peers, they work better with them. But amongst the responses, some have indicated that peers can be biased and for that reason prefer to get assistance and development from their immediate seniors. Only employees who are at managerial positions prefer to receive assistance from their supervisors. Furthest to that, some respondents indicated that need for assistance varies and can be addressed by different officials.

Following is the graphical representation of the evaluee development:

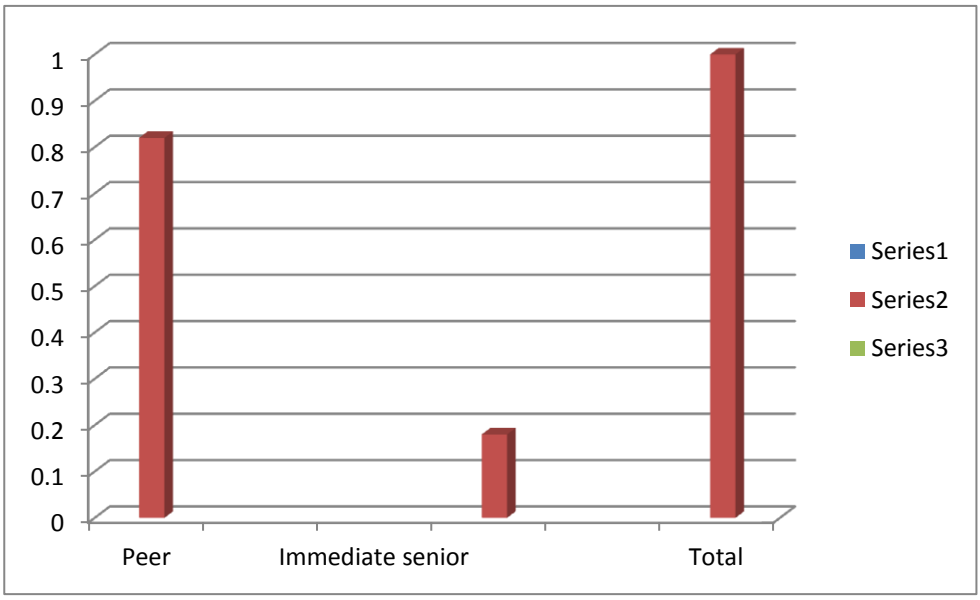

Figure 1.15: Graphical representation of evaluee development

4.2.5. Results of the implementation of performance management system

Respondents were asked in the questionnaire if they have been assisted by the performance management system. The following graph is an attempt to represent the responses of the respondents:

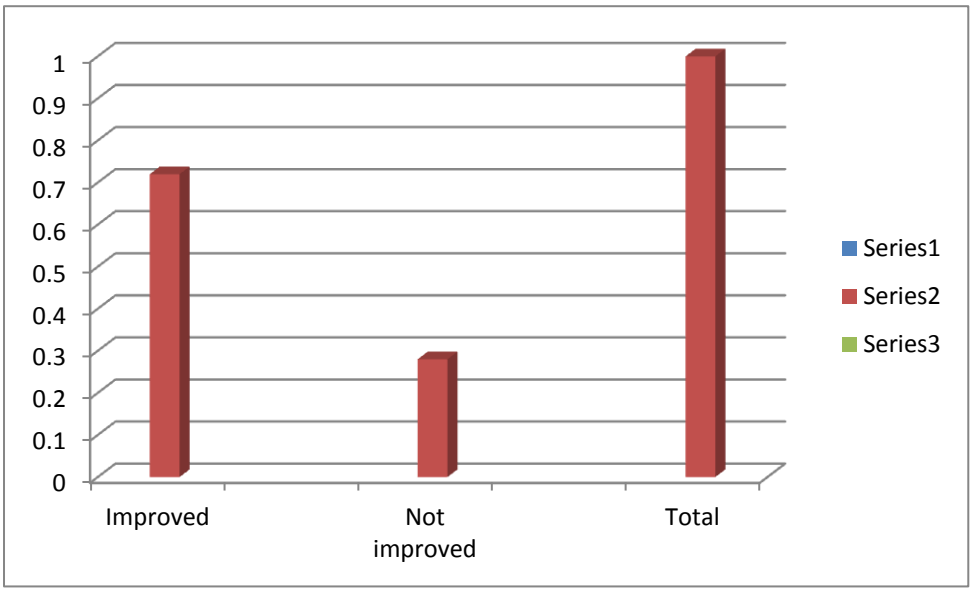

Figure 1.16: Respondents assisted by PMS

Approximately72% of the respondents agreed that performance management

system has improved their performance whilst only 28 % of the returned questionnaires reflect that some respondents have not been assisted by the performance management system on the areas that were identified as weaknesses for better service delivery.

The results of the significance of PMS are manifested on the learner's feedback on different institutions, e.g., limiting high failure and drop-out rate in our province. In addition to that, performance management system assists the employees to have better understanding of work requirement and expected standards.

The development of the employee depends on the work of the Developmental Support Group (DSG) that the evaluee chooses on his/her own. Developmental support group is a group of people chosen by the educator to develop him/her. It normally consists of two people, the peer and the immediate senior. Freedom of choice causes the employees to choose people of their own choice who at times could be their friends. Friends might become bias thus disadvantaging the evaluee forgetting that PMS is a developmental process.

Approximately 46% of the responses on the returned questionnaires reflect that some respondents do not feel that they have been adequately equipped with their work to cope with their demands. The educators at the most, there are many curriculum changes and they are trained in three days or a week and expected to produce good results. Almost 68% of the respondents have observed that there is a shortage of personnel in the Department of Education which make things impossible for them to service their district.

According to the respondents, if one has been developed in a certain Performance Standard (PS) or a Key Performance Area (KPA), his/her performance improves in that area. The improvement of weaknesses by employees leads to better service rendering. Since education system is almost always changed in our country, educators need to be adequately equipped to withstand the challenges they would come across.

Cooperation and teamwork among colleagues is encouraged in order to develop each other. By doing so, respondents feel, that will improve the standard of teaching and learning and improve results especially matric results. Ideally, employees need to be re-skilled and upgraded by the employee in their performance and level of education in order to overcome new challenges and to reach the expected standards. Performance management system is proven to be an important system and can assist in improving the culture of teaching and learning at Lady Frere District in particular and the Province of the Eastern Cape in general.

The Department of Education offers its employees with the bursary to further their studies in order to become better employees and to provide better services. About 58% of the respondents choose to develop themselves in Management either than Curriculum whilst they are dealing with the latter on the day-to-day activities. Contrary to the choice made above, respondents still feels that performance management system is the most important tool to improve service delivery and it has to be done frequently.

4.2.6 Recommendations

Respondents were offered an opportunity to make recommendations on the performance management system. They indicated that the employees have to be taught on performance management system so that they understand its significance. Among the recommendations, about 84% of the respondents suggested that performance management system should be used as a form of constructive criticism where one would be assisted to work on his/her weaknesses in order to render better services to the clients and have a positive bearing.

Performance management system should not create enmity among colleagues for its effectiveness. Office and staffroom politics should be set aside for the performance management system to be effectively implemented. If it is correctly implemented, it does not only look at weaknesses but also

acknowledging the strengths of the employees, (Developmental Appraisal Manual: Undated). In addition to the above, respondents highlighted that as performance management system involves evaluation and development by peers and immediate seniors. About 46 % of the respondents reflect that it is common that peers do not give a true reflection of what is happening during the process, they turned to be bias and by doing so disadvantage the evaluee. It is important however, that a true reflection of what has been observed is given in order to improve the standard of teaching and learning.

Immediate seniors have a responsibility to build up confidence and self esteem to other employees and advise them on the strategies they can use to perform better on their duties. It has also been recommended that performance management system must not only be internally managed but also externally in order to get expertise advices and for thoroughly implementation. The processes should be monitored and evaluated.

Managers should see to it that employees meet their obligations and performance management system is done frequently and appropriately by the relevant personnel so that it serves its purpose. The performance management system must be included in the business plan of every institution and it must not be an event but a process, in fact, it must be done almost always.

Causes of underperformance as well as the contributing factors to that problem should be researched, that would assist not to put learners at stake and to become victims of circumstances. According to the Performance Management and Development Manual, each department must have a strategic plan and a business plan (PMDM: Undated)

About 78 % of the respondents suggest that officials of the Department of Education have to visit schools regularly to develop educators where they fall short. They (Departmental officials) must organize workshops on suitable training facilities to equip them and it is also important to see to it that

employees are not overloaded with work. The new systems of education, e.g., Outcome Based Education (OBE), National Curriculum Statement (NCS) and Curriculum Statement involve too much paperwork.

The paperwork which consumes a lot of time demand educators especially managers to be outside the classrooms busy filling the papers. In order for the employees to perform well, they must be given the normal work load and evaluated in it continuously for immediate identification and address arising problems. The organizational structure must be fully populated so that employees work according to what they were employed to do.

About 68% of the respondents indicated that there are few subject advisors which made things difficult for them to cover the whole district over a short period. There are also allegations that subject advisors are failing to do their work in the course of the year and only show themselves during moderations where educators meet at clusters. During that period, they complain and judge (judgmental approach) educators because of their failures not bringing any assistance or solution to the present problem that is contrary to developmental approach of PMS. Respondents recommend that management must put emphasis on the basics of education, which is speaking, reading, writing and arithmetic.

The Heads of Departments in the case of school should see to it that underperforming employees are developed, motivated and shown the importance of their duties to enhance service delivery. They (HOD's) must continuously work in conjunction with the Subject Heads and Phase Heads who work closely with the educators. In order to do that, they themselves need to have necessary and advance knowledge that will assist them to capacitate other educators in the case of schools.

Learning area committees should work coherently assisting each other in overcoming the identified weaknesses. Respondents also suggest that results must always be analyzed. According to their responses, analysis of

results serves as an indicator of how the educator is performing. From the analysis, it is where an improvement plan will be developed to improve the previous performance. Continuous mentoring, coaching and supervision is encouraged so that supervisors don't become surprised at the end of the year but understand the progress of the employees under his/her supervision.

Proper and facilitated schools should be built by the Department of Education (DoE). About 59% of respondents suggest that the DoE has to do a follow up on the feedback received from schools to make sure that whoever needs to be capacitated for better service delivery receives that assistance. Enough resources must be organized by the DoE, ranging from human, physical and financial resources in fact, all the resources that would be needed during the process and that would enhance service delivery. The employer must create opportunities that motivate the employees to work hard and change their attitude towards performance management system.

Bursaries offered by the Department of Education must be used for curriculum development and for relevant courses that will assist in capacitating educators for better service delivery. In the case of office based educators and other office based employees; bursaries are to be utilized to develop employees on their field of work to perform better and assist in the development of education. Alternatively, intensive training is needed for educators to improve their level of teaching and that can only be achieved by re-opening the colleges of education.

About 66% of the respondents suggest that managers must be encouraged to improve their qualification so that they become helpful to others and improve their managerial skills. Most importantly, the respondents suggest that right people must be employed at right places that would limit the chances of employing underperforming personnel. They support the implementation of the legislation on non-performance if one fails to fulfill his/her obligations more especially after s/he has been capacitated.

Managers have to make sure that their employees understand the policies and timeously be reminded about them. Implementation of the policies assists the of the institution and make sure that employees adhere to them. Employee's performance must be aligned to strategic goals. Respondents recommend that incentive should only be given to committed and dedicated employees judged by their performance and meeting the required standard set by performance standard in the case of educators and key performance areas in the case of the office-based employees.

4.3 Analysis of interview responses

Much has been said by the respondents in respect of performance management system which involves performance evaluation in the questionnaires; following will be the analysis of the interviews held with the officials of the Department of Education. Despite of the pressure in which officials were working on, at that time of the year, officials of the Department of Education gave the researcher time for the interview.

Needless to say that performance management system is a very sensitive topic in the department which needs great attention and review, but details will be given on the recommendations. The analysis of interview responses will also follow the sequence of the questions asked as indicated on Annexure H of the previous chapter, e.g., Research Methodology. The following are the questions that were asked followed by their responses:

4.3.1 Question: Are you aware of performance management system and why was it introduced?

Answer: Yes, basically there are two forms of performance management system,

Integrated Quality Management System, (IQMS) and Performance Management and Development System, (PMDS) as required by Public Service Regulations 2001. IQMS (Collective Agreement 8of 2003) is for educators and office based employees while PMDS is meant for office employees. Its intention is to assist employees to perform better on their work

by identifying areas that need development or their weaknesses and develop them to offer better services and to improve learners performance directly or in directly. This can be done by ensuring that set targets are measured against the strategic goals of the organization. The process of measuring will assist the management to see if its services are reaching the clients as planned.

Responses of the interviewees vividly show that respondents were able to make an interconnection between performance management system and performance management as means of improving individual and institutional performance. Managers understand that performance management system is not about to see what one is doing and is s/he doing it but it is about development of employees and institution. However, it is understood that it is normal to have some kind of resistance in its implementation at the same time accepted because of the instrument which might be relevant to their work whilst at times it is irrelevant.

4.3.2 Question: Do you think performance management system is effectively implemented in your department?

Answer: About 100% of the responses responded negatively to this question. It is basis, and reviews have to be submitted quarterly to Human Resource and Development by the office based employees and to the IQMS coordinator by schools through their mangers as a compliance. Annual assessment is done at the end of the financial year for office based employees.

The school based employees; educators to be particular also do their evaluation tied up with incentive and submit their summative evaluation score on the last term of the year. To a certain extent, it is implemented but not 100%. It has a lot of challenges including the organogram which is not fully populated, office and staffroom politics. Implementation of the performance management system is clouded by incentive and for that reason; it has no direct impact for improvement.

Responses of the respondents clearly indicate that performance management system is not effectively implemented because of a number of factors which have been mentioned on the above paragraph. For compliance purposes, their returns are made because there is no single manager who would like to be seen as a failure and furthest to that, there are performance bonuses that are expected at the end of the process.

4.3.3 Question: If not, what causes performance management system to be ineffectively implemented in Lady Frere?

Answer: The employees of the department of education are employed under separate legislation, the Public Service Act (PSA), 103 of 1994 and Educators Employment Act (EEA).

This is because of their working activities; some are educators that are based directly on schools. Other employees are office based educators who do not directly interact with the learners but assist in developing educators. Despite the differences in terms of their day-to-day activity, the same instrument is used to them to evaluate their performance and therefore does not serve its purpose.

This means, the performance standards that are not applicable to them will just be awarded marks and that result to a misunderstanding to the different employees. Furthest to the above, it is common that employees that are employed under the former act are managed by the employees that are employed under the latter act that caused a great resistance.

Amongst the challenges that I have indicated, results and scores that are given to employees are sometimes not the true reflection of what is happening in the department. Some scores are inflated abnormally and leave no room for development because of the incentive that employees need. This malpractice, at the same time hampers the improvement and development of the organization. People turned to be greedy lately; their focus is only on what they will benefit not on service rendering. Most importantly, there is general perception that the department does not have enough resources, e.g.,

finance, time, physical and human to do their work as per requirement of performance management system.

Legislation and policy implementation need experts in order to simplify the terminology to the understanding of the lay people who would implement the prescripts. Good and informative personnel need to be employed especially on key positions and the work place in general. There must be clear procedures on how the policies are going to be implemented and it must be followed. Failure to implement the policies and legislation would impact negatively to the organization. Contrary to the availability of resources, employees do not always need to have resources to adequately execute their duties and functions; they can use the available local resources with their endeavors.

4.3.4 Question: If you are comparing with the previous year, is there any improvement on the services rendered by your personnel?

Answer: Comparing on the previous year's performance, there is little improvement. Looking at the performance of the Subject Advisors to be specific, they are more committed than on the previous year and are taking more strides as far as assisting schools to improve their performance and yield better results.

4.3.5 Question: Do you think performance evaluation can improve service delivery to both office-based and school based employees?

Answer: All responses responded positively to that question, 100% agreed that performance management system is an essential tool to improve service delivery. Performance management system can yield good results if it is properly implemented; the right procedure is followed and monitored by the managers. An effectively implemented performance management system can improve service delivery in a sustainable manner.

The interviewee's response indicates that the implementation of the

performance management system is manifested on the rate in which services are delivered. That denotes, the proper the implementation of performance management system the better the services that would be delivered to the clients.

4.3.6 Question: Can performance of educators be evaluated on matric results?

Answer: All senior managers (100%) responded positively to this question. In answering the question respondents agreed only if the performance management system is properly implemented. But in addition to that there are some variables involved ranging from shortage of resources, organogram as indicated on the above paragraphs, the qualification of the employees both office-based and school-based employees and the rural nature of the district which sometimes become a pushing factor to experts. In as much as they could be recruited, the district's geographical nature has no pulling factors.

The department of education has attempted to improve the qualification of its employees, the educators in particular who were under qualified, that who do not have matric and three years of professional training (M+3/REQV 13), by enrolling them to the tertiary institution and pay for their studies. Despite that huge stride that the department has done, some of the employees drop-out in the process and others refused at all to enroll to further their education level that will equip them with new system of education in order to render better services.

4.3.7 Question: Are you aware of all legislation that relates to performance management system?

Answer: The respondent indicated that they are engaged and taken on board in the event of the implementation of the new legislation. The Public Service Regulations of 2001 requires departments to develop a performance management system. Collective Agreement of 2003 was meant for educators whilst on the other hand, Performance Management and Development System of 2000 is meant for other employees of the department of education.

Among the legislation related to performance management system are the principles of Batho Pele which means, people first. Each and every section in the department has those principles and is expected to be implemented accordingly.

4.3.8 Question: Do you think everybody in the department, both office-based and the school-based employees are aware of these legislation?

Answer: The employees are also taken on board every time when new legislation is to be implemented. This is an attempt of assisting managers to be able to explain to the employees and implement them. The challenge normally is in the implementation, the prescribed procedures are not followed thus resulting to failure in implanting policies or legislation.

4.3.9 Question: Is performance management system affected by political-administration dichotomy, if so, in which way?

Answer: It is affected by the political-administration dichotomy because employees enjoy being at the comfort zone and in pursuing that, they resist the implementation of the policies and compromising service delivery and disadvantage the clients or the beneficiaries of the services. The support services, which are the office-based employees, also resist the implementation of performance management system because they do not see its significance as Human Resource and Development fail sometimes to play its role, of capacitating other employees to overcome their weaknesses after they have been identified.

The unions sometimes influence its membership to resist some departmental initiations through non-cooperation depending on the matters that have arise at that particular period. Unions at times act like political organization that is fighting against the system of the government which is not composed of them. The process of performance management system creates an enmity between the colleagues especially the junior-senior relationship.

People do not want to be told about their weaknesses unanimously, the officials of the department of education in Lady Frere district responded positively to political-administration dichotomy between the managers and the administration functionaries. The outcome of this dichotomy is manifested through non-cooperation especial on issues that could develop the district.

To mention but a few, it is common that educators refuse to attend moderations at the clusters which is where at the most some weaknesses are identified and educators are offered an opportunity to measure their performance against other colleagues.

Despite the fact that both the mentioned employees are administrators in terms of appointment; the implementation of policies is a responsibility of the senior managers and therefore causing the functionaries to resist. The interface is then displaced and an innocent messenger who is the senior manager is attacked while politicians are far away and do not feel the resistance because of that distance.

The decisive leadership is needed to address this dichotomy and for smooth running of the organization. Importantly so, teamwork would be fundamental especially in policy formulation so that the functionary administrators own them (policies) more especially, during implementation phase.

4.3.10 Question: Do you think the employees of the Department of Education are aware of the legislation on non-performance?

Answer: Employees are aware of the legislation and that is why they have to work very hard to protect their jobs and especially their integrity. The department of education in Lady Frere does not intend to apply this law to its employees, in fact, a number of reasons that might be causing underperformance are explored first and then alternatives to remedy the situation are then suggested. That is why government has introduced the

Employment Assistance Programme (EAP) to address the problems of that nature. Another respondent indicated that sometimes employees are lazy, ignorant and do not want to read, the material. Public Service Co-coordinating Bargaining Council Resolution 10 of 1999 spells it all and is it at their disposal they only realize some legislation when they are to be implemented.

4.3.11 Question: How can the Department of Education (DoE) make sure that all employees are aware of legislation that affects them?

Answer: The Department of Education once made an advocacy for its employees to know and understand legislation pertaining to their employment, files with all the legislations applicable at that particular time were supplied to all educators who were at the system during that period according to their sites or places of work.

An advocacy on the legislation in a form of workshop is needed to make sure that every employee is aware of the legislation. After they have been taught or work shopped there could be a vast difference on how things are done. It would be easy to hold them liable for their action and non-action if they know legislation.

4.3.12 Question: As we are commencing final examinations, do you think performance management system will assist in improving results?

Answer: Indeed, performance management system will assist in improving results only if it is effectively implemented. The developmental phase that was followed at the beginning of the year to the end of the third term from the previous year's summative scores helped the employees to improve their performance as they worked on their weaknesses. Procedural, a Performance Growth Plan (PGP) has to be developed from the scores of the summative

evaluation. The PGP helps the employee to work on the identified weaknesses step-by-step to provide better services.

4.3.13 Question: How can we use performance management system to the advantage of the Department of Education?

Answer: Managers need to be conscious of performance management system and its significance in improving the quality of work of the employees in particular and the organization in general. The effectiveness of the performance management system depends on the implementation. The government has to change the mindset of the employees so that they understand the performance management system as a process which develops not as means of policing.

Furthest to that, development of the employee is a benefit on its own. The incentive should be removed totally in the PMS but focus only on the purpose which is development, more work is done by the functionaries but little incentive is received by them, huge are received by the directors and that is not fair and does not motivate the working personnel.

4.3.14 Question: Do you have any other suggestions in relation to performance management system?

Answer: There are number of factors that need to be taken into cognizance that are linked to the performance of educators. Performance management system need to be reviewed, the focus must be in development rather than on incentive otherwise it will not fulfill its purpose. It must be designed such that Key Performance Area (KPA) or Performance Standards (PS) relate exactly on the functions of the employee and aim at developing him/her.

The Department of Education has to see to it that its employees are not overloaded with work so that they meet their expectations. The department has not employed educators for the past three years, despite that fact, some employees are dying, retiring and resigning but there are no efforts of filling

those posts. The post provisioning which happens to be the problem to the department presently forced employees to be overloaded leaving schools sometimes to operate with three educators in three phases, one educator in

each phase. Post-provisioning involves the removal of educators from one school to another and is influenced by the number of learners, e.g. Peter Morkel Model. Named after Mr Peter Morkel of the Department of Education who highlighted the work of the post done in terms of the post-provisioning model, (www.pmg.org.za/minutes/20000417).

The system of post provisioning used by the department does not cater for the number of subjects and the amount of work encompassed in it, leaving the employees with huge amount of work. The performance management system cannot be effectively implemented in situations of that nature because one employee would be doing an employment of three to four employees, abnormal workload. Its either the department have not seen or it overlooks the problem but soon it will be in big trouble.

Many progressive employees are presently taking early retirement others are transferring to work on other departments. The implementation of performance management system will never be effective in such conditions; it will not be fair to evaluate the performance of an employee on the work of four employees. The young people have little or no interest in joining the teaching fraternity because it is frustrating. There is no correlation between the work load, package and benefits, which does not attract people to work in it. Experts and specialists can only be attracted by packages.

4.4. Conclusion

The collected evidence demonstrates that there are factors that have an impact in the implementation of performance management system in Lady Frere district. Employees of the department of education, both school and office-based employees are aware of the performance management system. Most importantly, the research indicated that there must be cooperation among the employees of the Department of Education between the management and the functionaries and between the administrators and politicians at the high level of management. The co-operation is supported by

Mc Gregors Theory X and Y, wherededicated employees motivate the less committed boosting their morals. Stakeholders engagement in policy making is key especially those in which policy is implemented on.

The level of understanding of performance management system in Lady Frere district is not the same. Some employees understand it better than the other and so as its implementation. That is manifested by the fact that legislations that relates to the process is not known by some respondents as reflected on the questionnaires. By analyzing the responses received, it is evident that employees who are implementing performance management system perform better that than others as they are not offered the opportunity to develop themselves so that they can deliver better, that answer one of the questions or the research.

The political-administration dichotomy that exists between the senior management and the functionaries disrupt the effective implementation of performance management system because of their different interests.
Resistance from union members as if the process is forced causes some people to miss the opportunities of development and hinders service delivery. Strategies therefore, to address this problem are needed. This relates to the argument of Hitt, Ireland and Hoskisson (2003), that organizational structure affect the organizational performance.

It is also evident that during the process of performance management system, areas at which the employees need development are identified as a requirement so that they get assistance. The lack of financial resources impact negatively because Human Resource and Development section cannot guarantee the development employees because the control of funds is not on their competency but to the Provincial Department of Education's competency. This does not motivate the employees to implement the process because of the assumptions that they do not get the external assistance from the department.

Other reasons that hinder the effective implementation of performance management system are;

- Ineffective planning by the departmental personnel,
- Lack of commitment from the employees of the department,
- Shortage of staff to develop employees from the department of Education,
- Shortage of resources, human, physical and human,
- Lack of monitoring and evaluation personnel for policy implementation,
- Lack of accountability by employees,
- Failure to implement policies.

In the light of the above reasons, it is incumbent that the researcher comes up and suggests some solutions to the above named reasons. The following could be solutions:

- Employing visionary planners,
- Motivate and develop employees to enhance service delivery,
- An advocacy on Departmental policies is needed,
- Comprehensive training of personnel to cascade development
- Reserve enough budgets for Human Resource and Development,
- Implementation of policies
- Ensure that there is monitoring and evaluation on the implementation of policies,
- Removal of the incentive in performance management system
- Employees must be held accountable

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

In this chapter, findings on the implementation of performance evaluation on service rendering by the department of education in Lady Frere at selected schools (2010-2011) will be dealt with. The researcher has tried his level best to respond to the objectives and answer questions that were raised in chapter 1 or this study. As indicated on the heading, this chapter will follow the logic shown above.

The researcher has to discuss the findings, followed by the conclusion bearing in mind the topic of the research. It is imperative then to come up with recommendations and possible solutions to problems or shortcomings in the impact of performance evaluation on services rendering by the department of education in Lady Frere district (20101-2011). However, the results of data analysis reflect that Performance Management System (PMS) still needs to be researched extensively.

5.2 Findings of the study

The first chapter (chapter1), deals with the research proposal which gives a plan in which the study is to be followed. The introduction of the study has been given followed by the background which gave a brief picture of the results of matric students before 1994 and how Lady Frere district use to perform specifically according to the previous matric results. Presently, things have changed drastically whilst the government is regularly using the term of good governance and bad governance in which bad governance is regarded as one of the root causes of all evil in our societies (Gerrit van der Waldt, 2004:2).

Following the background is the rationale that states that there have been complaints countrywide about the standard of education which has dropped drastically comparing prior 1994. A number of factors could be result of that

of that decline. A problem raised is that the department of education is underperforming in Lady Frere district due to ineffective implementation of the Performance Management System by incompetent and poorly trained personnel (Exam results).

Hypothetical, the researcher has to prove that the implementation of performance management system to improve education service in Lady Frere district is ineffective and impact negatively on service rendering due to incompetent and poorly trained personnel. Questions have been raised which need to be answered by the study and objectives have been set.

Chapter 2 of the study, literature that relates to performance management system has been reviewed and provided by the researcher. Thematically, literature review involves theoretical framework, conceptual framework and theoretical framework. This study used McGregor's theory X and Y which subscribes to motivational theories in an attempt to motivate the unmotivated employees. Theory X includes the perception that people are lazy, dislike work, require close supervision, do not want responsibility and have little ambition (Nel *et.al*., 2005:335).

Contrary to the above, Theory Y includes perception that employees are hard working, want to make positive contribution, seek responsibility and can control their performance. Theory X and Y cater for all organizational employees which directly relates to performance management system where motivated assist the unmotivated employees for better service rendering (ibid).

In theoretical framework, Castelo argued that an effective performance management system is essential in order to fulfill the goals of the organization (1994:3). PMS was a thought given evaluation system thou it has loop holes which now needs to the addressed for its smooth running. The researcher raised the purpose of performance management system as three folded, strategic, administrative and developmental (Noe *et.al*.,2008:346).

Problems associated with the implementation and management of the performance management system has also been highlighted.

The last framework in the study, legislative framework discusses a variety of acts and policies which have a bearing in service delivery improvement. Amongst them, the Constitution of the Republic of South Africa, Act 108 of 1996 which serves as a foundation to all pieces legislation in the country and any law that contravenes with it is invalid. Chapter 10 of the Constitution gives the basic values and principles governing public administration. It requires a high standard of professional ethics to be promoted and maintained. For performance management to be implemented effectively, it cannot be separated from legislation which if enforceable. Hence the Public Service Regulations of 2001 requires departments to develop a performance management system to manage performance in a consultative, supportive and non-discriminatory manner.

The ultimate goal of PMS is to align the activities of the organization to its strategic planning (including the vision, mission and values of the institution) and the performance of the employees is fundamental for its effective implementation. It has been discovered that effective implementation of PMS enhances service delivery. Failure to cascade information that relates to the subject by senior officials causes negative attitude and non-co-operation to other employees. The research has also indicated that key performance areas or performance standards for other personnel have not been clearly stipulated and for that reason they cannot be measured because there is no instrument/tool.

Chapter three of the study deals with the research methodology which involves research designs to find answers to problems which are only partially solved by existing methods. Details of this chapter have been given but most importantly, it is important to identify and to interact with gatekeepers so as to get permission in order to conduct research. Letters requesting permission have been written to the officials concerned and the researcher also interacts

with other members of the population. Questionnaires were distributed school-based and office-based employees and interviews were conducted after permission was granted by the District Director of Lady Frere.

The study used both quantitative and qualitative methods of research; more details about these methods have been discussed. Summarily, qualitative research developed as an alternative to traditional research, it seeks to understand and interpret the world in terms of its actors. Qualitative research work more with words, feelings and participants get subjectively involved (Cohen *et.al*., 2004:181).

Quantitative research relies on measurement to compare and analyze different variables (Bless C, 2000:37). Quantitative research describes variables and the relationship between them (variables).

Leedy P.D., (2001:191) described quantitative research as a research that involves either identifying the characteristics of an observed phenomenon or exploring possible correlation among two or more phenomena. In relation to this description, the researcher has proved that there is a relationship between performance management system and the feedback of learners in terms of results.

Chapter four, deals with the analysis and interpretation of the collected data in the course of the research. as an attempt to get answers to the questions of the research. Questionnaires have been designed to answer raised questions and to simplify that, they were divided into different sections or headings. The first part of the questionnaire require personal particulars of the respondents in which the gender, age and level of education of respondents was asked. It has been discovered that respondents are mature people who are able to take informed decision and are qualifying as educators according to South African Qualification Authority. Secondly, performance management system to see if it is effectively implemented and they have been equipped in it.

Thirdly, requirements for effective performance asked if the respondents have been evaluated, get the feedback and work on the feedback received in the course of evaluation. Most importantly in this section, they have been asked if they are aware of the opportunities received when implementing PMS. The responses of the respondents indicated that the majority is aware according to Chapter four of the study. Fourthly, the researcher attempted to raise questions on analysis and evaluation of the implementation of performance management system. Amongst the questions it was tested if they are aware of some legislation, if they have asked for assistance to improve their performance either from the peer or a supervisor.

Fifthly, the researcher asked questions on the results of the implementation of performance management system, if they have been assisted on their weaknesses to perform better. Majority of the respondents respond positively to that question. PMS cannot assist anyone if s/he does not implement it. The sixth and the last section require respondents to come up with recommendations. Respondents have suggested that the policy should be reviewed and restructured. Detailed recommendations will be given after the conclusion as indicated on the introduction of this chapter.

5.3. Conclusion

This study is based on the impact of performance evaluation on services rendering by the department of education in Lady Frere district (2010-2011). It is evident that the background given to the study is real that matric results have dropped in the Eastern Cape and especially in Lady Frere district. The background intertwined with the problem statement which has not been resolved, 2011 results proved that point.

Among the reasons are, the department lacks committed personnel and employees to implement and adhere to policies, shortage of resources, overloaded employees and too much paper work in the system Incumbent to that is for the department of education to work and research

further to find the causes of that effect and come up with practical solutions that will to rescue situation. It has to come up with strategies to address the challenges like motivating unmotivated personnel and employees for optimum service delivery.

The question of resources is highlighted to the National Department of Education almost every year but it is not attended to. There is much negligent by our government officials in attending the needs of the people especially in the Eastern Cape Department of Education. In a practical and cooperate world, it is important to listen to the needs of the people either than implement what you think is best for them.

This study is underpinned by McGregor's motivation theories, Theory X and Y. It is evident that performance management system is the system that can be used to improve performance of employees at all institutions and it has been debated on the parliament and as a result legislation has been formulated to implement it. Practically, it has assisted some employees while practicing it to yield better results. It is evident that South Africa has been known of its good policies but its weakness is on the implementation stage.

In the course of the study it has been discovered that the strategic plan and business plan of the organization is of fundamental importance and can be used as the point of departure for performance management system effectiveness. It has been discovered that PMS can enhance service delivery but it depends on the will of the employees and it's monitoring by the supervisors by making sure that employees adhere to the legislation and policies that relate to performance management system.

The received evidence supports that the orgarnogram of the Department of Education in the Eastern Cape is not fully populated. This results to the overloaded employees who would not be able to accomplish their tasks and be regarded as failures. This study has come up with questions; it has identify the need for further research as indicated in chapter four of the study.

As long as those questions have not been addressed no good results will be yielded, to accomplish the task the researcher has to continue with the study for the benefit not only of Lady Frere but of the Eastern Cape in general.

It is evident that political-administrative dichotomy has impacted with the implementation of many policies that would assist in improving the standard of education in South Africa.
Political-administrative dichotomy limits the authority of leadership resulting in lack of consensus and poor resource allocation. Fear develops amongst other employees of the activities of the unions and mistrust arise leading in working on the non-conducive environment and impact negatively on the implementation of the PMS.

To conclude this research, it will be of fundamental importance that the implementation of performance management system in Lady Frere district is preceded by addressing the problem raised tied with identified variables. Essentially to that, commitment and cooperation is needed to all employees of the department of education at different levels. The management has to work on creating the conducive environment which will be built in respect and in trust aiming at building the future of the country through education.

5.4. Recommendations

The study comes up with the following recommendation;

- Performance management system be reviewed such that instruments are available to evaluate all employees according to their key performance areas or performance standards;
- An advocacy programme is done and followed to make sure that all employees have a better understanding of performance management system;
- Employees are motivated and encouraged to render optimum services to the clients aiming at improving the lives of the future generation by improving the standard of education in Lady Frere

in particular and South Africa in general;

- Legislation is implemented effectively so that it serves its purpose and the set objectives;
- Ensuring that performance management system is implemented by all employees and a monitoring programme is developed to monitor its consistency;
- Peers and managers use the PMS to benefit the employee for development and better production not for compliance and as means of accumulating wealth;
- Human Resource and Development is doing everything on its own power to make sure that the identified challenges that need external assistance are addressed;
- Immediate advertising and filling of posts so that employees have a normal
- workload and are working according to what they are employed to do;
- Provide resources that would be necessary to enhance service delivery;
- Conscietise and develop patriotism to employees so that they realize that South Africa belongs to them so as its development;
- Employing right people at right places to efficiently use the government resources and
- The total removal of the incentive in the PMS so that it is not tied to anything but stands for development of employees and make (South Africa) our country a better place to live.

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CHAPTER 6
APPENDICES

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Appendix A

Glen Adelaide JSS
P O Box 27
LADY FRERE
5410
10 October 2011

Adv. M Maanya
Head of Department: Education
Bisho
5400

Dear Sir

SUBJECT: APPLICATION FOR CONDUCTING A RESEARCH IN LADY FRERE DISTRICT OFFICE AND AT SELECTED SCHOOLS

On behalf of myself, I wish to apply for a permission to conduct a research at the above named district.

The research project is about the evaluating the Impact of Performance Evaluation on service rendering by the Department of Education in the Lady Frere District.

The research project is in the form of an interview for Departmental senior managers and questionnaire for middle managers and educators that will be distributed by the researcher. I, however request your permission to conduct interviews and distribute questionnaires as I have already indicated.
The research forms part of my broader assignment as I am presently doing Master of Public Administration (MPA) with the University of Fort Hare.

The research project will be voluntary to the respondents and anonymity and confidentiality will be maintained.

Thank you for your attention.

Yours sincerely

_____

ANELE ANTHOHY NGODWANE (MR)
082 921 9471

Appendix B

Glen Adelaide JSS
P O Box 27
LADY FRERE
5410
10 October 2011

The District Director
Department of Education
LADY FRERE
5410

Sir

SUBJECT: APPLICATION FOR CONDUCTING A RESEARCH AT THE DEPARTMENT OF EDUCATION OFFICE AND SELECTED SCHOOLS

On behalf of myself, I wish to apply for a permission to conduct a research at your office and selected schools.

The details of the research project have been included in Addendum A. This project is in a form of interviews for the senior Departmental officials including yourself, questionnaire for middle managers at all sections that will be distributed to your office and amongst the School Management Team (SMT) and educators at the selected schools.

This research forms part of my broader assignment as I am presently doing Master of Public Administration (MPA) with the University of Fort Hare.
The research project will be voluntary to the respondents, anonymity and confidentiality will also be maintained.

Attached is the letter from the University of Fort Hare which is Addendum A as indicated on the above paragraph.

Thank you for your attention.

Yours sincerely

_____

ANELE ANTHOHY NGODWANE (MR)
082 921 9471

Appendix C

Glen Adelaide JSS
P O Box 27
LADY FRERE
5410
10 October 2011

The CES Curriculum
Department of Education
LADY FRERE
5410

Sir

SUBJECT: APPLICATION FOR CONDUCTING A RESEARCH AT THE DEPARTMENT OF EDUCATION OFFICE AND SELECTED SCHOOLS

On behalf of myself, I wish to apply for a permission to conduct a research at your office.

The details of the research project have been included in Addendum A. This project is in a form of interviews for the Senior Departmental Officials including yourself, questionnaire for middle managers have been prepared and will be distributed to your office.

This research forms part of my broader assignment as I am presently doing Master of Public Administration (MPA) with the University of Fort Hare.

The research project will be voluntary to the respondents, anonymity and confidentiality will also be maintained.

Attached is the letter from the University of Fort Hare which is Addendum A as indicated on the above paragraph.

Thank you for your attention.

Yours sincerely

_____

ANELE ANTHOHY NGODWANE (MR)
082 921 9471

Appendix D

P O Box 137
LADY FRERE
5410
10 October 2011

The Principal
Gcinubuzwe S.S.S.
Lady Frere
5410

Cc: The Educators
School Governing Body
Parents
Learners

Sir/Madam

SUBJECT: APPLICATION TO CONDUCT RESEARCH AT YOUR SCHOOL

On behalf of myself, I hereby kindly request the Principal, Educators, School Governing Body, Parents and Learners of the above named school to allow me to complete a practical assignment at your school.

I am presently registered for Master of Public Administration (MPA) degree with the University of Fort Hare and as part of my studies; I have to complete a practical assignment for the module PAD 800.

By this research project, I do not intend to disrupt the normal teaching programme of learners not unless you, the class teachers and the SGB gives a permission to do so.

Participation by educators is voluntary. It is the normal procedure for the student to explain the assignment to the respondents and to request them to participate voluntarily.

I, the student (Ngodwane A.A., Student No 201010687) have attached the informed consent forms to be completed by the educators before I may proceed with the assignment.

Should you require more information, please contact me at 082 921 9471.

I look forward to hearing from you.

Yours faithfully

_____

ANELE ANTHOHY NGODWANE (MR)

082 921 9471

Appendix E

PAD 800 RESEARCH PROJECT:

INFORMED CONSENT FOR EDUCATORS/RESPONDENTS:
PART 1:

As part of my studies for Master of Public Administration (MPA) degree at University of Fort Hare, I have to complete research for which I need your assistance. The research consists of the following:

TOPIC: IMPACT OF PERFORMANCE EVALUATION ON SERVICE RENDERING BY THE DEPARTMENT OF EDUCATION IN THE LADY FRERE DISTRICT AT SELECTED SCHOOLS (2010-2011)

A BRIEF DESCRIPTION OF THE GOAL AND VALUE OF THE ASSIGNMENT:

The main aim of the research is to evaluate the Impact of Performance Evaluation on services rendered by the Department of Education in the Lady Frere District at selected schools (2010-2011). This research will assist the Department of Education in identifying the causes of ineffective implementation of Performance Evaluation and come up with solutions to that problem. The solution will assist in formulating policies regarding Performance Evaluation. There are some challenges that face the Department of Education like high failure rate, dropping out of learners.

ALL I AM ASKING OF YOU IS TO:

Please cooperate with the researcher by answering the questionnaire that has been presented to you and follow the given instructions.

PART 2:

IT IS IMPORTANT THAT YOU ALSO READ AND UNDERSTAND THE FOLLOWING GENERAL PRINCIPLES:

1. Participation in the research is completely voluntary and no pressure, however subtle, may be placed on you to take part.
2. It is possible that you may not derive any benefit personally from your participation in the research, although the knowledge that may be gained by means of the assignment may benefit other persons and communities.
3. You are to withdraw from the research at any time, without stating reasons, and you will in no way be harmed by so doing. You may also request that your data no longer be used in the research.
4. You will be given access to your own data upon request.
5. You are encouraged to ask me any questions you may have regarding the research and related procedures at any stage. I will gladly answer queries.
6. The research objectives are always secondary to your well-being and actions taken will always place your secondary to your well-being and actions taken will always place your interests above those of the research.

PAD 800 – RESEARCH PROJECT 2: ETHICS FORM ON BEHALF OF MYSELF:

MR A.A. NGODWANE

STUDENT NO: 201010687

SCHOOL OF PUBLIC ADMINISTRATION

FACULTY OF MANAGEMENT AND COMMERCE

MASTER OF PUBLIC ADMINISTRATION

Appendix F

DECLARATION BY DEPARTMENT OF EDUCATION OFFICIALS FOR THE CONSENT FORM:

The Department of Education
Private Bag X1115
LADY FRERE
5410

ATTENTION: MR A.A. NGODWANE (Student No: 201010687)

I, the undersigned educator…… (full names and surname), have read the preceding premises in connection with the assignment, as explained in part 1 and Part 2 of this informed consent from, and have also heard the oral version therefore and I declare that I understand it.

I was given the opportunity to discuss relevant aspects of the assignment with the assignment student concerned (Mr Ngodwane A.A., Student No. 201010687) and I hereby declare that I am taking part in the research project voluntarily.

Signature …….. Date ……

Appendix G

DECLARATION BY EDUCATORS/TEACHERS FOR THE CONSENT FORM:

Gcinubuzwe Senior Secondary School
LADY FRERE
5410

ATTENTION: MR A.A. NGODWANE (Student No: 201010687)

I, the undersigned educator…… (full names and surname), have read the preceding premises in connection with the research project, as explained in part 1 and Part 2 of this informed consent from, and have also heard the oral version therefore and I declare that I understand it.

I was given the opportunity to discuss relevant aspects of the assignment with the assignment student concerned (Mr Ngodwane A.A., Student No. 201010687) and I hereby declare that I am taking part in the assignment voluntarily.

Signature …….. Date ……..

Appendix H

Questionnaire for office based employees

QUESTIONNARE **HRD**

For office use only:

1. Respondent's number V1-V2
2. Card number 1-4 ☐☐☐☐
3. Repeat number V3 5-6 ☐☐ 7 ☐

<u>Read the instructions clearly before answering the questions; use a lead pencil or a black pen:</u> Mark with an X on the appropriate box, and write where you are required to.

<u>A. PERSONAL PARTICULARS</u>

Question 1

Respondent is a: Mark with an X at the applicable box. V4 ☐ 08

Male	1
Female	2

Question 2 V5 ☐ 09

a) Your age in years:

25-30	3035	35-40	40-45	45-50	50-60	60-65
1	2	3	4	5	6	7

V6 ☐ 10

b) What is your present level of education?

Matric	REQV 13	REQV 14	REQV 15	REQV 16	REQV 17
1	2	3	4	5	6

PERFORMANCE MANAGEMENT SYSTEM

Question 3

a) Have you been equipped with performance management system?

Yes	1
No	2

V1 - V7 ☐ 11

b) If yes, to what extent?

Not at all equipped	1
Equipped	2
Fully equipped	3

V8 ☐ 12

Question 4

Do you think performance management system is effectively implemented?

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

V9 ☐ 13

REQUIREMENTS FOR EFFECTIVE PERFORMANCE

Question 5

a) Has your performance been evaluated? Mark with an X at the applicable box.

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

V10 ☐ 14

b) If you ‘’agree’’, do you receive feedback on your evaluated performance?

Yes	1
No	2

V11 ☐ 15

Question 6

a) Do you work on the feedback received for your performance? V12 ☐ 16

Yes	1
No	2

b) If yes, comment briefly V13 ☐ 17

_____

_____

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Question 7

a) Do you feel that you have made justice in performance evaluation this year, 2011?

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

V14 ☐ 18

b) Could you please give reasons for your answer? V15 ☐ 19

_____

_____

_____

_____

Question 8

a) Are you aware of the opportunities that performance evaluation gives?

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

V16 ☐ 20

b) Briefly give reasons for your answer: V17 ☐ 21

_____

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ANALYSIS AND EVALUATION OF THE IMPLEMENTATION OF PMS

Question 9

Are you aware of the legislation for non-performance? V18 ☐ 22

Yes	1
No	2

Question 10

a) Have you ever asked for assistance to improve your performance?

Yes	1
No	2

V19 ☐ 23

b) If your answer is yes, was it from V20 ☐ 24

Peer	1
Supervisor	2
Subject specialist	3

Question 11

a) Were you satisfied of the assistance received? V21 ☐ 25

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

b) Comment briefly: V22 ☐ 26

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Question 12

If you are in need of assistance, do you prefer assistance from? V23 ☐ 27

Peer	1
Immediate senior	2
Subject specialist	3
Education Development Officer	4
District Director	5
Union Member	6

RESULT OF THE IMPLEMENTATION OF PMS

Question 13

a) Have you ever been assisted by performance evaluation process on areas you/were identified for better service delivery? V24 ☐ 28

Yes	1
No	2

b) If ''yes'' would you continuously identify your weaknesses, explain briefly how did it helped you. V25 ☐ 29

_____

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Question 14

a) Do you think that you have been adequately equipped with your work to be able to cope with their demands? V 26 ☐ 30

Strongly agree	1
Agree	2
Strongly disagree	3
Disagree	4

b) Please give brief reasons for your answer to Question 10: V27 ☐ 31

_____

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Question 15

a) Having looked at the level of education in the Province of the Eastern Cape, do you think performance management system is important?V28 ☐ 32

Yes	1
No	2

b) If your answer is yes, briefly give reasons for your answer: V29 ☐ 33

_____

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Question 16

If you get a bursary, in which area would you develop yourself? V30 ☐ 34

Administration	1
Management	2
Sport, Arts & Recreation	3
Counselling	4
Labour	5
Others (Specify)	6

Question 17

Do you consider performance management system as the most important tool to improve service delivery; (Mark on the appropriate box) V31 ☐ 35

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

Question 18

Circle the answer that explains you best: I prefer performance evaluation to be done

V32 ☐ 36

Rarely	Sometimes	Frequently	Generally	Almost always

RECOMMENDATIONS

Question 19

Do you have any suggestions on how performance management system should be done?

V33 ☐ 37

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Question 20

Which suggestion do you give for the management on employees who underperform or failing to meet their obligations?

V33 ☐ 38

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Thank you for your cooperation: AA NGODWANE (201010687)

University of Fort Hare

School of Public Administration

Faculty of Management and Commerce (MPA)

Appendix I

Questionnaire for educators

QUESTIONNARE **FMT**

For office use only:

1. Respondent's number V1
2. Card number V2 1-4
3. Repeat number V3 5-6

7

Read the instruction carefully before answering the questions and answer clearly, use a lead pencil or a black pen: Mark with an X on the appropriate box and write where you are required to.

A. PERSONAL PARTICULARS

Question 1

Respondent is a: Mark with an X at the applicable box. V4 ☐ 08

Male	1
Female	2

Question 2

a) Your age in years: V5 ☐ 09

25-30	3035	3540	40-45	4550	50-60	60-65
1	2	3	4	5	6	7

b) What is your present level of education? V6 ☐ 10

Matric	REQV 13	REQV 14	REQV 15	REQV 16	REQV 17
1	2	3	4	5	6

PERFORMANCE EVALUATION

Question 3

a) Have you been equipped with performance evaluation? V1-V7 ☐ 11

Yes	1
No	2

b) If yes, to what extent?

V8 ☐ 12

Not at all equipped	1
Equipped	2
Fully equipped	3

Question 4

Do you think performance evaluation is effectively implemented?V9 ☐ 13

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

Question 5

REQUIREMENTS FOR EFFECTIVE PERFORMANCE

a) Is your performance evaluated. Mark with an X at the applicable box.

V10 ☐ 14

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

b) If you ‘’agree’’, do you receive feedback on your evaluated performance?

Yes	1
No	2

V11 ☐ 15

Question 6

a) Do you work on the feedback received for your performance? V12 ☐ 16

Yes	1
No	2

b) If yes, comment briefly V13 ☐ 17

_____

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Question 7

a) Do you feel that you have made justice in performance evaluation this year, 2011?

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

V14 ☐ 18

b) Could you please give reasons for your answer? V15 ☐ 19

_____

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Question 8

a) Are you aware of the opportunities that performance evaluation gives?

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

V16 ☐ 20

(b) Briefly give reasons for your answer: V17 ☐ 21

_____

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_____

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ANALYSIS AND EVALUATION OF THE IMPLEMENTATION OF PERFORMANCE EVALUATION

Question 9

Are you aware of the legislation for non-performance? V18 ☐ 22

Yes	1
No	2

Question 10

a) Have you ever asked for assistance to improve your performance?

Yes	1
No	2

V19 ☐ 23

b) If your answer is yes, was it from V20 ☐ 24

Peer	1
Supervisor	2
Subject specialist	3

Question 11

a) Were you satisfied of the assistance received? V21 ☐ 25

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

b) Comment briefly: V22 ☐ 26

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Question 12

If you are in need of assistance, do you prefer assistance from? V23 ☐ 27

Peer	1
Immediate senior	2
Subject specialist	3
Education Development Officer	4
District Director	5
Union Member	6

RESUTS OF THE IMPLEMENTATION OF PERFORMANCE EVALUATION

Question 13

a) Have you ever been assisted by performance evaluation process on areas you/were identified for better service delivery? V24 ☐ 28

Yes	1
No	2

b) If ‘’yes’’ would you continuously identify your weaknesses, explain briefly how did it helped you. V25 ☐ 29

_____

_____

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Question 14

a) Do you think that you have been adequately equipped with your work to be able to cope with their demands? V 26 ☐ 30

Strongly agree	1
Agree	2
Strongly disagree	3
Disagree	4

b) Please give brief reasons for your answer to Question 10: V27 ☐ 31

_____

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Question 15

a) Having looked at the level of education in the Province of the Eastern Cape, do you think performance evaluation is important?

V28 ☐ 32

Yes	1
No	2

b) If your answer is yes, briefly give reasons for your answer: V29 ☐ 33

_____

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Question 16

If you get a bursary, in which area would you develop yourself? V30 ☐ 34

Curriculum	1
Management	2
Sport, Arts & Recreation	3
Counselling	4
Labour	5
Others (Specify)	6

Question 17

Do you consider performance evaluation as the most important tool to improve service delivery; (Mark on the appropriate box) V31 ☐ 35

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

Question 18

Circle the answer that explains you best: I prefer performance evaluation to be done

V32 ☐ 36

Rarely	Sometimes	Frequently	Generally	Almost always

RECOMMENDATIONS

Question 19

Do you have any suggestions on how performance evaluation should be done?

V33 ☐ 37

_____

_____

_____

Question 20

Which suggestion do you give for the management on employees who underperform or failing to meet their obligations?

V34 ☐ 38

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Thank you for your cooperation: AA NGODWANE (201010687)

University of Fort Hare

School of Public Administration

Faculty of Management and Commerce (MPA)

Appendix J

PAD 800 RESEARCH PROJECT
INTERVIEW QUESTIONS

1. Are you aware of Performance Management System and why was it introduced?
2. Do you think it is effectively implemented in your department?
3. If not, what causes performance management system to be ineffectively implemented in Lady Frere?
4. If you are comparing with the previous year, is there any improvement on the services rendered by your personnel?
5. Do you think performance evaluation can improve service delivery to both office-based and school based employees?
6. Can performance of educators be evaluated on Matric results?
7. Are you aware of all legislation that relates to performance management system?
8. Do you think everybody in the department, both office-based and school based employees are aware of these legislations?
9. Is performance management system affected by political-administration dichotomy, if so, in which way?
10. Do you think the employees of the DoE are aware of the legislation on non-performance?
11. How can the DoE make sure that all employees are aware of legislation that affects them?
12. As we are commencing final examination, do you think performance management system will assist in improving the results?
13. How can we use performance management system to the advantage of the DoE?
14. Do you have any other suggestion in relation to performance management system?

Thank you for your co-operation: AA Ngodwane (201010687)

University of Fort Hare

School of Public Administration

Faculty of Management and Commerce

Master of Public Administration (MPA)