

AN EVALUATION OF THE PERFORMANCE APPRAISAL SYSTEM AND ITS EFFECT ON
EMPLOYEE PERFORMANCE: A CASE STUDY OF SELECTED SENIOR HIGH SCHOOLS IN
THE KWAHU-SOUTH DISTRICT

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BY

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DECLARATION

I hereby declare that this submission is my own work towards the MBA and that to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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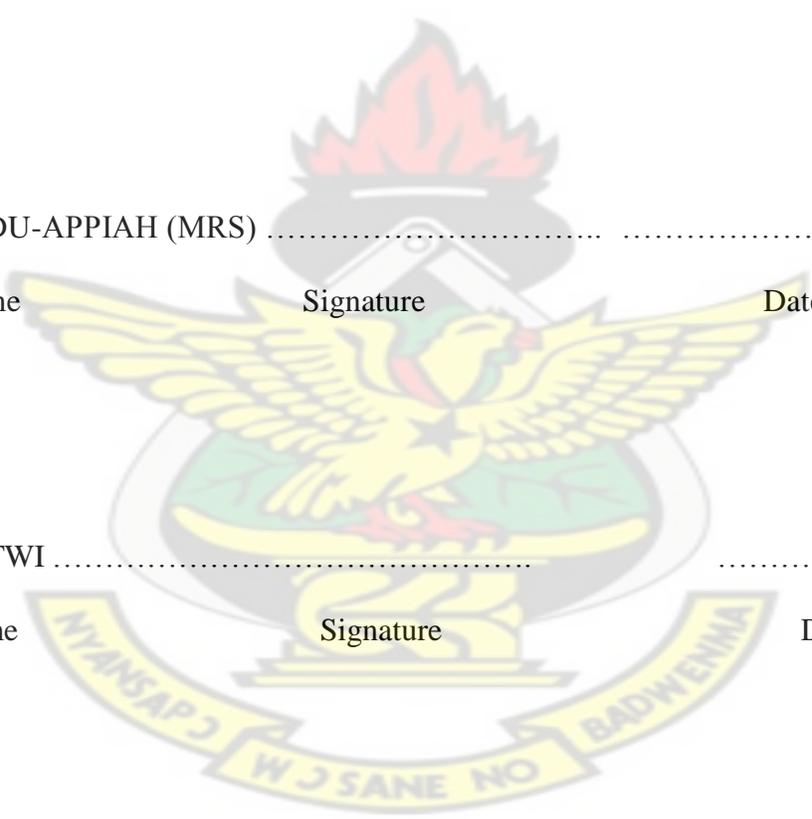
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ABSTRACT

Performance appraisals improve the work performance of employees by helping them realize their full potentials in carrying out their firm's mission and also, to provide information to employees and managers for use in making work-related decisions. They, also, provide feedback to employees and thereby serve as a vehicle for personal and career development. Performance appraisals, however, are beset with difficulties as a result of their complex nature. The general objective of the study, therefore, was to evaluate the performance appraisal system of the GES. The research design used in the study was the case study because it was appropriate for the achievement of the research objectives. The population for the study was 195 and a sample size of 100 respondents was selected using the non-random (Judgmental) sampling method. Interview and questionnaires were used as instruments for the study and out of 100 questionnaires distributed, 80 of them were retrieved from respondents. The data was analysed with tables, bar charts and pie charts. Among the main findings of the study was that the GES did not have a clear cut policy on the conduct of performance appraisal. This has in its wake, culminated in the low commitment of both appraisers and appraisees in the conduct of performance appraisals. It is recommended in the study that there should a clear cut policy on the conduct of performance appraisal in the GES in order to improve on its conduct. Again, it is recommended that funds be earmarked for the conduct of performance appraisals in schools.

DEDICATION

This research work is dedicated to my family for all their tremendous support and unflinching love shown me all through my academic pursuit. Their effort and support are very much cherished and appreciated.

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CHAPTER ONE

INTRODUCTION

1.1. Background to the study

A Performance Appraisal is a review and discussion of an employee's performance of assigned duties and responsibilities. The appraisal is based on results obtained by the employee in his or her job, not on the employee's personality characteristics. According to Thomas F. Patterson, (1987) appraisal or performance review is a method by which the job performance of an employee is evaluated (generally in terms of quality, quantity, cost and time) typically by the corresponding manager or supervisor.

Again, performance appraisal is a part of guiding and managing career development as well as the process of obtaining, analysing and recording information about the relative worth of an employee to the organisation. It can also be termed as an analysis of an employee's recent successes and failures, personal strengths and weaknesses and suitability for promotion or further training. The appraisal again measures skills and accomplishments with reasonable accuracy and uniformity. It provides a way to help identify areas for performance enhancement and to help promote professional growth. It should not however be considered the supervisor's only communication tool.

Furthermore, each employee is entitled to a thoughtful and careful appraisal. The success of the process depends on the supervisor's willingness to complete a constructive and objective

appraisal and on the employee's willingness to respond to constructive suggestions and to work with the supervisor to reach future goals.

According to Beer, M. et al, (1978) performance appraisal serves a two-fold purpose generally, thus, to improve the work performance of employees by helping them realise and use their full potential in carrying out their firm's mission and also to provide information to employees and managers for use in making work-related decisions. More specifically according to them, appraisals serve some purposes.

Firstly, they support personal decisions to promote outstanding performers in order to weed out marginal or low performers and train, transfer or discipline others as well as to justify merit increases. In short, appraisal serves as a key input for administering a formal organisational reward and punishment system.

Secondly, appraisals provide feedback to employees and thereby serve as vehicle for personal and career development. Again once the development needs of employees are identified, appraisals can help establish objectives for training programmes.

Also, as a result of the specification of performance levels, appraisals can help diagnose organisational problems. They do so by identifying training needs and the knowledge, abilities, skills and other characteristics to consider in hiring as well as provide a basis for distinguishing between effective and ineffective performers. Appraisal therefore represents the beginning of a process, rather than an end product.

In spite of the purposes of the performance appraisal system, it is beset by a lot of problems which inhibit its progress.

According to the Mansis Development Corporation (2001), many organisations do not have clearly established corporate objectives for undertaking performance reviews .Many managers particularly in large organisations routinely complete the required forms which are then filed and the subject not mentioned again until the next review period, usually a year hence. Also another problem in many organisations is that the process of performance evaluations lacks credibility. This is due to the failure of management to spell out clearly what aspects of the job are to be evaluated and to define the standards against which performance is to be measured. Lack of clearly defined measurements can lead to intellectual dishonesty in the evaluation, unfair ratings and loss of credibility of management and the appraisal process.

Again according to Gordon L. Simpson, Toronto Managing Partner of the Mansis Development Corporation (2001), a recent study of major United States corporations revealed that 40% of managers admitted to fudging performance data because it was obvious to them that the appraisal served no useful purpose in the way it was managed in their organisations.

A performance appraisal or coaching session is a way to give feedback and define behaviours for improvement. Managers committed to the success of their team, take the time to

frequently coach and mentor employees. Providing guidance and input on employee performance encourages positive behaviour. The key to performance improvement begins with recognising employee contributions while helping plan for future development and growth. Also performance discussions should be timely, informative and comprehensive.

Again, the effective use of performance reports can result in improved productivity and higher levels of job satisfaction. According to Entrepreneur.com, performance appraisals are important because they boost motivation and help employees refine their competitive edge.

1.2. Statement of the problem

Performance appraisal (PA) has over the years become a very crucial part of the Human Resource Management (HRM) in organisations and its benefits to these organisations around the world cannot be overemphasised. Notwithstanding its enormous contributions to the development of organisations the world over, PA usage has not as yet gone down well with a number of organisations most often government institutions and the GES is no exception. In the light of this, a number of discrepancies have been found in the PA processes being followed in government organisations specifically the GES.

To begin with, due to the lack of accountability and job security at the GES, most employees have a laissez faire attitude towards their work. There is also the unavailability of the job description for many employees.

Besides, most of the objectives of work at the GES are unchallenging, unrealistic and not timely reviewed and updated. It is therefore difficult to measure the average performance of employees.

More so, the lack of complete information on appraisal forms, expertise and relevant training often affect the PA processes since they are not conducted on a regular basis. Other HR decisions such as rewards, training or promotions are not directly linked to the results of the performance appraisal process.

Performance appraisals at the GES are mostly conducted on employees who are due for one promotion or the other. This attitude has undermined the credibility of the appraisal system which in the normal circumstances ought to have been organised periodically on all employees to assess their respective performances and to improve where necessary.

As a result of this, employee performance has been greatly affected which has in turn affected the productivity and efficiency of the service. Again, there are a lot of laxities on the part of employees because they assume no measurement of performance is applied hence they work at their own pace.

Therefore the purpose of the study is to evaluate the performance appraisal system on employee performance of the Ghana Education Service specifically the teaching staff of some selected Senior High Schools in the Kwahu-South District.

1.3. Objectives of the Study

The objectives of the study are categorized into general and specific objectives.

1.3.1. General objective

The general objective of the study was to evaluate the performance appraisal system and its effect on employee performance of the Ghana Education Service.

1.3.2. Specific Objectives

The following are the specific objectives of the study.

1. To examine the performance appraisal processes and procedures at GES.
2. To identify the main reasons for conducting performance appraisal at the GES.
3. To determine the main problems associated with the conduct of PA at the GES.
4. To evaluate the effect of PA on employee performance at the GES.
5. To identify the use of performance appraisal records at the GES.

1.4. Research Questions

1. What are the performance appraisal processes and procedures at the GES?
2. What are the main reasons for conducting performance appraisals at the GES?
3. What are the main problems associated with the conduct of performance appraisal at the GES?
4. How are employees' performance affected by the PA system at the GES?
5. What are the uses of performance appraisal records at the GES?

1.5. Significance of the Study

Performance appraisal has become a very vital HR instrument owing to its immense contribution to organisations today. There is therefore the need to study and evaluate the system on employee performance at the GES. As a result of this, the research will help the Board of Governors of the schools, the Directors of Education, headmasters, teachers, parents and even students identify the need for performance appraisals to be made a regular feature in schools.

Again, the research is intended to assist authorities of schools to identify the specific training and development needs of the staff as well as the essence of motivating them. Besides, the research is expected to help the GES authorities to identify the strengths and weaknesses inherent in the conduct of performance appraisals and how to improve upon the system.

Ultimately, the research is also designed to help become a scholarly document for further studies by students who might have the opportunity of making further findings on PA.

1.6. Scope of the Study

The research seeks to shed more light on the ineffective conduct of performance appraisal system in the Ghana Education Service and its effects on employee performance. The research therefore covers employees of the GES specifically the teaching staff of some selected Senior High Schools in the Kwahu-South District.

1.7. Overview of Research Methodology

The researcher used case study as the design for the research and some selected senior high schools in the Kwahu-South District were used as study areas.

Again, a non-random sampling procedure (Judgmental) was used by the researcher in obtaining information for the research.

Also, the researcher used both the primary and the secondary sources of data to collect the needed data. The primary sources used for the data collection were interview and questionnaires which comprised both the close-ended and the open-ended questionnaires.

The secondary sources for the data collection included the internet, books, journals and newspapers. Methods such as SPSS, Frequency Distribution Tables, editing and coding were used by the researcher for the data analysis.

1.8. Limitations of the Study

The researcher was faced with the problem of finance because of the long distances the researcher had to cover to administer the questionnaires to respondents.

The researcher was also hard pressed with time due to the fact that the researcher had to work alongside doing the research.

The researcher again faced the problem of the unwillingness of some staff of the selected Senior High Schools to answer questions on the questionnaires. Even though some of the respondents accepted the questionnaires, some of the spaces provided were left unfilled.

Again, the sample which was used as compared to the total population was very small due to financial as well as time constraints faced by the researcher.

1.9 Organisation of the Study

The study consists of five chapters in all. Chapter one comprises the introduction which looks at the background to the study, statement of the problem, objectives of the study, the research questions, significance of the study, scope of the study, overview of research methodology, limitations of the study and the organisation of the study. Chapter two also consists of the review of related literature which embodies the various books, articles and the internet which will help the researcher in extracting the relevant information to examine the concept of performance appraisal in organizations. Chapter three is the methodology. It highlights on the research design, research population, sample and sampling procedures, sources of data, data gathering instruments and the data analysis. It also provides a brief outline on the organisational profile of the Ghana Education Service. Chapter four also comprises the data presentation, discussions and data analysis. Chapter five highlights on the summary of findings, conclusion and recommendations for the study as well as suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

Today, most organisations attempt to develop the outlook and performance of its employees by using multiple and complex training and educational programmes. In comparison to this, several academicians, researchers and professionals hold that the personality of employees is generally developed when they learn several dimensions of job while working. Similarly, it is also believed that proper development of the personality of an employee by exercising on the job will be more useful when the organisation simultaneously gets related feedback through a systematic method of performance appraisal.

Performance appraisal is a process of obtaining, analysing and recording information about the relative worth of an employee. It is a systematic, periodic and an impartial rating of an employee's excellence in matters pertaining to his present job and his potential for a better job. A good appraisal system provides right feedback about the performance of an employee. In spite of dislike by several employees, PA has become an inescapable feature. It imparts benefits not only to the employees but also on supervisors and management, (Sanjeev Kumar Saxena-Jodhpur, (2011), Oppapers.com)

2.2. The concept of performance appraisal

PA can be viewed as the process of assessing and recording staff performance for the purpose of making judgments about staff that lead to decisions. It is undertaken to discover how productive an employee is and whether the employee can continue to perform in future to help achieve organisational goals. It constitutes an essential part of the HRM process and is a factor in determining the crucially important dimensions of employee and organisational effectiveness for success, (Decenzo and Robbins, 1993).

An appraisal evaluates not only the employees' performance but also the potential for development. The primary objectives of an appraisal are to assess past performance, identify training needs, set and agree on future objectives and standard as well as to facilitate the achievement of these goals.

Jon Clemens for example argued that the "purpose of reviews should be to drive better business results for the organisation making sure that the daily efforts of employees directly contributes to both their team's goals and the goals of the organisation", (Heskett 2007).

McGregor's Theory X postulates that the average person is lazy and has an inherent dislike for work. As a result of this people must be coerced, controlled, directed and threatened with punishment if the organisation is to achieve its objectives. Naturally when people know that their performance is monitored and that their continued existence, promotion, pay rise, training and development are dependent on the results of their assessment, they would be motivated to work hard, (Mullins 2002).

Performance appraisal systems are a major issue for most employers and different authors have put forward a wide range of responses on their essence and importance. Creamer et al (1997) notes that, performance appraisal is not about a single event such as completing a standard review form but rather a process that is ongoing. Appraisal activities as an ongoing process should connect the process to organisational functions and have as their focus staff improvement and not simply salary adjustment and or disciplinary action.

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2.3. Historical overview

The history of PA is quite brief. Its roots in the early 20th century can be traced to Taylor's Pioneering Time and Motion studies. As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the world war II- not more than 60 years ago.

Yet in a broader sense, the practice of appraisal is a very ancient art. In the scale of things historical, it might well lay claim to being the world's second oldest profession. Dulewicz, (1989) noted that there is a basic human tendency to make judgment about those one is working with as well as about oneself. Appraisal it seems, is both inevitable and universal. In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others including subordinates, naturally, informally and arbitrarily. The human inclination to judge can create serious motivational, ethical and legal problems in the workplace. Without a structured appraisal system, there is little chance of ensuring that the judgment made will be lawful, fair, defensible and accurate.

PA systems began as simple methods of income justification. Thus, appraisal was used to decide whether or not the salary or wage of an individual employee was justified. The process was firmly linked to material outcomes. If an employee's performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order. Little considerations if any were given to the developmental possibilities of appraisal. It was felt that a cut in pay or a rise should provide the only impetus for an employee to either improve or continue to perform well. These observations were confirmed in empirical studies. Pay rates were important, yes, but they were not the only element that had an impact on employee performance. As a result, the traditional emphasis on reward outcomes was progressively rejected. In the 1950s in the United States, the potential usefulness of appraisal as a tool for motivation and development was gradually recognised. The general model of performance appraisal as it is known today began from that time. ([Http/www.performance appraisal. Com/intro.htm](http://www.performance appraisal. Com/intro.htm); accessed 12-03-2011).

In the view of Apekey (2006) PA in contemporary times gives supervisors and employees the opportunity to review the performance of the latter against set performance standards. This is to help identify their strengths and weaknesses in order to enable the supervisors design or recommend a specific programme that will help employees improve upon their performance.

2.4. The performance appraisal process

The performance appraisal process consists of six inter-related steps as follows:

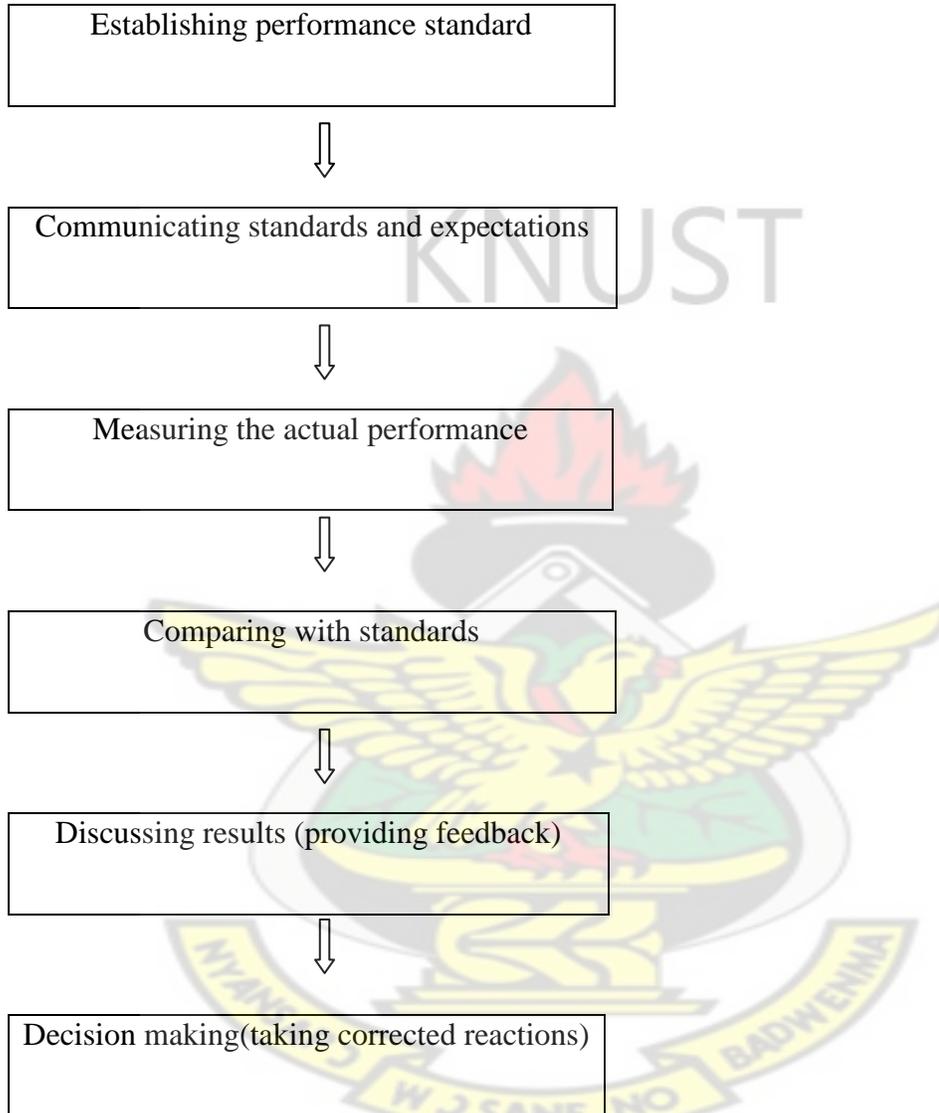


Figure 2.1: The PA process.

Source: <http://appraisals.naukrihub.com>

2.4.1. Establishing performance standards

The first step in the process of PA is the setting up of the standards which will be used as the base to compare the actual performance of the employees. This step requires setting the criteria to judge the performance of the employees as successful or unsuccessful and the degrees of their contribution to the organisational goals and objectives. The standards set should be clear, easily understandable and in measurable terms. In case the performance of the employees cannot be measured, great care should be taken to describe the standards.

2.4.2. Communicating the standards

Once set, it is the responsibility of the management to communicate the standards to all the employees of the organisation. The employees should be informed and the standards should be clearly explained to them. This will help them to understand their roles and to know what exactly is expected from them. The standards should also be communicated to the appraisers or evaluators and if required, the standards can also be modified at this stage itself according to the relevant feedback from the employees or the evaluators.

2.4.3. Measuring the actual performance

The most difficult part of the performance appraisal process is measuring the actual performance of the employees that is, the work done by the employees during the specified

period of time. It is a continuous process which involves monitoring the performance throughout the year. This stage requires the careful selection of the appropriate techniques of measurement taking care that personal bias does not affect the outcome of the process and providing assistance rather than interfering in an employee's work.

2.4.4. Comparing the actual with the desired performance

The actual performance is compared with the desired or the standard performance. The comparison tells the deviations in the performance of the employees from the standards set. The result can show the actual performance more than the desired performance or if the actual performance is less than the desired performance, it depicts a negative deviation in the organisational performance. It includes recalling, evaluating and analysis of data related to the employee's performance.

2.4.5. Discussing results

The results of the appraisal is communicated and discussed with the employees on one-on-one bases. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the employee's future performance. The purpose of the meeting should be to solve the problems faced and motivate the employees to perform better.

2.4.6 Decision making

The last step of the process is to take decisions which can either improve performance of the employees, take the required corrective actions or the related HR decisions such as rewards, promotions, demotions, transfers etc, (<http://appraisals.naukrihub.com>)

The above steps provide a framework for the study to evaluate the performance appraisal system on the employees of the Ghana Education Service.

2.5. Effective performance appraisal process.

In order that PA system can achieve its intended purpose, steps must be taken to ensure that all the pre-requisites that make it effective are adhered to.

Firstly, clear performance criteria must be set. Longenecker, (1997) intimated that appraising employee performance is destined to fail without having clearly established performance criteria by which to judge their performance. If ambiguity surrounds the job description, goals, traits or behaviours that will be the basis for the evaluation, the process is bound to fail.

Communication is an important part of the PA process. An effective two way communication which outlines the desired behaviour or the expected results should be communicated to the employees as well as the evaluators.

An effective PA standard should be related to the strategic objectives of the organisation. The standard should include the whole range of the employee's responsibilities. PA must also meet certain legal requirements such as reliability, fairness and validity since they constitute one basis for HRM actions, (Apekey 2006).

According to Debrah, (2004) in most Ghanaian organisations, Performance appraisals are based on supervisory ratings and this encourages subjectivity in the performance appraisal process, thus, an appropriate rating instrument must support the appraisal process. The instrument should be tailored to capture critical desired behaviour and outcomes with corresponding meaningful performance standards and metrics, (Longenecker, 1997).

Continuously noting and documenting the performance of an employee is also important for effective performance appraisal. Managers are expected to monitor employee's performance on an ongoing basis in order to be in a position to know what the subordinates are actually doing. Longenecker, (1997) points out that, to increase the effectiveness of the evaluation process, regular performance feedback is needed.

Also according to Amstrong, (2006) feedback should be based on factual evidence and should be presented in a manner that enables individuals to recognise and accept its factual nature. The purpose of the feedback should be developmental rather than judgmental. Longenecker, (1997) notes that employees want ongoing performance feedback to reinforce appropriate actions and to be in a position to make adjustments when their performance needs improvement. People are more likely to work to improve their performance and develop their skills if they feel empowered by the process, (Armstrong, 2006).

Also according to Piggot-Irvine (2003), effectiveness occurs when appraisal interactions are non-controlling, non-defensive, supportive, educative and yet confidential. Effectiveness is also linked to appraisal processes and information that have clarity, objectivity, high integrity and where deep development is a goal.

It is imperative therefore for every organisation to ensure that appraisers and appraisees agree on realistic targets. Besides, the criteria for review performance must be based on employees' actual performance and must be devoid of non-performance related characteristics. This, to a large extent will help employees perceive the performance appraisal process as a fair one and invariably be satisfied with.

2.6. Performance appraisal methods

2.6.1. Ranking methods

According to Wayne (1992), simple ranking requires that a rater orders all employees from highest to lowest, from best employee to worst employee etc. Alternative ranking requires that a rater initially lists all employees on a sheet of paper alternating them from the top to the bottom of the list until all employees have been ranked.

Grobler et al also postulated that, the ranking method is comparative, thus, supervisors or other raters judge employees' performances in relation to each other instead of against an absolute standard. Supervisors usually rank their employees from effective to least effective in total job performance. According to Grobler et al, the advantages of ranking method are

that it is easy to complete and also ranking completely avoids problems of central tendency or leniency. Again, they found some challenges with the ranking method. According to them, the method is seldom developmental since employees do not receive feedback about performance strengths and weaknesses or any future directions. Grobler et al also pointed out that when ranking is used, there is no common standard of performance by which to compare employees from various departments because employees in each department are compared only with one another.

2.6.2. 360 degrees feedback

According to Ward (1995), 360° feedback is the systematic collection and feedback of performance data on an individual or group derived from a number of the stakeholders on their performance. 360 degrees which is also called multi-source assessment or multi-rater feedback generates its performance data on individual from their peers (team members or colleagues in other parts of the organization), supervisors (those one reports to), subordinates (those who report to the individual), customers, self and team. Also according to Mathias and Jackson (2004), 360 degrees feedback recognises that the manager is no longer the sole source of PA information. Instead, various colleagues and constituencies supply feedback about the employee to manager, thus, allowing the manager to obtain input from a variety of sources. Mathias and Jackson (2004) again postulate that, the sole purpose of 360 degrees feedback is not to increase reliability by soliciting like-minded views but rather to capture the various evaluations of the individual employees' different roles.

2.6.3. Essay method

Wayne (1992) observed that the narrative essay is the simplest type of absolute rating system. Here a rater describes in writing, an employee's strengths, weaknesses and potentials together with suggestions for improvement. If essays are done very well, they have the tendency to provide detailed feedback to subordinates regarding their performance. Notwithstanding, comparisons across individuals, groups or departments are almost impossible since different essays touch on different aspects of each employee's performance. It then becomes difficult to use essay information for personnel decisions since subordinates are not compared objectively and ranked relative to each other.

According to Mathias and Jackson, (2004), the format allows the rater more flexibility than other methods do and this makes appraisers often combine the essay with other methods. According to them, one challenge with the method is that, the effectiveness of the essay approach depends on the supervisor's ability to write. Some supervisors do not express themselves well in writing resulting in a poor description of employee performance.

2.6.4. Critical incident method

Sudhir, (2001) indicates that a critical incident means a significant act by an employee exceeding or failing, any of the requirements of his job. It denotes an exceptional behaviour of an employee at work, for example, resisted the implementation of charge and refused to help a fellow worker to accept the management decisions. This method requires every

supervisor to record all such significant incidents in each employee's behavior which indicates effective or successful action and those which show ineffective or poor behaviour.

Torrington and Hall (1995) also upheld the method with the view that it looks at behaviours and that a list of critical incidents on a given employee provides a rich set of examples from which the employee can be shown which of their behaviours are desirable and which ones call for improvement.

With the challenges concerning the critical incident method, Torrington and Hall argued that using this method is quite time consuming and burdensome since appraisers are required to write these incidents down regularly. They also argued that the method faces the same challenges as the essay since these do not lend themselves to quantification.

According to Mathis and Jackson (2004), in this method, the manager keeps a written record of both highly favorable and unfavorable actions in an employee's performance during the entire rating period. According to them, when a "critical incident" involving an employee occurs, the manager writes it down. They also saw the method as having challenges since producing daily or weekly written remarks about each employee's performance takes considerable time. Again, they observed that employees may become overly concerned about what their superiors write and begin to fear the manager's "black books".

2.6.5. Behaviorally anchored rating scale (BARS)

BARS were developed as a response to the shortcomings of the graphic scale approach.

According to Harris (1997), the major aim of BARS is to provide a set of scales that is defined in a precise behavioral manner.

According to Wayne, (1992), BARS method has received considerable attention by academics in recent years. Wayne maintains that, these scales combine major elements from the critical incident and graphic rating scale approaches in that the appraiser rates the employee based on items along a continuum but the points are examples of actual behavior on the job rather than general descriptions or traits.

Grobler et al also stressed that BARS are significant because they have clear standards as the critical incidents along the scale help to clarify what is meant by extremely good performance, average performance etc.

According to Mathias and Jackson (2004), BARS compare what the employee does with possible behaviors that might be shown on the job.

Harris on the other hand, argued that the development of BARS is time consuming than the other methods. Wayne also argued that BARS require considerable efforts to develop, yet there is little research evidence to support the superiority of BARS over the other types of rating systems.

2.6.6. Management by objectives (MBO)

In the opinion of Torrington and Hall, (1995), MBO is a process that converts organisation objectives into individual objectives. It can be said to consist of four steps: goal setting, action planning, self-control and periodic reviews. They observed that, in goal setting, the organisation's overall objectives are set. At the individual level the manager and subordinates jointly identify those goals that are critical for the subordinate to achieve in order to fulfill the requirements of the job as determined in the job analysis.

These goals are agreed upon and then become the standards by which the employee's results will be evaluated.

According to Werther and Weihrich, (1975), the heart of MBO consists of goals that are objectively measurable and mutually agreed on by managers and employees.

In action planning, the means are determined for achieving the ends established in goal setting, thus, realistic plans are developed to attain the objectives.

According to Mathias and Jackson, (2004), MBO specifies the performance goals that an individual and his manager agree to try to attain within an appropriate length of time. They again emphasised that MBO should not be a disguised means for a superior to dictate the objectives of individual managers or employees. They observed that the MBO process seems to be most useful with managerial personnel and employees who have a fairly wide range of flexibility and control over their jobs.

2.7. Purpose of performance appraisal

PA is the process of evaluating how well employees perform their jobs when compared to a set of standards and then communicating that information to those employees.

PA is widely used for administering wages and salaries giving performance feedback and identifying individual employee's strengths and weaknesses, (Mathias and Jackson, 2004). According to them, PA can be a primary source of information and feedback for employees which are often key to their future development. In the process of identifying employee strengths and weaknesses, potentials and training needs through PA feedback, supervisors can inform employees about their progress, discuss what areas they need to develop and identify development plans. The manager's role in such a situation parallels that of a coach. A coach rewards good performance with recognition, explains what improvement is necessary and shows employees how to improve. After all, people do not always know where and how to improve and managers should not expect improvement if they are unwilling to explain where and how improvement can occur.

Noe, Hollenbeck, Gerhart and Wright, (1996) noted that, organisations use PA in many administrative decisions: salary administration (pay rise), promotions, retentions, termination, layoffs and recognition of individual performances. Again, the purposes of an effective appraisal system are to link employee activities with the organisation's strategic goals, furnish valid and useful information for making administrative decisions about employees and provide employees with useful developmental feedback.

Moreover, in some organisations, PA and Performance Management systems are treated as unnecessary or routine job. But the evaluation of employee's job performance is vital human resource function and of critical importance to the organisation. In work organisations, performance measurement typically takes place in the form of formal performance appraisals which measure worker performance in comparison to certain predetermined standards. Performance appraisals serve many purposes for the individual worker, for the worker's supervisor and the whole organisation, (Cleaveland, Murphy and Williams, 1989). They noted that, for the worker, PA serves as a means of reinforcement, career advancement, information about work goal attainment and a source of feedback to improve performance. For the supervisor, PA serves as a basis for making personnel decisions, assessment of workers' goal attainment, opportunity to provide constructive feedback to workers and an opportunity to interact with subordinates.

Also, for the organisation, PA helps in the assessment of productivity of individuals and work units, validation of personnel selection and placement methods, means for recognising and motivating workers, source of information for training needs and an evaluation of the effectiveness of organisational interventions.

How PA is used has been shown to influence rating behaviour and outcomes and to be an important predictor of employee attitudes toward their supervisor, the job and the appraisal process, (Jordan and Nasis, 1992).

Shanafleur, (2011) noted that, PA serves certain purposes. According to him, PA helps in career development which provides an opportunity for discussions of career objectives and

the creation of a strategic design to maximize career potential. It also provides an opportunity for career counseling, succession planning, training needs as well as develops individual abilities. He again emphasised that PA helps provide feedback which is encouraged in both directions as such, employees are encouraged to prepare ratings of the supervision. Also, PA provides a performance history which is not dependent upon human memory and which may be useful in the full range of personnel decisions including compensation decision making. It also reviews past and present performance, identify strengths and weaknesses (<http://www.humanresources.hrvinet.com>).

Patterson, (1987) observed that probably no other organisational function strikes as much terror in the hearts of extension agents as the annual performance appraisal. Also, as per him, PA documents criteria used to allocate organisational rewards, form a basis for personnel decisions including salary (merit) increases and disciplinary actions as well as provide the opportunity for organisational diagnosis and development (<http://www.articlebase.com>).

2.8. Who should evaluate performance?

The most basic requirement for any rater is to adequately observe the job performance over a reasonable period of time. Performance could then be evaluated by any of the following:

2.8.1. The immediate supervisor

Wayne, (1992) stresses that if appraisal is done at all, it will perhaps be done by this person. Besides, the immediate supervisor is obviously the best in terms of relating the individual's performance to departmental and organisational objectives.

2.8.2. Peers

Peers can provide a perspective on performance that is entirely different from that of the immediate supervisors. Bruce et al (2001) observed that people at the same level appraise their peers so that each employee can use their expert knowledge of the appraisee's role and responsibilities to give an authoritative opinion on their skills

2.8.3. Self-appraisals

According to Field and Holley, (1982), self-appraisals tend to be more lenient, less variable and more biased and show less agreement with the judgment of others.

Shore and Thornton, (1986) also maintain that since employees tend to give themselves high or more marks than their supervisors do, self-appraisals are perhaps more appropriate for counseling and development than for personnel decisions.

2.8.4. Customer or client evaluations

In the view of Grobler et al, in some instances, the consumers of an individual's or organisation's services can provide a unique perspective on job performance, Although the client's objectives cannot be expected to correspond completely with the organisation's objectives, the information they provide can be useful for personnel decisions such as promotion, transfer and the need for training.

2.9. Challenges of performance appraisal

The use of ratings and other techniques in PA assume that the human observer is reasonably objective and accurate but raters' memories are quite fallible and raters subscribe to their own sets of expectations about people, expectations that may or may not be valid. Despite the fact that a completely error-free PA is only an ideal we can aim for, with all actual appraisals falling short of this ideal, a number of factors that significantly impede objective appraisal have been isolated for discussion.

2.9.1 Halo error

Decenzo and Robbins (1993) note that the halo effect or error is a tendency to rate high or low on all factors due to the impression of a high or low rating on some specific factor. According to them, if an employee tends to be conscientious and dependable, the rater might

become biased toward that individual to the extent that he will rate him or her positively on many desirable attributes. Also as per their observation in an institution, students tend to rate a faculty member as outstanding on all criteria when they are particularly appreciative of a few things he or she does in the classroom as compared to a few bad habits which might result in students evaluating the instructor as ‘lousy’ across the board. Cleaveland, Murphy and Williams (1989) also postulate that the halo error is perhaps the most pervasive error in performance appraisal as raters who commit this error assign their ratings on the basis of global impressions of ratees. According to them, an employee is rated either high or low on many aspects of job performance because the rater knows (or thinks he or she knows) that the employee is high or low on some specific aspects.

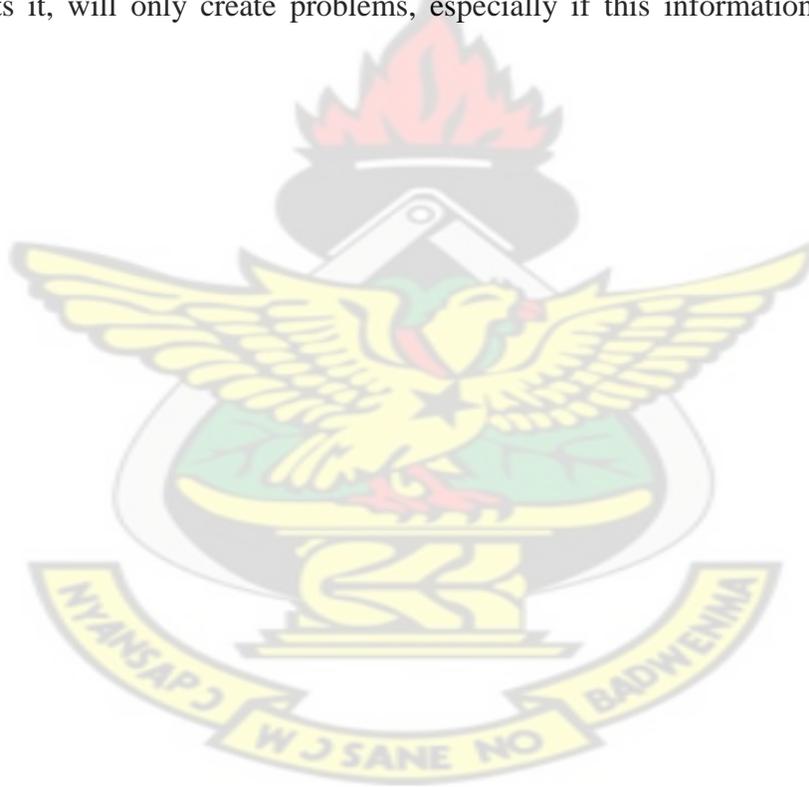
2.9.2 Similarity error

Decenzo and Robbins (1993) state that, when evaluators rate other people in the same way that the evaluators perceive themselves, they are making a similarity error.

In this case, evaluators who see themselves as aggressive may evaluate others by looking for aggressiveness thus, those who demonstrate this characteristic tend to benefit while others are penalised.

2.9.3 Central tendency

Beardwell and Holden (1997) note that central tendency is the reluctance to make extreme ratings (in either direction); the ability to distinguish between and among rates; a form of range restriction. According to them, raters who are prone to the central tendency error are those who continually rate all employees as average. In this case, if a manager rates all subordinates as 3, on a scale of 1 to 5, then no differentiation among the subordinates exists. As such, failure to rate subordinates as 5, for those who deserve that rating and as 1, if the case warrants it, will only create problems, especially if this information is used for pay increases.



CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE

3.0. Introduction

The chapter three comprised the methodology used for the study. This was made up of the research design, the sources of data, the research population, sample size and sampling techniques used in the study. Others included the data gathering instruments, data analysis and a brief outline of the organisational profile.

3.1 Research design

The researcher used case study as the research design and obtained both qualitative and quantitative data for the study. Basically, a case study is an in-depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic. According to Eisenhardt (1989), case studies are particularly well suited to new research areas or research areas for which existing theory seems inadequate.

3.2. Sources of data

Data was obtained from both the primary and the secondary sources.

3.2.1. Primary data

The primary data was obtained by the conduct of interview and the administration of questionnaires to the various respondents.

3.2.2. Secondary data

The secondary data are data which already exist and have been preserved for further use and studies. These data were got from sources such as books, journals, internet and textbooks. The secondary sources of data are very important because they give insight to future researchers on the subject matter and how to improve upon the earlier findings.

3.3. Research population

The population in research means the entire group of persons that have the characteristics that interest the researcher. The researcher considered a population of about 195 teaching and administrative staff of the selected Senior High Schools in the Kwahu-South District. This population was chosen by the researcher because of the assurance of obtaining the relevant information from them.

3.4. Sample size

The sample size is a given portion drawn out of the population to represent them. The sample size for the study was 100 made up of 94 teaching staff and 6 headmasters/assistant headmasters of the selected Senior High Schools.

3.5. Sampling techniques

A non-random sampling technique (Judgmental) was used by the researcher in obtaining information for the research. In judgmental sampling, the selection of the sample is based on judgment of the researcher that those selected are the key individuals who can give the information required for the study. In this case, the researcher chose some teachers of selected Senior High Schools in the Kwahu-South District as the sample size for the research.

3.6. Data gathering instruments

The researcher used interview as well as questionnaires (open-ended and close-ended) to obtain data for the study. The researcher used the structured interview format which was formal and standardised. It followed a pattern of questions which the researcher used to obtain the required data. The questionnaires used by the researcher were related to the objectives as well as the research questions of the study. The researcher used close-ended questionnaires in which the questions permitted only certain responses such as 'Yes or No'.

Also, open-ended questionnaires were used. This made individual respondents make any responses they wished in their own words.

3.6.1. Administration of questionnaires

The researcher prepared and administered the questionnaires by hand to the respective respondents. In all, 100 questionnaires were issued out to respondents to fill. Because time was limited, the researcher adopted the technique of incessantly calling and reminding the respondents to promptly fill the questionnaires.

3.7. Methods for data analysis

The researcher used both the quantitative and the qualitative analysis of the data got from the study. The quantitative analysis was carried out using simple tables, bar charts and pie charts to establish the relationship between the various variables. The qualitative analysis was also done by discussing the data collected by the researcher.

3.8. Organisational profile of the Ghana Education Service (GES)

The GES was established as part of the Public Service of Ghana in 1974 by NRCD 247 and subsequently amended by NRCD 252, 357 and SMCD 63. The GES is governed by a 15 member council.

3.8.1. Vision of the GES

The vision of the GES is to create an enabling environment in all educational institutions and management positions that will sustain effective teaching and learning in schools and promote management efficiency within the service.

3.8.2. Mission of the GES

The GES is charged with the responsibility of implementing pre-tertiary education policies of government. This is to ensure that all Ghanaian children of school-going age are provided with quality formal education and training through effective and efficient resource management that will facilitate the making of education delivery relevant to manpower and social needs of the nation.

3.8.3. Divisions of the GES

The GES has the following divisions- Human Resource Management and Development, Administrative and Finance, Basic Education, Secondary Education, Technical and Vocational Education, Teacher Education, Special Education, Inspectorate, Curriculum, Research and Development and Supplies and Logistics Divisions.

3.8.4. Functions of the GES

The three key functions of the GES are teaching or advising, research and service. The establishments continually re-evaluate course offerings, testing or grading procedures, admission requirements, student services and the employee skills and personal traits (Willis and Taylor, 1999).

The GES is responsible for the implementation of approved national policies and programmes relating to pre-tertiary education. Its mandate is to provide and oversee basic education, senior secondary education, technical education and special education; register, supervise and inspect private pre-tertiary educational institutions; submit to the minister, recommendations for educational policies and programmes; promote the efficiency and full development of talents among its members; register teachers and keep up-to-date register of all teachers in the public system; carry out such other functions as are incidental to the attainment of the other functions specified earlier and maintain professional standards and the conduct of its personnel.

3.8.5. The GES Council

The GES has a governing council known as the GES council. It is headed by a chairman. The chairman and the other members of the council are appointed by the president of the Republic in consultation with the council of state. In 1982, PNDC Law 42 section 33 sub-

section 2 (1982) dissolved the council and transferred its function under NRCD 247 to the Secretary for Education.

It was however restored by Act 506 (1995) to continue to govern the activities of the GES. The GES council has general control over the management of the service and performs functions such as ensuring the implementation of the functions of the service, submitting to the minister, recommendations for pre-tertiary educational policies and programmes; promoting collaboration between the Ministry of Education and the service and advising the minister on such matters as the minister may request.

3.8.6. The Director-General

The Director-General is the Chief Executive of the service and oversees the day to day management of the service. He or she is directly assisted by two Deputy Directors-General namely: Deputy Director-General (Management Service) and Deputy Director-General (Q/A). The two Deputies supervise the work of the ten Divisional Directors at the Headquarters and the ten Regional Directors in the regions as well as 138 District Directors.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0. Introduction

This chapter focused on the data presentation, analysis and discussion and the two groups of respondents were headmasters and teachers of the selected Senior High Schools in the Kwahu-South District. This chapter also seeks to present the discussions on the analysis of the data generated from the study. This is to establish if the results support an existing knowledge on the subject matter of the study or provide a new knowledge and ways of improving upon the already existing performance appraisal in the GES.

The general distribution pattern of the questionnaires was as follows: 6 questionnaires were distributed to Headmasters/ Assistant Headmasters of the selected Senior High Schools and 94 questionnaires were given to teachers. Out of the 6 questionnaires, 5 of them were retrieved while out of the 94 questionnaires to teachers, 75 were retrieved. In all, 80 questionnaires were retrieved from respondents. The retrieval rate for the questionnaires used in the study was 80% and this could be seen as worthwhile given the reluctance of some respondents to respond to questionnaires on a study like this.

4.1. Respondents' Profile

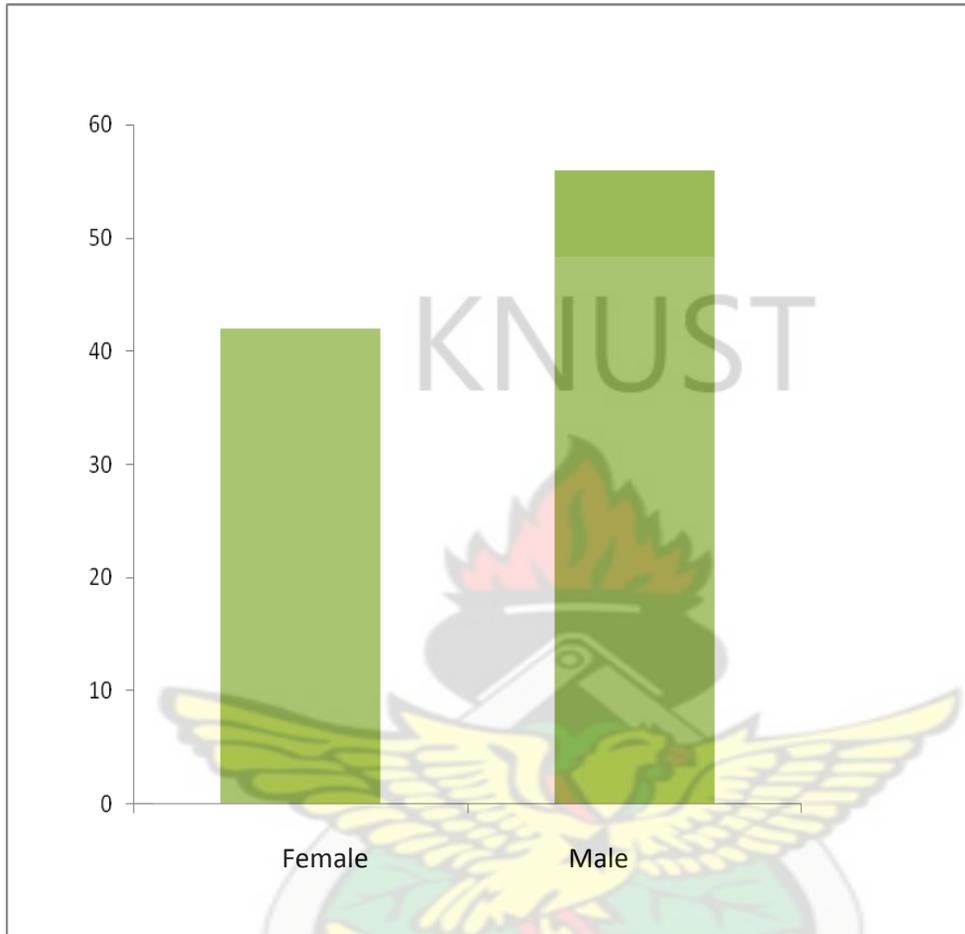


Figure 4.1 Gender of respondents

(Source: Researcher's Field Study, 2011)

Figure 4.1 shows that 42 teachers representing 56% of the total number of teachers sampled were males while 33 teachers representing 44% of respondents were females. Again, on the

part of the headmasters sampled, 4 respondents representing 80% of the total number of 5 were males whereas the other 1 respondent representing 20% was a female.

4.1.1. Gender of respondents

In analysing the data, the study revealed that there were more male respondents than females. This goes to confirm the fact that there are few female teachers at the Senior High Schools as compared to their male counterparts. The researcher therefore sampled the few who were available at the time of the questionnaire distribution.

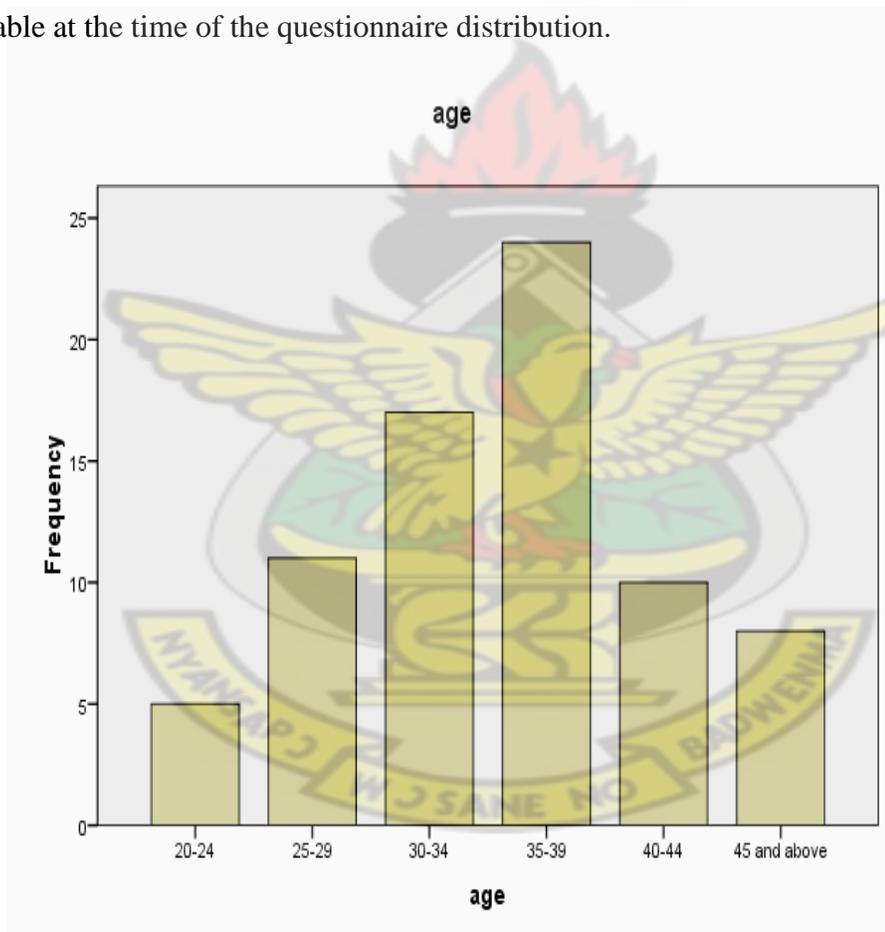


Figure 4.2 Ages of Respondents

(Source: Researcher's Field Study, 2011)

In Figure 4.2, the age distribution revealed that 5 respondents representing 6.7% of the total number of 75 fell within the age group of 20-24; 11 respondents fell within the age group 25-29 representing 14.7%; 17 respondents representing 22.7% fell within the age group of 30-34. Also, 24 respondents representing 32% fell within the group 35-39; 10 respondents fell within the age group, 40-44 representing 13.3% of the total number and 8 respondents who represented 10.7% fell within the group 45 and above.

Again on the age distribution of the headmasters who responded, 2 of them representing 40% fell within the age group of 40-44, 1 respondent representing 20% fell within the group 45-49 and 2 respondents who represented 40% fell within the age group 50 and above.

4.1.2. Ages of respondents

In analysing the data, the study showed that the highest number of respondents fell within the age group of 35-39 with the lowest falling within the group 20-24.

Following from the age distribution of the headmasters sampled, the study revealed that the highest numbers came from those who fell within age groups 40-44 and 50 years and above respectively.

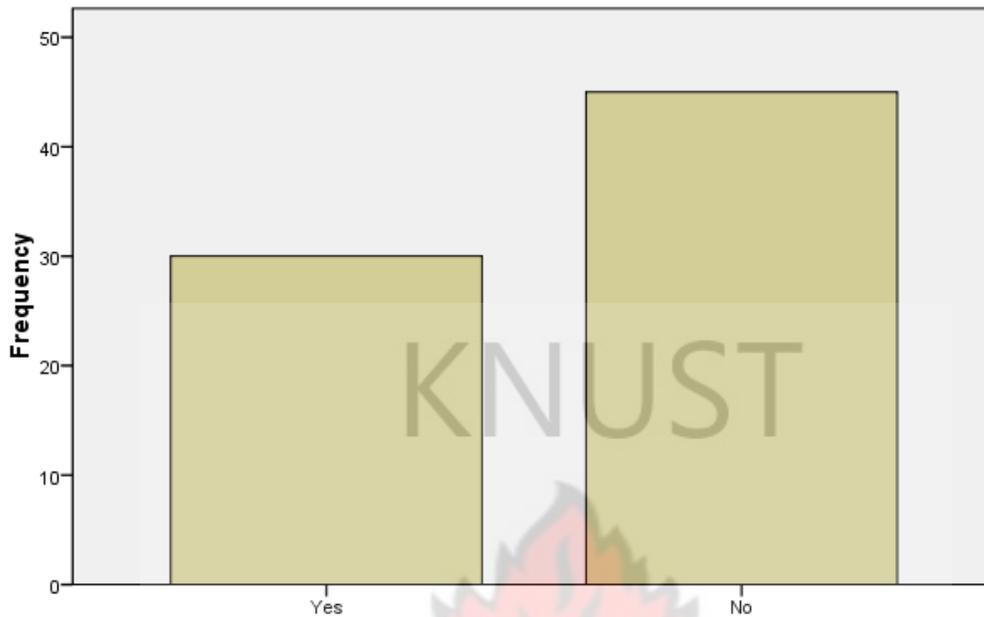


Figure 4.3. Notice for performance appraisal

(Source: Researcher's Field Study, 2011)

Figure 4.3 revealed from the study that, when asked about any notice being given to respondents before the appraisals were done, 30 respondents representing 40% answered in the affirmative whilst 45 respondents who represented 60% thought otherwise.

4.1.3. Notice for performance appraisal

In analysing the data, a revelation of the study was that performance appraisals were done without the prior notice to the appraisees even though it is always appropriate that notices precede all appraisals. This is confirmed by Small (2007) who states that plenty of notice and issue of an agenda must be given when setting up performance appraisal meetings

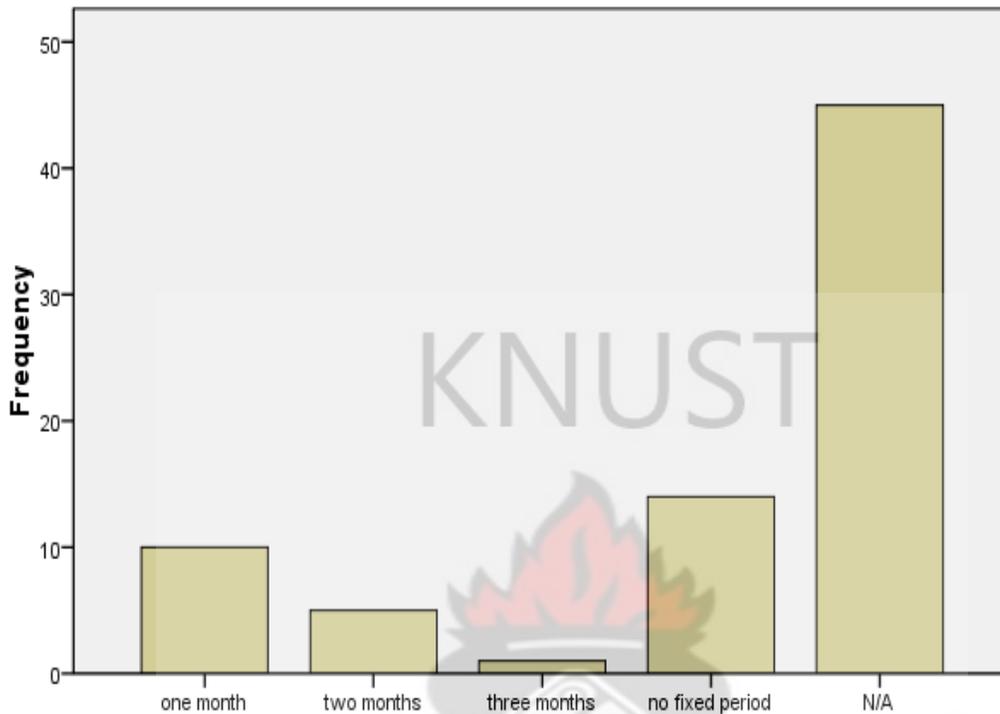


Figure 4.4 Timing of notice for performance appraisal

(Source: Researcher's Field Study, 2011)

The study revealed from figure 4.4 that out of the total number of 75 teacher respondents, 10 of them representing 13.3% said they were given one month notice before the appraisal; 5 respondents representing 6.7% said two months; 1 respondent said three months; 14 respondents representing 18.7% said they were given no fixed period and 45 respondents who represented 60% said it was non-applicable.

4.1.4. Timing of notice for performance appraisal

In analysing the data presented, the study showed that appraisers fail to give a specified period of time to appraisees anytime performance appraisal is conducted in their respective schools. This trend however hampers their commitment to the performance appraisal process which is perceived as punitive rather than corrective.

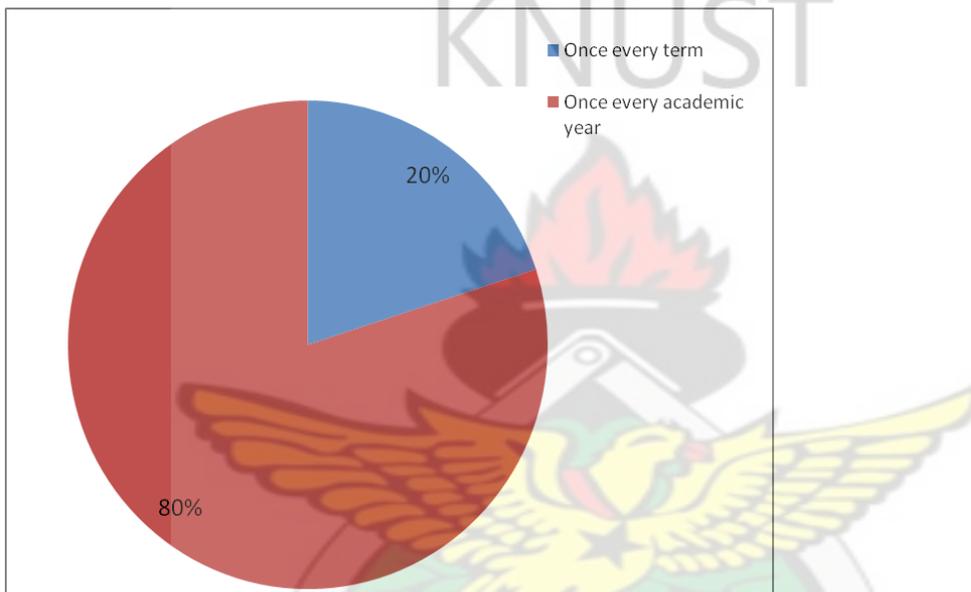


Figure 4.5 How often employees are appraised

(Source: Researcher's Field Study)

The study showed from figure 4.5 that on the issue of how often employees were appraised, 7 respondents representing 9.3% said they were appraised once every term;

3 respondents representing 4% said twice a term; 4 respondents representing 5.3% said three times a term; 27 respondents representing 36% said they were appraised once every academic year and 34 respondents who represented 45.3% of the total number of 75 teacher respondents said they were appraised as and when it was necessary to do so.

On the part of the headmasters who responded, 1 respondent representing 20% of the total number of 5 respondents said teachers were appraised once every term and the other 4 respondents who represented 80% said that teachers were appraised once every academic year.

4.1.5. How often employees are appraised

In analysing the data, it was revealed from the study that teachers were not appraised periodically as the case should be but instead performance appraisals were conducted as and when it was deemed necessary to do so. This position was however in contrast with that of the headmasters, majority of whom said that performance appraisals were conducted once every academic year.

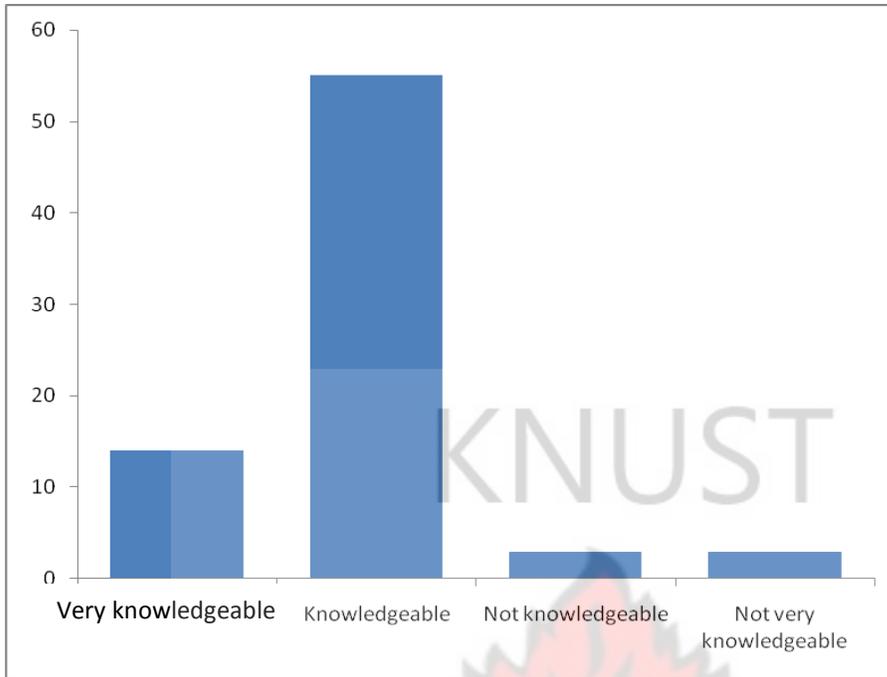


Figure 4.6 How employees assess the officers who conduct PA

(Source: Researcher's Field Study, 2011)

Figure 4.6 revealed that 14 respondents who represented 18.7% said that officers who conduct performance appraisal in schools are very knowledgeable; 55 respondents representing 73.3% said the officers are knowledgeable; 3 respondents representing 4% said the officers are not very knowledgeable and another 3 respondents who represented 4% said the officers are not knowledgeable.

4.1.6. How employees assess the officers who conduct PA

In analysing the data, the study depicted that majority of the appraisees attest to the fact that the appraisers are knowledgeable about the conduct of performance appraisal in their schools. This underscores the importance of previous knowledge on the part of appraisers in order to conduct the exercise efficiently and give fair judgment to appraisees.

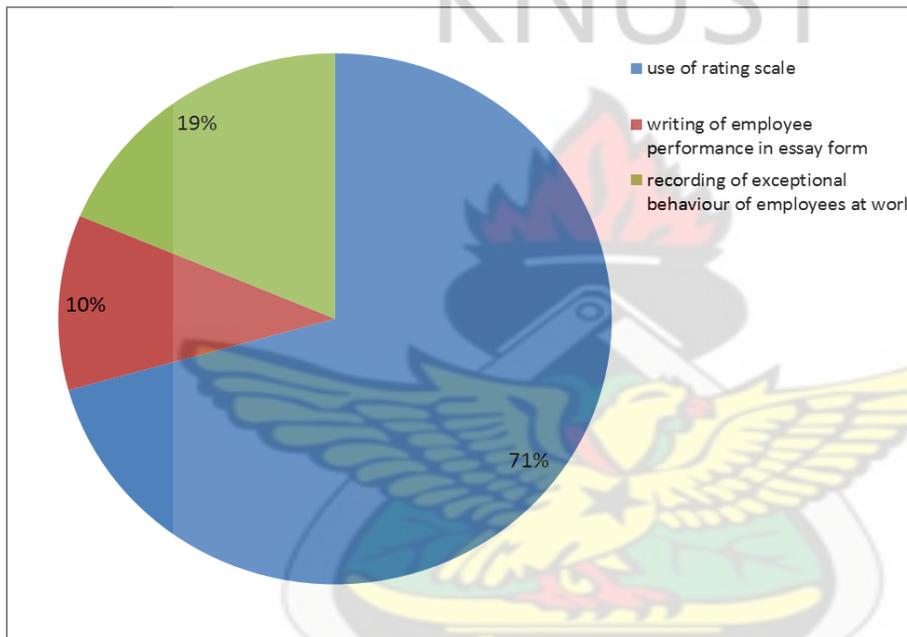


Figure 4.7. The methods of performance appraisal

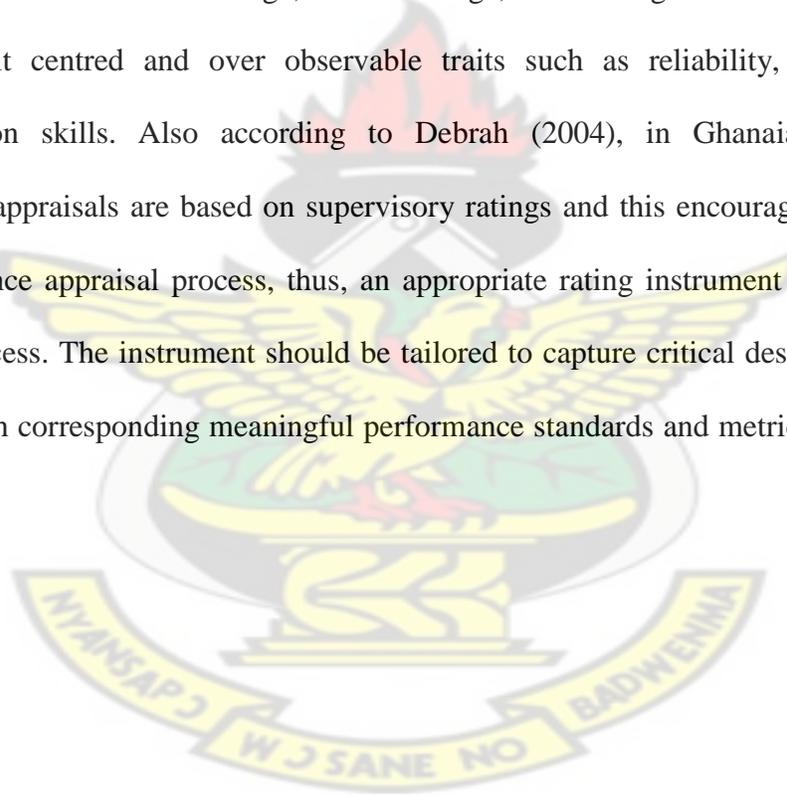
(Source: Researcher's Field Study, 2011)

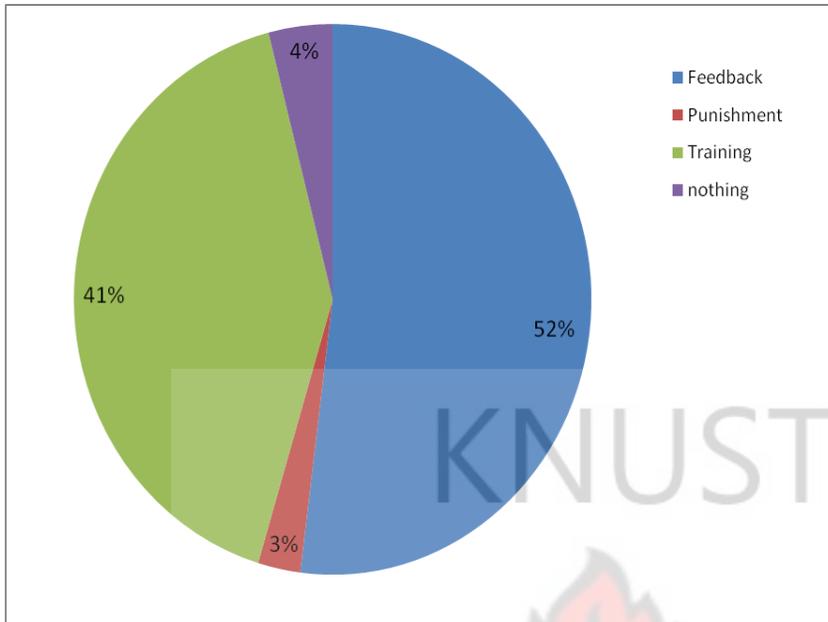
The study showed in figure 4.7 that 53 respondents representing 70.7% said appraisal in their schools was done by the use of rating scale; 8 respondents representing 10.7% said appraisal was done by the writing of employees' performances in an essay form and 14 respondents

who represented 18.7% said appraisal was done by the appraiser recording the exceptional behavior of employees at work.

4.1.7. The method of performance appraisal

In analysing the data, the study revealed that the headmasters who often do the appraisal prefer to use the rating scale to assess teachers on the quality of their work. This has been confirmed by Oberg (1972) that a graphic rating scale assesses a person on the quality of his or her work on the basis of average, above average, outstanding or unsatisfactory and also could be trait centred and over observable traits such as reliability, adaptability and communication skills. Also according to Debrah (2004), in Ghanaian organisations, performance appraisals are based on supervisory ratings and this encourages subjectivity in the performance appraisal process, thus, an appropriate rating instrument must support the appraisal process. The instrument should be tailored to capture critical desired behavior and outcomes with corresponding meaningful performance standards and metrics, (Longenecker, 1997).





4.8 Things that happen immediately after appraisal

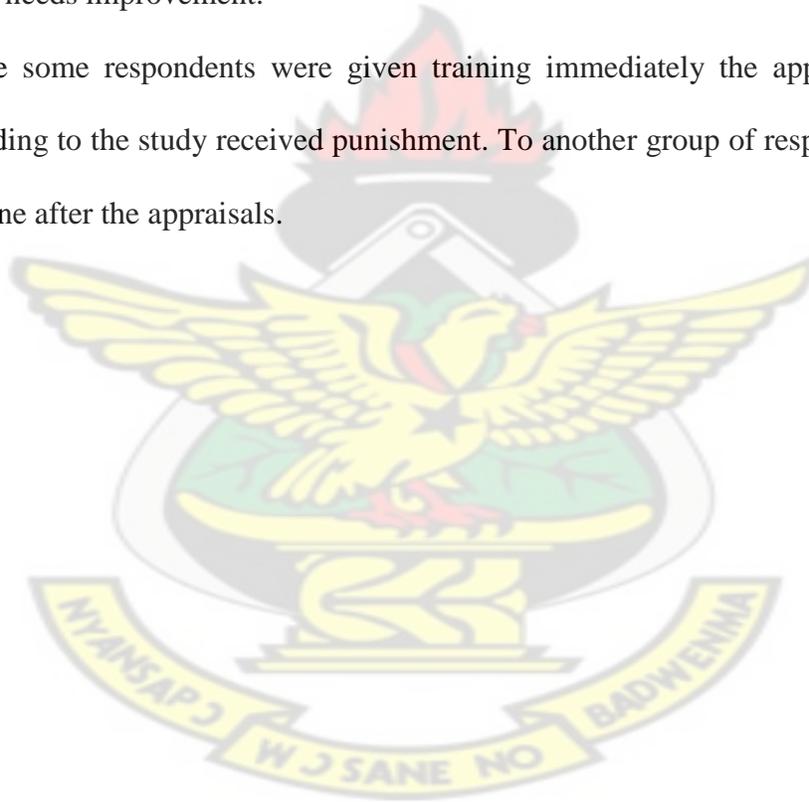
(Source: Researcher's Field Study, 2011)

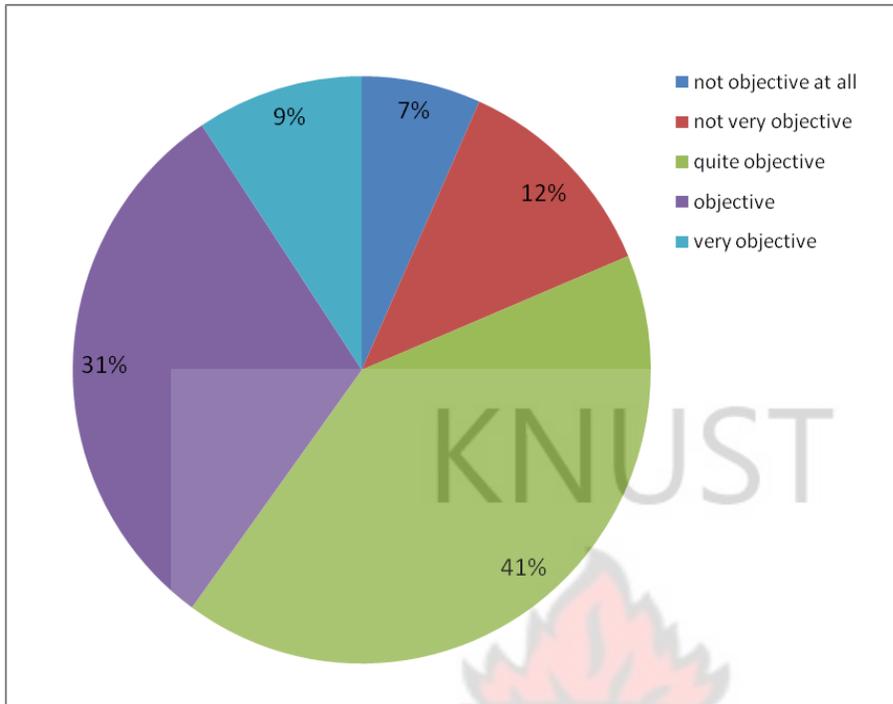
It was established from the study as depicted by figure 4.8 that 39 respondents representing 52% of the total number of respondents said that feedback was given immediately after the appraisal was done; 2 respondents representing 2.7% said punishment was meted out to them after the appraisal; 31 respondents who represented 41.3% said training was given after the appraisal and 3 respondents representing 4% said nothing was done immediately after the appraisal was conducted.

4.1.8. Things that happen immediately after performance appraisal

In analysing the study, it was revealed that feedback was given to respondents whenever there was a performance appraisal exercise in their respective schools. This is because, feedback is very essential for employees to identify their strengths and weaknesses and be better able to improve on their performance. This however has been confirmed by Longenecker (1997) who notes that employees want ongoing performance feedback to reinforce appropriate actions and to be in a position to make adjustments when their performance needs improvement.

Again, while some respondents were given training immediately the appraisal was over, others according to the study received punishment. To another group of respondents, nothing at all was done after the appraisals.





The objectivity of performance appraisal

(Source: Researcher's Field Study, 2011)

It was established from figure 9 that 5 respondents representing 6.7% said that the performance appraisal process in their institutions was not objective at all; 9 respondents who represented 12% said the performance appraisal process was not very objective; 31 respondents representing 41.3% described the performance appraisal process as quite objective; 23 respondents who represented 30.7% saw the performance appraisal process as objective and 7 other respondents who represented 9.3% rated the performance appraisal process as very objective.

4.1.9. The objectivity of performance appraisal

In analysing the data, it was established from the study that only a few respondents saw the performance appraisal process in their respective institutions as very objective. This is apparently because the vast majority of the respondents described the performance appraisal process in their schools as quite objective. However, some respondents had recognised the relevance of the process and could not have described it any better than as objective.

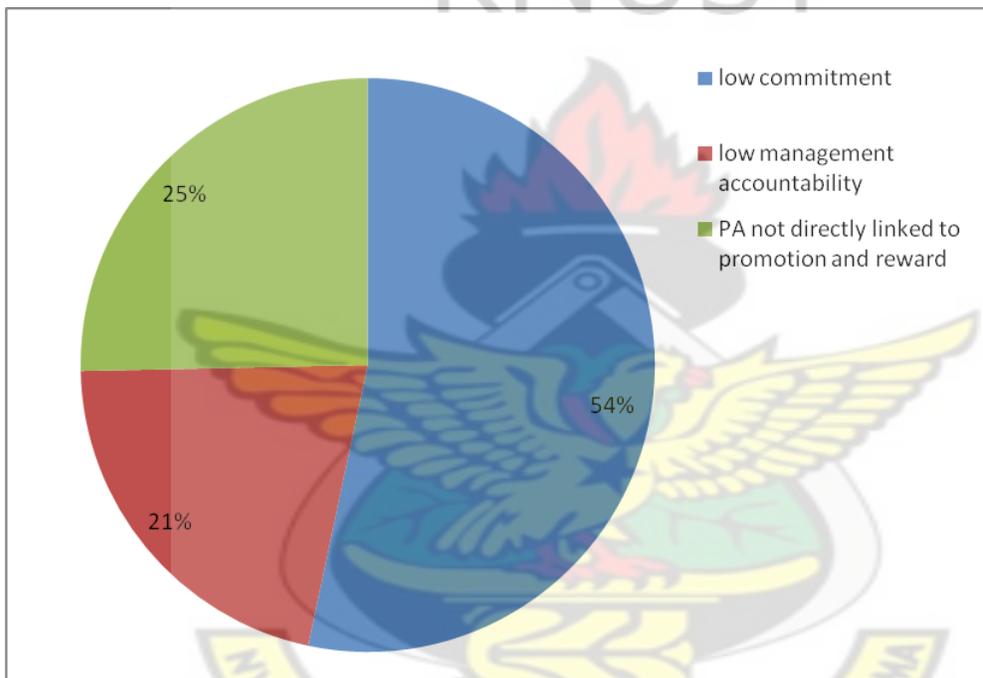


Figure 4.10 The main difficulties associated with performance appraisal

(Source: Researcher's Field Study, 2011)

From the figure 4.10 the study revealed that out of the 75 teacher respondents, 40 of them representing 53.3% attributed the situation to low commitment of employees; 16 respondents who represented 21.3% blamed the situation on low management accountability and the other 19 respondents who represented 25.3% viewed the problem from the performance appraisal not directly linked to promotion and reward.

On the part of the headmasters who responded, 4 out of the total number of 5 respondents representing 80% attributed the difficulty associated with performance appraisal to the low commitment of employees or teachers to duty. The other one respondent, who represented 20% of the total, viewed the problem from the low management accountability.

4.1.10. The main difficulties associated with performance appraisal

In analysing the data, it was established from the study that the main difficulty associated with the performance appraisal process followed at the Ghana Education Service was the low commitment of teachers to the performance appraisal process. Besides, close to the above, some of the respondents saw the performance appraisal process not directly linked to promotion and reward as a critical issue which can obviously become the source of low commitment of teachers. Again, majority of the headmasters in their response attributed the problem immensely to the low commitment of teachers to the appraisal process and in so doing, downplayed the possibility of low management accountability as being a source of difficulty.

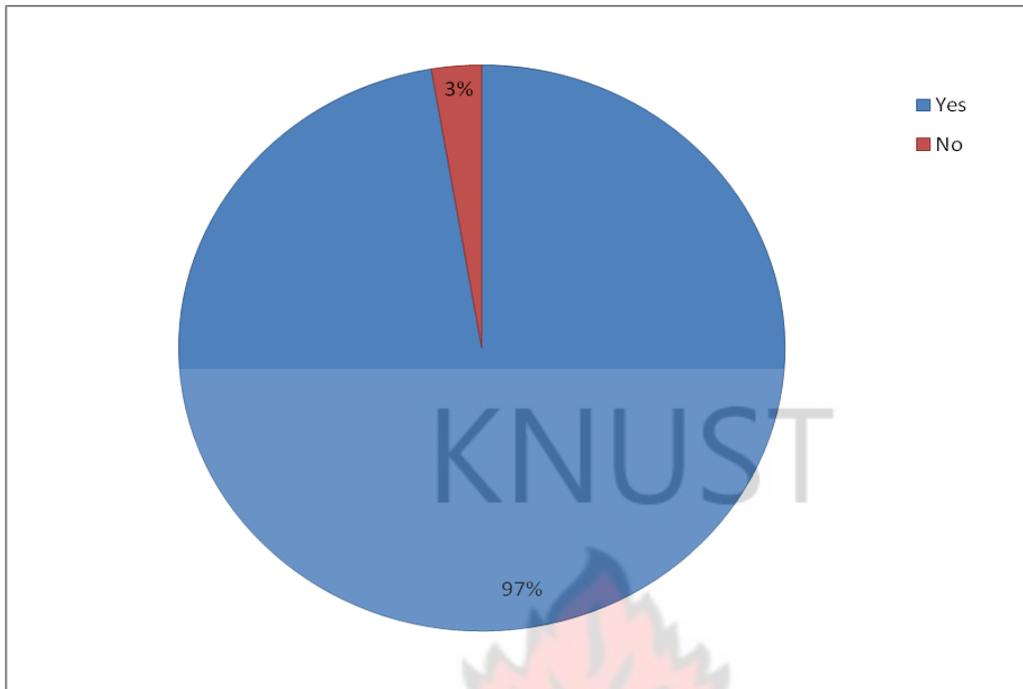


Figure 4.11 Inadequate funds, materials and equipment at the GES

(Source: Researcher's Field Study)

The study showed in figure 4.11 that the GES does not have enough funds, materials and equipment for conducting performance appraisals regularly. This was however confirmed by majority of the respondents who answered in the negative and were 73 out of the total number of 75 teacher respondents representing 97%. Respondents who answered in the affirmative were 2 and represented 3%.

The study also showed that this view was supported by the headmasters who responded, majority of whom attested to the fact that the GES did not have enough resources to conduct

performance appraisal. They were 4 respondents out of the total number of 5 and represented 80%. Only one respondent however, answered in the affirmative and represented 20%.

4.1.11. Inadequate funds, materials and equipment at the GES

In analysing the data, it was seen from the study that the GES did not have the relevant resources to be able to conduct a meaningful performance appraisal for its numerous staff, a situation which has culminated in the low commitment of employees to the exercise.

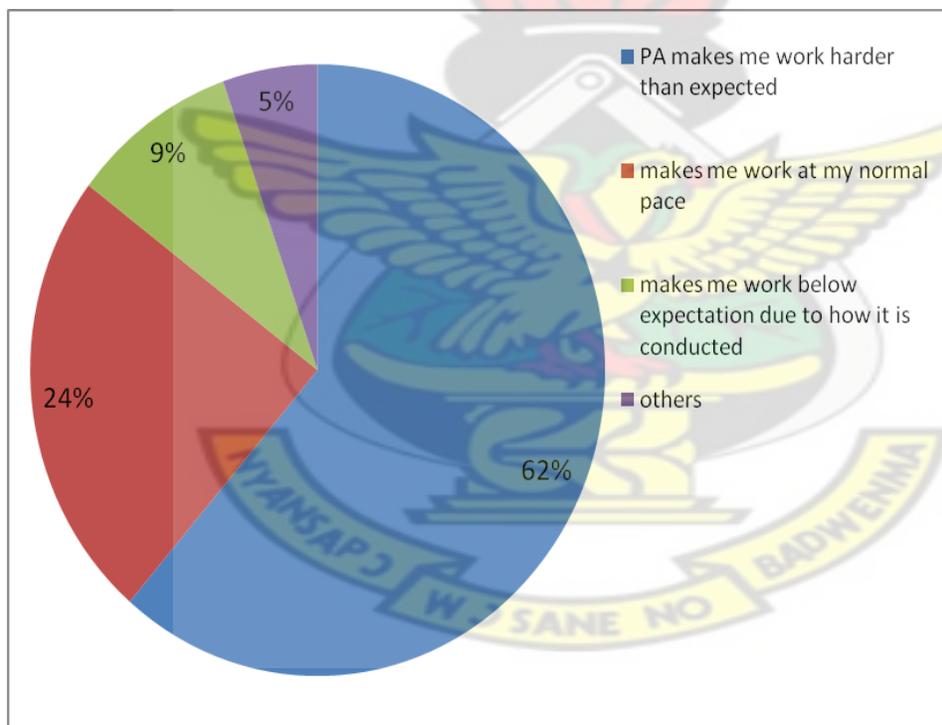


Figure 4.12 How performance appraisal affects employees' commitment to work

(Source: Researcher's Field Study, 2011)

The study again revealed from figure 4.12 that 46 respondents who represented 61.3% said performance appraisal has affected their commitment to work as they postulated that it makes them work harder than expected; 18 respondents representing 24% saw performance appraisal as a mere formality and therefore did not make any impact on them, making them work at their normal pace; 7 respondents who represented 9.3% also said because of the way performance appraisal was conducted in their institutions, it actually makes them work below expectation and 4 other respondents who represented 5.3% said the performance appraisal system had no effect on their commitment to work partly because the performance appraisal results are often not used properly to enhance the employee's performance.

Again, all the 5 headmasters who responded and represented 100% underscored the importance of performance appraisal and attested to the fact that performance appraisal makes teachers give off their best and become more committed to duty.

4.1.12. How performance appraisal affects employees' commitment to work

In analysing the data, it was established from the study that performance appraisal has enormous effect on the commitment of employees to work as it makes majority of the respondents work harder than expected. This was confirmed by Beer, M. et al, (1978) who observed that performance appraisal serves two-fold purpose generally, thus, to improve the work performance of employees by helping them realise and use their full potential in carrying out their firm's mission and also to provide information to employees and managers for use in making work-related decisions.

Again, it was observed that some employees were not very satisfied by the appraisal system due to the way it was conducted and therefore worked below their normal effort. This is confirmed by Greenberg (1986) who states that, employees react more favorably to the appraisal process when it satisfies their needs and included an opportunity to state their position; when factors on which they were being evaluated were job-related; and when objectives and plans were discussed openly.

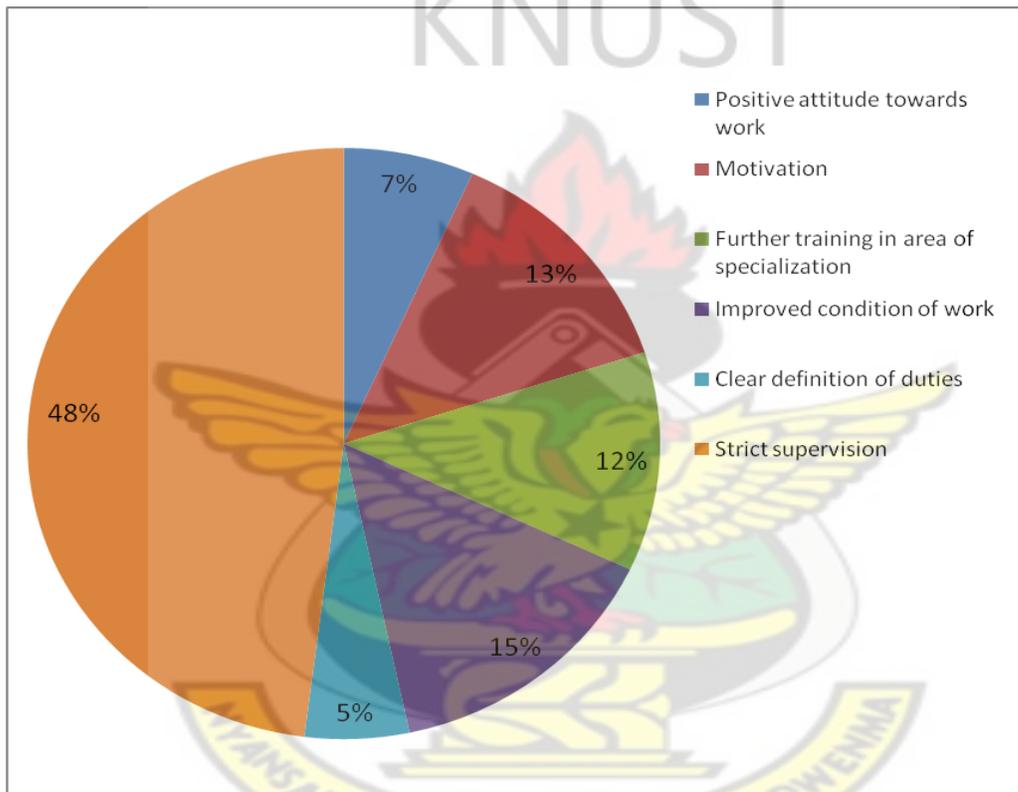


Figure 4.13 Factors that can best help improve performance appraisal

(Source: Researcher's Field Study, 2011)

The study revealed from figure 4.13 that some factors could best help improve performance appraisal at the GES. As a result, 5 respondents representing 6.7% said positive attitude towards work was the main factor which could best help improve performance appraisal; 10 respondents who represented 13.3% chose motivation as the main factor ; 9 respondents representing 12% said further training in employees' area of work was the main factor; 11 other respondents representing 14.7% saw improved conditions of work as the main factor for improving upon performance appraisal; 4 respondents who represented 5.3% said clear definition of duties was the main factor and 36 respondents who represented 48% of the total number of respondents chose strict supervision by the appraisers as the major factor necessary for the improvement of performance appraisal. On the part of the headmasters who responded, 2 respondents representing 40% considered positive attitude towards work as the main factor; 1 respondent who represented 20% also chose motivation as the main factor and 2 respondents representing 40% saw strict supervision as the main factor which could best help improve performance appraisal.

4.1.13. Factors that can best help improve performance appraisal

In analysing the data, it was seen from the study that performance appraisal can best be improved upon in the atmosphere of strict supervision on the part of the managers or headmasters. This is confirmed by McGregor's Theory X which postulates that the average person is lazy and has an inherent dislike for work and as a result, people must be coerced, controlled, directed and threatened with punishment if the organisation is to achieve its

objectives, (Mullins, 2002). Again, most of the respondents were of the view that improved conditions of work and motivation were also worthwhile in improving upon performance appraisal at the GES. Mullins, (2002) observes that naturally, when people know that their performance is monitored and that their continued existence, promotion, pay rise, training and development are dependent on the results of the assessment, they would be motivated to work hard.

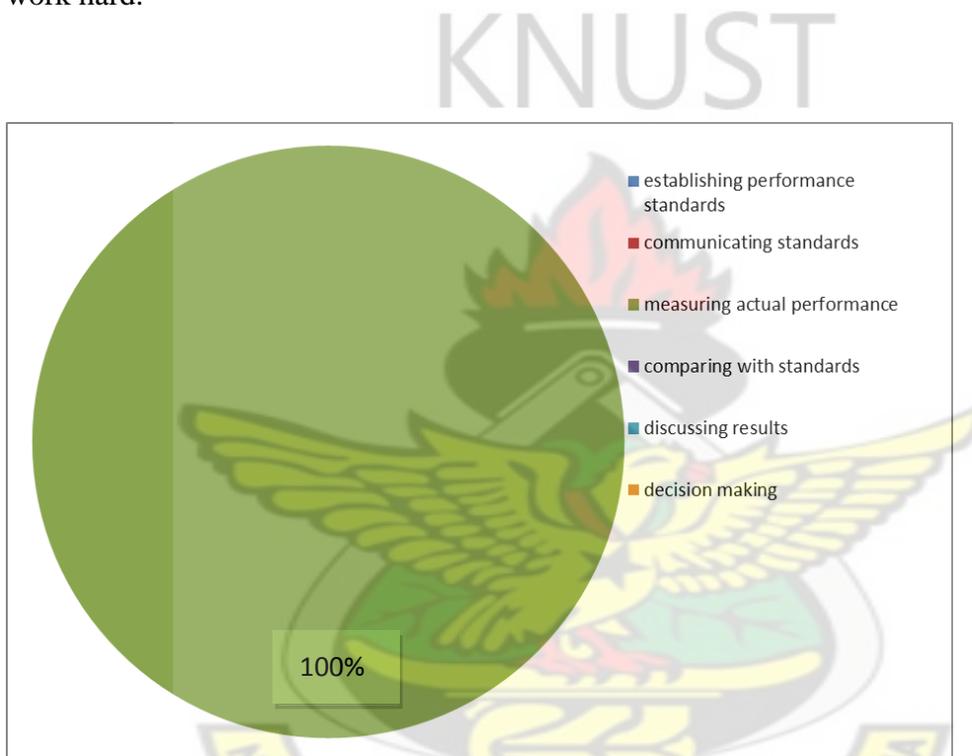


Figure 4.14. The performance appraisal processes appraisers involve appraisees in
(Source: Researcher's Field Study, 2011)

4.1.14. The performance appraisal processes appraisers involve appraisees in

In analysing the data, the study revealed that the only PA process which appraisers got appraisees involved in was the measurement of the employees' actual performance thus, the work done by employees during the specified period of time. This was confirmed by a 100% response from respondents. It was then established from the study that appraisees were not involved in the establishment of the performance standards which would be to set the criteria to judge the performance of the appraisees as successful or unsuccessful and the degrees of their contributions to the organisational goals and objectives.

It was also shown from the study that the standards were not communicated to appraisees to enable them understand their roles and to know what exactly was expected from them.

Again, it was revealed that the actual performances of appraisees were not compared with the desired performance of the organisation in order to show the deviations in the performance of the appraisees from the standards set.

The results of the appraisals according to the study were not discussed with appraisees on one-on-one bases with the aim of problem solving and reaching consensus.

The study again showed that no decisions were taken after the appraisal as a way of improving performance of appraisees, take the required corrective actions or the related HR decisions like rewards, promotions, demotions and transfers.

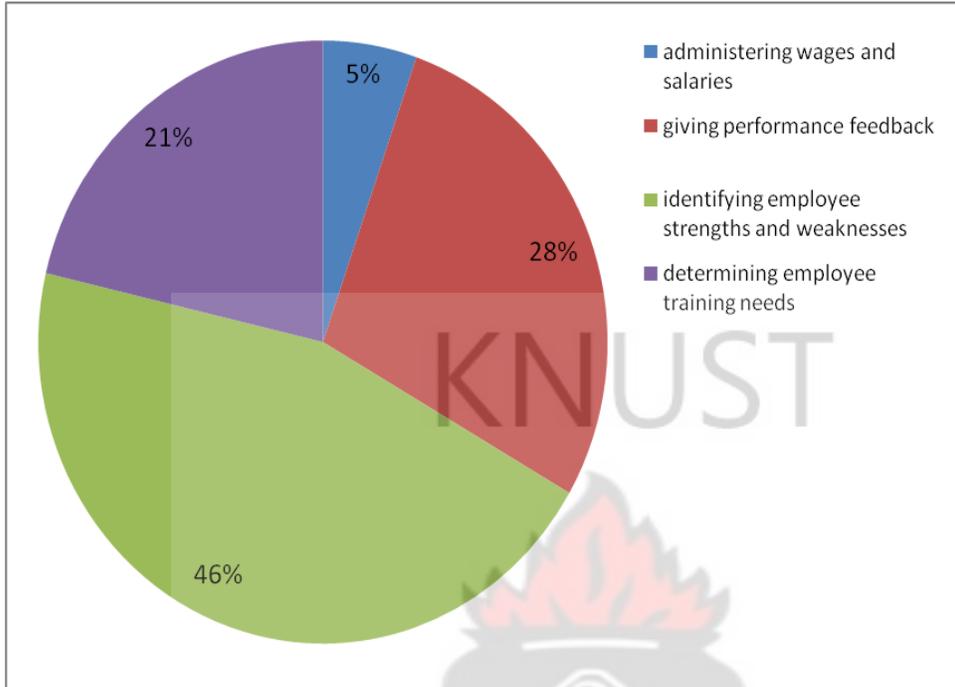


Figure 4.15 Usefulness of performance appraisal records at the GES

(Source: Researcher's Field Study)

The study showed in table 4.14 that performance appraisal records have numerous usages at the GES and respondents seemed to have fair knowledge about that. As a result, 4 respondents representing 5.3% were of the view that performance appraisal records are useful for administering wages and salaries of employees; 21 respondents representing 28% saw performance appraisal records as useful for giving performance feedback; 34 respondents who represented 45.3% said performance appraisal records help to identify

employee strengths and weaknesses and 16 other respondents representing 21.3% viewed performance appraisal as useful in determining employee training needs.

On the part of the headmasters who responded, 1 respondent representing 20% saw performance appraisal records as useful for retaining more valuable employees and 4 other respondents who represented 80% also said that performance appraisal records are useful for the promotion of employees.

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4.1.15. Usefulness of performance appraisal records at the GES

In analysing the data presented, it was clear from the study that performance appraisal records are mainly useful for identifying employee strengths and weaknesses as was the response of majority of the respondents. This confirms the views expressed by Apekey, (2006) to the effect that, performance appraisal in contemporary times gives supervisors and employees the opportunity to review the performance of the latter against set performance standards. This is to help identify their strengths and weaknesses in order to enable the supervisors design or recommend a specific programme that will help employees improve upon their performances.

It was also observed from the study that, performance appraisal records can be useful for giving performance feedback as well as determining employee training needs. This is supported by Mathias and Jackson, (2004) who indicated that performance appraisal can be a primary source of information and feedback for employees which are often key to their future development. According to them, in the process of identifying employee strengths and weaknesses, potentials and training needs through performance appraisal feedback,

supervisors can inform employees about their progress, discuss what areas they need to develop and identify development plans.

	Frequency	Percent
They are cautioned	5	100.0

Table 4.1 Sanctions the GES applies to employees with low performance

(Source: Researcher's Field Study, 2011)

The study revealed from table 4.1 that all the 5 headmaster respondents representing a 100% response indicated that the GES cautions employees whose performance fall below expectation.

4.1.16. Sanctions the GES applies to employees with low performance

In analysing the data, the study revealed that the GES was very magnanimous in their dealings with teachers whose performances fall below expectation. This was apparent in the responses given by respondents none of whom chose dismissal or demotion as the measures in dealing with employees' low performance.

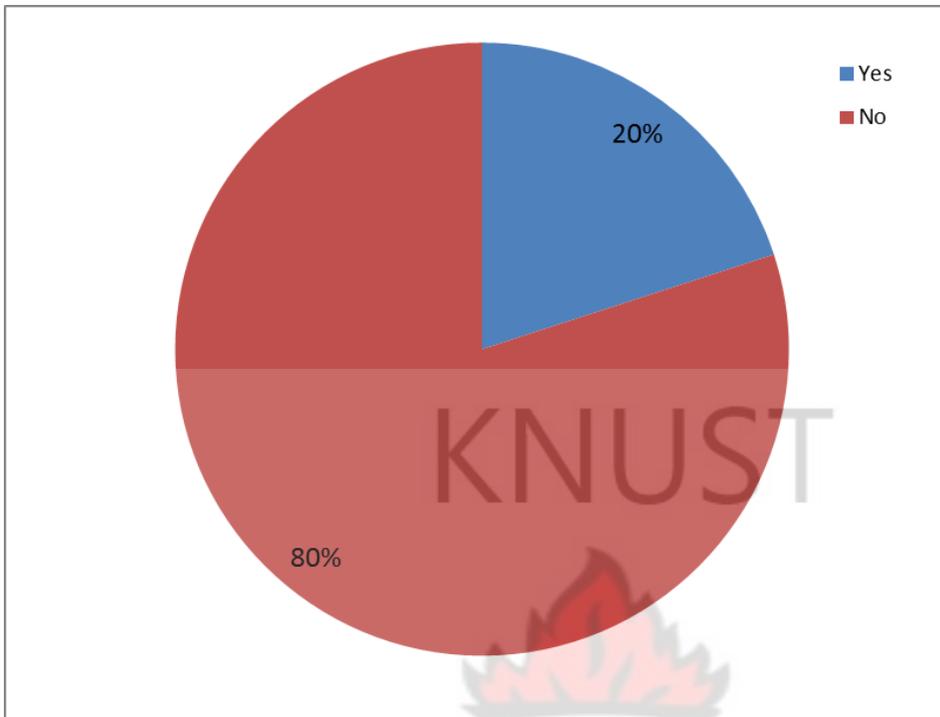


Figure 4.16 Headmasters' involvement in developing performance appraisals

(Source: Researcher's Field Study, 2011)

The study revealed from figure 4.16 that headmasters are often not involved in the development of the performance appraisal system. In furtherance of this, 1 respondent out of the total number of 5 headmasters who responded and represented 20% was on the positive side and 4 other respondents who represented 80% also responded in the negative.

4.1.17. Headmasters' involvement in developing performance appraisals

In analysing the data, the study revealed that generally, headmasters or managers of schools are often not involved in the development of the performance appraisal process which they

have the onerous responsibility to initiate in their various institutions, a situation which accounts for the low level of commitment in its conduct.

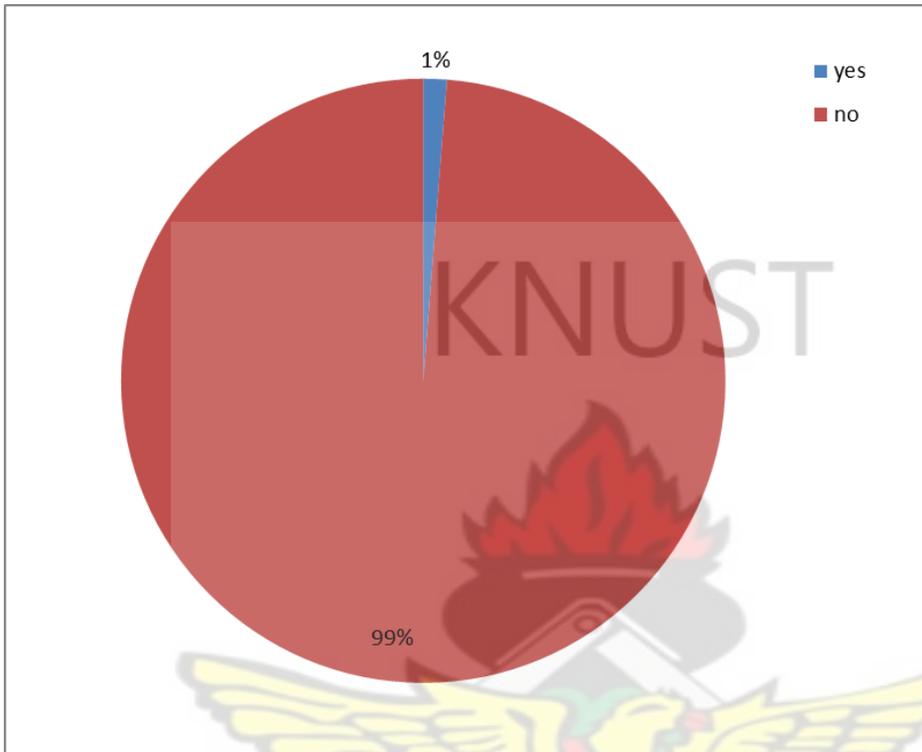


Figure 4.19 The policy of performance appraisal at the GES

(Source: Researcher's Field Study, 2011)

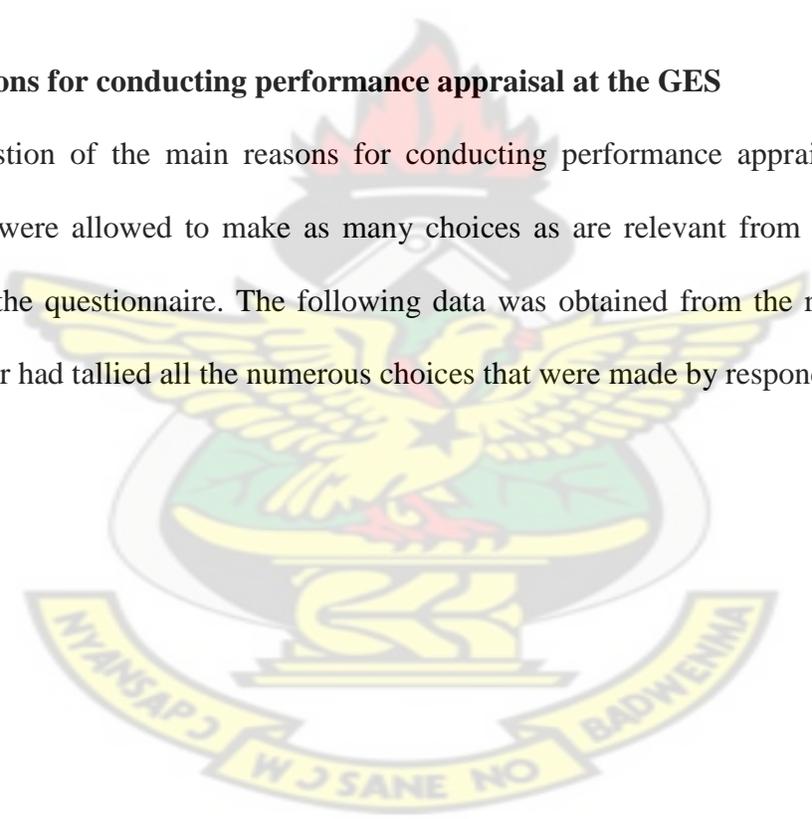
The study revealed in figure 4.19 that 79 respondents representing 98.8% indicated that the GES did not have a clear cut policy on the conduct of performance appraisal while the other 1 respondent who represented 1.2% also responded in the affirmative.

4.1.18. The study revealed that the GES did not have a clear cut policy on the conduct of performance appraisal in schools. This was however evident in the responses given by the

teacher respondents indicating that they were not privy to such a policy and hence answered in the negative. This position was also supported by the headmaster respondents who confirmed that the GES did not have a clear cut policy on the conduct of performance appraisals in schools even though they are conducted on employees who are due for one promotion or the other. A Human Resource Officer at the District Education Office also confirmed in an interview that the GES did not have a clear cut policy on the conduct of performance appraisals in schools.

4.1.19. Reasons for conducting performance appraisal at the GES

On the question of the main reasons for conducting performance appraisal at the GES, respondents were allowed to make as many choices as are relevant from a list of reasons provided in the questionnaire. The following data was obtained from the respondents after the researcher had tallied all the numerous choices that were made by respondents.



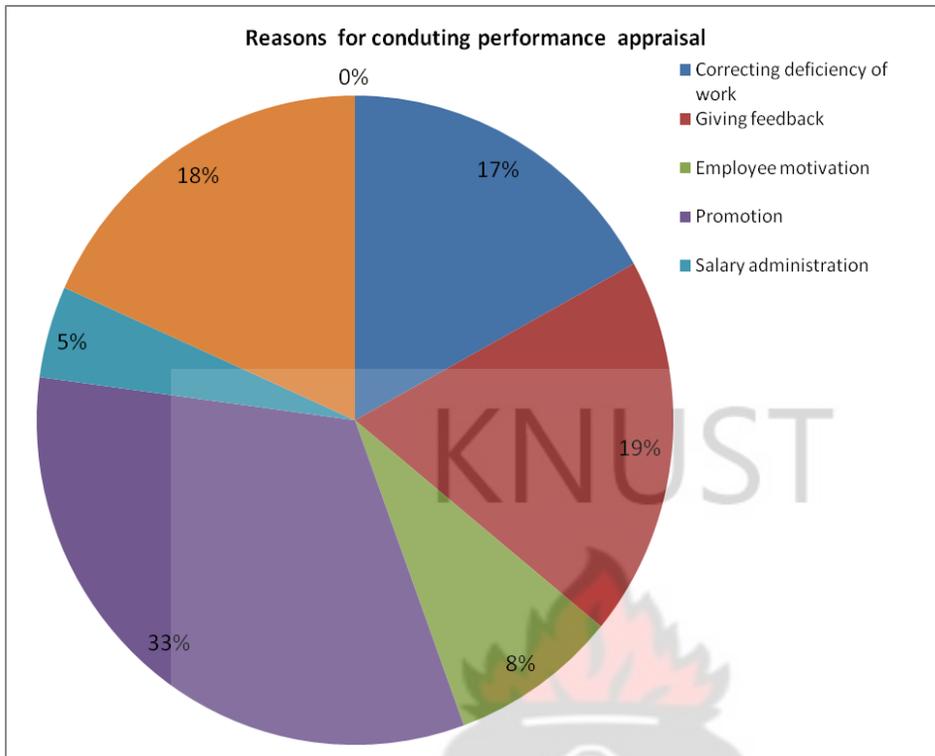


Figure 4.16 Tallied choices of respondents showing the reasons for conducting performance appraisal

(Source: Researcher’s Field Study, 2011)

In analysing the data, it was revealed that a vast majority of respondents chose promotion as the main reason for conducting performance appraisal. This position was supported by Noe, Hollenbeck, Gerhart and Wright (1996) who stated that organisations use performance appraisal in many administrative decisions including salary administration (pay rise), promotions, retentions, terminations, layoffs and recognition of individual performances.

Again, giving of feedback was seen as one of the reasons for conducting performance appraisal. With this, Cleaveland, Murphy and Williams (1989) postulated that performance appraisal serves as a means of reinforcement, career advancement, information about work goal attainment and a source of feedback to improve performance. Another reason for conducting performance appraisal as noted by respondents was for training and development on employee performance. This was supported by Mathias and Jackson (2004) that in the process of identifying employee strengths and weaknesses, potentials and training needs, supervisors can inform employees about their progress, discuss what areas they need to develop and identify development plans.

It was again seen from the study that correction of work deficiencies was one of the reasons for conducting performance appraisal. In the view of Apekey (2006) performance appraisal gives supervisors and employees the opportunity to review the performance standards and this is to identify their strengths and weaknesses in order to enable the supervisors design or recommend a specific programme that help employees improve upon their performance. Also, employee motivation was said to be one of the reasons for conducting performance appraisal. Thus, performance appraisal is done to ascertain the level of motivation in the work environment in order to improve when necessary. In supporting this view, Mathias and Jackson (2004) observed that the manager's role parallels that of a coach. Thus, a coach rewards good performance with recognition, explains what improvement is necessary and shows employees how to improve.

Salary administration was again considered as one of the reasons for conducting performance appraisal at the GES. This was confirmed by Patterson (1987) who observed that

performance appraisal documents criteria used to allocate organisational rewards and forms a basis for personnel decisions including salary increases. (<http://www.articlebase.com>)

4.1.20. Performance appraisal criteria

On the question of the performance appraisal criteria that officers often use, again respondents were allowed to make as many choices as are relevant to them from a list of criteria provided in the questionnaire. The figure below shows the tallied choices of respondents.

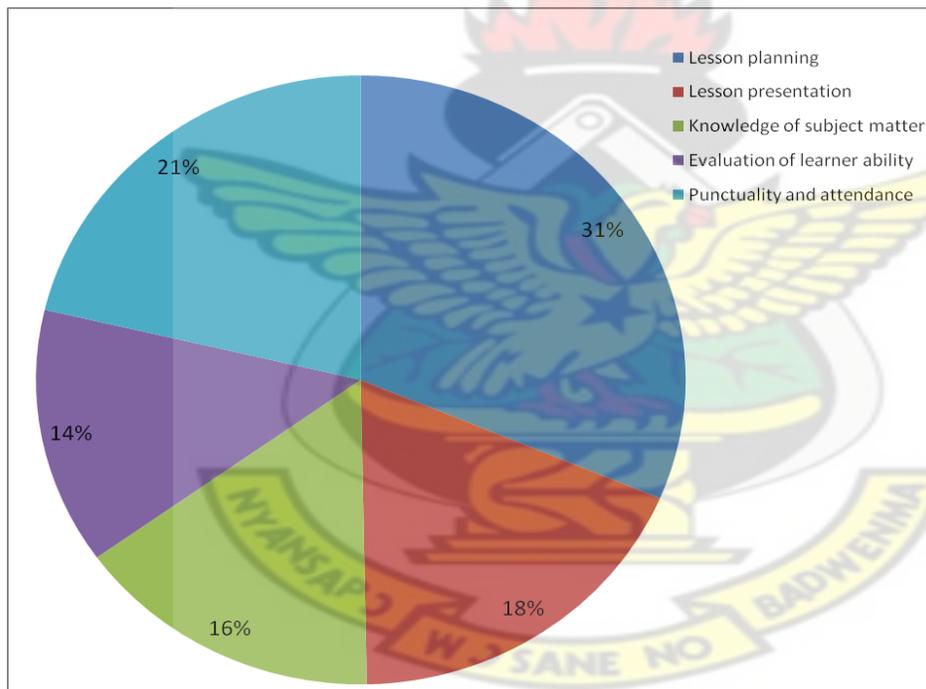


Figure 4.17. Tallied choices of respondents showing PA criteria often used by officers

(Source: Researcher's Field Study, 2011)

In analysing the data, it was seen that in conducting performance appraisal, the criterion which officers seemed to use often was lesson planning. Lesson planning helps teachers prepare adequately in advance and to foresee some problems associated with the lesson involved and subsequently look for possible ways of dealing with such problems. It also enables the teacher to know the duration of the lesson or time allocation for each teaching and learning situation.

Another criterion which appraisal officers often used as indicated by respondents was lesson presentation. This enables the teacher impart knowledge to students under his tutelage and also master the sequence with which the lesson is to be delivered. Other respondents considered the teacher's knowledge of the subject matter as a criterion being preferred by appraisal officers when conducting performance appraisal. Effective teaching and learning are enhanced when the teacher has a fair and relevant previous knowledge of the subject matter of the lesson to be taught. This would help teachers to feed students with the right information on the lesson. Appraisal officers therefore test the teacher's knowledge of the subject matter in order to ascertain their level of mastery of the subject under consideration and to find out if teachers are performing their duties efficiently. Again, one criterion considered by appraisal officers in the conduct of performance appraisal was the evaluation of learner ability. Appraisal officers evaluate teachers' performance by assessing the ability of learners. This is because the learners' ability to perform is dependent on the teacher's expertise and capabilities.

Another performance appraisal criterion which appraisal officers consider relevant was punctuality and attendance. Teachers' are expected to attend school regularly and punctually as a way of enhancing their performance at work. Again, teachers' attendance to school serves as a great motivation to students to want to attend school regularly.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study, the conclusion and the recommendations comprehensively. The main objective of the study was to evaluate the performance appraisal system and its effect on performance of employees at the GES. The study has therefore come up with a scholarly material which is worth scrutinising by all people interested in studying more on the performance appraisal system.

5.1. Summary of findings

The study revealed the following findings:

5.1.1. Reasons for conducting performance appraisal at the GES

Performance appraisal has been given notable recognition by many organisations the world over by virtue of its relevance to accomplishing organisational goals and the GES is one of such organisations. As a result, the study found some reasons which are said to underpin the effective conduct of performance appraisal and these are as follows.

In the first place, the study found that promotion of employees was one of the reasons for conducting performance appraisal. It was observed from the study that performance appraisal would help employers or appraisers identify good performers as well as poor performers and based on their quality of work and competence, promote or reward them.

Secondly, it was found from the study that one of the reasons for conducting performance appraisal was for employers to give feedback to employees on their performance at work.

It was observed that through feedback, employers can inform employees about their progress, discuss what areas they need to develop and identify development plans, Mathias and Jackson, (2004).

It was also found from the study that one reason for conducting performance appraisal was to correct the deficiencies of employees' work. Some employees work according to their routine schedules and become oblivious of any deficiencies pertaining to their normal duties at work. It is therefore performance appraisal that would help correct such anomalies. Another reason for conducting performance appraisal as found from the study was employee motivation. It was observed from the study that performance appraisal helps employers identify the need to motivate employees to give off their best in realising the goals of the organisation. Again, the study found out that one reason for conducting performance appraisal was for employee training and development needs. It was observed from the study that performance appraisal enables employers identify the strengths and weaknesses of employees and the need to recommend appropriate training for employees in order for them to develop their full potentials. Another reason in the conduct of performance appraisal was for salary administration as found from the study. Performance appraisal according to the study helps employers in administering salaries to employees often based on their performance.

5.1.2. Effect of performance appraisal on employee performance

Findings from the study showed that performance appraisal affected employees' commitment to work as it made some employees work harder than expected. To some employees, performance appraisal did not make any difference as the working environment seemed the same without any transformation. This therefore made such employees work at their normal pace.

The study also showed that due to the fact that performance appraisal is always not given the needed attention as it should and not being directly linked to promotion and reward, it makes some employees work below expectation. This situation has in its wake, culminated in the low performance of employees in the GES.

5.1.3. Policy on performance appraisal at the GES

It was revealed from the study that the GES did not have a clear cut policy on performance appraisal as to the time and the regularity with which it should be conducted in schools. This has led to a situation where there is no fixed period and that performance appraisals are conducted as and when they are badly needed in schools, particularly during the time for promotions. The study also indicated that the GES did not have the financial and material resources for the conduct of performance appraisal in its institutions. In this case, there seemed not to be a policy at the GES concerning the amount of money earmarked for conducting performance appraisals in schools each academic year.

5.1.4. Difficulties associated with performance appraisal at the GES

The study identified some difficulties associated with the conduct of performance appraisals in schools which are as follows. It was observed from the study that employees' low commitment to the performance appraisal process was one of the difficulties which beset its conduct. This situation was as a result of the little impact made by performance appraisal on the performance of employees and also the way it was conducted. The study again revealed that low management accountability was one of the difficulties associated with performance appraisal at the GES. Due to the absence of a clear cut policy on the conduct of performance appraisal at the GES, managers of schools or headmasters do not attach any importance to the appraisal process and therefore not accountable to any authority notable for performance appraisal. It was again seen from the study that another one difficulty in the appraisal process was the inability of the GES to directly link performance appraisal to promotion and rewards. Apparently, since performance appraisal is considered as a vehicle that drives employees' poise for work and effective performance, they expect to achieve their work's worth by way of promotions and rewards at the end of the exercise, but are often frustrated. This situation dampens the very spirit of employees in giving off their possible best.

5.1.5. Uses of performance appraisal records

It was revealed from the study that performance appraisal records are extremely useful to the GES. Therefore it was found that performance appraisal records are useful mainly for identifying employee strengths and weaknesses. By this, employers are better able to prescribe the appropriate training to employees as a means of developing their full potentials

for organisational benefits. The study also showed that performance appraisal records are useful for giving performance feedback to employees on their progress of work and the need to improve upon performance when necessary.

It was again observed from the study that performance appraisal records are used for determining employee training needs. Employees need to be given training periodically in their field of endeavour in order for them to remain up-to-date on the current developments in their institutions and it is performance appraisal that would aid employers in coming to this end. The study also revealed that performance appraisal records can be useful for the administration of wages and salaries at the GES.

5.2. Conclusion

The researcher's main objective for undertaking the study was to evaluate the performance appraisal system and its effect on employee performance at the GES. Again, the study sought to delve deep into the reasons for conducting performance appraisal, the difficulties associated with conducting performance appraisal and the various factors that can be employed to improve the performance appraisal system being followed at the GES. It was also the purpose of the study to investigate into the effective use of performance appraisal records at the GES and the regularity with which these records are used. It could therefore be concluded that the performance appraisal system at the GES is not properly conducted and its records not effectively utilized.

5.3. Recommendations

The following are the recommendations given by the study.

5.3.1. Policy on performance appraisal at the GES

It was revealed from the study that the GES did not conduct performance appraisal based on the strategic objectives of the organisation as this was evident in the absence of a policy on the conduct of performance appraisal in schools.

Therefore it is recommended that the GES should develop a clear cut policy on the conduct of performance appraisal which would be in harmony with the strategic objectives of the organisation. Also in order for the GES to get the full participation of all employees in the performance appraisal process, education should be intensified on the relevance and purposes of performance appraisal on employee performance.

5.3.2. Feedback on employee performance

The study revealed that appraisers did not give feedbacks to appraisees anytime performance appraisal was conducted on the appraisees' performances.

The study therefore recommends that there should be effective communication and information dissemination to appraisees immediately after the performance appraisal is conducted. In this case, feedback should be promptly given and properly discussed with teachers, a move that would enable them identify their strengths and weaknesses and the opportunities available for continuous improvement. This would also serve as a motivation to teachers who would in turn give off their best in their area of work.

5.3.3. Training, promotions and rewards

The study again revealed that performance appraisal was not linked to training, promotions and rewards mainly because there was no policy to that effect.

It is therefore recommended that as a way of effectively utilising performance appraisal results, PA should directly link to training, promotions and rewards. By this, the GES is expected to use performance appraisal results to train teachers whose performances are below expectation in their area of specialisation. Again, the GES should as a matter of urgency and without delay, promote teachers due for promotion and whose performances match with the set standards. The GES again should endeavour to give financial rewards in the form of allowances to deserving teachers, all based on the performance appraisal results taken on teachers' performances.

5.3.4. Skill training for appraisers/headmasters

It is recommended that training sessions be organised for heads of Senior High Schools for them to develop the necessary training skills and competence in order to equip them for an effective and meticulous conduct of performance appraisals in their institutions. This recommendation comes in the light of the low commitment of appraisers and appraisees to the process as well as the clear lack of training skills to conduct effective performance appraisal in the schools.

5.3.5 Logistics for the conduct of performance appraisal

The study revealed that the GES did not have enough financial and material resources for the conduct of performance appraisal in schools due mainly to the fact that there was no policy on how much money was earmarked for PA.

Therefore, it is recommended that the GES should have a policy on the disbursement of funds to schools for the conduct of performance appraisal in every academic year. The GES should also expedite action on the provision of materials and equipment to schools as a matter of urgency to enable headmasters appraise teachers periodically. With these and other logistics adequately provided for, the GES would then be in a position to make headmasters responsible and accountable to the appraisal system under their jurisdiction and consequently yield substantial results.

5.4. Suggestions for further research

It is suggested that more research work be conducted on the performance appraisal system being followed at the basic as well as the tertiary levels of education in order to discover more facts about its conduct and further the course of providing scholarly materials for future references.

It is also suggested that more research be done to intensify education on performance appraisal as a tool to increase employee commitment in its conduct and to improve employee performance in organisations.

It is again suggested that further research be done in other public sectors on the conduct of performance appraisals in order to do comparative analysis on the system prevailing in those

sectors. This suggestion comes against the backdrop that the study has a limited scope thus, involving teachers of some selected Senior High Schools in the Kwahu-South District.

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APPENDICES

APPENDIX A

Questionnaire for Headmasters of Senior High Schools in the Kwahu-South District

Kwame Nkrumah University of Science and Technology-Kumasi

Thesis title: An Evaluation of the Performance Appraisal System and its effect on employee performance. A case study of selected Senior High Schools in the Kwahu-South District.

Dear Respondent,

This is a research being conducted in partial fulfillment for the award of Masters in Business Administration Degree at the Institute of Distance Learning (KNUST-Kumasi). This research is conducted for academic purposes and you are assured of confidentiality and anonymity of the information you provide.

Please tick () where applicable and supply details where required. Demographic characteristics of Respondents

1. Gender: Male () Female ()

2. Age: 40-44 years () 45-49 years () 50 years and above ()

3. How long have you been managing the school?

Less than one year () 1-4 years () 5-9 years () 10 years and above ()

Performance appraisal processes and procedures

4. Were you involved in the development of the performance appraisal system?

YES () NO ()

5. What is your opinion on the performance appraisal system used at the GES?

Fair () Very fair () Very unfair () Unfair ()

6. Are you trained and/or oriented to implement the performance appraisal?

YES () NO ()

7. How often do you appraise employees or teachers?

Once in a term () Twice in a term () Once in the academic year ()

As and when it is necessary to do so ()

Main reasons for conducting performance appraisal

8. Which of the following is/are among the main reasons for conducting performance appraisal at the GES? (Please tick as many as are relevant)

Correcting deficiencies of work () Giving feedback to employees () Promotion ()

Training and development ()

Wage and Salary administration ()

Other (Please

specify).....

Effect of performance appraisal on employee performance

9.How docs the performance appraisal systems affect employees' commitment to work?

Makes them give off their best ()

Makes them give off their normal effort ()

Makes them give off below normal effort ()

Other (Please

specify).....

10.With the following ranked from I to 6 in order of preference (6 being the most preferred and I being the least preferred), which of these factors below can best help improve performance appraisal at the GES?

1-Positive attitude to work ()

2-Motivation ()

3-Further training in their area of work ()

4-Improved conditions of work ()

5-Clear definition of duties ()

6-Strict supervision ()

1 I. What does the GES do to staff whose performances fall below expectation?

They are cautioned ()

They are demoted ()

They are given training ()

Nothing is done ()

Other (Please specify).....

12. Does the GES have a clear cut policy on the conduct of performance appraisals in schools?

Yes () No ()

Main difficulties associated with performance appraisal

13. What is the main difficulty associated with the performance appraisal processes being followed at the GES?

Low commitment of employees ()

Low management accountability ()

Performance appraisal not directly linked to promotion and reward ()

14. Do you have the resources to conduct the performance appraisal?

YES () NO ()

Uses of performance appraisal records

15. What do you use the results of performance appraisal for?

(Please tick as many as are relevant)

To retain more valuable employees ()

To manage employee compensation ()

For promotion of employees ()

For dismissal of employees ()

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Other (Please specify).....

16. What recommendation will you make to help improve the performance appraisal system at the GES?

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APPENDIX B

Questionnaire for Teachers of Senior High Schools in the Kwahu-South District.

Kwame Nkrumah University of Science and Technology-Kumasi.

Thesis Title: An Evaluation of the Performance Appraisal System and its effect on employee performance. A case study of selected Senior High Schools in the Kwahu-South District.

Dear Respondent,

This is a research being conducted in partial fulfillment for the award of Masters in Business Administration Degree at the Institute of Distance Learning (KNUST). This research is conducted for academic purposes and you are assured of confidentiality and anonymity of the information you provide.

Please tick (V) where applicable and supply details where required

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Demographic Characteristics of Respondents.

1. Gender: Male () Female ()

2. Age: 20-24 () 25-29 () 30-34 () 35-39 ()

40-44 () 45 and above ()

3. How long have you been teaching?

Less than one year () 1-3yrs () 4-6yrs () 7-9yrs ()

10 years and above ()

4. Highest education level: HND () Bachelor's Degree () Masters Degree ()

Others (Please specify).....

Main reasons for conducting performance appraisals (PA)

5. Which of the following is/are among the main reasons for conducting performance appraisals at the GES? (Please tick as many as are relevant)

Correcting the deficiencies of work ()

Giving feedback ()

Employee motivation ()

Promotion ()

Salary administration ()

Training and development ()

Others (Please specify)

Performance Appraisal processes and procedures

6. Are you given any notice before performance appraisals are conducted?

YES () NO ()

7. If your answer to question (6) is yes, what is the timing of the notice given to you (appraisee) before the Performance Appraisal takes place?

One month () Two months () Three months () No fixed period ()

8. Which of the following performance appraisal criteria do appraisal officers often use?

(Please tick as many as are relevant)

Lesson planning ()

Lesson presentation ()

Knowledge of subject matter ()

Evaluation of learner ability ()

Punctuality and attendance ()

9. How often are you appraised? Once every term () Twice a term ()

Three times a term () Once in the academic year ()

As and when it is necessary to do so ()

10. Which of the following PA processes do appraisal officers mostly involve employees in during the appraisal exercise?

Establishing performance standards

Communicating standards and expectations

Measuring the actual performance

Comparing with standards Discussing results

Decision making

11. How do you assess the officers who conduct Performance Appraisal in the schools?

Very knowledgeable () Knowledgeable ()

Not very knowledgeable () Not knowledgeable ()

12. Who sets the targets for the employees or teachers?

Manager or Headmaster () Colleague employees or teachers ()

Other (Please specify).....

13. Are employees or teachers involved in the target setting?

YES () NO ()

14. How is the appraisal done in your institution?

Appraiser uses a rating scale to appraise ()

Appraiser writes employee performance in essay form ()

Appraiser records exceptional behavior of employee at work ()

15. Who does the appraisal?

Manager or Headmaster () Employee or teacher ()

16. What happens immediately after the appraisal?

Feedback () Punishment () Training ()

Problems associated with Performance Appraisal

17. What is the main difficulty associated with performance appraisal processes being followed at the GES?

Low commitment () Low management accountability ()

Performance Appraisal not directly linked to promotion and reward ()

18. On a scale of 1 to 5 (with 5 being Very objective and 1 being Not objective at all), how do you rate the level of objectivity of the performance appraisal process in your institution?

1-Not objective at all ()

2-Not very objective ()

3-Objective ()

4-Quite objective ()

5-Very objective ()

19. Does the GES have enough funds, materials and equipment for conducting performance appraisals? YES () NO ()

20. Do you receive a fair performance appraisal report? YES () NO ()

21. Does the GES have a clear cut policy on the conduct of performance appraisals in schools?

Yes () No ()

Effect of Performance Appraisal on employee performance

22. How does performance appraisal affect your commitment to work?

Makes me work harder than expected ()

Makes me work at my normal pace ()

Makes me work below expectation due to how it is conducted ()

Others (Please specify).....

23. With the following ranked from 1 to 6 in order of preference (6 being the most preferred and 1 being the least preferred), which of these factors below can best help improve performance appraisals at the GES?

1-Positive attitude to work ()

2-Motivation ()

3-Further training in their area of work ()

4-Improved conditions of work ()

5-Clear definition of duties ()

6- Strict supervision ()

Uses of PA records

24. In your opinion, how are performance appraisal records useful to the GES?

(Please tick as many as are relevant)

Administering wages and salaries ()

Giving performance feedback ()

Identifying employee strengths and weaknesses ()

Determining employee training needs ()

25. What recommendation would you give for an effective implementation of performance appraisals?

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