

**THE IMPACT OF PERFORMANCE MANAGEMENT ON MOLETELE COMMUNAL  
PROPERTY ASSOCIATION'S PERFORMANCE AT MARULENG LOCAL  
MUNICIPALITY OF THE LIMPOPO PROVINCE**

BY

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## DCECLARATION

I, MASOGA MORONGWA VIRGINIA, declare that this mini-dissertation hereby submitted to the University of Limpopo (Turfloop Graduate School of Leadership) for the Master of Development degree is my own original work and that it has not been previously submitted for any degree in this or any other University; that it is my work in design and in execution, and all material contained herein has been duly acknowledged.

Signature: .....

Date:.....

## DEDICATION

This dissertation is dedicated to the following people for their overt encouragement through my endeavor to complete this work:

- ❖ To God the almighty through whom I have seen mercy, grace and everlasting love. My LORD you have never left nor forsaken me. Thank you Lord for blessing me so abundantly. 'Morena Ditheto di ya GO swanela'.
  
- ❖ My family: my Mother Rose, my sisters Loveness and Kholofelo, for the support and courage they gave me throughout my studies. I know that even when I sometimes lost the courage to go on, they prayed for my success.
  
- ❖ My daughters, Reshoketswe and Leago, when I could not take the heavy load, thinking of you and talking with you always made me feel better.
  
- ❖ My late father Tlemegang James Makhubedu for everything I have achieved today.
  
- ❖ To my late grandmother Robelinah Mashego, the love and respect that you instilled in me still exists; that is the reason I have made it this far.
  
- ❖ To my uncles Nicholas and Rephius Mashego and their families, you all have been an inspiration to me, thank you all for your support.
  
- ❖ Lastly, to all my secondary school teachers at Lekete High School, with the special mention of Ms Mashego Zeldah; this is dedicated to you too.

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## **ABSTRACT**

Recent changes in the allocation of land through the results of land redistribution have compelled members of communities to form committees, that is, Communal Property Associations (CPAs) that would be responsible for managing the claimed land. The Maruleng Local Municipality was not excluded from this process. Five of the CPAs have been formed under the above mentioned municipality to manage claimed land.

The research investigated the impact of performance management on the Moletele CPA's performance at Maruleng Local Municipality of the Limpopo Province. The management of Moletele CPA was not without challenges, problems such as lack of resources, adequate training programmes, lack of clear policy and objectives were also found in the study. This research also seeks to investigate why Moletele CPA is performing better than the other CPAs in the municipality.

In order to understand the total context of the challenges faced by Moletele CPA, an empirical research and interviews were conducted to collect data from the members of Moletele CPA. The findings of the study suggest that a lack of resources and relevant training programmes are contributing negatively towards the performance of the Moletele CPA in particular, and other CPAs in general.

To conclude, the study revealed that performance management is not determined by one factor, but other challenges such as clarity of policies and cooperation amongst stakeholders also contribute towards the success of the Moletele CPA ;hence the recommendations made in chapter five.

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## **CHAPTER 1**

### **INTRODUCTION AND BACKGROUND OF THE STUDY**

#### **1.1 INTRODUCTION**

The new democratic South Africa has brought along drastic changes in all spheres of life and land acquisition is not excluded from this process. To redress equal land distribution the government has introduced land restitution to help the previously disadvantaged communities to acquire land that was illegitimately in the hands of Whites. Unfortunately, how to manage this land becomes a problem to most communities. The Maruleng Local Municipality is not excluded from the above problem, hence the introduction of Communal Property Associations (Communal Property Act No 28 of 1996).

In this chapter the orientation to the background of the problem will be presented. The chapter will also include outlines of the purpose of the study, the problem statement, the significance of the study, method of research and the limitation of the study. Data analysis and clarification of key concepts will also be defined.

#### **1.2 BACKGROUND**

After the arrival of the first European settlers in the country, many indigenous people were forcefully removed from their land. These dispossessions and forced removals led to the uneven distribution of land, which in turn contributed to poverty among the country's majority Black population. It is difficult to tell the exact number of people who have been displaced. However it is clear that the number of dispossessed people is significant. From this statement it is clear that the process done by the European settlers disadvantaged blacks economically, socially and politically.

To redress the situation, the new democratic South Africa has introduced three land and agrarian reform programmes. These include land restitution, land redistribution and land tenure. They were introduced to cater for social justice, development and land needs. In order to implement the principles of the process

of redress, the Maruleng Local Municipality has introduced CPAs so as to encourage the members of the dispossessed communities to participate in the process of redress. The three processes introduced by government provide social security in the management of the land claimed (Makhura, 2011:6).

Apart from the above-mentioned process of redress, the Maruleng Local Municipality is still expected to solve the problems of more arable land that is still in the hands of the unlawful owners. Some of these settlers are using the land for private game and commercial farming (Mawila, 2006: 8).

The land claim policy was introduced to acquire some of the arable land that is still used by settlers so as to make it accessible to the previously disadvantaged communities. Thus the land restitution and redistribution process may result ultimately in many people accessing land, resulting in improved living standards and quality of life.

From the researcher's observation, the policy of the Department of Rural Development and Land Reform appears to be excellent, but the question remaining is whether the CPAs in Maruleng Local Municipality understand how farming should be managed? Given the above-mentioned challenges facing the CPAs in the Maruleng Local Municipality, the following questions arise:

- Does the Maruleng Local Municipality have enough funds to finance the management and running of the CPAs in the area of study?
- On which policies and objectives will the CPAs base the management of land in their sphere of operation?
- Do the CPAs have enough resources that will assist them to manage the acquired land?
- Does the Department of Rural Development and Land Reform have relevant training programmes that will enhance the performance of the CPAs?

### **1.3 STATEMENT OF THE PROBLEM**

The above-mentioned land redress processes have placed external pressures and challenges on the CPAs to acquire resources in order to perform and manage their land properly. Most of the CPAs in the Maruleng Local Municipality are still faced with the challenges such as lack of financial support, lack of clarity of policies and objectives, lack of delegation of powers, poor management style, lack of motivation and lack of an alternative strategy that can enhance their performance. Out of all the five CPAs in the Maruleng Local Municipality, it is only the Moletele CPA that is performing well compared to the others. How they have reached their success no one knows, hence this study of the impact of performance management on the Moletele Communal Property Association's performance at Maruleng Local Municipality.

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

The aim of this study is to investigate the impact of performance management on Moletele CPA's performance in the Maruleng Local Municipality in the Limpopo Province.

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

In order to achieve the above-mentioned aim, the following objectives were pursued:

- To identify the challenges that hinder performance management towards the implementation of CPA programmes in the area of study.
- To determine whether the local Municipality of Maruleng offers programmes that have an impact on the performance of the CPAs in the area of the study.
- To suggest strategies that can be used by the CPAs to enhance performance in their sphere of operation.

### **1.6 SIGNIFICANCE OF THE STUDY**

- The findings of this study will assist policy-makers to develop relevant programmes that will assist the CPAs to perform well in the area of study.

- The study will assist the coordinators of CPAs to solve problems that they face when implementing programmes that involve the participation of historically disadvantaged groups in efforts towards the achievement of the intended objectives in the area of study.
- The study will assist the management committees of the CPAs to identify strategies that will enhance performance in the area of the study.
- The implementation of the recommendations stated in the study, will assist the CPAs in particular to accelerate performance and foster unity of the members in Maruleng Local Municipality and the Limpopo province as a whole.

## **1.7 RESEARCH QUESTIONS**

With the above mentioned challenges, the following questions arise:

### **1.7.1 Main question**

- How does performance management impact on the success of the Motetele CPA in the area of study?

### **1.7.2 Sub-questions**

- What kind of challenges are faced by CPAs towards the management of acquired land in the Maruleng Municipality?
- What kind of training programmes does the municipality provide to enhance the performance of the Moletele CPA?
- Which strategies are used by the Moletele CPA to improve their performance in the area of the study?

## **1.8 RESEARCH METHODS**

There are many methods that can be employed to investigate the problem stated in this chapter. In the broader context, research methodology refers to “the design whereby the researcher selects data collection and analysis procedures to investigate the research problem” (Mavundza, 2009:6).

In this research study, the method of reviewing relevant literature including acts of parliament, research articles and government publications was used. This method was supplemented by survey methods such as questionnaires and interviews. The above research design and methods will be discussed in Chapter three.

## **1.9 ANALYSIS AND CLARIFICATION OF KEY CONCEPT**

Concepts are instruments which researchers employ to understand reality and the essence of meaning. For the purpose of this study, the following concepts were used to enable better understanding, analysis and clarification:

- **Performance**

Performance refers to the actual individuals efforts that are undertaken in order to carry out the work and relate to the person's ability to perform tasks and duties expected for a specific job. Therefore, performance is linked to organisational output and becomes the measure attainment of organisational objectives as stated by Mavundza (2009:33).

- **Management**

George and Jones (2001:5) define management as "the planning, organizing, leading and controlling of resources to achieve organisational goals effectively and efficiently".

- **Performance Management**

Performance management is a process which significantly affects organisational success by having managers and employees work together to set expectation, review results and reward performance (Pieter, Grobler, Surette, Warnich, Michael, Carrell, Norbert, Elbert, Robert, and Hatfield , 2011: 293).

- **Development**

Development is the act or gradual process of bringing an entity to a more advanced or expanded stage (Sinclair, 2001: 400). It also refers to creating

conditions conducive to the growth of an entity through the establishment of social, political, and economic systems and institutions that promote business progress and maturity (Todaro, 2007:739).

- **Motivation**

Nel, Van Wyk, Haasbroek, Schultz, Sono and Werner (2004:310) describe motivation as intentional and directional. This means that personal choice, persistence of action, and the presence of a driving force aimed at achieving specific goals are involved in motivation. Boone and Kurts (2006:311) state that employee motivation is the key to effective management.

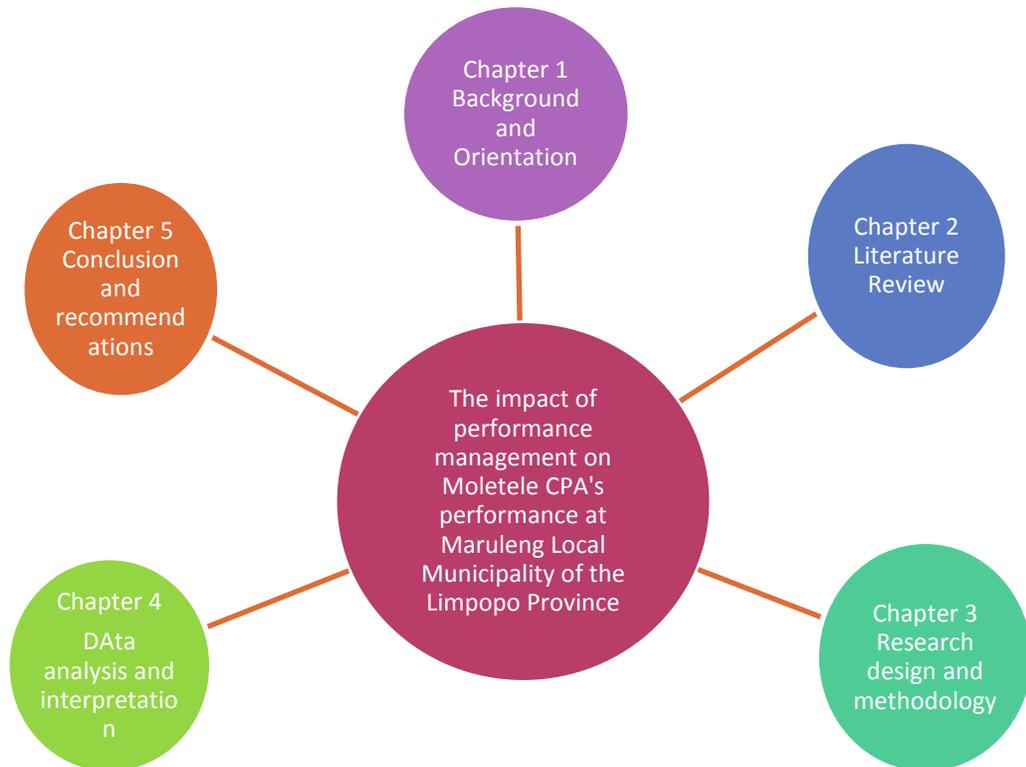
- **Organisational culture**

According to Mullins (1996:711) organisational structure is “the collection of traditional, values, policies, beliefs and attitudes that constitute a persuasive context for everything we do in an organisation”. It comprises behaviour, value systems of meaning and assumptions that develop over a period of time and become adopted by members of the organisation and transmitted to new comers to ensure the survival of the organisation.

## 1.9 PLAN OF THE STUDY

The plan of the study is illustrated in Figure 1.1 below:

**Figure 1.1 structure of the research**



## **1.11 CONCLUSION**

In this chapter, the background of the Moletele Municipality CPAs was discussed. The statement of the problem, the purpose, the significance, and the plan of the study were also discussed.

In the next chapter, a review of selected relevant literature on performance management will be discussed. This will be done to locate the present study within the existing body of knowledge.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

In this chapter a review of relevant literature on the impact of performance management on the Moletele CPA will be discussed and analyzed. The chapter begins with a review of the conceptual framework regarding the importance of performance on the management of CPAs at Maruleng Municipality. This is followed by a critical analysis of previous and relevant research; literature which may place the current study in appropriate context in terms of its research questions as stated in the previous chapter. Lastly, the conclusion is given in a form of a summary.

After 1994, the new democratic South African government identified the problem of land as one of their important priorities in human development. The acquisition of land from the previously advantaged was also one of the major priorities. Policy to address the above challenges was developed by the new democratic government.

In order to achieve the above-mentioned process of land redistribution, the government introduced a range of facilities to support the settlement of emerging farmers, such as the Settlement of Land Acquisition Grant (SLAG), LRAD, CASP and MAFISA. These facilities, however, are underfunded and cooperation between the stakeholders involved is inadequate (LBRR: 2011:37). The Maruleng Local Municipality CPAs are amongst those stakeholders, hence the investigation of the impact of performance management on the Moletele CPA's performance.

#### **2.2 PERFORMANCE AS A CONCEPT**

The term 'performance' has attracted many definitions from different writers. The concept has been defined by various authors from different perspectives to

accommodate different aspects of management. Thus the question is what exactly is performance? The question is usually one of the most important questions in management on the individual's view of the perception of the nature of performance management, the meaning and the purpose of the organisational life, what individuals ought to do, and what they hope to achieve. All these are fundamental questions by whatever individual think is true about performance management.

Performance refers to an individual's actual efforts that are undertaken in order to carry out the work and relate to the person's ability to perform tasks and duties expected for a specific job. Therefore performance is linked to the organisational output and becomes the measure of attainment of organisational objectives (Snell and Bohlander, 2007:332).

The idea of managing performance is here to stay. Managers need to understand what is happening and what responses to make. This requires managers to be involved in business plans and to work with the staff to create objectives that meet the demands without sacrificing important values. Managers must know what they want from appraisal schemes, and ensure that they and their staff have sufficient control over the process (Mavundza, 2009:10).

Amos, Ristow and Ristow (2004:63) view effective management of individual performance as critical to the execution of strategy and to the organisation achieving its strategic objectives. It is important for managers to understand the role they play in performance management and the fact that their own performance is dependent on the performance of their subordinates.

In order to give insight into what performance management approach is, performance will be defined, its purpose highlighted and its process outlined. Various approaches to performance will be discussed and analyzed as well.

### **2.3 THE TERM PERFORMANCE MANAGEMENT**

Performance management means different things to different people. An understanding of any concept or situation has an influence on people's behaviour. Various authors express their understanding of the concept of performance

management in various ways that will be of assistance to most managers and employees. Noe et al. (2006:113) define performance management as “the process through which managers ensure those employees’ activities and outputs are congruent with the organisation’s goals”. Performance management is central to gaining a competitive advantage. Mavunda (2009:12) refers to performance management as “a process of harnessing all available resources (human and material) within an organisation and ensuring that they perform to the maximum in order to achieve the desired results”.

Performance management involves building process, systems, culture and relationships that facilitates the achievement of the organisational objectives. A performance management system focuses on equal participation in performance management by the supervisor/ manager and the employee. It is developmentally orientated, encourages coaching, regular feedback through progress reviews and annual appraisals in order to effectively and efficiently delivers on the institution strategic goals and national priorities.

Managers who are knowledgeable about the work performed by subordinates use performance measurement systems that establish the behaviour objectively and this leads to increased performance (Loock, Grobler and Mestry, 2006:63). Performance management forms an integral part of human resources and without it, it would be difficult for organisations to arrive at conclusions of whether employees are performing or not.

Management is about obtaining results through people, but how to achieve it is difficult for most managers in organisations to achieve. In order to succeed the members of the CPA need to be aware and understand the performance management processes that can enhance their performance in the area of study.

## **2.4 PERFORMANCE MANAGEMENT AS A PROCESS**

The performance management process is essentially initiated with the formulation of the organisation’s mission and strategy. The mission usually provides the organisation with its future direction. The strategy specifies the manner in which the organisation is to behave in order to achieve the mission. Objectives are

formulated from the strategies and specify the performance goals of the organisation.

Performance management frameworks are diverse, even though there may be many common elements. In addition, what works best in any particular organisation will depend on a range of internal and external environment factors, including, for example, the Chief Executive Officer's leadership style, the nature of the business and its culture, its organisational history, the maturing of performance management systems, and the work and the work place's relations climate.

In a nutshell, many governmental bodies use different performance management approaches without losing sight of the basics. Peel away the veneer of any successful performance management framework and one still finds the four fundamental basic features: planning, coaching, reviewing and rewarding (Ghebreegzabher, 2003:20). The weakening of the basic features of a performance management framework comprises the integrity of the entire structure. Moreover, an organisation cannot build a more effective performance management without taking on the challenge on all four fronts. Performance management is a continuous and circular process with no beginning and no end. Once the organisation has a statement of purpose, it is easier to establish job responsibilities for each employee or each team by setting up an operational structure, process, and a system of authority that match organisational objectives. In many organisations, the success of any performance management system is based in the effective implementation of the performance management plan; all good process starts with a plan.

#### **2.4.1 Performance planning**

Effective performance management requires an extensive performance-planning framework that integrates organisation, business and individual planning, and performance. The first step in the performance and development planning stage is to establish individual performance goals and objectives that correlate directly with overall goal of the organisation (Mavundza 2009:16). Rational performance management begins with a clear statement of the organisational objectives that

can be understood by everyone. Objectives are specific statements that describe results to be achieved, when, and by whom, in order for the goal to be accomplished. They are quantifiable and/or observable achievements that can be measured. Furthermore, they should be clearly be differentiated from the activities or strategies employed to attain them. Every objective must relate to the goal as well as to the overall mission of the organisation.

### **2.4.2 Coaching**

Coaching is a continuous process in which a manager and an employee engage in a constructive dialogue about past and future performance. As a key practice, it helps to shape behaviour throughout the year and narrow the gap between actual and expected performance. It is an ongoing learning process, not a lecture that takes place at designated time throughout the year. The manager and the team members explore effective and ineffective aspects of performance as they occur, which is the best time to modify behaviour. The year-end performance review becomes a summary with little or no new information and the discussion focuses on planning for the future performance cycle. This makes coaching a pivotal element of performance management (Mavundza, 2009:16)

Work in a public entity is evaluated to assess the extent to which individuals and collective needs coincide or conflict. Since many decisions can hinge on these ratings, the evaluation process is central to performance management. Evaluating performance is a key to employee compliance, performance improvement, and serves a system validation function; such reviews are mechanisms to reinforce organisational values.

### **2.4.3 Performance reviews**

The fundamental component of any performance management framework is the ability to review and measure performance. Performance management is the collection of all the information about quality, efficiency, cost and timelines of an activity. It also communicates how well activity meets objectives of the organisation's internal and external customers, and may be financial or non financial.

Performance is an indicator of the quality of work performed and the result achieved in an activity. Performance management is an integrated and continuous monitoring and control process that can be used to gauge and communicate progress in accomplishing mission, goals, and objectives (Reynecke and Fourie, 2001: 114). Monitoring is necessary to keep performance on track, to facilitate progress reviews and other communication during the performance period, and to accumulate information for the appraisal. If both planning and follow-up monitoring are done well, then appraisal can be relatively straightforward (Ghebreegziabher, 2003:26).

#### **2.4.4 Rewarding**

Public organisations use a range of different approaches to performance-based remuneration. The purpose of incentive or performance-based systems is to relate employees' pay directly to their performance. Employees in this system are likely to be more motivated, and thus to increase their productivity if they perceive that there is a direct relationship between their level of performance and the rewards received (Carrell, Elbert, Hatfield, Grobler, Marx, and Van Der Schyf, 1998:385).

Performance management requires reward and remuneration to be flexible so that performance can be recognized. Both financial (bonuses, performance-related pay, etc) and non-financial rewards or recognition have motivational impact. The latter is more common in bureaucracies, but ideally, the system is flexible enough to match organisational demands and needs (Mavundza, 2009:18).

In summary, performance management generally involves the manager/supervisor and his/her employees in three stages of a complete review cycle (Costello, 1994:7).

These stages include:

1. Performance and development planning
2. Interim coaching and progress review
3. Performance appraisal and development review.



In the next section, the researcher will discuss three main parts of the management cycle, namely, performance and development plan; interim coaching and progress review; performance appraisal and development review.

### **(a) Performance and development plan**

The Performance and Development plan consists of two parts, namely a Performance Plan and a Personal Development Plan.

#### **Performance Plan**

In this phase of the process the expected results/outputs that the jobholders have to deliver with regard to the specific six months is defined. Specific objectives and standards of performance must be defined. Performance measures and indicators that enable supervisors to assess the extent to which objectives and standards of performance have been achieved, must also be identified.

#### **Personal Development Plan**

Training, development and support that the jobholders will need to enable them to reach the agreed objectives must be identified and captured in a Personal Development Plan that is attached to the Performance and Development.

### **(b) Interim coaching and progress review**

This is the process of monitoring to ensure employee performance is up to standard or expectation, and providing support on continuous basis. An informal progress review is normally done on quarterly basis.

### **(c) Performance appraisal and development review**

This is using a suitably designed Performance Appraisal Form that facilitates the smooth running of appraisal assessment. These are formal assessments that determine if the annual objectives are achieved as planned and are linked to salary increases and cash bonuses.

In order to implement the steps of performance management cycle stated above, members of the CPAs need to understand the different approaches that can enhance their performance in their sphere of operation.

## **2.5 APPROACHES TO PERFORMANCE MANAGEMENT**

A number of performance management approaches exist, namely, the comparative approach, the attribute approach, the behavioural approach, the results approach and the quality approach (Noe et al, 2006:340). These various approaches to performance management have their own respective strengths and weaknesses that must be considered in case of need.

### **2.5.1 The comparative approach**

The comparative approach measures an individual's performance by comparing one's performance to that of others. Three techniques adopt the comparative approach:

- **Ranking:** the supervisor ranks his/her subordinates from the best performer to the worst performer.
- **Forced distribution:** employees are ranked in groups.
- **Paired comparison:** the supervisor compares every employee with every other employee in the group.

### **2.5.2 The attribute approach**

This approach focuses on the identification of the employee attributes necessary for organisation's success. The employee is measured against these identified attributes. The approach includes the following techniques:

- **Graphic Rating Scales:** the supervisor rates the subordinate on particular traits and characteristics; and
- **Mixed Standard Scales:** the supervisor rates the subordinate against relevant performance dimensions.

The strengths of the attribute-based techniques include:

- They are commonly used by organisations as they are easy to develop and can be generalized across a range of jobs; and
- If designed properly, they can be reliable and valid.

The weaknesses of the attribute approach to performance management include:

- The techniques provide for little strategic congruence;
- Performance standards are usually vague, and may be interpreted differently by different ratters;
- The techniques do not provide specific and relevant performance feedback information; and
- The techniques may bring about defensiveness in employees.

### 2.5.3 The behavioural approach

The behavioural approach defines behaviours necessary for effective performance in a particular job. In assessing performance managers identify the extent to which a subordinate has displayed the required behaviours. Behavioural-based techniques include the following (Noe at al, 2006:346):

- **Critical incidence** - this approach requires managers to keep record of specific examples of effective and ineffective performance on the part of each employee.
- **Behavioural Anchored Rating Scales (BARS)** - this approach is designed to define performance dimensions by developing behavioural anchors associated with different levels of performance. BARS builds on the critical incidents approach.
- **Behavioural Observation Scales (BOS)** - this is a variation of BARS and was also developed from critical incidents. However, BOS differ from BARS in the following ways: (1) it uses many of the behaviours to define more specifically all the behaviours that are necessary for effective performance and (2) it requires managers to rate frequency with which the employee has exhibited each behaviour during the rating period, rather than assessing which behaviour best reflects an individual's performance.

- **Organisational Behavioural Modification** - this approach entails managing the behaviour of employees through a formal system of behaviourist view of motivation, which holds that individual's future behaviour is determined by the past behaviours that have been positively reinforced.
- **Assessment Centres** - this is a process in which multiple ratters evaluate employees' performance in a number of exercises. The advantage of the assessment centres is that they provide an objective measure of an individual's performance on managerial tasks.

The behavioural approach can be effective, and can link the company's strategy to the specific behaviour necessary for implementing that strategy. However, the approach can easily lose strategic focus, and so needs constant monitoring and revision.

#### **2.5.4 The results approach**

This approach is based on the premise that results are the best indicator of how a subordinate's performance has contributed to success of the organisation. The result -based techniques include:

- **Management By Objectives (MBO)**, where goal setting is cascaded down throughout the organisation, and the goal become the standard against which an employee's performance is measured; and
- **Productivity Measured and Evaluation Systems (PROMES)**, which involves a process of motivating employees to higher productivity (Noe at al., 2006:353).

The results approach minimizes subjectivity as objectivity and quantifiable indicators of performance used. An employee's performances are linked to organisational strategy and this approach is highly acceptable to both supervisor and subordinates. However, there are weaknesses that might be the results of factors beyond employee's control such as economic recession and other related problems.

### **2.5.5 The quality approach**

The focus of this approach is on improving customer satisfaction through customer orientation and the prevention of errors. The design of a quality-based performance management system should focus on:

- The assessment of employee and system factors;
- The relationship between managers and employees in solving performance problem;
- Internal and external customers in setting standard and measuring performance;
- Using a number of sources to evaluate employee and system factors.

However, according to the quality approach, these types of outcome should not be used to evaluate employees' performance because they do not have complete control over them.

Cascio (1998:309) highlights that rating formats that focus on employee behaviours and others that place emphasis on what the employee produces (so-called results-orientated systems). Management by objectives and work planning and review use this results-orientated approach. These rating formats are regarded as alternative methods of appraising performance.

In conclusion, there is no best approach to be recommended, however, the most effective ways of measuring performance is to rely on two or more alternatives (Noe at al., 2006:358).

## **2.6 PERFORMANCE MANAGEMENT AND MOTIVATION**

The term 'motivation' has attracted many definitions from different writers as much depends on the writer's concept of the term. According to Milondzo (2003:123) motivation is "the process whereby a person is inspired to perform certain actions or do certain actions or do certain things. In the employer-employee environment it is the ability of the employer to create the inspiration in the employee to perform the job function substantially better than it is currently being performed".

To support the above definition, Berg and Theron (2006:156) define motivation as the “process or factors causing people to act in certain ways ... it consists of the identification of a need, establishment of a goal which will satisfy that need, and determination of the required action”. Furthermore, Alder (2006:43) describes it in terms of the direction and persistence of action. He sees it as being about why individuals adopt particular courses of action in preference to others and why, over a long period of time and in the face of difficulties, they continue with this action. While Vroom in Mawila (2006:7) describes it as “the process governing choices made by persons or lower organisms among alternative forms of voluntary activities”. And Mitchell describes it as “the degree to which an individual wants to engage in certain specified behaviours” (Mitchell, 2000:42).

The term motivation is often used in normal conversation in a manner that does not reflect its true meaning. In the context of staff development, motivation refers to the “factors that energize behaviour” (Allport, 1990:15). A motivated employee will put much more effort, time, energy and thought into an activity than an unmotivated employee would normally do. Clearly, from an organisational point of view, a workforce that is inclined towards behaviour that assists the organisation reaching its goals is preferable to a workforce that constantly needs external ‘providing’ to make them work.

### **2.6.1 The need for motivation**

Motivation is the very core of employee’s performance, which demands that participants such as CPA members be motivated. If employees are to be the focus for productivity and human development, it follows that we need to understand human behaviour and motivation. Such knowledge is especially necessary in the case of employee’s performance, which relies on the participation of willing and motivated employees.

There are a number of reasons why human beings may sometimes be averse to taking action. Quite often they may derive a feeling of security from leaving things as they are, or they might very well be afraid of embarking upon actions whose results are uncertain (Nkuna, 2007:6). To support this statement, Mavuso

(2005:9) cogently argues that, “the desire to change, or not to change, is often a matter of feelings rather than a matter of knowing”.

### **2.6.2 Factors and techniques that motivate employees in the organisation**

Whatever it is, motivation seems concerned basically with why people behave in certain ways and the underlying concept seems to be some inner driving force - the force that energizes, activates and directs the behaviour of the individual as he or she strives to attain a goal. There can be no one answer to what motivates individual employees as motivation is internal to the individual and thus, specific to that person. Also, there may be more than one motivating factors.

However, one or more of the following may be some of the factors which motivate employees:

- Money and perks;
- Authority;
- Status;
- Reputation;
- Responsibility
- Independence;
- Professionalism; challenges; and
- Personal development.

Milondzo (2003:124) argues that money and perks, for example, become less important once gained. He goes on to discuss the notions of adaptation, comparison, alternatives and worry as having an impact on motivation.

- Adaptation - Increases in money and perks may give a boost to motivation but the individual soon adapts to this and the level of motivation thereafter declines.
- Comparison - People typically define themselves as wealthy through comparison with others. Once people move up a level of wealth they compare themselves with another group and may feel motivated to gain more money or perks to match this group.

- Alternatives – When people have more money they become reasonably content with that level and will therefore be less motivated by money and perks. They may be motivated by other recognized motivators.
- Worry – A stage in motivational change that comes to some people. They find themselves without enough money to have control over other areas of their lives.

Thus, money may be a short-term motivator to the point where individuals may feel they have sufficient money or perceive that they will have sufficient of it to live their lives as they idealise them. This of satisfaction level varies from country to country and amongst individuals, as noted below:

- Authority – Some people are motivated by control. If they do not receive authority through the normal channels they attempt to find it through the non-standard channels that exist in any organisation and may, as a result turn against the organisation. Sometimes these people may assume authority beyond their assigned level which may cause difficulty in the organisation.
- Status – For some people, being seen to be near or at the top of social group is a great motivator. Job titles, honours and ‘medals’ are seen by the individuals as important and they will be strongly motivated to achieve them. These people may seek to find status internally. For example, they may seek to seem religious or to become community leaders.
- Reputation – Some people are motivated by being seen as the expert and time may as well be spent keeping ahead rather than doing the work for the organisation.
- Responsibility – Some people are motivated by ‘being in charge’ of either products or more usually, people. Such persons may become ‘empire builders’ and turn to internal to internal politics to achieve their aims.
- Independence – Some people are motivated by having complete control without anyone telling them what to do. They are able to see what their decisions yield. Within most organisations that are not entrepreneurial it is difficult to find enough freedom for such a person to be satisfied.

- Professionalism – Some people are motivated by doing the best job they can to a set of professional standards. This is usually beneficial for the organisation, but if the person is asked to operate with a different set of standards to benefit the organisation it may lead to stress and tension between the loyalty of the individual to his or her professional standards and those of the organisation.
- Challenges – Some people are motivated by being stretched to the limit on a regular basis. The mundane is a de-motivator. The danger for the organisation is to find sufficient challenges for such persons or they will look elsewhere for the challenge.
- Personal development – Some people are motivated when it involves learning new skills or facts or having new experiences. The danger for the organisation is that the organisation may not have recovered the investment it made in developing this person.

(Anderson and Saribay, 2005:34)

People's behaviour therefore seems to be determined by what motivates them. It is however, important to recognize that all behaviours are motivated. Nearly all conscious behaviour is motivated. For example, going to bed is motivated but falling asleep or sleepwalking does not seem motivated. It is the 'intentional' or voluntary aspect that is the focus of motivation at work. However, one problem concerning motivation seems to be that it cannot be seen. It can only be inferred from various actions in order to explain behaviour. On the basis of the foregoing, motivation appears to be a complex subject which is influenced by many variables, but understanding the process may help to make better decisions affecting people in organisations, in the sense that they are taken with more knowledge of the implications and likely outcomes (Weber, 2004:25).

From the above statement, it is clear that motivation is expected to create a willingness in employees to work towards the attainment of organisational objectives while they attain their own satisfaction. Meyer and Kristen (2005:103) argue that motivation of employees is critical and can be achieved by creating an environment that is and a happy place to work. Public organisations that are not

creating a working environment conducive to motivation de-motivate employees and decrease their performance.

Apart from the above mentioned factors there are also techniques that can motivate employees to perform better in the organisation. Pell (2001:209) outlines the following techniques as means of committing and motivating people to give maximum performance:

- Full participation of employees in setting goals and determining indicators to reach them;
- Inform employees regarding their work relation to others in the organisation;
- Empowering employees through training to others in the organisation;
- Pay employees at least the going for jobs within the fields, although a retention rate will be better motivator;
- Give credit and praise for a job well done;
- Employees need to be treated fairly, with respect for human dignity and consideration;
- Encourage acquisition of additional knowledge and skills, and resolve problems with employees;
- Keep people informed about the progress of the work done and make each person part of the team; and
- Encourage employees to do their best and give them the required support for their efforts.

The above techniques require managers to invite the participation of employees and to develop them, so as to give the best performance of their ability. In order to encourage employees to give the best of their performance, the managers should always give them the maximum support and to motivate them.

### **2.6.3 Evolution of managerial approaches to motivation at work**

A number of attempts to explain the individual's behaviour appear to have manifested themselves in different motivation theories. There exist various theories of management on assumption s of human motivation (Robbins, 1993:

204). Assumptions about and attitudes to people at work have changed over time. At first it was assumed that a worker was primarily motivated by economic rewards and that higher order needs were irrelevant to him. This was 'the carrot and stick' approach which became closely identified with F W Taylor, the 'father' of 'scientific management'. It was therefore assumed that a worker would be motivated if rewards and penalties were tied to his performance. Taylor himself was of the view that it was impossible to get workmen to work much harder than the average men around them unless they were assured above average pay. This view of man is that which McGregor labelled 'Theory x' and is based on the assumptions that:

1. The average human being has an inherent dislike of work and will avoid it if he can;
2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, and threatened with punishment to get to put forth adequate effort towards achievement of organisational objectives; and
3. The average human being prefers to be directed, wishes to avoid responsibility, and has relatively little ambition, wants security above all (Qhosola, 2011:13).

According to these assumptions, man could work effectively if motivated by external incentives and he is also assumed to be basically a passive agent to be manipulated and controlled by an organisation which controls economic incentives. The implication of such assumptions resulted in managerial practices such as "close supervision of subordinates, breaking tasks down to the simplest, most easily learned, repetitive operation, and the establishment and enforcement of detailed work routines and procedures in order to ensure worker efficiency (Robbins, 19936:208).

However, with changing circumstances, this view of man's behaviour is being rendered false, but the general view still persists that money is the most powerful incentive to work and good working conditions will include greater work effort. The changing character of workers has also necessitated new motivational

approaches. Social and cultural changes have led to a general rise of expectations and demands about life and work. The important point to note here, as observed by McGregor's Theory Y, is that people appear willing to accept and seek responsibility and work for the achievement of organisational objectives if they are given the opportunities to do so (McGregor, 1960:37).

Finally, the worker must be viewed as a complex being who seems to be a sum total of variable material and psychological needs, values and perceptions and whose behaviour is also influenced by environmental factors. This totality in turn seems to be crucial to organisational performance and effectiveness. Motivation therefore seems to be key for employees to use if they are to fulfil what they must do. What an employer can do, however, is to create a climate in which his staff will find it personally rewarding to motivate themselves by developing their own drives towards tasks and in the process, contributes to the organisation's attainment of its objectives. It is only when they have their 'own generators' that meaningful motivation can take place.

Various theories of management have been developed, based on assumptions of human motivation, as illustrated in the foregoing. But in view of the complexities of the subject, there seems to be no universally applicable theory of motivation. Webber (2004:224) observes that each of the theories seems to have a 'grain' of truth but none of them seems sufficient to explain the behaviour of certain individuals at certain times and not of all individuals.

Roodt, Odendaal and Robbins (2003:155) classify motivation theories under three categories:

- Satisfaction theories which assume that a satisfied worker is a productive worker;
- Incentive theories, otherwise referred to as the 'carrot and the stick', which are based on the theory of reinforcement and assume that individuals will work harder given specific reward or encouragement for good performance; and

- Intrinsic theories which assume that people work best when if given a worthwhile job and allowed to get on with it. The reward will be his satisfaction with the work itself.

From the above theories, it is clear that motivation always enhances the performance of individuals in the workplace. In this regard it may be concluded that CPAs can also perform better if they are allocated duties, authority and responsibility. This process is called delegation.

## **2.7 PERFORMANCE MANAGEMENT AND DELEGATION**

Delegation has been defined as “the allocation of duties, authority and responsibility...to make possible a more meaningful division of work and more efficient work performance” (Milondzo, 2003:115). Delegation is the management function carried out by managers when they entrust duties or tasks, with their attendant responsibilities, to subordinates.

Due to the complexity of the tasks of managers, they do not have time to carry out all their requisite tasks effectively. Therefore it is necessary for them to delegate some of their tasks in order to be able to have enough time to spend on activities which cannot be delegated.

Some of the important reasons why delegation is important include:

- Delegation of a task with accompanying authority often leads to quicker action and faster, better decisions.
- Delegation of tasks is an important factor in the training and development of employees.
- Delegation may also lead to higher levels of motivation.
- Improved motivation also leads to better attitudes and morale amongst employees.
- Delegation may result in better decisions because often the employee is an expert who is closest to the task which is being done.

- If they are able to delegate, managers can perform especially challenging tasks because they will have more time to spend on planning strategies.
- In staff development process, the departmental managers and other individual employees can be delegated a plethora of tasks to achieve designated CPA objectives.

In delegating tasks to employees, the amount of work which has to be handled by the CPA manager is reduced. This means that effectiveness is likely to be increased as managers can handle matters which deserve priority and other matters can be delegated. Motivation of employees increase because of delegation since the employees sees their contribution in the organisation.

### **2.7.1 Types of delegation**

According to Milondzo (2003:116) there are normally two ways of delegating tasks with the accompanying responsibility and authority which can be employed by CPA managers, namely:

- Linearly, in which delegating takes place according to seniority and hierarchical structure; and
- Linearly concentric, which means that the manager delegates tasks directly to various staff members.

Viljoen and Moller (1992: 154) reinforce this view that every person who delegates tasks must bear the following in mind in order to be able to delegate effectively:

- Authority and responsibility should be delegated with specific tasks.
- The correct member of the CPA should be selected and the delegator must have confidence in other person's ability to execute the tasks.
- The tasks must be clearly outlined, sufficient information be given and guidance and assistance provided if necessary.

In summary, the most important value of delegating lies in the fact that managers are freed from most routine tasks. They are then able to spend time on management tasks, which are the most important part of their functions as managers of their CPAs.

These leaders can only perform better if they are given enough powers to make decisions in their managerial tasks.

## **2.8 PERFORMANCE MANAGEMENT, LEADERSHIP AND POWER**

Behavioural models suggest that leadership is a complex phenomenon. Rather than depending primarily on individual characteristics, leadership is regarded as a set of appropriate responses to changing circumstances. Situational or environmental theorists, by contrast, emphasize that situations create leaders, rather than leaders emerging as those who respond effectively to a variety of situations. Trait theories tend to stress a set of personal characteristics possessed by the individual. These characteristics are thought to be transitional. For example, the manager of the CPA or a member of the CPA with leadership characteristics will be a leader in many and varied circumstances.

Each of the models and theories referred to in the foregoing offers insights into what contributes to leadership. Another important consideration is the relationship between leadership and power. Who or what empowers a leader? One of the most widely used analyses of the source of a leader's power has been proposed by French and Raven (1959) in Viljoen et al. (1992) who identify five bases of power.

Power is the influence potential of leaders and refers to the ability of the leaders and the manner in which they use their authority. The following are five of the six power bases that can be identified as potential means of successfully influencing the behaviour of others:

- Legitimate power is based on the position of authority of managers. They have the right by virtues of their position in the association to expect that their instructions should be carried out.
- Referent power is based on the manager's personal traits and leads to admiration by the members, who when to be associated with the manager's actions and ways of operating.
- Expert power is based on the manager's possession of expertise, skill and knowledge, which, through respect, influence others.

- Reward power is based on the ability of managers to provide rewards such as recognition, merits and recommendations for promotion.
- Coercive power is based on fear. This is the power exercised by managers to force staff members or other persons in the association to complete tasks. Failure to comply will lead to punishment such as undesirable work assignments and severe reprimands (Viljoen et al. 1992:151).

Some or all of these different power sources may be available to managers. Managers may choose to use narrow or a wide range of power sources. The different ways in which managers or leaders choose to exercise power is closely related to the next section, namely leadership styles.

### **2.8.1 Leadership styles**

Early attempts to describe leadership styles produced a continuum between two extreme behaviour styles. Terms such as autocratic, democratic and laissez-faire have been used to describe the general approach used by managers in various institutions or human situations.

The basic leadership styles, as classified by Mawila will be discussed below. When leader-action is analyzed according to these leadership styles the following can be described as:

- Autocratic leadership
- Democratic leadership
- Free-rein or Laissez-faire leadership

(Mawila, 1995:11).

#### **2.8.1.1 The autocratic leadership**

The autocratic leadership is leader-centred: that is to say, the leaders dominate the scene. They decide for the teaching personnel, the group or the team. They formulate policy for their associations or enterprises. Autocratic leadership presupposes followers who are subordinates and a leader who is a ruler and an authoritarian. The leader leads by giving orders, by commanding and by demanding (Milondzo, 2003: 108).

### **2.8.1.2 The democratic leadership**

The democratic leadership style is group-centred: that is to say, it lays the emphasis on what happens in the group, on the group's solidarity and on the way the members of the group co-operate. The group decides and formulates policy and the leader's task is but to help the group to function as effectively as possible as a team. Such a leader does not see his or her fellow-workers as subordinates but as team-mates. Democratic leaders are not rulers but the chief fellow-workers bent on sharing leadership with the team mates, who may be capable of assisting them in the performance of leader duties. Such leaders lead by discussing and consulting and procuring group decisions. They are bent on executing the will of people with whom they work. Decisions are taken in terms of a vote or by gaining consensus.

### **2.8.1.3 The Free-rein/Laissez-Faire leadership**

The free-rein leadership style is also less aptly called the laissez-faire leadership. It is individual-centred, that is, it emphasizes the action and reaction of the individual members of the group. In a certain sense it is a super-democratic leadership style where the manager or leader virtually disappears from the scene and leads by acting on good faith, by trusting and relying on the individual follower's loyalty and devotion to the cause (Naidoo, 1995:6).

In free-rein leadership the leader says, as it were: *"I shall not be there to give orders or to be consulted. You will be on your own and will have to decide for yourself what to say and do. I shall rely on your understanding of our cause and your will to serve it"*. When a leader-manager delegates a responsibility completely or when he asks a member of his or her group to perform a task which he or she cannot or does not wish to supervise or check, he or she is using a free-rein leadership style.

In summary, none of these leadership styles is good or bad in its own right. They can however, be misused and the manager (leader) can be unbalanced in regard to his or her preference for any of them. This is the point the 'situation theory' makes when it insists that in the use of leadership styles circumstances will alter

cases. The particular circumstances under which a person acts as a leader will determine whether his or her style will be autocratic, democratic or free-rein.

The 'situation theory' furthermore emphasizes the fact that true leaders reveal themselves in the way in which they judiciously adapt their leadership styles to the demands of the particular circumstances. It is quite conceivable that a leader on an occasion can use all three of the above-mentioned leadership styles. For instance, starting off with a meeting in which he or she listens intently to the opinions and proposals of his team mates, then at one stage firmly calls for order and finally asking a team mates to take over his or her duties and to act on his or her behalf ( Mavuso, 1993:16).

To exercise leadership, that is, to influence and direct the behaviour and actions of staff members in some particular direction, managers have to understand the most important tasks or elements of their leadership role, both main and subtasks. The leadership qualities that the manager possesses should enable them to do their jobs properly, to motivate their staff and acquire knowledge of their behaviour. They should also be able to manage and gear the performance of CPAs towards organisational objectives.

## **2.9 PERFORMANCE MANAGEMENT AND MANAGEMENT BY OBJECTIVES (MBO)**

Objectives are needed in every organisation where performance and results directly and vitally affect the survival of an organisation. They are the implicit formulations or explicit statements which establish the fundamental direction or the purpose of an organisation (Mullins, 1999:221-222).

Instructional leadership implies that the manager should provide a clear vision and direction and be able to delegate certain responsibilities to competent staff. Moreover, effective managers as instructional leaders are capable of translating visions into attainable goals and establishing a climate that is not only conducive to working, but is supportive to CPA staff members.

Bernd (1992:64) argues that the single most important characteristic of successful managers is the ability to support the staff members of the CPA in the planning

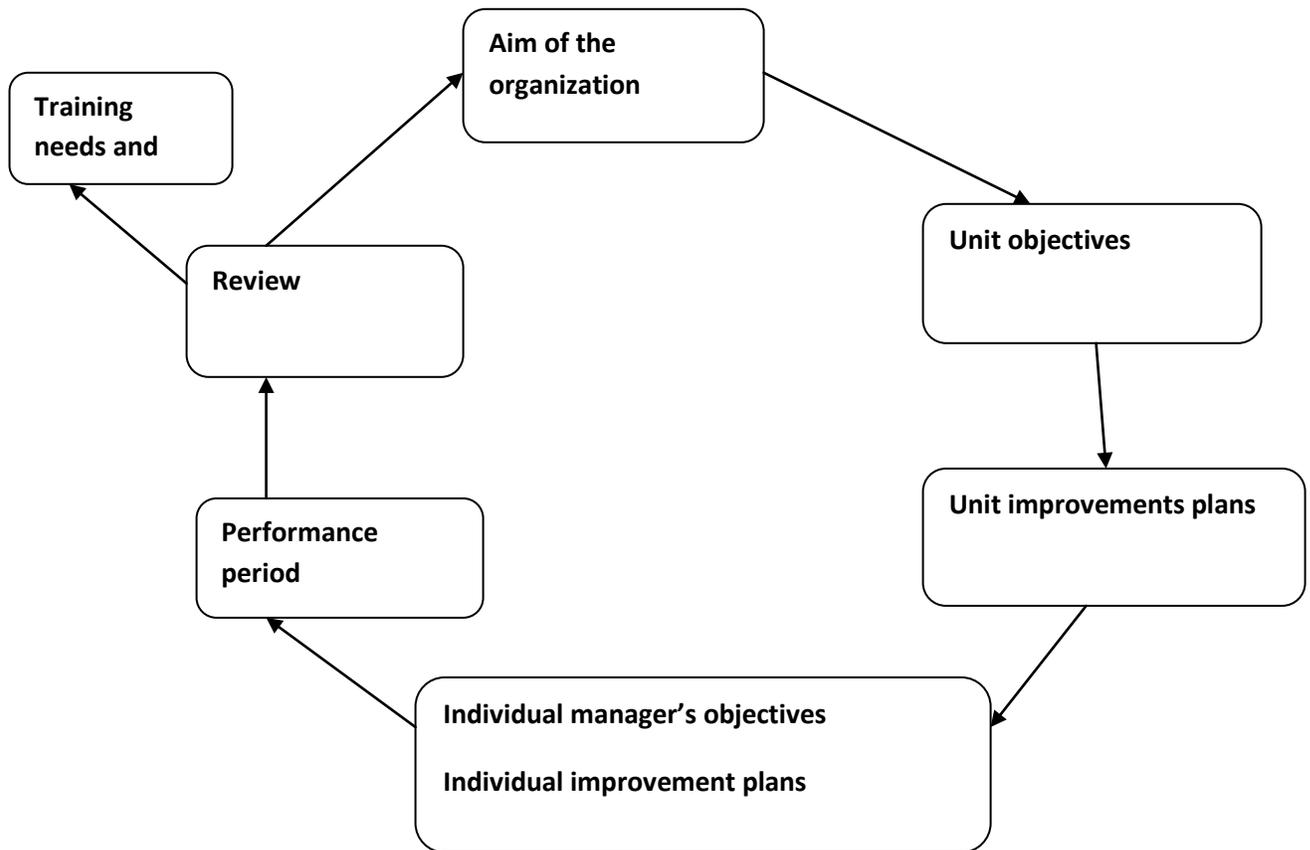
and implementation of the CPA's instructional goals. He places further emphasis on the fact that the manager must advocate and implement decisions which will culminate in effective working, focus a majority of time and energy on supervision and understand and apply conferencing and coaching techniques.

The responsibility of continual monitoring of goal achievement and intervention is a supportive way to ensure success, which is often regarded as crucial to effective managerial ship. Successful institutions have managers who are effective goal achievers. Naidoo maintains that goals and objectives are concerned with how much, where, when and by what means objectives are achieved by people. Without setting objectives and striving to achieve these objectives, a tendency to increase entropy could develop, which could eventually result in disorganisation or even chaos in the association.

### **2.9.1 What is MBO?**

In essence, management by objectives is a dynamic system which seeks to integrate a company or an organisation's need to clarify and attain its profits or results and growth goals with the need of managers to contribute and develop themselves. Thus, it is a highly participative style of managing, placing the emphasis on results and leaving the individual manager's wide discretion as to the manner in which they achieve them (Milondzo, 2003:140). MBO is a technique whereby the fixing of targets is a basis for achieving greater effectiveness throughout the whole of or part of an organisation. MBO is lucidly illustrated in Figure 2.2 below.

**FIGURE 2.2 THE BASIC ELEMENTS OF THE MBO APPROACH**



Source: Govender (1996:4)

MBO seems to be a systems approach for achieving desired ends. As advised by Aristotle:

*...the first have definite, clear, practical, ideal goals and objectives. Second, have the necessary means to achieve your ends – wisdom, money, materials and methods. Third, adjust your means to that end.*

(Govender, 1996:7)

The purpose of MBO seems to be to encourage integration and to create a situation in which a subordinate can achieve his or her own goals best by directing his or her efforts towards the objectives of the organisation. It attempts to satisfy

the esteem and self-actualization needs. It seems to be generally acknowledged that MBO cannot be successfully foisted on the wrong management style. It also appears that the entire organisation's management style and approach must be supportive of MBO. MBO seems to thrive better in the participative style of management which encourages maximum participation by staff. While it can have some measure of success in a bureaucratic atmosphere, its effectiveness is likely to be greatly decreased by the excess of red tape, control and procedures (Mabuza, 1998:4).

### **2.9.2 MBO implication for Human Development**

Every manager in CPA should have objectives, as should every unit, every department, and every division. Furthermore, objectives should be clearly stated so that they will be of some practical value. One of the key responsibilities of managers is to help their staff members to clarify their objectives in terms which mean something to them.

The MBO system comprises:

- Objectives
- Plans
- Managerial direction and action
- Control (monitoring)
- Feedback

As steps are commonly integral parts of any MBO scheme, top management should:

- Determine the main objectives quantitatively and derive from them the main plan of action. This is often called the 'strategic' plan, and may cover a long period.
- Derived detailed plans which will contribute to the attainment of the main plan. These are often called 'tactical' plans, and will cover shorter periods.
- Deduce of each tactical plan which aspects of present practice can be changed to give the most significant contribution to achieving the new objectives. These are often called 'key results areas'.

- Discuss and agree with the managers responsible for each aspect what performance standards should be achieved in respect of each 'key results area'. This is often referred to as a 'job improvement plan'.
- Assist managers to achieve the planned targets by:
  - Providing them with full control information.
  - Freeing them from over supervision.
  - Providing fair salary and succession incentives.
- Review performance at a regular intervals to measure progress, to modify objectives where needed and to discuss further managerial development.

In order for the MBO system to function, the key components must be operative as they seem so interdependent. Research has led to the identification of five needs which, if catered for satisfactorily, could do much towards ensuring the achievement of the objectives set by CPAs and those of staff members. Table 2.1 outlines the MBO components and associated organisational responses as identified by Chauke (1995:6):

**TABLE 2.1 ORGANISATIONAL RESPONSES**

<b>STAFF NEEDS</b>	<b>ORGANISATIONAL RESPONSES</b>
1. 'Tell me (or agree with me) what you expect of me'	<ul style="list-style-type: none"> <li>• Clarification of departmental and unit objectives.</li> <li>• Establishing priority areas and tasks.</li> <li>• Developing improvement plans.</li> <li>• Job descriptions.</li> </ul>
2. 'Give me an opportunity to perform'.	<ul style="list-style-type: none"> <li>• Organisational planning.</li> <li>• Resource allocation.</li> <li>• Delegation of authority.</li> </ul>
3. 'Let me know how I am getting on'.	<ul style="list-style-type: none"> <li>• Control information.</li> <li>• Performance review.</li> <li>• Staff inspection.</li> <li>• Management services.</li> </ul>
4. 'Give me help and guidance where and when I need it'.	<ul style="list-style-type: none"> <li>• Career development.</li> <li>• Performance review.</li> <li>• Training.</li> </ul>
5. Reward me according to my contribution'.	<ul style="list-style-type: none"> <li>• Salary.</li> <li>• Potential review.</li> <li>• Succession planning.</li> <li>• Training.</li> </ul>

**Chauke (1995:6)****2.9.2.1 Implications**

➤ *'Tell me (or agree with me) what you expect from me'*

This is the stage of establishing specific, time-limited, measurable and clearly assigned objectives. Managers are responsible for delivering results that can be achieved only with the assistance of the CPA staff members. It seems they cannot obtain these results without making known what it is that the staff members are expected to achieve. The starting point is that both the manager and the managed should have a clear understanding of the work they are supposed to be doing and

their personal responsibilities in relation to it. This should be recorded, regularly reviewed and updated if necessary. The clarification of individual responsibilities and objectives seems to provide the foundation on which a constructive system of staff appraisal can rest. It does not seem to be possible to say with any objectivity how well a person is performing without what the performance is intended to achieve.

➤ *'Give me an opportunity to perform'*

Staff members seem to be motivated if they are provided with adequate resources. These include equipment, time and space, to carry out the job. If they are given authority and freedom to get on with the job instead of being over-controlled and over-supervised the potential of achieving the objectives is increased manifold times.

Self-supervision or self-direction means that once objectives have been agreed upon subordinates should be left fairly free to supervise themselves with only a minimum of control from above. Furthermore, delegation seems to be an important tool for the management of work and development of staff. If properly used, it can increase motivation, commitment and job satisfaction and probably enhance performance.

➤ *'Let me know how I am getting on'*

This is the feedback method which is established to measure a subordinate's performance against objectives. Achievement-orientated staff-members seem to be more motivated when they know how well they are doing. Effective monitoring of results, with regular discussion on progress made seems to be essential for good staff appraisal.

Discussion of the job tends to form part of the normal exchange between the manager and the managed and creates the basic working relationship. It also gives an opportunity to focus jointly on the extent to which objectives and target dates are being met, or any corrective action needed. People tend to learn and change as a result of objective feedback and they normally feel happy to talk

about their work, their ideas and their hopes. They seem to gain motivation through achievements and job satisfaction.

- *'Give me help and guidance where and when I need it'*

This stage seems to involve managerial direction and control when carrying out objectives. The manager should be accessible and available for guidance and counselling. Regular review will help the manager to decide how best to assist the development of the abilities of staff and to ensure that they are effectively deployed. If specific skills are needed, training may be arranged for personal development. The development of potential and self-actualization are highly motivating devices. Although it is the responsibility of the manager to identify job related training needs, staff members should also take some initiative for their development and growth.

- *'Reward me according to my contribution'*

Reward can either be positive or negative. If staff members are doing their job well, the organisation should recognize their contributions by rewarding them and awarding them salary increments or promotion. These seem to be a highly motivating device as they seem to appeal to higher-order needs. Negative rewards can be in the form of disciplining staff in the event that they are not doing their job well. If the case of unproductive behaviour is genuine, subordinates can be motivated to better performance.

From the above information, it is clear that the performance of every community depends on the degree in which each member is allowed to participate in the achievement of organisational objectives.

## **2.10 PERFORMANCE MANAGEMENT AND PARTICIPATION IN DECISION MAKING**

Participation as one of the key elements in staff development is an important motivational factor. Participation allows the CPA staff members to decide what kind of action to take to achieve a goal. It implies active involvement of staff members in decision-making, which means they become the subjects and not the

objects of a staff development programme. The purpose of staff involvement in decision-making is to make staff members conscious of their own needs, so that they can identify their own priorities in the light of available resources. Upward planning programmes with downward support are often acceptable and solid because the staff is committed to them.

Participation is important in four different activities: decision-making, implementation, benefits and evaluation. Participatory management in CPAs implies the involvement of the community, members of the CPA, management committee and members of staff in planning, organizing, guiding and controlling the CPA activities and programmes.

Mabuza (1998:9) argues that participatory management does not mean that all stakeholders have equal power. Once managers are appointed by the way of a democratic process, the rest of the CPA should support them and give them the right to make decisions on their behalf. In other words, participatory management is democratic not anarchic.

Traditionally the manager was expected to make decisions in isolation. This practice has been condemned as being undemocratic. Undemocratic managers want to have their way and they alone determine the policy. All decisions are taken by them and only certain tasks are allocated to staff. They take full responsibility for the decisions made and in ensuring that set goals are attained.

The undemocratic manager is the ruler, and as it were, the commander. Such a manager gives instructions to staff members individually instead of delegating via a pyramid structure. That is why the authoritarian type of managers tries to be personal in their praise and criticism, but stand apart from the group. These types of managers are inclined to dominate and have difficulty in working with others. They are a potential stumbling block to democratization in the country.

A good working environment requires that managers be re-orientated to manage democratically. A manager who manages democratically is one who involves 'people'. Such a manager involves staff by means of mutual consultation in decision-making. Decisions are made by means of voluntary and spontaneous

communication and managers play an active role in the process. They provide staff with the opportunity to make a contribution. Definite efforts are made to create positive interpersonal relationships with subordinates. Democratic managers offer opportunities for original and creative contributions by staff members, and in this way they may contribute to attaining goals. New perspectives are opened up during group discussions and staff members are free to choose who they would like to work with.

Studies have supported the desirability of participation in decision-making in organisations, including CPAs. The following points summarize much of the research and theoretical literature on staff member participation in decision-making:

- The opportunity to share in formulating policies is an important factor in the morale of the staff members and in their enthusiasm for the organisation.
- Participation in decision-making is positively related to the individual staff member's satisfaction.
- Staff members prefer managers who involve them in decision-making.
- Staff members neither expect nor want to be involved in every decision, in fact; too much involvement can be as detrimental as too little.
- Participation in decision-making has consequences that vary from situation to situation.
- The roles and functions of both staff members and administrators in decision-making need to be varied according to the nature of the problem.
- Both internal and external factors affect the degree of participation in decision-making by staff members.
- Typical managers are likely to prove ineffective due to deficiencies of acceptance by subordinates as well as due to limitations on the quality of the decision.
- In order to maximize the positive contributions of shared decision-making and minimize the negative consequences, the manager needs to answer the following questions:
  - Under what conditions should staff members be involved?
  - To what extent and how should staff members be involved?

- How should the decision-making group be constituted?
- What role is most effective for the manager?

It is evident that the involvement of staff members, community, management committee and CPA members will depend on the nature of the problem and situation. The participation of the community and members of the CPA in the management structures of CPAs and decision-making is related to matters such as policy development and staff evaluation. In this regard one would recommend the involvement of such stakeholders as a matter of principle.

## **2.10 CONCLUSION**

Recent transformation in the Department of Rural Development and Land Reform has brought changes in the livelihood of people in the country despite the resistance of some of the white settlers in occupied land. The department introduced a policy on land redistribution which includes the 'willing buyer, willing seller' so as to buy and acquire the land from the white settlers.

The communities that got back their land are expected to form committees that will manage the claimed land in an organized manner and in a way which it will be sustainable, hence the formation of CPAs. The Moletele CPA is the best performing association amongst the five CPAs in Maruleng Municipality.

For the CPAs to succeed, the association should be able to realise performance management and take into consideration the managerial functions such as principles, delegation, motivation, participation and management by objectives that have been discussed in this chapter.

In the next chapter, the different types of research approaches, methods and techniques of relevance to this study will be discussed.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

The previous chapter provided a literature review on the impact of performance management on the Moletete Communal Property Association (CPA). This chapter focuses on the research design; methods and approaches that were employed to collect, assess and interpret data. Moodley (2001:30) defines research as “a systematic process of collecting and logically analyzing information for some purpose”. From the above definition, it is clear that the collection and analysis of data are determined by the research design the researcher has employed.

#### **3.2 RESEARCH DESIGN**

Qhosola (2011:42) refers to a research design as “...those groups of small worked out formulas from which prospective researchers select or develop one suitable to their specific research goals and objectives”. In support of this definition, Mavundza (2009:48) defines research design as “...the plan of procedures for data collection and analysis that is undertaken to evaluate a particular theoretical perspective”. Milondzo (2003:18) adds that the research design is a “blueprint” for fulfilling research objectives and answering questions pertaining to the problems and phenomena being investigated.

According to Hussey and Hussey (1997: 117), determine that a research design consists of the following:

- Identify the research problem,
- Determine the purpose of the research,
- Develop theoretical framework,
- Define research questions/hypothesis,
- Define terms,
- Identify limitations of the study,

- Decide methodology; and
- Determine expected outcome.

Due to the nature of the study both qualitative and quantitative research designs have been employed by the researcher. This will be referred as a mixed research design. These research approaches are explained below.

### **3.2.1 Qualitative research design**

According to Partington (2003: 109), the qualitative method refers to the “design where data is collected in the form of words and observations as opposed to numbers, and analysis is based on interpretation of data collected as opposed to statistical analysis”. It is a method of data collection in which the procedures are not strictly formalized. The scope is likely to be undefined, and a more philosophical mode of operation is adopted (Madikizela (2006:28). Imenda and Muyangwa (2003:3) state that the qualitative approach can be applied to the study of current and past events. When applied to the past it is called historical research and when applied to current events it is qualitative research. This method gives the researcher an in-depth understanding of first-hand information and phenomena.

### **3.2.2 Quantitative research design**

The quantitative method gives the researcher an opportunity to conduct a value-free investigation. Ary, Jacobs and Razavich (2002:565) define the quantitative method as “inquiries that use operational definitions to generate numerical data to answer set of questions of the study”. Quantitative methods may rely on descriptive and inferential statistics for analysis of data. Steyn, Smit, Du Toit and Strasheim (2003:5) define descriptive and inferential statistics as “entailing the ordering and summarizing of the data by means of tabulations and graphical representations and the calculation of descriptive measures. Descriptive statistics, refers to the ways in which calculations are done using graphs and tabulations to measure them. Utts and Heckard (2007:71) point out that inferential statistics is “a category of statistical technique that uses sample data to make conclusions about the broader range of individuals than just those who are observed”. This category

of statistic indicates that natural and social sciences strive to have confirmable theories that explain the phenomenon by showing how they were derived from theoretical assumptions.

Apart from the above-mentioned research designs, there are also other research approaches and methods that assisted the researcher to collect data for the study. These are discussed in the next preceding paragraphs below.

### **3.3 RESEARCH APPROACHES**

There are many research paradigms that could have been used in the area of study. In this chapter the researcher will describe three important research paradigms that are relevant to this research study, namely, the Hermeneutics approach, Phenomenology and Positivism.

#### **3.3.1 Hermeneutics approach**

This kind of approach concerns itself with studying some historical and literary content, understanding the dialogue, art and cultural tradition of people. In this approach the researcher becomes a humble listener to the human spirit reaching out across the barriers of time and cultural differences (Mavundza, 2009:52). The researcher is engaged in a process of critical and reflective analysis about such experience. The historical researcher will try so come up with ways of understanding the past by taking into consideration the events being investigated, in order to get some meaningful results from the investigation.

This approach gives the researcher an opportunity to experience a living relationship with the human beings who were present when the events took place. In the process, the researcher will be cautious and disciplined so as to try to avoid subjectivity and the influence of the past experiences undermining the quality of findings.

### **3.3.2 Phenomenology**

The purpose of the phenomenological approach is to establish the essential attributes of a given phenomenon, ideas or objects without which, in the eyes of the beholder, such phenomena, ideas or objects cease to be known as such (Mawila, 2007: 7). The view in phenomenology is from what the researcher observed, which not reality is as such, but an interpreted reality (Milondzo, 2003:42). What is vital is that, what appears in the consciousness to the researcher could be different to that which appears to the people constituting the research sample. It implies that the researcher must engage in an investigation which seeks to determine how a given phenomenon appears and is construed to be by the research sample. Poor reliability of the findings in those two researchers may arrive at different conclusions based on their observation of the same phenomena.

### **3.3.3 Positivism**

According to Qhosola (2011:44) a positivistic researcher prefers precise quantitative data and uses experiments, surveys and statistics. From this perspective science is seen as being based on the two notions of logic and empirical evidence. It advocates being neutral and free from human emotions, beliefs, values and value judgment, attitude distortions and prejudice. A positivist researcher formulates some general or universal laws in the Natural sciences. These laws are formulated based on quantitative empiricist findings, which in turn used for predicting outcomes from known causes (Mavundza 2009:43).

## **3.4 RESEARCH METHODOLOGY**

Moodley (2001:30) defines research methodology as "...a systematic process of collecting and logically analyzing information for some purpose". He further attested that there is no single method that is perfect for collecting and analyzing data.

Chauke (2006:5) maintains that collecting data by more than one method is a prudent procedure. However, due to the nature of this study, the researcher will use survey method, namely, questionnaires and interviews to investigate the impact of performance management on the Moletele CPA's performance at Maruleng Local Municipality.

### **3.4.1 Survey research**

According to Leedy and Ormrod (2005:183), survey research involves acquiring information about one or more groups of people by asking them questions and tabulating their responses. It also allows the researcher to evaluate and measure the characteristics of the sample at one point in time systematically. With the survey strategy, the researcher aims to produce generalizations about (a) population(s) by collecting information from samples.

The survey research typically employs the face-to-face interview, a telephone interview, or a written questionnaire. The researcher considered these to be used in this study. In this study, paper-pencil questionnaires and face-to-face interviews were employed to collect data from fifty selected samples. The paper-pencil questionnaires and face-to-face interviews were used because they are cost effective and suitable for the sample in the Maruleng Municipality.

### **3.4.2 Questionnaires**

Questionnaires are most widely used in survey with descriptive and exploratory purposes. They can, however, also be effectively used in studies with experiment and case study research strategies. The appropriateness of questionnaires as research tools, however, must be carefully examined in the context of each study. Saunders et al. (2003:280) maintain that it is generally good practice not to rely solely on questionnaire data but to use the questionnaire in conjunction with at least one other data collection instrument. For example, a questionnaire designed to establish customer's attitudes can be complemented by in-depth interviews to explore and understand the basis of these attitudes.

The questionnaires employed in this study were designed in such a way that each major section, corresponds to one of the researcher's questions or objectives in

chapter one. This research technique helps the researcher to get an overview of all the problems that are experienced by the respondents. The advantage of using the questionnaires is that it can cover most of the areas the researcher wants to investigate (Hadebe, 2008:53).

### **3.4.3 Interviews**

According to Imenda and Muyangwa (2003:32) “most of what is said about questionnaires is also applicable in interview schedules. The same considerations and techniques used when developing questionnaires can be used to develop interview questions”. It must be noted that, however, the interviews are more time consuming and demanding and more expensive to conduct than questionnaires.

Interviews do not require large samples. The subjects are often deliberately selected for their experience and specialist background and thus constitute purposive sample. In the interaction with the subjects in the sample, the interviewer should avoid the common pitfalls in the interview situation which may affect the reliability and validity of the findings:

- Agreeing or disagreeing with the subject
- Suggesting answers
- Displaying bias or prejudice
- ‘Leading’ the subject
- Being in any way judgmental
- Lapsing into general conversation

### **3.4.4 Observation**

Observation research is a research approach that seeks to ascertain what people think and do by watching them in action, as they express themselves in various situations and activities. It is also recognized as the most direct means of studying people when one is interested in their overt behaviour. It is a more natural way of gathering data (Sidhu, 1995:758).

According to Imenda and Muyangwa (2007:37) “observation research is especially effective in situations where the researcher wishes to study detailed, specific

areas of human behaviour. Observations are usually flexible, enabling the researcher to gather a wide range of data for a variety of research objectives. In terms of validity, observational research findings are considered strong because the researcher is able to collect a depth of information about a particular phenomenon. Reliability and generalization of findings, however, are not equally high. In observational research, often findings only relate to a unique population and therefore are not accurately applicable to the larger population.

A survey was used in order to enable the researcher to uncover, interpret, synthesize and integrate the data, and point to implication and relationship. The researcher used questionnaires to collect numerical data from the members of the Moletele CPA at the Maruleng Municipality. The researcher used structured interviews to collect more information from the members of the Moletele CPA about the problem stated in chapter one.

### **3.5 POPULATION**

McMillan and Schumacher (1997:164) state that the term population refers to “a group of elements or cases that conform to specific criteria and are intended to generalize the results of the research”. According to Steyn (2008:223), a population comprises the total collection of all the elements or units of analysis (members of a population) about which a researcher requires to reach distinct conclusions. Qhosola (2011:47) states that “a population is thus the full group of potential participants to whom a researcher wants to generate the findings of the study”.

There are five (5) CPAs at Maruleng Local Municipality, namely: Moletele, Sekororo, Mpuru, Mokgwanatjane and Baropodi ba Moraba. In a situation where it is not possible to survey the entire population within a reasonable amount of time and within the resources at the disposal of the researcher, the researcher must identify the part of the target population that is accessible and the sample of the study should be taken from that target group (Dumisa, 2010:39).

The target population under consideration is members of the CPA. Due to the large number of participants, the researcher focussed attention only on the Moletele CPA.

### **3.6 SAMPLING**

Dumisa (2010:40) defines sample as “any subset of population”. It is a reasonable proportion of the population that will justify generalization of the entire population from the findings of the study. Sidhu (1995:253) defines sampling as “the process of selecting the aggregate or totality of the objects or individuals regarding which inferences are to be made based in the study”. Saunders, Lewis and Thornhill (2003:151) indicate that the challenges encountered when it is not feasible to survey the entire population and state the fact that sample surveys are alternatively valid under the following circumstances:

- When it is not practical to survey the whole population;
- The researcher has budget constraints to survey the entire population;
- When the constraints prohibit successful survey of the entire population and
- When the researcher has collected all data but needs results quickly.

The above reasons are justification for choosing the sampling method employed in this study, rather than surveying the entire population of interest; for the purpose of this study, purposive sampling design was used. There are five CPAs in the Maruleng Local Municipality. The Moletele CPA was purposefully selected to investigate why they are performing better than the other CPAs in the municipality. The sample for the study included twenty five males and twenty five females.

#### **3.6.1 Probability sampling**

In probability sampling, all elements of the population are known, though they do not necessarily have an equal chance of being selected for inclusion in the sample.

It is further stated that with probability sampling every element has at least some chance of being part of the sample, in addition to this, neither of these conditions generally holds for non-probability sample. Probability sampling plans, allow the researcher to estimate how closely the sample result approximately what the researcher will find out if he had considered the total population (Saunders, Lewis, Phillip and Thornhill, 2000:152).

Probability sampling is based on the concept of random selection in which each sampling unit of the defined target population has a known, non-zero probability of being selected for the sample (Cooper and Schindler, 2001:166).

There are a number of different probability sampling techniques that the researcher can use. In this research study five of these techniques, simple random sampling, systematic sampling, stratified random sampling, cluster sampling and panel sampling were identified and are discussed below.

- **Simple random sampling**

This refers to a sample drawn from a population in such a way that each element of that population has the same chance of being drawn during the first and each successive draw. This sampling method is not always the best methods because it is not always a good reflection of the population as a whole (Fox and Bayat, 2007:56).

- **Stratified random sampling**

It is referred to as a process by which the sample is contained to include elements from each of the segment within the population (Cooper and Schindler 2006:416). Here the sampling is divided into sub-groups (strata). After dividing the sampling frame, the researcher draws a random sample from each sub-population. He can sample randomly within each strata using simple random or systematic random sampling.

- **Systematic sampling**

It this approach, every  $z^{\text{th}}$  element in the population is sampled, starting with the random start of an element of an element in the range of 1 to  $z$ . The  $z^{\text{th}}$  element is

determined by dividing the population by the sample size to obtain a skip pattern applied to the sampling frame (Cooper and Schindler, 2006).

### **3.6.2 Non-probability sampling**

Non-probability sampling indicates that selections for the sample are not made at random. Partington (2003:58) states that in non-probability sampling, the elements of analysis in the population each has an equal chance of being included in the sample.

A few sub-types of non-probability sampling are outlined below:

- Haphazard sampling

Such samples are cheap and quick, which includes things such as interviews with people on the street.

- Accidental sampling

This is the most convenient type of sampling as of members of the population that are readily available for research purposes can become participants. If the research is about learners in general for example, then the sample will comprise those learners who happen to show up in class.

- Snowball sampling

This method is based at the analogy of a snowball that starts small but becomes larger as it rolls and picks up additional snow. Gay and Airasian (2000:597) attest that snowball sampling refers to when individuals from the relevant population are approached, then those individuals' acts as informants and identify people from the same population for inclusion in the sample.

- Purposive sampling

This sampling is used when the researcher relies on his/her experiences or previous research findings to deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the relevant population (Qhosola, 2011:49).

## **3.7 VALIDITY AND RELIABILITY**

### **3.7.1 Reliability**

Reliability has to do with the accuracy and precision of measurement procedure the researcher is applying. The reliability of an instrument that yields quantitative data is a measure criterion for assessing its quality and adequacy (Mavundza, 2009:63).

According to Dumisa (2010:42) reliability is established when test and retest get the same results when the same respondents are given the same scores under similar conditions. The outcome of the research should be able to hold if another researcher conducts similar research. The researcher eliminated bias in the interviewing process by concentrating on the research questions and eliminating opposing personal views by avoiding leading the respondents to the answers. The respondents were prepared for the interviews in order to establish credibility of the information collected. The respondents that were targeted were closely managed to ensure that the data was not contaminated. The researcher did not divulge any information to any of the respondents as to avoid identifying other respondents.

### **3.7.2 Validity**

According to Dumisa (2010:42) validity is established when the actual measure measures the intended construct. Therefore validity is the accuracy of measurement. Mondy and Noe (2005:173) define validity as “the extent to which a test measures what it claims to measure”. To achieve content validity, all components of the intended construct to be measured must be included.

Validity is a judgment of the appropriateness of a measure for specific inferences, decisions, and consequences or uses that result from scores that are generated (Qhosola, 2011:50). The validity of measuring instrument is the extent to which the research findings accurately represent what is really happening in the situation.

In this study, the questionnaires employed were valid since all participants were exposed to written questionnaires with the same content and structure. There was

no name required in the questionnaires in which case fear of being identified could not influence the respondents, hence the validity of instruments.

### **3.8 ETHICAL CONSIDERATIONS**

According to Dumisa (2010:43) the information obtained from the respondents needs to be used for the purpose of the study and the names of the individuals and organisations should not be stated so as to protect them from public scrutiny. All sensitive information that was made available to the researcher by the respondents remains confidential. Permission was obtained from each of the individual participants. Participants were made aware of the fact that participation in the survey was not compulsory, though the researcher indicated appreciation to those who chose to participate in the study. The goal of ethics in research is to ensure that no one suffers adverse consequences from the research activities (Cooper and Schindler, 2006:117).

### **3.9 LIMITATIONS OF THE STUDY**

The study focused on the impact of performance management on the Moletele CPA's performance in the Maruleng Municipality of the Limpopo Province. Therefore the analysis of the study does not include CPAs in other municipalities of other districts of the Limpopo Province or other provinces of the country. It is hoped, however, that the lessons from the study will be applicable to other municipalities and districts of the Limpopo Province, and other provinces in the country.

Furthermore, the research cannot claim to have revealed all the challenges that undermine the performance of CPAs. This would be virtually impossible as challenges are not static, but dynamic and contextual. The researcher only managed to collect data from fifty (50) respondents who were purposefully selected for the purpose of finding out why the Moletele CPA was performing well. Finally, the researcher had limited resources that included financial constraints

and limited time, at her disposal to achieve the intended goals and objectives of the study.

### **3.10 CONCLUSION**

In this chapter, various research approaches, methods and techniques were described and analyzed to show the relevance to the study. The choice of research designs and their applicability to the area of the study were discussed in full. Reliability and validity were also discussed. The ethical considerations of the study and the limitations of the study were also outlined.

From the above information, it is clear that there is no single research method that can be regarded as a panacea for investigating a research problem. All research approaches, methods and techniques are relevant and important as long as they are used appropriately.

The approaches and the methodology that have been discussed in chapter three were employed to collect, analyze and interpret the results of the study. In this regard the data collected about the impact of performance management on the Moletele CPA's performance is analysed and discussed in chapter four.

## **CHAPTER 4**

### **DATA-COLLECTION, ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 INTRODUCTION**

In this chapter, the results of the empirical studies are outlined and interpreted. Data was collected to determine how performance management can have an impact on the performance of the Moletele CPA. In this chapter, the researcher gives a detailed description of empirical investigation on the impact of Performance Management on performance of the CPA in the area of study.

Data collection, analysis and interpretation enabled the researcher to arrive at the conclusions outlined in chapter 5, to make relevant recommendations in chapter 5 and to answer the research questions stated in chapter one. The analysis and interpretation of data helped the researcher to develop strategies that were to inform and assist the members of the CPAs to come up with alternative strategies that will enhance performance in the area of study.

#### **4.2 DATA COLLECTION**

Data for this study was collected by means of structured questionnaires and interviews. Hussey and Hussey, (1997: 162) cited in Milondzo (2003:5), mentions that a questionnaire is a popular method for collecting data because it is cheaper and less time-consuming than other methods, and it can be distributed to get information from very large samples.

The Likert scale which involves the use of a rating scale that asks respondents to indicate the extent to which they agree or disagree with a series of beliefs or behaviours about a given subject, was incorporated into the questionnaire employed in this study (Milondzo, 2003:5).

Fifty (50) questionnaires were distributed to the selected CPA members in the Moletele CPA. Respondents were requested to fill-in the questionnaires and submit them within a specified time at a specified venue. Data was also collected

from other fifty (50) respondents by means of structured interviews. The total number of the respondents in the study was therefore one hundred percent (100%).

#### **4.3 ANALYSIS AND INTERPRETATION**

The (SPSS) Computer programme was used to analyze the data collected through structured interviews. The researcher received total participation from the fifty respondents who were requested to participate in the research. The following analysis could be made from the tabled data below. The Table 4.2.1 below indicates frequencies (F), percentage (%) and frequencies (FX) reflects the total number of respondents.

**Table 4.2.1 Performance management and gender.**

<b>ITEM</b>	<b>FREQUENCY (F)</b>	<b>PERCENTAGE (%)</b>
<b>Q.1 What is your gender?</b>		
<b>Female</b>	<b>25</b>	<b>25</b>
<b>Male</b>	<b>25</b>	<b>25</b>
<b>TOTAL FREQUENCY</b>	<b>FX=50</b>	<b>100</b>

The researcher obtained data from all the respondents requested to participate in the research project. The respondents consisted of fifty (50) CPAs members, that is, twenty five (50%) females and twenty five (50%) males.

The equal distribution of gender was done to avoid bias in the research. This was done in support of the gender and equity policies developed by the new democratic government of South Africa.

**Table 4.2.2 Performance Management and physical resources**

<b>ITEM</b>	<b>F</b>	<b>%</b>
<b>Q.2 Do you think resources can contribute towards the performance of Moletele CPA?</b>		
<b>Agree</b>	<b>10</b>	<b>20</b>
<b>Strongly agree</b>	<b>30</b>	<b>60</b>
<b>Disagree</b>	<b>10</b>	<b>20</b>
<b>Strongly disagree</b>	<b>6</b>	<b>12</b>
<b>Uncertain</b>	<b>4</b>	<b>8</b>
<b>TOTAL</b>	<b>FX=50</b>	<b>100</b>

Question 2 (Q.2) reveals that forty (80%) of the respondents agreed that resources can contribute towards performance. Sixteen (32%) respondents disagreed with the statement, while four (8%) respondents recorded uncertain.

From the above information, it is clear that the availability of resources is perceived to contribute towards performance. Physical infrastructure is one of the important resources that can be used by project members to store and manage their equipments in a professional manner.

**Table 4.2.3 Performance Management and training programmes**

<b>ITEM</b>	<b>F</b>	<b>%</b>
<b>Q.3 Do training programmes enhance performance of the Moletele CPA?</b>		
<b>Agree</b>	<b>10</b>	<b>20</b>
<b>Strongly agree</b>	<b>25</b>	<b>50</b>
<b>Disagree</b>	<b>2</b>	<b>4</b>
<b>Strongly disagree</b>	<b>8</b>	<b>16</b>
<b>Uncertain</b>	<b>5</b>	<b>10</b>
<b>TOTAL</b>	<b>FX=50</b>	<b>100</b>

Question 3 (Q.3) indicates that thirty-five (70%) of the respondents agreed that resources can contribute towards performance. Ten (20%) of the respondents disagreed with the statement and five (10%) of the respondents recorded uncertain.

From the above findings, it is clear that training programmes were perceived to enhance the performance of the Moletele CPA. Relevant training programmes have a serious impact on the performance of CPAs in the area of study.

**Table 4.2.4 Performance management and financial support**

<b>ITEM</b>	<b>F</b>	<b>%</b>
<b>Q.4 Moletele CPA gets enough financial support to enhance performance.</b>		
<b>Agree</b>	<b>2</b>	<b>4</b>
<b>Strongly agree</b>	<b>2</b>	<b>4</b>
<b>Disagree</b>	<b>25</b>	<b>50</b>
<b>Strongly disagree</b>	<b>20</b>	<b>40</b>
<b>Uncertain</b>	<b>1</b>	<b>2</b>
<b>TOTAL</b>	<b>FX=50</b>	<b>100</b>

Question 4 (Q.4) reveals that forty-five (90%) of the respondents believed that not enough financial support had been received to enhance the Moletele CPA's performance. Four (8%) of the respondents agreed that enough financial support had been provided, while one (2%) of the respondents recorded uncertain.

From the above information, it is clear that financial support may contribute towards performance of the Moletele CPA. The above results suggest that financial support may be a contributory factor towards the successful performance of CPAs in the area of study.

**Table 4.2.5 Performance management, policy and objectives**

<b>ITEM</b>	<b>F</b>	<b>%</b>
<b>Q.5 Do clear policies and objectives enhance performance of Moletele CPA?</b>		
<b>Agree</b>	<b>20</b>	<b>40</b>
<b>Strongly agree</b>	<b>22</b>	<b>44</b>
<b>Disagree</b>	<b>2</b>	<b>4</b>
<b>Strongly disagree</b>	<b>4</b>	<b>8</b>
<b>Uncertain</b>	<b>2</b>	<b>8</b>
<b>TOTAL</b>	<b>FX=50</b>	<b>100</b>

Question 5 (Q.5) indicates that forty-two (88%) of the respondents confirmed a that clear policies and objectives enhance performance of the Moletele CPA. Six (12%) of the respondents disagreed with the statement, while two (4%) respondents recorded uncertain.

From the above findings, it is clear that the majority of the respondents believed that clear policies and objectives can enhance performance. These results suggest that well developed policies and objectives may indeed enhance performance in the area of study.

**Table 4.2.6 Performance management and delegation**

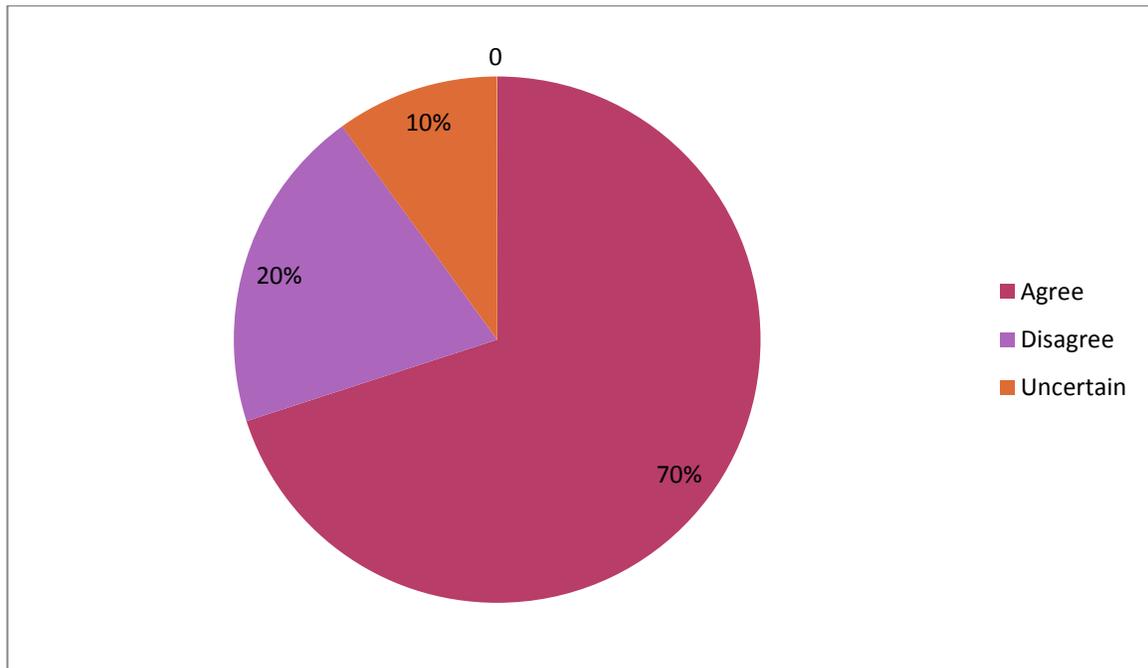
<b>ITEM</b>	<b>F</b>	<b>%</b>
<b>Q.6 Does delegation of duties contribute to performance of Moletele CPA?</b>		
<b>Agree</b>	<b>15</b>	<b>30</b>
<b>Strongly agree</b>	<b>24</b>	<b>48</b>
<b>Disagree</b>	<b>4</b>	<b>8</b>
<b>Strongly disagree</b>	<b>6</b>	<b>12</b>
<b>Uncertain</b>	<b>1</b>	<b>2</b>
<b>TOTAL</b>	<b>FX=50</b>	<b>100</b>

Question 6 (Q.6) reveals that thirty-nine (78%) of the respondents agreed that the delegation of duties contributes towards performance. Ten (20%) of the respondents disagreed with the statement and one (2%) respondent recorded uncertain.

From the above information, it is evident that delegation of duties is perceived to contribute to performance of the Moletele CPA. Delegation of duties can always assist the CPAs to know their clear roles and their delegation of powers in the sphere of operation.

## Figure 4.1 Performance management and alternative strategy

### Q.7 Can an alternative strategy accelerate performance of CPAs?



Question 7 (Q.7) shows that thirty-five (70%) of the respondents confirmed that an alternative strategy can accelerate performance of the Moletele CPA. Ten (20%) of the respondents disagreed with the statement, while five (10%) recorded uncertain.

From the above information, it is evident that alternative strategies may accelerate performance in the area of study. From these findings, it is clear that alternative strategy may indeed alter the course of events if it is relevant and applied appropriately.

**Table 4.2.7 Performance management and motivation**

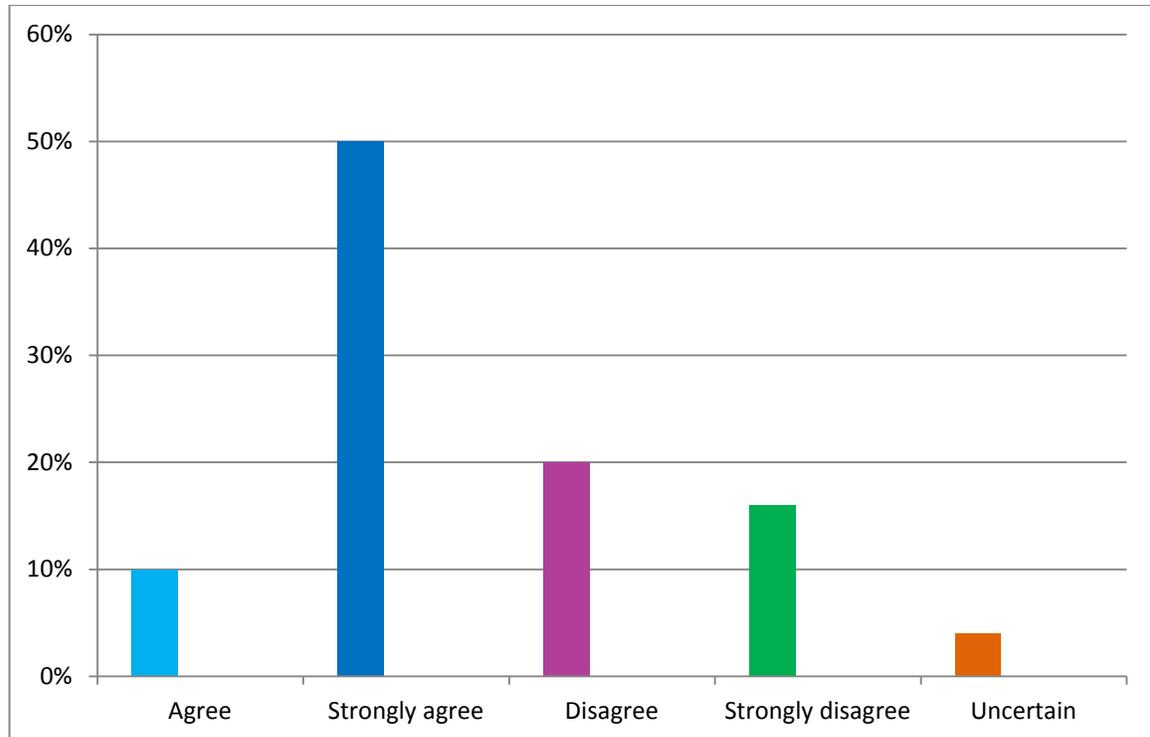
<b>ITEM</b>	<b>F</b>	<b>%</b>
<b>Q.8 Can motivation accelerates performance of Moletele CPA?</b>		
<b>Agree</b>	<b>10</b>	<b>20</b>
<b>Strongly agree</b>	<b>30</b>	<b>60</b>
<b>Disagree</b>	<b>4</b>	<b>8</b>
<b>Strongly disagree</b>	<b>2</b>	<b>4</b>
<b>Uncertain</b>	<b>4</b>	<b>8</b>
<b>TOTAL</b>	<b>FX=50</b>	<b>100</b>

Question 8 (Q.8) reveals that forty (80%) of the respondents confirmed that motivation can accelerate performance of the Moletele CPA. Six (12%) of the respondents disagreed with the statement. Four (8%) respondents recorded uncertain.

Form the above findings; it is evident that motivation can accelerate performance. From the above information, it is clear that CPAs need motivation from their superiors so as to improve their performance regularly. Rewards and incentives can also serve as motivational factors among the CPA members.

## Figure 4.2 Performance management and Participation

### Q.9 Do you think participation can increase performance of Moletele CPA?



Question 9 (Q.9) reveals that thirty (60%) of the respondents confirmed that participation can increase performance. Eighteen (36%) of the respondents disagreed with the statement, while two (4%) recorded uncertain.

From the above findings, it is clear that participation can increase performance of the Moletele CPA. From the above statement, it is clear that lack of participation can reduce or minimize the performance of CPAs in the area of study.

**Table 4.2.8 Performance management and managerial style**

<b>ITEM</b>	<b>F</b>	<b>%</b>
<b>Q.10 Does managerial style contributes towards the performance of Moletele CPA?</b>		
<b>Agree</b>	<b>20</b>	<b>40</b>
<b>Strongly agree</b>	<b>24</b>	<b>48</b>
<b>Disagree</b>	<b>1</b>	<b>2</b>
<b>Strongly disagree</b>	<b>3</b>	<b>6</b>
<b>Uncertain</b>	<b>2</b>	<b>4</b>
<b>TOTAL</b>	<b>FX=50</b>	<b>100</b>

Question 10 (Q.10) indicates that forty (88%) of the respondents agreed that appropriate managerial styles can always contribute towards the performance of CPAs in the area of study. Four (8%) of the respondents disagreed with the statement, while two (4%) recorded uncertain.

From the above information, it is evident that an appropriate leadership style contributes towards the performance of the Moletele CPA. This statement shows that wrong implementation of inappropriate leadership styles can minimize the performance of CPA members in the area of study.

### **4.3 Data obtained from structured interviews**

Data was also obtained by means of structured interviews. This interview was conducted with fifty (50) respondents who were familiar with the running of the Moletele CPA. The responses from the interviewees were derived from the factors that minimize and accelerate performance in the area of study.

The following responses were obtained from the interviews:

- Lack of physical resources can minimize the performance of Moletele CPA.
- Lack of an alternative strategy has a negative impact on the CPA's performance.
- Lack of financial support can always reduce the performance of CPAs in the area of study.
- Lack of clarity on policy implementation can also minimize the performance of the Moletele CPA.
- Lack of clear policies and objectives has a negative impact on the performance of the CPA.
- Lack of relevant training can also contribute negatively towards the performance of CPAs at Maruleng Municipality

### **4.4 Conclusion**

The impact of performance management on the Moletele CPA's performance depends on a number of contributory factors in their sphere of operation. This chapter revealed some of the factors that hamper and accelerate performance in the area of study. Some of these factors were discussed and analyzed in this section. From these findings, it is evident that there is need for an alternative strategy that can accelerate and enhance performance among the CPA.

In the next chapter, the findings, recommendations and conclusion is presented.

## **CHAPTER 5**

### **OVERVIEW, FINDINGS, RECOMMENDATIONS AND CONCLUSION**

#### **5.1 INTRODUCTION**

This chapter includes an overview of the study, findings, recommendations and conclusion. The discussion in this section will further elaborate the relationship between resources, training programmes, alternative strategy, policy and objections, delegation and performance of the Moletele CPA. This chapter also looks at the factors that influence the CPA's performance in the area of study.

#### **5.2 OVERVIEW**

The recent demand for quality services has led to the establishment of Communal Property Associations to supervise the usage of redistributed land given to claimants by the Department of Rural Development and Land Reform. In order to fulfill this process, the members of the associations are compelled to adhere to the policies and the requirements of the CPA Act No 28 of 1996.

The researcher calls for CPAs to develop appropriate training programmes that will enhance the performance of their members in the area of study. This process will support the management of the CPAs in the area of study. The strategies should take into account the CPA Act developed by the government on how the claimed land should be managed.

It has been emphasized throughout this research that the success of CPAs depends on motivation, financial support, availability of physical resources, clarity of policy and objectives, training programmes, delegation of powers and the appropriateness of the managers' leadership style.

The challenges that minimize performance of CPAs in the area of study were discussed in full in chapter four. The findings of the study as well as recommendations emanating from the study will be outlined and discussed in this

chapter. The findings and suggestions for the solutions of the problems stated in chapter one has also been outlined in this chapter.

## **5.3 FINDINGS**

### **5.3.1 Findings from the literature**

- The concept 'performance management' is not static, but dynamic. The concept is defined and interpreted by authors from different perspectives. Each function can be used by managers to energize the performance of their CPAs.
- The concept 'performance' needs clarification and analysis so as to help the management committee of CPAs to influence their members to perform better, and
- Performance management involves processes such as training, motivation, delegation, appropriate leadership style and relevant policies and objectives to assist the members to perform according to the requirements of the CPA Act and the government.

### **5.3.2 Findings from empirical research**

- 80% of the respondents agreed that resources can contribute towards performance.
- 70% of the respondents confirmed that training programmes enhance performance.
- 90% of the respondents claimed that there was not enough financial support received by the CPA to enhance their performance.
- 84% of the respondents confirmed that clear policies and objectives enhance performance of CPAs.
- 78% of the respondents agreed that delegation of duties can contribute towards performance of CPAs.
- 70% of the respondents confirmed an alternative strategy can accelerate performance of CPAs.

- 80% of the respondents revealed that motivation can accelerate performance of CPAs.
- 60% of the respondents confirmed that participation can increase performance of CPAs.
- 88% of the respondents agreed that appropriate managerial style can always contribute towards the performance of CPAs in the Maruleng Local Municipality.

### **5.3.3 Findings from the structured interviews**

An interview was also conducted with the target group to get the general feelings of the Moletele CPA at Maruleng Local Municipality. This was done in order to check their perception about the history, condition of services and the performance of the CPA in the area of study. The following findings emerged from the fifty (50) respondents interviewed:

- Out of fifty (50) respondents who were interviewed, forty-two (42) of them confirmed that financial resources can enhance performance in the area of study.
- Out of fifty (50) CPA members interviewed, forty-five (45) of them revealed that lack of motivation can reduce performance in the area of study.
- Forty-four (44) out of fifty (50) interviewees indicated that lack of clarity on policy and objectives can minimize performance within the Moletele CPA.
- Out of fifty (50) respondents interviewed, thirty-eight (38) revealed that delegation can also contribute to Moletele CPA's performance at Maruleng Municipality.

## **5.4 RECOMMENDATIONS**

On the basis of the findings from the empirical investigation and structured interviews, the following recommendations are made:

- The management at Maruleng Municipality should provide enough resources to the CPAs so as to enhance their performance.

- The municipal managers should provide enough financial resources to support and accelerate the performance of CPAs in their sphere of operation.
- The municipality should be encouraged to organize relevant training programmes that will enhance the performance of the CPAs in the area of study.
- Policy-makers should encourage the management committee of the CPAs to develop clear policies and objectives so as to enhance performance of its members.
- The management at Maruleng Municipality should be encouraged to develop alternative strategy that will enhance the performance of the CPAs in the area of study.

## **5.5 RECOMMENDATIONS FOR FURTHER RESEARCH.**

All studies are intended to suggest further research as no research study is complete in itself. The following topics are suggested for further research:

- The factors affecting performance management.
- The relationship between incentives and performance.
- The perception of CPA members towards project appraisal.
- The impact of negative attitude of CPAs towards land redistribution.
- The barriers hindering the performance and success of CPAs.

## **5.6 CONCLUSION**

The purpose of the study was to investigate the impact of performance management on the Moletele Communal Property Association's performance in Maruleng Local Municipality of the Limpopo Province. The factors that hinder the performance of the CPAs were discussed in chapter four. Suggestions for the solutions of the problems stated in chapter one have been briefly outlined in this chapter.

This study was meant to be an eye-opener for policy-makers, managers and CPA members. It is now their responsibility to consider the recommendations of the study for possible ways to improve the performance of CPAs in the Maruleng Local Municipality.

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**APPENDICES**

**Appendix A:**

Draft Covering Letter

PO Box 1561  
Hoedspruit  
1380  
22 April 2013

The Participants  
Moletete CPA  
Hoedspruit  
1380

**The aim of the study and the importance of your participation**

Dear Sir / Madam

You are hereby kindly requested to participate in a study that the researcher intends to conduct. The general aim of the study is to investigate the impact of performance management on Moletete CPA's performance. The objectives of the study are to identify challenges that hinder performance management towards the implementation of CPA programmes; and suggest strategies which can be used by CPAs to enhance performance.

The information that will be collected in this study will be treated with confidentiality. The names of the participants will not appear on the questionnaire.

Please find the above in order.

Yours faithfully

.....  
Masoga M.V (Ms)

## Appendix B:

### Draft questionnaire

#### Section A

1. Please indicate your gender with a cross (X) in the appropriate box

Gender	
Male	Female

#### Section B

Please indicate the extent to which you agree or to disagree with the following questions and statements by placing a cross (X) in the appropriate box:

2. Do you think resources can contribute towards performance of the Moletete CPA?

Agree	Strongly agree	Disagree	Strongly disagree	Uncertain
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3. Do training programmes enhance the performance of the Moletete CPA?

Agree	Strongly agree	Disagree	Strongly disagree	uncertain
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4. Does financial support contribute towards the performance of the Moletete CPA?

Agree	Strongly agree	Disagree	Strongly disagree	uncertain
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5. Do clear policies and objectives enhance the performance of the Moletete CPA?

Agree	Strongly agree	Disagree	Strongly disagree	uncertain
-------	----------------	----------	-------------------	-----------

6. Does delegation of duties contribute towards performance in the Moletele CPA?

Agree	Strongly agree	Disagree	Strongly disagree	uncertain
-------	-------------------	----------	----------------------	-----------

7. Can alternative strategies accelerate the performance of the Moletele CPA?

Agree	Strongly agree	Disagree	Strongly disagree	uncertain
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8. Can motivation accelerate the performance of the Moletele CPA?

Agree	Strongly agree	Disagree	Strongly disagree	uncertain
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9. Do you think participation can increase the performance of the Moletele CPA?

Agree	Strongly agree	Disagree	Strongly disagree	uncertain
-------	-------------------	----------	----------------------	-----------

10. Does managerial style contribute towards the performance of the Moletele CPA?

Agree	Strongly agree	Disagree	Strongly disagree	uncertain
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**Thank you for your time**

## **APPENDIX C:**

### **SEMI-STRUCTURED QUESTIONNAIRE**

1. Do you think resources can contribute towards the performance of the Moletele CPA?
2. Do training programmes enhance performance of the Moletele CPA?
3. Does the Moletele CPA get enough financial support to enhance its performance?
4. Do clear policies and objectives enhance the performance of the Moletele CPA?
5. Can an alternative strategies accelerate the performance of CPAs?
6. Does clarity of policy implementation enhance the performance of the Moletele CPA?