PERFORMANCE MANAGEMENT IN THE DEPARTMENT OF EDUCATION WITH SPECIAL REFERENCE TO THE LIMPOPO PROVINCE

by

MBOFHENI EVERARD RAVHURA

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SUPERVISOR: PROF. E C STROH

JOINT SUPERVISOR: DR. B V ROBERTS

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PERFORMANCE MANAGEMENT IN THE DEPARTMENT OF EDUCATION WITH SPECIAL REFERENCE TO THE LIMPOPO PROVINCE

RAVHURA M.E.

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DECLARATION

I declare that "Performance Management in the Department of Education with special reference to the Limpopo Province" is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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Signature   DATE
[ME RAVHURA]

ABSTRACT

Performance management is an ongoing communication, undertaken in partnership between employees and their immediate supervisors. This is because it involves establishing clear expectations and understanding about the essential job functions each employee is expected to undertake. It is in this context that this study has established the views, perceptions and/or experiences of the staff in the Department of Education in the Limpopo Province on the Performance Management System.

The research focused on the Department of Education in the Limpopo Province, especially on the Head Office staff and covered a cross section of the personnel, grouped into four main categories – senior management, middle management, junior management and operational workers. It involved investigating the awareness, perception, assessment, and rating of job performance since the implementation of the Performance Management System within the Department of Education in the Limpopo Province.

The research findings indicated that the Department of Education in Limpopo had indeed undertaken measures to implement the Performance Management System as determined by Chapter I, Part VIII of the Public Service Regulations, 2001. However, the research findings showed that such efforts were not sufficient for the purpose of the Government's ability to deliver on its promise of improved service delivery to all citizens of South Africa. The researcher has suggested that the training of personnel on the Performance Management System be given more prominence in the Department of Education in the Limpopo Province because it is believed that an effective and efficient Performance Management System may lead to the improvement of performance.

In conclusion, it is recommended that a Performance Management Sub-Directorate for both administrative staff and educators be established in the

Department of Education. It is the writer's belief that it will make a positive impact on the performance of the Department in general.

Key terms

Communication

Efficiency

Feedback

Limpopo

Performance Management System

Personnel evaluation

Planning

Rank promotion

Review

Training

CHAPTER 1

GENERAL INTRODUCTION

1.1 Introduction

This study will focus on an evaluation of the Performance Management System with special reference to the Department of Education in the Limpopo Province. The introductory chapter will provide the background and rationale, the purpose and significance of the study as well as the research objectives. An exposition of the chapters will be set out too.

1.2 Background and rationale

The Performance Management System was introduced in North America during the industrial revolution in the private sector. However, the system was adopted by the private sector in South Africa in the 1970's and 1980's. It has frequently been indicated that both the public and private sectors view the system as a process, which ensures that the employee knows what role he/she needs to play, and what results he/she needs to achieve to maximize his/her contribution to the overall business. In essence, it enables employees to know what is required of them and on what basis performance and contribution will be assessed (Armstrong, 1995:422).

Performance management was traditionally viewed as an approach to managing people that entailed planning employee performance, facilitating the achievement of work-related goals, and viewing the performance of employees as a way to achieve their full potential in line with the organizations objective's (Spangenberg, 1994: xiii).

Lee (1987:126) regards performance management as a critical vehicle for service delivery. In other words, the system is viewed as a means of getting better results for the organization, teams and individuals by understanding and managing performance within an agreed framework of competence requirements.

Hope (2000:8) mentions that performance management is an ongoing communication process, undertaken in partnership between employees and their immediate supervisor. This involves establishing clear expectations and understandings about

the essential job functions. In this situation, each employee is expected to know how his/her job contributes to the goal of the organization. Performance management in an organization encourages each employee and his/her supervisor to work together. This has proved that performance management is a system. In order for it to succeed, both managers and their subordinates are to be involved.

The 1994 democratic election has not only brought changes in South Africa, but has also brought administrative challenges to public servants who have to render high quality services at the lowest possible cost to the benefit of all its stakeholders. Public servants in any government play an important role as partners in the management of the public sector and all national affairs. As such, performance management can be regarded as an important vehicle with respect to service delivery aimed at achieving a better life for all. In response to this, the Minister of Public Service and Administration introduced a Performance Management System in all state departments at national and provincial levels (Simeka, 2002:10).

The Public Service Commission has developed and implemented a framework to evaluate heads of departments (HODs) and all senior managers from directors upwards as contained in Chapter 4 of the Public Service Regulations (2001). The new approach to performance management for employees below management level was embodied in the amended Public Service Act, Act 103 of 1994 and the Public Service Regulations, 2001, as amended. The personnel assessment, which was in use before the introduction of the Performance Management System continued to apply until December 2000, unless a department was ready for implementation of performance management at an earlier date. According to Sangweni (2003:20), current chairperson of the Public Service Commission, performance management is *the systematic process by which an agency involves its employees, as individuals and members of a group, as a way of improving organizational effectiveness in the accomplishment of the institution's mission and goals.* One of the main benefits of the Performance Management System is *the way in which it establishes clear links between the overall objectives of the public service and the individual work objectives*

of the employees.

The inherited system of performance assessment appraisal did not help the government in achieving its goals effectively. The system was often seen as an irritating administrative chore by managers and as an unfair and arbitrary system of policing by supervisors. The weakness of the previous system was that managers and supervisors had to spend a large amount of time in filling out forms, writing up reports, and assessment meetings (Report, 2001:1). As a result, considerable backlogs developed in departments with regard to the assessment of staff. This led to protracted disputes (Nehawu, 2002). The Performance Management System replaced the personnel assessment system because the system did not encourage discussion between managers and employees. Members were unclear as to the purpose of their jobs beyond the execution of tasks on duty sheets. The system of appraisal was not linked to results or areas of responsibility but was based on an assessment of generic behaviours and incidentation (Dpsa, 1999:50). The most problematic aspects were the fragmented reward system relating to leg and rank promotion as it was often implemented selectively. (The leg and rank promotion is an upward progression of an appointed individual within a specific class). (Public Service Commission ref 1/2/1/1 dated 24.06.1997).

Employees who were not favoured by the system were totally demotivated. In the Department of Education in Limpopo, employees who were not rewarded by this system were constantly submitting grievances to the office of the head of department. The Performance Management System was introduced to address the statutory requirements in respect of service delivery within the Province. The Limpopo Province is known as an underdeveloped province and the Performance Management System is essential in addressing the backlogs as far as service delivery is concerned in largely rural areas. To ensure that all departments establish effective and efficient ways to improve performance, the Limpopo Provincial Administration agreed to have a uniform Performance Management System based on an adapted balanced score card (management model, which is used to translate an organization's mission and

strategy into a strategic measurement and management system). The Premier of the Limpopo Province, Advocate Ramatlodi, has committed himself and all members of the Executive Council to the full implementation of the Performance Management System, adopted and developed in the Province on 23 October 2002. The system has been implemented in the Department of Education since 2002 (Simeka, 2002:5).

1.3 Purpose and significance of the study

Performance management is an ongoing communication process, undertaken in a partnership between an employee and his/her immediate supervisor and involves establishing clear expectations and understanding (Bacal, 1999:3). The objectives of the Performance Management System entail the meaningful contribution towards service delivery and addressing the Batho Pele (people first) principles in dealing with community challenges in educational transformation. Simeka, (2002:12) mentions that the main objective of a Performance Management System is to clarify and align broad organizational, departmental, team, and individual efforts and expectations thereby ensuring that energies are directed at achieving the province's strategic goals.

This research study may help to evaluate the readiness of the training received before the implementation of the Performance Management System. As such, this study seeks to establish the extent to which the Department of Education, Limpopo, meets government expectations about performance management and service delivery outcomes, especially in a largely rural and underdeveloped province, such as the Limpopo Province.

1.4 Research objectives

The main objective of this study is to evaluate performance management in the Department of Education in the Limpopo Province.

The specific objectives are:
- to examine the objectives, advantages, and disadvantages of

performance management;

- to discuss the role and functions of the Performance Management System as well as the methods for implementation and the process of performance management in the Department of Education in Limpopo; and
- to empirically assess the Performance Management System in the *Department of Education in the Limpopo Province.*

1.5 The focus and frame of reference of the study

The research study will focus on the evaluation of performance management in the Department of Education with special reference to the Limpopo Province. The research will concentrate on officials based at Head Office in Polokwane, namely, top managers, middle managers, junior managers, as well as operational workers. The study will not concentrate on gender or age.

1.6 Design and research method of study

The research will be done in two phases. Phase one will involve a literature study of *relevant books and articles on Performance Management Systems, supplemented by* phase two, a questionnaire. The literature study and survey questionnaire will be supplemented by personal interviews.

The study will not include the teaching staff, in other words the teachers. This research will only focus on the staff members working in Head Office of the Department of Education in the Limpopo Province, which is situated in Polokwane City. The sample of 100 people represents 28.6% of the total population of staff members working in the Head Office of the Department of Education in the Limpopo Province and is compiled as follows:

- top management level : 20(Senior manager to Head of Department
- middle management level : 20 (Deputy manager to manager
- junior management level : 20 (Chief administration clerk to senior administration officer)

- operational workers   :   40 (all those workers who are not managers)

In order to obtain a broad review of the research topic, published and unpublished works on the research topic, of which the latter will include departmental files, will be perused.

1.7 Terminological clarification

The clarification of key concepts in this dissertation will be given in chapter two and further on, where applicable.

1.8 Exposition of chapters

Chapter 1

This chapter will provide a general introduction to the entire study. This will entail the following topics: background and rationale, purpose and significance of the study, and the research objectives.

Chapter 2

This chapter will provide the background to the Performance Management System. Furthermore, the chapter will cover the objectives of performance management as well as its advantages and disadvantages.

Chapter 3

This chapter will focus on performance management in the Limpopo Department of Education to contextualize the study. The historical review of the previous system that was in place prior to the introduction of the current Performance Management System will be investigated as well. Furthermore, the role and functions of the Performance Management System as well as the methods for implementation and the process of performance management will also be discussed.

Chapter 4

Chapter 4 deals with methodology. The collection procedure, research design, population to be covered, and sampling methods will be reviewed.

Chapter 5

The research findings derived from the interviews and questionnaires will be described and interpreted in the light of the information in the preceding chapters.

Chapter 6

This is the concluding chapter and will consolidate the preceding chapters. Proposals for the findings will be made in this chapter.

CHAPTER 2

BACKGROUND AND PURPOSE OF THE PERFORMANCE MANAGEMENT SYSTEM

2.1 Introduction

The Constitution of the Republic of South Africa, Act 108 of 1996 has mandated government institutions to attend to the needs of the public. The principal vehicle to achieve this is through government employees. In the past years the government was known for delays, inefficiency, lack of customer service, and bad attitudes (Van der Walt, 2004:87). In order to address this perception, the Department of Education in Limpopo introduced reforms to improve government performance and service delivery through the Performance Management System.

The aim of this chapter is to discuss the background, meaning, objectives, advantages and disadvantages of performance management.

2.2 Background to the Performance Management System

South Africa made a historic transition from authoritarian rule with the universal democratic elections of 1994. The public service of South Africa was known for poor performance management practice. According to Sekoto (1999:4), the majority of citizens experienced the public sector as being oppressive, unjust, imposing, non-existent, unproductive, and inefficient. In response to this, the Minister of Public Service and Administration came up with a Performance Management System for senior (top) managers within different departments in the national and provincial government level per circular no. 3 of 2000. This has also been extended to employees from middle managers to operational workers. The initial target for the implementation of the Performance Management System was 1 January 2001. This target date was later postponed to 1 April 2001.

Performance management is a process for establishing a shared understanding of what is to be achieved, and how this is to be done, and an approach to managing

which increases the probability of achieving job-related success (Hartle, 1995:12). Performance management applies to the everyday actions and behaviours which individuals take to manage and improve themselves and others. Service delivery imperatives and the quest for improved performance in the public service led to the requirement that the government had to have performance management by the fore-mentioned date.

To ensure that all departments in the Limpopo Province would find effective and efficient ways to improve work performance, the Limpopo Provincial Administration agreed to have a uniform Performance Management System. Simeka Management Consulting was appointed to render technical assistance. In order to transform and improve the image of the public sector, the Department of Education in the Limpopo Province also attempted to introduce a Performance Management System.

Another reason for instituting a Performance Management System in the Department of Education in Limpopo was to meet the statutory and constitutional requirements in respect of service delivery as well as to address backlogs in a largely rural and underdeveloped province. Furthermore, a Performance Management System will contribute towards achieving the effective and efficient achievement of the goals of the Department. It has been acknowledged by the Department as an ongoing process, in which the employee and employer together constantly strive to improve the employee's individual performance in his/her, contribution to the organization. Because the performance of every employee contributes to the overall achievement of the organization's objectives, this has resulted in the fact that the performance of every employee in the Department is to be managed. Having in place a systematic process designed to articulate the measurement of employee performance to individual standards can help each employee to reach his/her full performance potential in his/her current work situation and can help prepare him/her to progress in his/her career field (Performance Management System, 2004:2).

The government of South Africa is faced with huge challenges at the moment. It is

tasked to provide basic public goods and services effectively, maintain law and order, generate and allocate revenue effectively and equitably, are responsible to its citizens, and to operate according to democratic principles (Van der Waldt, 2004:45). In order to improve performance, individuals should have a common understanding about what constitutes performance in a specific situation, whether it is a set of tasks, objectives or results. Performance management has to be introduced to fit the specific needs, business environment, and culture of the organization in this regard. With performance management, individuals can share an understanding of what is to be achieved and how this is to be achieved (Armstrong, 1995:427).

2.3 Meaning of performance management

Cummings and Worley (2001:381) define performance management as an integrated process of defining, assessing, and reinforcing employee work behaviours and outcomes. This process includes practices and methods of goal setting, performance appraisal, and reward systems. It has been noticed that organizations with a well-developed performance management process often outperform those without this element of organization design. (Cummings and Worley, 2001:381). In order to clarify the concept of performance management, Swanepoel (2000:410) mentions that performance management means more than assessing an employee's performance at regular intervals (namely performance appraisal). It unites a number of related tasks and involves monitoring, coaching, giving feedback, gathering information, and assessing an employee's work. It includes those tasks in the context of the objectives of the department and the overall goals of the organization.

Rummler and Brache (1990:165) define a Performance Management System as the coordinated components and process of performance management constituting of performance planning, performance troubleshooting, and performance improvement. A well-developed Performance Management System will usually incorporate the following aspects: a statement of the organization's objectives, individual objectives which are linked to the organization's regular performance review throughout the year, performance related pays, and training and counseling (Cowling and Mailer,

1998:202). There is also an indication that performance management is regarded as a handy umbrella term for all of the organizational activities involved in managing people on the job (Grote, 2002:2).

Layton (2003:26) defines performance management as the systematic, data-oriented approach to managing people at work that relies on positive reinforcement as the major way to maximize performance. Positive reinforcement refers to rewards that, when immediately following a positive response, increase the probability that such behaviour will be repeated. (Daniels, 2000:121).

This has been supported by Meyer (2000:380) who defines performance management as a purposeful continuous process that is geared towards positively influencing employee's behaviour for the achievement of the organization's strategic goals. It involves the following interventions:

- daily meetings
- weekly/monthly staff meetings
- twice monthly meetings
- performance appraisals (Meyer, 2000:380)

It is these features, which come closest to define performance management. In its simplest form performance management is defined as the process through which institutions ensure that employees are working towards organizational goals wherein the set of practices through which work is divided, reviewed and rewarded are distributed in the institutions.

Simeka (2002:16) defines performance management as a process of harnessing available human resources within an organization and ensuring that they perform to the maximum, in order to achieve the desired results. Performance management involves building processes, systems, cultures, and relationships that facilitate the achievement of organizational objectives. Performance management is seen as an

organization's overall goal to link the work of each individual employee or manager to the overall mission of the work unit (Renewal Resources, 1999:2). The aim of performance management in the organization is to develop the potential of staff, to improve their performance, and, through linking an employee's individual objectives to organizational strategies, to improve the organization performance. Performance management is a process designed to link the organization's objectives with those of the individual in such a way as to ensure that both individual and corporate objectives are achieved (Simeka, 2002:9).

In view of the various definitions of performance management referred to above, it can be concluded that performance management is the means of getting better results from the organization's teams and individuals by understanding and managing performance within an agreed framework of planned objectives and standards.

2.4 Objectives of Performance Management

The setting of goals is probably one of the most important aspects of defining performance within an organization, because it assists the organization to move towards a results and service orientated culture. Each level of the organization should be responsible for setting its goals, and these goals should reflect the definition of performance expected and should give direction concerning what needs to be achieved (Office of Human Resource, 2004:4).

According to Simeka (2002:17), the main objective of the system is to clarify and align broader organizational, departmental, team, and individual efforts and expectations, thereby ensuring that energies are directed at achieving the organization's strategic goals. The following are important objectives of performance management.

2.4.1 Alignment of employee's performance and the organizations strategic and operational goals

According to Sangweni (2003:21) modern practice in performance management has moved towards linking performance appraisal with the achievement of predetermined

organizational objectives. In such cases, performance management becomes a systematic process through which organizations involve their employees as individuals or as members of a group in improving organizational effectiveness.

2.4.2 Creating of a sense of ownership

According to Armstrong (1995:430), performance management is a shared process between managers and the individual and teams they manage. The involvement of employees in the planning of the objectives of the organization makes them, through understanding of the work, involved. Opportunities to participate make them feel that the final product belongs to them. This creates a sense of ownership to the employees because the plan of the organization was not imposed on them from above. Through participation, performance planning plays an important role in the Performance Management System because a dialogue between a supervisor and a *subordinate to establish clear, specific performance expectations at the beginning of* the performance cycle is established.

2.4.3 Promotion of feedback and communication

Organizations function by means of the collective action of people, yet each individual is capable of taking action independently which may not always be in line with policy or instructions, or may not always be reported properly to those who ought to know about it. Effective communications are required to achieve coordinated results and to prevent these kinds of things from happening. A two-way discussion between a manager and an employee, which is an important principle of performance management, promote good communication and improves work performance. The feedback received from the supervisor helps employees to know when they are doing something really well and when it would be helpful to do something a little differently. It put the employees in a position to identify specific actions for improving performance and the supervisory and/or organizational support that will be provided. Feedback should be given after each performance appraisal and should be performed at least once a year (Van der Walt, 2004:255).

2.4.4 Improving effectiveness and efficiency

One of the objectives of performance management is to recognize and reward employees who perform exceptionally well and whose skills are particularly valued (Van der Walt, 2004:245). Giving recognition and rewards may encourage them to maintain the high standard they have achieved and even to improve on this and may also encourage others to strive for improved performance. In this way, performance management contributes to performing activities more effectively and efficiently.

2.5 Advantages and disadvantages of performance management

Performance management is an essential part/tool of a successful organization. This management technique provides a mechanism for public sector managers to review *job descriptions and to ensure that information is accurate and up-to-date.* Performance management has some important advantages and disadvantages for the employee, the manager, and for the work unit as well which will be described briefly hereafter.

2.5.1 Advantages of performance management

2.5.1.1 Regular feedback

According to Van der Waldt (2004:245) through providing feedback on past performance, a supervisor can encourage employees to sustain good behavior. A supervisor should meet an employee monthly or quarterly to point out strengths and weaknesses and help the employee to identify more effective ways to accomplish tasks. By receiving regular feedback, the employee may become highly motivated to perform well in his/her present position since it is seen as a necessary step towards an ultimate goal.

2.5.1.2 Participation in job decisions

Participation of the management and employees in making decisions on work-related matters is essential in any organization. The introduction of performance management in the working environment creates joint decisions where the aim is to

produce solutions to the problems, which will benefit all concerned (Smither, 1995:331). The purpose of participation in job decisions is to enable the organization to achieve its objectives more effectively and efficiently. The fact that the supervisor and the employee agree at the beginning of the year upon performance expectations, contributes to this.

2.5.1.3 Team spirit

One of the advantages of performance management for the supervisor, is building up a team spirit. In terms of the performance management process, it is expected that the supervisor and his/her employees will engage in a performance planning discussion at least annually (Swanepoel, 2000:429). The supervisor has a role to play to ensure the employee understands the work involved and to communicate how the results of the employee's work will contribute to the organization's goal. The dialogue between the supervisor and his/her employees contributes to creating a team spirit, which ultimately may contribute to the achievement of organizational goals (Office of Human Resource, 2004:9). Through creating a team spirit, the organization can benefit from the advantages of teamwork, which are, for instance, the development of greater task flexibility, improved co-operation, more job satisfaction and eventually improved work performance (Swanepoel, 2000:241).

2.5.1.4 Improved communication

Effective communication is required to achieve coordinated results in an organization. An organization functions by means of the collective action of people (Armstrong, 1995:616). Performance management is an instrument that requires the supervisor and the employee to discuss and agree upon performance expectations. The supervisor, for instance, must discuss with employees how and when feedback from the supervisor and also from the employees, will be communicated. In such a way performance management can contribute to improved communication in the work unit.

2.5.2 Disadvantages of performance management

2.5.2.1 Blocks innovation

In developing a performance agreement the supervisor and the employee should agree on a work plan for the year. In this situation, the employee will find it difficult to suddenly bring forward new ideas as they had agreed on the work plan involved. Performance management in this regard may block new ideas during the period of the project (Van der Walt, 2004:52).

2.5.2.2 Discourages good performance

The purpose of performance management, as it was developed in the private sector and adopted by the public sector, is to be used as a tool for improving service delivery (Van der Walt, 2004:328). In some instances however, this has changed to be a misused instrument by government officials. Officials are sometimes completing the review and evaluation forms for the sake of money. There is a situation in sections in the Department where all officials are given the highest scores. At the end of this process it kills the purpose of the system because bad and good performers are given the same slice. Measures need to be developed to prevent the system from being misused in this way.

2.5.2.3 Blocks ambitions

In the planning phase of the performance agreement the supervisor and the employee should agree on how the performance evaluation process will be conducted. If this process is not handled well, it can block the ambitions of employees. The reason for this in particular is that supervisors sometimes may use the performance evaluation process as an opportunity to level criticism at staff members. This can make staff members to lose ownership of the outputs of the organization if this process is performed incorrectly (Van der Waldt, 2004:52).

2.6 Conclusion

The importance of performance management as a management tool in the organization is undeniable. Performance management, as developed in the private sector and adopted by the public sector, is primarily a tool for improving service

delivery. This chapter highlighted the background and purpose of the Performance Management System. It was seen that performance management has certain advantages and disadvantages, which require consideration on implementation. The implementation of the performance management system however, should not be discouraged by its disadvantages. As a matter of fact, its advantages need to be emphasized more in order to improve work performance in the organization.

CHAPTER 3

PERFORMANCE MANAGEMENT IN THE DEPARTMENT OF EDUCATION IN LIMPOPO

3.1 Introduction

In this chapter an historical overview of the previous system that was in place in the Department of Education in Limpopo prior to the introduction of the Performance Management System will be provided. As already noted in previous chapters, the interest is in the reasons for the introduction of a Performance Management System. Other issues covered in this chapter include the role and functions of performance management and methods to implement it, as well as the process of performance management, which is being implemented in the Department of Education in Limpopo.

3.2 Historical overview of the previous performance assessment system that was in place prior to the introduction of the Performance Management System

Personnel administration is one of the six generic administrative processes in the administrative model while personnel evaluation is a subsection of personnel administration, in particular personnel utilization. The system, which was applicable to the Department of Education prior to the introduction of the Performance Management System, was personnel assessment or personnel evaluation.

According to the Manual of Personnel Evaluation (1991:2) of the Public Service Commission, personnel evaluation is defined as a continuous process of purposeful observation of the worker in respect of whom the evaluation must be made in order to form an objective image of his/her capabilities, potential, aptitudes, preferences, limitations, and weaknesses with a view to further development and utilization.

In terms of the Public Service Act, Act 103 of 1994, the Public Service Commission, ministers and heads of departments were delegated with authority of filling of posts, promotions, and the optimal utilization of all personnel in the public service. This practice has worked well even during the transitional government until the authority to finalize promotions was delegated to the different departments. This means that the

Public Service Commission was still handling promotions until it were decentralized to the various departments. During the implementation of the personnel evaluation system before 1994, Section 10 (1) of the Public Service Act 3 of 1984 requires that, in filling a post, due consideration should be given to the qualifications, level of training, relative merit, efficiency and suitability of those persons who qualify for a promotion. In order to comply with the prescribed requirements, a formal system of personnel evaluation has been implemented. The main aim of personnel evaluation was to make sure that every member of the public service is fully equipped for his/her task and fully utilized in achieving the set goals of the organization. The personnel evaluation demanded that everybody concerned knows the regulations, directives and practical application of the system.

The aims of the personnel evaluations were:
- correct placing of the worker;
- determining the attitude of the worker towards the work;
- determining the problems the worker experiences;
- identifying the worker's training needs;
- personnel development; and
- recognize achievement. (Public Service Commission Manual for Personnel Evaluation 1991:7-11).

In the Department of Education in Limpopo, the central figure in the personnel evaluation system was the supervisor who had a number of staff under his/her control. Through observation, the supervisor determined the training needs and other shortcomings of his/her subordinates. He/she was responsible to control and evaluate the reports drafted by the worker before it was submitted to the Assessing Authority Committee. (Members of the Assessing Authority Committee were preferably two ranks senior to the personnel to be assessed). The supervisor had to supplement the worker's report by his/her own report.

The Directorate of Human Resource Management in the Department of Education in Limpopo had to ensure that the assessment was properly done. An Assessing

Authority Committee was thus established in the Department of Education in Limpopo. In the case of the Department of Education in Limpopo, the Head of the Department delegated the authority for the assessment of district personnel to be handled at the district level, whilst the Head of the Department or his/her delegate had the final approval for the implementation of the assessment. This means he/she took the final decision on the promotability rating of officers.

The main function of the Assessing Authority Committee was to moderate and co-ordinate the assessments and findings of the various reporting officers on the strength of the evidence submitted in order to ensure fairness in the assessment of all officers in the Department. Each candidate was assessed separately in accordance with the accepted standard for the particular rank. The assessing authority had the right to call for more information from the worker if the supervisor was unable to give satisfactory explanation to the information furnished. (Chapter DIII of Staff Code Part 1 1988:6).

The personnel who qualified to be rated were identified in the PASES (Personnel Administration Standards) for the particular occupational group. (Chapter DIII of Staff Code Part I 1988:2). The Directorate of Human Resource Management of the Department of Education in Limpopo completed Part A of the personnel assessment questionnaire whilst the reporting officer completed relevant sections in part C and D namely part C in respect of the officer's language proficiency and part D concerning the efficiency assessment. The assessing authority completed the sections marked in part C and D and agreed on the final work. The chairperson of the assessing authority then signed part G.

It should be noted that the assessing authority did not promote a candidate, but made a recommendation to the Head of the Department who then finally made a recommendation to the Member of the Executive Council for ratification. In the final assessment of candidates, the assessing authority indicated the correct promotability classes.

Like other systems, personnel evaluation also had problems, namely the mistrust of

the subordinates and the shortcomings of the supervisor. Many officials and employees were under the impression that merit assessment was exclusively designed to determine one's suitability for promotion to higher posts. Instead the system was also there to serve as a motivational value. The employees, however, were expecting special promotion or salary increment and not merely merit awards. As a result of this, the workers lost trust in the system and built up resistance against it (Manual of personnel evaluation, 1991:21).

The system of personnel evaluation was often seen as a burden by the reporting officers/managers because they had to spend a large amount of time in filing out forms, writing reports, and attending assessment meetings. They lost sight of the advantages of the system towards the worker such as the promotion to higher rank or salary increment.

The Labour Movement has cited that the previous personnel evaluation system were full of discriminations. During the implementation of Leg/Rank promotions, which favoured the entry grades, for instance administration clerk grade I to III, the chief administrative clerk, was excluded in this promotion. The reason given was that chief administration clerk is not a rank but a post. The officials who were on these positions were never promoted to the other positions (Provincial Agreement no 3 of 1996).

3.3 Introduction of the Performance Management System in the Department of Education in the Limpopo Province

During December 2001, the Transversal Service Unit of the Office of the Premier in Limpopo invited the Department of Education in Limpopo to attend a meeting with other departments of Limpopo Provincial Administration, which is responsible for the Performance Management System. At the meeting, departments were requested to identify officers who should be trained as champions or change agents to spearhead the process of implementing the Performance Management System (Director General circular no 4 of 2001).

The Department of Education in Limpopo has six districts namely Waterberg,

Capricorn, Vhembe, Mopani, Greater Sekhukhune and Bohlabela, and as agreed, it identified a number of persons among serving officers, mostly from the Department of Education in Limpopo's Human Resource Management Directorate, to attend a workshop on the Performance Management System as arranged by Semeka Consulting. After the officers had attended the workshop, it was agreed that the team should approach the Department with the aim of implementing the Performance Management System (Departmental Minutes February, 2002:3).

A briefing meeting with the general managers and senior managers of the Department of Education in Limpopo about the Performance Management System was held. The purpose of the meeting was to strategize how the system was going to be implemented. It was at this meeting that it was agreed to establish the Departmental Performance Management Committee, which should be the overseer of the implementation of the Performance Management System within the Department of Education in Limpopo. A second meeting was held in Tzaneen Lodge where officials from the Finance, Labour, Purchase, Book Unit, Examination and Human Resource Management sections of the Department of Education in Limpopo were invited to inform the system to other officials (Departmental Minutes March, 2002:2).

The Performance Management System was formally presented by the Head of the Executive Council of Limpopo Province, Advocate Ramathlodi, at Gateway Airport where all Members of Executives Council were invited to commit themselves formally to the Performance Management System. All representatives of the provincial departments, namely the Office of the Premier, Sports, Arts and Culture, Finance and Economic Affairs, Agriculture, Public Works, Local Governments, Safety and Security, Health and Social Welfare, Transport, and Education were present. The Honourable Mrs J Mashamba, signed on behalf of the Department of Education. It was stressed during the launch that each Member of Executive Council had to ensure that the Performance Management System would be implemented within his/her department (Simeka, 2002:5).

Like any other system, the introduction of the Performance Management System in the Department of Education in the Limpopo Province has been faced with various challenges, including:

- *to ensure that all the employees are informed, namely salary level 1 to 12;*
- to develop a performance instrument (collective name of all three types of performance plan documents for all levels of staff in the Provincial Government); and
- to ensure that officials are supported to evaluate themselves in terms of performance management in a short space of time.

The Department of Education's Departmental Performance Management Committee, which is chaired by the General Manager in Human Resource Management, sits every month rotating to all districts. Since its establishment, the Committee has achieved *many results through its representatives in various sections such as submitting* contracts in time. The performance management in the Department is monitored by the conditions of service section, which was previously dealing with the personnel assessment system. The main function of the conditions of service section is to guide and check the work plans and reviews from officials of the Department.

3.3.1 Reasons for introduction of the Performance Management System

The transformation of the public sector in South Africa is pressured by high expectations from the community. The government of the day has promised the citizens good service delivery. The Labour Movement engaged itself with the Government by giving its view about the previous personnel evaluation system, namely that it was full of discrimination as it catered only for ranks and not posts. The Labour Movement involved in the deliberation of the Performance Management System, has also played an important role in the introduction and development of the Performance Management System because it reviewed the Performance Management System and accepted it.

The Performance Management System has been introduced in the Department of

Education in Limpopo with the intention to assist every employee in realizing his/her full performance potential in his/her current job. The aim is to help the officials within the Department who are experiencing performance difficulties by identifying training and other development opportunities (Simeka, 2002:10).

The main reason for introducing the Performance Management System within the Department was to improve service delivery which is characterized by consulting users of service, setting standards, increasing access, ensuring courtesy, providing more useful information, increasing openness and transparency, correcting mistakes and failures, providing the best value for money, enhancing accountability, encouraging innovation, rewarding excellence, and building partnerships with the wider community (Sekoto, 1999: 105).

Another reason that forced the Department of Education in Limpopo to introduce the Performance Management System is that the system establishes clear links between the overall objectives of the Department and the individual work objectives of the employees. It is also regarded as an instrument that prepares motivated employees in their career fields. This system also assists the Department in meeting its goals and objectives. The Performance Management System can clarify and align broader organizational, departmental, team and individual efforts and expectations, thereby ensuring that energies are directed at achieving the departmental strategic goals (Simeka, 2002:10).

3.3.2 The role and functions of performance management in the Department of Education in the Limpopo Province

The primary goal of the Performance Management System within the Department is to improve performance of all employees.

Sangweni (2003:20) defines performance management as the systematic process in which an organization involves its employees, as individuals and as members of a group, in improving organizational effectiveness in the accomplishment of their mission and goals. This is a tool to enhance an individual's performance to achieve

organizational desired objectives.

Performance management has many functions to perform within the Department, namely:

- to maximize the attainment of departmental goals in a service-oriented environment;
- to recognize performance and goal accomplishment in a way that supports motivation to perform to high quality standards;
- to provide a link between performance and compensation systems;
- to identify training and development needs; and
- to form part of the basis for other human resource decisions, such as decisions on special assignments, transfers, or secondments.

3.4 Methods to implement performance management
Van der Waldt (2004:46) regards performance management as an ongoing process in which the employee and employer together strive to improve the employee's individual performance and contribution to the department's wider objectives. Since the performance of every employee contributes to the overall delivery of the department's objectives, it follows that the performance of every employee in the Department of Education in Limpopo must be managed. Simeka (2002:2) mentions that the success of performance management is dependent on a number of criteria. Among them, the system should be seen primarily as developmental, and not as punitive, while feedback should be based on the three-hundred-and-sixty degree principle (see 3.4.1) except in cases where it is practically impossible to achieve.

Swanepoel (2000:428) maintains that the three-hundred-and-sixty degree principle is the essence of the process that revolves around gathering and processing performance assessments of individual employees involving persons such as customers (both internal and external to the organization), suppliers, peers and team members; supervisors, subordinates as well as the person assessed (internal customers are staff members and external customers are stakeholders, for example

the Labour Movement).

3.4.1 The three-hundred-and-sixty degree feedback

This method is defined as the systematic collection and feedback of performance data of an individual or group derived from a number of the stakeholders in performance management (Ward, 1997:4). This is a process in which an employee receives feedback about his/her competencies from peers, supervisors, direct reports, and internal and external customers. It is a complete picture of the impact one has on those with whom he/she interacts on a frequent basis (Office of Human Resources, 2004:1).

The feedback of this method has many uses, including staff development, appraisal, team building and organizational development. In practice, the 360-degree feedback method is used to assess how team members interact with each other and with customers.

The feedback of this method has many objectives, including staff development, appraisal, team building and organisational development. In practice, the three-hundred-and-sixty degree feedback method is used to assess how team members interact with each other and with customers. The organisation that is implementing the Performance Management System by applying the three-hundred-and-sixty degree feedback method is capable of achieving a number of results provided the manager had received proper training (Ward, 1997:49). An important advantage of this method is that it provides an opportunity to all those with whom a person comes into frequent contact to offer feedback. Another advantage of this method is that it is designed with a customer focus in mind (Office of Human Resources, 2004:1).

The Department of Education in Limpopo is not using this method. The balance scorecard that is discussed next is being used for the reason that it brings together on a single management report, many important elements of an organisation's strategic agenda. It also forces managers to consider all the important operational measures

together, enabling them to see whether improvement in one area was achieved at the expense of another (Semeka, 2002: 22).

3.4.2 The balance scorecard method

This is the method that has been recommended by the Executive Council of the Limpopo Provincial Administration and is implemented in the Department of Education in Limpopo. This is an analytical tool that supplements traditional financial measures with the measures of performance from the perspective of service delivery, organizational processes, learning, and innovation. It therefore, enables organizations to track financial results while simultaneously monitoring the progress in building the capacities and acquiring the intangible assets that are needed for future growth (Simeka, 2002:8). The Department of Education in Limpopo is using the balance scorecard because it helps the Department to identify key performance dimensions such as service delivery, which it wants to measure. This helps to align the focus of the Department towards its vision (Semeka , 2002:21).

The method of keeping a balanced scorecard has the advantage of bringing together on a single management report that important elements of an organization's strategic agenda. The balance scorecard also forces management to consider all the important operational measures together which enables them to see whether improvement in one area was achieved at the expense of another. It is not very different from a school report that the organisations are all used to. The method translates mission and strategy into objectives and measures, organised into four perspectives: service delivery, financial management, internal business process, and learning and growth.

The balanced scorecard is regarded as a strategic management tool that can be easily adapted by managers to:

- obtain and gain consensus about strategy;
- communicate the strategy throughout the organization;
- align departmental and personnel growths to the strategy; and
- obtain feedback to learn about and improve strategy (Simeka, 2002:10).

This method has minimized the administrative burden on managers by bringing together one single management report of different organizational strategic elements. This has been regarded as a management tool that assist senior managers in revealing to the employees and any other stakeholder assumptions being made about their departments (Van der Waldt, 2004:188).

3.5 Process of performance management

Performance management is the process of identifying, evaluating and developing the work performance of employees so that departmental goals and objectives are achieved. According to Cowling and Mailer (1998:201), performance management is a comprehensive team effort in which employees participate with their supervisors in setting their own performance targets. These targets are directly aligned with the strategic plan of the Department of Education in Limpopo. Performance management in the Department of Education in Limpopo is designed to enhance performance, identify performance requirements, provide feedback relevant to those requirements, and assist with career development.

The process of performance management is the ideal vehicle through which performance is developed in a strategic direction and not based on vagueness. Performance planning is the first component in the performance management process followed by coaching, multiple sources of feedback and performance review. The goal and the minimum expectations of the four components should be clarified to the employee. Performance management is regarded as an ongoing process that involves the planning, managing, rewarding and development of performance (Swanepoel, 2000:409). This process should ensure that the system is transparent, fair and supportive involving both supervisor and employee in the aforementioned components.

3.5.1 Performance planning

Performance planning is the first step in the performance management process. It is the dialogue between a supervisor and an employee to establish and agree upon performance expectations and also to clarify what the employee will be evaluated on

as well as to set the stage for ongoing feedback and coaching throughout the year (Office of Human Resource, 2004:10). In the performance management process, it is expected that the, supervisor and the employee must engage in planning at least once a year.

Performance planning establishes expectations for performance and it is the foundation upon which performance management lies. During performance planning, the supervisor and the employee should prepare and develop the agreement regarding performance expectations by analyzing the job and determining the contribution it must make to the achievement of the organisation's goals. The supervisor should clarify what each of the steps in analyzing the job involves and is intended to achieve (Van der Waldt, 2004:250).

3.5.2 Ongoing coaching

This is the second step, which is an ongoing process of communication between the supervisor and the employee focused on improving current performance and building capabilities for the future. It is expected that coaching should occur as needed throughout the year and may be initiated by either the supervisor or the employee (Office of Human Resource, 2004:11).

Performance management is regarded as a kind of compass which indicates an individual's or a team's actual direction as well as the desired direction. The function of the supervisor is to indicate where the individual or team is now, and to help focus attention and effort on the desired direction (Cascio 1998:299). According to Van der Waldt (1998:253) ongoing monitoring provides the opportunity to check how well employees are meeting these predetermined standards and to make changes to unrealistic or problematic standards. It is encouraged that this two-way discussion be documented.

In terms of the Public Service Regulations (2001: Part VIII), it is required that four meetings during the course of the year be held to review progress. These meetings

are opportunities to discuss progress and identify additional support that may be necessary (Van der Waldt, 2004:253).

3.5.3 Feedback

In performance management, it is expected that multiple sources of feedback such as self, peers, constituents or direct reports will provide employees with performance information to supplement supervisory feedback (Office of Human Resource, 2004:14). This process of getting feedback from multiple sources helps the employees in the organization to know when they are doing something really well, and when it would be helpful to do something a little differently.

In the Department of Education in Limpopo, the employees are expected to use self-evaluation as a source of feedback. In the case of self-evaluation, the employee evaluates herself/himself with the techniques used by other evaluators. Research has demonstrated that self evaluations can correlate reasonably well with supervisor's ratings, especially if employees have information about co-workers performance; they can provide accurate appraisals of their own performances (Ivancevich 1993:263). This is very helpful to employees by encouraging them to reflect on their skills, areas of growth and how their work contributes to the achievement of the goals of the organisation.

3.5.4 Performance review

Performance review is an extremely important component of the performance management process because it is the activity used to determine the extent to which an employee performs work effectively. It is a discussion between the supervisor and employee regarding:

- goals that were set and achieved by the employee;
- performance that exceeded, met, or fell below expectations;
- learning and development needed and received; and
- feedback from staff members and outside.

Cascio (1998:303) views performance review as an exercise in observation and judgement; it is a feedback process, and it is an organizational interaction. It is a measurement process as well as an intensely emotional process. Performance review provides the opportunity to step back from day-to-day activities, assess performance trends and plan for the future. The information gathered during the performance review is very critical not just for performance improvement, but also for other human resource decisions including compensation.

3.6 Conclusion

In this chapter the historical overview of the previous system, the introduction of the Performance Management System in the Department of Education, methods to implement performance management and the process of performance management were highlighted.

It was seen that the Performance Management System offers huge opportunities to organizations. This system assists organizations to clarify and align broader organizational, team's and individual's efforts and expectations.

CHAPTER 4

METHODOLOGY AND RESEARCH DESIGN

4.1 Introduction

As mentioned in chapter one, the study focuses on the evaluation of performance management in the Department of Education with special reference to the Limpopo Province. This chapter deals with research methods used, population and sampling, data collection and data analysis.

4.2 Methods of investigation

Two instruments were used, namely, a questionnaire and a documentary analysis (information from relevant books and articles on performance management).

4.2.1 Questionnaire

For the purpose of the research, a questionnaire was chosen to evaluate the performance management in the Department of Education in the Limpopo Province. This is one of the most efficient ways to collect data because one can administer a large number of people simultaneously. The questions were formulated to be simple enough to be understood by all the members of the research group.

A questionnaire is a set of written questions and/or statements to which the research subjects are to respond in order to provide data, which are relevant to a research topic. The main aim of the questionnaire was to find out the views, perceptions and/or experiences of the staff members about the Performance Management System in the Department of Education in Limpopo.

The first section of the questionnaire collected information about category of positions and educational qualification of the respondents. The second section focused on the general assessment of the Performance Management System. The questions were

constructed to determine the awareness, existence and perception of the Performance Management System in the Department of Education in Limpopo and alignment of policy on its Performance Management System to the Provincial and National Performance Management System. The survey also gave the respondents the opportunity to indicate whether they have a Performance Management System within their department. The third section contained questions regarding the implementation and maintenance of the Performance Management Systems. The research gave the respondents the opportunity to indicate their perceptions on the implementation of the Performance Management System within the Department of Education. The final section gave the respondents an opportunity to rate the general job performance of the staff since the implementation of the Performance Management System.

It should however, be noted that designing a questionnaire is not an easy thing despite the abundance of the guidelines on its design. In fact, designing an effective questionnaire is more in the nature of the art than a scientific exercise (Nel, 1994: 98). In order to address different dimensions, two scales, namely Likert and Semantic differential were used. The Lickert scale, establishes the extent of agreement or disagreement with statements (e.g. strongly agree, agree uncertain, disagree, or strongly disagree). The semantic differential is the scale that rates opinion namely, yes, no and do not know. These scales were used on this research because the study was intended to determine a compliance with principles and practices of performance management with the hope that the outcome of the study will contribute towards a wider acceptability of performance management.

4.2.2 Preference of a questionnaire

A questionnaire was preferred to other instruments due to the fact that it is a time saving instrument. Cummings (2001: 15) views a questionnaire as one of the most efficient ways of collecting data because it typically contain fixed - response queries about various features of an organisation and can be administered to large numbers of people simultaneously. The questionnaires can be analysed quickly, especially with

the use of a computer. The following are advantages of questionnaires, namely:

- responses can be quantified and easily summarized;
- it is easy to use with large samples;
- it is relatively inexpensive, and
- a large volume of data can be obtained (Cummings, 2001:115).

4.2.3 Documentary analysis

In order to obtain a broad view of the study, relevant books and articles on Performance Management Systems as well as official documents containing primary data on specific actions relating to performance management were reviewed to set the framework for the empirical analysis of the Performance Management System in the Department of Education in Limpopo. Such literature, among other things, pertains to issues such as the reasons for the introduction of a Performance Management System in the Department of Education in Limpopo, as well as the awareness, existence and alignment of policy to the Provincial and National Performance Management Systems.

4.3 Population and sampling

The research focused on the staff of the Department of Education at the Head Office in Limpopo. These were classed into four main categories: top management, middle management, junior management, and operational workers. The research respondents were drawn from these categories, using a combination of structured and random sampling techniques. The structured selection criteria ensured that all personnel in the various status categories were represented. The population of this research study comprises 100 employees (N=100) divided in respective proportions of 20% (top management), 20% (middle management), 20% (junior management), and 40% (operational workers). The total number of employees working in the Head Office in Limpopo is 350, in other words the sample used represent 28.6% of the total population working in Head Office.

4.4 Data collection

As indicated above, the method of gathering the data for this study consisted of a literature study of relevant books and articles on Performance Management Systems, supplement by the questionnaire.

It is important to first distinguish between two kinds of data namely, primary and secondary data. Secondary data refer to the data that are available in published literature, such as those used in chapters two and three of the dissertation, whilst primary data refer to the data to be obtained from the original source being investigated (Hanekom, 1987: 28). The collection of primary data was necessary because the author held the view that there were not sufficient secondary data available on the subject of the study.

Data to be collected during the research should have a bearing on the objective of the study. Such data collected should lead to determining the extent to which the Department of Education, Limpopo, was meeting Government expectations about performance management, especially in a largely rural and under developed province, such as the Limpopo Province.

In terms of the research, the following approaches were followed in order to gather the data.

(a) As indicated earlier, the sample used for this investigation was 100 employees representing top management, middle management, junior management and operational workers.

(b) The questionnaires were delivered by hand and the respondents requested to complete the performance questionnaires.

(c) The respondents were assured of the confidentiality of the study and encouraged to answer the questionnaires as honestly and accurately as possible and not to omit any answers.

4.5 Data analysis

The results of the returned questionnaire were entered and tabulated using a Microsoft Excel Spreadsheet, using standard statistical formulas. Critical to this analysis was the attempt to establish the nature of the phenomenon, based on the views, perceptions and/or experiences about performance management in the Department of Education in Limpopo. The statistical tables concerning the respondents' data on the various issues are included in Chapter 5 and provide the picture of performance management of the Department of Education in Limpopo Province. Of the 100 questionnaires sent out, 100 questionnaires were returned. This represents a response rate of 100%.

4.6 Conclusion

The research followed a descriptive survey in which a questionnaire was used as the main data collection instrument. The instrument was used to collect primary data from the staff at Head Office in the Department of Education in Limpopo. The questionnaire was distributed among representatives from top management, middle management, junior management and operational workers at Head Office. The mode of the deliverance of the questionnaire was the best under prevailing circumstances. A response rate of 100% was obtained. The research results will follow in the next chapter.

CHAPTER 5

RESEARCH RESULTS

5.1 Introduction

Chapter five addresses the set of questions for the Performance Management System in the Department of Education in the Limpopo Province. The responses from the questionnaires are analyzed by calculating and comparing the responses per sample size and by interpreting the information. Data are presented in tables for ease of reference and interpretation. The tables show the numbers and percentages of the employees and officials who responded to the questionnaire.

The aim of this study has been to establish the views, perceptions and experiences of officials on the Performance Management System in the Department of Education in Limpopo.

5.2 Research data and analysis

As indicated in the previous chapter, all the officials returned the questionnaire. The analysis is therefore based on the responses of hundred officials from four categories namely senior management level, middle management level, junior management level and operational workers level. The populations of the sample of this research comprises the total of employees (N=100 (100%) from the four categories, divided into 20 (20%), 20 (20%), 20 (20%) and 40 (40%) respectively and their responses were reported as numbers and percentages. The analysis of the responses to the questionnaire is presented in the following paragraphs.

5.3 Category of positions and educational qualification of the respondents

The first construct in the questionnaire dealt with the category of positions and educational qualifications of the officials who responded to the questionnaire (table 5.1). The purpose of this section was to establish the academic background of the respondents.

Category	Lower than grade 12		Grade 12		Diploma / Degree		Honours/ Master/ Doctorate		Total	
	N	P	N	P	N	P	N	P	N	P
Operational workers	12	30	21	52.5	5	12.5	2	5	40	100
Junior management	-	-	7	35	8	40	5	25	20	100
Middle management	-	-	2	10	15	75	3	15	20	100
Senior management	-	-	-	-	2	10	18	90	20	100

N=Number, P= Percentage

Table 5.1: Category and educational qualifications of the respondents.

Table 5.1 shows that the greater majority of respondents had attained post-secondary educational qualifications 30 (30%) and honours 28 (28%). The respondents who have completed grade 12 comprise 30 (30%) and those who have a qualification lower than grade 12 comprise12 (12%).

5.4 General assessment of the Performance Management System

The study commenced its general assessment of the Performance Management System in the Department of Education in Limpopo Province by establishing the respondent's awareness, perception and knowledge about it [section 1(a) of the questionnaire].

The criteria used in order to assess the Performance Management System were divided into five dimensions namely awareness of the Performance Management System, departmental policy that addresses the Performance Management System, existence of a Performance Management System, alignment of Departmental Performance Management System with the National Performance Management System as well as the alignment of Departmental Performance Management System with the Provincial Performance Management System.

5.4.1 General assessment of the Performance Management System by

senior managers

The primary focus of section 1(a) of the questionnaire was to determine the

awareness and knowledge of the senior managers about the Performance Management System within the Department of Education in Limpopo Province. Each participant was expected to indicate yes, no, do not know and they could add possible comments to a particular statement (Table 5.2 and Figure 5.1).

STATEMENTS	YES		NO		DO NOT KNOW		TOTAL	
	N	P	N	P	N	P	N	P
1. Awareness of PMS within Dept	20	100					20	100
2. Policy address PMS within the Dept	10	50	4	20	6	30	20	100
3. Existence of PMS in the Dept	18	90	1	5	1	5	20	100
4. Dept PMS aligned with National PMS	8	40	2	10	10	50	20	100
5. Dept PMS aligned with the Provincial PMS	16	80	3	15	1	5	20	100

N= Number, P= Percentage, PMS= Performance Management System, Dept=Department

Table 5.2: General assessment of Performance Management System by senior management

Figure 5.1: Senior managers assessment of the Performance Management System

5.4.1.1 Analysis

Regarding the awareness of the Performance Management System in the Department of Education in Limpopo Province, it is significant that all the respondents

namely 20 (100%) of senior management claimed to be aware of the Performance Management System in the Department of Education in the Limpopo Province.

With regard to any policy in the Department that addresses the Performance Management System, the survey showed that 10 (50%) of the respondents indicated yes, 4 (20%) no and 6 (30%) did not know. It is significant that the response of 50% of the respondents suggest that the system cannot be implemented successfully because a significant number of senior management do not know of any such policy within the Department.

In terms of the existence of the Performance Management System in the Department of Education in Limpopo 18 (90%) of the respondents indicated yes, 1 (5%) no and 1 (5%) did not know. The information shows that despite the variations in responses about policy within the Department, there are 18 (90%) of the senior management who are aware of the existence of the Performance Management System in the Department of Education in the Limpopo Province.

The responses received on the national alignment of the Performance Management System showed that 8 (40%) indicated yes, 2 (10%) no and 10 (50%) did not know whether the Performance Management System in the Department of Education in Limpopo is in line with the national one. This survey thus shows that a significant number of the senior management members do not compare these two systems.

With regard to the alignment of the Performance Management System in the Department of Education in Limpopo with the provincial one, 16 (80%) of the respondents indicated yes, 3 (15%) no and 1 (5%) did not know whether the Performance Management System in the Department of Education in Limpopo is in line with the Provincial Performance Management System. Compared to what the respondents said about the alignment of the Departmental Performance Management System with the national one, it is clear from the findings that far more respondents have indicated that the departmental Performance Management System is in line with

the provincial one. In addition, only in 1 (5%) did not know whether the departmental Performance Management System is in line with provincial one as compared to 10 (50%) who did not know whether the departmental one is in line with the national one.

The general observation can thus be that there could be some members of senior management in the Department of Education who are not submitting the Performance Management System contract to the Head of Department as required by the Public Service Regulations, 2001 as amended.

5.4.2 General assessment of the Performance Management System by

middle management

The aim here was to determine the knowledge and awareness of middle management about the Performance Management System in the Department of Education in Limpopo. Each respondent was expected to indicate yes, no, do not know and could make possible comments to a particular statement (table 5.3 and figure 5.2).

STATEMENTS	YES		NO		DO NOT KNOW		TOTAL	
	N	P	N	P	N	P	N	P
1. Awareness Of PMS within Department	20	100					20	100
2. Departmental policy addresses PMS within The Department	15	75	3	15	2	10	20	100
3. Existence of PMS in the Department	17	85	3	15			20	100
4. Departmental PMS aligned with national PMS	11	55	3	15	6	30	20	100
5. Departmental PMS aligned with provincial PMS	15	75	2	10	3	15	20	100

N= Number, P= Percentage, PMS= Performance Management System, Dept=Department

Table 5.3: General assessment of Performance Management System by middle managers

Middle Management

Figure 5.2: Middle manager's assessment of the Performance Management System.

5.4.2.1 Analysis

It is significant that all the respondents of middle management claimed to be aware of the Performance Management System of the Department of Education in the Limpopo Province namely 20 (100%).

Regarding any policy in the Department of Education that addresses the Performance Management System, the responses show that 15 (75%) indicated yes, 3 (15%) no and 2 (10%) did not know. This shows that there is still a room for informing the people about the policy on the Departmental Performance Management System at this level.

With regard to the existence of any Performance Management System in the Department, the survey shows that 17 (85%) indicated yes and only 3 (15%) no. This implies that the information was well communicated to this level.

The responses on the alignment of the Performance Management System in the

Department of Education in Limpopo with the national one revealed that 11 (55%) indicated yes, 3 (15%) indicated no and 6 (30%) did not know. The above responses suggest that the information regarding the national policy was not well communicated to this level.

Concerning the alignment of the Performance Management System in the Department of Education in the Limpopo Province with the provincial one, the survey showed that 15 (75%) indicated yes, while 2 (10%) indicated no and 3 (15%) did not know. This probably suggests that 25% of the officials on this level are still to be informed about this provincial policy on the Performance Management System.

5.4.3 General assessment of the Performance Management System by

junior management

In this section, the questionnaire was trying to determine the awareness and knowledge of junior managers about the Performance Management System in the Department of Education in the Limpopo Province. The members who participated were expected to indicate yes, no, or do not know and could make possible comments to a particular statement (table 5.4 and figure 5.3).

STATEMENTS	YES		NO		DO NOT KNOW		TOTAL	
	N	P	N	P	N	P	N	P
Awareness of PMS within Department	20	100					20	100
Departmental policy addresses PMS within the Department	9	45	8	40	3	15	20	100
Existence of PMS in the Department	16	80	1	5	3	15	20	100
Departmental PMS aligned with national PMS	7	35	4	20	9	45	20	100
Departmental PMS aligned with provincial PMS	11	55	3	15	6	30	20	100

N= Number, P= Percentage, PMS= Performance Management System, Dept=Department

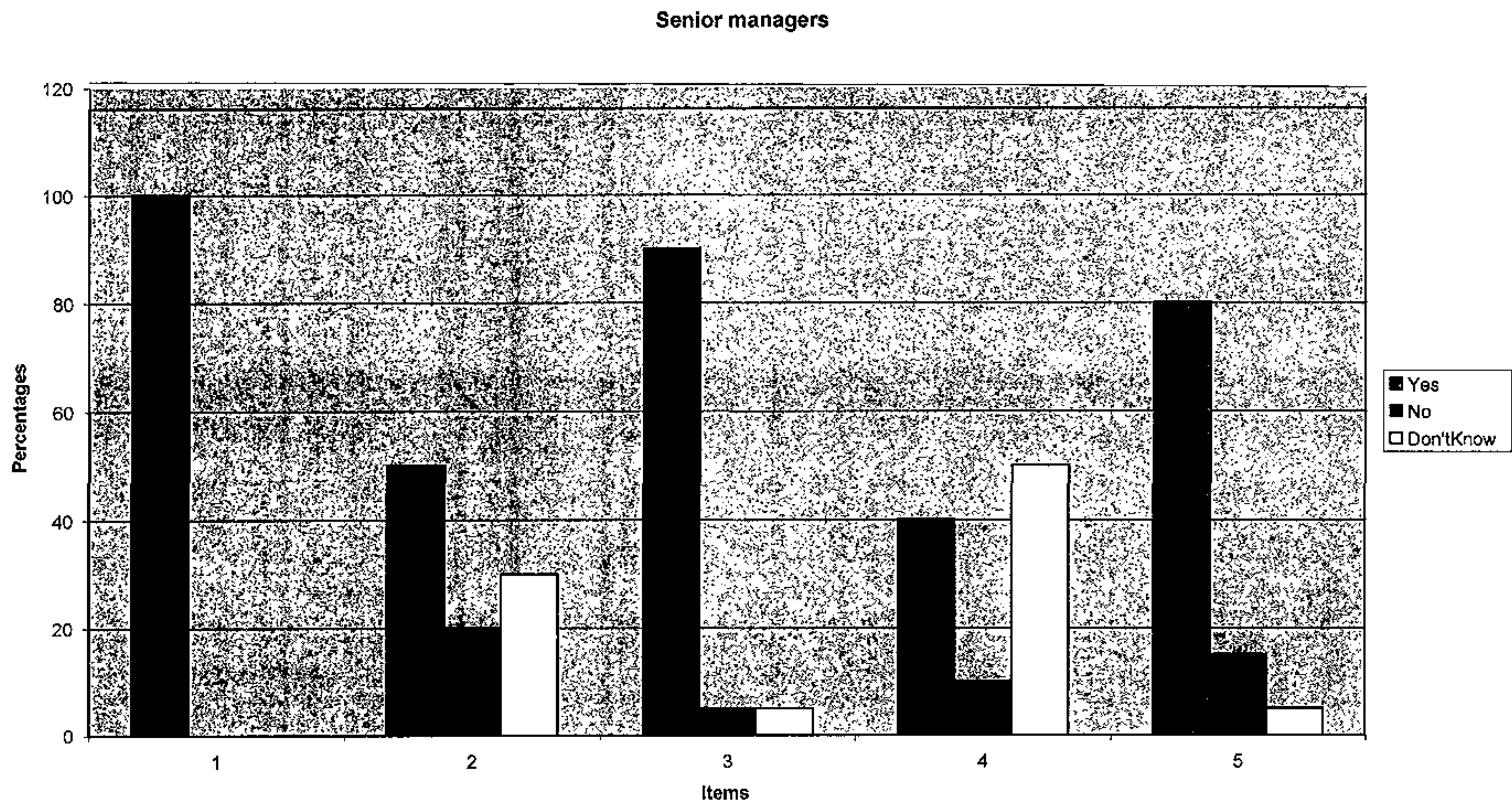Table 5.4: General assessment of Performance Management System by junior management
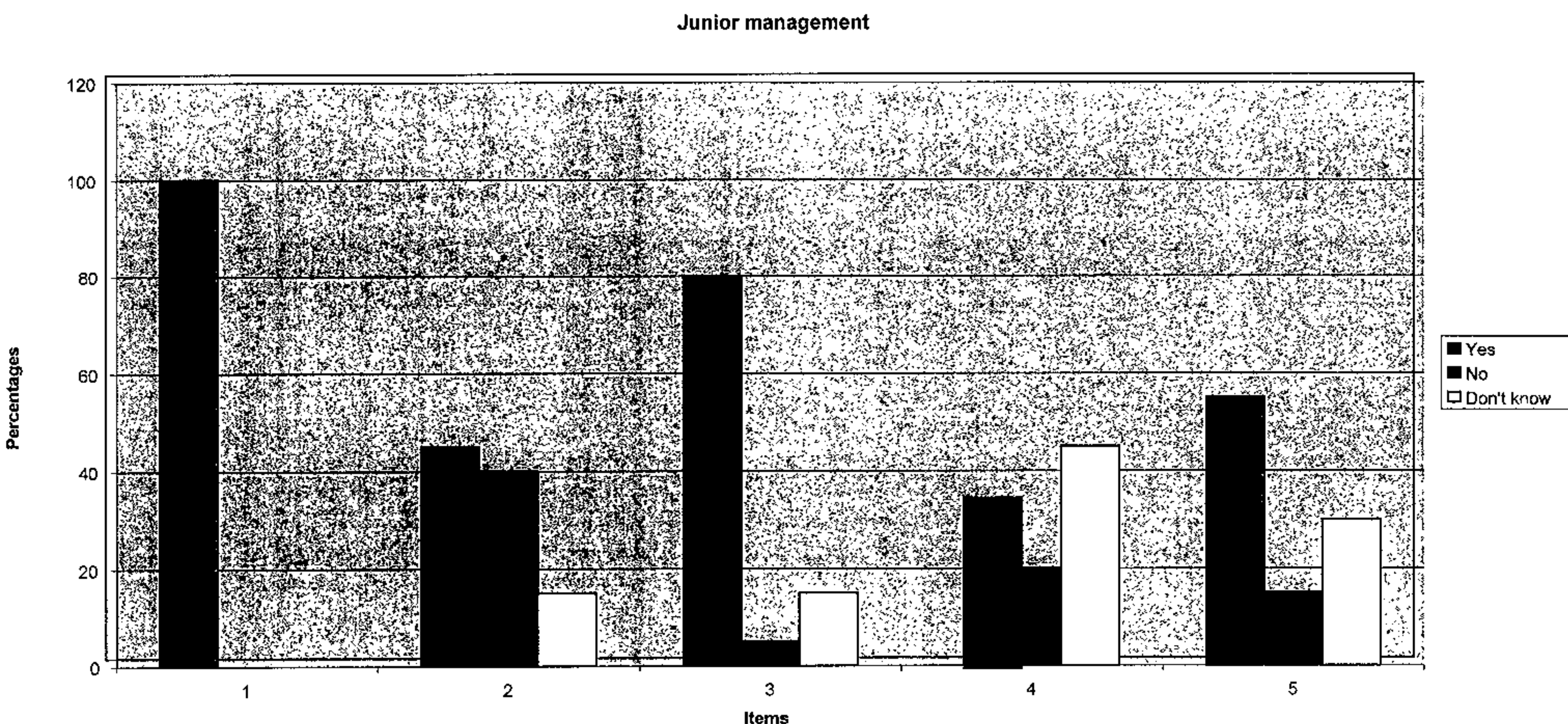
Figure 5.3: Junior management's assessment of the Performance Management System

5.4.3.1 Analysis

It is significant that 20 (100%) of the respondents claimed to be aware of the Performance Management System in the Department of Education in Limpopo. However, according to this survey only 9 (45%) indicated yes on the existence of a policy within the Department that address the Performance Management System while 8 (40%) indicated no and 3 (15%) did not know. The responses suggest that the Department did not properly communicate the policy to this level and probably only showed them how to complete the assessment forms for financial benefits. This conclusion is supported by the responses on the existence of the Performance Management System in the Department where the survey showed that 16 (80%) of the respondents indicated yes, 1 (5%) no and 3 (15%) did not know.

In addition, the survey revealed that 7 (35%) of the respondents indicated that the Performance Management System in the Department of Education in Limpopo Province is in line with the national one, 4 (20%) were indicated that it is not and 9

(45%) did not know. It thus seems as if the Department only advocated the completion of the performance management forms without any concern of the policy in this regard. This is supported by the responses to the alignment of the Performance Management System of the Department of Education in Limpopo with the provincial Performance Management System, which is applicable to every department in the Province. The study indicates in this regard that 11 (55%) of the respondents indicated that it is in line while 3 (15%) indicated that it is not and 6 (30%) did not know.

5.4.4. General assessment of the Performance Management System by operational workers

Section 1 (a) of the questionnaire was also aimed at establishing the awareness and the knowledge of the operational workers about the Performance Management System in the Department of Education in Limpopo Province. The respondents were requested to indicate yes, no, do not know and could make possible comments to a particular statement (table 5.5 and figure 5.4).

STATEMENTS	YES		NO		DO NOT KNOW		TOTAL	
	N	P	N	P	N	P	N	P
Awareness of PMS within Department	37	92.5	-	-	3	7.5	40	100
Departmental policy addresses PMS within the Department	25	62.5	2	5	13	32.5	40	100
Existence of PMS in the Department	30	75	4	10	6	15	40	100
Departmental PMS aligned with national PMS	14	35	5	10	21	55	40	100
Departmental PMS aligned with provincial PMS	17	42.5	3	7.5	20	50	40	100

N = Number, P = Percentage, PMS=Performance Management System

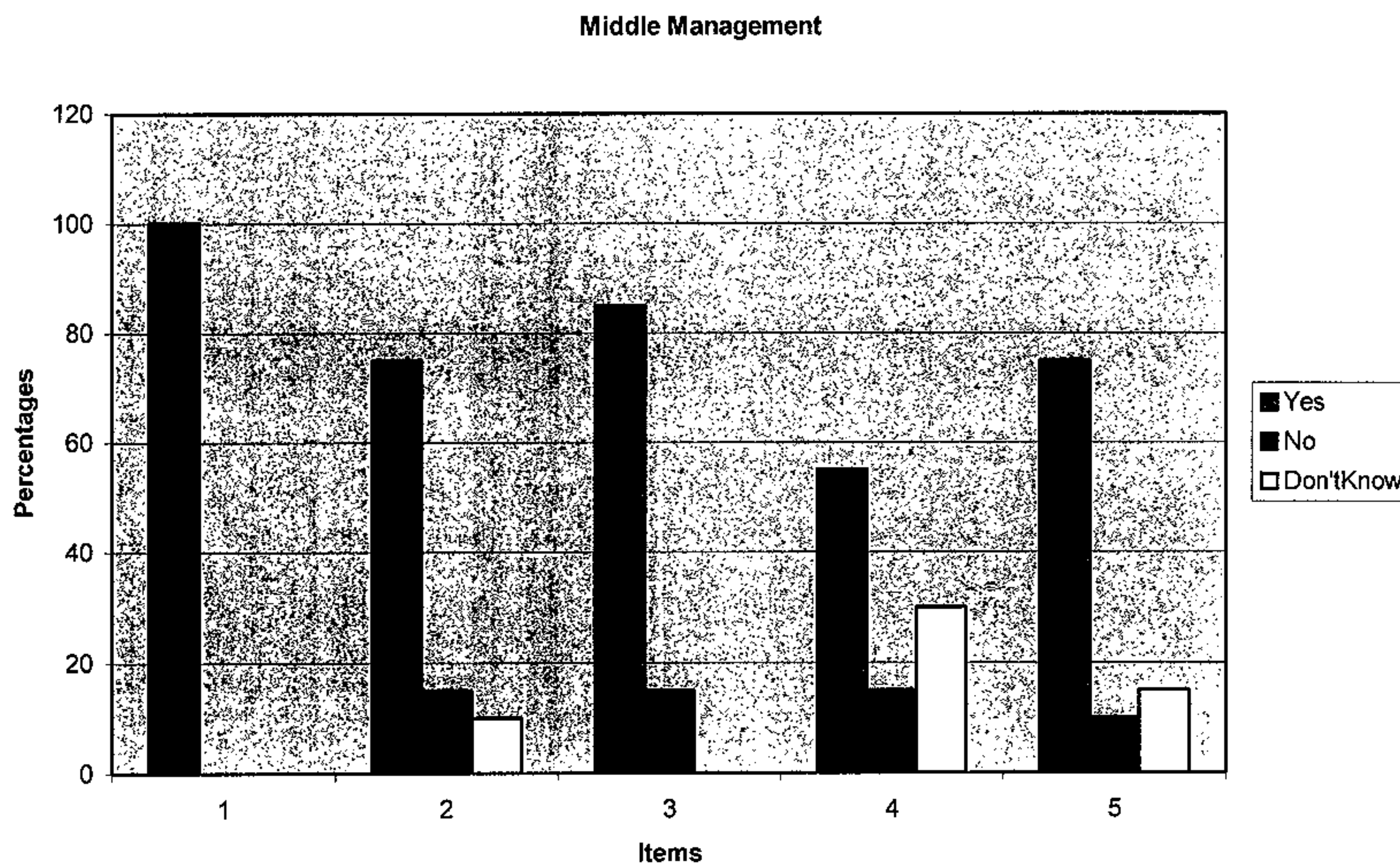Table 5.5: General assessment of the Performance Management System by operational workers

Operational workers level
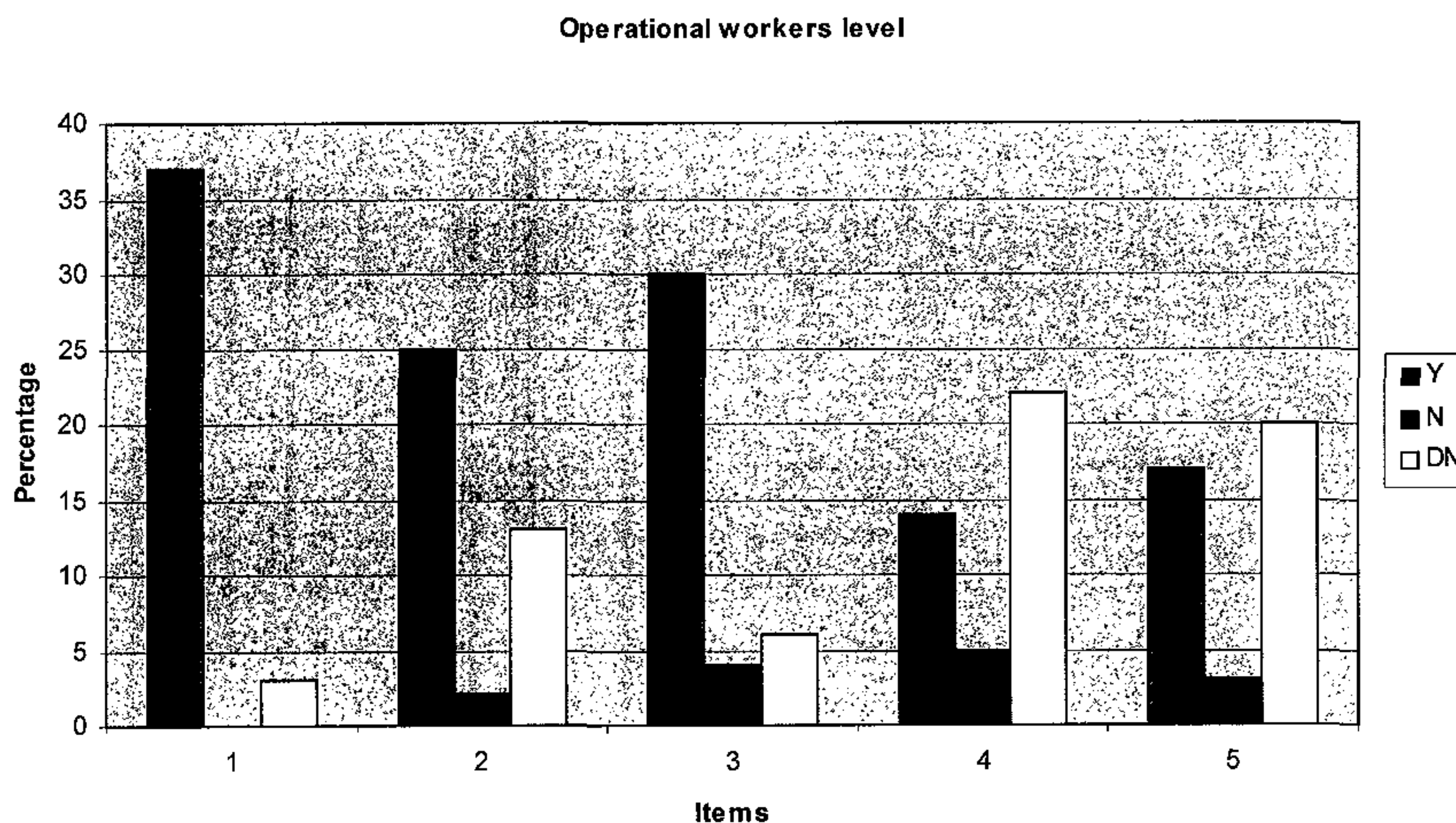
Y = **Yes,** N= **No and** DN = **Do not know**
Figure 5.4: General assessment of the Performance Management System by operational workers

5.4.4.1 Analysis

Regarding the 40 operational workers selected, 37 (92.5%) were aware and 3 (7.5%) did not know of the Performance Management System within the Department of Education in Limpopo. This suggests that only a few workers did not know of the system. This could be attributed to the fact that Department did not translate the documents into various mother tongues.

With regard to policy in the Department that addresses the Performance Management System, the survey showed that 25 (62.5%) indicated yes, 2 (5%) no and 13 (32.5%) did not know. The latter indicates that the supervisors probably did not communicate the system very well to operational workers.

On the existence of a Performance Management System in the Department, the responses showed that 30 (75%) indicated yes, 4 (10%) no and 6 (15%) did not know. The percentage of those who indicated no and those who did not know about

the existence of a Performance Management System within the Department is 25% in total. This indicates that there is a still room for improvement in communicating the system to all workers in the Department.

The responses on the alignment of the Performance Management System in the Department of Education in the Limpopo with the national one, showed that 14 (35%) indicated yes, 4 (10%) no and 22 (55%) did not know. The percentage of those who indicated no and those who did not know was very high and this probably could be attributed to insufficient understanding of the Performance Management System.

Regarding the alignment of the Performance Management System in the Department of Education in Limpopo with the provincial Performance Management System, the survey showed that 17 (42.5%) indicated yes, 3 (7,5%) no and 20 (50%) did not know. The above responses, as in the former paragraph, probably suggest that the document on the Performance Management System should be in a language that all the employees should be able to read and understand.

5.5 Perception of the Performance Management System in the Department of Education in the Limpopo Province

The aim of section 1(b) of the questionnaire was to reveal the perception of the participants about the Performance Management System in the Department of Education in Limpopo. The respondents were asked to give their views on aspects such as commitment to the successful implementation of the Performance Management System, the usage of the appraisal results of the Performance Management System, as well as the effectiveness of the Performance Management System.

5.5.1 Perception of the Performance Management System by senior management

This construct sought to determine the perception of senior management on the Performance Management System in the Department of Education in Limpopo. Each participant was expected to indicate whether he or she strongly agrees, agree, is

uncertain, disagree or strongly disagree with a particular statement (table 5.6 and figure 5.5).

STATEMENTS	SA		A		U		D		SD		TOTAL	
	N	P	N	P	N	P	N	P	N	P	N	P
1. Senior managers committed successful to PMS	6	30	6	30	8	40	-	-	-	-	20	100
2. Middle managers committed successful to PMS	6	30	5	25	9	45	-	-	-	-	20	100
3. Junior managers committed successful to PMS	3	15	4	20	13	65	-	-	-	-	20	100
4. Operational workers committed successful to PMS	4	20	5	25	11	55	-	-	-	-	20	100
5. Link between strategic planning and PMS	4	20	9	45	3	15	2	10	2	10	20	100
6. Appraisal results used for promotions	1	5	-	-	12	60	3	15	4	20	20	100
7. Appraisal results used for determining probations	2	10	2	10	9	45	5	25	2	10	20	100
8. Appraisal results using for determining training needs	5	25	2	10	5	25	7	35	1	5	20	100
9. Management accepted that performance management is needed	6	30	11	55	3	15	-	-	-	-	20	100
10. Managers have skills and knowledge to manage subordinates	-	-	11	55	5	25	3	15	1	5	20	100
11. Appraisals of performance followed by feedback	5	25	2	10	3	15	9	45	1	5	20	100
12. Feedback promotes positive relationship	4	20	8	40	7	35	1	5	-	-	20	100
13. Effectiveness of PMS is evaluated at least once a year	4	20	2	10	4	20	9	45	1	5	20	100
14. PMS evaluated at least once a year.	4	20	6	30	8	40	2	10	-	-	20	100
15. Performance Appraisal is practiced effectively	3	15	1	5	4	25	10	50	2	10	20	100

N= Number; P= percentage; PMS= Performance Management System; Dept= Department

Table 5.6: Perception of PMS in the Department by senior managers

Senior managers perception of PMS
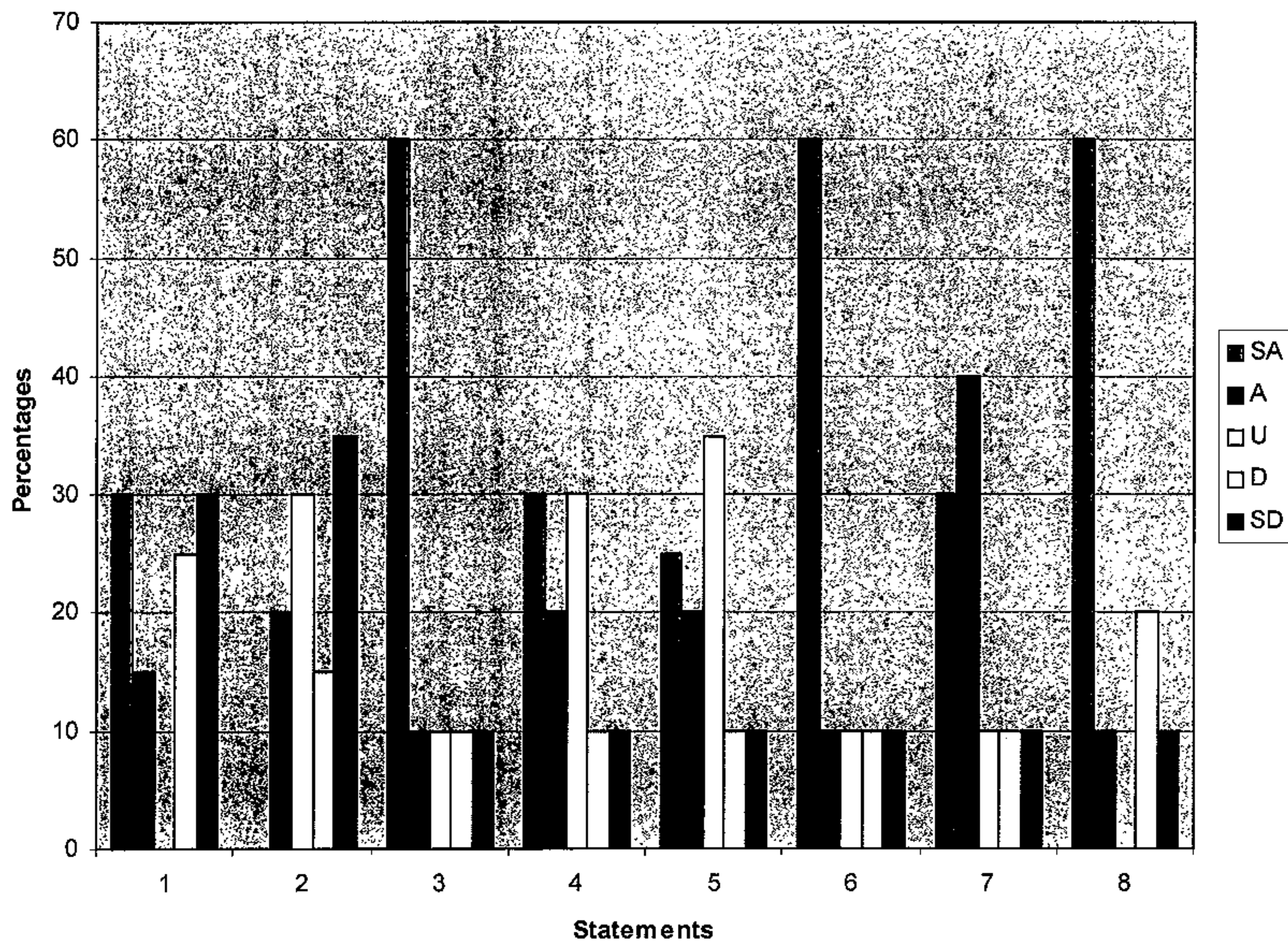
PMS = Performance Management System, SA= Strongly agree, A = agree, U =Uncertain, D = Disagree and

SD = Strongly disagree.

Figure 5.5: Perception of the Performance Management System by senior management

5.5.1.1 Perception analysis

Regarding the commitment of senior management to the successful implementation of the Performance Management System, the study showed that 6 (30%) strongly agree, 6 (30%) agree and 8 (40%) were uncertain about it. Table 5.6 clearly indicates that, despite significant effort made by the Department of Education, senior management still perceive significant imperfection in the implementation of the Performance Management System process. This imperfection tends to detract from its effectiveness. This is supported by 8 (40%) of senior management members who were uncertain about their commitment to the successful implementation of the

Performance Management System within the Department.

Regarding appraisal results being used for promotion decisions, the survey showed that 1 (5%) strongly agreed, 12 (60%) were uncertain, 3 (15%) disagreed and 4 (20%) strongly disagreed about it. The survey showed that 2 (10%) strongly agreed, 2 (10%) agreed, 9 (45%) were uncertain, 5 (25%) disagreed and 2 (10%) strongly disagreed that the appraisal results are used for determining probations. The relatively high number of respondents, who were uncertain as indicated here, is indicative of a need in the Department to inform employees about the value that a Performance Management System can have when deciding on promotions and probations.

The findings also reveal that there are quite a number of senior management members 10 (50) who are unable to rate the success of performance appraisal within the Department. This suggests that there probably could be low levels of support for the system by senior management.

5.5.2 Perception of the Performance Management System by middle management

In this section, middle management was asked to give their views on the Performance Management System in the Department of Education in Limpopo. The respondents were expected to indicate whether they strongly agree, agree, are uncertain, disagree or strongly disagree with a particular statement (table 5.7 and figure 5.6).

Statements	SA		A		U		D		SD		Total	
	N	P	N	P	N	P	N	P	N	P	N	P
1.Senior managers committed successful to PMS	2	10	5	25	3	15	6	30	4	20	20	100
2.Middle managers committed successful to PMS	4	20	6	30	4	20	4	20	2	10	20	100
3.Junior managers committed successful to PMS	5	25	8	40	5	25	1	5	1	5	20	100
4. Operational workers committed successful to PMS	4	20	9	45	3	15	1	5	3	15	20	100

Statement	SA N	SA P	A N	A P	U N	U P	D N	D P	SD N	SD P	N	P
5. Link between strategic planning and PMS	3	15	12	60	-	-	2	10	3	15	20	100
6. Appraisal results for promotions	-	-	4	20	2	10	9	45	5	25	20	100
7. Appraisal results for probations	2	10	3	15	5	25	8	40	2	10	20	100
8. Appraisal results using for determining training needs	3	15	6	30	1	5	5	25	5	25	20	100
9.Management accepted that performance management is needed	2	10	10	50	2	10	4	20	2	10	20	100
10. Managers have skills and knowledge to manage subordinates	2	10	8	40	4	20	4	20	2	10	20	100
11. Appraisals of performance followed by feedback	4	20	9	45	2	10	4	20	1	5	20	100
12. Feedback promotes positive relationship	4	20	9	45	4	20	1	5	2	10	20	100
13. Effectiveness of PMS is evaluated at least once a year	4	20	8	40	4	20	2	10	2	10	20	100
14. PMS evaluated at least once a year	4	20	7	35	2	10	4	20	3	15	20	100
15. Performance Appraisal is practiced effectively	-	-	9	45	3	15	4	20	4	20	20	100

SA = Strongly Agree, A = Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree N= Number, P= Percentage, PMS = Performance Management System

Table 5.7: Perception of the Performance Management System in the Department by middle management

**Middle managers' perception of
Performance Management System**
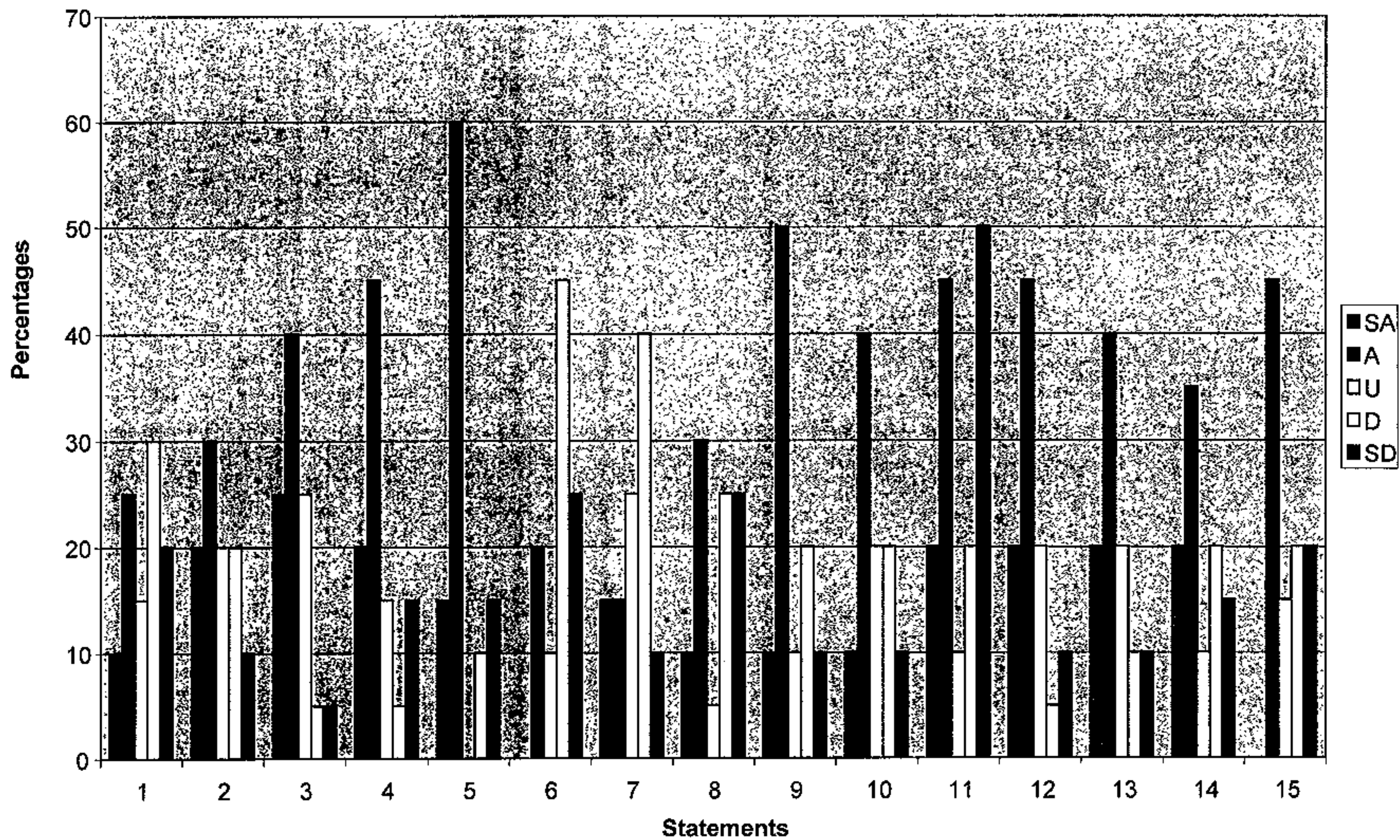
SA = Strongly Agree, A = Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree N= Number, P=
Percentage, PMS = Performance Management System

Figure 5.6: Perception of Performance Management System by middle management

5.5.2.1 Perception analysis

With regard to commitment to the successful implementation of the Performance Management System by middle management, the survey shows that 4 (20%) strongly agreed, 6 (30%) agreed, 4 (20%) were uncertain, 4 (20%) disagreed and 2 (10%) strongly disagreed about it. This tends to give a picture of a rather haphazard pattern in the implementation of the Performance Management System within the Department.

According to table 5.7, 4 (20%) agreed, 2 (10%) were uncertain, 9 (45%) disagreed and 5 (25%) strongly disagreed that appraisal results are used for promotion decisions. The survey has showed that 2 (10%) strongly agreed, 3 (15%) agreed, 5

(25%) were uncertain, 8 (40%) disagreed and 2 (10%) strongly disagreed that appraisals results are used for determining probations. The responses received from middle management on the latter show a high rating on the uncertain option, which reveals a bad perception about the Performance Management System in the Department.

5.5.3. Perception of the Performance Management System by junior management

In section 1(b) of the questionnaire, junior management was also expected to indicate their perception of the Performance Management System in the Department of Education by indicating whether they strongly agree, agree, are uncertain, disagree or strongly disagree with a particular statement (table 5.8 and figure 5.7).

Statements	SA		A		U		D		SD		Total	
	N	P	N	P	N	P	N	P	N	P	N	P
1. Senior managers committed successful to PMS	3	15	3	15	3	15	6	30	5	25	20	100
2. Middle managers committed successful to PMS	3	15	10	50	2	10	4	20	1	5	20	100
3. Junior managers committed successful to PMS	5	25	8	40	5	25	1	5	1	5	20	100
4. Operational workers committed successful to PMS	7	35	8	40	3	15	2	10	-	-	20	100
5. Link between strategic planning and PMS	5	25	5	25	3	15	5	25	2	10	20	100
6. Appraisal results for promotions	-	-	3	15	1	5	7	35	9	45	20	100
7. Appraisal results used for probations	1	5	-	-	4	20	7	35	8	40	20	100
8. Appraisal results using for determining training needs	2	10	6	30	4	20	2	10	6	30	20	100
9. Management accepted that performance management is needed	3	15	7	35	6	30	2	10	2	10	20	100
10. Managers have skills and knowledge to manage subordinates	-	-	3	15	5	25	8	40	4	20	20	100
11. Appraisal of performance followed by feedback	2	10	8	40	1	5	7	35	2	10	20	100

	SA N	SA P	A N	A P	U N	U P	D N	D P	SD N	SD P	N	P
12. Feedback promotes positive relationship	7	35	7	3	4	20	1	5	1	5	20	100
13. Effectiveness of PMS is evaluated at least once a year	6	30	6	30	4	20	3	15	1	5	20	100
14. PMS evaluated at least a year	5	25	6	30	6	30	2	10	1	5	20	100
15. Performance Appraisal is practiced effectively	2	10	2	10	2	10	9	45	5	25	20	100

SA = Strongly Agree, A = Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree
N= Number, P= Percentage, PMS=Performance Management System
Table 5.8: Perception of the Performance Management System by junior management
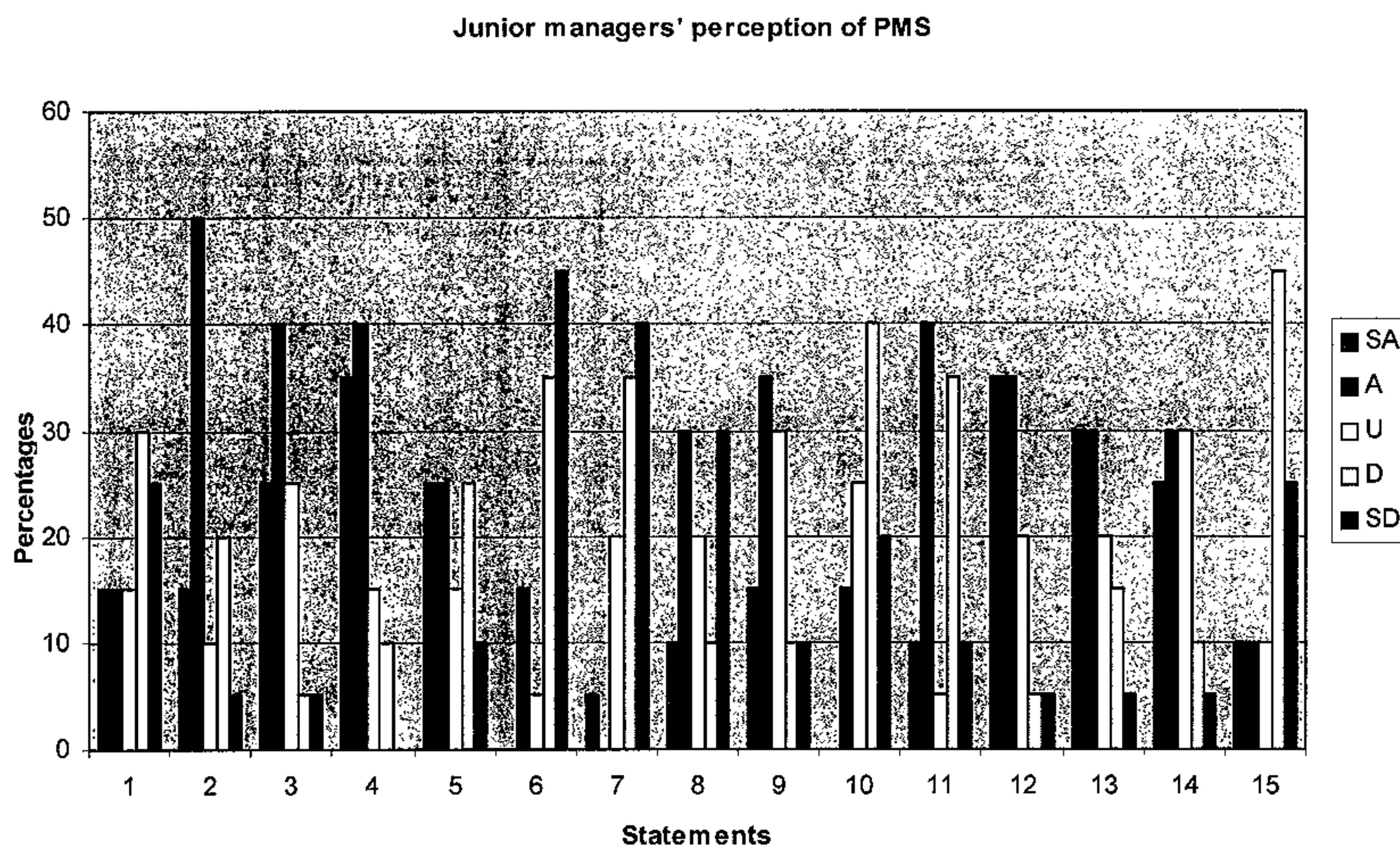
Junior managers' perception of PMS

PMS = Performance Management System, SA = Strongly Agree, A = Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree N= Number, P= Percentage, PMS = Performance Management System

Figure 5.7: Perception of Performance Management System by junior management

5.5.3.1 Perception analysis

Table 5.8 suggests that 5 (25%) strongly agreed, 8 (40%) agreed, 5 (25%) were uncertain, 1 (5%) disagreed and 1 (5%) of junior management strongly disagreed on

their commitment to the successful implementation of the Performance Management System. The views and experiences of junior management concerning its commitment to the successful implementation of the Performance Management System in the Department of Education in the Limpopo are more positive than those of senior management and middle management as 65% of junior management strongly agreed on this matter compared to the 60% of senior management and 50% of middle management.

Regarding appraisal results being used for promotion decisions, the survey shows that 3 (15%) agreed, 1 (5%) were uncertain, 7 (35%) disagreed, and 9 (45%) strongly disagreed about it. Table 5.8 shows that 1 (5%) agreed, 4 (20%) were uncertain, 7 (35%) disagreed and 8 (40%) strongly disagreed on appraisal results being used for determining probations. This suggests that insufficient efforts were made by the Department to ensure that all staff members perceive the Performance Management System in a positive way.

5.5.4 Perception of the Performance Management System by operational workers

The last category, namely the operational workers were also expected to indicate their perception by indicating whether they strongly agree, agree, are uncertain, disagree or strongly disagree with a particular statement on the Performance Management System in the Department of Education Limpopo (table 5.9 and figure 5.8).

STATEMENTS	SA		A		U		D		SD		TOTAL	
	N	P	N	P	N	P	N	P	N	P	N	P
1. Senior managers committed successful to PMS	7	17.5	9	22.5	9	22.5	5	12.5	10	25	40	100
2. Middle managers committed successful to PMS	7	17.5	20	50	7	17.5	4	10	2	5	40	100
3. Junior managers committed successful to PMS	11	27.5	18	45	9	22.5	2	5	-	-	40	100
4. Operational workers committed successful to PMS	16	40	11	27.5	8	20	5	12.5	-	-	40	100
5. Link between strategic planning and PMS	13	32.5	11	27.5	12	30	4	10	-	-	40	100
6. Appraisal results used for promotions	2	5	4	10	17	42.5	14	35	3	7.5	40	100
7. Appraisal results used for probations	5	12.5	12	30	14	35	5	12.5	4	10	40	100
8. Appraisal results using for determining training needs	3	7.5	14	35	10	25	8	20	5	12.5	40	100
9.Management accepted that performance management is needed	7	17.5	13	32.5	15	37.5	2	5	3	7.5	40	100
10.Managers have skills and knowledge to manage subordinates	10	25	6	15	11	27.5	9	22.5	4	7.5	40	100
11. Appraisal of performance followed by feedback	6	15	8	20	9	22.5	11	27.5	6	15	40	100
12. Feedback promotes positive relationship	9	22.5	8	20	15	37.5	4	10	4	10	40	10
13. Effectiveness of PMS is evaluated at least once a year	7	17.5	16	40	8	20	7	17.5	2	7.5	40	100
14. PMS evaluated at least once a year	11	27.5	13	32.5	8	20	6	15	2	5	40	100
15. Performance Appraisal is practiced effectively	3	7.5	6	15	11	27.5	11	27.5	9	22.5	40	100

SA = Strongly Agree, A = Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree
N= Number, P= Percentage, PMS=Performance Management System
Table 5.9: Perception of the Performance Management System by operational workers

Operational workers' perception of PMS
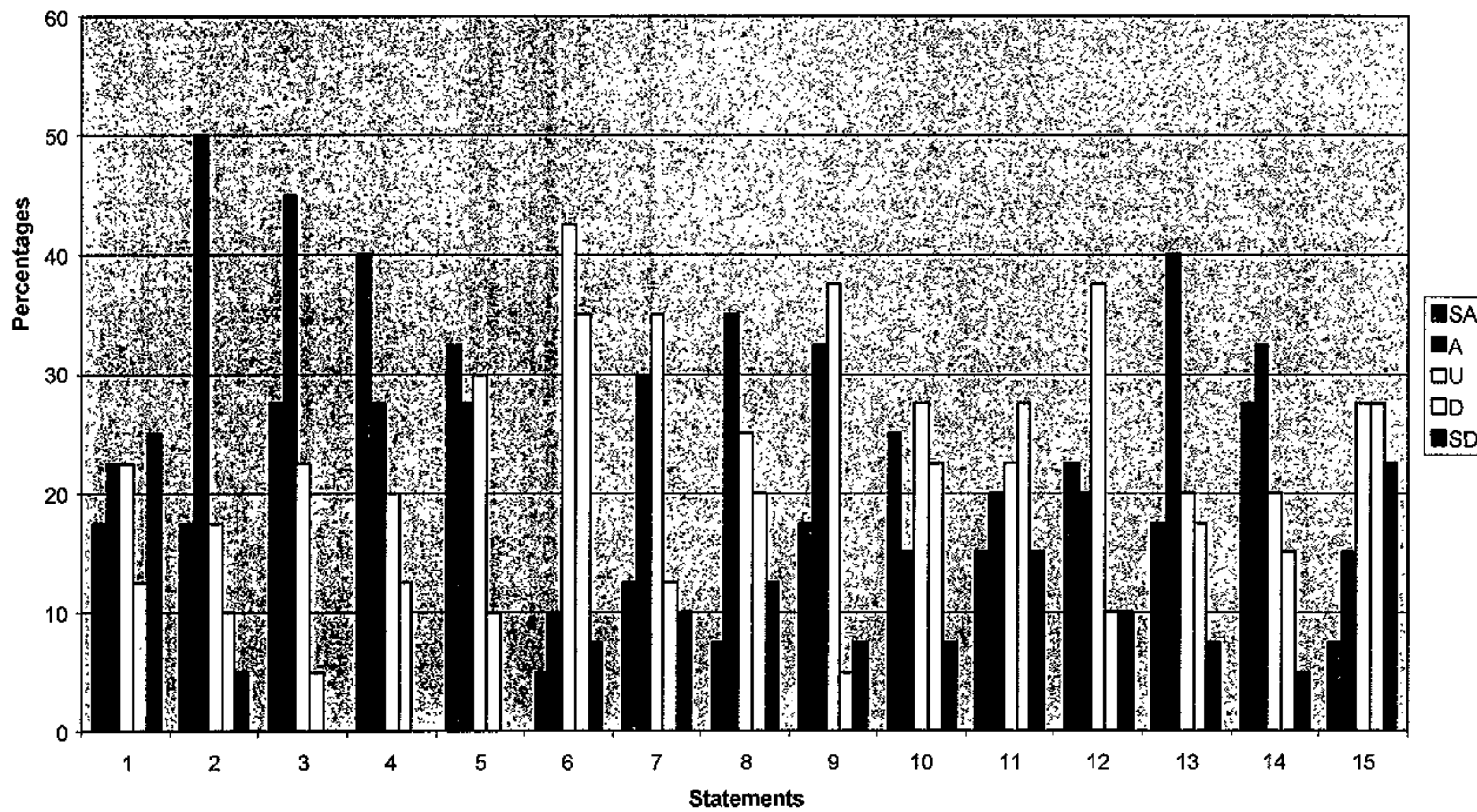
SA = Strongly Agree, A = Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree
N= Number, P= Percentage, PMS=Performance Management System
Figure 5.8: Perception of the Performance Management System by operational workers

5.5.4.1 Perception analysis

According to table 5.9, 16 (40%) strongly agreed, 11 (27.5%) agreed, 8 (20%) were uncertain, and 5 (12.5%) disagreed on their commitment to the successful implementation of the Performance Management System in the Department of Education in Limpopo. In total 67.5% of the operational workers strongly agreed and agreed that they are committed to the successful implementation of the Performance Management System. This is higher than the response of senior management (60%), middle management (50%) and junior management (65%) in this regard, which is indicative of a higher support for the Performance Management System from their side.

Regarding the appraisal results being for promotion decisions, the survey shows that 2 (5%) strongly agreed, 4 (10%) agreed, 17 (42.5%) were uncertain, 14 (35%)

disagreed and 3 (7.5%) strongly disagreed about it. The responses on the appraisal results being used for determining probations show that 5 (12.5%) strongly agreed, 12 (30%) agreed, 14 (35%) were uncertain, 5 (12.5%) disagreed and 4 (10%) strongly disagreed about it. The rating under uncertain is very high for both statements. This probably suggests that the policy on performance management should be translated into their own home language, namely Sepedi, Xitsonga and Tshivenda in order to make the value of performance management properly understood. The need for this is supported by the number of operational workers who have lower than grade 12 qualifications namely 12(30%) (see, Table 5.1).

5.6 Appraisal frequency of the employees

The present questionnaire amongst others, sought to establish the appraisal frequency of the employees within the Limpopo Education Department. The respondents were requested to indicate how often, within the course of a year their performances have been appraised. They were expected to indicate whether appraisal took place, three monthly, six monthly, annually or whether a different time period (other) applied (table 5.10 and figure 5.9).

Rank	Quarterly		Annually		Other		Total	
	N	P	N	P	N	P	N	P
Senior management	6	30	2	10	12	60	20	100
Middle management	6	30	10	50	4	20	20	100
Junior management	6	30	11	55	3	145	20	100
Operational management	18	45	14	35	8	20	40	100

N = Number; P= Percentages

Table 5 11: Appraisal frequency

Appraisal frequecy
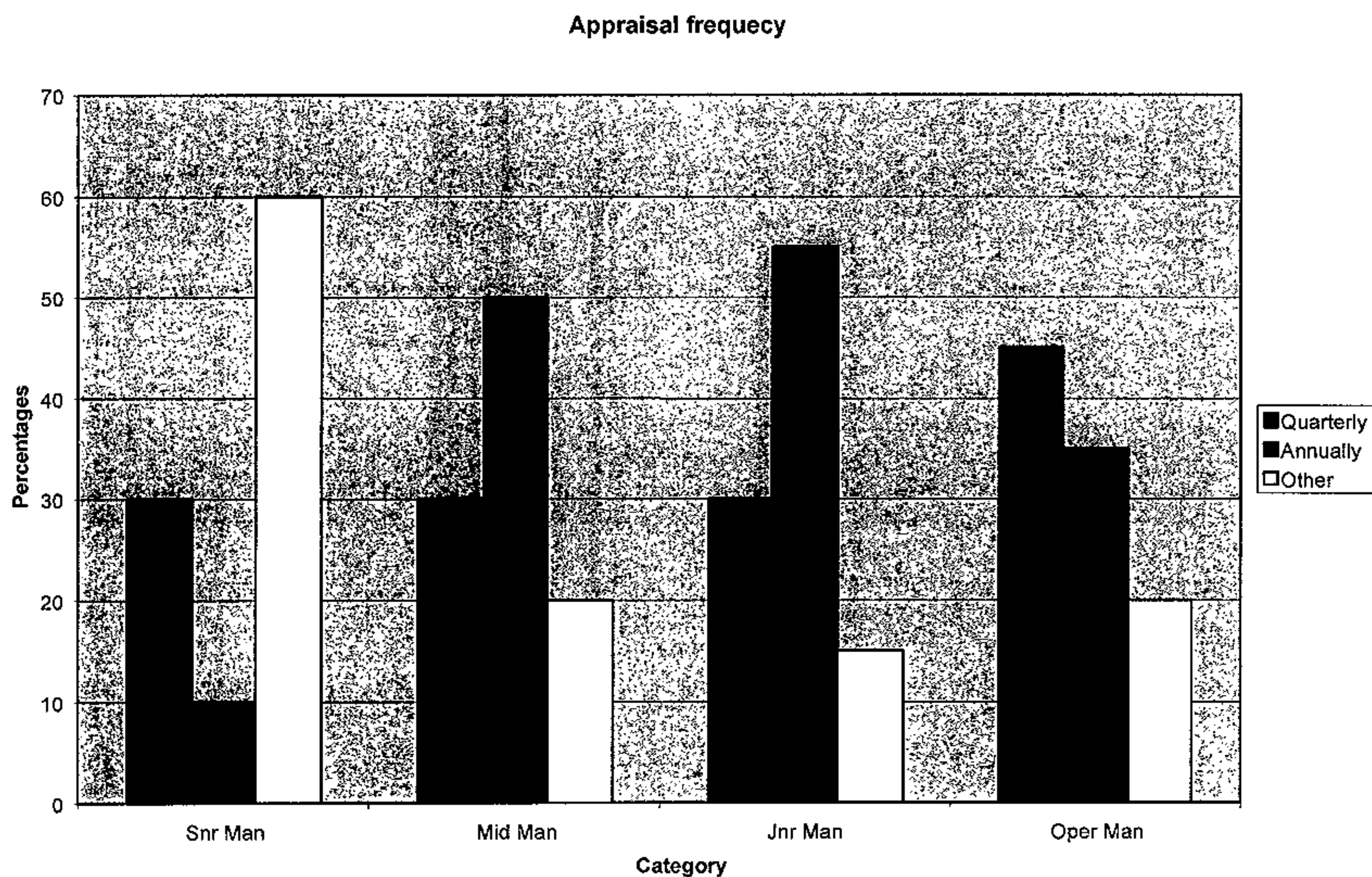
Snr man = senior management, mid man = middle management, jnr man = junior management and oper man = operational management

Figure 5.9: Appraisal frequency of employees

5.6.1. Appraisal analysis

With regard to appraisal of employees within the Department, the survey showed that 2 (10%) on senior management level, 10 (50%) on middle management level, 11 (55%) on junior management level and 14 (35%) on operational level are appraised annually. Further analysis revealed that 6 (30%) of senior management, 6 (30%) of middle management, 6 (30%) of junior management and 18 (45%) of operational workers have been appraised quarterly. These responses reveal that very few officials within the Department had performances appraisals done on a quarterly basis as required by the Performance Management System policy. It is evident from the analysis that Performance Management System in this instance cannot be used as an employee developmental tool because appraisal cannot assess whether the Department is doing the right thing or the wrong thing.

5.7 Employees training on Performance Management System

There are several ways for assessing an organisation's effectiveness in achieving the objectives of the Performance Management System (Cummings, 2001:391). It is in this regard that the purpose of section 2 (a) of the questionnaire was to determine the number of participants who received any form of training and the number who did not receive any form of training on the Performance Management System in the Department of Education. The respondents were expected to indicate yes or no (whether training was provided in support of the Performance Management System or not) (table 5.11 and figure 5.10).

Category	Training received		Not received		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
1. Senior management	8	40	12	60	20	100
2. Middle management	9	45	11	55	20	100
3. Junior management	4	20	16	80	20	100
4. Operational workers	10	25	30	75	40	100

Table 5.11: Training provided in support of the Performance Management System
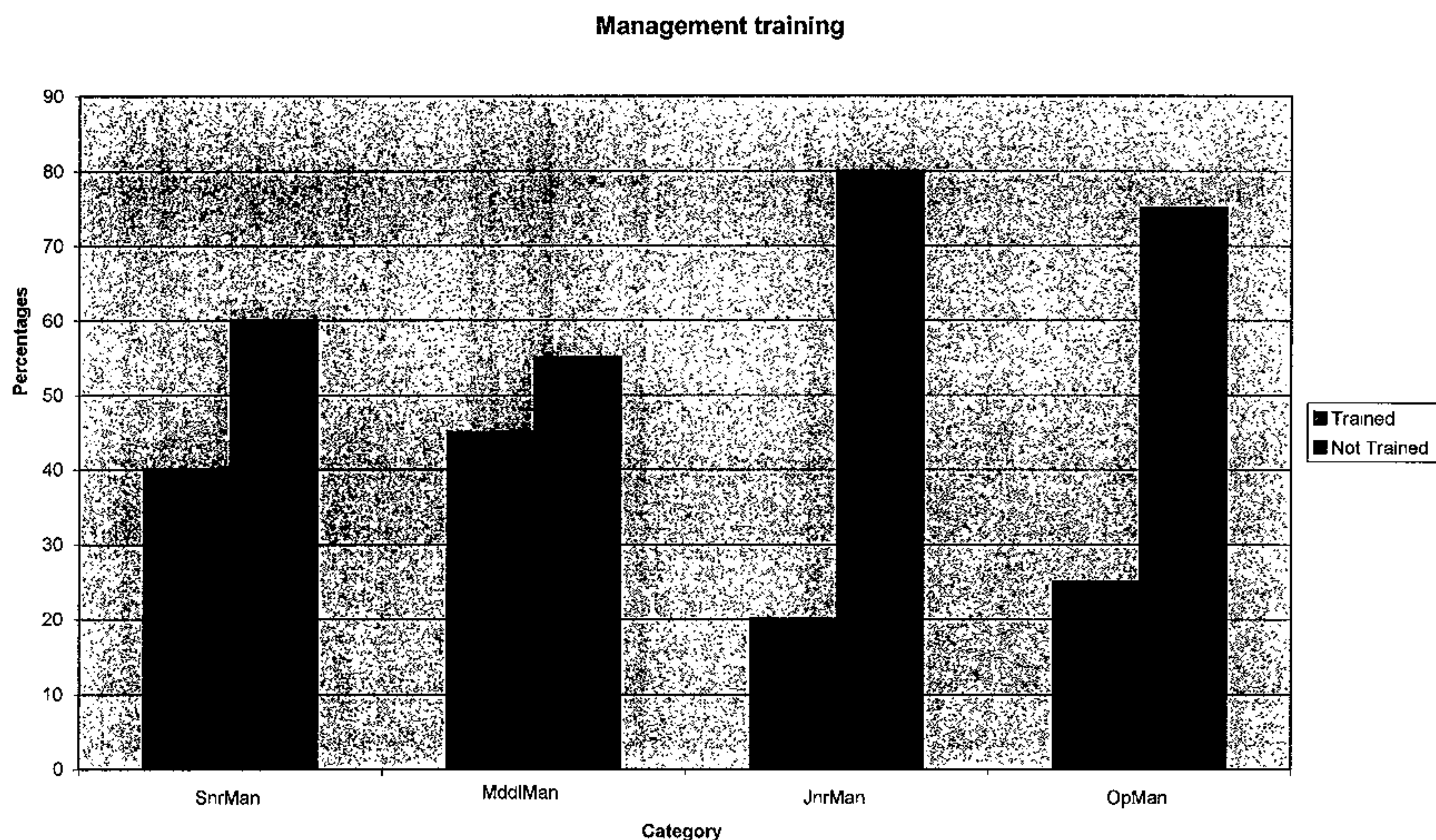
Management training

SnrMan = senior management, MddlMan = middle management, JnrMan = junior management, OpMan = operational management

Figure 5.10: Training provided in support with Performance Management System

5.7.1 Training analysis

Table 5.10 above indicates the responses of the staff that did receive training on the Performance Management System and those who did not. This issue is significant in assessing the extent to which the Department acquired the appropriate levels of improvement in service delivery. In total, 31 (31%) of the respondents had undergone training on the Performance Management System within the Department. Regarding the officials who had not received training, the survey showed that 12 (60%) were at senior management level, 11 (55%) at middle management level, 16 (80%) at junior management level and 30 (75%) at operational level. From these figures it is clear that quite an extensive number of employees in the Department of Education in the Limpopo did not receive training on the Performance Management System which is disturbing.

5.8 Reasons for not attending training

In section 2(a) (i) of the questionnaire, senior management, middle management, junior management, and operational workers were expected to indicate the reasons for not attending training on Performance Management System namely: no training offered, on leave, not selected, not interested and other reasons (table 5.12 and figure 5.11).

Rank	No training		Not selected		Other reasons		Total	
	N	P	N	P	N	P	N	P
Senior management	3	15	7	35	10	50	20	100
Middle management	7	35	1	5	12	60	20	100
Junior management	12	60	4	20	4	20	20	100
Operational management	26	65	4	10	10	25	40	100

N: Number; P: Percentages

Table 5 12: Reasons for not attending training

5.8.1 Training attendance analysis

The responses received, showed that 3 (15%) of senior management, 7 (35%) of middle management, 12 (60%) of junior management and 26 (65%) of operational

workers indicated that no training was offered within the Department. This analysis revealed that there are an extensive number of officials within the department who did not receive training on the Performance Management System.
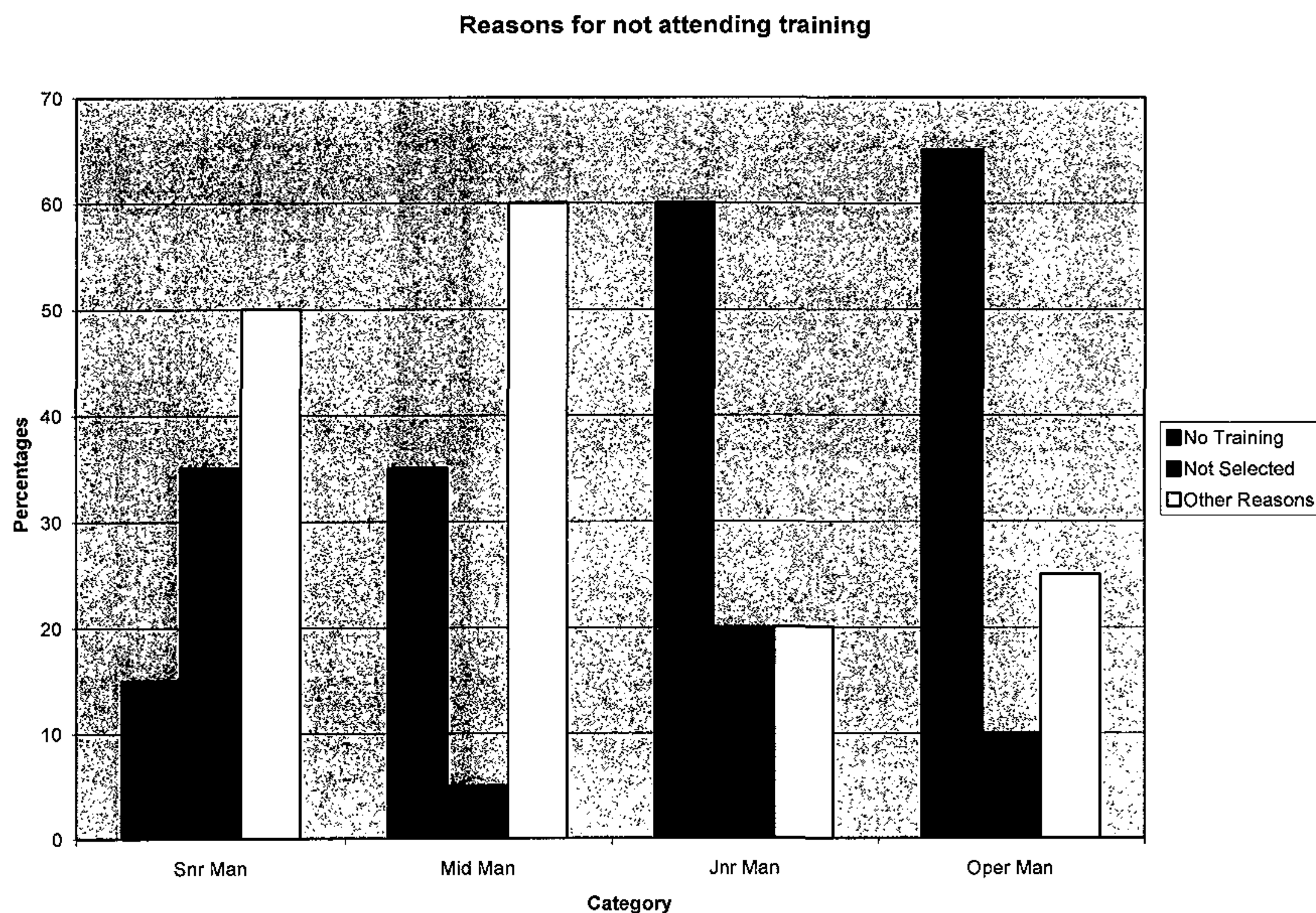
Reasons for not attending training

SnrMan = senior management, MddlMan = middle management, JnrMan = junior management, OpMan = operational management

Figure 5.11: Managers reasons for not attending

5.9 Employees training assessment on the Performance Management System

Section 2(a) (ii) sought to assess the training received by the staff in the Performance Management System within the Department. The respondents were expected to indicate whether they strongly agree, agree, are uncertain, disagree or strongly disagree with a particular statement.

5.9.1 Training assessment by senior management

The purpose here was to try to assess the training offered to senior management on the Performance Management System within the Department of Education in Limpopo. The respondents were asked to indicate whether they strongly agree, agree, are uncertain, disagree or strongly disagree with a particular statement (table 5.13 and figure 5.12).

STATEMENT	SA		A		U		D		SD		TOTAL	
	N	P	N	P	N	P	N	P	N	P	N	P
1. Training teaches how to define a job in order to provide accurate reflection of work to be done	6	30	3	15	-	-	5	25	6	30	20	100
2. Training teaches what successful performance is	-	-	4	20	6	30	3	15	7	35	20	100
3. Training teaches how to keep track of performance to relative standards	12	60	2	10	2	10	2	10	2	10	20	100
4. Training teaches how to provide feedback for good performance	6	30	4	20	6	30	2	10	2	10	20	100
5. Training teaches how to provide feedback on areas needing improvement	5	25	4	20	7	35	2	10	2	10	20	100
6. Training teaches how to appraise subordinates	12	60	2	10	2	10	2	10	2	10	20	100
7. Training teaches how to provide solutions to problems performance	6	30	8	40	2	10	2	10	2	10	20	100
8. Training teaches how to use PMS as employee development tool	12	60	2	10	-	-	4	20	2	10	20	100

SA= Strongly Agree, A= Agree, U= Uncertain, D = Disagree, SD= Strongly Disagree, N=Number, P=Percentage, PMS= Performance Management System

Table 5.13: Training assessment by senior management

5.9.1.1 Training analysis

Regarding the training provided that teaches how to provide feedback on areas that

need improvement, the survey shows that 5 (25%) strongly agreed, 4 (20%) agreed, 7 (35%) were uncertain, 2 (10%) disagreed and 2 (10%) strongly disagreed. The responses probably suggest that the Department did not offer enough training to senior management about the Performance Management System within the Department.
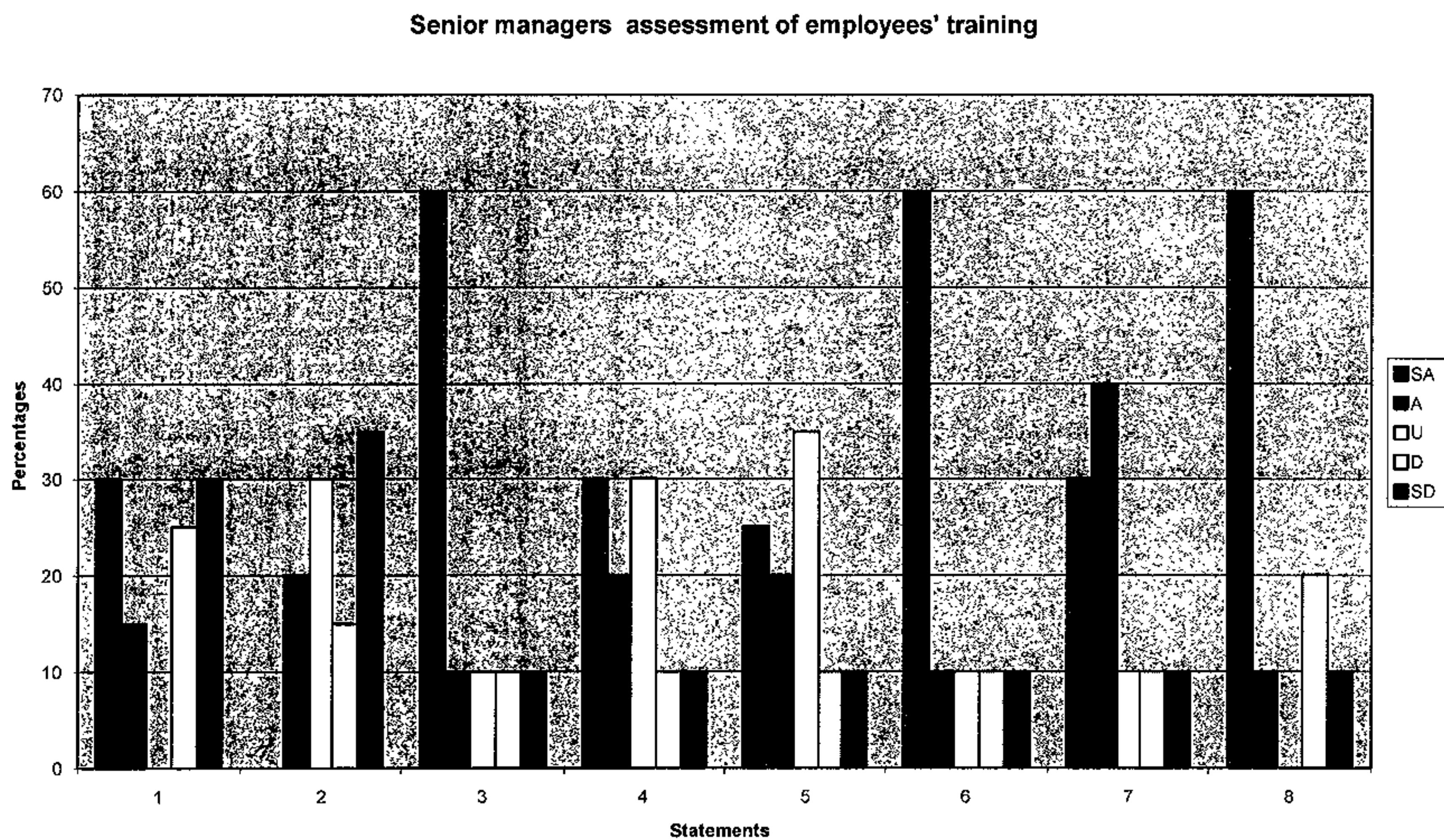
Senior managers assessment of employees' training

SA= Strongly Agree, A= Agree, U= Uncertain, D = Disagree, SD= Strongly Disagree, N=Number, P=Percentage, PMS= Performance Management System

Figure 5.12: Training assessment by senior management

The responses received on the statement regarding training provided that teaches how to appraise subordinates show that 12 (60%) strongly agreed, 2 (10%) agreed, 2 (10%) uncertain, 2 (10%) disagreed and 2 (10%) strongly disagreed about it. The number of respondents that strongly agreed to this statement (70%) is encouraging.

5.9.2 Training assessment by middle management

The aim here was to try to determine the training assessment of the Performance Management System by middle management. Each participant was expected to indicate whether he or she strongly agrees, agrees, is uncertain, disagrees or strongly disagrees with a particular statement (table 5.14 and figure 5.13).

STATEMENT	SA		A		U		D		SD		TOTAL	
	N	P	N	P	N	P	N	P	N	P	N	P
1. Training teaches how to define a job in order to provide *accurate* reflection of work to be done	2	10	6	30	11	55	1	5	-	-	20	100
2. Training teaches what successful performance is	1	5	8	40	10	50	-	-	1	5	20	100
3. Training teaches how to keep track of performance to relative standards	2	10	6	30	9	45	1	5	2	10	20	100
4 Training teaches how to provide feedback for good performance	5	25	2	10	11	55	1	5	1	5	20	100
5. Training teaches how to provide feedback on areas needing improvement	3	15	7	35	8	40	2	10	-	-	20	100
6. Training teaches how to appraise subordinates	1	5	8	40	10	50	-	-	1	5	20	100
7. Training teaches how to provide solutions to problems performance ·	2	10	6	30	8	40	2	10	2	10	20	100
8. Training teachers how to use PMS as development tool	2	10	7	35	10	50	1	5	-	-	20	100

SA= Strongly Agree, A= Agree, U= Uncertain, D = Disagree, SD= Strongly Disagree, N=Number, P= Percentage, PMS= Performance Management System

Table 5.14: Employees training assessment by middle management

Middle managers assessment of employees training
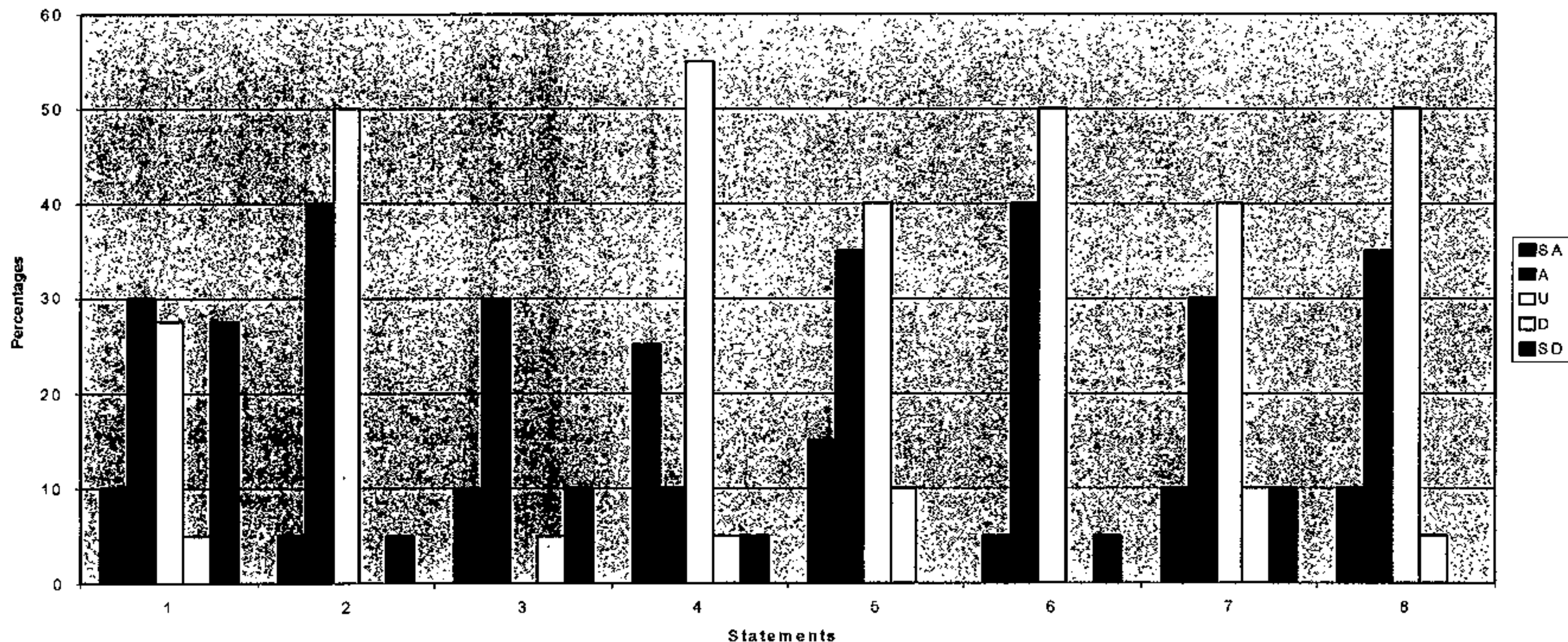
SA= Strongly Agree, A= Agree, U= Uncertain, D = Disagree, SD= Strongly Disagree, N=Number, P=Percentage, PMS= Performance Management System

Figure 5.13: Training assessment by middle management

5.9.2.1 Training analysis

Table 5.14 indicates that 5 (25%) of middle management strongly agreed, 2 (10%) agreed, 11 (55%) were uncertain, 1 (5%) disagreed and 1 (5%) strongly disagreed to the statement that training provided teaches how to provide feedback on a job well done. The response of 11 (55%) who were uncertain in this regard, probably indicates the need to properly emphasise the exact purposes of training.

The responses received on the statement regarding training that is provided teaches how to appraise the subordinates, show that 1 (5%) strongly agreed, 8 (40%) agreed, 10 (50%) were uncertain and 1 (5%) strongly disagreed about it. This survey thus shows that the majority of middle management (55%) did not experience that the training offered teaches them how to appraise their subordinates which is disturbing.

5.9.3 Training assessment by junior management

In this section, junior management was asked to give their views on training in the Performance Management System. The respondents were expected to indicate whether they strongly agree, agree, are uncertain, disagree or strongly disagree with

a particular statement (table 5.15 and figure 5.14).

| STATEMENT	SA		A		U		D		SD		TOTAL	
	N	P	N	P	N	P	N	P	N	P	N	P
1. Training teaches how to define a job in order to provide accurate reflection of work to be done	2	10	4	20	12	60	2	10	-	-	20	100
2. Training teaches what successful performance is	2	10	1	5	16	80	1	5	-	-	20	100
3. Training teaches how to keep track of performance to relative standards	2	10	1	5	16	80	1	5	-	-	20	100
4. Training teaches how to provide feedback for good performance	1	5	2	10	13	65	3	15	1	5	20	100
5. Training teaches how to provide feedback on areas needing improvement	3	15	4	20	11	55	1	5	1	5	20	100
6. Training teaches how to appraise subordinates	1	5	2	10	14	70	2	10	1	5	20	100
7. Training teaches how to provide solutions to problems performance	2	10	1	5	13	65	1	5	3	15	20	100
8. Training teachers how to use PMS as employee development tool	2	10	2	10	16	80	-	-	-	-	20	100

SA= Strongly Agree; A= Agree; U= Uncertain; D = Disagree; SD= Strongly Disagree; N= Number; P= Percentage; PMS= Performance Management System

Table 5.15: Training assessment by junior management

Junior managers' assessment of employees training
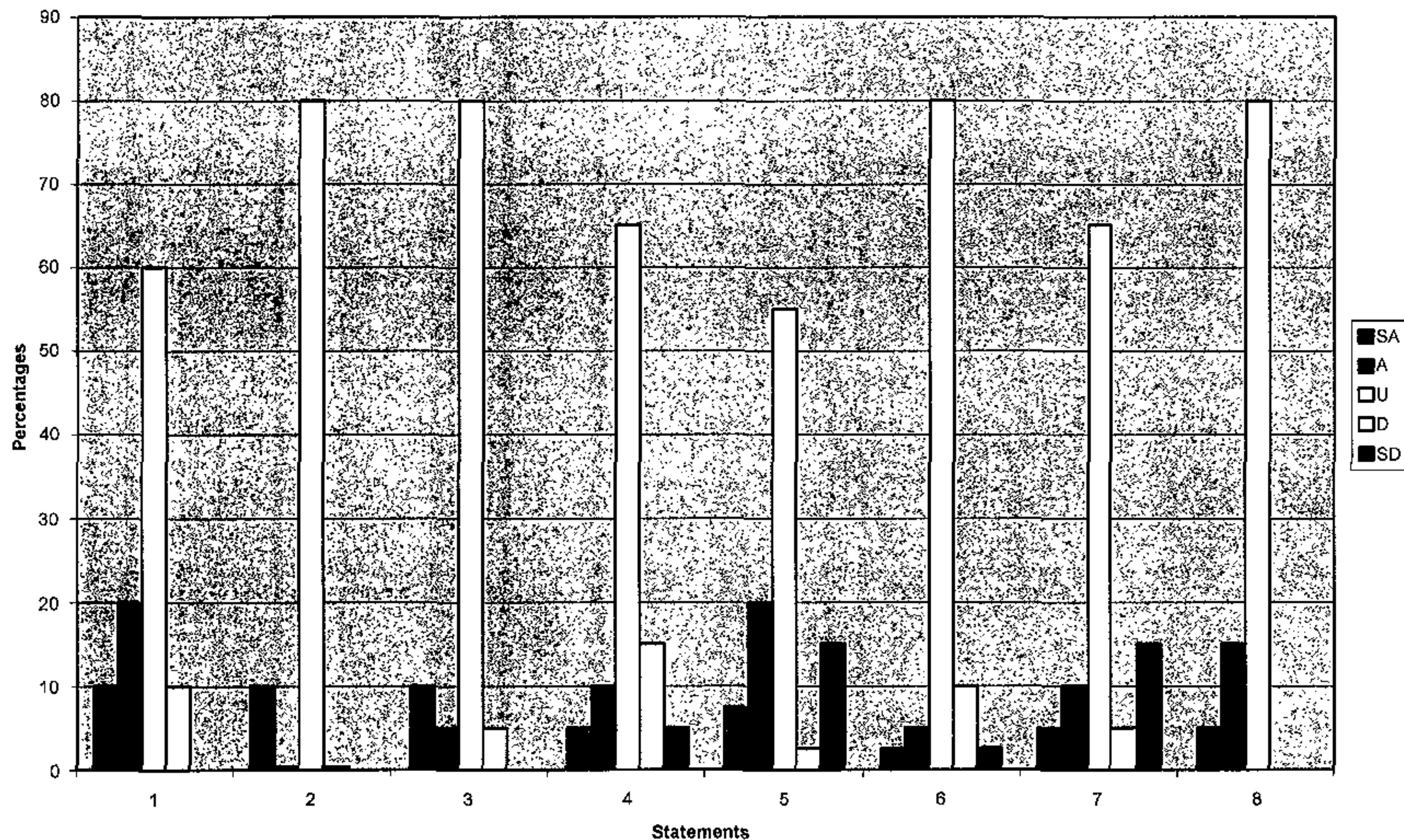
SA= Strongly Agree, A= Agree, U≈ Uncertain, D = Disagree, SD= Strongly Disagree, N=Number, P=Percentage, PMS= Performance Management System
Figure 5.14: Training assessment by junior management

5.9.3.1 Training analysis

It is significant that 1 (5%) strongly agreed, 2 (10%) agreed, 13 (65%) were uncertain, 3 (15%) disagreed and 1 (5%) strongly disagreed that training provided on the Performance Management System teaches how to provide feedback for a job well done. The fact that the majority of junior management (85%) did not experience that the training offered teaches them how to provide feedback for a job well done, is quite disturbing and is indicative of serious shortcomings that exist in the training and/or training programmes.

In addition, the survey reveals that 1 (5%) strongly agreed, 2 (10%) agreed, 14 (70%) were uncertain, 2 (10%) disagreed and 1 (5%) strongly disagreed that training offered teaches how to appraise the subordinates. This finding is also indicative of junior management being confused with regard to training provided on the Performance

Management System in the Department of Education in Limpopo. This in particular is a disturbing trend if one considers the fact that junior managers are supervising quite a huge number of operational workers and they are supposed to appraise their performance but are not quite sure how to do it due to training objectives that are not clear.

5.9.4 Training assessment by operational workers

This questionnaire sought to assess the training offered to the operational workers on the Performance Management System within the Department. The respondents were requested to indicate whether they strongly agree, agree, are uncertain, disagree or strongly disagree with a particular statement (table 5.16 and figure 5.15).

5.9.4.1 Training analysis

The responses received from operational workers indicate that 1 (5%) strongly agreed, 7 (17.5%) agreed, 31 (77.5%) were uncertain, and 1 (2.5%) disagreed that training offered teaches what successful performance is. The survey shows that possible shortcomings exist in the training offered because 31 (77.5%) could not see that the training offered was meant to teach, among other things, what performance is.

The survey further revealed that 4 (10%) strongly agreed, 3 (7.5%) agreed, 32 (80%) were uncertain, and 1 (2.5%) disagreed that training offered teaches how to appraise subordinates. Only 17.5% strongly agreed or agreed to this statement while 82.5% were uncertain or disagreed. If the response of operational workers in this regard is compared to that of senior management where 70% strongly agreed or agreed to this statement, it can be concluded that the training offered to senior management is more understandable to them than that provided to operational workers.

STATEMENT	SA		A		U		D		SD		TOTAL	
	N	P	N	P	N	P	N	P	N	P	N	P
1. Training teaches how to define a job in order to provide accurate reflection of work to be done	2	5	4	10	32	80	2	5	-	-	40	100
2. Training teaches what	1	2.5	7	17.5	31	77.5	1	2.5	-	-	40	100

	SA		A		U		D		SD		N	P
successful performance is												
3. Training teaches how to keep track of performance to relative standards	1	2.5	8	20	29	72.5	1	2.5	1	2.5	40	100
4. Training teaches how to provide feedback for good performance	2	5	3	7.5	33	82.5	2	5	-	-	40	100
5. Training teaches how to provide feedback on areas needing improvement	4	10	4	10	31	77.5	1	2.5	-	-	40	100
6. Training teaches how to appraise subordinates	4	10	3	7.5	32	80	1	2.5	-	-	40	100
7. Training teaches how to provide solutions to problems performance	3	7.5	4	10	31	77.5	2	5	-	-	40	100
8. Training teacher how to use PMS as employee development tool	3	7.5	5	12.5	30	75	1	2.5	1	2.5	40	100

SA= Strongly Agree, A= Agree, U= Uncertain, D = Disagree, SD= Strongly Disagree, N= Number, P=Percentage, PMS= Performance Management System

Table 5.16: Training assessment by operational workers

Operation managers' assessment of employees training
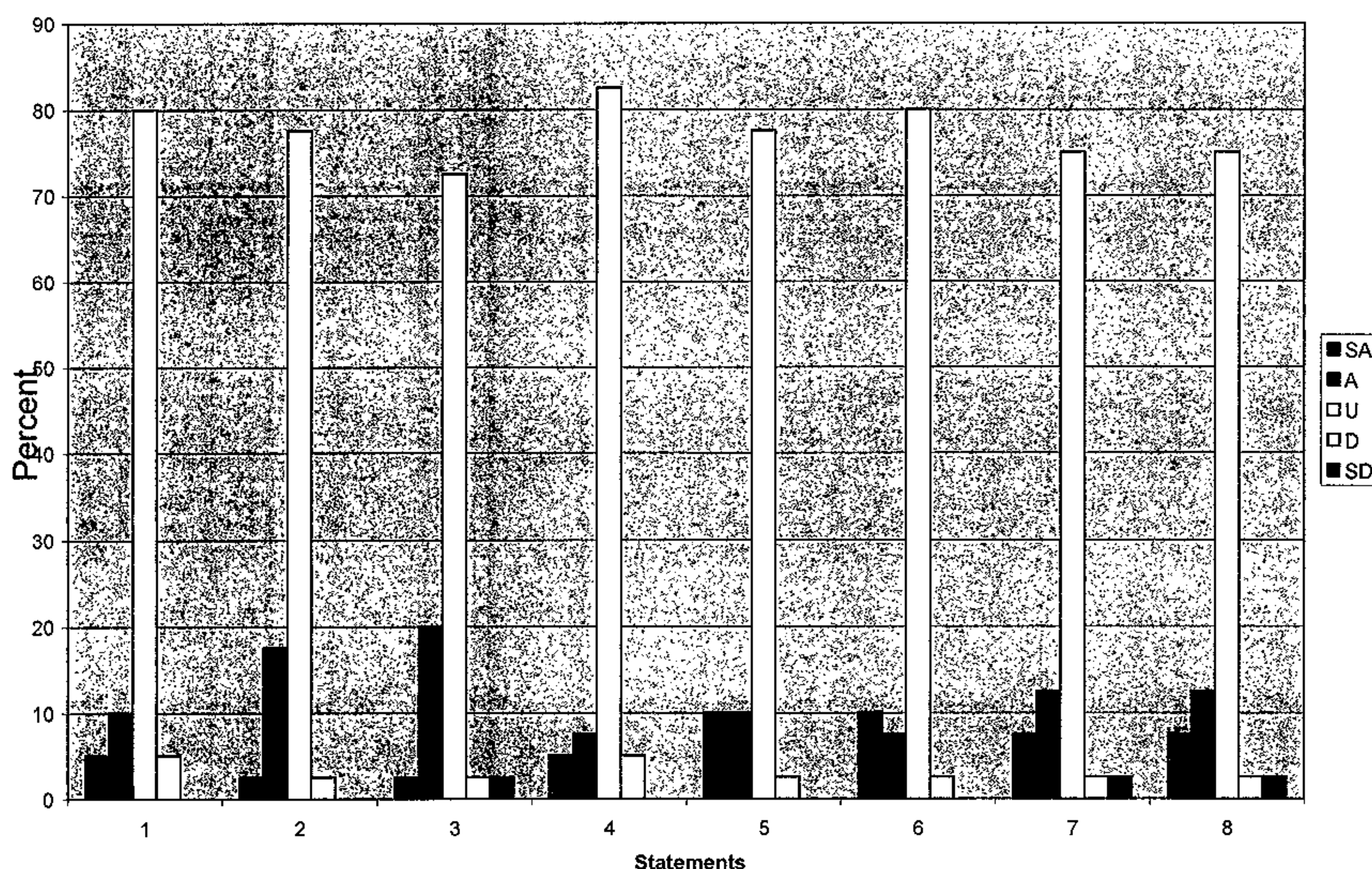
SA= Strongly Agree, A= Agree, U= Uncertain, D = Disagree, SD= Strongly Disagree, N=Number, P=Percentage, PMS= Performance Management System
Figure 5.15: Training assessment by operational workers

This suggests that the training objectives should be emphasised and communicate to operational workers more effectively. Where possible, it should be considered to offer

training to employees in their mother tongue.

5.10 Number of times that training on Performance Management System was provided in the Department of Education since 2002 - 2005

The aim of section 2 (b) of the questionnaire was to determine how often training on the Performance Management System has been provided within the Department. The respondents were expected to indicate the number of times training has been provided since introduction in 2002 until 2004/2005 (table 5.17).

Rank	No of training since 2002		Number of training since joining Department of Education		Training between 2004 and 2005		Total	
	N	P	N	P	N	P	N	P
Senior management	7	35	7	35	6	30	20	100
Middle management	2	20	3	30	5	50	10	100
Junior management	4	40	4	40	2	20	10	100
Operational management	6	30	8	40	6	30	20	100

N= Number; P= Percentages

Table 5.17: Number of times that training on Performance Management System was provided in the Department of Education

5.10.1 Training provided

Regarding the number of times that training on Performance Management System was provided in the Department of Education, the survey showed that 7 (35%) of senior management, 2 (20%), of middle management, 4 (40%) of junior management and 6 (30%) of operational workers. This response showed that very few of training sessions were offered since 2002. It is imperative that more training sessions be conducted.

5.11 Assessment of job Performance of staff since the implementation of the Performance Management System

The purpose of section 3 of the questionnaire was to determine the rating of the general job performance of the staff since the implementation of the Performance

Management System in the Department of Education in Limpopo. The participants were expected to indicate whether the performance level is significantly improved, mildly improved, hardly improved or whether they are unable to judge in respect of a particular performance area.

5.11.1 Assessment of job performance by senior management

The purpose of this section was to rate the general job performance of the staff since the implementation of the Performance Management System within the Department. Participant in these category of senior management were expected to indicate whether each performance area was significantly improved, mildly improved, hardly improved, or whether it was difficult to judge (table 5.18 and figure 17).

STATEMENTS	SI		MI		HI		UJ		TOTAL	
	N	P	N	P	N	P	N	P	N	P
1. Competence	2	10	10	50	1	5	7	35	20	100
2. Effectiveness & efficiency	2	10	3	15	8	40	7	35	20	100
3. Completion of work	4	20	7	35	4	20	5	25	20	100
4. Dedication and motivation	4	20	8	40	-	-	8	40	20	100
5. Relationship with staff	6	30	4	20	3	15	7	35	20	100

SI= significantly improved, MI= mildly improved, HI= Hardly improved, UJ= Unable to judge, N=Number, P=Percentage

Table 5.18: Assessment of performance by senior management

Assessment of job performance by senior management

Figure 5.17: Assessment of performance by senior management

5.11.1.1 Performance analysis

The responses received from senior management showed that there were some senior managers who where unable to make a judgement while they were expected to do so in view of their position in the hierarchy. The study revealed that on the item of competence 2 (10%) rated it as significantly improved, 10 (50%), as mildly improved, 1 (5%) as hardly improved and 7 (35%) were unable to judge the performance. This confirms why there is still a poor performance in the Department of Education in Limpopo after the introduction of the Performance Management System.

With regard to the item of dedication and motivation, the survey shows that 4 (20%) rated it as significantly improved, 8 (40%) as mildly improved and 8 (40%) were unable to judge it. This finding also contributes to confirm why there is still poor performance in the department after the introduction of the Performance Management System.

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5.11.2 Assessment of job performance by middle management

In this section, middle management was expected to rate the general performance of the staff since the implementation of the Performance Management System in the Department of Education in Limpopo. The respondents were expected to indicate whether each performance area was significantly improved, mildly improved, hardly improved or whether it was difficult to judge (table 5.19 and figure 5.18).

STATEMENTS	SI		MI		HI		UJ		TOTAL	
	N	P	N	P	N		N	P	N	P
1.Competence	3	15	1	5	3	15	13	65	20	100
2.Effectiveness & efficiency	-	-	2	10	6	30	12	60	20	100
3. Completion of work	1	5	4	20	5	25	10	50	20	100
4. Dedication and motivation	1	5	3	15	8	40	8	40	20	100
5. Relationship with staff	3	15	2	10	5	25	10	50	20	100

SI= Significantly improved, MI= Mildly improved, HI= Hardly improved, UJ= Unable to judge, N=Number, P=Percentage

Table 5.19: Assessment of performance by middle management

5.11.2.1 Performance analysis

Table 5.19 indicates that on the item of competence, 3 (15%) rated it as significantly improved, 1 (5%) as mildly improved, 3 (15%) as hardly improved and 13 (65%) were unable to judge it. However, what is significant from the findings is that the number of those who were unable to judge the performance since the implementation of the Performance Management System represent a very high rate on competence 13 (65%), followed by effectiveness and efficiency 12 (60%), work completeness 10 (50%), dedication and motivation 8 (40%) and relationship with other staff members 10 (50%).

Assessment of job performance by middle management
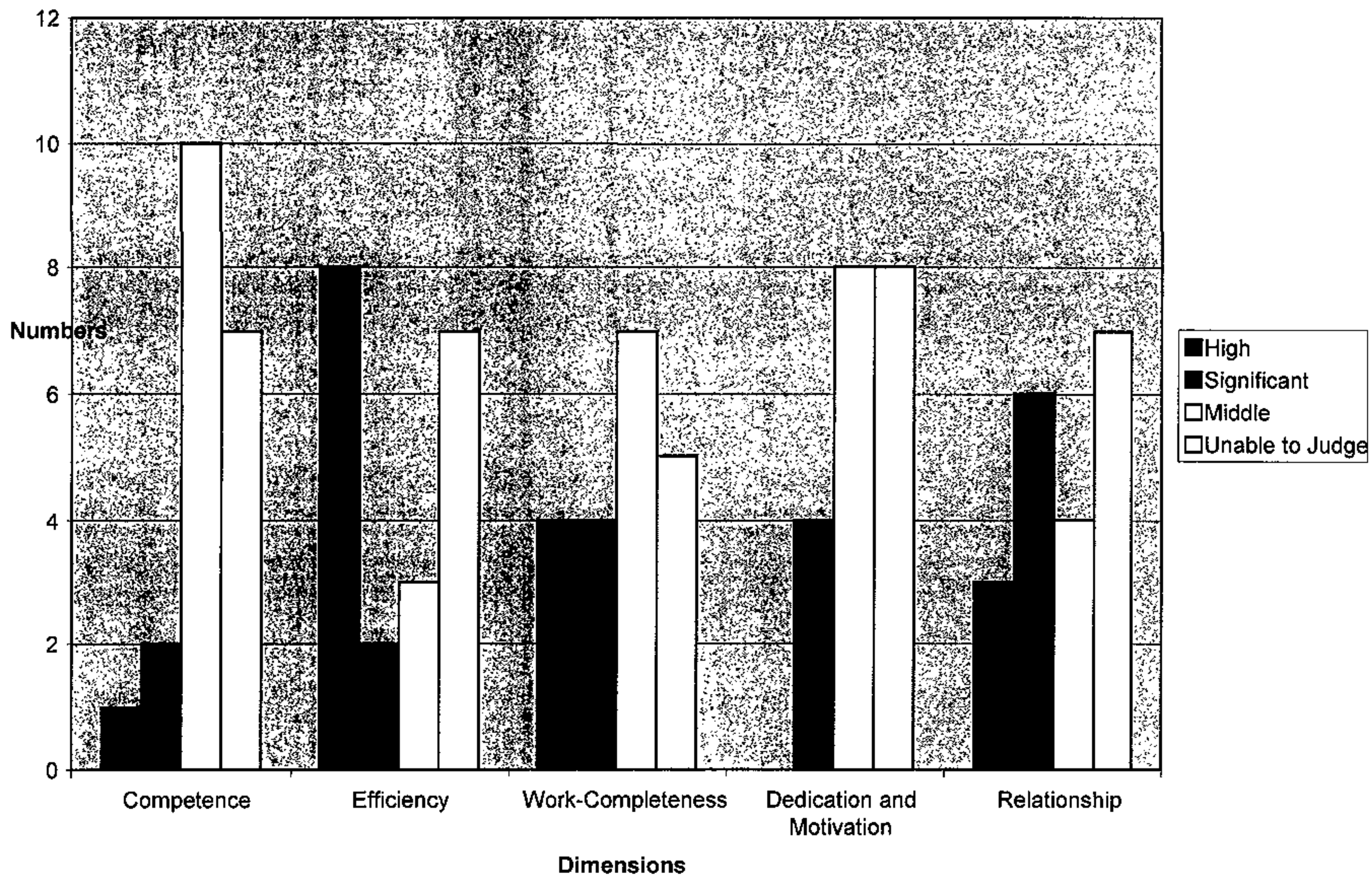
Figure 5.18: Assessment of performance by middle management.

This negative rating can be attributed to several factors in the working environment such as inadequate training in the Performance Management System or a general lack of communication between staff members.

STATEMENTS	SI		MI		HI		UJ		TOTAL	
	N	P	N	P	N	P	N	P	N	P
1. Competence	1	5	2	10	1	5	16	80	20	100
2. Effectiveness & efficiency	-	-	3	15	2	10	15	75	20	100
3. Completion of work	1	5	3	15	2	10	14	70	20	100
4. Dedication and motivation	2	10	1	5	1	5	16	80	20	100
5. Relationship with staff	2	10	1	5	-	-	17	85	20	100

SI= Significantly improved, MI= Mildly improved, HI= Hardly improved, UJ= Unable to judge, N=Number, P=Percentage

Table 5.20: Assessment of performance by junior management
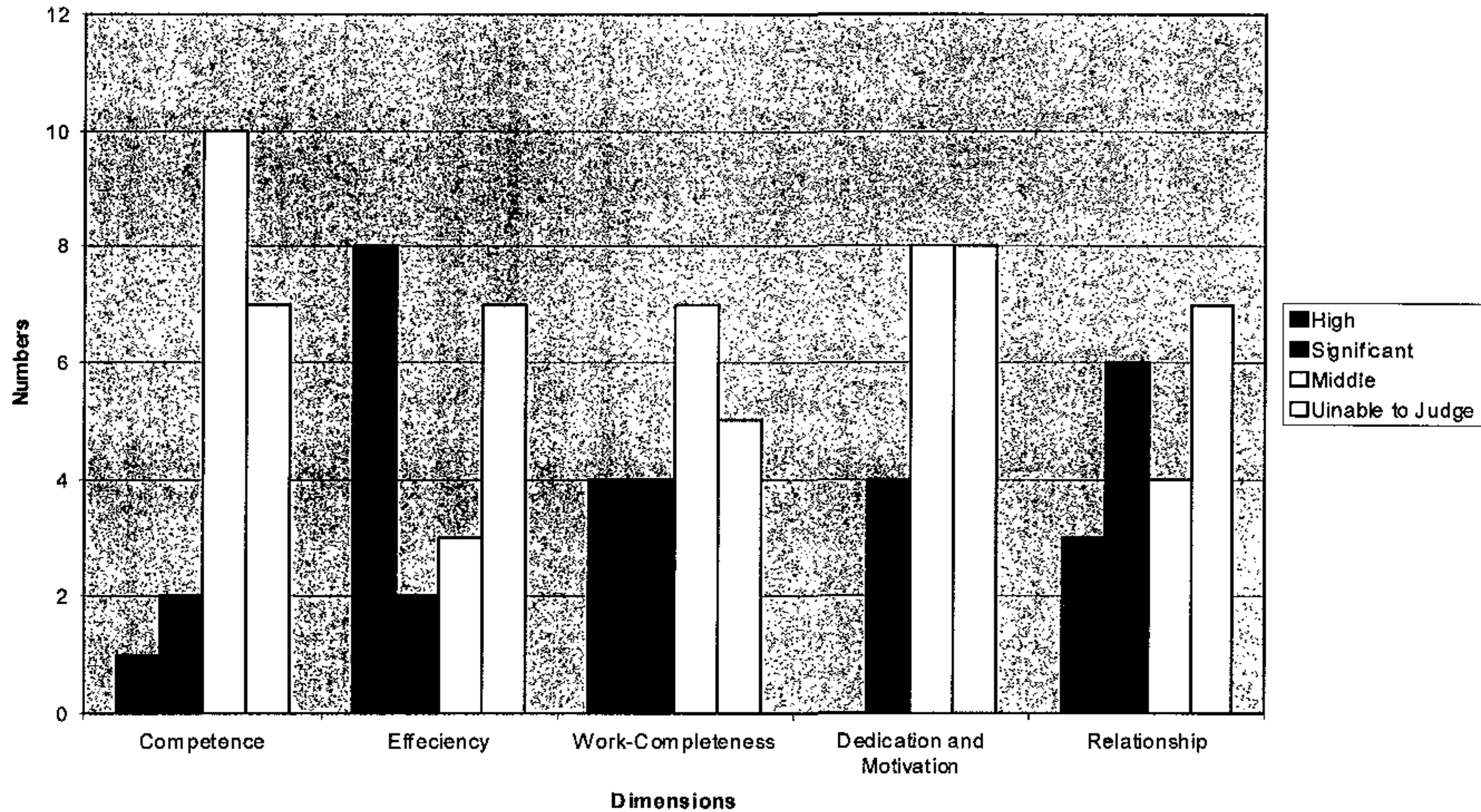
Assessment of job performance by junior management
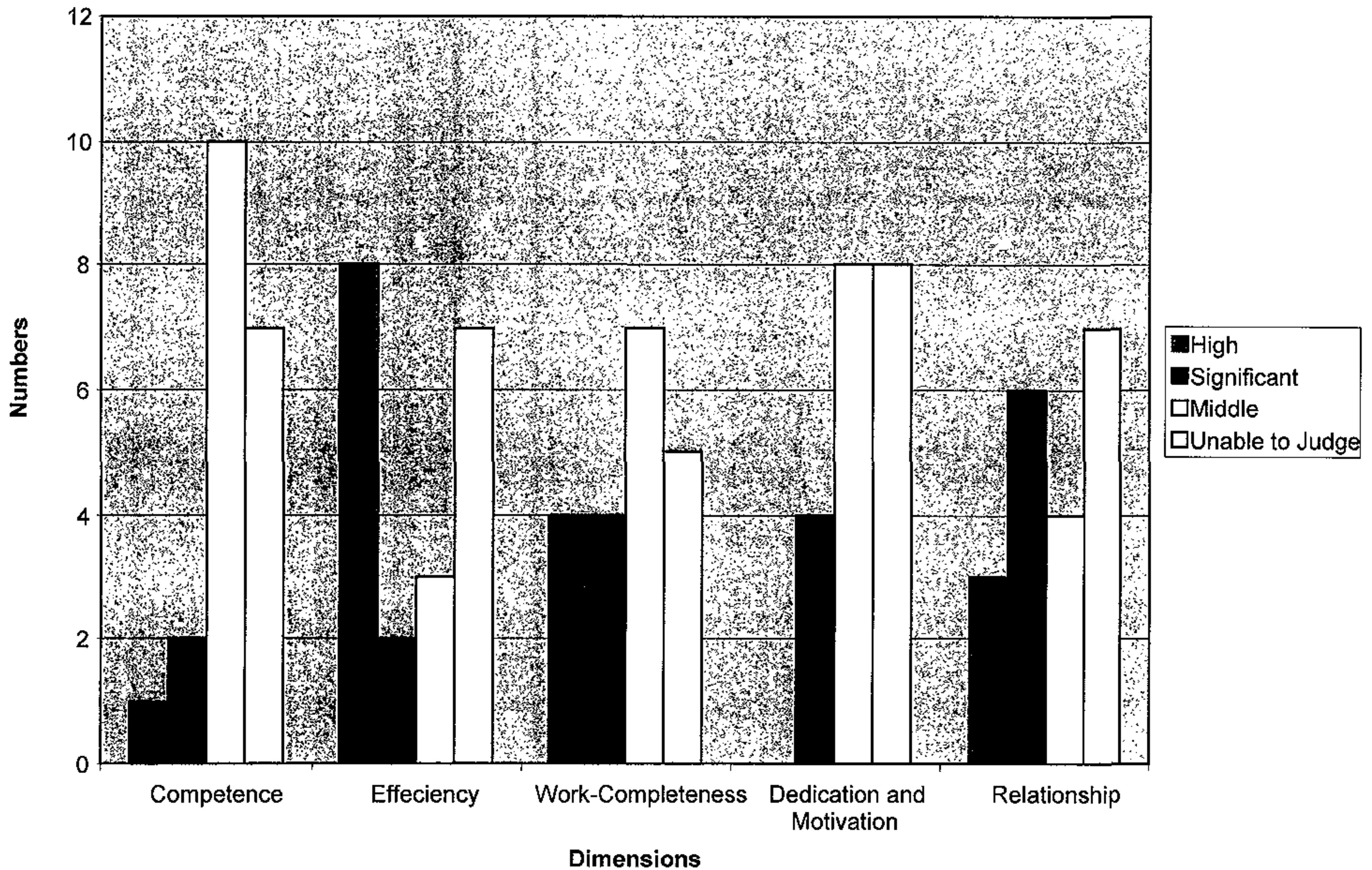
Figure 5.19: Assessment of performance by junior management

5.11.3 Assessment of job performance by junior management

In this section, junior management was expected to rate the general performance of the staff since the implementation of the Performance Management System. The participants were asked to indicate whether each performance area of was significantly improved, mildly improved, hardly improved, or whether it was difficult to judge (table 5.20 and figure 5.19).

5.11.3.1 Performance analysis

The majority of junior management was also unable to judge on job performance in terms of competence 16 (80%), effectiveness and efficiency 15 (75%), completion of work 14 (70%), dedication and motivation 16 (80%) and relationship with other staff

members 17 (85%). In general, the rating was low in terms of significantly improved and mildly improved where, for instance on competence 1 (5%) rated it as significantly improved and 2 (10%) as mildly improved. As far as the relationship with other staff members is concerned 2 (10%), rated it as significantly improved and 1 (5%) as mildly improved. On completion of work 1 (5%) rated it as significantly improved and 3 (15%) as mildly improved on dedication and motivation, 2 (10%) rated it as significantly improved and 1 (1%) as mildly improved.

5.11.4 Assessment of job performance by operational workers

The primary focus of this section was to rate the general performance of the operational staff since the implementation of the Performance Management System within the Department of Education in Limpopo. The participants were asked to indicate whether each performance area was significantly improved, mildly improved, hardly improve or whether it was difficult to judge (table 5.21 and figure 5.20).

STATEMENTS	SI		MI		HI		UJ		TOTAL	
	N	P	N	P	N	P	N	P	N	P
1. Competence	9	22.5	8	20	2	5	21	52.5	40	100
2. Effectiveness & efficiency	7	17.5	3	7.5	10	25	20	50	40	100
3. Completion of work	7	17.5	2	5	9	22.5	22	55	40	100
4. Dedication and motivation	7	17.5	1	2.5	12	30	20	50	40	100
5. Relationship with staff	3	7.5	7	17.5	7	17.5	23	57.5	40	100

SI= Significantly improved, MI= Mildly improved, HI= Hardly improved, UJ= Unable to judge, N=Number, P= Percentage

Table 5.21 Assessment of performance by operational workers
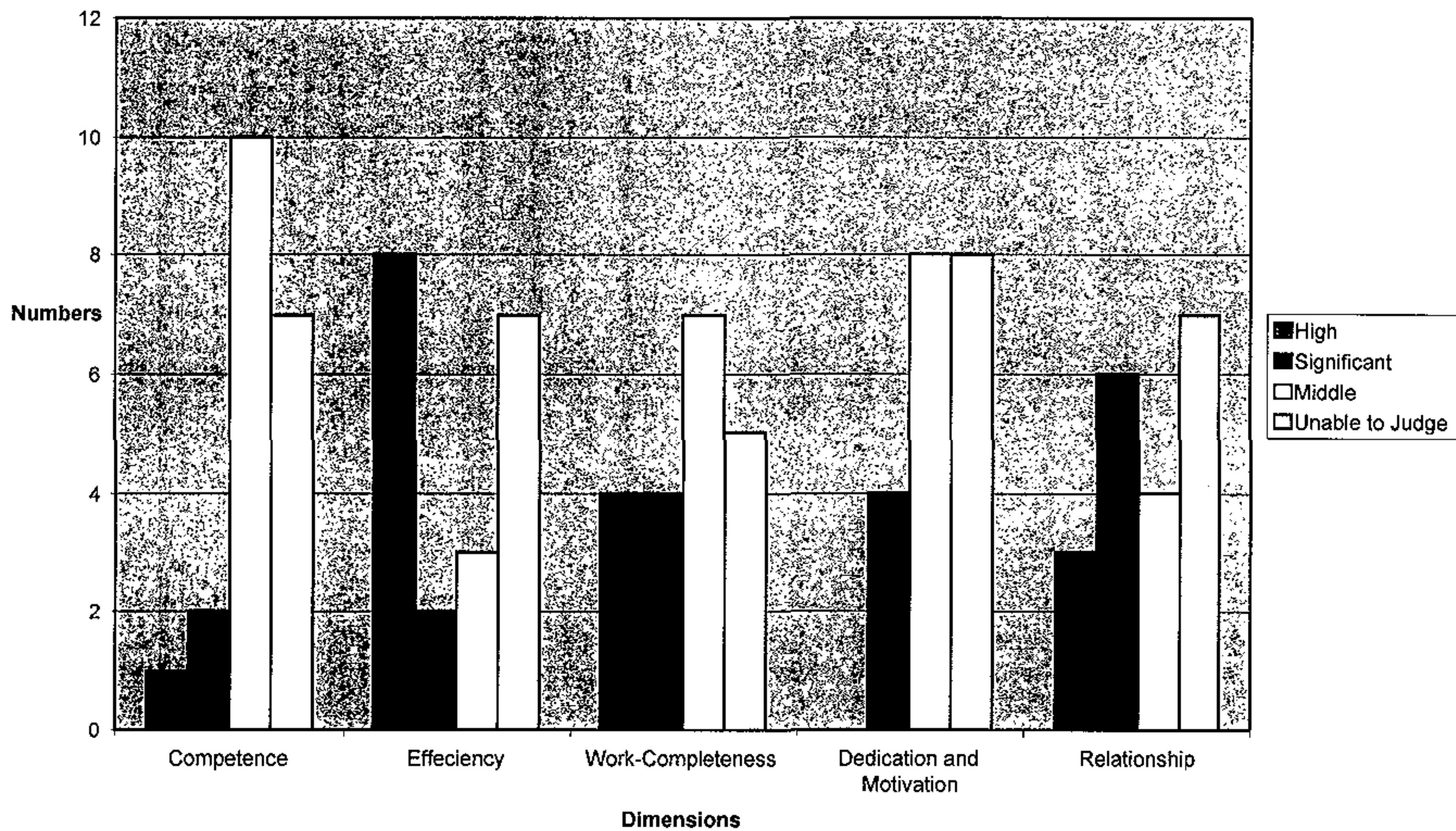
Figure 5.20: Assessment of Performance by operational workers

5.11.4.1 Performance analysis

Although lower than in the case of junior management, there are still quite a number of operational workers who were unable to judge performance after the implementation of the Performance Management System. On competence 21

(52.5%) indicated they were unable to judge, followed by effectiveness and efficiency 20 (50%), completion of work 22 (55%), dedication and motivation 20 (50%) and relationship with other staff members 23 (57.5%).

The relative high number of respondents who have indicated that they were unable to judge performance in terms of the various performance areas, can probably be attributed to insufficient emphasis on the objectives of performance management which can serve as a yard stick against which employees can measure performance improvement, or not. Insufficient trained in the Performance Management System could have contributed to employees not being properly informed on the objectives of performance management, on aspect that require attention.

5.12 Conclusion

In chapter five the research data has been presented in a tabular form as well as in graphical terms and expressed in percentages for ease of analysis. The analysis has shown that 20 (100%) of senior management, 20 (100%) of middle management, 20 (100%) of junior management and 37 (92.5%) of operational workers in the Department of Education are aware of the Performance Management System within the Department of Education in Limpopo.

The policy on Performance Management System has been made available to the Department. Since policy is a guideline to any process, the research also focussed on it. The policy on the Performance Management System is used more often than other documents even though 7 (35%) of senior management, 2 (10%) of middle management, 15 (75%) of junior management and 33 (82.5%) of the operational workers do not know of any policy in the Department of Education in Limpopo that addresses the Performance Management System.

As far as the reasons are concerned for officials not attending training on the Performance Management System, the survey showed that 12 (60%) of junior management and 26 (65%) of operational workers did not know about the training

that was being offered by the Department. The responses probably suggest that the training was only offered to the senior management and middle management.

With regard to the perception of the Performance Management System the survey showed that a high number of respondents were uncertain which means that there is need in the Department of Education to inform the employees about the importance of the Performance Management System and the impact it can have to improve service delivery to the community.

It is evident from the analysis that the Performance Management System cannot be implemented successfully because a significant number of officials within the Department do not know of any policy of the Performance Management System. It has also come up clearly in the analysis that at middle management level a relatively high number of officials were uncertain whether the Performance Management System could improve decision making on training needs. This suggests that most of the research subjects were not competent in the implementation of the Performance Management System.

The analysis also showed that the officials generally agreed that the Department of Education in Limpopo should train staff on the Performance Management System. It is evident from the analysis that there had not been proper training on Performance Management System. It has also come up clearly in the analysis that the respondents were unable to judge job performance in terms of competence, effectiveness, relationship, work completeness, and dedication.

The relative high number of respondents who have indicated that they were unable to judge performance in terms of the various performance areas, can probably be attributed to insufficient emphasis on the objectives of performance management which can serve as a yard stick against which employees can measure performance improvement, or not. Insufficient training in the Performance Management System could have contributed to employees not being properly informed on the objectives of performance management, an aspect that requires attention.

CHAPTER 6

CONCLUSIONS AND PROPOSALS

6.1 Introduction

The purpose of chapter six is to conclude the dissertation by presenting a few concluding remarks about the responses of staff members regarding their views, perceptions and experiences of the Performance Management System in the Department of Education in Limpopo. This study clearly indicated the prevailing gap between what has been written in published literature and what members of the Department of Education Limpopo think with respect to the implementation of the Performance Management System.

In view of the aforementioned gap, several proposals are made with a view to assist management to improve the implementation of the Performance Management System within the Department of Education in Limpopo.

6.2 Conclusions

This study in the Department of Education in the Limpopo Province was conducted among senior management, middle management, junior management, and operational workers at Head Office and focused on the extent to which the Performance Management System was used in improving service delivery in the Department of Education in Limpopo.

Research done for this dissertation has provided an insight into determining the success of the implementation of the Performance Management System within the Department of Education in Limpopo. Although the majority of the respondents were aware of the Performance Management System of the Department of Education in the Limpopo Province, there were quite a number of respondents who indicated that they were not aware of any policy in the Department regarding the Performance Management System. The research findings, for example, showed that 50% of senior management were of the opinion that they could not implement the system

successfully because they did not know of any policy on the Performance Management System within the Department.

One of the key findings of this research was that 12(60%) of the respondents at senior management level, 11(55%) at middle management level, 16(80%) at junior management level and 30(75%) at operational level had not received training on the Performance Management System.

Knowledge about the Performance Management System was limited to those who had undergone training. It would appear that the Department did not offer enough training to officials about the Performance Management System within the Department. It can therefore be concluded that the officials of the Department of Education in Limpopo are not competent to implement the Performance Management System effectively.

The fact that the respondents strongly agreed that there was a need for training on the Performance Management System implies that they either did not know about the existence of the training programme on the Performance Management System or that it was non-existent.

6.3 Proposals
In view of the research findings, the following proposals are made regarding the implementation of the Performance Management System in the Department of Education in Limpopo:

6.3.1 Training on the Performance Management System
Figure 5.12 - 5.15 has shown that the respondents strongly agreed that there was a need for staff to be trained in the implementation of the Performance Management System. Indeed, training is extremely important to address the level of job performance of the staff on the implementation of the Performance Management System as the research has revealed. Once the staff in the Department knows the

extent to which the Performance Management System can aid them in the improvement of service delivery to the community, they will be able to implement the system more successfully. The study has also shown that the training offered by the Department of Education was inadequate. It is crucial that the staff in the Department of Education in Limpopo should get sufficient training on the Performance Management System.

6.3.2 Awareness of the Performance Management System

The lack of sufficient training and inadequate knowledge about the Performance Management System among the personnel in the Department of Education in the Limpopo Province necessitates the establishment of a directorate of Performance Management for both educators and public servants. The Department of Education in Limpopo should set up a team in this directorate whose duty will be to ensure that the Performance Management System is effectively being translated into action.

The main functions of this directorate will be to raise awareness of the system and its functioning and to train the personnel on applying the Performance Management System. This directorate will further be required to develop a clear framework for information dissemination to ensure that all personnel within the Department are aware of the content of the Performance Management System. To facilitate this process, it is recommended that this directorate should use methods such as workshops, group meetings, briefings, brochures, circulars, and porters placed at accessible places such as office walls and notice boards, supported by active campaign efforts. To curb any uncertainty among staff members in this regard, it is recommended that coordination between the Training and Development Directorate and Human Resources Directorate be improved. It is also recommended that the Performance Management System policy document be translated into the mother tongues namely Sepedi, Xitsonga, and Tshivenda, especially to accommodate the operational workers who have lower than grade 12 qualifications.

6.3.3 Sufficient funds

The research findings showed that 68% of the respondents did not undergo training on the Performance Management System within the Department of Education in Limpopo. Research findings have also indicated that the training and skills gained during the training were inadequate because the majority of the respondents within the Department had been unable to judge the level of the performance of the staff since the implementation of the Performance Management System. This necessitates that sufficient funds be allocated to provide adequate and effective training in this regard and to finance the workshops, meetings, brochures and campaigns on the Performance Management System within the Department of Education.

6.4 Final word

The Department of Education in Limpopo has indeed undertaken efforts to meet the objectives of the performance management policy, namely to improve the government's ability to deliver on its promise of improved service delivery to all the citizens of South Africa. There are, however, still identifiable problem areas in the process of the implementation of the Performance Management System within the Department of Education in Limpopo. There is, for instance, inadequate information dissemination to the entire staff, resulting in the majority of the staff being unaware of the policy within the Department concerning the Performance Management System. The lack of adequate training of staff on the Performance Management System can, however, be singled out as the main problem that the Department needs to attend to. This will also avoid the anger about poor performance that Government as well as the public is levelling at service delivery. In view of the observations, proposals have been made with a view to solving the identified problems.

With regard to recommendations for further study, it would be beneficial for the effective implementation of the Performance Management System if data could also be obtained from other departments of the Limpopo Administration on the implementation of the system.

Appendix A

QUESTIONNAIRE ON PERFORMANCE MANAGEMENT

FOR

PERSONNEL OF THE DEPARTMENT OF EDUCATION IN THE

LIMPOPO PROVINCE

Introduction

This questionnaire seeks to find out about your views, perceptions and/or experiences of the Performance Management System (Performance Management System) in your department/section. Your response will be used in providing an evaluation of this important function. The information provided will be treated as confidential.

Please feel free to provide answers to the best of your knowledge and opinion.

- Some questions require that you simply place an "X" against the item/issue that applies in your case.
- Some questions request both an "X" and further details for clarification, or a statement.
- Please feel free to provide more details should you want to clarify the answer you give for any question.

It is not necessary that we know your name in order to achieve the objectives of this study. We are more interested in finding out about your knowledge, experience and views about the Performance Management System in your department/section.

We sincerely thank you for your assistance in this study. Definition of performance management is the means of getting better results from the organization's teams and individuals by understanding and managing performance within an agreed framework of planned objectives and standards.

A. RESPONDENTS' PERSONAL PARTICULARS

Please indicate the applicable option with an "X"

1	Category of your position	1.	Top management level (Senior Manager to Head of Department)
		2.	Middle management level (Deputy Manager to Manager)
		3.	Junior management level (Chief Administration Clerk to Senior Administration Officer)
		4.	Operational level (All those workers who are not managers)
2	Highest educational qualification	1.	Lower than Grade 12
		2.	Grade 12
		3.	Diploma/Degree
		4.	Honours/Masters/Doctorate

B. ASSESSMENT OF THE PERFORMANCE MANAGEMENT SYSTEM

1. General assessment

(a) Please mark your choice with an "X". Provide any additional information that you consider as important to mention in the last block.

Statement		Response			
		Yes	No	Do Not know	Comments
1	Are you aware about the Performance Management System of the Department of Education in the Limpopo Province?				
2	Is there any policy in the Department of Education in the Limpopo Province that addresses the Performance Management System that you know of?				
3	Is there any Performance Management System in the Department of Education in the Limpopo Province?				
4	Is the Performance Management System in the Department of Education in the Limpopo Province is in line with the National Performance Management System?				
5	Is the Performance Management System in the Department Of Education in the Limpopo Province is in line with the Provincial Performance Management System?				

(b) In this section there are various statements made, each followed by a five options response namely:

1	=	Strongly agree
2	=	Agree
3	=	Uncertain
4	=	Disagree
5	=	Strongly Disagree

Please mark with an "X" the option you think applies.

	Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	Senior management is committed to the successful implementation of the Performance Management System	1	2	3	4	5
2	Middle management is committed to the successful of the Performance Management System	1	2	3	4	5
3	Supervisors/Junior management are committed to the successful implementation of the Performance Management System	1	2	3	4	5
4	Operational workers (in other words those not in management positions) are committed to the successful implementation of the Performance Management System	1	2	3	4	5
5	There is a link between strategic/business planning and the Performance Management System	1	2	3	4	5
6	Appraisal results are used for promotion decisions	1	2	3	4	5
7	Appraisal results are	1	2	3	4	5

	used for determining probations					
8	Appraisal results are used to determine training needs	1	2	3	4	5
9	Managers accept that the performance management process that have been defined is needed in the Department	1	2	3	4	5
10	Managers have the skills and knowledge needed to manage their subordinates	1	2	3	4	5
11	Your senior gives feedback after appraisal of performance	1	2	3	4	5
12	Feedback, if it is given, has a positive influence on the relationship between yourself and your senior	1	2	3	4	5
13	The effectiveness of the Performance Management System is formally evaluated at least once a year	1	2	3	4	5
14	The Performance Management System is formally evaluated at least once a year					
15	Performance appraisal on the whole is practiced effectively in my department/section	1	2	3	4	5

c. How often, within the course of a year, has your performance been appraised?

Please indicate your choice in the appropriate space below with an "X"

    1). Monthly

    2). Three monthly

    3). Six-monthly

    4). Annually

    5). Other

2. Training provided in support of the Performance Management System

(a) Did you receive any form of training in the Department of Education that pertains to performance management?

YES	NO

If your answer is "no" then indicate which one or more of the reasons indicated under (i) applies to you.

(i)
- (a) no training offered
- (b)   on leave during the training
- (c)   not selected for training
- (d)   although training was offered I choose not to receive it.
- (e)   other reasons

If your answer is "yes", please proceed to answering questions under

(ii) In this section there are various statements made, each followed by a five options response namely:

1. = Strongly agree
2. = Agree
3. = Uncertain
4. = Disagree
5. = Strongly Disagree

Please mark with an "**X**" the option you think applies.

	Statement	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	Training that is provided teaches how to define a job so that it accurately reflects the work to be done	1	2	3	4	5
2	Training that is provided teaches what successful performance is	1	2	3	4	5
3	Training that is provided teaches how to keep track of once's performance relative to the standards which are in place	1	2	3	4	5
4	Training that is provided teaches how to provide feedback for a job well done	1	2	3	4	5
5	Training that is provided teaches how to provide feedback on those areas needed improvement	1	2	3	4	5
6	Training that is provided teaches how to appraise your subordinates	1	2	3	4	5
7	Training that is provided teaches how to solve performance problems	1	2	3	4	5
8	Training that is provided teaches how to use the Performance Management System as an employee development tool	1	2	3	4	5

b. How often has training in performance management been provided in your department/section?

Please indicate the number of times training has been provided for each of the following possibilities.

Possibilities	Number of times
Since introduction of the Performance Management System in 2002	
Since joining the Department of Education in the Limpopo Province	
Over the past 5 years	
During 2004 and 2005	

3. How would you rate the general job performance of the staff since the implementation of the Performance Management System?

Please indicate your choice with regard to each performance area, in the appropriate space with an "**X**".

Performance area		Rating			
		Significantly improved	Mildly improved	Hardly improved	Unable to judge
1	Competence				
2	Overall effectiveness and efficiency				
3	Completion of work				
4	Dedication and motivation				
5	Relation with other staff members				

Appendix B

PERSONNEL ASSESSMENT QUESTIONNAIRE

A. Personal particulars (To be completed by the Personnel Division)

ID Number | Date of birth | Security clearance:

Surname:..
Christian Names: ....
Grading: .... Rank: ....
Entry date to the rank/grading: .... Dept: ....
Division: .... Stationed at: ....

N.B. B.1-17 must be completed by the officer / employee. B.4 must be confirmed by the supervisor

B.1. Condition of Health: Do you experience health problems and/or are you physically handicapped? | Yes | No |

If "Yes", briefly describe the nature of your problems:
....
....
.....

B.2. Placing

Are you placed correctly in your department? | Yes | No |

Are you placed correctly in your present type of job/occupational class? | Yes | No |
   If "No" -
(a) Where do you wish to be placed? Dept: .... Type of job/Occupational class:
....
(b) Give reasons:
....
Irrespective of whether you are placed correctly or not, to which department(s) and/or type of job(s)/occupational class(es) will
you accept a transfer? (Order of preference)

Department: .... Type of job/Occupational class: ....

B.3. Transferability

Are you ransferable to another station? | Yes | No |

Is there a particular station where you wish to be placed? | Yes | No |
If "Yes", specify: ....

B.4. Feedback on Performance/Evaluation Results (*This item must be completed in consultation with your supervisor*).

Are you in your present rank/grading informed of -

(a) your continuous work performance?   (b) your promotability assessment?
(In the case of a first assessment in rank/grading)
      Confirmed by your reporting officer/supervisor

Signature of supervisor/reporting officer   Date

B.5. Educational Qualifications

(a) Highest standard passed at school:		Year:
(b) Post school qualifications	Year	Major subjects
....	....	....
....	....	....
....	....	....

B.6. Previous experience in the public Serivce

From	To	Department	Occupational Class
....	....	....	....
....	....	....	....
....	....	....	....

B.7. Declaration

I declare that the information above is true and sound; that I am aware that it will be noted in the records and I undertake to notify the personnel division of any changes should they occur

_____   _____

Signature   **Date**

Language Proficiency (To be completed by the reporting officer and the assessing authority)

Language		Good	Fair	Poor	Not at all
Afrikaans	Written				
	Oral				
English	Written				
	Oral				
Other	Written				
	Oral				

	Reporting Officer				
	1	2	3	4	5

Efficiency Assessment (To be completed by the reporting officer and the assessing authority)

Job Performance
The way in which the officer by his behaviour as well as direct and indirect successfully executes his set tasks in order to promote and protect the prestige and interests of his Department

Responsibility
1. Sense of duty: The way in which he executes his tasks and his sense of duty towards utilising official time. (Also note voluntary overtime where applicable)
2. Accepting responsibility: The extent to which he is prepared to accept greater responsibility towards his own and related duties.
3. Loyalty: The extent to which his work performance as well as dedication illustrates his loyalty and pride in his work.
4. Correctness: The extent to which he conducts himself correctly and with discretion in applying measures/ prescribed rules and / or utilization of state property or state monies.
5. Skills: The extent to which he succeeds on his won in enhancing his skills in his own as well as related work fields.

Organisation
6. Planning: The way in which he systematically embarks upon work and purposefully finalises it.
7. Adaptability: The extent to which he can reorganise his work to adapt to changed circumstances.
8. Managing tasks: The extent to which he can manage a greater work load with success. (note, where applicable, also the simultaneous managing of additional tasks)

Productivity
9. Work speed: The ability to finalise a given quantity of work in a specific period of time
10. Quality: The extent to which his work conforms to standards (quality) that are set for the specific rank.
11. Drive: The extent to which he purposefully perseveres in the execution of his duties, even when problems or resistance are encountered.

Knowledge and insight
An officer's vision and logical thoughts coupled with a balanced, considered approach and his ability to utilise his knowledge, qualifications, experience, common sense and aptitude in his work
1. Knowledge: The extent to which he is conversant with prescribed rules/ techniques/ procedures etc. that applies to his field.
2. Utilization of knowledge: The extent to which he succeeds in applying his knowledge and experience successfully in executing his duties.
3. Ability to comprehend: The extent to which he succeeds in getting to the core of problems and making acceptable suggestions in solving them.
4. Discernment: The ability to decide on the correct alternative, taking into consideration possible implications, also where the alternative is not known or standard.
5. Initiative: The extent to which he generated new ideas and improvises where circumstances require it.

Interpersonal Relations
The ability to maintain sound interpersonal relations, thus gaining the best co-operation of fellow colleagues on all levels as well as the public.
1. Acceptability: The extent to which he as a result of his general conduct and the self-confidence he displays, is accepted by others (juniors/ peers/ seniors/ public)
2. Tact: The extent to which he conducts himself tactfully and with discretion to others.
3. Adaptability: The extent to which he is able to adapt to others and to circumstances.
4. Dealing with conflict: The way he successfully deals with difficult situations between him and his seniors/ junior/ peers and the public.

Leader Abilities (To be completed for supervisors and all persons in promotion ranks).
The leader abilities the officer displays in formal and informal work situations.
1. Self-confidence: The proven ability to lead with self-confidence when the situation arises.
2. Communication: The ability to impart and to defend (maintain a point of view in controlled and convincing manner and also to listen and show understanding to other points of view
3. Disciplining: The ability to identify unacceptable behaviour, take corrective steps and dealing with personnel authoritatively.
4. Approach to development: The extent to which he identifies his own (and subordinates where applicable) training and developmental needs and take applicable steps.
5. Exercise of control: The extent to which the activities and conduct of personnel are continuously directed and checked for correctness.

Final score expressed as a percentage
$\frac{\text{Total score obtained}}{\text{Largest possible score}} \times 100 = \%$

Scoring items:
1.1	
1.2	
1.3	
1.4	
1.5	
1.6	
1.7	
1.8	
1.9	
1.10	
1.11	
	Sub-total
2.1	
2.2	
2.3	
2.4	
2.5	
	Sub-total
3.1	
3.2	
3.3	
3.4	
	Sub-total
	Final Score: Production units
4.1	
4.2	
4.3	
4.4	
4.5	
	Sub-total
	Final Score: Supervisors and all persons in promotion ranks

Final Score: Supervisors and all persons in promotion ranks — Sub-total

D.6. Supplementary Remarks
Reporting Officer   Division Head

....

....

....

-------------------------------   ------------------   -------------   ----------------------------   -------------
Signature   Rank   Date   Signature   Rank   Date

E. Promotability Classification
   Note: (a) The proficiency/abilities of candidates as apparent from the assessment at items D.1 - D.4 and read in conjunction
   with the information given at items B.1 - B.6 and C. must be set off against the requirements of the higher post(s)
   he/she normally qualifies for. The following may be used as a guide to translate the calculated assessment (item D.5)
   to the promotability classification.
(b) Where a no-man's-land exists, the assessing authority must by means of a general view and taking into consideration
   amongst other, the relative position of the concerned candidates, do the promotability classification.

E.1.

Not Promotable			Promotable		
49,9% and lower			57% - 67,9%	72% - 80,9%	85% and higher
Has reached a ceiling in his present work situation, yet employed against a post of appropriate grading		Not promotable at present	Promotable when his turn comes	Promotable out of his turn	Preferentially promotable
Not gainfully employed	Gainfully employed	Gainfully employed			

E.2. If "Not promotable at present", state reasons:
....
....

F. Acceptability

F.1. Acceptability in any next higher post in the same occupational class in the Department

Not at all		With reservations		Without reservations

F.2. If "Not at all" or "With reservations", state particulars:
....
....

F.3. Acceptability in any next higher post in (an) other occupational class(es) inside or outside the Department.
       State occupational class(es) and acceptability:
....

.G. Signature of the Chairman of the Assessing Authority
---   --------------------------   --------------------
Signature   Rank   Date

H. Comments by the Head of Department (or his delegate)
....
....

---   --------------------------   --------------------
Signature   **Rank**   **Date**

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