

Evaluating the Impact of Performance Appraisal Systems on the Employee's Training, Development and Productivity: A Case of Capricorn TVET College, Limpopo Province

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Abstract:

The impact of performance appraisal system can only be realised if the methods and procedure employed within an institution is consistent and competent to produce results. The impact of performance appraisal system is, yet again, the most significant issue, whereby human resources management in an organisation can use it to determine the employee's training and development strategy, because it would enable an organisation to determine the competences and skills of all employees in the organisation to increase productivity. The purpose of this study is evaluating the impact of performance appraisal system on the employee's training, development, and productivity: A Case of Capricorn TVET college, Limpopo Province, and making recommendation on what measures can be used to make an impact on the performance appraisal system's training, development and productivity. Based on the findings of the study, the performance appraisal system employed by Capricorn TVET College does not make an impact because it doesn't encourage training and development hence employee's productivity and performance remain the same. It does not produce positive outcome.

Keywords:

Performance Management System, Performance Appraisal System, Training & Development

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Introduction

One of the most critical tools of Human Resources Management in an institution is to have performance appraisal system which has an impact on employee's performance, which will produce required results. According to Alainati et al. (2024) describes performance appraisal system (PAS) as a procedure in which an institution may utilise in a systematic process to measure or assess employee's performance to provide areas of improvements or feedback. Performance appraisal system (PAS) is utilised with the purpose to develop, improve and build capacity on employees' performance to achieve the set goals and targets of an organization. It is conducted in a systematic process so that an institution may obtain relevant information on how the employees are discharging their duties to achieve the organizational goals and targets (Muriuki & Wanyoike, 2021). The Department of Higher Education & Training (2024) suggests that although they do not ignore the importance of staff development, the impact of the current performance appraisal system at Capricorn Technical Vocational Education & Training (TVET) College remains insignificant because it does not provide the required relevant information or feedback on individual employees' performance for possible improvement, capacity building, training, and development to increase productivity. As a result, this has developed a disquieting facet because if an ineffective appraisal system is utilized, it becomes impossible for the institution to react to the employee's performance related problems, hence Capricorn Technical Vocational Education & Training College is unable to provide ultimate performance decisions related to results of individual employees. The intention to design, develop and implement Performance Appraisal System at Capricorn Technical Vocational Education and Training (TVET) College were to be able to provide individuals employees with feedback in regard to their yearly or quarterly key performance areas, to identify areas for improvement, to try and support employees career development, to have an informed performance compensation and promotion decisions, in conjunction with individual employees' goals are aligned with the organizational objectives. As a result, the institution has been faced with a greater area of apprehension as to whether there is an impact that has been made by the current performance appraisal system due to lack of clarity in performance criteria, perceived biases in evaluations, inadequate feedback, and the limited impact on career progression which has been raised. Questions have been raised as to whether the current performance appraisal system effectively meets its objectives and supports the college's mission. The study aims to investigate these concerns, exploring the perceptions of staff and management regarding the impact of the performance appraisal system within the institution. The current performance appraisal system at Capricorn Technical Vocational Education and Training (TVET) College is not making any impact on the training, development and productivity of individual employees. It has not produced any positive results due to the issues identified; hence individual employees' performance is currently moving at a slothful rate.

The study aims at evaluating the impact of performance appraisal systems on employees training, development and rate of productivity at Capricorn TVET College.

The specific objectives are:

- To Investigate factors influencing the implementation of current Performance Appraisal System at Capricorn Technical Vocational Education & Training (TVET) College.
- To develop a framework for enhancing the implementation the current Performance Appraisal System at Capricorn Technical Vocational Education & Training (TVET) College.

Literature Review

This literature review explores the impact of performance appraisal system on the employee's training, development, and productivity, identifying challenges, barriers, and opportunities to improve it. It uses various theoretical frameworks and empirical studies to develop a conceptual framework for performance appraisal systems on the employee's training, development, and productivity strategies. The review uses Integration of various performance appraisals systems with training, development and productivity as a strategy to analyze factors affecting its impact.

Conceptualization Framework of Performance Appraisal Systems

Susanto & Juwono (2022) emphasize that to create a productive and optimistic workforce environment, a systematic process should be employed to assess employees' performance to improve their productivity taking advantage of improved technological features. The performance appraisal system (PAS) ensures that managers enhance their employee activities and what they have managed to achieve to obtain institutional goals. Salawu, Bolatitio & Masibo (2023) describes conceptual framework of the study as technique in which one would utilise to structure the background of a research study phenomenon in a well explained and understood approach without losing its value. Pimplapure et al. (2024) defined performance appraisal system (PAS) as a systematic process or procedure organized and employed by an institution to evaluate and assess each employee's performance, and the human resources unit of an institution would use the achieved results of the performance appraisals as rudimentary data and evidence to assess the effectiveness and success of institutional various goals, targets, and policies. Susanto & Juwono (2022) suggests that an impactful performance appraisal system (PAS) should provide a true and accurate image of the actual performance through evaluation, measurement & assessment of employee performance. This study will remain focused on evaluating the impact of Performance Appraisal System (PAS) at Capricorn Technical Vocational Education & Training (TVET) College which will look on the types of performance appraisal systems or methods, Performance appraisal and training, Impact of productivity and the integration of appraisals systems, training and productivity.

Types of Performance Appraisal Systems

Kadak & Laitinen (2023) indicates that organizations may differ from one to another, depending on the core function of the organization, hence, the impact of performance appraisal systems may also provide both positive and negative results. Thusi, Jili, Adetiba, Mlambo & Mkhize (2023) confirms that having to adopt and implement different types of performance appraisals systems relies with the needs and nature of the job, work, and organization. Astuti & Rachmawati (2024) mentioned that there are types of performance appraisals systems that are broadly the sources of performance appraisal information or data which should be evaluated, and the types of performance appraisals are as follows: Kadak & Laitinen (2023) state that 360-degree is one of the most reliable types of performance appraisal system yet costly, however it is good in providing the organization with useful data or information about the employee's performance, while, Peer Review is another type of performance appraisal system which is designed for four to eight employees to set their goals, benefits, and objectives of their job activities or key performance areas. Sri Sulistiani & Faozanudin (2022) describes Self-Reviews as a performance appraisal system that is based on employees' ideas since they are mostly familiar with their work, and their involvement will be much essential during the implementation. Finally, Gupta (2024) states that Essay Appraisal is the last form of Performance appraisal system whereby an appraiser would prepare a written statement about the appraisee, or the employee being appraised, it is most likely to focus on the weaknesses and strength of individual employees.

Performance Appraisal System as Source of Employee Training and Development

Dasanayaka et al. (2021) confirms that performance appraisals systems should not be designed and implemented only to evaluate and reward employees, however, it should also be utilized as a valuable source of information or data for employees training and development. Muriuki & Wanyoike (2021) deliberate that performance appraisal system may be applied for the purpose of training, whereby an employer (HR or Managers) can identify the strengths and weaknesses of their employees. A performance appraisal system plays a crucial role in identifying employees' skills gaps because it can also be employed for planning and implementation of appropriate learning interventions for employees and measure the impact of training on performance. Mehale, Govender, & Mabaso (2021) stipulates that to determine the training and development needs of employees through performance appraisal systems, the followings training evaluation model on the table below can be followed:

Training & Development Evaluation Steps	Training & Development Evaluation Levels	Descriptions
Setting goals	Reaction, satisfaction and planned action	Set a clear specific goal for each employee, consistent with their role, responsibilities, and organization's expectations. Determines whether the participants would react favorably to the training intervention and if they will achieve the intended goal.
Assessing performance	Learning	Employee Performance should be assessed against their goals through PMS. Assess whether trainees would acquire the intended knowledge, skills or attributes based on their participation in the training intervention based on the assessed employee's performance.
Designing training	Job application	Design and deliver training interventions to address performance gaps. Determine the extent to which trainees have applied learning and change behaviors including if the designed training would assist trainees in building capacity on their job application.
Evaluating results	Business results & Return on investment (ROI)	Evaluate the results of the training interventions and provide feedback. Assess the impact of training on employees whether there is performance improvement, taking into consideration Investment return both financial & business performance.

Table 1: Training & Development Evaluation Model

Ambu-Saidi et al. (2024) emphasize that once a clear specific, measurable, achievable, relevant and time-bound goal has been set for each employee, alignment with the organizational vision, mission, and strategy should also be done for employees to understand what is expected of them. Employee

performance should be assessed in respect of the goals and how performance appraisal system can be utilized for training and development. Mehale, Govender, & Mabaso (2021) suggests that for the Performance Appraisal System to be impactful, it should be objective, accurate, timely, and constructive, to identify the skills gaps. Employers or organizations should then design and deliver training and development interventions to address the skills gaps. It should consist of learning objectives, the content, the methods, the resources, the duration, the location, and the budget. Muriuki *et al.* (2021) always confirms that the results of the training and development interventions should be evaluated, and feedback should also be provided. Both quantitative and qualitative methods of evaluation should be used to measure the effectiveness of training & developments to determine the impact of performance appraisal system.

Impact of Performance Appraisal System on Productivity

Stanikzai, Jawad & Lawraand (2023) suggests that the impact of performance appraisal system on productivity depends on a well-designed performance appraisal system which will relatively provide constructive feedback, setting clear goals, and identifying areas for improvement. An effective performance appraisal system would enhance employee motivation to increase performance and productivity. Positive output and organizational success would depend on the impact of performance appraisal system which encourages training and career development at all the time. Helal (2022) indicates that where performance appraisal system is implemented poorly, it is most likely to produce negative effects on employees' morale and organizational productivity. From time-to-time performance appraisal systems become poor as they evolve over time. In most cases, performance appraisal systems end users move away from their traditional procedures of implementation. Shah, Pathan & Shah (2022) confirms that effective performance appraisal system assists in reinforcing competent performance and increased productivity. It also helps the organization's management to determine the need for employees training and development. It aids poorly performing employees with an opportunity to build capacity and career development aiming at improving performance and productivity. Establishing both reward and promotion systems within performance appraisal system also impact positively to productivity.

Integration of Performance Appraisals systems with Training, Development and Productivity

Ambu-Saidi et al. (2024) suggests that integrating organizational performance appraisal systems with employees training, development and productivity plays an imperative role on the evaluation of organizational performance and productivity. A well-designed improved performance appraisal system which would speak to the identified implemented training programmes based on skills gaps have a real

organization investment return. Helal (2022) confirms that one of the most challenges to determine the impact of performance appraisal system, is to manage the implementation of human resources development strategies which will accurately evaluate employee performance, whether it has improved or not after a training intervention, hence it managed concurrently and very closely. Mustafa, Fejzullahu & Rexhepi (2024) emphasize that training, development and productivity evaluations utensils have an imperative role to play in informing human resources development officials to determine whether employees' performance and productivity have increased as anticipated or not, in addition, also if the Performance appraisal system has positively impacted the organization productivity or not. Siraj & Hagen (2023) suggest that line managers or officials responsible should be able to identify factors which may affect negatively the training and development programmes implemented as recommended by Performance Appraisal Systems feedback. They should be able to take various measures to defuse the effect of job performance and productivity. Helal (2022) agreed that a good performance appraisal systems evaluation would provide line managers and officials concerned with useful information to share with different stakeholders who would play various roles in training and development programme implementation, such as training providers, trainees or employees, management, researchers and other stakeholders interested. Ambu-Saidi *et al.* (2024) states that Integration of performance appraisal system with training, development and productivity has a direct effect or positive impact on employee performance, productivity and other organizational outcomes. It improves employees' performance and productivity through training and development of employee knowledge, skills, ability, competencies and behaviors within the organization (Siraj & Hagen, 2023).

Theoretical Framework for the Study

Goal Setting Theory

Gkizani & Galanakis (2022) mentioned that goal setting theory has an impact on how to channel the employee's behavior towards the organizational goals and objectives, which will subsequently relate to employee's performance. Jeong, Healy & McEwan (2023) confirms that organizations which sets detailed challenging goals would eventually perform better than those who would set easier targets. It suggests that the most imperative issue is to provide appropriate consistent feedback to employees which would contribute to the improvement of their performance because of better understanding on the implementation of current Performance Appraisal System.

Expectancy Theory

Ogundare & Omotosho (2022) The expectancy theory proposes that individuals' employees should be motivated to set their own different goals consistent with organisational goals to motivate their expectations such as financial reward, training and development, and promotions. Winingar (2021)

emphasized that where employees are aware that they are most likely to get a reward based on their performance and productivity, they normally increase their efforts and strength towards their duties and go extra mile, so to improve their performances and productivity.

Methods and Data

Research Design

Research design provide researcher with a research process flow structure as to how it may be conducted. It assists with a way on how the research data and information can be collected, measured, and analysed based on the research questions. There are three types of research designs that can be used such as explanatory research, descriptive and exploratory research (Khanday & Khanam, 2023). This study has employed qualitative exploratory research design to explore in-depth understanding and detailed perspectives of Capricorn Technical Vocational Education & Training (TVET) College Management, Human Resources Management, and Staff members pertaining to the impact of current performance appraisal system.

Target Population

Willie (2024) describes the target population as a group of people targeted by the researcher to conduct the research, and the results will apply to them. The target population for this study was Seven Hundred and Twenty-Seven (727) employees of Capricorn TVET College. They were selected to have miscellaneous perspectives on the impact of the current performance appraisal system.

Sampling Strategy

Makwana, Engineer, Dabhi & Chudasama (2023) describes sampling strategy as a technical process to select samples that can be used to conduct research either from individual or large group of population. There are two main categories of sampling methods, namely, probability, and non-probability sampling. The purposive non-probability sampling method has been utilised for this study because members of the population were selected randomly to participate to the study. It gives an opportunity to deliberately select people who would provide in-depth rich, relevant and insightful data related to research objectives. It allows the collection of well-capacitated samples to acquire enough data for the study (Ilyasu & Etikan, 2021).

Sample Size

Gumpili & Das (2022) describes the sample size as the entire population whereby the research study is interested in conducting the study on. Judgmental sampling technique was used for this study, which is consistent with qualitative research approach, and it was suitable because the research was dealing

with small number of individuals. Ten participants which was enough for qualitative research from Capricorn Technical Vocational Education & Training (TVET) College were interviewed to conduct the study, to ensure a miscellaneous and wide range understanding of the PAS process.

Data Collection Method

Taherdoost (2021) describes data collection method as detailed technique process used to collect, analyse, and interpret data for the study. Qualitative data collection method in consistent with inductive research approach was utilised for this study, it is how the researcher perceives theories proposed towards the end of the research process. Inductive research method was used for this study to acquire considerate views pertaining to the impact of current performance appraisal system at Capricorn Technical Vocational Education & Training (TVET) College. It has also assisted in identifying strategies to be used for improvement of Performance Appraisal System (PAS) that has been employed.

Data analysis

Chatterjee (2024) describes data analysis as procedural process to clean, transform, and model data to unleash useful information that can be used to evaluate the impact of performance appraisal system. Brailas *et al.* (2023) mentioned different techniques of qualitative data analysis approach to analyse data, namely, qualitative content analysis, narrative analysis, discourse analysis, grounded theory and thematic analysis. Thematic analysis was utilised for this study to identify themes or patterns of how data would be collected and analysed. Thematic analysis was utilised to determine the type of data collected because qualitative data was transcribed into Word program from audios.

Trustworthiness

Ahmed (2024) describes trustworthiness as a level of degree in which collected data, interpretation, and methods used would determine the quality of the study produced. Characteristics of trustworthiness are credibility, reliability, transferability and dependability. The credibility of this study was achieved through ensuring that the sources of the information provided are reliable, in terms of peer-reviewed and accredited sources while transferability was done through provision of thick descriptions on the study for those who seek to transmit the outcomes to their own site would determine the transferability. Dependability was ensured through making the process to be consistent, observable, and clearly documented in a detailed manner.

Results

Demographics Results

The demographic results of Capricorn Technical Vocational Education & Training (TVET) College sampled participants was profiled in four variables comprises of age, years of service, position, and Level of qualification. The demographic results are presented in a form of different chart which is labelled according to their respective variables, and they are as follows:

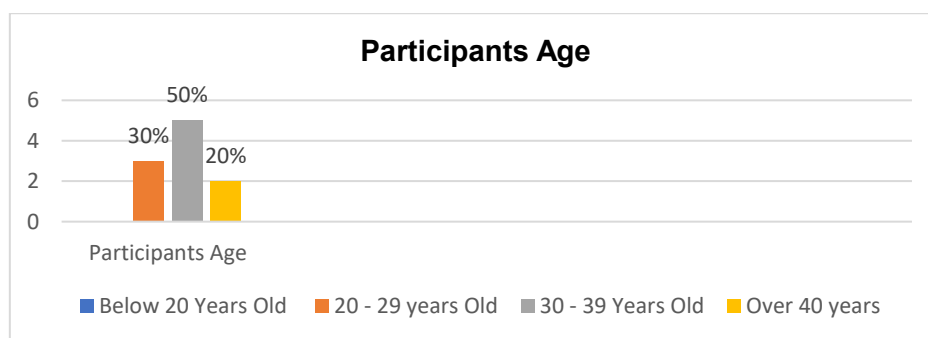


Figure 1: Participants Age Distribution

According to figure 1, the participants age was clustered into four categories, and as follows, below 20 years old, Between the age of 20 to 29 years old, between the age of 30 to 39 years old and over the age 40 years. The Graph indicates that there were no participants who under the age of 20 years old. The results shows that participants between the age of 30 to 39 years old were the majority with 50% of representation. Those who are over the age of 40 years old were minority with 20% representation, while those between the age of 20 to 29 years old were average with 30% representation and over the age of 40 years old were represented by 20%, which is the lowest percentage of representation. The results implies that employees who participated on the research study were adults and participated in their sober senses with relevant age capacity to do so.

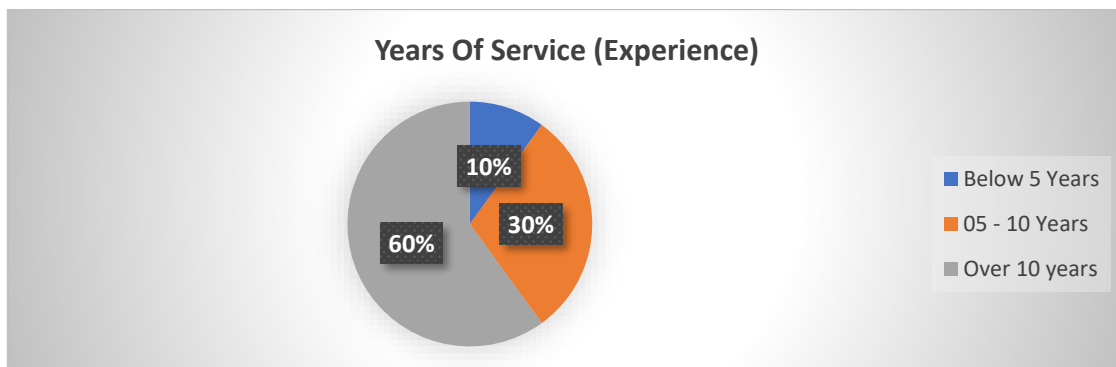


Figure 2: Years of Service (Experience)

According to figure 2, which represent participants lengthly of service at Capricorn Technical Vocational Education & Training (TVET) College has three groups, and they are as follows, employees with 10 years' experience who were represented with the majority of 60%, while employees with less than 5 years' experience were minority of 10% representation, however, employees with 5 to 10 years' experience were represented by 30% at average. This implies that the collected data was from experienced employees with relevant capacity to provide relevant information.



Figure 3: Position (Management Level)

According to figure 3, it indicates participants at manager level having more distribution which is represented by 40% majority against the minority of admin/clerk and Officer level, both represented by 10%, while both Senior Officer and Senior Management/Specialist were represented at an average of 20%. This means that participants sampled do participate in performance appraisal system within the college because it begins from lower position to the higher position.

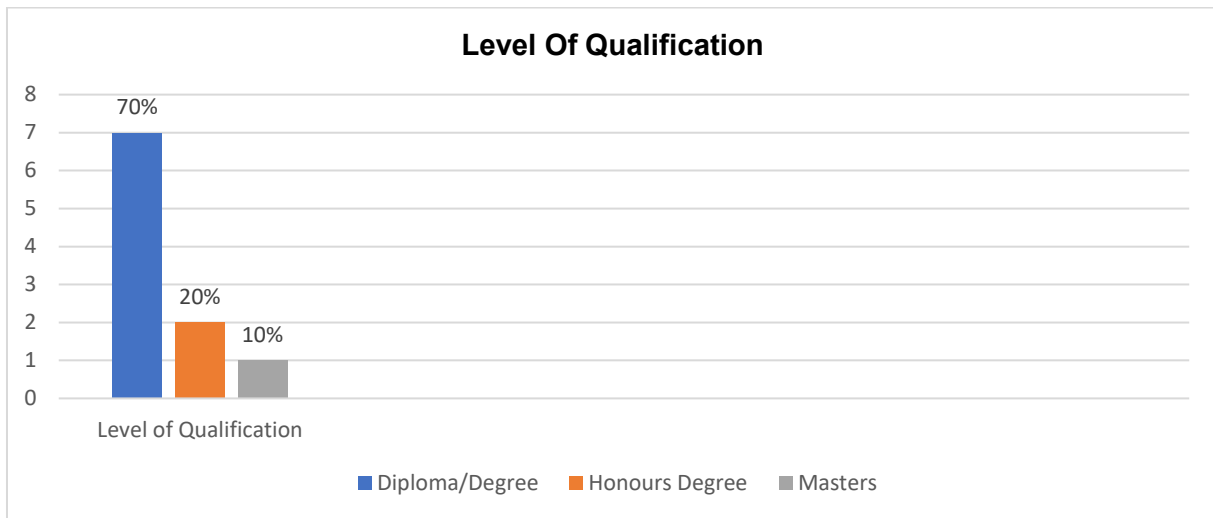


Figure 4: Level of Qualification

According to figure 4, stipulates that the level of education of the participants who was sampled consist of employees who have a diploma or degree qualifications, who are the majority by 70% against the minority of participants who have masters' qualifications at 10%, however, participants with honours degree are below the average at 20%. This means that the participants sampled has relevant capacity to know and understand the impact of Performance Appraisal system, processes, importance, the role and its benefits. Their knowledge makes them perfect candidates to conduct the research.

Thematic Presentation of Results

Research Objectives	Main theme
To Investigate factors influencing the implementation of current Performance Appraisal System at Capricorn Technical Vocational Education & Training (TVET) College.	<p>Theme 1: Current PAS is implemented & conducted for the sake of compliance</p> <p>Theme 2: There is no training and development plan.</p> <p>Theme 3: There is no synergy between Performance Appraisal System outcome and Personal Development Plan.</p>
To develop a framework for enhancing the implementation the current Performance Appraisal System at Capricorn Technical	<p>Theme 4: There is no availability of budget</p> <p>Theme 5: There is lack of PAS understanding</p>

Vocational Education & Training (TVET) Theme 6: There is no employee growth & development. College.

Table 2: Thematic presentation of results

Linking of Research Objectives, Questions, and Findings

Research Objectives	Research Questions	Findings/Themes
To Investigate factors influencing the implementation of current Performance Appraisal System at Capricorn Technical Vocational Education & Training (TVET) College.	Do you think your leadership and interpersonal skills are developed during the Performance Management System and if the PDP addressing the needs of your performance?	Current PAS is implemented & conducted for the sake of compliance There is no training and development plan. There is no synergy between Performance Appraisal System outcome and Personal Development Plan.
To develop a framework for enhancing the implementation of current Performance Appraisal System at Capricorn Technical Vocational Education & Training (TVET) College.	According to your observation, is the performance appraisal system encouraging training and development for personal growth, and promoting employee's productivity within the TVET college?	There is no availability of budget There is lack of current PAS understanding There is no employee growth and development.

Table 3: Linking of research objectives, questions, and findings

Responses Rate Percentage on Findings/Themes

Objectives	Respondents	Findings/themes	Frequency	Percentage (%)
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To Investigate factors influencing the implementation of current Performance Appraisal System at Capricorn Technical Vocational Education & Training (TVET) College.	10	Current PAS is implemented & conducted for the sake of compliance	04	40%
	10	There is no training and development plan.	02	20%
	10	There is no synergy between Performance Appraisal System outcome and Personal Development Plan.	04	40%
To develop a framework for enhancing the implementation of the current Performance Appraisal System at Capricorn Technical Vocational Education & Training (TVET) College.	10	There is no availability of budget	05	50%
	10	There is lack of PAS understanding	02	20%
	10	There is no employee growth & development.	03	30%

Table 4: Responses rate percentage on findings/themes

Discussion

Objective 1: To Investigate factors influencing the implementation of current Performance Appraisal System at Capricorn Technical Vocational Education & Training (TVET) College.

Theme 1: Current PAS is implemented & conducted for the sake of compliance

Alainati et al. (2024) confirmed that although there is performance appraisal system in place within public sector institutions there is an element of ignorance in terms of policy requirements and its objectives. Technical Vocational Education & Training (TVET) College's performance appraisal system is in line with the Department of Higher Education and Training. DHET (2024) gives guidance on how Performance Appraisal System (PAS) should be conducted and for what purpose. Performance Appraisal System (PAS) should be implemented and conducted for employees' career development, productivity and to reach organisational goals and targets. 40% of the participants indicated that performance appraisal system at Capricorn Technical Vocational Education & Training (TVET) College it's been conducted for the sake of compliance. Employees feels that current Performance Appraisal System (PAS) is not

making any impact in their career development hence there is lack of productivity. They are discouraged to participate fully in the process of Performance Appraisal System (PAS).

Respondent 1: *“No, Performance appraisal is done for the sake of compliance with no intention to develop”*

Respondent 2: *“No, there is no leadership and interpersonal skills that are being developed in consistent with the PMS outcome or feedback”*

Respondent 8: *“I don’t know why we continue to do this PMS processes because nothing is being done after all, there is career development or rewards.*

Respondent 9: *“Every year we write same things on the personal development plan, but nothing gets to be done”*

Theme 2: There is no training and development plan

Dasanayaka et al. (2021) confirms that once performance appraisal has been conducted employer should together with employees should develop workplace skills plan or rather an annual training plan which will assist the employer to implement the performance management system (PMS) outcome and individual employee personal development plan for career development and training. 20% of participants felt that lack of employee training and development is because of Capricorn Technical Vocational Education & Training (TVET) College capacity building plan. The entity does not have workplace skills plan which will speak to the annual training report.

Respondent 3: *“No, there is lack of training and development plan although we submit PDP”*

Respondent 4: *“No, training is not being conducted because employer has no plan at all”*

Theme 3: There is no synergy between Performance Appraisal System outcome and Personal Development Plan

Ramola & Rangnekar (2021) elaborate that there should be a mutually beneficial relationship between the acumens gained from an employee's performance appraisal evaluation which would directly inform training and developmental goals outlined on individual employees Personal Development Plan (PDP). Such synergy should allow and target training and skills development which will address a specific area to improve identified gaps in the performance appraisal processes. 40% of participants believes that as much as training & skills development gaps can be identified during the appraisal processes it is unfortunate that nothing gets to be done to address such gaps. Personal development plan is not aligned to the performance appraisal system outcome and feedback; hence they feel discouraged about the whole process because of the lack of effort to implement performance appraisal outcomes.

Respondent 5: *“No, because there is no training or workshop that gets to be done to improve that, hence it is discouraging”*

Respondent 6: *“only those who fight for such training and development in order to address their PDP needs, if you do nothing about, nothing gets to be done”*

Respondent 7: *“No, personal development plan is not used to develop staff”*

Respondent 10: *“No, there is no employee or staff development as per the PDP that we submit every financial year”*

Objective 2: To develop a framework for enhancing the implementation the current Performance Appraisal System at Capricorn Technical Vocational Education & Training (TVET) College.

Theme 4: There is no availability of budget

Muriuki et al. (2021) alluded that an institution should have a budget considered for employee performance appraisal evaluation processes, which includes the performance appraisal system, rewards, training and development costs. The availability of budget metrics should be in detail pertaining to assessment of individual or team performance costs, the importance of performance management and performance appraisal cost-effectiveness. In most cases budget limitations may impact negatively performance expectations. 50% of participants confirmed that the current appraisal system does not have a budget available for reward system, performance appraisal system, training and development. They confirm that have not been receiving any Performance Management System (PMS) bonuses, trainings and development hence they are discouraged to perform over and above.

Respondent 1: *“No, it doesn't because no training has been conducted due to issues of budget”*

Respondent 3: *“lack of funding is discouraging performance which affect productivity”*

Respondent 4: *“Yes PMS does encourage you to be productive but at the same time it is discouraging because there not enough funding dedicated to the PMS”*

Respondent 6: *“There has never been training for corporate staff, only lectures, we have been told about budget constraints”*

Respondent 8: *“Performance and productivity is not encouraged because there is lack of leadership-will compensate financially on that through a bonus”*

Theme 5: There is lack of PAS understanding

Tyokwe & Naicker (2021) Alluded that human resource management, executive managers, senior managers and all other employees should fully understand the purpose, process, and criteria used for employee performance appraisal processes within an institution. PMS workshop should be conducted

to elaborate on the process of assessments, highlights employee confusion, and the benefits of PMS in general. Ramola & Rangnekar (2021) confirms that performance appraisal systems may be misunderstood if the process lacks a proper structure, or the process is not adhered to, because it should be repeated more often for employees to understand. 20% of participants raised that they do not understand the current performance appraisal system due to lack of uniformity. Line managers are implementing it differently and according to their individual understanding. Participants feel that current PMS makes no difference to their financial wellbeing, personal development and careers, hence they do not understand why they should do it every year.

Respondent 2: *“Managers implements current PMS differently and independently according to their understanding within their unity hence I do not understand as to what are the standard procedures, we are not scored accordingly but based on emotions”*

Respondent 7: *“No, because performance appraisal outcome it is never implemented, hence I do not understand why we should do PMS every year, it makes no impact”*

Theme 6: There is no employee growth & development

Helal (2022) raised that some of the factors which contribute to inaccurate, inconsistency, and unfair implementation of Performance Appraisal System (PAS) are personal biases, comparing employees, changing standards, limited feedback and lack of training. 30% of participants indicated that due to lack of uniformity, standard procedure, and understanding of Performance Appraisal System (PAS), it makes the process to be inaccurate, inconsistent and unfair to individual's employees hence there is no growth in their careers and productivity.

Respondent 5: *“There is no growth, I remain the same every year, nothing changes”*

Respondent 9: *“No there is no growth”*

Respondent 10: *“There has never been any training or workshop based on PMS recommendation; it does not encourage productivity”*

Conclusion

For Capricorn TVET College to guide employees' behavior towards organizational goals and objectives, which will subsequently relate to the employee's performance they need to apply goal setting theory. It would assist both employees and management to remain focused and dedicate their effort towards organizational desired outcome (Gkizani & Galanakis, 2022). Jeong, Healy & McEwan (2023) give a detailed emphasis on the fact that for institutions to eventually perform in an improved apparatus, challenging goals & targets should be set rather than easier goals & targets. Institutions are more likely to perform better with clear challenging goals than easier targets. It is imperative for Capricorn TVET

College to provide appropriate consistent feedback on employees' performance to improve their performance where gaps are identified because employees would have an informed current performance appraisal system implementation. Ogundare & Omotosho (2022) indicates that Individual employees gets to be motivated through a sense of inclusion throughout the process, whereby they will be allowed to make inputs hence the expectancy theory proposes to motivate employees in the workplace, they should be allowed and encouraged to set their own different goals consistent with organizational goals to reach their expectations such as financial reward, training & Development, and promotions. Winingar (2021) emphasized that where employees are aware that they are most likely to get a reward, growth and development based on their performance and productivity, they normally strengthen their efforts towards their duties to improve the expected performance and productivity. The study has identified that most of the implementing managers of the current performance appraisal system at Capricorn TVET College do not have knowledge and understanding about the system itself, standard operating processes, and the anticipated output. The current performance appraisal system is not making any impact towards employees' productivity, growth and development, because of failure to plan, monitor, review, and appraise their subordinates efficiently and effectively. There is a lack of will and leadership commitment to implement the system in accordance with its purpose and initial expected outcome. There is ignorance of change management on system implementation hence it is not making any positive impact as expected. Since the Performance Appraisal System at Capricorn TVET College is done for the sake of compliance with no real impact to be made through the implemented systems and processes employees are unhappy. Capricorn TVET College, through Department of Higher Education & Training's support should commit a sufficient budget for the implementation of performance appraisal system, its processes and outcomes. It was found that the performance management appraisal system at Capricorn TVET College is ineffective, inaccurate, and unfair because it does not produce the desired results or intended results due to lack of synergy between Performance Appraisal System outcome and Personal Development Plan. It does not reflect the true information of what is deemed to be the accepted standard procedure. The performance appraisal system with the TVET College is conducted unfairly because employee's treatment is different from one to another and each campus is implementing it according to their own understanding and standards, hence there is lack of understanding, as result, there is no employee growth & development. It was found that Capricorn TVET College has a performance remuneration policy as a public institution, however, is neglected, hence it is vital that Capricorn TVET College should develop a consequences management policy for failing to implement Performance Appraisal system in accordance with performance remuneration policy framework in line with the Department of Higher Education and Training and the current performance appraisal system. It outlines the employee position, job descriptions and when the reviews should be done. Employees are demotivated at Capricorn TVET College because when performance appraisal is

conducted, not all factors of performance management are considered. It is mostly conducted for compliance and procedural. Skills Development & Training Policy should also be developed and taken into consideration when implementing the current performance appraisal system so to make more impact to both employees and Capricorn TVET College. In the light of the above the main purpose of the study was to contribute to the body of knowledge through developing a framework for enhancing the implementation of the current Performance Appraisal System at Capricorn Technical Vocational Education & Training (TVET) College. The structure of the proposed framework is illustrated in Figure 5 below:

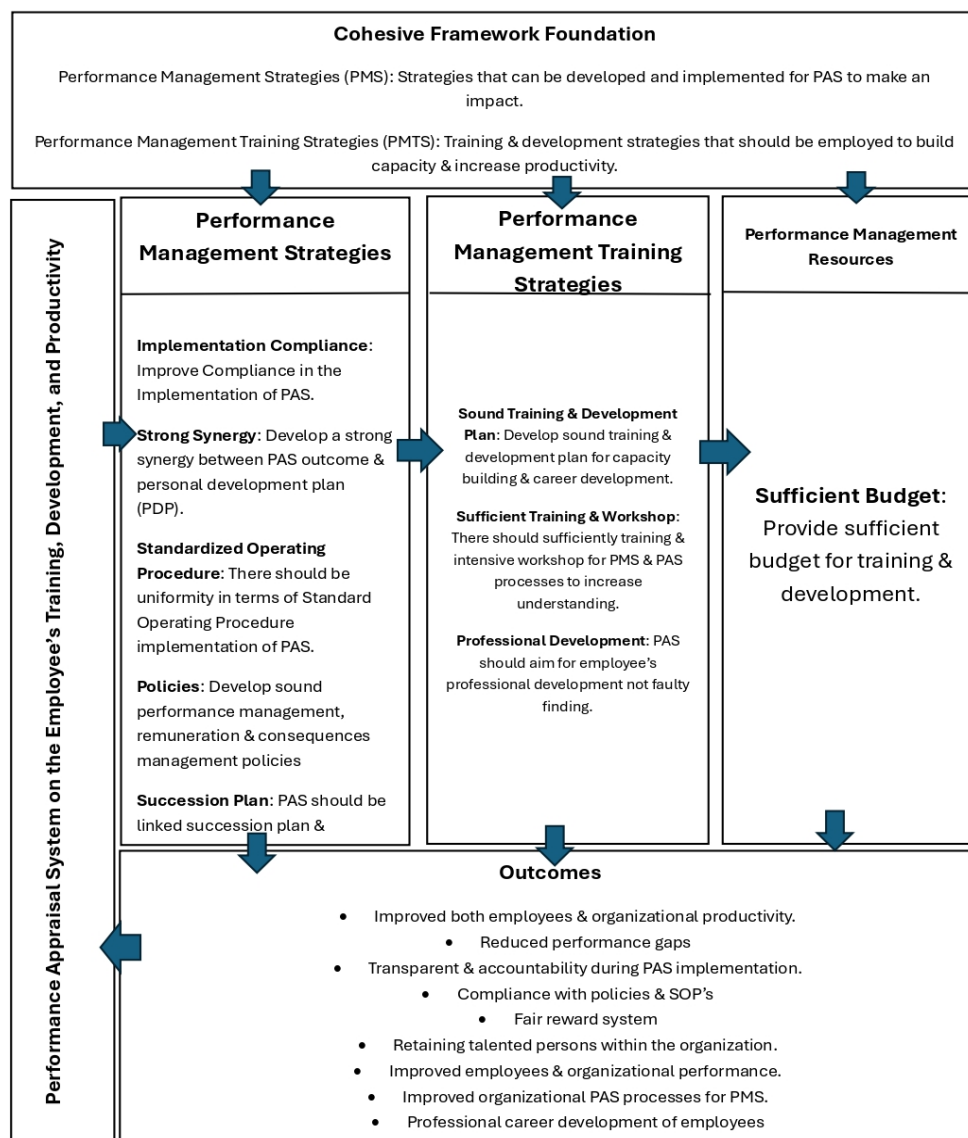


Figure 5: Proposed PAS Framework to enhance employees' training, development & productivity (Nahar et al. 2022)

Figure 5 illustrate that for Capricorn TVET College PAS to make an impact on employees training, development and productivity, the implementation should be directed by three cohesive framework foundations namely: Performance Management Strategies (PMS), Performance Management Training Strategies (PMTS) & Performance Management Resources (PMR). PMS framework are strategies that can be developed and implemented for PAS to make an impact on employees' daily life at management level, whereas PMTS framework are training & development strategies that should be employed to build capacity & increase productivity within the institution, and PMR framework are resources that are required create effective PAS Implementation process. This cohesive framework foundation strategy would be most likely to enhance Improve both employees & organizational productivity, reduce performance gaps, transparent & accountability during PAS implementation, compliance with policies & SOP's, fair reward system, retain talented persons within the organization, improve employees & organizational performance, improve organizational PAS processes for PMS, professional career development of employees, and employees remuneration that is equivalent to performance. Figure 5 proposed the recommendations for the study which are briefly discussed as follows:

Implement Sound Performance Management Strategies

Strengthening the organisation's performance management framework requires deliberate efforts to enhance compliance, alignment, and standardisation. Implementation compliance must be improved to ensure that the Performance Appraisal System (PAS) is applied consistently and in accordance with established guidelines. A strong synergy should be developed between PAS outcomes and Personal Development Plans (PDPs), ensuring that appraisal results directly inform employees' capacity-building and career development trajectories. Furthermore, uniformity in the application of Standard Operating Procedures (SOPs) governing PAS is essential to promote fairness, transparency, and institutional coherence. To reinforce these efforts, the organisation must develop and maintain sound performance management, remuneration, and consequence-management policies that collectively promote accountability and a culture of high performance.

Implement Effective Performance Management Training Strategies

Effective performance management is dependent on well-designed and adequately resourced training and development initiatives. It is therefore imperative to establish a comprehensive training and development plan that supports capacity building and long-term career development for employees. Additionally, sufficient training sessions and intensive workshops on Performance Management Systems (PMS) and PAS processes should be provided to ensure a deep understanding of the system and reduce inconsistencies in its implementation. Importantly, PAS must be positioned as a tool for professional development rather than fault-finding, thereby cultivating a supportive organisational environment that encourages continuous improvement and employee growth.

Provide Adequate Performance Management Resources

The effective functioning of PMS and PAS processes is contingent on the availability of adequate resources. Allocating a sufficient budget for training, development, and capacity-building initiatives is therefore critical. Adequate financial support will enable the organisation to deliver high-quality training interventions, strengthen employee competencies, and sustain effective performance management practices. The implementation of these strategies is expected to yield significant improvements in both employee and organisational performance. Anticipated outcomes include enhanced productivity, reduced performance gaps, and greater transparency and accountability in PAS implementation. Improved compliance with relevant policies and SOPs will contribute to a more equitable and consistent performance management environment. Furthermore, establishing a fair reward system will support the retention of talented employees and strengthen organisational stability. Overall, these improvements will enhance organisational performance, refine PAS processes within the PMS framework, and promote professional career development for employees. Given the central role played by the Sector Education and Training Authorities (SETAs) in national skills development and organisational capacity building, it is recommended that they be included in future research. A relevant title for further study may be: "The Impact of Performance Management Systems on Employee and Organisational Performance in South African TVET Colleges." Performance Appraisal Systems are integral to broader performance management processes, as they facilitate employee development, improve skills and competencies, and support the achievement of organisational goals. Including SETAs in future investigations will contribute to a deeper understanding of how performance management influences institutional effectiveness across the education and training sector. The limitation on this study was that it was only conducted at Capricorn TVET College, and only ten employees could be interviewed as per the requirement, hence it cannot be generalized to the rest of the organization employees and other TVET colleges. The limitation on the research study has resulted in an opportunity for further research on this topic in other institutions within South Africa. Capricorn TVET College should review their performance appraisal system and align it to the performance management system, appraisal system, performance remuneration policy and skills development & training policy to be more effective, efficient and impactful. The current performance management policy at Capricorn TVET college should be reviewed to close identified gaps, so that it can bring a sense of uniformity during PAS implementation, it should not be implemented for the sake of compliance but to make impact on skills development & training, and productivity. Both DHET and DPSA should develop and introduce Consequences Management Policy to both employees and managers who neglect the implementation of these policies in accordance with standard operating procedures to improve PMS processes adherence. Performance Remuneration Policy should be linked to PAS outcome, employees PDP, and reward systems so that there is a synergy in these PMS items to encourage employees. A budget should be made available for the implementation

of the current performance appraisal system. Performance Appraisal System should assist Capricorn TVET College to improve employee's capacity, employee's skills development & training, and employee's productivity. The PAS process flow should be adhered to, taking into consideration all factors so that the process is transparent, consistent, accurate and fair to the employees. Performance Appraisal system should not be implemented to achieve the desired outcome to improve employee's capacity to increase productivity. Performance Appraisal System should not be used as tool to target employees for personal vendetta to avoid discouragement. There should be discussion between managers and employees for weighting score KPA's allocation first before the signing of PMS contract so that there is mutual agreement and understanding. Employees should be workshopped on the weighting scores allocation so that they know what they are committing themselves to. Weighting scores allocations should be consistent with the actual work to be done to encourage employees. Finally, Capricorn TVET College should identify and launch a vigorous performance appraisal system which would make an impact on the employees' training, development and productivity. A system which would provide consistent feedback mechanisms to both the appraiser and appraisee. The structure illustrated in Figure 5 can be utilized and customized for various TVET Colleges in South Africa, whereby entities may adjust performance management strategies, training and development strategies and performance management resources to align with each institution's discrete situation.

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