



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

**PERFORMANCE MANAGEMENT AND
DEVELOPMENT SYSTEM (PMDS)**

TOOL TESTING REPORT

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1. Executive summary

This study used mixed methods, comprised of both quantitative and qualitative evaluation approaches to explore the impact of PMDS on employees' development and organisational performance. This is a report sharing the results of testing the tool. In the background of this report, it is noticed that generally, employees that are relevantly developed alongside the work they are appointed to perform, they should improve in their performance. Their individual performance should then translate to the whole organisational improved performance because the strategic human resource is linked to the organisational goals.

During this study, data was collected from randomly sampled officials of the Limpopo Department of Education (LDoE), occupying various ranks, salary levels, and appointed only under Public Service Act (PSA) that are based in Waterberg and Mopani West districts, as well as head office. A total of 78% comprised of fifty (50) participants were reached instead of sixty-six (66), due to various reasons. Majority (70%) of respondents are supervisees more than supervisors, they are also aged (56%) and with long service in the department (94%). Data was collected through Google form, which automatically analysed quantitative data into pie graphs. Thematic data analysis approach was used to analyse qualitative data.

Of all participants, 100% of respondents confirm that they are aware of PMDS, 74% have attended its workshop, 92% are aware of its timelines, 88% participate in the system, and 76% view its most importance being to improve employee's performance (64%) and for personnel development (12%). This evidence is worth concluding that PMDS programme owners have worked harder to institutionalise this system.

The study provides evidence on the relevance of trainings provided for employee's development (64%) and their impact on employee improved performance (78%), thus worth concluding that the employees' development provided by PMDS is impacting positively towards their improved performance. This study further brings out evidence towards unsatisfactory supervisors-supervisees relation in the management of PMDS. Only 38% are being invited for discussion by their supervisors during contracting period, similarly, just 53% rate the discussion of PMDS assessments with their supervisors very effective.

This study concludes that there is a positive impact of PMDS on personnel development, towards employees improved performance, though it still does not provide evidence translating same to departmental performance. It therefore fails to confirm the congruent relationship between the improved employees' performance with departmental performance. This may suggest that the same performance management system evaluation should be undertaken for Employment of Educators Act (EEA) employees of the department, since they are directly responsible for actual teaching and learning. PSA are support personnel towards the curriculum delivery. If their performance is improved, it is then necessary to check that of curriculum delivery personnel, prior concluding whether the results of this study have no influence to the organizational performance or vice versa.

2. Introduction

The South African government, in alignment with strategic human resource management principles, introduced the Performance Management and Development System (PMDS) as a vital link between human resources and organizational goals. The adoption of PMDS was driven by the imperative for improved service delivery and enhanced performance in the Public Service, particularly within national and provincial departments. This system, mandated by the Public Service Act and Regulation, serves as a mechanism to measure employee performance, and align it with the overarching priorities set by various government departments. Limpopo Education Department is not an exception to this mandate, hence a need to evaluate the impact of PMDS on employee's development and service delivery in the department was decided upon.

This is a pre-liminary (tool testing) report for this evaluation. This evaluation was aimed at exploring the impact of PMDS implementation on employee's development and departmental performance. However, it needs to be noted that this portion of the evaluation was also aimed at the test of the evaluation tool that will be used in conducting full evaluation that will cut across all education districts of the province.

The results presented in this report have informed a need to review the tool, where it was found necessary.

2.1. Background and context of PMDS

Strategic Human Resource Management can be termed as the linking of human resource with strategic goals and objectives to improve organisational performance and develop a culture that fosters innovation, flexibility and competence. (Sripathi & Balaji, 2022). The government of South Africa shared this sentiment when it adopted the Performance Management and Development System in the country, as a system that links performance of employees and the set priorities (outputs and outcomes) to be achieved by its various departments. Key important notions of the PMDS therefore includes development of employees, for the purpose of improving their performance towards realization of organisational goals.

According to (Harris, 2022), service delivery imperatives and the quest for improved performance in the Public Service led to the requirement that departments in the national and provincial spheres of government had to have Performance Management and Development (PMDS) in place by 1 April 2001. This was mandated in the Public Service Act No. 103 of 1994 (Section 7(3)(b)) that requires the Head of Department (HOD) to implement the system that will measure the performance of employees (Makhooa, 2018) and Chapter 1, Part VIII of the Public Service Regulation of 2001, requiring that each executive authority must determine a system for PMDS of Employees in his/her department. (Hussain, et al, 2020).

The PMDS is the system linked with Strategic Plans (SP), Annual Performance Plans (APP) and Annual Operational Plans (AOP) as the basis of identifying priorities and specific objectives to be achieved by various branches, components, and units in different departments. It is a system of outcomes approach, based on the principles of results-based management, where the individual employees' performance is seen as critical to influence the achievement of set priorities (DPSA), that are described in the SP, APP and AOP. This is therefore the major reason PMDS was adopted by South African Government as a system that provides a standardised framework for employees' performance and development.

In Limpopo Provincial Administration, the Performance Management and Development System (PMDS) policy is aimed at planning, managing, and improving employees' performance to ensure optimal utilization of human resource as a critical element of achieving the objectives and outcomes of the Limpopo Provincial Government. In its implementation, the PMDS intends to achieve the following objectives: (1) To promote individual employee' performance. (2) To provide a clear link between the performance of employees and the performance of the departments against their Strategic Objectives, APP and AOP. (3) To establish a performance and learning culture in the provincial Administration. (4) Serve as a management instrument for implementing goals and strategies. (5) Improve service delivery. (6) Promote interaction on performance between employees and supervisors. (7) Identify, manage, and promote employees' developmental needs. (8) Evaluate performance fairly and objectively. (9) Recognise categories of performance that are fully effective and better. (10) Manage categories of performance that are not fully effective and inadequate.

Like any other department in Limpopo, the Department of Education started to implement an adopted PMDS in April 2018 to plan, manage and improve the performance of its workforce, for the purpose of achieving its sector priorities. In implementing this system, Performance Agreements (PA's) are used to enable the department assign specific performance objectives and targets to specific employees, as informed by the Strategic Plan, APP and AOP of the department. Through these agreements, employees are also expected to be enabled to manage their own performance against the set objectives and targets they contracted upon.

The National Senior Certificates results remain the yardstick through which the performance of the Department of Education is measured. The performance of each employee in the department contributes to this major annual output. The table below shares the performance trend of the department over the six years period, starting from a year before PMDS was implemented by the sector, and four years later.

YEAR	% PASS TARGET	ACTUAL % PASS RATE
2017	66.6%	65.6%
2018	69%	69.4%
2019	73%	73.2%
2020	77%	68.2%
2021	72%	66.7%
2022	76%	72.1%
2023	77.7%	79.5%

Table 1. Percentage of actual NSC results against the targets for the past seven years (2017-2023) in the LDoE, as a performance yardstick of the sector.

Averagely, this table is a confirmation of unsatisfactory departmental performance. Although for two years (a year of PMDS implementation, and a year after), the performance met the target, three years later the sector was not able to meet its target. In the same breath, the Limpopo Department of Education (LDoE) had in all these years found to be at the lowest performance level compared to the rest of other eight Provinces in the country. The department is striving to meet the Grade 12 Provincial pass rate target of 80% for 2023, as set by the Premier of the Province: Mr Stan Mathabatha. It is normal for any organization to worry about unsatisfactory performance and design strategies to effect improvement. The Limpopo Department of Education is not an exception. There is a need to investigate the reason for a scenario above reflecting lower level of performance despite employees' development and performance having been managed through PMDS since 2018 with an intention to improve their performance, and ultimately improve sector performance. Grade 12 results have been set as a "measuring stick" for good performance in the education sector. Therefore, it is not surprising that the contribution of PMDS should make a mark on education achievements.

This evaluation intends to investigate the impact of PMDS on the employee's development and performance, which should lead to departmental performance.

2.2. Purpose, scope and focus of this evaluation.

The primary purpose of this evaluation is to investigate (explore) the impact of PMDS on employee development and performance within the Limpopo Department of Education. Specifically, the evaluation aims to understand why, despite the implementation of PMDS since 2018 with the intention to improve employee performance, there has been a fluctuating and generally unsatisfactory trend in departmental performance, for the previous six years and further as reported in the AGs report. This evaluation intends therefore to provide evidence that the department need to use to take informed decisions in improving the implementation of PMDS programme where gaps are identified and also improve on pockets of best practices identified.

This pre-evaluation was carried out in Limpopo province in Head office, Waterberg and Mopani West education districts. All Categories of permanent employees that are appointed under Public Service Act (PSA) across different salary levels were represented through random sampling across sampled education institutions to participate in this preliminary evaluation. However, during full-scale evaluation, the scope is expected to cover a province wide spectrum.

2.3. Evaluation questions

This evaluation remains intending to find answers to the following questions:

- Is there any relationship between employee development and organizational performance?
- Is the training provided to the employees relevant to the work they perform?
- To what extent do supervisors relate to the supervisees in the management of the PMDS?

3. Evaluation work plan and progress to date.

The list below indicates what remains required to be attained during the implementation of this evaluation, as well as progress made during pre-evaluation milestone.

	DELIVERABLE	RESPONSIBILITY	Progress made
1.	Introductory session to PMDS office.	IM&E	Done
2.	Identification and official engagement of Steering Committee.	PMDS	Done
3.	Design clinic must be convened by the evaluators, where all Steering Committee members gather to make contributions towards designing the evaluation.	Steering Committee and IM&E.	Done
4.	Development of the PMDS Evaluation (strategy), ToR, data collection tools, letter of consent and evaluation project plan.	IM&E	Done
5.	Quality assurance of evaluation instruments.	Steering Committee and IM&E	Done
6.	Approval of Evaluation Instruments.	DDG: Corporate services	Submitted
7.	Distribution of evaluation plan to all stakeholders.	IM&E	Submitted
8.	* Conducting of Pre-evaluation test. * Collect and analyse data and produce a preliminary report.	IM&E	Done
9.	Briefing session on preliminary findings and report, on the relevance of the tool and review (if necessary).	IM&E and Steering Committee (Review).	Conducted on 21 November 2023
10.	Identification of participants for sampling.	IM&E and EMIS	Done
11.	Full scale data collection.	IM&E	Scheduled for Jan-Feb 2024
12.	Data analysis and interpretation.	IM&E	Scheduled for Feb-Mar 2024

13.	<ul style="list-style-type: none"> * Draft report presentation for input. * Drafting of Substantive feedback based on the Report. * Development of improvement plan. * Recommendations emerging from the report are approved by the Steering Committee. 	IM&E and Steering Committee	Scheduled for April 2024
14.	Final report is approved and submitted to EMC.	Steering Committee and DDG	Scheduled for May 2024
15	Feedback from PMDS and IM&E receives the management response	IM&E and Steering Committee	Scheduled for May 2024
16.	Workshop to all PMDS stakeholders on findings of the report.	IM&E	Scheduled for May 2024
17	Improvement plan is developed.	IM&E	Scheduled for June 2024
18.	The tool to monitor the implementation of PMDS improvement plan is developed and shared.	IM&E	Scheduled for June 2024
19.	Monitoring of the implementation of the improvement plan.	IM&E	Scheduled for July 2024

Table 2: Evaluation progress against the plan.

3.1. Project plan

Diagram 1 below shows the schematic presentation of the PMDS impact evaluation project cycle.

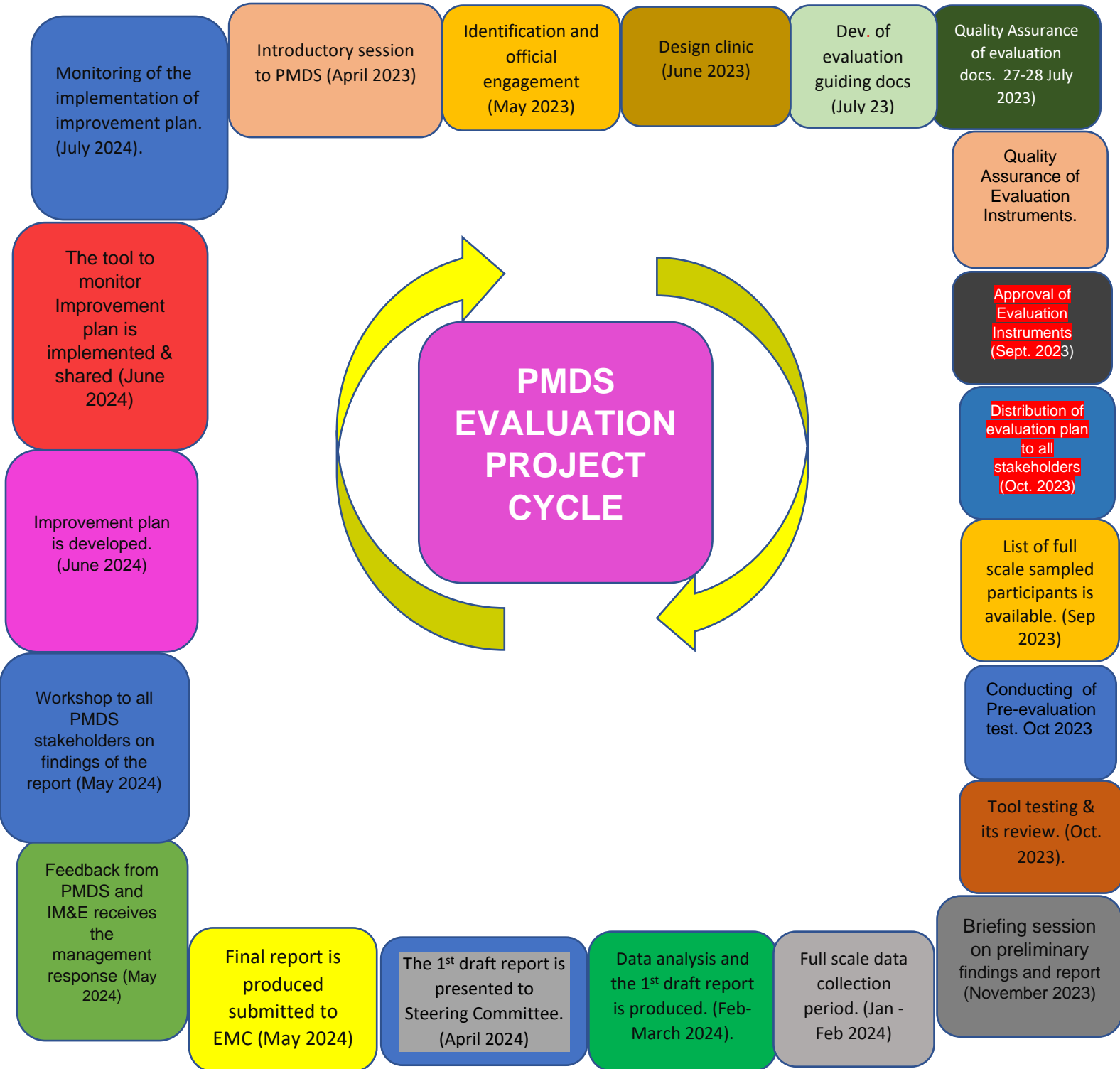


Diagram 1: The PMDS project cycle

3.2. Scheduled meetings

Scheduled meetings are based upon certain completed tasks. However, emergency meetings are allowed, and as per the evaluation strategy, they would be convened upon any crisis that threatens to hinder the success of evaluation. The secretary of steering committee would communicate with the chairperson and agree to convene such emergency meetings. The table 4 below, reflects completed tasks, scheduled meetings, purpose and expected participants for each meeting. This table further highlights in yellow colour, the meetings that already took place.

Completed tasks	Duration of the meeting	Purpose of the meeting	Expected participants
Evaluation proposal, Project plan, ToR, data collection tools and letter of consent are available.	2 days	Quality assurance. To get the team throughout documents, so that they can edit them. To plan together, tool testing.	Steering Committee & IM&E
Pre-data collection briefing sessions are done, testing of data collection instruments is done, and draft report is available.	2 days	To reflect on findings of tool testing, as well as review where necessary.	Steering Committee, & IM&E
Full scale data collection is done and 1 st draft report is available.	2 days	To present the draft report, discuss it, read through it and give input.	Steering Committee, IM&E
Final report is available for subsequent actions.	2-3 days	Facilitate the exit session, to share a final report, and identify areas that need improvement. Improvement plan is developed. The management response is drafted. The report is perfected and approved.	Steering Committee, IM&E

Table 3: List of scheduled meetings, their duration, purpose and who to attend them.

4. Methodology

4.1. Evaluation approach/ design used.

This pre-evaluation applied mixed methods of research as planned, that is, both quantitative and qualitative methods. It was quantitative as its questionnaire is comprised mostly of questions with options of responses, from which participants chose. It then used numbers, statistics and structures in the form of par graphs by Google, to emphasize objectivity. (McMillan & Schumacher, 2010:21). The results are paragraphed both numerically and in percentages (Bell, 2010:5), according to the number of respondents on predetermined questions. Its qualitative nature is reflected as the feelings, attitudes and thought/opinions of respondents were drawn regarding the PMDS implementation procedures and the impact it has on employees 'development and performance.

4.2. Sampling

This evaluation was carried out in the institutions of Limpopo Department of Education. These institutions included Head office, District offices, Circuit offices and Schools. Participants who were included, are only categories of permanent employees across these institutions, whose appointment are under Public Service Act (PSA). This is regarded as the whole population of the study.

Education Management and Information Systems (EMIS) directorate being the custodian of data management in the provincial education department, and therefore being relevant to apply its technical expertise for sampling, they sampled institutions and employees from a full database of PSA permanent employees with clear appointment levels, category and place of station; to participate in this evaluation.

Their sampling was guided by the sampling guide below. While Waterberg and Mopani West were volunteered by steering committee members, two circuits from each of the two districts were further sampled. Similarly, four schools from each of the sampled circuits were further sampled as strata. Then followed sampling of employees from this sample of institutions, to have participants that represented all categories of employees in terms of salary levels. The table below shows the entire tool testing sample that participated in this study.

SALARY LEVEL	STATION AND NUMBER OF PARTICIPANTS				
	H/O	DISTRICTS	CIRCUITS	SCHOOLS	TOTAL
	<i>113 Biccard</i>	<i>2 Districts Waterberg & Mopani West</i>	<i>2 circuits per districts= 4 Circuit</i>	<i>2 schools per circuit= 8 school</i>	
14 & above	2	0	0	0	2
13	3	2	0	0	5
11&12	3	4	0	0	7
9&10	2	4	4	0	10
7&8	2	4	4	0	10
5&6	2	2	4	8	16
2-4	2	2	4	8	16
TOTAL	16	18	16	16	66

Table 4: PMDS evaluation sampling guide (Tool testing guide).

H/O SAMPLED PARTICIPANTS

Details of participants

No	SURNAME	INITIALS	SALARY LEVEL	REGION DESCRIPTION
1			13	POLOKWANE HEAD OFFICE
2			9	POLOKWANE HEAD OFFICE
3			11	POLOKWANE HEAD OFFICE
4			5	POLOKWANE HEAD OFFICE
5			5	POLOKWANE HEAD OFFICE
6			10	POLOKWANE HEAD OFFICE
7			7	POLOKWANE HEAD OFFICE
8			13	POLOKWANE HEAD OFFICE
9			12	POLOKWANE HEAD OFFICE
10			15	POLOKWANE HEAD OFFICE
11			7	POLOKWANE HEAD OFFICE
12			14	POLOKWANE HEAD OFFICE
13			13	POLOKWANE HEAD OFFICE
14			3	POLOKWANE HEAD OFFICE
15			3	POLOKWANE HEAD OFFICE
16			11	POLOKWANE HEAD OFFICE

Table 5: PMDS sampled participants at H/O

MOPANI WEST DISTRICT SAMPLED PARTICIPANTS**Details of participants**

No	Surname	Initials	Salary level	Station
1			13	MOPANI DISTRICT OFFICE
2			12	MOPANI DISTRICT OFFICE
3			9	MOPANI DISTRICT OFFICE
4			7	MOPANI DISTRICT OFFICE
5			8	MOPANI DISTRICT OFFICE
6			2	MOPANI DISTRICT OFFICE
7			5	MOPANI DISTRICT OFFICE
8			9	MOPANI DISTRICT OFFICE

NKOWANKOWA & NWANEDZI CIRCUIT SAMPLED PARTICIPANTS**Details of participants**

No	Surname	Initials	Salary level	Station
9			5	NKOWANKOWA CIRCUIT OFFICE
10			8	NKOWANKOWA CIRCUIT OFFICE
11			10	NKOWANKOWA CIRCUIT OFFICE
12			3	NKOWANKOWA CIRCUIT OFFICE

NWANEDZI CIRCUIT

13			10	N'WANEDZI CIRCUIT OFFICE
14			5	N'WANEDZI CIRCUIT OFFICE
15			7	N'WANEDZI CIRCUIT OFFICE

NKOWANKOWA SCHOOLS

16			5	SEBONE PRIMARY
17			3	NKOWANKOWA LOWER PRIMARY
18			3	DUDUDU JUNIOR PRIMARY
19			5	HUDSON NTSANWISI SEN SECONDARY

NWANEDZI SCHOOLS

20			5	VHULAKANJHANI LOWER PRIMARY
21			5	FOFOZA PRIMARY
22			3	MUGWAZENI SECONDARY
23	MHLONGO	DG	3	MUGWAZENI SECONDARY

WATERBERG DISTRICT SAMPLED PARTICIPANTS				
Details of participants				
No	Surname	Initials	Salary level	Station
1			10	WATERBERG DISTRICT OFFICE
2			11	WATERBERG DISTRICT OFFICE
3			7	WATERBERG DISTRICT OFFICE
4			4	WATERBERG DISTRICT OFFICE
5			12	WATERBERG DISTRICT OFFICE
6			8	WATERBERG DISTRICT OFFICE
7			9	WATERBERG DISTRICT OFFICE
8			6	WATERBERG DISTRICT OFFICE
9			13	WATERBERG DISTRICT OFFICE

WARMBATH & ELLISRAS CIRCUIT SAMPLED PARTICIPANTS				
Details of participants				
No	Surname	Initials	Salary level	Station
10			5	WARMBATHS CIRCUIT OFFICE
11			7	WARMBATHS CIRCUIT OFFICE
12			3	WARMBATHS CIRCUIT OFFICE
ELLISRAS CIRCUIT				
13			7	ELLISRAS CIRCUIT OFFICE
14			3	ELLISRAS CIRCUIT OFFICE
15			5	ELLISRAS CIRCUIT OFFICE
16			10	ELLISRAS CIRCUIT OFFICE
WARMBATH SCHOOLS				
17			3	WARMBAD LAERSKOOL
18			3	WARMBAD HO/RSKOOL
19			6	THUSANANG SCHOOL
20			5	THUSANANG SCHOOL
ELLISRAS SCHOOLS				
21			3	ELLISRAS HO/RSKOOL
22			2	SEDIBENG SCHOOL FOR THE DEAF
23			5	NELSONSKOP PRIMARY
24			6	BOSVELD PRIMARY

Table 6: PMDS tool testing sample at Mopani West and Waterberg districts.

The names of participants were intentionally removed from the table to respect the ethical commitment made in the evaluation strategy.

Although the sampling guide expected 66 participants, the actual number that responded to the tool is fifty (50) due to various reasons ranging from maternity leave, physical placement of officials in different working stations while the database still places them in another, unavailability due to competing programmes, and not being willing/ not giving time to participate.

4.3. Methods of data collection used.

Data was collected electronically to encourage 5th industrial revolution, manage time, and conveniently get it scientifically sorted. Data collection tool (questionnaire) was designed in (Google forms), for easy completion, consolidation, and analysis. Data collectors had this tool electronically on their smart phones sent through WhatsApp. The following plan was scheduled and followed for data collection. (Tool testing)

Sessions	Category of employees	Date & Venue	Actual attendance
Head office	PSA employee Salary level 3-14	13 November 2023 Office to Office	09
Waterberg District (2 * Circuits and 4 *Schools)	PSA employee Salary level 3-13	30 October 2023 (Waterberg District: Computer lab)	22
Mopani West (Nkowankowa circuit and Nwanedzi Circuit)	PSA employee Salary level 3-10	31 October 2023 (Mopani West District boardroom) 01-03 November 2023 (Tivhumbeni college)	8(Mopani West District +7(Nkowa*2 Ccircuit)+4(Nwanedzi)=19

Table 7: Summary of actual attendance and respondents for tool-testing data collection.

Data collection procedure in the session.

Step 1: Invitation was sent to all randomly sampled participants.

Step 2: A background presentation about the project and reasons behind it all was shared with them.

Step 3: Distribution of consent forms, reading and signing it before they are collected back for filing.

Step 4: Each delegate takes the evaluator's contact number and send "hi" to him/her on WhatsApp. The evaluator responds with a number to the "hi" received.

Step 5: Upon confirmation of each participant having an allocated number, the tool was shared to each participant.

Step 6: Participants complete the tool and click "submit" button on supervision by the data collector.

Step 7: Evaluators recheck the number of received forms against the number at the beginning of the session, to confirm that all distributed forms were submitted into the google basket.

Step 8: Evaluators then delete the form from distributor's platform.

Step 9: Evaluators thank everyone for their time, responses, and appreciate them before the session closes.

4.4. Methods of data analysis used.

Analysis was made electronically for collected quantitative data. Google Forms immediately consolidates all quantitative data and presents a summary through diagrams such as graphs, for easy visualisation of responses, which enhances interpretation. However, qualitative data was only consolidated by Google. The consolidated qualitative data was manually analysed using thematic system. This is where themes were identified and used to classify several responses per theme before the actual finding is tabulated in diagrams such as data tables, graphs, or charts to visualize the quantity per a specific feeling/opinion/thought in the responses.

The use of mixed method allowed for triangulation with the aim of strengthening rigour and validity of the findings.

4.5. Limitations to the evaluation and delimitation strategy used.

Limitations	Delimitations
Participants with no cell phones/handsets can receive this tool.	<i>Create an email address for them and use other participants' or facilitators handsets</i>
Participants who cannot remember their Google account/ Gmail credentials.	<i>Create a new Google account for them or assist them with.</i>
Absenteeism/unavailability of sampled participants due to various reasons	<i>Nothing could be done</i>

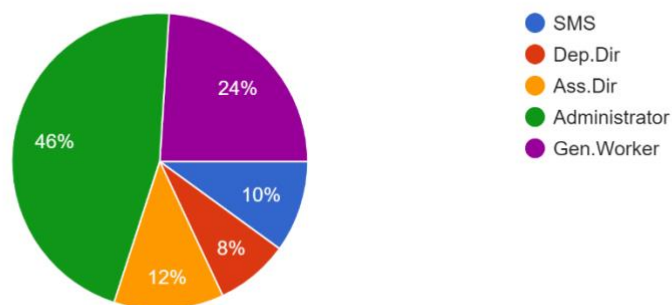
Table 8: Limitations and delimitation strategies used.

5. Preliminary findings

In analysing the profile of reached participants, their majority of 70% responded, comprised of administrators (46%) and general workers (24%). The remaining 30% of respondents is comprised of Assistant directors (12%), SMS at 10% and 8% (Deputy directors).

1. What is your Rank?

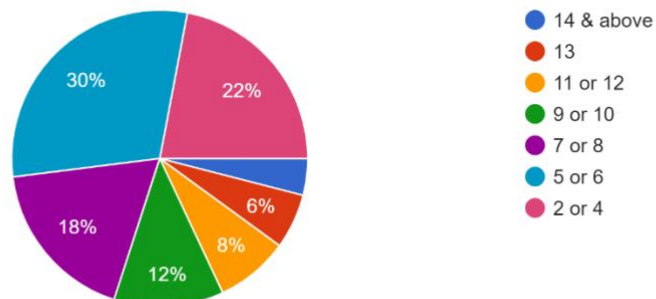
50 responses



Among the 70% that responded in majority, 30% are appointed at salary level 5-6, while 22% is comprised of general workers appointed at salary level 2-4. Those appointed at salary level 7-8 responded at 18%, while 12% and 8% responded from supervisory salary level 9-10 and 8% from 11-12 respectively.

2. What is your salary level?

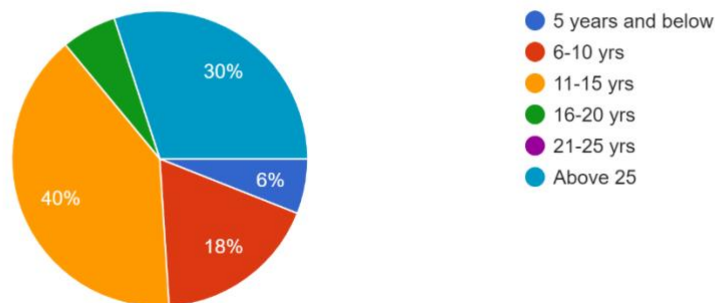
50 responses



The pie graph on question 3 below shows that 94% of respondents have been with the department very long, comprised of 40% who have been working in the institution between 11 and 15 years, 30% (above 25 years) and 18% have been working between 6 and 10 years). In addition, the pie graph on question 5 below proves that the results are influenced mostly by aged personnel, whose 56% are between 51 and beyond 60 years old, where 48% (51-60 yrs) and 8% are in their 60 years and beyond.

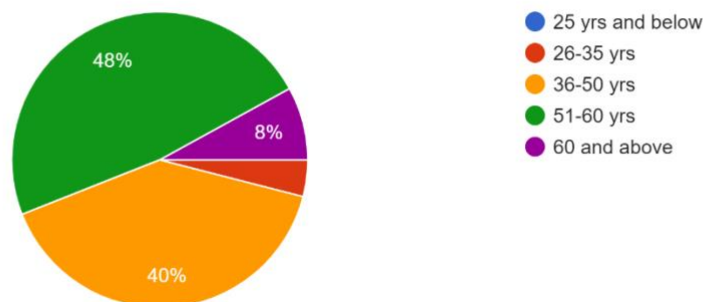
3. How long have you been working with this department?

50 responses



5. Age

50 responses

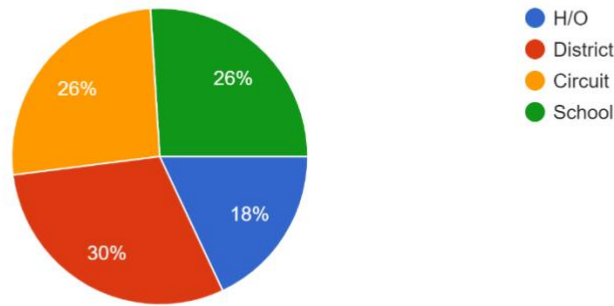


Although the focus of evaluation was not on age, there is clear indication that majority of employees in the department are over 51 years at 56%. On the other hand, those over the age of 36 to 50 also form a large percentage.

This is a cause of concern as it can be concluded that there is a need for strategic and deliberate strategy to make sure more young employees are recruited for the future sustainability of the departmental work force.

7. Work Location

50 responses

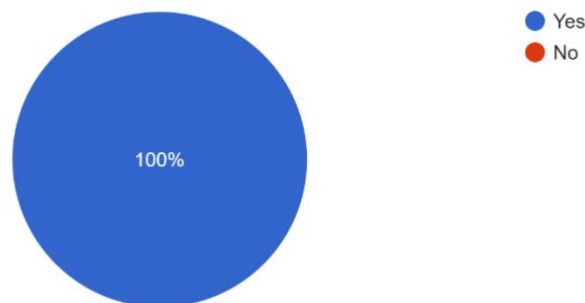


While majority of respondents were reached in districts (30%), both circuits and schools responded equally at 26% each, and H/O contributed at 18%.

This profile suggests that the collected data that informs the results is mostly influenced by the supervisees more than supervisors, by employees who have been appointed by the department for more than 10 years and mostly aged.

9. Do you know of PMDS in the department?

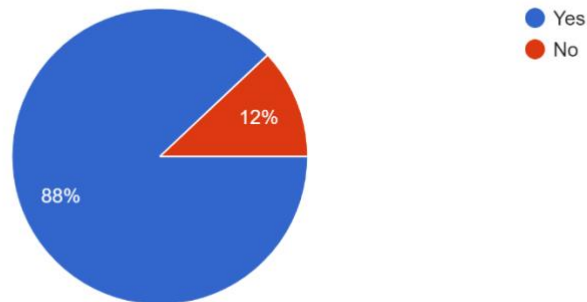
39 responses



It is encouraging to note that all employees of the department are aware of the activities of the PMDS.

10. Do you ever participate in the PMDS implementation ?

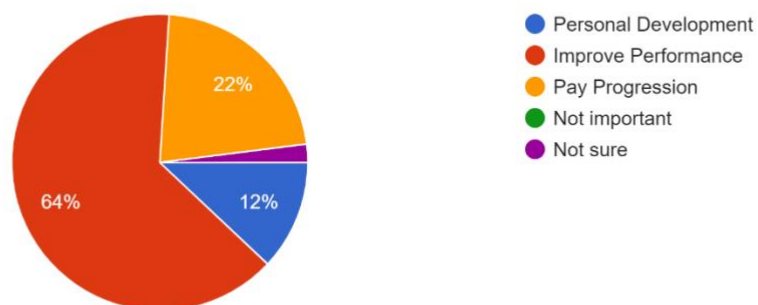
50 responses



The PMDS is mandatory. It is therefore concerning that there is 12% of sampled participants indicating that they have never been part of the implementation of PMDS while they all are aware of it. A question to be responded to by the programme managers is what is done for non-compliance and to evaluate the impact of none compliance.

11. What do you think is the most importance of PMDS implementation to employees?

50 responses

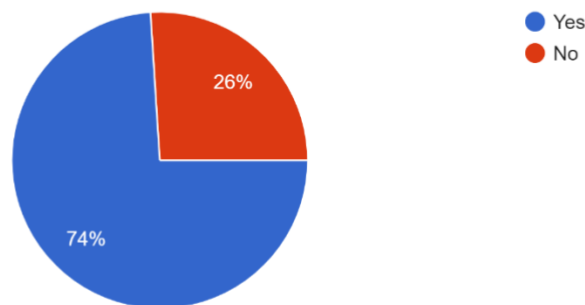


A total of 64% understand the importance of PMDS as that of improving performance while the 12% understand it as meant for personal development.

Both views are in line with the PMDS policy and they should lead to organisational improved performance. The challenge is on 22% that regard PMDS as intended for pay-progression and those deeming it useless plus those that are not sure of importance of PMDS. This suggests the need for workshops on PMDS.

30. Have you ever attended workshop conducted by PMDS section on how to contract and assess your performance?

50 responses



This study reveals that 100% of respondents are aware of PMDS, 74% have attended its workshop, and in majority of 92%, employees are aware of its timelines. 88% participate in the system, and 76% view its most importance being to improve employee's performance (64%) and for personnel development (12%). This finding confirms that the PMDS programme owners have worked harder to institutionalise the system. It may however be concerning to see the 22% whose view of its most importance being pay progression.

14. What role did your Supervisor play during contracting period?

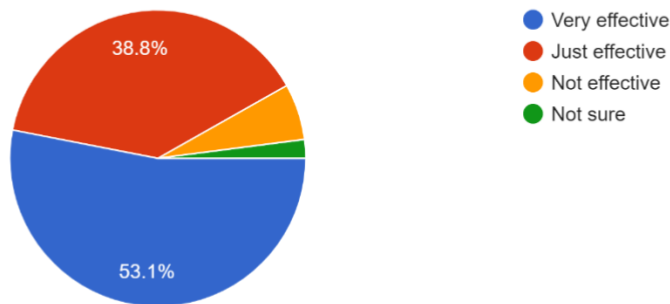
50 responses



Contracting starts from top to bottom. This suggests that all the contracts of supervisees are aligned to the contracts of supervisors. On the other hand, the contracts are aligned to strategic direction of the department. It is correct that majority of participants are implementing PMDS in line with the policy except for 12% who indicated they never engaged with supervisors.

16. How effective do you rate the level in which you and your Supervisor discuss your PMDS performance assessment (ratings) reports?

49 responses

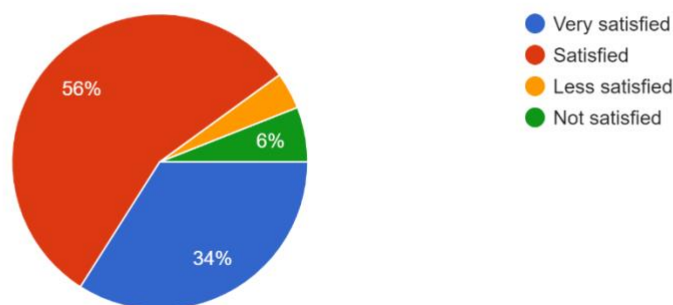


The findings reveal that there is an acceptable relation between supervisor and supervisee in the management of PMDS implementation. 38% are being invited for discussion by their supervisors during contracting period, similarly, 53% rate the discussion of PMDS assessments with their supervisors very effective.

This is evident that there is to a certain extend some positive relation of supervisor-supervisee in PMDS implementation, though it would have been exciting to see these percentages higher than 38 and 53%.

The 12% of employees that do not experience any engagement with supervisors during contracting period, the 8% that does not see any effectiveness in their discussion during assessment period and the 10% whose relation with their supervisors is declared ineffective at work space should be concerning to us. Similarly, the pie graph in question 18 below shows that there is 10% that is not satisfied with how their supervisors manage PMDS; and 28% that does not see the usefulness of same system. It may be relevant to align this scenario to the 26% that has never attended any training for PMDS and may therefore need to be prioritised for improvement.

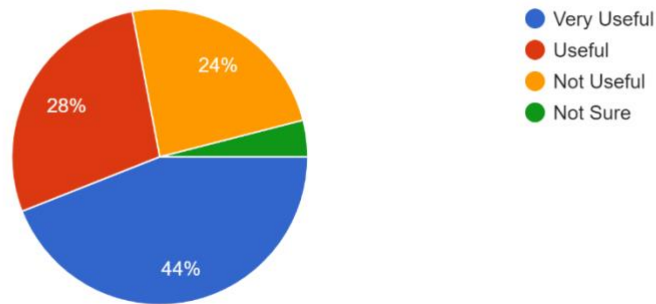
18. How do you rate the level of satisfaction on how your supervisor manages PMDS in your work?
50 responses



The findings indicate a need for induction to supervisors to make sure those indicating unsatisfactory are brought on board. This of course may be beyond PMDS implementation but also on management style but there is a need for broader understanding of what is expected from all in proper implementation of the PMDS.

19. How useful do you think is the PMDS in this department?

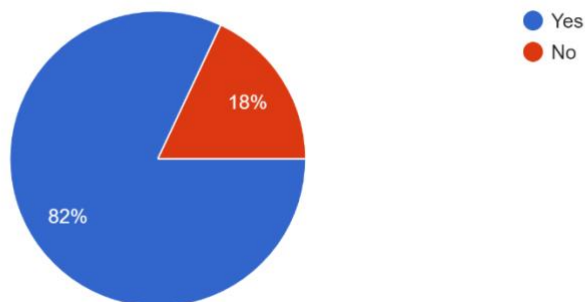
50 responses



This study reveals further that majority (82%) of employees do list their training needs during contracting period, and 52% have received few of these trainings in various numbers. However, 48% have not received any of those trainings in their past 5 years, though there is 62% of employees that received few trainings that they did not list as training needs during contracting; and 42 % still found them most relevant to the work they do, while 24% found them just relevant. This scenario suggests that PMDS programme owners are fulfilling their requirement of personnel development, though at just above 50% desire of employees, and the other 48% of employees are being trained on what is not prioritised during their contracting period. However, it is satisfying that such unexpected trainings are found relevant to the work employees are appointed to perform.

20. Did you ever list training needs (job requirement skills) during contracting period?

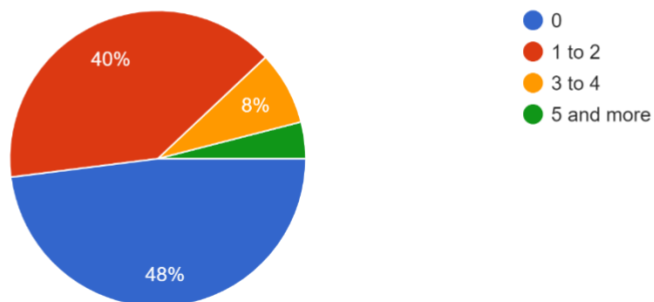
50 responses



A concern is on the 18% of participants and 7.7% of PMDS programme owners who indicate that they have never listed training requirements when contracting. Does this suggest their contracts were submitted and accepted with these gaps? Why were they not advised? Is it because they do not need any more skills?

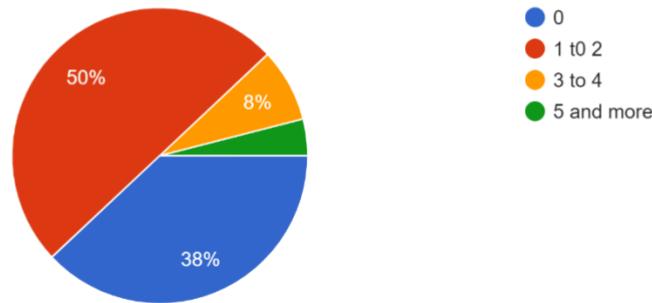
21. Indicate the number of trainings (listed in your training needs) you received in the past 5 years of your employment in this department.

50 responses



22. How many trainings (other than those you listed in your training needs) did you receive in the past 5 years of your employment in this department?

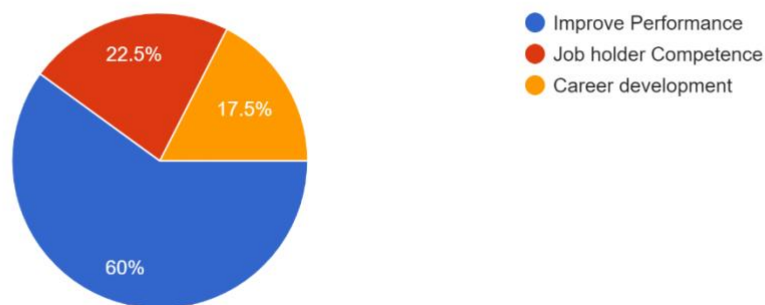
50 responses



The data presented in pie graph of question 26 and 25 below reveal 82.5% of participants view the reason for attending these trainings as to improve performance (60%), and job holder competence (22.5%) and indeed, majority (78%) found them useful in improving their work performance. Similarly, the 63.6% of PMDS programme owners confirmed reason for training being to improve performance, while 27.3% if for job holder competence and 91% finding them helpful to improve their work performance.

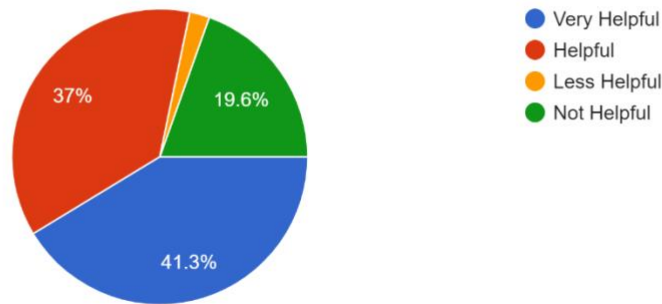
26. What was the reason you were taken for this training?

40 responses



25. How helpful did you find this trainings towards improving your work performance?

46 responses



On the qualitative data collection, participants were asked in question 24 to indicate how important they found trainings they received if they were not relevant to the work they do. 34 participants responded on this question out of 50 reached. The table below shows the response rate on themes created.

Theme	No. of respondents	Percentage
Improved my day-to-day work, improved my work, etc	2	5.8%
Career development, informative, future jobs, etc	4	11.7%
Very good, helpful, attained skills, etc	4	11.7%
N/A, irrelevant, no training, etc	24	70.5%

When participants were asked in question 27 what improvements in their work performance did they experience through PMDS training, the response rate came up with 45 out of 50 and the table below shows the responses.

Theme	No. of respondents	Percentage
None, N/A	7	15.5%
Target achieved, adhering to deadlines, goal setting and attainment, performance improved, meeting expectations, accountability, etc	13	28.8%
Improved on duties, e.g school administration, cleaning, customer service, etc	11	24.4%
Encouraged, learnt new techniques, human resource developed, monitoring, etc	9	20%
Good and Improved communication, team work, etc	5	11.1%

Participants were also asked in question 28 to highlight what they think may be implementation gaps for PMDS. 48 out of 50 participants responded and the table below reflects their thoughts.

Theme	No of respondents	Percentage
None	3	6.2%
No monitoring, not good, No evaluation, etc	4	8.3%
Not using data provided to close gaps, not responding to our needs/listed trainings,	7	14.5%
Lack of understanding, last minutes compliance, being done for money instead of evidence of work, lack of training, forms are changed too much, money benefit, non-compliance	13	27%

Pay bonus very late, if reached salary ceiling point, do I still have to complete forms? pay progression not satisfactory, not an objective tool, dpt performance not linked to ratings, incentives driven, long time on level 5, etc	15	31%
Supervisor not doing their part, does not improve work, supervisor with knowledge, etc	5	10.4%
Expensive, government spending too much money on PMDS	1	2%

Similarly, 30.7% of PMDS programme owners view none objectivity, biasness, supervisors not discussing the assessment with supervisees but just signing the documents; as a huge gap in PMDS implementation. In addition, 15% view PMDS being monetary driven, while 7% confirm that trainings prioritized in the PDPs are not being provided to employees.

Participants were lastly asked in question 29, to give inputs on how they would advise PMDS to close identified gaps. 49 responses were received from 50 and the table below shows a picture of same.

Theme	No of respondents	Percentage
Do evaluation, follow-ups, monitor higher scores, have more regular meetings with supervisors, contact us if there is anything wrong, release a circular a month before submissions, use results to promote us, etc	15	30.6%

Give us trainings, engage us per directorate, list priority needs, get budget to give us such trainings, train employees, do individual trainings and not mass,	24	48.9%
Work with strategic planning to align the system with departmental goals, be objective and not subjective, Link supervisor performance and subordinates as well as that of organisational performance to the ratings.	6	12.2%
There should be unity in completion of forms.	1	2%
Pay bonus immediately we submit reviews.	2	4%
Do not fund PMDS	1	2%
Irrelevant responses: you frustrate employees by regularly expecting them to complete these forms, none, good, etc	4	8.16%

6. Conclusion and recommendations

This study concludes that there is a positive impact of PMDS on personnel development, and employees improved performance, though it still does not provide evidence translating same to departmental performance.

The 52% that received few of desired/prioritised trainings they listed during contracting period, and the 62% of employees that received few trainings that they did not list as training needs during contracting; whose 42% still finding them most relevant (42%) to the work they do, and their 24% finding them just relevant; confirm that PMDS is satisfactorily developing employees.

82.5% of participants seeing the reason for attending these trainings as to improve performance (60%), and job holder competence (22.5%) where majority at (78%) find these trainings useful in improving their work performance is evident to the positive impact PMDS has on personnel development and employees improved performance.

Despite this impact, the department still performs at a dissatisfactory level. This is worth concluding that PMDS is doing its part, and therefore evaluations should go dig elsewhere where there could be reasons why employees improved performance through relevant trainings fails to translate to improved organisational performance. It is worrying that this study fails to provide evidence confirming a relationship between employees' development and departmental performance. It may be necessary to conduct same evaluation on EEA employees, since they are directly providing the actual teaching and learning. PSA employed personnel is more of support staff towards EEA personnel that deliver the curriculum.

This study concludes further that there is a little supervisors-supervisees relation in the management of PMDS. Only 38% are being invited for discussion by their supervisors during contracting period, similarly, just 53% rate the discussion of PMDS assessments with their supervisors very effective. This evidence may not be satisfactory given how critical it is for supervisors to be face-to-face with their employees on matters leading to an effective PMDS implementation.

The 100% of respondents that confirm that they are aware of PMDS, 74% that attended its workshop, 92% being aware of its timelines, 88% participating in the system, and 76% viewing its most importance being to improve employee's performance (64%) and for personnel development (12%) are evident to a conclusion that PMDS programme owners have worked harder to institutionalise the system.

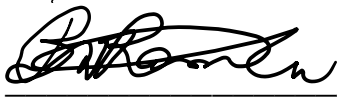
Recommendations.

1. It is recommended that more trainings on PMDS implementation be conducted to all employees, but PMDS practitioners should first be trained because 7.7% of them confirmed to have never attended any training on how to contract and assess own performance. These training will close the following gaps:
 - 26% of participants that have never attended any training for PMDS.
 - 48.9% of participants still need more training on PMDS (narrative data).
 - 22% of participants whose view of the PMDS most importance being pay progression.
 - The 12% of employees that do not experience any engagement with supervisors during contracting period, that is similarly confirmed by 15.4% of PMDS practitioners.
 - The 8% of participants and 7.7% of PMDS practitioners that do not see any effectiveness in their discussion during assessment period.
 - The 10% whose relationship with their supervisors is declared ineffective at workspace, maybe also refer such matters to relevant directorates such as wellness.
 - The 10% of participants and 7% of PMDS practitioners that are not satisfied with how their supervisors manage PMDS in their workspace.
 - 28% that does not see the usefulness of same system.
2. It is recommended that when planning for trainings, PMDS should prioritize what employees have listed as their training needs during contracting period and improve on the 48% of employees are being trained on what is not prioritised during their contracting period.

7. The performance/relevance of the tool.

Upon discussion of the report with the steering committee members, it is agreed that:

1. The tool helps well to respond to the problem statement of this evaluation.
2. The tool helps well to respond to all evaluation questions.
3. The tool helps well towards achieving evaluation its aim and objectives.
4. Yes there is a need to edit tool. In question 1 we added some positions such as legal personnel, health professionals and engineering professionals, question 14, qualified the question with “she” on its options 1 and 2, question 21 and 22, qualified questions towards post occupation, question 25 we added an option to embrace even untrained respondents. Question 16 is a repeat of question 17, so it is deleted.



The Director IM&E

29/11/23
Date

The Chief Director: Strategic Planning Management

Date

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