

PERFORMANCE APPRAISAL AS A TOOL FOR MOTIVATING NON-ACADEMIC STAFF OF TAMALE POLYTECHNIC

By

Sulemana Falila, Bachelor of Management Studies (Hons)

(PG5794411)

©2013 Department of Managerial Science

A Thesis submitted to the Department of Managerial Science, Kwame Nkrumah University of Science and Technology, in partial fulfillment of the requirements for the award of

MASTER OF BUSINESS ADMINISTRATION (HRM OPTION)

School of Business, KNUST

College of Art and Social Sciences

August, 2013

ABSTRACT

This study was designed to ascertain how performance appraisal could be a source of motivation for higher productivity gains in Tamale Polytechnic. The study was conducted into the performance appraisal practices of Tamale Polytechnic, the case study organisation. This sought to find out what methods of performance appraisal the Polytechnic used and the benefits that employees derived from performance appraisal. The research was also conducted to identify the problems in the current appraisal system and how these could be solved to motivate the employees to put in their best performances. A sample size of 70% was adopted. One hundred (100) questionnaires were administered with a retrieval rate of 68%. All categories of employee groups were fairly represented. Data were analyzed using SPSS and presented in charts and figures for easy understanding. The researcher identified shortfalls in the current appraisal system of the Polytechnic and recommended that they are resolved to increase efficiency and productivity. The research found that performance appraisal was partly practiced in Tamale Polytechnic. Though performance appraisal was found to be practiced in the Polytechnic, it was not implemented in totality. The research found further that it was only when staff were going to be promoted that performance appraisal was carried out. Also, the study revealed that significantly 22% of employees did not have knowledge of the existence of performance appraisal in the Polytechnic. This was a worrying revelation which should be addressed by the Polytechnic. It was therefore recommended that the HRM of Tamale Polytechnic should organise a sensitisation programme to educate all staff on the performance appraisal system in the Polytechnic and its impact on the productivity of the Polytechnic.

ACKNOWLEDGEMENTS

First and most importantly, I am grateful to the Almighty Allah for His guidance and protection and for seeing me through to this level of academic achievement. I thank Allah for the spirit of endurance, dedication and perseverance he put in me from the commencement of this thesis to the very last of it. I know, without Him, I would not have met the deadline for submission. Allah indeed, is great (Allahu Akbar).

KNUST

My deepest appreciation and thanks go to my supervisor, Mr. J. K. Turkson, for his patience, tolerance and guidance in supervising the progress of my work. I am indeed grateful for your support. More significantly, I cannot go without stating that his constructive criticisms helped me to stay focused and complete this thesis on time.

This acknowledgement cannot be closed without mentioning those who gave me moral support, encouraging me through the work: Mr. Yakubu Abdul-Jalil Bawa, Ms. Rukaya Yahaya Iddi, Mr. Charles Essel, my colleagues in the office, Mr. Tampuri Alhassan, Mr. Marvin Senanu and the entire staff of Tamale Polytechnic; I am most grateful.

Mr. Abubakari Abdul-Razak, you have always been like a mentor to me and I can never forget the helping hands you offered me and the encouragements you gave me each time I needed it.

Thank you very much, may Allah richly bless you.

DEDICATION

I dedicate this piece of intellectual work to my parents, HajiaFatiAlhassan and Alhaji Arimiyaau Sulemana;to my grandparents, Mr. and Mrs.R. I. Alhassan and more especially, to my beloved husband, Mr. IssahAbdallah for the patience, support and encouragements they offered me through the very difficult moments of this thesis.

KNUST



TABLE OF CONTENTS

Title page	i
Declaration	ii
Abstract	iii
Acknowledgements.....	iv
Dedication	v
Table of Contents	vi
List of Tables	x
List of figures.....	xi
List of abbreviations	xii
List of appendices	xiii

CHAPTER ONE: INTRODUCTION

1.0 Background of the study	1
1.1 Problem statement.....	6
1.2 Objectives of the study.....	7
1.2.1 General objectives.....	7
1.2.2 Specific objectives	7
1.3 Research questions.....	8
1.4 Significance of the study.....	8
1.5 Brief methodology	9
1.6 Scope of the study	9
1.7 Limitations of the study	10
1.8 Organisation of the study	10

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction	12
2.1 Definition of concepts	12
2.1.1 Performance	12
2.1.2 Performance management	13
2.1.3 Performance appraisal	16
2.2 Methods of performance appraisal	18
2.2.1 Behaviourally Anchored Rating Scale (BARS).....	19
2.2.2 Graphic rating scale	20
2.2.3 Narrative essay/ evaluation method.....	20
2.2.4 Performance ranking method	20
2.2.5 Critical Incident Method (CIT)	21
2.2.6 Weighted checklist method	21
2.2.7 Paired comparison analysis	21
2.2.8 Forced distribution/ forced ranking	22
2.2.9 360-degree feedback	22
2.2.10 Management by Objectives (MBO)	24
2.2.11 Other methods of performance appraisal	25
2.3 Relevance of performance appraisal	26
2.4 Problems in performance appraisal	29
2.5 Matching performance appraisal with motivation and loyalty	32

CHAPTER THREE: METHODOLOGY AND ORGANISATIONAL PROFILE

3.0 Introduction to methodology	34
3.1 Sources of data	35
3.1.1 Primary data	36
3.1.2 Secondary data	36
3.2 Population	36
3.3 Sampling techniques	37
3.4 Data collection instruments	37

3.4.1 Questionnaire	37
3.4.2 Interview	38
3.5 Data analysis techniques	38
3.6 Organisational profile	39
3.6.1 Staff population across categories	41
3.6.2 Location and landmark	41
3.6.3 Mission statement	42
3.6.4 Vision	42
3.6.5 Core values	42
3.6.6 Key result areas	42

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction.....	44
4.1 Sex of respondents	45
4.2 Qualification of respondents	46
4.3 Work experience of respondents.....	47
4.4 Status of respondents	48
4.5 Extra duty/responsibility	49
4.6 Nature of extra responsibility allocated	50
4.7 Knowledge of performance appraisal	51
4.8 Employees' level of understanding of the meaning of PA	52
4.9 The existence of performance appraisal	53
4.10 Methods of performance appraisal	54
4.11 The evaluator of performance	55
4.12 Relevance of performance appraisal	56
4.13 Uses of performance appraisal	57
4.14 Benefits of the uses of PA.....	58
4.15 Whether there is fairness in PA	59
4.16 Why performance appraisal is fair	60
4.17 Why PA is sometimes perceived as unfair	61

4.18 Performance appraisal as a source of motivation	62
--	----

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	64
5.2 Summary of findings	64
5.2.1 Shortfalls of the existing PA system	64
5.2.2 Incongruence of assessment variables with the real job	65
5.2.3 Lack of understanding of the methods of PA	65
5.2.4 Performance Appraisal as a mere formality	66
5.2.5 Inadequate knowledge of duties and responsibilities of staff	66
5.3 Conclusion	66
5.4 Recommendations	67
5.4.1 Assessment forms	67
5.4.2 Periodic reviews	68
5.4.3 Motivating by rewarding	68
5.4.4 Training and development	68
5.4.5 Duties and responsibilities	69
List of references	70
Appendix 1	75

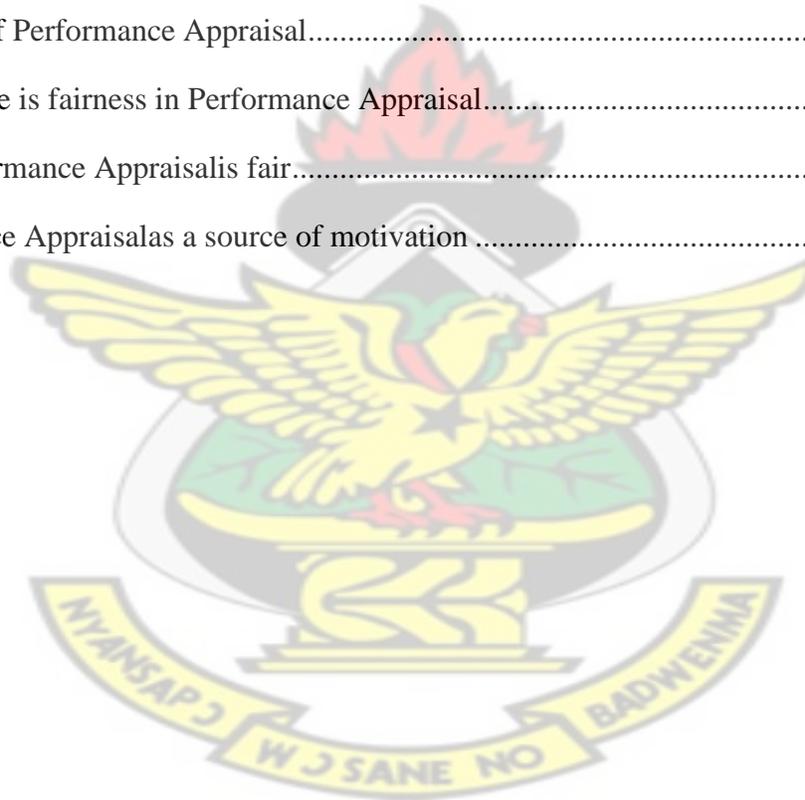
LIST OF TABLES

3.1 Staff population.....	41
4.1 Work experience	47
4.2 Status of respondents	48
4.3 Employees' level of understanding.....	52
4.4 Uses of Performance Appraisal	57
4.5 Beneficiaries of the uses of Performance Appraisal	58
4.6 Why PA is sometimes perceived as unfair	61



LIST OF FIGURES

4.1 Sex of respondents	45
4.2 Academic qualification of respondents.....	46
4.3 Extra responsibility of staff.....	49
4.4 Knowledge of Performance Appraisal.....	51
4.5 The existence of Performance Appraisal	53
4.6 Methods of Performance Appraisal.....	54
4.7The evaluator of performance.....	55
4.8 Relevance of Performance Appraisal.....	56
4.9Whether there is fairness in Performance Appraisal.....	59
4.10 Why Performance Appraisalis fair.....	60
4.14 Performance Appraisal as a source of motivation	62



LIST OF ABBREVIATIONS

PA – Performance Appraisal

HRM – Human Resource Manager/Manager

HND – Higher National Diploma

SPSS – Statistical Package for Social Science

NCTE – National Council for Tertiary Education



LIST OF APPENDICES

Appendix 1: Questionnaire

Appendix 2: Organisational Chart of Tamale Polytechnic – administration

Appendix 3: Promotion Assessment Form

KNUST



CHAPTER ONE

INTRODUCTION

1.0. Background of the study

The purpose for establishing a business is to achieve a given objective or vision. This requires employing staff and generally aligning their strengths with the achievement of the business entity's vision. This therefore implies that a lot more is expected from such workers to achieve

their goals, all in a manner to fulfill the dreams or vision of the business entity. The aspect of employee performance appraisal therefore cannot be overlooked in the light of achieving such organisational goals.

Performance appraisal has a brief history starting from the 20th century, from the time of the World War II, where the need for performance appraisal was felt and some measures developed. In a broader sense, however, it is one of the oldest fields of study with origins in Frederick Winslow Taylor's 1911 Time and Motion work, which used the scientific method to assess and improve worker productivity. This brought the real sense of performance appraisal and performance measurement into being. In Ghana, not until the mid-1990s, the performance management currently being practised in many government organizations across the globe did not exist (Ohemeng, 2009).

A guru of human resource says that the art and procedures of performance measurement and appraisal is a very ancient art and people of old times had some tools to appraise their employees on the basis of their activities and the job they performed (Dulewicz, 1989).

On these historical facts, it can be said that performance management is the world's second oldest field of study. Dulewicz (1989) opined that "It is a basic human tendency to make judgments about those one is working with, as well as about oneself".

Some people are of the view that if management has a concept that says that performance and its appraisal are inevitable, then it will be wrong that performance of an employee cannot be judged in advance. It goes to say therefore that in the absence of a structured appraisal system then, it

will ultimately affect the performance of employees, the productivity of the organization and moreover the reputation of the organization in the industry. Furthermore, it will de-motivate the employees, they will lose satisfaction from their jobs and loyalty with the organization will be most likely finished, and labour turnover will increase. One serious offence which can be seen in the absence of an appraisal system is that organizations can go unlawful, harassing the employee and pronouncing unfair judgment on their performance. Consequently, it helps the management and employees to go lawful, fair and accurate with the performance over the period of time (Murphy, 1989).

Martey (2002) asserts that when an organizational activity is not monitored properly, evaluation cannot be made. Bateman and Snell (2002) also claim it is the assessment of an employee's job performance. To them, performance appraisal has two basic purposes. First, an appraisal serves an administrative purpose, that is, it provides information for making salary, promotion, and layoff decisions as well as providing documentation that can justify these decisions in court. Secondly, and perhaps more importantly, performance appraisal serves as a developmental purpose as it is used to determine the career needs of employees. Performance appraisal falls into one of the following basic categories: traits, behaviors' and results.

Consistent with the above, Khanka (2007) also affirms that to appraise is to assess the worth or value of an employee. He goes further to explain that performance appraisal is a systematic and objective way of judging the relative worth or ability of an employee in performing his or her task. It helps identify employees who are performing their tasks well and also those who are not and the reasons for such poor performances. Performance appraisal has many facets. It is an

exercise in observation and judgment, it is a feedback process and it is an organizational intervention. It is a measurement process as well as an intensely emotional process.

Kleiman (2007) confirmed the above statements by adding that through the performance appraisal process, organizations measure the adequacy of their employee's job performances and communicate this evaluation onto them. One aim of the appraisal system is to motivate employees to continue appropriate behaviours and correct inappropriate ones. Management may also use performance appraisals as tools for making human resource management decisions such as promotions, demotions, discharges and pay rises.

It can be argued that performance appraisal is an important aspect of contemporary Human Resource Management. This is where an organization sets out uniform objective criteria, and processes and procedures for assessing output of staff in terms of quality, quantity, cost, and time over a period, usually annually or semi-annually. From a human resource management point of view, performance appraisal provides the basis for taking decisions on employees' development, discipline, rewards, motivation, demotion or transfer, retention or separation, and/or back-up for legal action for or against the organization.

Performance appraisals are indispensable for effectively supervising and organizing the job schedules of staff in the accomplishment of company objectives. It serves as a review and discussion of an employee's performance of assigned duties and responsibilities. More so, the appraisal is based on results obtained by the employee in his/her job, not on the employee's personality characteristics. Furthermore, the appraisal measures skills and accomplishments with

reasonable accuracy and uniformity. It provides a way to help identify areas for performance improvement and to help promote professional growth.

Most organizations traditionally use performance appraisal as a tool, not only to identify hard working employees, but also as a tool to motivate staff. Dessler (2000) cited in Yee and Chen (2009) that performance appraisal evaluates employees' present and previous output within the laid down standards, but it also provides feedback on employees' performance in order to motivate them to improve on their job performance or at least encourage them to reduce inefficiencies in their work.

According to Bottomley (1990), appraising people's activities is a skill which is not easy to learn. Even at best, it is subjective and personal. Prejudice and bias can never be completely removed in appraisals, and in the absence of training, may completely distort an individual's judgment. There have been concerns about its objectivity, its relevance and its validity. In many cases the complaint is that the appraisal system simply does not work. Poorly done appraisals lead to disappointing results for all concerned, thus serving as a de-motivator of performance. Performance appraisals that are coupled with appraiser biases demoralize staff in putting in their best and create some form of distrust between the appraiser and the appraised. Once workers realize that their efforts will not be appreciated if even they put in their best performance, they will not be motivated to accomplish great tasks or even go the extra mile in meeting deadlines. The appraiser's biases will overshadow the essence of the appraisal if care is not taken. This would then be a wasted effort on the part of the essence for carrying out performance appraisal.

There has been an increased focus on performance at all levels in an organisation arising from the pressures of globalization and the associated requirement to create competitive advantage in order to survive in an international market place. Human capital, the value-creating skills, competencies, talents and abilities of an organisation's workforce (Elias and Scarbrough, 2004), is argued to be an essential component in creating such competitive advantage (Mayo, 2001). Performance management has a key role in developing such traits. Organisational changes arising from competitive pressures, including flatter structures, leaner staffing levels and multi-skilled cross-functional teams operating with considerable autonomy (Walsh et al, 2002), have had a great impact on performance management, not least because they have made the use of conventional top-down appraisal systems more difficult, and led to, for example, the increased use of multi-source feedback (Fletcher, 2001).

1.1 Problem Statement

It is important that members of an organisation know exactly what is expected of them and how their performance will be measured (Mullins, 2010). Performance appraisal has been seen by many as an annual ritual practice which has no bearing on actual performance of employees. Others see it as a strategy every organization needs in order to make its employees outperform in the industry. Yet another group sees it as something that encourages rivalry and envy among colleagues if it is used to determine pay rise. Still, some others see performance appraisal as purely subjective and only a way of putting the favoured above the less favoured employees. Horsoo (2010) in a recent study of financial institutions reported that employees viewed performance appraisal as discriminatory, punitive and judgmental processes, where biased considerations dominated objectivity.

Tackey refers to the importance of eliminating bias in performance review. ‘The evaluation of the performance of individuals in the workplace is fraught with difficulties even at the best of times. The difficulties are compounded when there are allegations of bias in such evaluation; and magnified out of recognition when the alleged bias has racial undertones’ (cited in Mullins, 2010: .516).

KNUST

Appraisal bias is a talk about in every appraisal system. Some people have the conviction that a mistake of an employee for once could be used as a basis for rating him/her as a non-performer even if he/she is a good performer at work. There are politics inherent in the appraisal system as employees lobby for higher ratings from their bosses and other workers, depending on the strategy used. According to Coens and Jenkins (2002), inaccuracies in appraisal can de-motivate employees forcing them to go reading “want ads”. Ayee (2001) and Nkrumah (1991) in Ohemeng (2009) stated that the appraisal system in Ghana was fraught with problems and abuses that made its credibility questionable. This research was conducted to find possible ways of solving inherent problems in performance appraisal in the Polytechnic.

1.2 Objectives of the study

The research aims at achieving the following objectives:

1.2.1 General objective

To determine how performance appraisal could be a source of motivation for higher productivity gains in Tamale Polytechnic.

1.2.2 Specific objectives

In order to attain the general objective of the study, the following specific objectives would be explored:

- (a) To identify the methods of measuring performance in Tamale Polytechnic
- (b) To determine the relevance of performance appraisals in Tamale Polytechnic
- (c) To determine the possible problems associated with appraising performance in Tamale Polytechnic.
- (d) To explore ways by which performance appraisal could be used to boost the morale and improve performance of staff of Tamale Polytechnic.

1.3 Research questions

In order to address the above research objectives, the following research questions would be answered:

- (a) What are the methods of measuring performance of staff of Tamale Polytechnic?
- (b) How relevant is performance appraisal in Tamale Polytechnic?
- (c) What are the problems associated with performance appraisal in Tamale Polytechnic?
- (d) How can performance appraisal motivate staff of Tamale Polytechnic to outperform in the industry?

1.4 Significance of the study

This study was relevant in ascertaining the legitimacy of performance appraisals and in solving the problems associated with performance appraisals in tertiary institutions. The study also

researched into the importance/relevance sought from performance appraisals. It is important that the HRM as well as departmental heads are equipped with knowledge of how to better manage performance in the Polytechnic, so as to unearth the varying potentials in the workforce. This work was therefore geared towards attaining that goal. This study also explored methods of appraising employee performance and how appraisals could motivate the staff of Tamale Polytechnic to improve their performance. The study could also serve as a guide to the Polytechnic and other tertiary institutions in their dealings with staff performance.

1.5 Brief methodology

The research was limited to making use of both primary and secondary data collection. Primary data were gathered through the use of questionnaires and interviews. On the other hand, secondary data were gathered from data or information generally gathered from available documents such as published works, reports, books, journal articles and other organizational related documents. Using questionnaires and interviews enabled the researcher to gather both qualitative and quantitative data for easy analysis.

1.6 Scope of the study

This research was conducted in Tamale Polytechnic, a tertiary institution in the Tamale Metropolis. Although the Polytechnic is a tertiary institution, it runs a dual system. By its duality, it operates as a tertiary institution and a technical institution concurrently. Employees of the Polytechnic are made up of academic staff and administrative staff. The research however was limited to only the administrative staff of the Polytechnic. Also, due to the large number of administrative staff employed, the researcher could not cover the whole population so a sample

was drawn. The sample was carefully chosen to include senior members and senior staff, as well as a section of junior staff so that responses would be all-round.

1.7 Limitations of the study

The researcher encountered challenges in conducting the research into Tamale Polytechnic's performance appraisal system. Among the challenges was the difficulty in reaching out to the key members of administration in the Polytechnic. The researcher had to devise a way of reaching out to them informally. This was done by asking questions about the performance appraisal practice in Tamale Polytechnic and whether there was the need for improvement. Unlike normal interviews where the interviewer asks questions and the interviewee answers, this was not possible with the method adopted by the researcher since it was in the form of conversation. Another challenge encountered was that the researcher had to convince employees, especially the junior and senior staff that their identities would not be disclosed in any way. In spite of this, some employees still refused to fill out the questionnaires. There was also the challenge of the administration and retrieval of questionnaire by the researcher. Tamale Polytechnic by its nature has buildings scattered around campus, in which administrators work. This made it difficult reaching out to all employees easily since the researcher had to move from one building to another. Also, some of the terms used in the questionnaire were quite technical so the researcher had to take some time educating respondents on their meanings.

1.8 Organization of the study

This thesis is divided into five chapters. Chapter one is an introduction to the research topic. It provides information on the main theme of the study which highlights the background of the study, problem statement, objectives of the study, research questions, significance of the study,

methodology, scope of the study, limitations of the study and organization of the study. Chapter 2 captures a review of the relevant literature in this study. It explores the various write-ups on performance management and appraisals. Contained in the chapter is an examination of the research objectives. The third chapter captures methodology and organizational profile. Data gathered are reported, discussed and analyzed in chapter four. Finally, the conclusion and recommendations are captured in chapter five.

KNUST



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will look into the supporting literature of performance appraisal systems and its importance. Furthermore, this part of research study will stick to the significance of performance appraisal in tertiary institutions, and its linkage to motivation, job satisfaction and employee loyalty. In addition, the chapter will explore the uses, methods and problems related to measuring performance of workers. The question of who does appraisals and how they are done will also be tackled within the chapter.

In general terms, the system that identifies performance evaluation and review is called the performance appraisal system. The performance appraisal system highlights the individual and group performances over a period of time, usually one year, and then evaluates the performances for purposes of promotion, and the determination of pay rise. To get the real meaning of performance appraisal system can be elaborated to the concept of performance management, which is holistic.

2.1 Definition of concepts

2.1.1 Performance

Armstrong and Baron (2005) argue that performance is a matter not only of what people achieve, but how they achieve it. Performance is a multi-dimensional construct, the measurement of which depends on a variety of factors (Bates and Holton 1995). Brumbach (1988) also affirmed

that “Performance means both behaviours and results. Behaviours are also outcomes in their own right and can be judged apart from results”.

For the purpose of this work, we shall adopt the definition offered by Dubrin (2005) as the accomplishment of a work assignment. He clarified further that “Performance is not the same as productivity, which refers to how many resources are utilized in comparison to the amount of work accomplished”. This definition is simple and precise.

From the definitions, and interpretations above, it can be argued that performance is not just about outputs, it is also concerned with actions and behaviours demonstrated to achieve given targets.

2.1.2 Performance management

According to Mullins (2010), Performance Management is a process which brings together many aspects of people management. He says it is about performance improvement at individual, team, departmental and organizational levels. It is also about staff development as a means to both improve and enhance performance and as a means of managing behavior and attitudes. Relating performance to relationships, Mullins argues that performance management logically follows that if there are good working relationships, individuals and teams are more likely to perform.

Comparatively, the Chartered Institute of Personnel and Development (2010) also asserted that performance management is about establishing a culture in which individuals and groups take responsibility for the continuous improvement of business processes and their own skills,

behaviors and contributions. It follows that performance management is about interrelationships and about improving the quality of relationships between managers and teams, between members of teams and so on, and is therefore a joint process.

Re-emphasizing the statement above, Fletcher (1997) highlighted the need for teamwork in performance management. He defined performance management as “An approach to create shared vision of the purpose and aims of the organization, helping each individual employee understand and recognize their contribution to them, and in so doing manage and enhance the performance of both individuals and the organization”.

In Aguinis (2007), performance management was defined as a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning performance with strategic goals of the organisation. The main objective of performance management is to show the real picture of the employees performance over a period of time and this can be achieved through framed standards (Beaumont, 1993).

Performance management is a process where the manager and employee establish goals and the plan for achieving them. The goals are based on the operational plan of the organization and include plans for employee development (Turkson, 2012).

Also, Armstrong (2006) defines performance management as a systematic process for improving organizational performance by developing the performance of individuals and teams. Further research by Armstrong (2000) suggests that when it is used well, it will contribute to organisation success, and as such, is a vital management function.

Walters (1995) defines performance management as a process intended to improve the quality and quantity of work done and to bring all activities in line with an organisation's objectives. Performance management is based on an agreement between a manager and an individual, a shared understanding of and continuing dialogue about an individual's goals and the standards expected and the competencies needed, together with an appreciation of the organisation's wider mission, values and objectives. In summary, we argue that performance management has the potential to make a significant contribution to individual and organisational performance, but for organisations to realize such potential, investment is required in the development and implementation of robust and consistent Performance Management System.

Simply put, performance management is about the arrangements organisations make to get the right things done successfully. The essence of performance management is the organisation of work to achieve optimum results, which involves attention to both work processes and relationships between the manager and the managed, and among workers themselves.

2.1.3 Performance appraisal

Performance appraisal 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. Performance appraisal is also called employee rating, employee evaluation, performance review, performance evaluation, and results appraisal (Mathias and Jackson, 2004). The main thrust of performance management is performance appraisal. It is the driving force behind any activity to

assess the performance of employees. The concept of performance appraisal is a necessary management tool because it enriches attitudes, experiences and skills that improve the effectiveness of employees if it is conducted properly.

Performance appraisal should not be mistaken to mean performance management. It is a component of performance management. The idea of appraising performance has existed for many years and has revolved largely around an annual review of objectives between the manager and the subordinate. Such appraisal has been restricted often to management or supervisory groups, has been backwards-focused on historic performance, and has not typically sought to adopt a strategic approach. The concept of performance management, however, is a more recent development which adopts a future-oriented strategic focus and is applied to all employees in a workforce in order to maximize their current performance and future potential.

A performance appraisal, performance review, performance evaluation, (career) development discussion, or employee appraisal is a method by which the job performance of an employee is evaluated. Performance appraisals are a part of career development and consist of regular reviews of employee performance within organizations. Performance appraisal is a systematic and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives (Wikipedia, 2010).

Notwithstanding the need for ongoing informal review, formal assessment is a key component of any Performance Management System and performance appraisal is one of the most common vehicles for reviewing performance against objectives (Redman, 2001).

According to Mullins (2010) performance appraisal is the formalized regular review of the individual's performance where potential is highlighted and training and development needs identified. In many organizations, the annual review forms the basis of review of financial rewards and planned career progressions.

It is a system in which Human Resource (HR) managers measure the performance of the employee, either he is performing his job rightly, is he achieving what organization wants from his job, what is his behavior and attitude towards his job, either he is showing positivity towards his job, is he the right employee for the right job, as all this comes under the HR function of an organization (Randhawa, 2007). The main objective of performance appraisal is to make sure that employee's performance is up to the mark, to communicate this job performance measurement makes the employee able to enhance his productivity and cover his loopholes where he is lagging behind. The main idea behind performance appraisal is to ensure that organizational goals are being met, because meeting organizational objectives is an individual as well as a collective effort. Strategic objectives on the education sector and any tertiary institution will multiply by reason of top performance from its employees. By monitoring employee's performance, they actually see what the criticality or the importance is and the effect that the job is making on the organizational objectives.

An effective performance appraisal must have collaboration between the management and the subordinates. An employee should work according to the job description, which is decided by the

immediate manager. By doing this, there will be no conflict between the management and the employees (Propper, & Wilson, 2003).

2.2 Methods of performance appraisal

Research indicates that the procedures and processes around performance appraisals are not always adequate and reflective (Mani, 2002; Spence & Wood, 2007). Different employees need different models of performance appraisals. The employees who are developed through the work need someone to talk to and discuss things with. The organisation must have models of performance appraisals for beginners and models of performance appraisals for those who have job experience. Furthermore, organisations also need different models of performance appraisals for experts (Fletcher, 2002; Kuvaas, 2006; Mikkelsen, 2005; Pettijohn, et al., 2001a; Vey & Benton, 2004) (cited in Vasset, 2012).

The following methods are available ways by which performance of workers can be evaluated.

2.2.1 Behaviourally Anchored Rating Scale (BARS)

The use of BARS is an attempt to overcome difficulties with conventional rating scales and provide measurement scales that are directly related to the job being reviewed (Mullins, 2010). It is widely used by many organizations across the globe. This system focuses on specific behaviours; either effective or ineffective performance is given by the employee. BARS are more appropriate in larger organisations. Rating scales in many forms are used widely because they are easy to develop. However, they encourage errors on the part of the rater, who may depend too heavily on the form to define performance (Turkson, 2012).

2.2.1.1 Criteria for administering BARS

According to Mullins (2010), a sample group of managers/supervisors is asked to identify, independently, several key behavioural aspects of the job in question. The responses are then collated and returned to the same or different group to agree examples of good, average or poor performance and to allocate a scale point for each example. Those examples which are consistently rated at the same point on the scale can then act as ‘anchors’ and provide behavioural examples for each point on the scale. Reviewers can then use the BARS as guidance against which to assess the expected behaviour of each person being rated.

2.2.2 Graphic rating scale

In Graphic Rating Scale the supervisor or evaluator simply checks the different blocks in the appraisal form to measure the performance. Though this is an old technique to appraise the employees, it is a broadly used method.

2.2.3 Narrative essay/evaluation method

Unlike the scaling system, in Essay Evaluation Method the manager, supervisor or evaluator is asked to write an essay or a descriptive narration about the strengths and weaknesses of the employees and also the overall behaviour towards the job. This is a qualitative measure to appraise employees. Some essays are “free-form” or without guidelines, while others are more usually categorized under a few general headings (Turkson, 2012).

2.2.4 Performance ranking method

Another ranking system is Performance Ranking Method in which the evaluator or supervisor ranks the performance of employees from best to worst. In other words, it lists all employees from highest to lowest in performance (Turkson, 2012). This method differs from other methods as it compares the employee to employee but not with the standards and benchmarks for performance measurement. The ranking task becomes unwieldy if the group to be ranked is large.

KNUST

2.2.5 Critical Incident Method (CIT)

In Critical Incident Method (CIT), evaluators appraise performance depending upon the critical incident and the positive and negative behaviours which occur in the period of time to measure the performance (Dessler, 2000). There is the possibility of more insidious distortions of judgment. The CIT method also has drawbacks. First, not all supervisors define what constitutes a critical incident in the same way. Also, producing daily or weekly written remarks about each employee's performance takes considerable time. Further, employees may become apprehensive of what the supervisor writes as critical incident (Turkson, 2012).

2.2.6 Weighted checklist method

The checklist is a performance appraisal method that uses a list of statement or words. Raters check statements most representative of the characteristic and performance of employees Turkson (2012). In Weighted Checklist Method the evaluator makes a checklist of all the job

responsibilities and all the narrative statements about the effective and ineffective attitude or behaviour of job.

2.2.7 Paired comparison analysis

As weighted method weights the narrative statements, in Paired Comparison Analysis, it weights the relative importance of the different options available and listed. Every option is compared with all options listed (Mondy, 2008). After comparison of all options, the one with most weight is preferred option for the performance measurement.

2.2.8 Forced distribution or forced ranking

Unlike other methods, forced distribution or forced ranking involves percentages. In the top category it ranges from 10 to 20 percent, middle category ranges from 70 to 80 percent and employees with worst performance are ranked 10 percent in the bottom line (Mondy, 2008). It lists all employees from highest to lowest (Turkson, 2012). The drawback with this method, according to Turkson (2012) however is that the size of the differences among individuals is not well defined.

2.2.9 360-degree feedback

The concept of performance management has progressed into systems of '360° feedback' (Mullins, 2010). This method of performance appraisal is quite new. Interest in and application of 360 degree appraisal as a performance appraisal practice continues to grow. 360-degree feedback also referred to as multi-rater or multi-source feedback, is the process whereby individuals receive feedback from a variety of stakeholders about the way they carry out their

jobs. Performance feedback is typically collected from colleagues, direct reports, line managers, internal and external customers, as well as the individual. The rationale behind such multiple evaluations is that an individual obtains a breadth of information which would not normally be available, and that other people, beyond the immediate line manager, who observes or experiences an individual's behaviour, is in a strong position, and in some aspects uniquely qualified, to evaluate it (van der Heijden and Nijhof, 2004). It is argued that the result is greater validity in the assessment of individual performance (De Nisi and Kluger, 2000; Mabey, 2001). Originating in the United States, today the process is widely adopted, particularly in large organisations in developed countries (Luthans and Peterson, 2003) and also used with expatriates (Luthans and Farner, 2002; Woods, 2003).

360-degree feedback was introduced initially for development purposes, and in this context the aim was to provide constructive feedback, greater awareness and, consequently, individual growth and performance enhancement, leading ultimately to organisational development and change. Although this is still one of its main functions, more recently it has been used to improve decision-making in performance appraisal, pay determination, succession planning, job placement and downsizing (Bracken et al, 2001). Managers are however often reluctant to use the multi-rater appraisal within certain constraints. They accept its use for development purposes but are less willing to see it used as a basis for judgments concerning pay, performance or promotion. This may be the basis for different attitudes towards multi-rater feedback in organizations pursuing high and low commitment strategies (Leopold and Harris, 2009).

The intention of 360-degree appraisal is to give a broader and more objective assessment of people's competence, although, from another angle, it must multiply the biases and distortions of judgment to which all appraisals is prone (Leopold and Harris, 2009).The idea of 360° feedback normally involves feedback from different groups within the work situation – peers and subordinates as well as bosses, and possibly internal and external customers (Mullins, 2010). 360 degree feedback is mainly done in four parts. These are self appraisal, superior's appraisal, subordinate's appraisal and colleague's appraisal. Organisations usually adopt one or more of the methods identified above, based on the conditions surrounding them and also based on the nature of their workforce.

2.2.10 Management by Objectives (MBO)

Peter Drucker in 1954 gave the different theories of management and introduced the main theme of Management by Objectives (MBO). A process whereby the superior and subordinates of an organization jointly identify their common goals, define each individual's major areas of responsibility in terms of the results expected and use the measures as guide for operating the unit and assessing the contribution of each of its members.

MBO is a phrase used to describe a style or system of management that attempts to relate organizational goals to individual performance and development through the involvement of all levels of management. The underlying basis of a system of MBO is the setting of objectives and targets, participation by individual managers in agreeing unit objectives and criteria of performance, and the continual review and appraisal of results (Mullins, 2010).

Although not limited to the appraisal of manager, MBO is most often used for this purpose. Other names for MBO include appraisal by results, target-coaching, work planning and review, performance objectives and mutual goal setting (Turkson, 2012).

2.2.11 Other methods of performance appraisal

Aguinis (2005) identified three approaches to performance measurement; trait, behaviour and results approaches.

The trait approach according to *Aguinis* emphasizes the individual performer and ignores the specific situation, behaviours and results. If one adopts the trait approach, raters evaluate relatively stable traits. This approach is justified based on the positive relationship found between abilities (such as intelligence) and personality traits (such as conscientiousness) and desirable work-related behaviours.

The behaviour approach on the other hand, emphasizes what employees do on the job and does not consider employees' traits or the outcomes resulting from their behaviours. This is basically a process-oriented approach that emphasizes how an employee does the job. The behaviour approach is most appropriate under the following circumstances:

1. when the link between behaviours and results is not obvious
2. when outcomes occur in the distant future
3. when poor results are due to causes beyond the performer's control

Aguinis also says that the results approach emphasizes the outcomes and results produced by the employees. He goes further to say that it does not consider the traits that employees may possess or how employees do the job. He added that this is basically a bottom-line approach that is not concerned about employee behaviours and process and, instead, focuses on what is produced. *Aguinis* identified the following circumstances under which the results approach is most appropriate.

1. when workers are skilled in the needed behaviours
2. when behaviours and results are obviously related
3. when results show consistent improvement over time
4. when there are many ways to do the job right

2.3 Relevance of performance appraisal

Thoughts on the benefits of performance appraisal have moved on. Boice and Kleiner (1997) suggested that the overall purpose of performance appraisal is to let an employee know how his or her performance compares with the manager's expectations. This is a one dimensional view. Fletcher (2006) takes a more balanced view, suggesting that for performance appraisal to be constructive and useful there needs to be something in it for the appraiser and the appraisee. Youngcourt, Leiva and Jones (2007) also suggest that the common purpose of performance appraisal tends to be aimed at the measurement of individuals, and consider that this focus is insufficient.

From the organisation perspective, successful performance management is key to the achievement of corporate goals. It is argued that performance appraisal is the central component

of performance management, and so it must be that for an organisation, the purpose of performance appraisal is the attainment of corporate goals. Caruth and Humphreys (2008) add to this viewpoint by suggesting that it is a business imperative that the performance appraisal system includes characteristics to meet the organisation's needs and all of its stakeholders (including management and staff). Bach (2000) also suggests that one of the underlying purposes of performance appraisal schemes is to elicit corporate compliance.

Performance appraisals serve important purposes. They can serve as a basis for decisions relating to promotion, demotion and termination of appointment. They also serve as a basis for dealing with wage and salary issues. In fact if properly carried out, one gets a better and clearer understanding of a staff's potentials and weaknesses. Undeniably the performance appraisal process can also facilitate an understanding between superiors and subordinates. It is important to note that the performance appraisal process should help the staff to establish personal goals that will enable them to grow and develop. Above all, performance appraisal can also serve as information gathering tools that provide data to be used in determining both organizational and individual training needs. It is, however, important to note that the best staff cannot excel if there is a challenge in getting materials for his/her work. An appraiser should therefore exercise caution so that organizational deficiencies are not shifted to staff during assessment (cited in a paper by Kofi and Opare-Adzobu (undated)).

Weightman (1996) casts a wider net to the heading. He also focused on the individual when citing the purposes of performance appraisal. The writer puts forward that performance appraisal can be used for many reasons including; reward, discipline, coaching, counseling, raising morale,

measuring achievement of targets and outputs, identifying development opportunities, improving upward and downward communication, reinforcing management control and selecting people for promotion or redundancy (Cited in Mooney, 2009).

According to Aguinis (2005) the information collected by a performance management system is most frequently used for salary administration, performance feedback, and the identification of employee strengths and weaknesses. He outlined six purposes for which performance management is carried out. These include strategic, administrative, informational, developmental, organisational maintenance, and documentation purposes.

Turkson (2012) cited Cash (1993) that performance appraisal serves the following four key purposes:

1. Tell me what you want me to do
2. Tell me how well I have done it
3. Help me improve my performance
4. Reward me for doing well

Performance appraisal enables employees to know how they have performed within the performance cycle. Through performance appraisal, supervisors are able to assess the strengths and weaknesses of employees and to plan for the development of employees. Performance appraisal has the purpose of assuring employees that their supervisor is interesting in their work (Turkson, 2012). The underlying objective of a performance review system is to improve the performance of individuals in order to lead to improvement in the performance of the organisation as a whole (Mullins, 2010). Keeping aside the main objectives of performance

appraisal, it can be used as a mechanism to create competition between employees to get the job done with all the linked targets and benchmarks.

2.4 Problems in performance appraisal

Judgment of an employee's abilities and contribution as assessed through the performance measures and personal development plans or whatever, is the central act of appraisal. But judgment is suspect. As well as the possibility of an appraiser responding to malice or prejudice when they make an assessment, there is the possibility of more insidious distortions of judgment. An assessor may, for example, give more credence to a recent failure than to a whole string of successes in the more distant past. The halo and horns effect may still cause someone to be given a better or worse assessment than their performance might justify. The halo and horns effect is when one feature of a person, whether they have a moustache or not, for example, is focused on and the judgment made of the individual as a whole is just a projection of the appraiser's like or dislike of moustaches. How to minimize the consequences of inaccurate or biased judgments is central to the task of designing appraisal systems (Leopold and Harris, 2009).

Research suggests that a basic requirement for an effective performance appraisal is that it should be accepted as a fair process by everyone within the organisation (Cook & Crossman, 2004). In the study of Cook and Crossman's (2004) they indicated that employees will only be satisfied with the feedback on performance appraisals if they experience the criteria as fair in the process. Fairness and thoughtful procedures increase employees' satisfaction with performance appraisals and satisfaction with the manager's job. For a worker to regard an appraisal as fair, the procedure must be based on accurate information. One of the most common problems and unfair

processes in performance ratings is that managers base their feedback on too little or inaccurate information on the employee's behaviours (Folger & Greenberg, 1985). It is therefore suggestive that the greater the commitment of employees in performance appraisals, the more understanding they get as to whether performance appraisals are fair or not (cited in Vasset, 2012).

Unclear job expectations are one of the most significant barriers to good performance. If employees do not know what you expect of them, how can they possibly please you? Variation in performance arises many times because employees don't have the necessary information, technology, or control to adequately perform their jobs. Further, Deming argued, individual work standards and performance ratings rob employees of pride and self-esteem. Perhaps, the biggest complaint of all from employees (and managers too) is that appraisals are too subjective. And lurking behind subjectivity, always, is the possibility of unfair treatment by a supervisor. Critics of subjective measures want performance measures (metrics) that are fair to employees and reflect value for the organisation.

Research in the area has shown that if ratings in performance appraisals are assigned to an employee who believes that the process is unfair, then it is unfair. Distortions and injustices are often experienced when the manager likes someone or is a best friend with a subordinate, for whatever reason. They usually give them higher performance ratings (Tourish, 2006). If the employee experiences a performance appraisal as unfair, there is a reduction in his/her motivation to change behaviour, a rejection of the usefulness and validity of the information, and an unwillingness to accept decision-based appraisal information (Bretz, et al., 1992; Glover, 2004; Longenecker & Ludwig, 1990).

Errors may occur in the performance appraisal ratings. Ideally raters would notice only performance-related factors when they observe employee behaviour. In fact, all the processing stages should be guided by performance relevancy. Performance-irrelevant factors appear to influence ratings, and they can cause errors in the evaluation process.

Turkson (2012) identified seven (7) weaknesses in performance appraisal. These he mentioned as extreme leniency, extreme strictness, halo effect, central tendency, biases, recency, and errors of first impression. Variations in the consistency of reporting standards can quickly lead to a feeling of dissatisfaction and injustice. There are many potential sources of rating errors including, for example, perceptual distortions such as stereotyping and the halo effect (Mullins, 2010).

Inaccurate performance can create dissatisfaction from job and ultimately can affect the employee's loyalty with the organization. One employee always expects that evaluator recognise his efforts and achievement in the professional life and also support him to overcome on his failure and allows the opportunity to make improvements in his performance in future (Bonnie, 2002).

2.5 Matching performance appraisal with motivation and loyalty

In the growing age of business and markets, human resource is the big asset of the organization; if the organization is not keeping well with its labour work force then it might get into trouble, as the employees are the main features of the progress of the organization. In order to have productivity, employees should be motivated and should be satisfied with their job and have loyalty with the organization. HR professionals are making it possible to motivate the employees with the performance appraisal systems by giving them fair appraisals as per their performance over a period of time. It has been noticed that there is a strong relationship between performance appraisal and motivation, job satisfaction and loyalty (Bonnie, 2002). It is also mandatory that employees get the accurate performance appraisal results to get motivated. If the feedback on appraisal is given according to their performance over the period, that will be a great source of motivation to them. If the performance appraisal has some shortcoming in it and is actually creating some discrepancy in the process, then it will affect the motivational level of the employees and ultimately it will affect their efforts and the risk taking ideas for the betterment of the organization. Also they will lose interest in the affairs of the organization (Mathias and Jackson, 2004). This de-motivation leads the employees to lack of loyalty and they will look other options of good job and hikes in the rewards (Bonnie, 2002).

Accurate performance appraisal is always preferable. However, if there are any inaccuracies then employees would prefer to have accurate performance appraisal with no hikes in rewards rather than an inaccurate system that never encourages or recognises their efforts. An employee who tends to receive an accurate performance appraisal over the period of time, and also has all the rewards associated with that appraisal is the most motivated employee among all the others, and similarly tends to be more satisfied with the job and more loyal to the organization. Therefore,

the process should be fair, as this is the ultimate system to be motivated and satisfied with the job, and creates loyalty.

KNUST



CHAPTER THREE

METHODOLOGY AND ORGANIZATIONAL PROFILE

3.0 Introduction to methodology

This chapter spells out how the research was conducted in the study area. The sources of data, the researcher's choice of approach and study design and the techniques of data collection, including a profile of the case study organisation, are all outlined in this chapter. The chapter also details out the type of participants that were involved in the study, the measuring instrument used, the procedures that were followed and the statistical techniques used in analysing the data.

Both quantitative and qualitative paradigms in research methods were applied. The quantitative research method was used in analysing natural phenomena through experiments and questionnaires. The qualitative form however enabled the researcher to examine the social and cultural attributes of the organisation undertaken by observing and interacting with the management and work force in administration. The amalgamation of both qualitative and quantitative methods provided a real picture of the organisation and also increased the overall accuracy of data obtained; the sources were complementary. The data was then analysed using statistical methods software, SPSS, and the use of graphs and charts to depict results from questionnaires and interviews.

3.1 Sources of data

The researcher obtained data from two main sources; these were primary and secondary data.

Primary research consists of a collection of original primary data. It is often undertaken after the researcher has gained some insight into the issue by reviewing secondary research or by analyzing previously collected primary data. It can be accomplished through various methods, including questionnaires and telephone interviews in market research, or experiments and direct observations in the physical sciences, amongst others (<http://en.wikipedia.org/wiki> [2013]). Primary data are collected by the investigator conducting the research.

Secondary data were data collected by someone other than the user. Common sources of secondary data for social science include censuses, organizational records and data collected through qualitative methodologies or qualitative research. Secondary data analysis saves time that would otherwise be spent collecting data and, particularly in the case of quantitative data, provides larger and higher-quality databases that would be unfeasible for any individual researcher to collect on their own. In addition, analysts of social and economic change consider secondary data essential, since it is impossible to conduct a new survey that can adequately capture past change and/or developments. (<http://en.wikipedia.org/wiki> [2013]).

3.1.1 Primary data

Primary data were gathered from questionnaires and informal interviews. These were carried out in tandem. Questionnaires were administered to junior staff, senior staff and senior members in administration to ascertain their knowledge of performance appraisal. Interviews were conducted informally to ascertain the authenticity of responses in the questionnaire.

3.1.2 Secondary data

Secondary data were gathered from sampled personnel files and documents from the human resource department on efforts to introduce the concept of complete performance appraisal in the Polytechnic.

3.2 Population and Sample

A population can be defined as including all people or items with the characteristic one wishes to understand. Because there is very rarely enough time or money to gather information from everyone or everything in a population, the goal becomes finding a representative sample (or subset) of that population (<http://en.wikipedia.org/wiki> [2013]).

The total number of non academic staff in the Polytechnic stood at one hundred and forty-four (144) as at the time of the research. Hundred (100) questionnaires were administered to twenty (20) senior members, fifty-five (55) senior staff and twenty-five (25) junior staff. Out of the hundred questionnaires, the researcher retrieved sixty-eight (68) comprising fifteen (15) senior members, thirty-three (33) senior staff and twenty (20) junior staff.

3.3 Sampling techniques

Sampling is concerned with the selection of a subset of individuals from within a [statistical population](#) to estimate characteristics of the whole population. The purposive sampling technique was adopted for the purpose of this research. Employees were selected to respond to the questionnaires and interviews from different departments. Employees representing each department of administration were chosen based on their readiness to answer questions. An average of three (3) out of five (5) employees from every department were administered

questionnaires to fill out. This made it possible for the retrieval rate of 70% of the questionnaires administered. From each department, all categories of staff participated in answering the questionnaire.

3.4 Data collection instruments

They are methodologies used to identify information sources and collect information during an evaluation(<http://www.eqavet.eu> [2013]). The instruments used for gathering data from the case study were questionnaire and interview.

3.4.1 Questionnaire

Questionnaires tend to be one of the most feasible methods of collecting data/information from large chunks of individuals covering a wider area of analysis and sometimes are endorsed as being better than interviews where verbal or visual expressions could resist actual information to come out. Another advantage associated with it is the use of both qualitative and quantitative methods by using questionnaires. A series of questions were constructed as per the chosen subject area and were put forward to a wide range of individuals to express their viewpoints on the research. The researcher simultaneously used questionnaires to get the overall viewpoint of employees and their knowledge of performance appraisal.

3.4.2 Interview

The interview is a main part of qualitative research method in which the researcher would put forward questions for various individuals to express themselves on their preferences and viewpoint on the subject understudy. The major advantage attributed to interviews is that further detailed information could be sought and a more congenial feeling could be created such that

better information is elicited. Informally, the researcher engaged some staff in conversations that would solicit their views on performance appraisal and how it benefits individuals and the organisation as a whole in terms of boosting staff morale and motivating employees. Interviews generally involved individual interviews such that small number of respondents could express their knowledge of the appraisal process and its implementation.

3.5 Data analysis techniques

The researcher used separate analysis, and a collection of qualitative and quantitative data were incorporated which were further combined for use in a more prudent way for the research. This was because of the different paradigms of data collection methods (qualitative and quantitative) that were used. The data was analysed using statistical methods software, SPSS, and graphs and charts to depict the results from questionnaires and interviews.

3.6. Organizational profile

Tamale Polytechnic is one of the ten public Polytechnics in Ghana established to provide middle level manpower needs to the teaming industries in the country and beyond. The Polytechnic began as a Trades Training Centre in 1951 and then became the Government Training School in 1954. It was converted to a Junior Technical Institute in 1960. The institution was elevated to the status of a Polytechnic on August 23, 1992. As a result of the Educational Reform Programme and the enactment of the PNDC Law 321 in 1992, the status of the Polytechnic was raised to the level of a Tertiary institution together with Accra, Kumasi, Ho, Cape Coast and Takoradi Polytechnics (Tamale Polytechnic 3rd Strategic Plan, 2007:3).

The Polytechnic remains the only institution in Ghana that runs a dual system (tertiary and non-tertiary) concurrently; this makes the institution unique. The Polytechnic currently has staff strength of five-hundred and sixty eight (568), comprising both teaching and non-teaching staff. This includes Management staff of one hundred and thirty three (130), Senior Staff of one hundred and ninety two (192) and Junior Staff (including menial staff or labourers) of two hundred and forty three (243) (Tamale Polytechnic Human Resource data, 2013). This information is represented in table 3.1 on page 41 below.

The administrative structure of the Polytechnic has the Rector as the Chief Executive Officer assisted by five (5) principal officers including the Vice Rector, Registrar, Finance Officer, Internal Auditor and the Librarian. Other key officers include Deans, Academic Heads of Department (HOD), Unit Heads and Assistant Registrars as well as other supporting staff who assist in the day to day running of the Polytechnic. Other administrative units that help in the day-to-day business of the Polytechnic include the Human Resource unit, Academic Affairs unit, Public Relations unit, Planning unit, Procurement unit, Business Development unit, Industrial Liaison unit, and the Estates unit. Others also include Transport Unit, Security Unit, Sports Unit and Guidance and Counselling Unit (NCTE data from Planning Unit, 2010).

The Polytechnic is made up of three (3) schools, fifteen (15) departments and eleven (11) administrative units. The Polytechnic runs various Higher National Diploma (HND), Diploma in Business Studies (DBS) and a host of non-tertiary programmes. The institution has a student population of about seven thousand, six-hundred students (7,600) (NCTE data from Planning Unit, 2010).

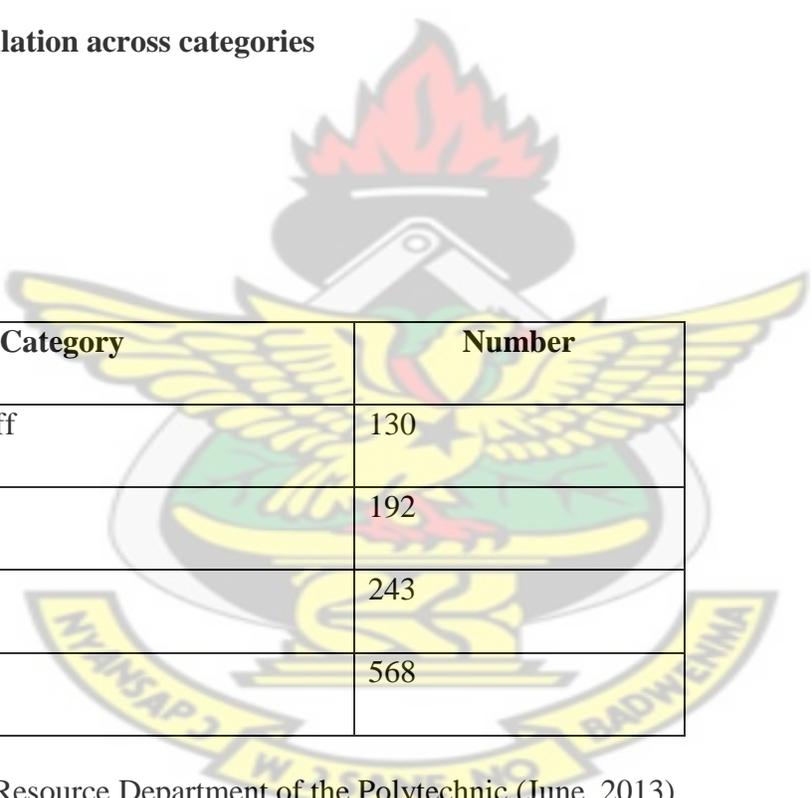
Find the organisational chart for administrative staff in appendix 2 of this thesis.

KNUST

3.6.1 Staff Population across categories

Table 3.1

Staff population



Category	Number
Management staff	130
Senior staff	192
Junior staff	243
Total	568

Source: Human Resource Department of the Polytechnic (June, 2013)

Table 3.1 shows the number of staff in Tamale Polytechnic across the three major categories of staff. From the table it can be observed that Tamale Polytechnic has more junior staff than any other category of staff.

3.6.2 Location and landmark

The institution is located at Tamale North Constituency in the North-Western part of the Metropolis. It shares boundaries with two major educational institutions and two local communities namely; Tamale Senior High School to the South-West, Bagabaga Teachers Training College to the North-West, Wurishe community to the North and Chogu-Filling Point to the East. The Polytechnic has a total land mass of 715,064.4 M² (Tamale Polytechnic Estate Unit, 2012). The Polytechnic is accessible by roads, footpaths or by air (that is through the Tamale Airport).

3.6.3 Mission statement

The mission of the Polytechnic is to provide skills-oriented tertiary education in Engineering, Commerce, Applied Sciences and other relevant fields and also create opportunities for research to promote regional and national industry development.

3.6.4 Vision

The vision of Tamale Polytechnic is to become an IT driven tertiary institution, with a cohesive workforce for the running of Professional, Certificate, HND and Degree programmes relevant to national development; with the needs of the informal sector as the Polytechnic's socio-economic environment taking the centre stage.

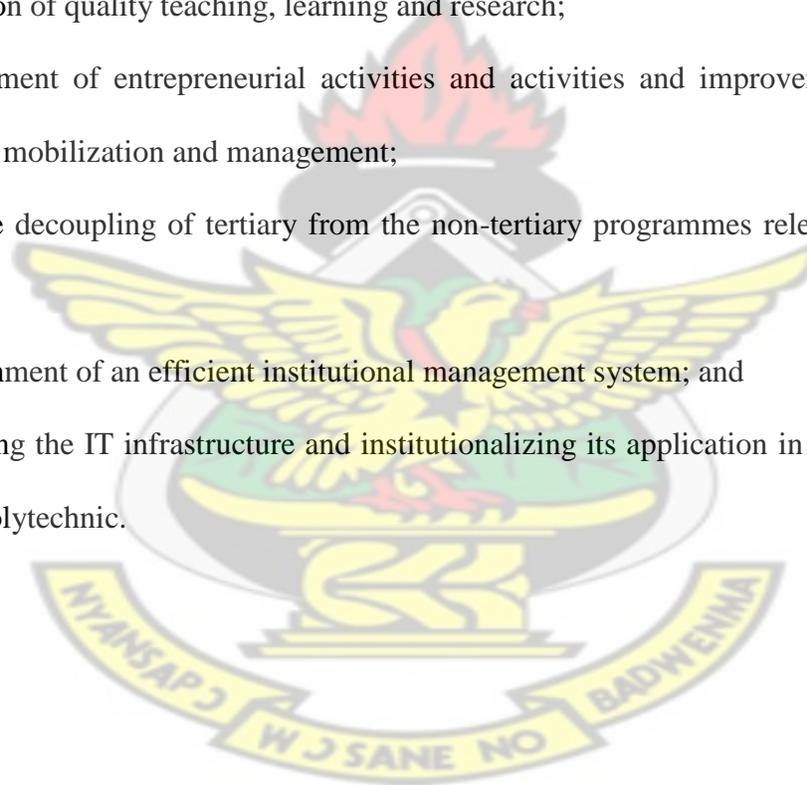
3.6.5 Core values

The core values of the Polytechnic are hard work, honesty, transparency, justice, fair play, and unity and togetherness (cohesive workforce). It is expected that every staff of the Polytechnic must be attuned to these values and diligently work in line with them.

3.6.6 Key result areas

Based on these Vision and Mission statements, a set of seven (7) objectives have been identified as areas where appropriate actions will be applied to achieve desired results. These include the following:

1. Developing the resourced work force required by the Polytechnic to fulfill her mission;
2. Provision and maintenance of physical infrastructure;
3. Promotion of quality teaching, learning and research;
4. Development of entrepreneurial activities and activities and improvement in financial resource mobilization and management;
5. Effective decoupling of tertiary from the non-tertiary programmes relevant to industrial needs;
6. Establishment of an efficient institutional management system; and
7. Expanding the IT infrastructure and institutionalizing its application in the core business of the Polytechnic.



KNUST

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

Questionnaires and interviews were the major tools of data collection. The researcher administered 100 questionnaire items but was able to retrieve only 68 that were filled. Interviews were conducted on five senior members to determine their thoughts on the issue of performance appraisal in the Polytechnic.

As would be discussed later in this chapter, the research revealed that performance appraisal was practised in Tamale Polytechnic. However this was done only during promotions. The ensuing analysis will bring to bear the fact that even staff who were promoted and taken through performance appraisal did not know that the promotion assessment forms were actually performance appraisal forms. The tables and graphs below depict the results of the research.

KNUST

4.1 Sex of respondents

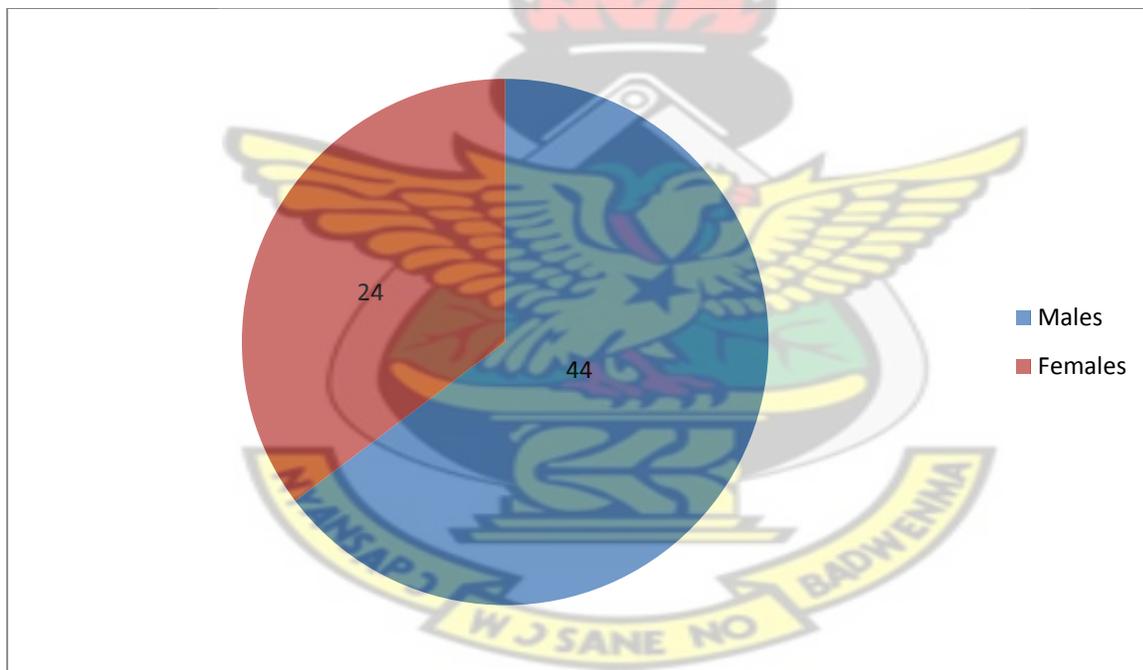


Figure 4.1 A pie chart showing the sex of respondents

Source: Researcher's field study June, 2013

Employees were questioned on their gender representation. The researcher found that out of the 68 respondents that filled out questionnaires 44 (65%) were males and 24 (35%) were females.

From figure 4.1 above, it can be inferred that a majority of the employees of Tamale Polytechnic are males. Unfortunately, this seems to be a similar trend in most public institutions.

4.2 Academic Qualification of respondents

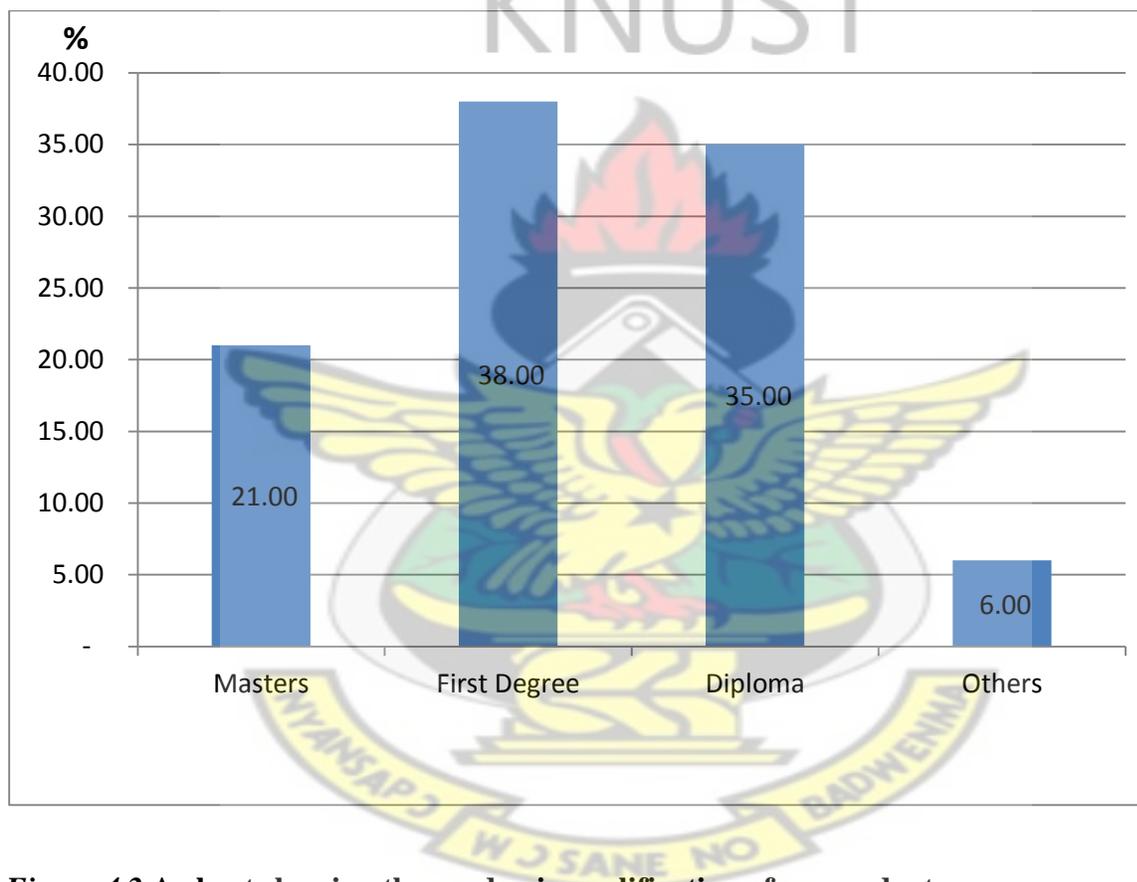


Figure 4.2 A chart showing the academic qualification of respondents

Source: Researcher's field study June, 2013

Employees were assessed on their academic qualifications to get a fair idea of the educational composition of employees in administration. Figure 4.2 above indicates that there are more first degree holders in the administration of Tamale Polytechnic. It is however apparent from the

figure that there was a fair representation of respondents across the three categories. The least represented were the ‘others’ category which comprised of junior staff (labourers and cleaners).

4.3 Work experience of respondents

Table 4.1

Work experience

No. of years	No. of responses	Percentage
1 to 6 years	43	63.00
7 to 12 years	12	18
13 to 18 years	7	10.00
19 and above	6	9.00
Total	68	100.0

Source: Researcher’s field study June, 2013

Employees were also assessed on the number of years they had worked in the Polytechnic. This was to ascertain if the experience of workers could be translated into their knowledge of performance appraisal in Tamale Polytechnic. From the data gathered, it was noticed that 43 (63%) of administrative workers had worked in the Polytechnic between one and six years. Between the period seven to twelve years were 12 (18%) employees, and between the categories of thirteen to eighteen years and nineteen and above were 7 (10%) and 6 (9%) respectively. From table 4.1 above, it is visible that most of the administrative staff had worked in the Polytechnic between one and six years. This shows that administrative workers of the Polytechnic work for

fairly longer years than most employees in other employment areas. This could also infer that the administrative employees are happy with their jobs.

4.4 Status of respondents

Table 4.2

A table on the status of administrative staff

Staff Status/Category	No. of Responses	Responses in Percentages
Senior Members	15	22
Senior Staff	33	49
Junior Staff	20	29
Total	68	100

Source: Researcher's field study June, 2013

Relevant to the research was the positional status of employees in administration. The research revealed that 15 (22%) of administrators are senior members with qualifications of masters degree and above, 33 (49%) were senior members and 20 (29%) were junior staff. From Table 4.2 it can be deduced that majority of employees fall under the senior staff category. This category is made up of administrative assistants, senior/principal/chief administrative assistants and their analogous positions. It was observed from the study that most of the junior staff with qualifications below diplomas did not know much about the topic.

added responsibilities. In the next heading, it would be revealed that what the employees termed extra responsibilities were not actually extra responsibilities.

4.6 Nature of extra responsibility allocated

A follow up question was asked for respondents to specify the nature of their extra responsibilities. Even though 21 (33%) of the respondents said they had added responsibilities, they failed to provide a description of exactly what the added responsibilities were. Interesting responses were gathered from the 21 employees who said they had added responsibilities. Some of the responses are:

- i. Internet correspondence;
- ii. As specified by the H.O.D.;
- iii. Calculate memo after typing;
- iv. Drafting my boss's memos;
- v. Serve in some academic and council committees; and
- vi. Carrying items from store and doing photocopies.

These responses, as presented in the questionnaire, are no doubt routine jobs, but the respondents still mentioned them as extra responsibilities. This shows that employees of the Polytechnic do not know the description of their normal duties.

4.7 Knowledge of performance appraisal

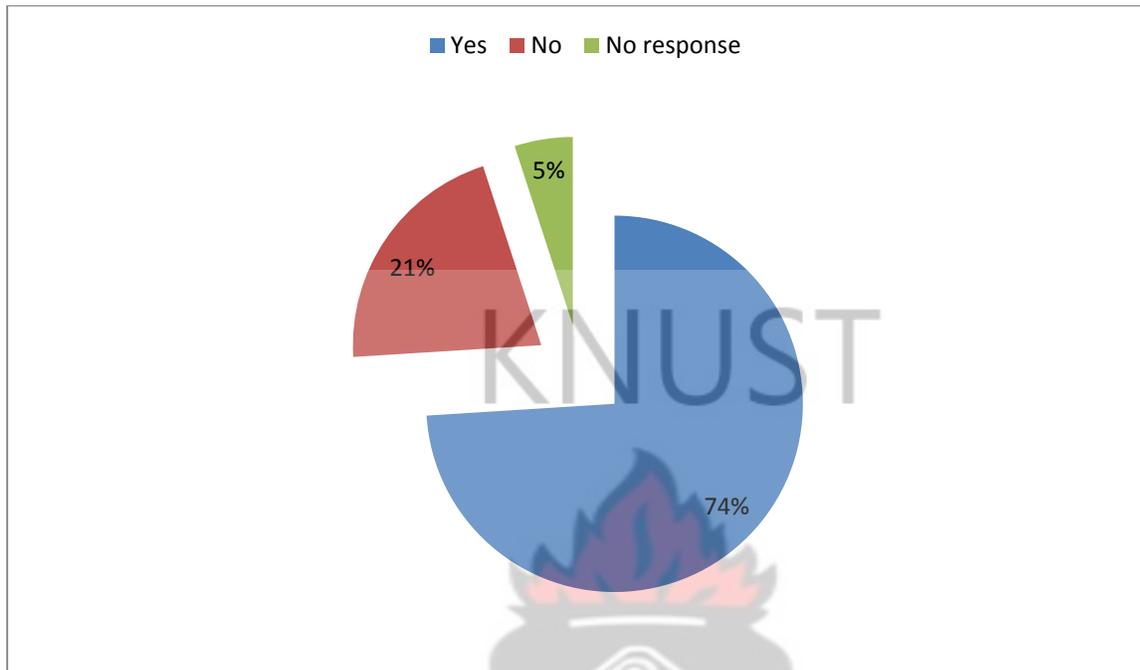


Figure 4.4 A pie chart showing employees knowledge of PA

Source: Researcher's field study June, 2013

The researcher asked if employees had ever heard of the term 'performance appraisal'. The researcher wanted to ascertain this before further questions could be asked. From the data it was observed that most of the employees, 50 (74%) had ever heard of performance appraisal whilst 14(21%) said they had never heard of the term and 4 (5%) of respondents abstained from answering the question. It is however worrying to know that even though performance appraisal is practiced in the Polytechnic, a substantial number of employees are not aware of it. This could infer that their performances have never been evaluated or that their performances are appraised without their knowledge. This is presented in figure 4.4 above.

4.8 Employees' level of understanding on the meaning of performance appraisal

Table 4.3***Employees' level of understanding***

Meaning	No. of responses	Percentage
It is where HR managers measure the performance of employees	14	21
To appraise is to assess the worth or value of employees	7	10
It is the formalized regular review of an individual's performance	7	10
It is where organisations measure the adequacy of their employees' job performances and communicate this evaluation to them	15	22
All of the above	19	28
Non responses	6	9
Total	68	100

Source: Researcher's field study June, 2013

After establishing employees' knowledge of performance appraisal, the researcher wanted to know the employees' level of understanding of the topic. Optional statements were provided on the meaning of performance appraisal, from which they had to choose based on their knowledge of the subject. Out of the 68 employees, 62 (91%) responses were gathered for this question, 6 (9%) employees however left the portion blank. This is stated in table 4.3above. The responses show that most employees were knowledgeable of the meaning of performance appraisal.

4.9 The existence of performance appraisal

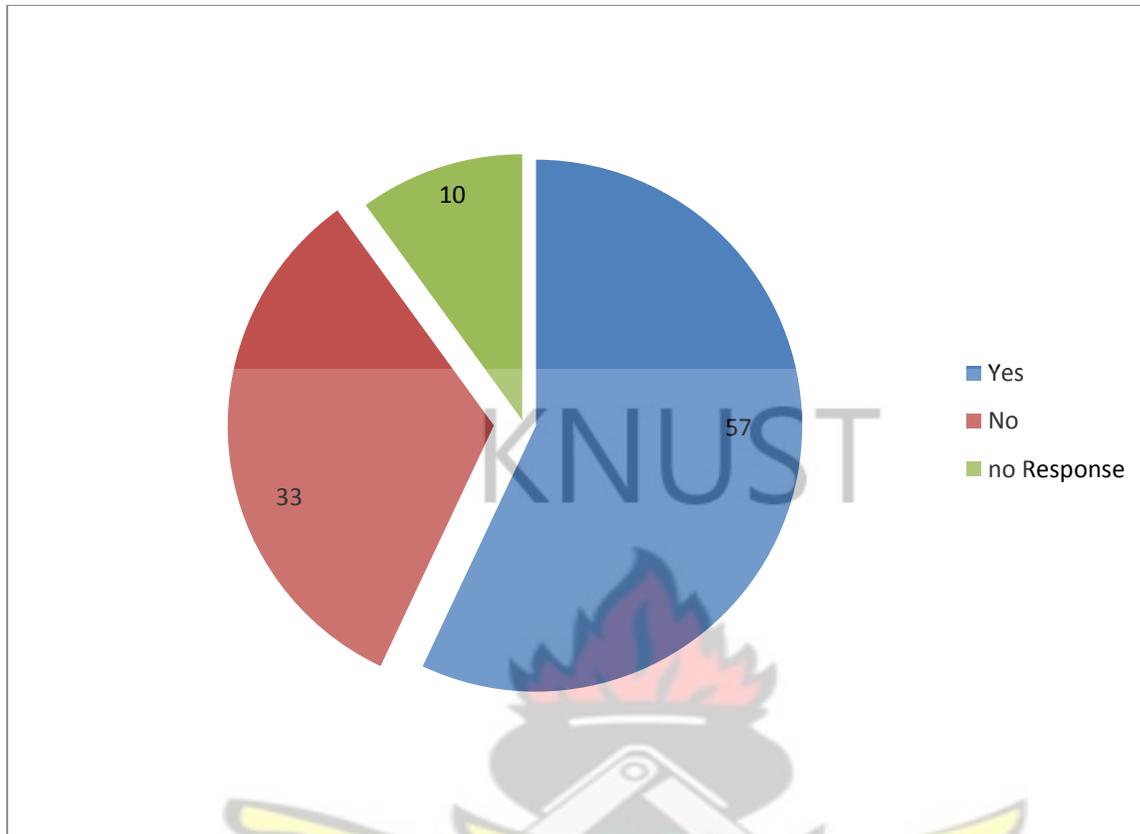


Figure 4.5 A pie chart on whether PA is practised in Tamale Polytechnic

Source: Researcher's field study June, 2013

The researcher wanted to ascertain employees' awareness of the existence of performance appraisal as practiced in the Polytechnic. While 22 (33%) of employees had no idea of its existence, 38(57%) of employees said performance appraisal was practiced in Tamale Polytechnic. Interestingly, 8 (10%) employees were either not sure of its existence or did not want to answer the question and thus left the question unattended to. Figure 4.5above illustrates that employees of Tamale Polytechnic are well educated on the performance appraisal practises of the Polytechnic.

4.10 Methods of performance appraisal

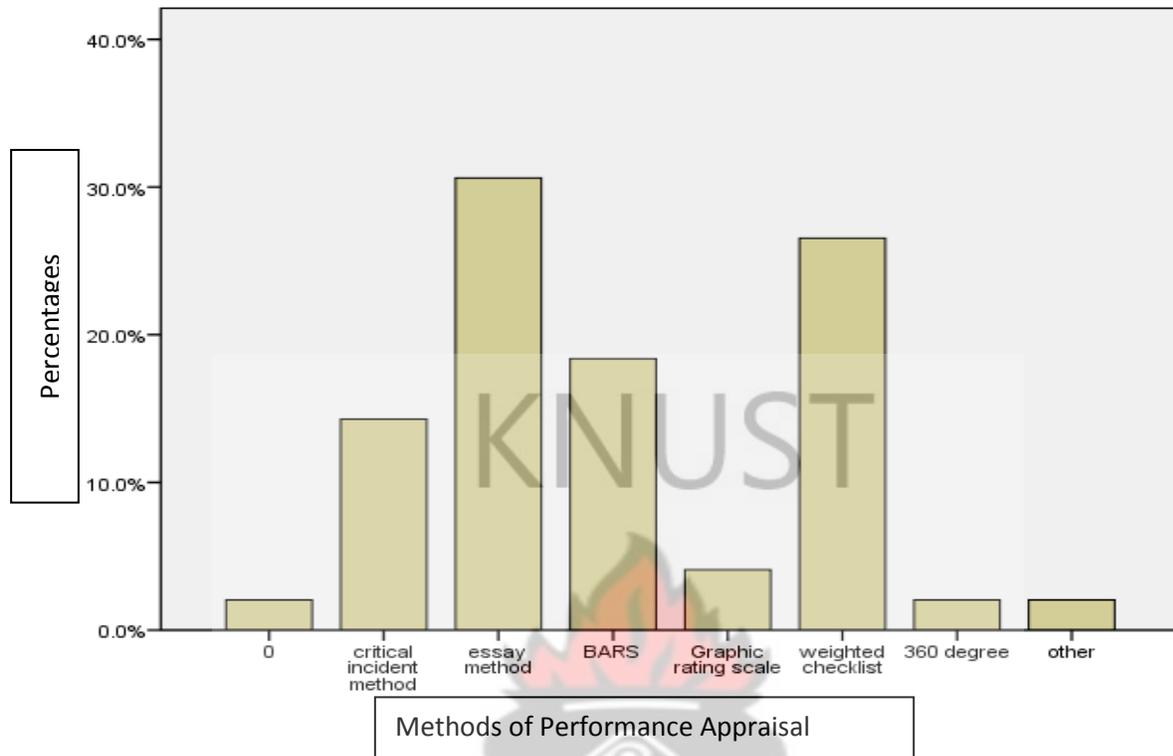


Figure 4.6 Chart on the methods of PA

Source: Researcher's field study June, 2013

The essence of asking what method of performance appraisal was used in appraising performance in the Polytechnic was to find out if employees knew the methods well. The essay method was chosen more frequently than the other methods. All methods were selected by different respondents. Out of the responses gathered, 19 (28%) of respondents did not select any of the options provided. Data gathered showed that 15 (22%) respondents selected the essay method. The least chosen method was 360-degree feedback by 2 (3%) respondents. This information is represented in figure 4.6 above. It is obvious that the Polytechnic would have a uniform method for assessing the performance of its employees, however different methods were

chosen by respondents, obviously because employees of the Polytechnic did not know the specific method of appraisal used.

4.11 The evaluator of performance

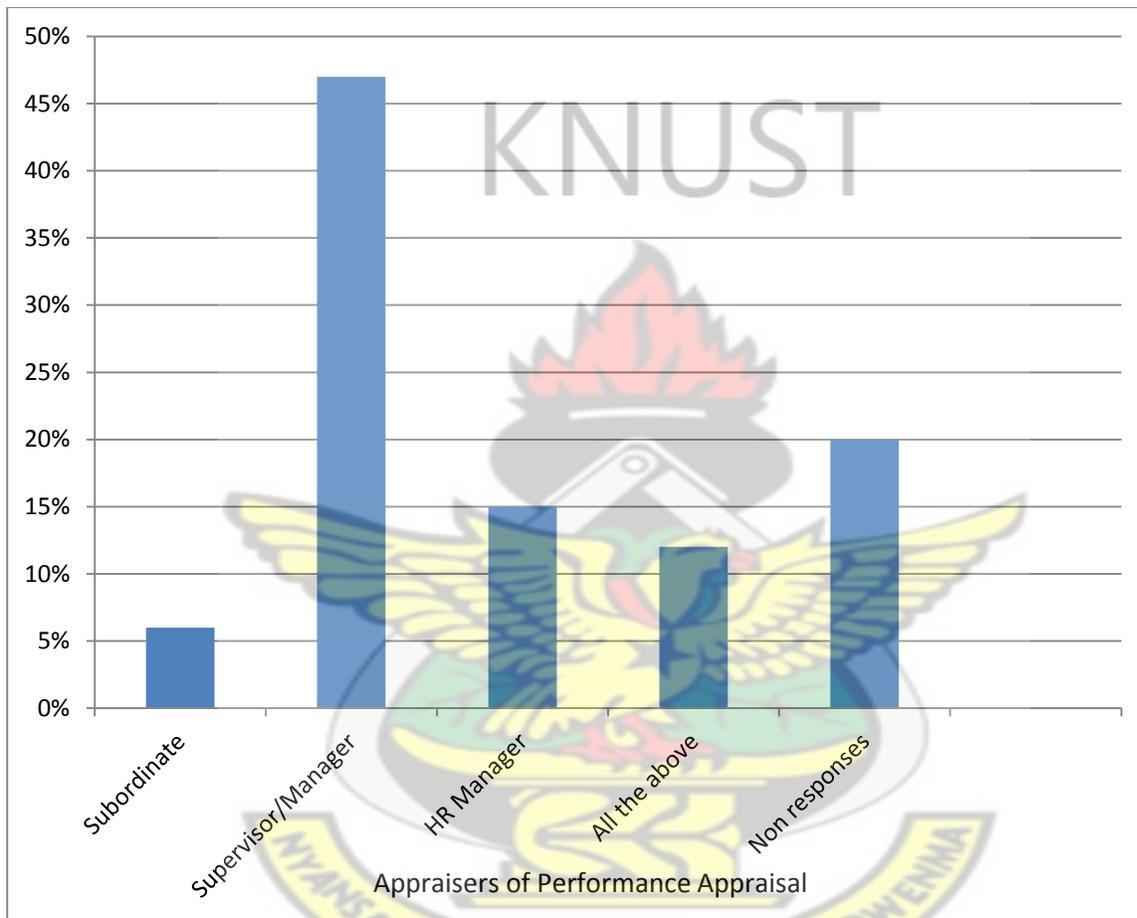


Figure 4.7 A chart of appraisers of performance

Source: Researcher's field study June, 2013

The evaluator of performance varies from organisation to organisation based on the method chosen. Employees of Tamale Polytechnic were asked who their appraisers were. Responses were varied as all the options were chosen. In figure 4.7 it is depicted that the highest of 32 (47%)

was recorded against the option 'supervisor/manager' while the lowest of 4 (6%) was recorded against the option 'subordinate'. A substantial percentage of 14 (21%) of employees apparently did not know which option to choose and so left the question answered. Yet again, employees' responses showed that they were unsure of the person who evaluated their performance. Obviously, their answers would have been consistent if they knew who was responsible for evaluating their performance. The employees who did not want to guess simply did not answer the question.

KNUST

4.12 Relevance of performance appraisal

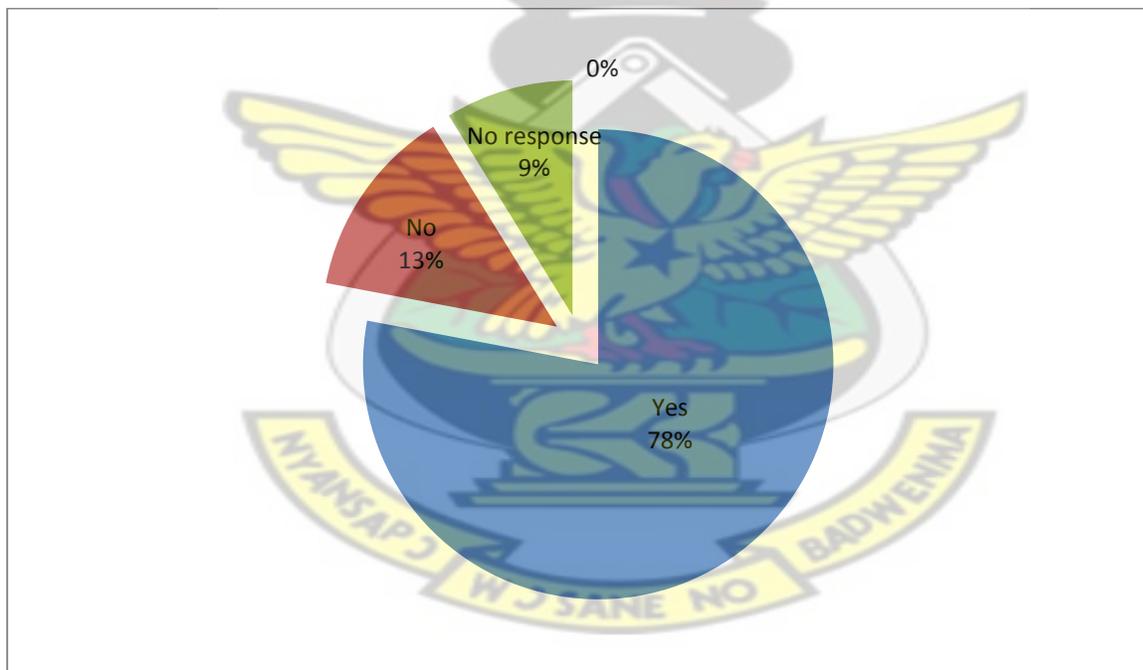


Figure 4.8 A pie chart on the relevance of Performance Appraisal

Source: Researcher's field study June, 2013

The relevance of performance appraisal in the successful administration of the day to day activities of the Polytechnic was sought from the study. A total of 62 employees answered this portion of the questionnaire. Figure 4.8 depicts data on the relevance of performance appraisal in Tamale Polytechnic. The figure shows that 53 (78%) of employees said performance appraisal was relevant in the Polytechnic, 9 (13%) said it was not relevant and 6 (9%) of the employees did not choose any of the options. The data shows clearly that performance appraisal is indeed seen as an important Human Resource tool in the Polytechnic.

4.13 Uses of performance appraisal

Table 4.4

Uses of Performance Appraisal

Uses	No of responses	Responses in Percentage
Human resource planning	6	9
Motivation	15	21
Training and development	12	18
Pay rise	4	6
Promotion	23	34
No response	8	12

Source: Researcher's field study June, 2013

The researcher wanted to determine employees' knowledge of the importance of performance appraisal in taking useful managerial decisions so this question was asked. Table 4.4 shows that

23 (34%) were of the view that performance appraisal was used for promotion. The least responses were however collected on its use for pay rise determination, 4 (6%). Interestingly, second in ranking was motivation, which fetched 15 (21%) of the responses. Also, 8 (12%) of the sixty-eight employees did not provide any answers to the question. From the table it can be deduced that most employees prefer the use of performance appraisal for promotion than for rewards in the form of increased pay.

KNUST

4.14 Beneficiaries of the uses of performance appraisal

Table 4.5

Beneficiaries of the uses of performance appraisal

Uses	Beneficiaries	Percentage
Human Resource Planning	3	5
Motivation	13	19
Training and Development	11	16
Pay rise	3	5
Promotion	21	31
No response	17	24
Total	68	100

Source: Researcher's field study June, 2013

Employees were questioned to know whether they had ever benefited from any of the uses of performance appraisal. Table 4.5 portrays the benefits that employees of the Polytechnic have

had from performance appraisal. The table reveals that 21 (31%) of the employees were said to have experienced performance appraisal through promotion. Significantly, 17 (24%) showed that they had not enjoyed any of the uses of performance appraisal and 3 (5%) said they had a pay rise resulting from performance appraisal. This revelation emphasises the finding in 4.13 above.

4.15 Whether there is fairness in performance appraisal

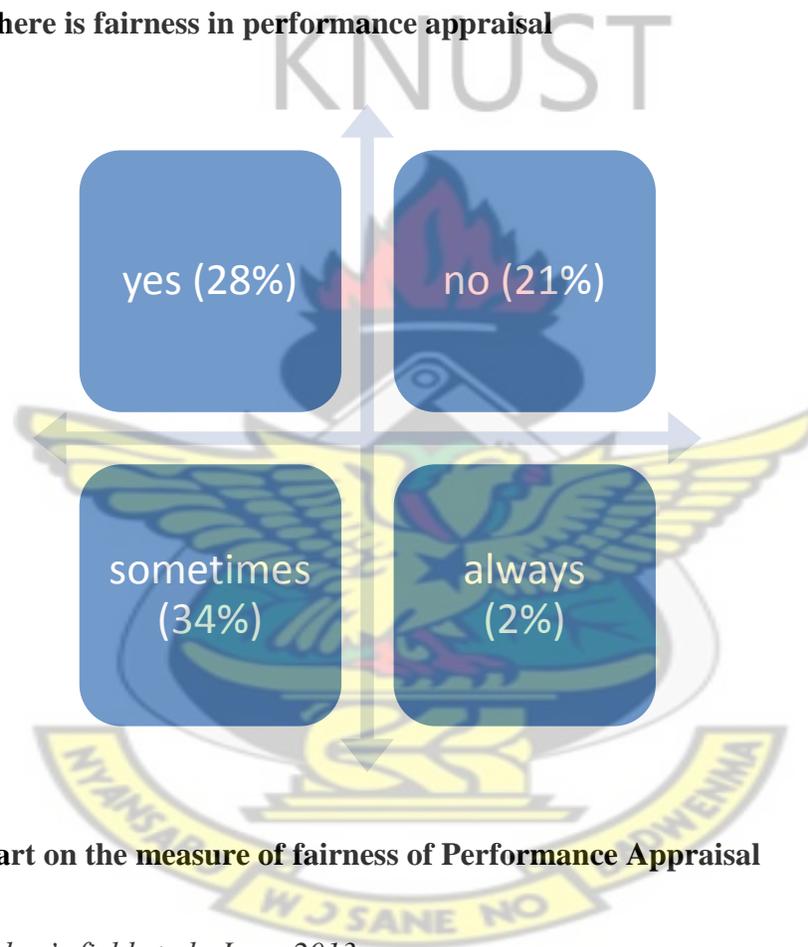


Figure 4.9A chart on the measure of fairness of Performance Appraisal

Source: Researcher's field study June, 2013

Performance appraisal could be sought with a lot of problems if not managed properly. The researcher needed to know if the appraisal system in Tamale Polytechnic was fair. From figure 4.9 above, it was noticed that most of the employees 23 (34%) chose the option sometimes. Another 14 (21%) of respondents chose the option of no and 19 (28%) said performance

appraisal was fair. The rest of the 11 (15%) however abstained from answering the question. It could be inferred from the above data that performance appraisal was fair or unfair due to previous experience of employees.

4.16 Why performance appraisal is fair

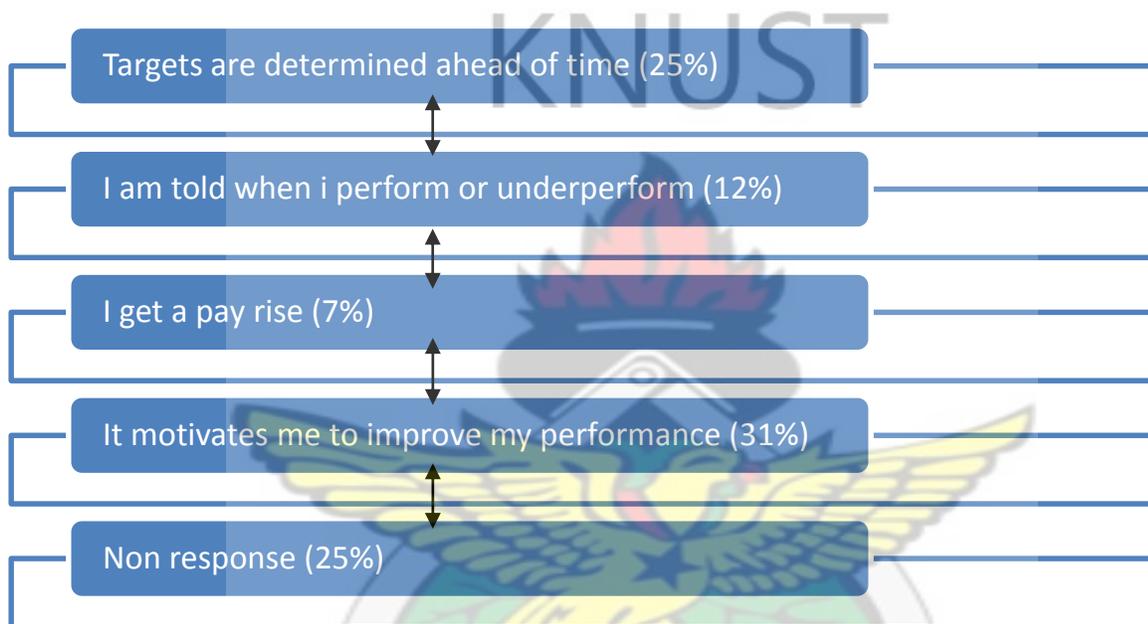


Figure 4.10 a list of reasons and percentages of why Performance Appraisal is fair

Source: Researcher's field study June, 2013

Performance appraisal is said to be fair when employees know what is expected of them and are rewarded for meeting appraisal targets. The researcher asked why employees thought performance appraisal was fair. Most of the respondents (30.9%) said it motivates them to improve their performance and 7.4% said they get a pay rise after appraisal. Figure 4.10 below shows that a great deal of 25% of the respondents did not choose any of the options.

4.17 Why performance appraisal is sometimes perceived as unfair

Table 4.6

A table on the perceptual bias of Performance Appraisal

Problems in Performance Appraisal	Responses	Percentage
Halo and horns effect	10	15
Unclear job expectations	23	34
I do not get a pay rise when I outperform	11	16
Errors may occur in the PA ratings	7	10
My superior simply hates me	4	6
Non response	13	19
Total	68	100

Source: Researcher's field study June, 2013

After obtaining the views of employees on whether performance appraisal was fair, the researcher further inquired about the reasons for which performance appraisal is sometimes perceived to be biased. Responses to the question were interesting. Employees that said that unclear job expectations made performance appraisal bias were 23 (34%). Those that said their superiors simply hate them were 4(6%) and other respondents comprising 13 (19%) did not respond to the question. The data on table 4.6 above shows that employees experience more problems of appraisal bias with unclear job expectations than any other reason.

4.18 Performance appraisal as a source of motivation

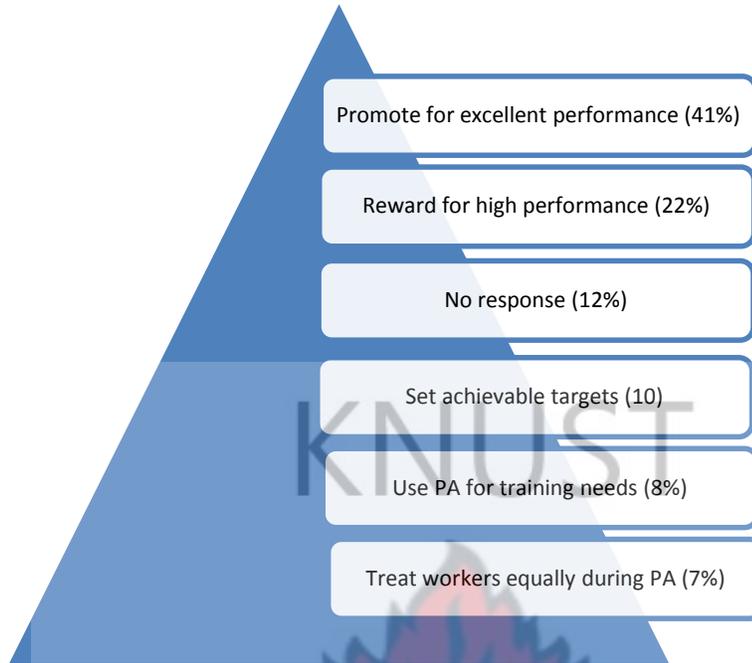


Figure 4.11A hierarchy of responses for how PA could be a motivator

Source: Researcher's field study June, 2013

The main crux of the research was to ascertain the possibility of motivating staff to increase productivity through performance appraisal. Therefore this research would have been incomplete without asking employees how this was possible. Out of the 68 employees, 8 (12%) employees abstained from answering this question, 28 (41%) of the employees said they would be motivated to perform more if their performance was tied to promotion. Figure 4.11 above also shows that 14 (22%) of the respondents said they would be motivated if rewards were granted for high performance. The data indicates that employees of Tamale Polytechnic place more importance on promotion through performance appraisal than any other means of motivation for performance.

KNUST



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines the summary of findings from the research. It talks about the particular areas of the research that need to be highlighted, as well as the researcher's concluding statements and recommendations on the way forward.

5.2 Summary of findings

5.2.1 Shortfalls of the existing performance appraisal system

The research revealed that there were shortfalls in the performance appraisal system currently practised in the Polytechnic. It came up during investigations that performance appraisal is not practised in totality; it is only when staff apply for promotion that the need for appraisals occur. Even the appraisals done during promotion are only practiced where an employee is going to be promoted within the same category. This implies that for example, when an employee applies for promotion from one senior position to another senior position, he/she would be taken through an assessment of their job. Assessment forms are given in two parts; part 1 is for the applicant to assess him/herself and part 2 for the Head of Department/ Supervisor to assess the applicant. Again, the term 're-designation' is used where an employee is going to be moved from one category/level of employment to a higher category. With re-designation, a promotion interview is granted in upgrading the employee. This involves a Committee known as the Appointments and Promotions Board. The employee's Head of Department/ Supervisor sits in the interview panel together with the Human Resource Manager and other relevant parties. The applicant is asked questions based on the position and whether he/she has learned anything new that can impact on that position.

5.2.2 Incongruence of assessment variables with the real job

From careful examination of the appraisal forms, the researcher gathered that some of the assessment areas were not in line with what the real practice is. Again, it was observed that the form was too vague, in the sense that it was designed to suit a particular category of administrative staff. There was not much expected of the applicants within the categories of Audit and Finance staff. Emphasis was however placed on the administrative assistants and senior /principal/chief administrative assistant roles to the detriment of their counterparts in Audit and Finance.

5.2.3 Lack of understanding of the methods of performance appraisal

The researcher observed in the study that even though in the questionnaire, employees ticked against some of the appraisal methods; they did not know exactly the definitions of the different methods of appraisal. The appraisal form indicates that the method of appraisal is the weighted checklist method; however, all the methods were selected by different respondents, showing that they did not know the definitions of the various methods.

5.2.4 Performance appraisal as mere formality

Performance appraisal is supposed to be used to decide on whether a person merits a promotion or re-designation or not. However, they are mostly used as mere formalities. Almost all the time, the applicant becomes successful. The only case whereby application is not granted is when there

are personal squabbles between the applicant and his/her supervisor. In this case, the appraisal would not favour the applicant and thus, the application would be denied.

5.2.5 Inadequate knowledge of duties and responsibilities of staff

The research revealed that employees of Tamale Polytechnic do not know specifically what their duties and responsibilities of work were. This was evident in the responses to the question of what extra responsibilities employees had. The responses that were provided showed that 33% of employees said they had added responsibilities. However, when a follow up question was asked for them to specify the nature of their extra responsibilities, the comments were interestingly not extra responsibilities. The descriptions of the extra responsibilities provided showed that they were actually normal work schedules of the employees.

5.2 Conclusion

Undoubtedly, performance appraisal is a very vital human resource tool. However, abuse of system, bias, nepotism, favouritism and selfishness of some Heads of Department and Supervisors have made others to perceive performance appraisal as a mere annual ritual. This research was conducted in Tamale Polytechnic to ascertain the possibilities of using performance appraisal as an HRM tool to motivate employees to improve on their performance, thus increasing the productivity of the institution. Though practiced, it was observed that it was not done like the normal, annual review of staff performance. Due to the absence of performance appraisal in Tamale Polytechnic, workers only perform routine tasks which are bureaucratic in nature.

The Polytechnic, like every public institution was observed to have a large workforce of 568 employees who perform similar tasks based on their positions. There is no periodic assessment of the performance of employees and so it is difficult to tell their levels of performance within a certain period. Employees therefore feel no need to put in their best performance since tasks, as assigned would be carried out any way.

5.4 Recommendations

5.4.1 Assessment forms

The research revealed that the promotion assessment forms were not representative of all categories of employees in administration. The assessment forms seemed to solicit for more administrative responses than their analogous positions in Internal Audit and Finance Office. It is therefore recommended that the assessment forms for promotion should be widened to include areas that would make it possible for all categories of employees in administration to be assessed. The forms should also include a portion where the supervisor and applicant can talk briefly about the need for upgrading, the new skills or knowledge the applicant has acquired and the area of the organisation the new skills or knowledge could be beneficial to.

5.4.2 Periodic review

The study revealed that employees saw the need for performance appraisal to be implemented fully in the Polytechnic. A great number of respondents said performance appraisal was relevant to the Polytechnic. It is therefore recommended that performance appraisal should be practiced as a periodic exercise, such that all employees would be assessed to know their level of

performance and contribution to the institution. Targets should then be set for each unit to identify with the success or otherwise of the institution.

5.4.3 Motivating by rewarding

The study conducted showed that 22.1% of employees saw the need for staff to be motivated to put in their best performance when employees are rewarded for high performance. It is therefore recommended that performance appraisal should be a assessment tool for determining pay rises or merit increases on employees' salaries.

5.4.4 Training and development

The study also revealed that employees under the junior staff category of administration, with qualifications below HND, were more than those in the senior staff and senior member categories. This revelation is worrying as higher education has a significant effect on performance and productivity. It is therefore recommended that more of the junior staff should be sponsored to go on further studies since this would improve productivity and quality of work in the Polytechnic.

5.5.5 Duties and responsibilities

From the research it was noted that most employees in administration did not know what their normal duties were. The data gathered showed that employees referred to normal duties as extra responsibilities. When questioned, some of the staff said they were not given any schedule of duties when they were employed. It is recommended that all employees in administration should be provided with a schedule of the duties and responsibilities so that they would know the kind

of jobs that fall within or outside their schedules of duties. It is only when employees know their schedules that targets can be set for successful performance monitoring and evaluation.

KNUST



LIST OF REFERENCES

Aguinis, H. (2005) *Performance Management*. Upper saddle river, New Jersey: Pearson

Prentice Hall. pp. 81-85 and p.246

Armstrong, M. (2000) *Performance Management*. 2nd Ed. London: Kogan Page.

pp. 88-115

Armstrong, M. and Baron, A. (2005) *Managing Performance: Performance Management*

in Action. London: CIPD. pp. 121-130

Bach, S. (2000) *Personnel Management, a comprehensive guide to theory and practice*.

London: Blackwell. 222-228

Bateman, Thomas S. and Snell, Scott A. (2002) *Management: competing in the new era*

5thed. New York: McGraw-Hill. pp.311 -324.

Beach, D.S. (1980)*The Management of People at Work*.5th ed. New York (no publisher).pp.191-124

Beaumont, P. B. (1993) *Human Resource Management*. London: Sage. p.59

Boice, D.F. and Kleiner, B.H. (1997) Designing effective performance appraisal systems.

Work Study. Vol 46, no.6. pp 197-201.

Bottomley, M.H. (1990) *Personnel Management*. Pitman. P.65-7

Bracken *et al.* (2001) 360feedback from another angle. *Human Resource Management*.

Vol. 40, No. 1: 3–20.

C.I.P.D (2005) *Performance Management.Survey Report*. London: CIPD.p.54-60

Caruth, D.L. and Humphreys, J. H. (2008) Performance Appraisal; Essential Characteristics for Strategic Control.*Measuring Business Excellence*.Vol. 12, no.3, pp. 24-32.

Coens, T., and Jenkins, M.(2002) *Abolishing Performance Appraisal*. San Francisco, C.

A.: Berrett-Koekler.

Cook, J. and Crossman, A. (2004) *Satisfaction with Performance Appraisal Systems*.

Journal of Managerial Psychology.Vol. 19, no.5, pp. 526-541.

Dessler, G. (2000) *Human Resource Management*. 8thed. New Jersey: Pearson

Education, Inc.

Drucker, P.F. (2006) *The Practice of Management*. Harper, U.S.A. (no publisher)

Dubrin, A.J. (2004) *Coaching and Mentoring Skills*. New Jersey, United States: Pearson

Education.pp.51-70,79

Elias J. and Scarbrough H. (2004) *Evaluating Human Capital: an Exploratory Study of Management Practice*, *Human Resource Management Journal*. Vol. 14, No. 4, pp.21–40.

Fletcher C. (1997) *Appraisal: Routes to improved performance* (2nd edition). London: CIPD.

Fletcher C. (2001) Performance appraisal and management: the developing research agenda', *Journal of Occupational and Organizational Psychology*, Vol. 74.pp. 473–87.

Hofstede G. (2001) *Culture's Consequences* (2nd edition). London: Sage.pp.148-50

[#http://en.wikipedia.org/wiki/Performance_appraisal # mw-navigation](http://en.wikipedia.org/wiki/Performance_appraisal) [online]. Retrieved on July 6, 2013

Khanka, S.S. (2007) *Human Resource Management: Text and Cases*, New Delhi: S and Chad Company. pp.1, 393

Kleiman, Lawrence S. (2007) *Human resource management: a management tool for competitive advantage*. Cincinnati: Atomic Dog Publishing. p.5

Leopold, J. and Haris, L. (2009) *The Strategic Management of Human Resources*. 2nd Ed. Harlow, England: Pearson Prentice Hall.pp.103-222

Mani, B.G. (2002). *Performance Appraisal Systems, Productivity, and Motivation*. *Public Personnel Management*.(no place) (no publisher)

Martey, K.A (2002) Appraising the performance of library staff in a Ghanaian academic library. *Library management*, Vol. 23.No.8/9, pp.403-416.

Mathias, R. L and Jackson, J.H (2004) *Human Resource management*. 10th ed.Mason (Ohio): South-western co.

- Mayo, A. (2001) *The Human Value of the Enterprise: Valuing people as assets – monitoring, measuring, managing*. London: Nicolas Brealey.
- McGregor, D. (1957) *An Uneasy Look at Performance Appraisal*. Harvard Business Review, 35 (3).
- McGregor, D. (1960) *The Human Side of Enterprise*. New York: McGraw-Hill.
- Mondy, R. (2008) *Human Resource Management*. 10thed. New Jersey: Prentice-Hall.
- Mullins, L.J. (2010) *Management and Organisational Behaviour*. 9th Ed. London: Prentice Hall. pp.510-520
- Murphy, K. R. (1989). Dimensions of job performance. In: R. F. Dillon and J. W. (n.d.) *Motivation*. London: Jon Wiley and Sons. pp.515-7
- Murphy, K.R. and Cleveland, J.N. (1995). *Understanding Performance Appraisal*. New Delhi: Sage Publications.
- Pettijohn et al. (2001a) *Are Performance Appraisals a Bureaucratic Exercise or Can they be Used to Enhance Sales Force Satisfaction and commitment? Psychology and Marketing*. New York: Praeger.
- Redman, T. (2001) 'Performance appraisal', in T. Redman and A. Wilkinson, *Contemporary Human Resource Management: Text and cases*. Harlow: Pearson Education.
- Saunders, M. Lewis, P. and Thornhill, A. (2003) *Research Methods for Business Students*. 3rd Ed. Harlow: Pearson Education Ltd.
- Tahvanainen, M. (2000) Expatriate performance management: the case of Nokia Telecommunications. *Human Resource Management*, Vol. 37, No. 4. pp.267–75.
- Taylor, S.M., Fisher C.D. and Ilgen, D. R. (1984) "Individuals' Reactions to Performance

Feedback in Organizations: a Control Theory Perspective”. In: Rowland, K.M. and Ferris, G.R. (Eds.) *Research in Personnel and Human Resources Management*. Greenwich, CT. : JAI Press.

Torrington, D. (1991), Human Resource Management, 6th Ed. Pearson Education Limited. England.

Torrington, D. and Hall, L. (1991), *Personnel Management: A new approach*. 2nd Ed. Prentice Hall.

Turkson, J.K. (2012) Template for Course material: IDL. Kumasi.pp.42-64

Vasset, F. (2012) *Possible Effects of Performance Appraisal in Municipal Health Service*. University of Stavanger. Norway.p.36-8

Vey, M.A., and Benton, J.M. (2004). *Workforce Performance Appraisal*. Institute for High Performance Business. USA. www.accenture.com/institute. Vroom, V.H. (1964).

Work and Walsh P., Bryson J. and Lonti Z. (2002) ‘Jack be nimble, Jill be quick: HR capability and organisational agility in the New Zealand public and private sectors’, *Asia-Pacific Journal of Human Resources*, Vol. 40, No. 2. pp. 177–92.

Walters, M. (1995) *The Performance Management Handbook*. London: IPD.

Watson, T. (1986) *Management Organization and Employment Strategy: New Directions in Theory and Practice*. London: Routledge.

Williams, M.R. (1972) *Performance Appraisal in Management*. London: Hienemann.

Yee, C. C. and Chen, Y. Y. (2009) *Performance Appraisal System Using Multi-factorial Evaluation Model*. PWASET.vol. 41.

Youngcourt, S., Leiva, P.I. and Jones, R.G. (2007) Perceived Purposes of Performance Appraisal; Correlates of Individual and Position-Focused Purposes on Attitudinal Outcomes. *Human Resources Development Quarterly*. Vol. 18, no.3.

KNUST



Appendix 1

KWAME NKURUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

SCHOOL OF BUSINESS

**MASTER OF BUSINESS ADMINISTRATION (MBA) IN HUMAN RESOURCE
MANAGEMENT**

Questionnaire designed for administrative staff of Tamale Polytechnic

I wish to introduce myself to you as a Master of Business Administration (MBA) student of the School of Business, Kwame Nkrumah University of Science and Technology (KNUST). As A requirement for the award of a Master of Business Administration programme, I am required to write a thesis which is entitled 'Performance appraisal as a tool to motivating staff of Tamale Polytechnic'. I request for you, as a sampled employee of the Institution to fill in the following questionnaire. I would be most grateful if you could please spare some few minutes of your precious time to answer all the questions that follow. You are assured that all the data/information you provide would be treated with utmost confidentiality. Thank you very much in advance for your co-operation.

Please, tick (√) the appropriate box

SECTION A: PERSONAL DATA

(1) Gender of respondent: Male [] Female []

(2) What is your current level of certificate attained?

Doctorate degree (PhD) []

Second degree (Masters) []

First degree []

Diploma []

Others (specify) []

(3) How many years have you worked with Tamale Polytechnic?

1 to 6 years []

7 to 12 years []

13 to 18 years []

19 years and above []

(4) Which category of workers do you fall under?

Senior member []

Senior staff []

Junior staff []

(5) Do you have an added responsibility to your regular work?

Yes [] No []

(6) If yes, specify

SECTION B: SCOPE OF PERFORMANCE APPRAISAL

(7) Have you ever heard of the term performance appraisal?

Yes [] No []

(8) Which of the following is true of performance appraisal?

- i. It is where HR managers measure the performance of employees []
- ii. To appraise is to assess the worth or value of employees []
- iii. It is the formalized regular review of an individual's performance []
- iv. It is where organizations measure the adequacy of their employee's job performances and communicate this evaluation to them []
- v. All of the above []

SECTION C: METHODS OF PERFORMANCE APPRAISAL

(9) Is performance appraisal practiced in Tamale Polytechnic? Yes [] No []

(10) What appraisal method is used in Tamale Polytechnic?

- i. Critical incident method (CIM) []
- ii. Essay method []
- iii. Behaviorally anchored rating scale (BARS) []
- iv. Graphic rating scale []
- v. Weighted checklist method []
- vi. 360° feedback []
- vii. Other (specify)

(11) Who was the appraiser?

- i. Your subordinate []
- ii. Your supervisor/ manager []
- iii. The human resource manager []
- iv. Your colleague workers []
- v. All of the above []

SECTION D: RELEVANCE OF PERFORMANCE APPRAISAL

(12) Is performance appraisal relevant in Tamale Polytechnic? Yes [] No []

(13) What is performance appraisal used for in Tamale Polytechnic? Tick as many boxes as applicable.

- i. It is used for human resource planning []
- ii. It motivates employees to perform better []
- iii. It is used to assess training and development needs []
- iv. It is used for pay rise []
- v. It is used for promotion []

(14) Which of the above benefits have you ever enjoyed? Is it i, ii, iii, iv, or v?

SECTION E: PROBLEMS WITH PERFORMANCE APPRAISAL

(15) Is performance appraisal in Tamale Polytechnic fair?

- i. Yes []
- iii. No []
- ii. Sometimes []
- iv. Always []

(16) What makes appraisals fair in Tamale Polytechnic?

- i. Targets are determined ahead of time []
- ii. I am told when I perform or underperform []
- iii. I get a pay rise for my hard work []
- iv. It motivates me to improve my performance []

(17) What makes appraisals in Tamale Polytechnic unfair?

- i. The halo and horns effect []
- ii. Unclear job expectations []

- iii. I do not get a pay rise when I outperform []
- iv. Errors may occur in the PA ratings []
- v. My superior simply hates me []

SECTION F: SUGGESTIONS ON THE WAY FORWARD

(18) How can performance appraisal be used to motivate staff of Tamale Polytechnic to perform better?

- i. Grant rewards for high performance []
- ii. Promote employees for excellent performance []
- iii. Set achievable targets []
- iv. Use PA to determine training needs []
- v. Treat workers equally during appraisals []

