

Multicultural Education

Research Article

Homepage: www.MC-caddogap.com**PERFORMANCE MANAGEMENT SYSTEM IMPLEMENTATION IN HIGHER EDUCATION IN SOUTH AFRICA****Nomfundiselo Constance Ngxito**

Durban University of Technology

Njabulo Khumalo

University of Kwazulu-Natal

Pauline Edwige Ngo-Henha

Durban University of Technology

ABSTRACT

Various organisations have been facing unparalleled challenges regarding the aspect of performance at the workplace. In the contemporary workplace environment, there is a great interest in high performance, with various higher education institutions in South Africa attempting to implement the performance management system. However, empirical evidence of the impact of implementation of the performance management system on teaching and academic related aspects is still unknown. Hence, the overarching goal of this paper is to examine the impact of Performance Management System implementation on higher education activities. Using data collected from 170 participants, linear regression was utilised to measure the impact of implementation of the performance management system on teaching and academic related aspects. The key findings of the study revealed that PMS implementation has insignificant influence on teaching. The results also showed that PMS implementation has a significant, positive effect on other academic-related activities. The main limitation of this study is that it focused on only three universities situated hence that findings cannot be generalised to the remaining 23 universities in South Africa. Therefore, future studies may conduct the same study but looking at other universities to check the similarities and dissimilarities of the results.

ARTICLE INFO*Keywords:*

Performance Management System, Higher Education in South Africa, PMS implementation,

*Article History:*Received: 26th Nov 2023Accepted: 31st Dec 2023Published: 26th Jan 2024

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1. INTRODUCTION

The issue of performance management is continuously gaining traction in higher education institutions. Performance Management Systems (PMS) is one of the critical functions performed by the human resource management to assess employee performance. Drawing from the literature, it is evident that PMS continues to be a subject that academics frown at, particularly in universities. This paper responds to many questions posed in both practical and academic sense, and provides possible recommendations to the implementers of PMS so that resistance to PMS amongst academics could be overcome. The paper maps the way forward for PMS implementation at HEIs in South Africa. Performance management system is one of the key performance indicators for academic staff in universities in both developed and developing countries, which can be used for both short and long-term targets that are used in measuring the needs of the academic environment. The academic environment, which includes universities, is very interested in the increase of efficiency and one of the ways this can be done is through effective performance. From this perspective, performance management system (PMS) can be described as a process in which organisations assess their staff in terms of productivity and character, in order to achieve the strategic objectives and goals.

The purposes of PMS in university environment to include organisational strategic objectives, and personal development (Adams, 2013; Khumalo & Utete, 2023). Performance management is very significant because it promotes the development of a strategy by connecting the employees and their academic staff activities with university objectives and goals. Govender and Bussin (2020) studied performance management and employee engagement and found that a relationship exists between performance management and employee engagement. Strategies can be implemented among academic staff in the university by having defined results, staff characteristics and behaviour assessed, which are necessary in achieving university overall goals. It assists in developing evaluation mechanism that will maximise the level at which the academic staff portrays a productive character. Academic environment needs performance management systems for administrative purposes, particularly in decision-making. Kivipöld, Türk and Kivipöld (2020) studied performance appraisal, justice and organizational effectiveness and found that the study reveals that performance appraisal design affects academic employees' perception of distributive justice and organizational external effectiveness. Performance management is designed to develop staff to be more effective in their jobs. Higher Education Institution (HEI) departmental administrators use both intuitive and statistical criteria to assess the success of their academic personnel in leadership, teaching, publishing, and community outreach.

An alignment of performance agreements between the workforces' job descriptions and the specific department's strategy is a vital aspect for actual functioning of PMS within universities. Mabaso (2020) studied performance management and talent development and results revealed a positive and significant impact between performance management, talent development and on the job satisfaction. PMS may guarantee that assistance is offered for both organisational leaders and staff individuals by monitoring and adjusting the application of performance management techniques as needed (Nankervis & Compton, 2006). The official appraisal assessment is held at the completion of a staff's assessment period, and most workers are informed of the day and time of their assessment. Although discussions with high achievers are frequently a good feeling, such approach is designed to induce anxiety. Supervisors are usually hesitant to engage with bad performers one-on-one, fearing that such an assessment review discussion may build resentment doing more damage than good towards the worker–manager bond. To reduce the chance of hurt sentiments, the face-to-face discussion and written assessment must focus on performance development rather than criticism (Guest, 2011). Poor employee performance must be addressed promptly as early as it arises, and should include a good identification of the underlying reasons for poor job performance, along with suitable corrective methods. It is against this backdrop that this study sought to investigate the effects of Performance Management System on South African higher education. The key objectives of this paper include: to investigate effects of Performance Management System implementation on teaching; to evaluate the influence of Performance Management System implementation on other academic-related activities; and to investigate approaches used to implement Performance Management System.

2. LITERATURE REVIEW

The concept of performance management system

PMS is a broad and multifaceted concept, with different meanings and purposes. According to DeNisi and Murphy (2017), PMS constitutes the cornerstone of human resource management (HRM). This suggests that without PMS, HRM cannot function effectively. One of the early authors, Neely (1997), conceptualises PMS as a more structured approach of managing operations as it gauges performance and provides information supporting informed decisions. Schleicher, Baumann, Sullivan, Levy, Hargrove and Barros-Rivera (2018) define PMS as a go-together of planning, feedback and assessment activities that gives staff members the means, motivation, and opportunity to boost a company's performance. There is a paradigm shift in PMS from a results-oriented focus towards a development-oriented focus, dealing with a more diverse range of positive employee outcomes. There are two types of PMS, including relational and transactional PMS. The old PMS relies on practical logic in the choice of means to accomplish objectives by aligning performance indicators and targets with the performance indicators. The latter is driven by instrumental rationality to explain the objectives, "which take on the characteristics of being highly functional and directed to specific outcomes" (Budworth & Mann, 2010).

Monitoring performance by financial metrics has resulted in widespread discontent in organisations. As a response, integrated management of organisational performance grew important. A correct technique to measure performance, as per De Waal (2007), mixed non-financial key metrics with financial measures in one approach. The Balance Score Card (BSC) approach by Kaplan and Norton (1996) notion of critical success factors, often referred as key performance areas (KPA's) that may be monitored using KPIs, are two techniques used to tackle

the imbalance across financial and non-financial indicators. Instead of relying just on financial measurements, the BSC approach combines additional variables like customers, organisational skills, and skill sets for evaluating and controlling progress (Kaplan & Norton, 1996). The performance management approach is based on the premise that establishing a quantifiable and rewarding work agenda leads to organisational success. Many organisations openly or casually adopt performance management within their organisations with the goal of improving organisational performance.

Performance management system in higher education institutions

Higher Education Institution departmental administrators use both intuitive and statistical criteria to assess the success of their academic personnel in leadership, teaching, publishing, and community outreach. The PMS approach begins with the selection of set objectives and the initiation of a constant cycle. Following a performance appraisal, job standards are developed. The following stage is to examine the exact job done, and effectiveness is evaluated. The final stage is to go through the evaluation with the worker. An alignment of performance agreements between the workforces' job descriptions and the specific department's strategy is a vital aspect for actual functioning of PMS within universities. PMS may guarantee that assistance is offered for both organisational leaders and staff individuals by monitoring and adjusting the application of performance management techniques as needed (Nankervis & Compton, 2006). Hope (2013) studied performance contracting as a performance management tool in the public sector in Kenya and found that the use of performance contracting as a management tool to improve public sector performance has provided significant benefits to Kenya. Many scholars suggest that directing staff necessitates aspects in labour relations that focus on employee conformity, measurable outputs, managers' duties, and organisational growth (Becker, Antuar & Everett, 2011; Utete, 2022). When preparing an appraisal discussion, three basic aims must be prioritised: the staff's performance, with an emphasis on particular accomplishments; guidance for the staff in achieving set objectives and individual new developments for the upcoming appraisal cycle and the preparation of recommendations on predetermined objectives which are not met; including the supervisor's and the organisation's cooperation. The official appraisal assessment is held at the completion of a staff's assessment period, and most workers are informed of the day and time of their assessment. Kamel (2016) studied performance management practices within emerging market multinational enterprises and found performance management practices within Brazilian MNEs are not based on indigenous Brazilian practices, but, rather, are heavily influenced by global best practices.

Although discussions with high achievers are frequently a good feeling, such approach is designed to induce anxiety. Supervisors are usually hesitant to engage with bad performers one-on-one, fearing that such an assessment review discussion may build resentment doing more damage than good towards the worker–manager bond. Maake, Harmse and Schultz (2021) studied performance management as a mediator for work engagement and employment relationships in the public sector in South Africa and found a moderate correlation between performance management and work engagement. To reduce the chance of hurt sentiments, the face-to-face discussion and written assessment must focus on performance development rather than criticism. Progress toward the defined objectives and performance measures should be documented in the terms agreed, and the manager should give advice and direction to the employee as needed (Utete, 2023). The performance interactions must be on the limits and unanticipated challenges that might jeopardise the personnel's ability to meet the commitments outlined within performance agreement (Nankervis & Compton, 2006). Poor employee performance must be addressed promptly as early as it arises, and should include a good identification of the underlying reasons for poor job performance, along with suitable corrective methods.

Theoretical framework

This study is guided by goal-setting theory. The theory defines goals and effective feedback serve as motivation to employees in an organisation (Erez, 1986). This implies that if an employee is in a space of good working conditions with the necessary motivational tools, they will go extra-mile to achieve organisational goals and objectives. Ogbeiwi (2017) argues that for any organisation to set up achievable goals, the following SMART model must be considered: SMART stands for: 1) Specific, 2) Measurable, 3) Attainable, 4) Relevant, and 5) Time-bound. This is necessary for achieving organisational objectives and setting clear goals. Klein, Wesson, Hollenbeck and Alge (1999) acknowledge the importance of goal attainment in the organisation. This implies that goals are objects of actions that are necessary for the attainment of certain standards and performance. Goal-setting theory was designed with a focus on individual performance in organisations. The theory can be applied for teams in various organisations, particularly in different disciplines. This points to the

fact that the basic objective of goal-setting theory is the individual and at the same time, teams which are similar in nature. However, goal-setting for a team needs to be totally different from goals setting for an individual. Van Mierlo and Kleingeld (2010) opine that teams in organisation or establishments are interdependent and relate to members who must be taken into account when goals are being set. They note that teams provide potential which is needed to set multiple goals in order to increase performance. The importance of goals in various organisations such as university environments, which include it as a reference standard or measurement of standard. This implies that effective goal-setting has the ability to influence the performance of academic staff in the University. Rushall (1975) is of the view that performance and productivity are two indivisible elements that determine the level at which formulated organisational goals and objectives are attained or not. In so doing, achieving organisational goals and objectives is in tandem with the extent of staff training which in turn improves productivity and performance.

Goal-setting is a very powerful method in which motivation can be increased in an organisation such as a university; effective motivation can bring about effective performance and also increase productivity among university workers. This is supported by Locke and Latham (1990), that goal-setting enhances performance and productivity in such organisations. Lunenburg (2011) conducted a study on goal-setting theory in a particular organisation. The findings revealed that organisations seem to have effective performance when the organisational goals are specific, and at the same time, challenging. He stated that there should be mechanisms for evaluation of feedback. This implies that a learning goal orientation can provide effective performance than a performance goal orientation, and group goal-setting is as important as individual goal-setting.

3. METHODS

The study used a descriptive survey design, which is a non-experimental approach. The justification for using descriptive survey design is due to that descriptive survey does not allow for intervention of controlling of research setting (Brinkmann, Jacobsen & Kristiansen, 2014). The study adopted quantitative research design. The quantitative methodology known as the survey approach, which "provides numerical descriptions of trends, attitudes, or opinions of a population by surveying a sample of that group," was utilised in this study (Creswell, 2014). In the current study, survey questionnaires - a popular method of gathering data - were used. The survey approach was chosen because it is most likely the most effective social science data collection technique and has been widely utilised to gather data on a variety of study topics, including those in performance management studies.

The overall population size of academics from three universities was 2236 (two thousand and two hundred and thirty-six) which was made up of 1174 in University A, 748 in University B and 314 in University C with various categories, namely, Senior Professors, Professors, Associate Professors, Senior Lecturers and Lecturers. The University A,B and C personnel at various academic levels who made up the study's sample, were chosen because they met certain criteria and had the qualities the researcher was interested in examining. The population size of the study was 2236 (adding all three institutions). This study used a stratified sampling technique; Cooper and Schindler (2014) indicate that when using this technique, a researcher divides the population into subpopulations or stratum and uses simple random on each stratum. Looking at the below table, for a population size of 2500 with confidence of 95%, and 333, which is the margin of error (5%) used to calculate the sample size, this study falls under this range. Hence 333 margin of error was used to determine the sample size. In probability sampling, each unit within the population has an equal and known chance of being selected as part of the sample.

Table 1 Sample size

Institution	Academics sample size by the Institution
University A	$1174/2236 * 333 = 174$
University B	$748/2236 * 333 = 111$
University C	$314/2236 * 333 = 46$
Total Sample Size	331

Source: Authors

In a stratified sample, the target population is put into homogenous subgroups, known as strata, based on specific characteristics such as race, gender identity, location, and so forth (Welman, Kruger & Mitchell 2005). Given the substantial size of the population, which was 2236 academics, it becomes impractical and cost-prohibitive to include every member in the study. With this context in mind, the sample for this study was

chosen through probability sampling, a method characterised by the selection of a reasonably large number of units randomly drawn from either the entire population or specific subgroups (strata) within the population, where the probability of each member's inclusion can be precisely determined (Tashakkori & Teddlie, 2003). The sample size on quantitative side was 331 respondents, dispersed in three Universities. According to the size of the samples in each institution, proportional distribution was used as follows: University A, 174; University B, 111; and University C, 46.

4. RESULTS

The data was collected from three higher education institutions located within the KwaZulu-Natal Province. The questionnaire was captured on Google and placed on the institutions' websites. The questionnaire was sent to the sample of 331. The total number of completed questionnaires was 170. Therefore, the presentation and analysis of the data was based on the 170 completed questionnaires. The response rate was 51,3%. The data was the coded in Excel and uploaded on the SPSS, 27, for analysis.

Table 2 Effects of Performance Management System implementation on teaching

Items	Not Confident at All	Not Confident	Somewhat Confident	Confident	Very Confident
I am able to deliver lectures and seminars	4.1%	-	4.1%	25.9%	65.9%
I am capable of delivering tutorials	4.1%	-	3.5%	30.6%	61.8%
I am capable of using e-learning and current technology systems	2.9%	1.2%	8.8%	41.8%	45.3%
I am capable of selecting reading materials	3.5%	0.6%	2.4%	38.2%	55.3%
I am able to revise teaching strategies	3.5%	1.2%	4.7%	40.6%	50.0%
I can facilitate student discussion in class	4.1%	1.8%	4.1%	27.1%	62.9%
I am able to consult with students	3.5%	1.2%	0.6%	28.8%	65.9%
I can set assignments/exams for students	3.5%	0.6%	-	24.1%	71.8%
I can prepare assignments/exams for students	6(3.5%)	0.6%	-	24.7%	71.2%
I am able to mark assignments/exams for students	6(3.5%)	1.2%	0.6%	22.4%	72.4%
I can provide feedback on assessment items	3.5%	0.6%	-	29.4%	66.5%
I am able to develop subjects/modules	6(3.5%)	1.2%	1.8%	30.0%	63.5%

Source: Authors

This section presents the findings related to the effects of PMS implementation on teaching in South African higher education institutions. Majority of the participants (65.9%) were very confident that they were able to deliver lectures and seminars. In terms of tutorials, bulk of the participants (61.8%) were very confident that they were capable of delivering tutorials. In relation to technological systems, majority of the participants (87.1%) were confident that they were capable of using e-learning and current technology systems, while over half of the participants (55.3%) were convinced that they were capable of selecting reading materials. Over three quarters of the participants (90.6%) indicated that they were able to revise teaching strategies. The majority of the respondents (62.9%) indicated that they facilitated student discussion in class. Most respondents (65.9%) indicated that they do consultation with students, 72.4% were very confident that they can set assignments and exams for students. The majority of the respondents (72.4%) were very confident that they were able to mark assignments and exams for students, meanwhile in terms of feedback most respondents (66.5%) were very confident that they could provide feedback on assessment items. Most participants (63.5%) were very confident that they were able to develop subjects and modules.

Table 3 Effects of Performance Management System implementation on other academic-related activities

Items	Not Confident at All	Not Confident	Somewhat Confident	Confident	Very Confident
I can participate in School/Department activities	5.3%	7.6%	7.6%	25.3%	54.1%
I can participate in University-wide committees	4.7%	11.2%	9.4%	31.8%	42.9%
I can participate in professional associations	2.4%	7.1%	14.1%	33.5%	42.9%
I am able to advise prospective students	4.7%	9.4%	10.0%	30.0%	45.9%
I can organise conferences/symposia	5.3%	8.2%	22.9%	31.8%	31.8%

Source: Data computation

Table 3 displays the results of the PMS implementation on other academic or related-services within the South African higher education institutions. The majority of the respondents (54.1%) were very confident that they participated in School or Department activities. In addition, most respondents (74,7) were very confident that they participated in University-wide committees. Furthermore, majority of the participants (76,7%) were very confident that they participated in professional associations, while most participants (75,9%) were very convinced that they were able to advise prospective students.

Table 4 Approaches used to implement Performance Management System

Items	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
I am aware that Senior Management is responsible for the implementation of the Performance Management System	55.9%	37.6%	4.1%	1.8%	0.6%
I know that divisional performance management system feedback is provided within the context of the organisational business plan	31.8%	41.2%	17.6%	5.3%	4.1%
I receive divisional performance management system feedback as soon as possible after the organisational performance assessment	17.1%	29.4%	18.8%	22.9%	11.8%
I am aware that the organisational performance is assessed against the previously agreed organisational performance standard	37.1%	36.5%	19.4%	3.5%	3.5%
I know that prior to the quarterly Performance Management System assessment, divisions signed divisional Performance Management System agreement about factors against which performance management would be implemented	26.5%	37.1%	20.6%	10.6%	5.3%

Source: Data computation

Table 4 shows the results of the approaches used to implement performance management system in South African higher education institutions. The majority of the respondents (93, 5%) agreed that Senior Management was responsible for the implementation of PMS. Bulk of the respondents (73%) agreed that they knew that the divisional PMS feedback was provided within the context of the organisational business plan. Most participants (73,6%) agreed that they were aware that the organisational performance was assessed against the previously agreed organisational performance standard. The majority of the participants (73,6%) agreed that they knew that prior to the quarterly PMS assessment, divisions signed divisional PMS agreement about factors against which performance would be implemented. The results suggested that the respondents responded positively to all the items that measured the approaches used to implement performance management system.

Inferential analysis

Table 4 Linear regression analysis – effects of Performance Management System on South African high education

Independent variables	R	R-squared value	Adjusted R-squared value	F	Beta	T	P
PMS	.769 ^a	.592	.574	-	-	33.512	<.001 ^b
Academic efficiency research					-.041	-.599	.550
Teaching					-.144	-1.797	.074
Other academic or service-related activities					.222	2.683	.008

Source: Data computation

The results showed that the standardised Beta and the corresponding P values for PMS implementation and teaching ($\beta = -0.144$, $p > 0.074$) were statistically insignificant. Statistically, it can be concluded that PMS implementation in South African higher education had insignificant effects on teaching. Furthermore, the results showed that the standardised Beta and the corresponding P values for PMS implementation and other academic or service-related activities ($\beta = 0.222$, $p < 0.008$) were statistically significant. From the statistical standpoint, it can be suggested that PMS implementation had a positive significant effect on academic or service-related activities within the South African higher education institutions studied.

Paired sample t-test

Wadhwa and Marappa-Ganeshan (2020) state that the sample t-test assesses the significant difference between the 'means' of two groups while considering their variance. The study utilised the one-sample t-test to assess the influence of gender (male and female) on the latent variables. The results are shown in Table 5.32.

Table 5 Paired sample t-test

Latent variables	T	Df	P
Approaches to PMS	12.184	169	0.000***
Effects on PMS on teaching	42.428	169	0.000***
Other academic or service-related activities	31.441	169	0.000***

* $p < 0.001$

Source: Data computation

The results presented above showed a significant difference in male and female perceptions concerning the approaches to PMS implementation; effects of PMS on teaching; effects on PMS on other academic or service-related activities, respectively, at the 1% level of significance. The differences were further assessed by computing the Post-Hoc Scheffe's Test (Table 5.33).

Table 6 Post- Hoc Scheffe's Test: All variables and gender

Dimensions	Categories of Gender	N	Mean
Approaches to PMS	Male	92	2.39
	Female	78	2.47
Effects on PMS on teaching	Male	92	4.44
	Female	78	4.52
Other academic or service-related activities	Male	92	3.96
	Female	78	4.04

Source: Data computation

The results showed that while females were more satisfied about the approaches to the implementation of PMS, males were less satisfied with them. It is evident that while females believed that PMS impacted teaching, males did not believe that it impacted teaching. The results established that while females were satisfied with the effects of PMS on other academic or service-related activities, males were less satisfied with it.

5. DISCUSSION

Generally, the findings revealed that PMS implementation has insignificant influence on teaching. The results are in line a study carried by Adams (2013) on performance management in universities and revealed that performance management significantly falls far short of optimising the potential of the sector to influence transformational change. The study findings also concur with Awan, Habib, Shoaib Akhtar and Naveed (2020) who studied the effectiveness of performance management system for employee performance and found that performance management system significantly impacts task and contextual performance of employees. The results also showed that PMS implementation has a significant, positive effect on other academic-related activities. These results echo the work of Baird, Schoch and Chen (2012) who studied performance management system effectiveness in Australian local government revealed that the performance management systems moderately effective in relation to performance related outcomes. Birdsall (2018) studied performance management in public higher education and the results indicated that organisations will be more successful under performance management systems when they have greater flexibility in their resources. In relation to gender, the results showed that females were more satisfied about the approaches to the implementation of PMS. It is evident that females believed that PMS impacted teaching. Again, the results established that females were satisfied with the effects of PMS on other academic or service-related activities than men. The findings align with the works of Boachie-Mensah and Seidu (2012) who studied performance appraisal system and found that the performance appraisal system of the institution is affected by subjectivity. In the same token, Brown, Hyatt and Benson (2010) studied performance appraisal experience and found that employees with low quality performance appraisal experiences were more likely to be dissatisfied with their job, be less committed to the organization. The results of the study indicated that the employees are able to deliver lectures and seminars. In relation of tutorials, the findings indicated that the employees could deliver tutorials. In relation to technological systems, the results showed that the employees were capable of using e-learning and current technology systems. These results are in accord with the works of Cook and Crossman (2004) found that there is some satisfaction level linked to performance appraisal systems.

The results indicated that the employees were convinced that they are capable of selecting reading materials. The study's findings also found that the participants are able to revise teaching strategies. The findings revealed that the employees facilitates student discussion in class. In addition, the study found that participants do consultation with students and set assignments and exams for students. These results are in accord with the works of Decramer, Smolders and Vanderstraeten (2013) who studied employee performance management culture and employee performance management satisfaction and found that a higher level of internally consistent employee performance management systems is associated with higher academic employee performance management satisfaction. In the same vein, Dewettinck and van-Dijk (2013) studied the linkage between Belgian employee performance management system characteristics and performance management system effectiveness and found that performance review focus and employee participation strongly relate to perceptions of appraisal fairness and PM system effectiveness. In addition, Maimela and Samuel (2016) studied perception of performance management system by academic staff in an open distance learning higher education environment and found that academic staff members at the institution are satisfied with the performance management system implemented by management.

The findings revealed that they were able to mark assignments and exams for students. In terms of feedback, the results revealed that the participants provide feedback on assessment items and develop subjects and modules. The results revealed that the respondents participate in School or Department activities, University-wide committees and professional associations. These findings are in line with Compton (2005) studied performance management and found that the use of performance management systems remains problematic although there are some positive indications. Furthermore, Fletcher and Williams (1996) studied performance management, job satisfaction and organizational commitment and found that most elements of performance management did contribute to positive employee attitudes. In addition, Franco-Santos and Doherty (2017) studied performance management and well-being and found that current trends to intensify the use of directive performance management can have consequences on the energy and health of academics

The results of the study revealed the approaches used to implement performance management system in South African higher education institutions. The results are also in line with the works of Brudan (2010) who studied rediscovering performance management and found that integration, systems thinking and learning are key approaches for accelerating performance. The findings revealed that that Senior Management was responsible for the implementation of PMS. This result is consistent with De-Waal and Counet (2009) who studied performance management systems implementations and found that lack of top management commitment and not having a performance management culture are key issues affecting performance management. The

results showed that they know that the divisional PMS feedback is provided within the context of the organisational business plan. These results also echo the work of Boice and Kleiner (1997) who studied performance appraisal systems and found that top management support is required. The results also revealed that the participants are aware that the organisational performance is assessed against the previously agreed organisational performance standards. A study conducted by Becker, Antuar and Everett (2011) on implementing an employee performance management system in a nonprofit organization found that the organisations need to undertake consultation with staff and ensure that values and mission are reflected in the performance management system. The findings indicated that the employees know that prior to the quarterly PMS assessment, divisions sign divisional PMS agreement about factors against which performance would be implemented. These results are consistent with Adhikari (2010) who studied performance management in Nepalese organisations and found that a clear link between organizational objectives and outcomes should be established by developing a human capital base in organisations. However, Busi and Bititci (2006) studied collaborative performance management and found that there is a lack of understanding of what collaboration means and what it implies on the development of appropriate performance measurement systems.

6. CONCLUSION

Since the study established performance management systems implementation has the significant, positive effect on other academic-related activities, the key objective of the study was accomplished. The study also found that PMS implementation has insignificant influence on teaching. The study identified the approaches used to implement performance management system in South African higher education institutions. Therefore, the universities should constantly upgrade the performance management systems. However, the systems should be made-tailored to different activities within the institution. Since performance management system has been found to have an insignificant impact on teaching, management should relook at the system and check how it can be fine-tuned in order to effective teaching in universities. The main limitation of this study is that it focused on only three universities situated hence that findings cannot be generalised to the remaining 23 universities in South Africa. Therefore, future studies may conduct the same study but looking at other universities to check the similarities and dissimilarities of the results.

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