

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,
INSTITUTE OF DISTANCE LEARNING (IDL)**

**PERFORMANCE APPRAISAL AS A TOOL FOR IMPROVING PRODUCTIVITY OF
STAFF OF GHANA EDUCATION SERVICE
(A CASE STUDY OF SELECTED PUBLIC SENIOR HIGH SCHOOLS IN THE
KUMASI METROPOLIS)**

**BY
DORIS ROSELLA SENYAH SEC./MGT. (B.ed)**

**A THESIS SUBMITTED TO THE INSTITUTE OF DISTANCE LEARNING, KWAME
NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI, IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A
COMMONWEALTH EXECUTIVE MASTERS DEGREE IN BUSINESS
ADMINISTRATION (CEMBA)**

AUGUST 2011

DECLARATION

I hereby declare that, this work is the result of my own field research and that no part of it has been submitted for any other degree elsewhere. I have acknowledged all authors and editors whose works were consulted.

Signature.....

Date.....

MRS. DORIS R. SENYAH

(Candidate)

KNUST

Signature.....

Date.....

MR. S. A. KYEREMATENG

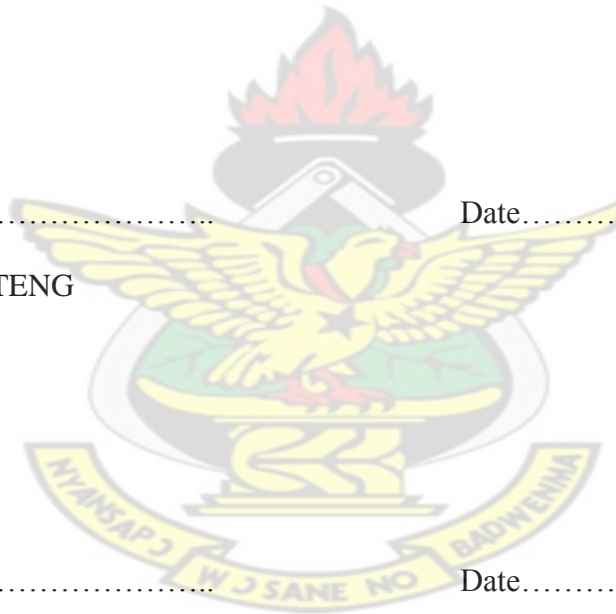
(Supervisor)

Signature.....

Date.....

PROFESSOR DONTWI

(DEAN, IDL)



DEDICATION

I sincerely dedicate this research work to my beloved husband, Mr. Matthew Kwame Senyah, my children, Nana Agyemang Senyah, Atta Boateng Senyah Senior and Junior and Osei Tutu Senyah for the moral, spiritual, intellectual and financial support that enabled this far-reaching educational goal to become reality.

KNUST



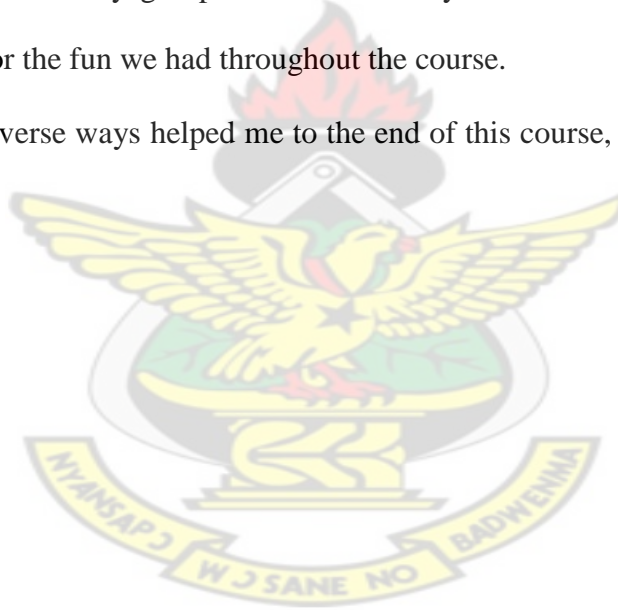
ACKNOWLEDGEMENTS

I thank God Almighty for seeing me through this academic enterprise,

I also thank my family for their patience and support which encouraged me to go through this CEMBA Course. My frequent absence from the family was an inconvenience to them but they accepted it

I further express immense gratitude to my supervisor Mr. S. A. Kyeremateng, a lecturer of IDL, KNUST, who guided me to the final production of this academic work. My course mates, especially, Bold Thinkers study group also deserves my sincere thanks not only for fruitful group discussions but for the fun we had throughout the course.

Lastly, for all who in diverse ways helped me to the end of this course, I say thank you from the bottom of my heart.



DEFINITION OF TERMS

Performance Appraisal: Formal systematic assessment of how well employees performing their jobs in relation to established standards and communication of the assessment to employees.

Tool: Any material that can be used to aid a process towards achieving an objective.

Improving: Increasing or enhancing something

Productivity: Out put of work in terms of quantity and quality



LIST OF ABBREVIATION

GES	:	Ghana Education Service
HRM	:	Human Resource Management
SHS	:	Senior High Schools
PA	:	Performance Appraisal
K.M.A:		Kumasi Metropolitan Assembly
K..N.U.S.T:		Kwame Nkrumah University of Science and Technology



TABLE OF CONTENTS

DECLARATON.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
DEFINITION OF TERMS.....	v
LIST OF ABBREVIATION.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
LIST OF APPENDIX.....	xi
ABSTRACT.....	xii

CHAPTER ONE : GENERAL INTRODUCTION

0.1 INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY.....	2
1.2 PROBLEM STATEMENT.....	4
1.3 OBJECTIVES OF THE STUDY.....	5
1.3.1 GENERAL OBJECTIVE.....	5
1.3.2 SPECIFIC OBJECTIVES.....	6
1.4 RESEARCH QUESTIONS.....	6
1.5 SIGNIFICANCE OF THE STUDY.....	7
1.6 SCOPE OF THE STUDY.....	7
1.7 LIMITATION OF THE STUDY.....	8
1.8 ORGANIZATION OF THE STUDY.....	9

CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION.....	10
2.1 DEFINITION OF PERFORMANCE APPRAISAL.....	10
2.2 CONCEPT OF EMPLOYEES PERFORMANCE APPRAISALS.....	11
2.3 OBJECTIVES OF PERFORMANCE APPRAISAL.....	14
2.4 DEFINITION OF PERFORMANCE APPRAISAL.....	15
2.5 EMPLOYER EVALUATION.....	16
2.6 TOOL FOR PERFORMANCE METHODS.....	18
2.7 PROCESS OF PERFORMANCE APPRAISAL.....	23
2.8 CHALLENGES OF PERFORMANCE APPRAISAL.....	26
2.9 APPRAISAL AS EMPLOYEE MOTIVATION MECHANISM.....	27
2.10 TQM AND PERFORMANCE APPRIASAL.....	29
2.11 LINKING COMPENSATIONTO PERFROMANCE / PRODUCTIVITY.....	30
2.12 LINKING PERFORMANCE APPRAISAL TO PRODUCTIVITY.....	30
2.13 CORPORATE PRODUCTIVITY AND PERFORMANCE ASSESSMENT SYSTEM ...	32
2.13.1 CORPORATE PRODUCTIVITY (CP) vs. MOTIVATION.....	33
2.13.2 MOTIVATION VS. PERFORMANCE ASSESSMENT SYSTEM (PAS).....	36

CHAPTER THREE:METHODOLOGY

3.1 INTRODUCTION.....	41
3.2 RESEARCH DESIGN	41
3.3 DATA SOURCES.....	42
3.4 TARGET POPULATOON.....	43

3.5 SAMPLING PROCEDURE.....	43
3.6 DATA COLLECTION INSTRUMENT.....	45
3.7 DATA ANALYSIS.....	45
3.8 PROFILE OF THE K.M.A.....	46
3.9 PROFILE OF GHANA EDUCATION SERVICE/ASHANTI REGIONAL OFFICE	48

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

4.0 INTRODUCTION.....	50
4.1 DATA PRESENTATION AND ANALYSIS.....	50
4.2 THE AGES OF RESPONDENTS.....	53
4.3 EDUCATIONAL LEVEL.....	54
4.4 YEARS WITH GES.....	56
4.5 STAFF APPRAISAL.....	57
4.6 ENVIRONMENT OF APPRAISAL.....	61
4.7 PERFORMANCE MEASUREMENT AND ATTAINED RESULTS.....	64
4.8 SELECTION CRITERIA FOR TEACHERS' PROMOTION.....	67
4.9 REFRESHER COURSES.....	67
4.10 RELATIONSHIP BETWEEN APPRAISALS AND PRODUCTIVITY.....	67

CHAPTER FIVE:

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION.....	68
5.2 SUMMARY OF FINDINGS.....	69
Demographic Representation.....	69

Staff Appraisal Issues.....	70
Environment of Appraisal.....	70
Performance Measurement and Attained Results.....	70
Selection Criteria for Teachers' Promotion.....	71
Refresher Courses.....	71
Relationship between Appraisal and Productivity.....	71
CONCLUSIONS.....	71
5.3 RECOMMENDATIONS.....	73
Resources.....	73
Objective Assessment.....	73
Decentralized Reward System.....	73
Communication of Feedback.....	74
Documentation of the Process.....	74
Suggestion for Future Research.....	74
REFERENCES.....	75
APPENDIX.....	79-86

LIST OF TABLE

Table 1	:	Guide: Sample size and technique for selecting respondents.....	44
Table 4.1	:	Respondents Distribution.....	51
Table 4.2	:	The Ages of Respondent.....	53
Table 4.3	:	Educational Level.....	55
Table 4.4	:	Number of years with GES.....	56
Table 4.5	:	Staff Appraisal Issues.....	59
Table 4.6	:	Performance Measurement and Attained Results.....	65



LIST OF FIGURES

Figure 1	:	Conceptual Framework.....	13
Figure 2	:	Process of Performance Appraisal.....	24
Figure 2.13.1	:	The relationship between Productivity and Motivation	36
Figure 2.13.2	:	Model of Individual/Organization Performance	38
Figure 4.1.1	:	Respondents Distribution.....	52
Figure 4:1.2	:	Gender Ratio.....	52
Figure 4:2	:	The Ages of Respondents.....	54
Figure 4.3	:	Educational Level.....	55
Figure 4.4	:	Number of years with GES.....	56
Figure 4.5.1	:	Job Knowledge / Communication/ Professional Competence.....	58
Figure 4.5.2	:	Productivity.....	60
Figure 4.5.3	:	Quality of work and ability to Solve Problem.....	61
Figure 4:6.1	:	Appraisal Performed without Staff's Knowledge.....	62
Figure 4.6.2	:	Personal File.....	62
Figure 4.6.3	:	Good Relationship with Supervisor.....	63
Figure 4.6.4	:	Appraisals Based on Merit.....	63
Figure 4.6.5	:	Performance Measurement and Attained Results.....	66

LIST OF APPENDIX

APPENDIX A	:	Sample Questionnaire for Teachers, Supervisors and Headmasters of Ten Selected Schools.	79
APPENDIX B	:	Administrative Map of Kumasi Metropolitan Assembly.....	86
		Sub-Metro Areas of Kumasi.....	86



ABSTRACT

Performance appraisal is said to include all formal, systematic assessment of how well employee are performing their jobs in relation to established standards and the communication of that assessment to employees. It is also viewed as any procedure that involves setting work standards, assessing the employees' actual performance relative to those standards, and providing feedback to employees with the aim of motivating him/her to eliminate performance deficiencies or to continue to perform above par. It needs to be conducted with all fairness, seriousness and regularity due to several benefits it accrues to organization, such as identification of employees strength and weakness and improvement of quality work life style by increased understanding of managers and their staff. Thus performance appraisals have become a powerful tool for increasing motivation, improved work practices and productivity, if conducted in a constructive, open and supportive manner in any organization or institution. However, it is not conducted properly and regularly in GES and this has led to slow progress as well as low productivity of GES staff. It is in the light of these circumstances that the study was undertaken with the main objective of ascertaining the extent to which performance appraisal can be used as a tool to improve productivity of teaching staff of some selected Senior High Schools in Kumasi Metropolis. Questionnaires were the instrument used to collect data and Microsoft Excel software was used for analysis and presentations were made accordingly. The study revealed that GES system of appraisal has positive correlation with productivity or output of teachers yet there were not enough resources available for an effective performance appraisal system. It was also detected that appraisals were fraught with favouritism and suffer from poor supervision to some extent in spite of management's high commitment. Recommendations made by the researcher to GES and selected senior high schools include, provision of requisite resources to

ensure effective and increased productivity through effective performance appraisal system, objective assessment of performance to reduce favouritism, timely and constructive communication of feedback, and documentation of the performance appraisal process to serve as the basis for refresher courses.

KNUST



CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

In view of the numerous challenges facing business organizations, primarily caused by the turbulent competition in industry; and by inference to the employees, performance appraisals offer a valuable opportunity to recognize and reward employees' efforts and performance, detect key barriers and facilitators to work practice, and identify professional development needs and opportunities.

Performance appraisal thus indicates a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development; has become the most powerful tool to calibrate, refine and reward the performance of the employee.

There are several benefits accruing to organizations that engage in a regular and systematic performance appraisal system within an organization, especially when it is developed in consultation with employees and managers, and clear links are established between appraisals and valued rewards and outcomes.

In recent times, job performance of an employee is often the most significant consideration for determining whether to promote the person. While successful in the present job does not necessarily mean an employee will be an effective performer in a higher-level job, performance appraisals do provide some predicative information that can be used to identify employees' strengths and weaknesses (Byars and Rue, 2004). Thus, performance appraisals have become a powerful tool for increasing motivation and improving work practices if conducted in a constructive, open and

supportive manner (Skinner et al, 2002)

In simple terms, it is a systematic way of reviewing and assessing the performance of an employee during a given period of time and planning for his future. It helps to analyze and evaluate an employee's achievements and contributions towards the achievements of the overall organizational goals. Many contemporary organizations use appraisal results, either directly or indirectly, to help determine reward outcomes i.e., the appraisal results are used to identify the better performing employees who should get the majority of available merit pay increases, bonuses, and promotions. By the same token, appraisal results are used to identify the poorer performers who may require some form of counseling, or in extreme cases, demotion, dismissal or decreases in pay (Skinner et al, 2002).

Dessler (2008) indicated that performance appraisal assumes that the employees knew what performance standards were, and received the feedback required to remove any performance deficiencies. The aim should always be to improve the employees', and, thereby, the company's performance.

1.1 Background of the Study

Ghana Educational Service, like any other organization expects higher output from its employees. This expectation is made possible when the employees are given formal feedback on how well they are performing their jobs. Performance Appraisal is a vital human resources tool as it encompasses training and development, planning, employee compensation determination, promotion and lay off decisions as well as providing documentation that justify these decisions.

An effective appraisal scheme therefore offers a number of potential benefits to both individual and the organization (Mullins, 1996; 63; Vanci-Osam & Askit, 2002; Lam, 2001:2). These benefits are: identification of an individual's strengths and weakness; identification of problems which may be restricting progress and causing inefficient work practices; development of a greater degree of consistency through regular feedback on performance and discussion about potential which encourages better performance from staff; improvement of the quality of working life by increasing mutual understanding of managers and their staff.

Performance appraisal should therefore be viewed as one of those processes in organizations that aim at enhancing productivity through mutual interaction between supervisor and the subordinates. The feedback provided during the appraisal process is vital in informing all those involved in the organization about what ought to be done in order to map the way forward.

The Ghana Education Service (GES) as a corporate entity cannot divulge itself from this all important concept of Performance Appraisals which in several cases could serve as a form of motivation to employees. Obviously, the compelling and competing demands facing the GES have positive correlation to the best delivery of teaching in the senior high schools in the Kumasi Metropolis, specifically, and Ghana, in a wider sense of the subject. The condition of service of employees, particularly, the appalling infrastructure and modern equipments; and the low level of commitment, lack of professionalism among others can hardly inspire any patriotic Ghanaian to work efficiently.

In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others, including subordinates, naturally, informally and arbitrarily. It has become imperative in the face of the above mentioned challenges to take strategic steps based on very elaborate strategic plans (i.e. short-term, medium-term and long-term) in order to normalize the situation.

1.2 Statement of the problem

Performance appraisal as a tool provide a good opportunity to formally recognize employees' achievements and contributions to an organization, and to ensure a clear link is maintained between performance and rewards. Governments in conjunction with Ministry of Education, and Ghana Education Services (GES) had proposed and implemented series of educational reforms aimed at improving the quality of the education system in Ghana. The Ministry has realized that the education system could be improved by assisting schools to enhance the quality of teaching.

Although, performance appraisal was introduced as a means of identifying, measuring and improving the teachers performance and quality of teaching in GES, it has lost its relevance to a mere documentation whereby teachers in Senior High Schools, who are due for promotion fill as part of the required documents for promotional assessment processes without recourse to the GES HR Department or School Authorities. Furthermore, the performance appraisal forms are filled in the Senior High Schools when the teacher has to be put on proper scale or salary upgrading. In spite of the numerous administrative and development purposes served by performance appraisal in an organization, the HRM division of the GES seldom maximizes the positive contribution this tool adds to productivity. According to Khazem (2008), 'the

Productivity of any organisation is directly correlated to the Effectiveness of the Employee Performance Appraisal. Performance appraisal if properly done is believed to contribute greatly to the efficiency of the entire organisation, as it ensures continuous improvement on areas identified as crucial for employing a positive and reinforcing management system.’

Therefore, the statement of the problem is that poor appraisal system at the GES has led to the slow progress and lower productivity of the teachers and other employees of the entire educational sector. Additionally, this has caused the poor performance of the public Senior High Schools in recent years.

It is in the light of this situation that a research is being conducted to assess how performance appraisal as a tool is being used to enhance productivity of teaching staff of selected public Senior High Schools in the Kumasi Metropolis as well as suggesting ways of ensuring effective appraisal system in the schools.

1.3 Objectives of the study

The research aims at achieving the following objectives:

1.3.1 General Objectives

The general objectives of the study is to ascertain the extent to which Performance Appraisal can be used as a tool to improve productivity of teaching staff of some selected Senior High Schools in the Kumasi Metropolis.

1.3.2 Specific Objectives

Specifically, the objectives for the study are:

1. To evaluate the existing Performance Appraisal System within the GES.
2. To identify the criteria used to select Senior High School teachers and other staff for promotion activities.
3. To ascertain how often the performances of teachers and other staff appraised in the Senior High Schools within Kumasi Metropolis.
4. To investigate how often refresher courses or programmes are organized in the Senior High School to remedy the deficiencies revealed by the performance appraisal results.
5. To assess the correlation between performance appraisal and productivity of teachers and other staff.
6. To provide recommendations as to how Performance Appraisal can be best used as an effective tool for improving the output of teachers and other staff in selected SHS.

1.4 Research Questions

In order to achieve the main purpose of the research, the following research questions were formulated to guide the study.

1. Is there any Performance Appraisal System existing in the selected Senior High Schools in Kumasi?
2. What criteria are used to select Senior High School teachers and other staff for promotion activities?
3. How often are the performances of teachers and the other staff appraised in the Senior High Schools in Kumasi?

4. How often are refresher courses or programmes organized in the Senior High School in Kumasi to remedy the deficiencies revealed by the performance appraisal results?
5. What is the correlation between performance appraisal and productivity of teachers in SHS in Kumasi?
6. To what extent can Performance Appraisal be used as an effective tool to increase productivity or work output of teaching and other staff in the selected SHS in Kumasi?

1.5 Significance of the Study

It is hoped that, the findings of the study will help senior high school authorities to put measures in place to ensure effective performance appraisals in their respective schools.

It could be used as reference information for the HRM Department in Kumasi Metro Education Office. It will also help GES to structure its training and development programmes to improve the weak performance of teachers revealed through performance appraisals to improve productivity of GES staff.

1.6 Scope of the study

The study was conducted within the framework of evaluating performance appraisal as a tool for productivity enhancement of staff of GES: A case study of some selected Seniors High School in the Kumasi Metropolis. The study was carried out in ten (10) schools namely, St. Louis SHS, Prempeh College, Opoku Ware Senior High, Asanteman Senior High, Yaa Asantewaa Senior High, Kumasi Senior High, T.I Ahamadiyha Senior High, Kumasi Senior High Technical School, Kumasi Girls Senior High, and Kumasi Academy. As mentioned earlier, it is a case study approach of ten selected Senior High Schools and would not cover others to reflect the

entire GES response to issues worth investigating on staff performance appraisals. Hence, the result will not be generalized but its findings would be placed in the relevant context of the individual Senior High Schools studied.

1.7 Limitations of the Study

Among the likely limitations that the study encountered are:

Lack of database on staff performance appraisals, inadequate accurate data on productivity and the unwillingness of officials of GES to release information affected the study to some extent.

Some of the respondents considered the exercise as a waste of time and for that matter were not prepared to spend a few minutes of the precious time to answer the questions. The researcher went through difficulty in getting approval for some background information about the service. It took more than eight weeks to get the approval and a further delay caused by the department in charge of the information was also frustrating. It took a lot of difficulty and effort in getting back the questionnaire that was given to the staff.

The research was limited by financial constraints taking into consideration, the extent of the scope of the study and the limited time frame within which the study was conducted. Another area of limitation to this study was the inability of respondents to complete and submit questionnaire on time for data to be analysed

Even though nationwide study would have been more appropriate, there were constraints of financial resources since the study was basically funded by the researcher and unavailability of data did not make it possible to carry out a nationwide study. The researcher has to combine academic work with her office work. Furthermore, costs such as printing, photocopying, binding as well as opportunity cost are expensive.

1.8 Organization of the Study

Basically, the research was conducted based on five chapters, with each chapter addressing a particular part of the research. The first chapter deals with the introduction which captures: the background of the study, statement of the problem, objective of the study, research questions, and the significance of the study, the scope of the study, limitations and organization of the study. The second chapter looks at the review of available literature related the topic. The third chapter deals with the research methodology that is the research design, population, the sampling procedure, instrument of measurement, procedure and administration. Chapter four looks at data analysis and presentation of the results and findings. The final chapter (five) deals with summary of findings, recommendations and conclusions.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature on performance appraisal as a tool for productivity improvement by looking at the various definitions provided by authorities on the subject, the concept, objective, uses, purposes and processes of both employees' performance appraisals. The overview of GES was also mentioned.

2.1 Definitions of Performance Appraisal (PA)

Several authorities on the subject have come out with a number of definitions which are elucidated in the subsequent paragraphs:

Byars and Rue (2004) indicated that PA involves determining and communicating to an employee how he/she is performing the job and, ideally, establishing a plan of improvement.

... the formal, systematic assessment of how well employees are performing their jobs in relation to established standards, and the communication of that assessment to employees” (French,1977).

According to Dale Yoder (1982), “...PA includes all formal, systematic assessment of how well employees are performing their jobs in relation to established standards and the communication of that assessment to employees”.

“... the formal assessment and rating of individuals by their managers at usually an annual review meeting (Amstrong, 2008).

In the view of Dessler (2008), it is any procedure that involves (i) setting work standards, (ii) assessing the employees' actual performance relative to those standards and (iii) providing feedback to employees with the aim of motivating him/her to eliminate performance deficiencies or to continue to perform above par.

Filippo (1980) stated that PA is the systematic, periodic and an impartial rating of an employee's excellence in matters pertaining to his present job and his potential for a better job.

Aquinas (2009) summed everything up by defining PA as a method of evaluating the behaviour of employees in the work spot, normally including both the quantitative and qualitative aspects of job performance. He further reiterated that it is a systematic and objective way of evaluating both work-related behaviour and potential of employees.

2.2 Concept of Employees Performance Appraisals

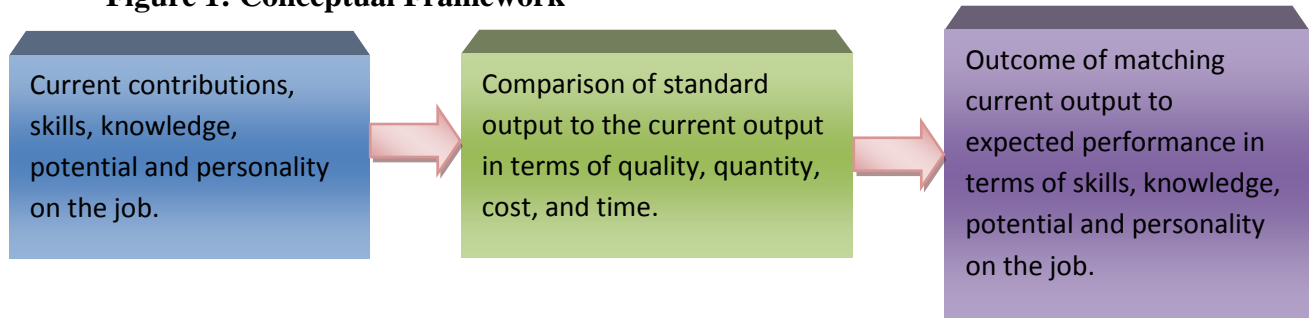
According to Yoder (2000), human beings differ in their respective abilities and aptitudes. There is always some difference between the quality and quantity of the same work or the same job being done by two different individuals; thus, PA of employees are necessary to have perfect understanding of each employee's abilities, competencies and relative merit and worth for the organization. Performance appraisals rate the employees in terms of their performance and are widely used now in every industry. It is necessary to measure the performance of the employees and the organization to check the progress towards the desired goals and aims. The latest mantra being followed by organizations across the world being – "get paid according to what you contribute" – the focus of the organizations is turning to performance management and specifically to individual performance.

Performance appraisal helps to rate the performance of the employees and evaluate their contribution towards the organizational goals. If the process of performance appraisals is formal and properly structured, it helps the employees to clearly understand their roles and responsibilities and give direction to the individual's performance. It helps to align the individual performances with the organizational goals and also review their performance. Performance appraisal takes into account the past performance of the employees and focuses on the improvement of the future performance of the employees (Coens, 1998).

A performance appraisal, employee appraisal, performance review, or (career) development discussion is a method by which the job performance of an employee is evaluated (generally in terms of quality, quantity, cost, and time) typically by the corresponding manager or supervisor. A performance appraisal is a part of guiding and managing career development. It is the process of obtaining analyzing and recording information about relative worth of an employee to the organization (Dessler, 2008).

In simple terms, it is described as a systematic way of reviewing and assessing the performance of an employee during a given period of time and planning for his future. It is a powerful tool to calibrate, refine and reward the performance of the employee. It helps to analyze his achievements and evaluate his contribution towards the achievements of the overall organizational goals. By focusing the attention on performance, performance appraisal goes to the heart of personnel management and reflects the management's interest in the progress of the employees.

Figure 1: Conceptual Framework



Source: Dessler (2008)

In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others, including subordinates, naturally, informally and arbitrarily. The human inclination to judge can create serious motivational, ethical and legal problems in the workplace. Without a structured appraisal system, there is little chance of ensuring that the judgments made will be lawful, fair, defensible and accurate. Performance appraisal systems began as simple methods of income justification. That is, appraisal was used to decide whether or not the salary or wage of an individual employee was justified (Dessler, 2008).

The process was firmly linked to material outcomes. If an employee's performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order. Little consideration, if any, was given to the developmental possibilities of appraisal. It was felt that a cut in pay, or a rise, should provide the only required impetus for an employee to either improve or continue to perform well (ibid). Sometimes this basic system succeeded in getting the results that were intended; but more often than not, it failed. For example, early motivational researchers were aware that different people with roughly equal work abilities could be paid the same amount of money and yet have quite

different levels of motivation and performance. These observations were confirmed in empirical studies. Pay rates were important, yes; but they were not the only element that had an impact on employee performance. It was found that other issues, such as morale and self-esteem, could also have a major influence. As a result, the traditional emphasis on reward outcomes was progressively rejected. In the 1950s in the United States, the potential usefulness of appraisal as tool for motivation and development was gradually recognized. The general model of performance appraisal, as it is known today, began from that time (Dessler, 2008).

2.3 Objectives of Performance Appraisal

PA plans are designed to meet the needs of the organization and the individual. It is increasingly viewed as central to good human resource management and could be undertaken either for evaluating the performance of employees or for developing them. The evaluative purpose has historical dimension and is concerned primarily with looking back at how employees have actually performed over given time period, compared with required standards of performance. The developmental purpose is concerned with the identification of employee's training and development needs (Aquinas, 2009).

Yoder (2000) again provided a list of objective in relation to the subject matter of performance appraisals elucidated to review the performance of the employees over a given period of time; to judge the gap between the actual and the desired performance; to help the management in exercising organizational control; helps to strengthen the relationship and communication between superior – subordinates and management – employees; to diagnose the strengths and weaknesses of the individuals so as to identify the training and development needs of the future;

to provide feedback to the employees regarding their past performance; provide information to assist in the other personal decisions in the organization; provide clarity of the expectations and responsibilities of the functions to be performed by the employees; to judge the effectiveness of the other human resource functions of the organization such as recruitment, selection, training and development; and to reduce the grievances of the employees

2.4 Definition of Performance

According to Byars and Rue (2004) performance refers to the degree of accomplishment of the tasks that make up an employee's job. It reflects how well an employee is fulfilling the requirements of a job. Often confused with efforts, which refer to energy expended, performance is measured in terms of results. Job performance is the net effect of an employee's effort as modified by abilities and role (or task) perceptions. Thus performance in a given situation can be viewed as resulting from the interrelationships among effort, abilities, and role perceptions.

Efforts which results from being motivated, refers to the amount of energy (physical and/or mental) an individual uses in performing a task. Abilities are personal characteristics used in performing a job. Abilities usually do not fluctuate widely over short periods of time. Role (tasks) perceptions refer to the direction(s) in which individuals believe they should channel their efforts on their jobs. The activities and behaviours people believe are necessary in the performance of their jobs define their role perceptions (ibid).

In order to attain an acceptable level of performance, a minimum level of proficiency must exist in each of the performance components. Similarly, the level of proficiency in any one performance component can place an upper boundary on performance. If employees put forth tremendous effort and have excellent abilities but lack a clear understanding of their roles, performance will probably not be good in the eyes of their managers. Much work will be produced, but it will be misdirected (ibid).

2.5 Employee Evaluation

Cummings (1976) indicated that the overall objective of PA is to improve the efficiency of enterprise by attempting to mobilize the best possible efforts from individuals employed in it. Such appraisals achieve four objectives including the salary reviews, the development and training of individuals, planning job rotation and assists promotions.

An organization needs constantly to take stock of its workforce and to assess its performance in existing jobs for three reasons. The reasons are to improve organizational performance via improving the performance of individual contributors (should be an automatic process in the case of good managers, but (about annually) two key questions should be posed: ‘What has been done to improve the performance of a person last year?’ and ‘What can be done to improve his or her performance in the year to come?’; to identify potential, i.e. to recognize existing talent and to use that to fill vacancies higher in the organization or to transfer individuals into jobs where better use can be made of their abilities or developing skills; and to provide an equitable method of linking payment to performance where there are no numerical criteria.

On-the-spot managers and supervisors, not HR staffs, carry out evaluations. The personnel role is usually that of advising top management of the principles and objectives of an evaluation system and designing it for particular organizations and environments; developing systems appropriately in consultation with managers, supervisors and staff representatives. Securing the involvement and cooperation of appraisers and those to be appraised; and assistance in the setting of objective standards of evaluation / assessment, for example: Defining targets for achievement; Explaining how to quantify and agree objectives; Introducing self-assessment; and Eliminating complexity and duplication (Cummings, 1976).

Publicizing the purposes of the exercise and explaining to staff how the system will be used. Organizing and establishing the necessary training of managers and supervisors who will carry out the actual evaluations/ appraisals. Not only training in principles and procedures but also in the human relations skills necessary. (Lack of confidence in their own ability to handle situations of poor performance is the main weakness of assessors.) Monitoring the scheme - ensuring it does not fall into disuse, following up on training/job exchange etc. recommendations, reminding managers of their responsibilities (Cummings, 1976).

Full-scale periodic reviews should be a standard feature of schemes since resistance to evaluation / appraisal schemes is common and the temptation to water down or render schemes ineffectual is ever present (managers resent the time taken if nothing else). Basically an evaluation / appraisal scheme is a formalization of what is done in a more

casual manner anyway (e.g. if there is a vacancy, discussion about internal moves and internal attempts to put square pegs into 'squares holes' are both the results of casual evaluation). Most managers approve merit payment and that too calls for evaluation. Made a standard routine task, it aids the development of talent, warns the inefficient or uncaring and can be an effective form of motivation (Cummings, 1976).

2.6 Tools of Performance Appraisal Method

Byars and Rue (2004) stipulated that whatever the method of PA an organization uses it must be job related; therefore, prior to selecting a PA method an organization must conduct job analyses and develop job description. In recent times many organizations have replaced the traditional appraisals methods with various kinds of appraisal management including the 11 methods elucidated as follows.

1. Critical Incident Method

The critical incident for performance appraisal is a method in which the manager writes down positive and negative performance behaviour of employees throughout the performance period and uses this record to assess the employee's performance. The record should include dates, people involved, action taken, and any relevant details. At the time of the appraisal, the supervisor reviews the record to reach an overall evaluation of an employee's behaviour. During the appraisal interview, a supervisor should give an employee a chance to offer his or her views of each incident recorded. The technique has the advantage of focusing on actual behaviours. However, keeping records of critical incidents can be time consuming. Also, the supervisors tend to record negative events more than positive ones, resulting in an overly harsh appraisal.

2. Weighted checklist

This method describes a performance appraisal method where rater familiar with the jobs being evaluated prepared a large list of descriptive statements about effective and ineffective behaviour on jobs and the supervisor answers 'yes' or 'no' to the statements. While the checklist appraisal is easy to complete, it has several disadvantages. It can be difficult to prepare, and each job category will probably require a different set of questions. Also, a supervisor has no way to adjust the answers for any special circumstances that affect performance.

3. Paired Comparison Analysis

Paired comparison analysis is a good way of weighing up the relative importance of options. A range of plausible options is listed. Each option is compared against each of the other options. The results are tallied and the option with the highest score is the preferred option. The paired comparison approach is appropriate when a supervisor needs to find one outstanding employee in a group. It can be used to identify the best candidate for promotion or special assignment. However, paired comparison makes some employees look good at the expense of others, which makes this technique less useful as a means of providing feedback to individual employees.

4. Graphic Rating Scales

The Rating Scale is a form on which the manager simply checks off the employee's level of performance. This is, the rater rates the degree to which an employee has achieved various characteristics, such as job knowledge or punctuality. The main advantage of

graphic rating scale is that it is relatively easy to use. In addition, the scores provide a basis for deciding whether an employee has improved in various areas. However, the ratings themselves are subjective; what one supervisor considers 'excellent' may be average to another.

5. Essay Evaluation

This method asked managers / supervisors to describe strengths and weaknesses of an employee's behavior in writing. Essay evaluation is a non-quantitative technique. This method is usually used with the graphic rating scale method. They provide an opportunity for a supervisor to describe aspects of performance that is not thoroughly covered by an appraisal questionnaire. The main drawback of essay appraisals is that their quality depends on a supervisor's writing skills.

6. Behaviorally Anchored Rating Scales

This method is used to describe a performance rating that focused on specific behaviours or sets of indicators as effective or ineffective performance. It is a combination of the rating scale and critical incident techniques of employee performance evaluation. The major advantage of using BARS is that they can be tailored to the organization's objectives for employees. In addition, the BARS approach is less subjective than some other approaches because it uses statements describing behavior. However, developing the scale is time consuming and therefore relatively expensive.

7. Performance Ranking Method

Ranking is a performance appraisal method that is used to evaluate employee performance from best to worse. Manager will compare an employee to another employee, rather than comparing each one to a standard measurement. The result is the rank ordering of employees in a particular category from the highest performer to the lowest. The problem with such ordering is that, while it shows who is better than whom, it gives neither absolute measure of performance nor the degrees by which any individual is better or worse than another.

8. Management by Objectives (MBO)

MBO is a process in which managers / employees set objectives for the employee, periodically evaluate the performance, and reward according to the result. MBO focuses attention on what must be accomplished (goals) rather than how it is to be accomplished (methods). The main advantages of this system are that an employee know what is expected and a supervisor focuses on results rather than more subjective criteria

9. 360 Degree Performance Appraisal

360 Degree Feedback is a system or process in which employees receive confidential, anonymous feedback from the people who work around them. The supervisor cannot know how employee behaves at all times or in all situations. Nor can supervisor always appreciate the full impact of an employee's behaviour on people inside and outside the organization. To supplement what supervisors do know, other people might offer insights into an employee's behaviour. For this reason, supervisors may combine their appraisals

with self-assessments by the employees or with appraisals by peers and customers. Combining several sources of performance appraisals can correct some of the appraisal biases.

10. Forced Ranking (Forced Distribution)

Forced ranking is a method of performance appraisal to rank employee but in order of forced distribution. For example, the distribution requested with 10 or 20 percent in the top category, 70 or 80 percent in the middle, and 10 percent in the bottom. It can also be explained as performance appraisal that presents an appraiser with sets of statements describing employee behaviour; the appraiser must choose which statement is the most characteristic of the employee and which is least characteristic. The forced –choice approach is used when an organization determines that supervisors have been rating an unbelievably high proportion of employees as above average.

11. Behavioral Observation Scales

Behavioral Observation Scales is frequency rating of critical incidents that worker has performed. It offers the same benefits as critical incidence method of appraisal. The difference is that, this method measures how often a particular behaviour either positive or negative is observed.

2.7 Process of Performance Appraisal

PA is planned, developed and implemented through a series of steps as illustrated by Aquinas (2009) in the subsequent paragraphs:

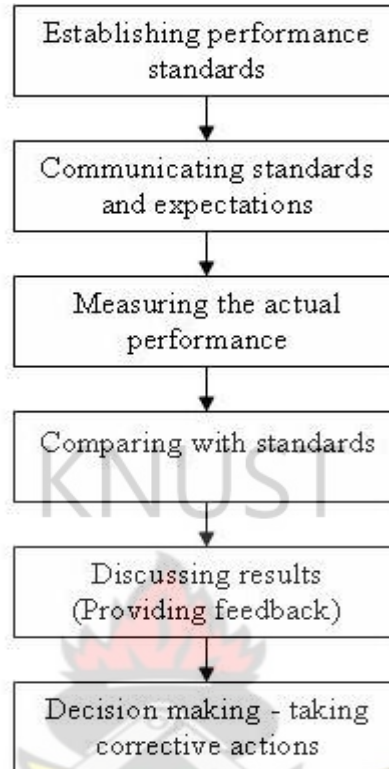
Establishing Performance Standards

The first step in the process of performance appraisal is the setting up of the standards which will be used as the base to compare the actual performance of the employees. This step requires setting the criteria to judge the performance of the employees as successful or unsuccessful and the degrees of their contribution to the organizational goals and objectives. The standards set should be clear, easily understandable and in measurable terms. In case the performance of the employee cannot be measured, great care should be taken to describe the standards (Aquinas, 2009).

Communicating the Standards

Once set, it is the responsibility of the management to communicate the standards to all the employees of the organization. The employees should be informed and the standards should be clearly explained to them. This will help them to understand their roles and to know what exactly is expected from them. The standards should also be communicated to the appraisers or the evaluators and if required, the standards can also be modified at this stage itself according to the relevant feedback from the employees or the evaluators (Aquinas, 2009).

Figure 2: Process of Performance Appraisal



Source: Aquinas (2009)

Measuring the Actual Performance

The most difficult part of the Performance appraisal process is measuring the actual performance of the employees that is the work done by the employees during the specified period of time. It is a continuous process which involves monitoring the performance throughout the year. This stage requires the careful selection of the appropriate techniques of measurement, taking care that personal bias does not affect the outcome of the process and providing assistance rather than interfering in an employees work (Aquinas, 2009).

Comparing the Actual With the Desired Performance

The actual performance is compared with the desired or the standard performance. The comparison tells the deviations in the performance of the employees from the standards set. The result can show the actual performance being more than the desired performance or, the actual performance being less than the desired performance depicting a negative deviation in the organizational performance. It includes recalling, evaluating and analysis of data related to the employees' performance (Aquinas, 2009).

Discussing Results

The result of the appraisal is communicated and discussed with the employees on one-to-one basis. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the employees' future performance. The purpose of the meeting should be to solve the problems faced and motivate the employees to perform better (Aquinas, 2009).

Decision Making

The last step of the process is to take decisions which can be taken either to improve the performance of the employees, take the required corrective actions, or the related HR decisions like rewards, promotions, demotions, transfers etc.

2.8 Challenges of Performance Appraisal

An organization comes across various problems and challenges Of Performance Appraisal in order to make a performance appraisal system effective and successful (Byars and Rue, 2004). The main Performance Appraisal challenges involved in the performance appraisal process are:

Determining the evaluation criteria

Identification of the appraisal criteria is one of the biggest problems faced by the top management. The performance data to be considered for evaluation should be carefully selected. For the purpose of evaluation, the criteria selected should be in quantifiable or measurable terms

Create a rating instrument

The purpose of the Performance appraisal process is to judge the performance of the employees rather than the employee. The focus of the system should be on the development of the employees of the organization.

Lack of competence

Top management should choose the raters or the evaluators carefully. They should have the required expertise and the knowledge to decide the criteria accurately. They should have the experience and the necessary training to carry out the appraisal process objectively.

Errors in rating and evaluation

Many errors based on the personal bias like stereotyping, halo effect (i.e. one trait influencing the evaluator's rating for all other traits) etc. may creep in the appraisal process. Therefore the rater should exercise objectivity and fairness in evaluating and rating the performance of the employees.

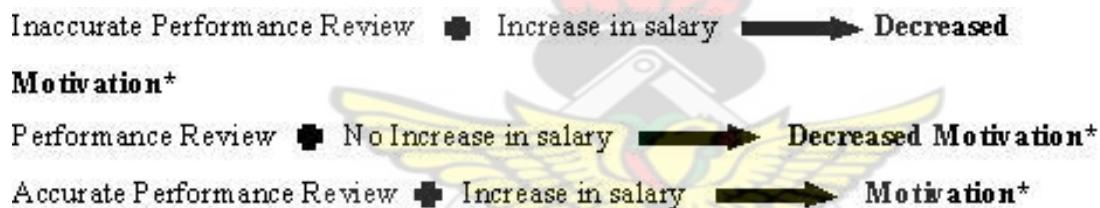
Resistance

The appraisal process may face resistance from the employees and the trade unions for the fear of negative ratings. Therefore, the employees should be communicated and clearly explained the purpose as well the process of appraisal. The standards should be clearly communicated and every employee should be made aware that what exactly is expected from him/her (Byars and Rue, 2004).

2.9 Appraisal as Employee Motivation Mechanism

Keeping in mind the growing attrition rates and the employee dissatisfaction among the employees, the HR professionals are approaching and using the performance appraisal as a fuel to motivate employees. The latest trend being followed by the HR professionals is to use the performance appraisal and review process as a motivating mechanism. Various surveys and studies have testified the relationship between performance review, pay and motivation. Other than the traditional goal of accessing the performance of the employees, Performance appraisals and reviews can be used as a tool to reinforce the desired behaviour and competent performance of the employees (Yoder, 2000).

One of the most motivating factors for the employees, in the Performance appraisal processes is to receive a fair and accurate assessment of their performance. Inaccurate evaluation is one reason because of which most employees dread going through performance appraisals. An employee always expects his appraiser to recognize and appreciate his achievements, support him to overcome the problems and failures. The discrepancies and the inaccuracies in the performance review can demotivate the employees, even if there has been an increase in the salary. Such inaccuracies can kill the innovating and risk taking enthusiasm and spirit in the employees. Similarly, inaccurate reviews with no hike in compensation can increase the attrition rate in the organization, forcing the employees to look out for other options (ibid).



Source: Yoder (2000)

An employee prefers an accurate performance review with no increase in the salary over inaccurate performance review with an increase in salary. Employees, who receive both accuracy and a pay increase during their performance review, are likely to be the most motivated. Therefore, performance appraisal (review and its consequence in the form of compensation adjustments) has the potential of motivating employees and increasing their job satisfaction (Yoder, 2000).

2.10 TQM and Performance Appraisal

According to Sashkin and Kiser (2001), "Total Quality Management (TQM) may be defined as creating an organizational culture committed to the continuous improvement of skills, teamwork, processes, and product and service quality and customer satisfaction." TQM refers to the continuous improvement in the quality of work of all employees with the focus on satisfaction of the customers.

Elements of TQM are: meeting customers' requirements, continuous improvement and Empowerment of employees. Both TQM and Performance appraisal/ evaluation are focused on increasing the productivity of the organization through continuous improvement. They both facilitate the systematic management of all the processes, actions and practices at all levels in the organization (ibid).

Some of the benefits of both the performance appraisal and TQM are: improvement in the performance of the employees; brings quality consciousness; better utilization of resources; and commitment to higher quality. But there also exists a few other schools of thought which refute the compatibility of the TQM and performance appraisal (Sashkin and Kiser, 2001).

According to Zeithaml et al. (1990), indicated that performance appraisals differ in their fundamental nature, characteristics and requirements making it impossible to combine them. Some fundamental differences between the two are as follows: TQM is team – based whereas performance appraisals are designed for individuals i.e. it undermines teamwork; TQM focuses on customer satisfaction whereas performance appraisal focuses on improving the performance

of the employees; and Performance appraisal generally results in some rewards like increased pay etc. whereas TQM may or may not yield visible results.

Performance appraisal can sometimes, encourage an employee to focus on his personal goals (like his promotion) rather than the organizational goals. Therefore, the suitable practice should be chosen carefully by the top management and the leaders of the organization (Grönroos, 2001).

2.11 Linking Compensation to Performance

According to Javalgi and White (2002), one of the latest strategies being followed in all sectors throughout the world for retention and talent management is "linking compensation to performance". Commonly known as "Performance pay" or "Performance based pay", it links the compensation of the employees to their performance and their contribution to the organizational goals. Therefore, periodic performance reviews play a vital role and provide the basis of performance related pay. Commissions, incentives and bonuses, piece rate pay help the employer to pay the employee according to their productivity and hard work. The process of performance based pay involves: Deciding and clearly defining the performance goals and the performance measures; Setting the target bonus for different levels of performances; measuring the performance of the employee; and Giving rewards and bonus according to performance. Organizations are also designing variable compensation plans for various roles and positions in the organization.

2.12 Linking Performance Appraisal to Productivity

The Productivity of any organisation is directly correlated to the Effectiveness of the Employee Performance Appraisal. Performance appraisal if properly done is believed to contribute greatly

to the efficiency of the entire organisation, as it ensures continuous improvement on areas identified as crucial for employing a positive and reinforcing management system (Khazem, 2008)

For the efficient management and evaluation of employees, performance appraisal is needed. It helps employees to develop, facilitate organisational progress in terms of performance. Business planning often makes use of appraisals. The system hinges on the size and structure of the company or the organisation. This allows management to examine the standards; establish expectations, goals and objectives; and hand over tasks and obligations (Walsh & Fisher, 2005).

Moreover, since the communication within the organisation improves as an effect of performance appraisal, employees tend to be more committed, satisfied and improve their output (Wiese and Buckley, 1998). According to (Walsh & Fisher 2005), Training needs are determined through such system and could help in the conduct of training needs analysis for the productivity of an organisation.

Formally, it serves as the records of the performance of employees and could help in future development plans. Job performance appraisals - in whatever form they take - are vital for managing the performance of the people and organisation. A simple recognition of an individual as embodied in the performance appraisal can give way to increased job satisfaction and could help trim down turnover and absenteeism rates thereby improving the productivity of an organisation (ibid)

2.13 Corporate Productivity and Performance Assessment System

Prasetya and Masanori (2010) stressed that in a highly competitive era of globalization, companies need high performance. In any profit-oriented or nonprofit-oriented organizations, human resources have an important role in achieving organizational efficiency and effectiveness by managing the physical, financial and human resources in the most effective and efficient way; by developing a variety of complex processes and procedures. Among others, the most important dimensions of managing human resources are the assessment of performance (also known as performance evaluation, performance appraisal, performance management, reviews or ratings) and the implementation of a good salary system. At the same time, employees need feedback about their performance and guidance for their future behavior.

Every organization can attain its set goals and objectives through the increase of productivity. Higher productivity increases efficiency in the organization's operations, while the level of productivity itself is highly influenced by the performance or productivity of the employees. One of the important factors affecting employee productivity is motivation. Work motivation can generate enthusiasm and drive to work. Motivation can come from both internal and external sides. Externally, it can be obtained from the organization. In this regards, managers have duty to create a work environment that conducive to developing motivation (Prasetya and Masanori, 2010).

Productivity can be defined as the ratio of output to input. Work productivity is affected by motivation, where the higher motivated employee will tend to be more productive, and vice versa. In the highly competitive globalization era, every organization should improve its work

productivity. It is expected that by the higher productivity competitiveness, the organization will be more profitable and has better performance (ibid).

Silberman (2003), noted that “an effective performance management program can increase productivity and morale in your organization and help you retain valued high-performers”. Meanwhile, according to Bruce (2002), the way to increase employees’ motivation and productivity is by ensuring everyone to have a common understanding of what high performance is and by ensuring that employees know what is expected from them. Furthermore, she suggested that managers should recognize that they have influence to the employees and should use this influence to convince them that motivation has positive relation with performance.

To improve company’s performance, the company should implement a good performance appraisal and salary systems to enhance employees’ motivation.

2.13.1 Corporate Productivity (CP) vs. Motivation

According to Prasetya and Masanori (2010), the performance of individual employee in a company is influential to company’s productivity. Some factors are believed to affect the productivity of the company, i.e.: a. Skill, obviously this individual factor differs from one person to another; b. Attitude as well as other individual factors related to characters; and c. Work Attendance / Absenteeism.

Although organizational factors contribute to the effectiveness of organization, such as turnover, absenteeism, and technology, probably the most important and influential factor is job performance. Job performance is typically viewed as partially determined by the motivation to

work hard and, therefore, increases in motivation should result in greater effort and higher performance (Mitchell, 1982). Furthermore, Mitchell stated that before any motivation system is installed, one must be sure: (a) that there is a good performance appraisal system available, (b) that motivation is an important contributor to performance; and (c) that where motivation clearly is not the major contributor to performance, a separate measure of motivation or of behaviors clearly caused by motivation is developed.

Employees who work in an organization have the varied characteristics and backgrounds. Therefore, every employee has different needs and different desires, hence different causes for motivation. Individual differences also cause differences in performance / productivity of their work. The productivity of an employee's work among others is affected by their motivation.

Differences of behavior among members of the organization make a manager to understand the motivation that is owned by each member of the organization; how to motivate them, who in turn can increase their productivity. These important questions about employees' behavior can only be answered by managers who have a grasp of what motivates people. Specially, a good understanding of motivation can serve as a valuable tool for understanding the causes of behavior in organizations, for predicting the effects of any managerial action, and for directing behaviour so that organizational and individual goals can be achieved (Nadler and Lawler, 1977).

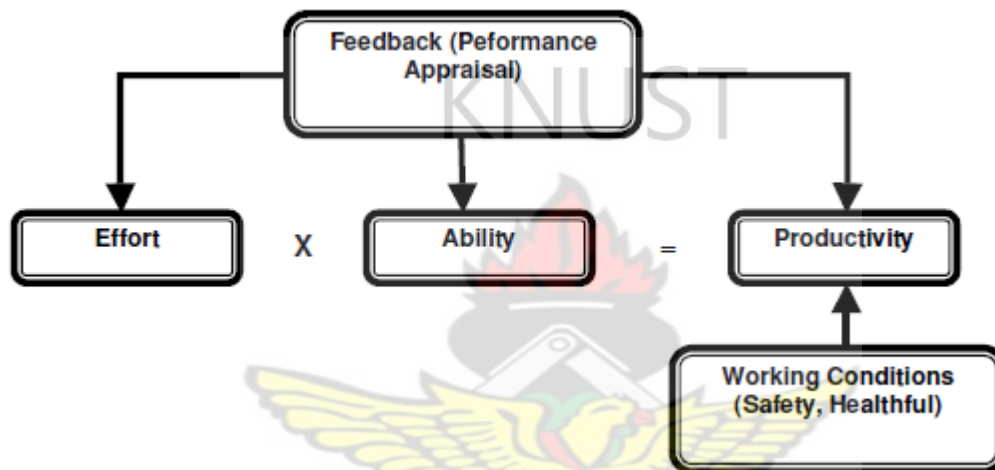
Prasetya and Masanori (2010) stressed that management of organizations should be able to create a climate that can motivate their employees. A motivated employee tends to be more productive than those not motivated. Motivation is one important factor to increase work productivity, which in turn would increase profits for the organization or company. There are various concepts or theories of motivation that can be used as reference by the managers to learn and understand the various motivations that are owned by their employees within the organization. All considered, that between the motivation and productivity can be said to be a causal relationship, which is one of the impacts on the other side will make an impact on others.

The productivity of most organizations is a function of the way in which three variables are managed: technology, capital, and human resources (Latham & Wexley, 1994). Employee productivity depends on the amount of time an individual is physically present at a job and also the degree to which he or she is “mentally present” or efficiently functioning while present at a job.

Motivation is considered as the main determinant for increased productivity / performance (Gibson, Ivancevich, and Donnelly, 1996). An employee's productivity depends on employee motivation to work. The higher the motivation for someone to perform a job, the higher the productivity. This is consistent with the goal of formulating the theory that productivity is a function of motivation: $P = f(M)$. While according to the expectancy theory of productivity is a multiplication of motivation with the ability: $P = M \times A$ (Suprihanto, 1986).

Productivity represents multiplication function from effort of employees, supported by high motivation, and ability of human resource through productivity practices which mounting, meaning good performance, will become feedback to continuing organization activity (Klingner and Nalbandian, 1998).

Figure 2.13.1: The relationship between Productivity and Motivation



Source: Klingner and Nalbandian (1998)

2.13.2 Motivation vs. Performance Assessment System (PAS)

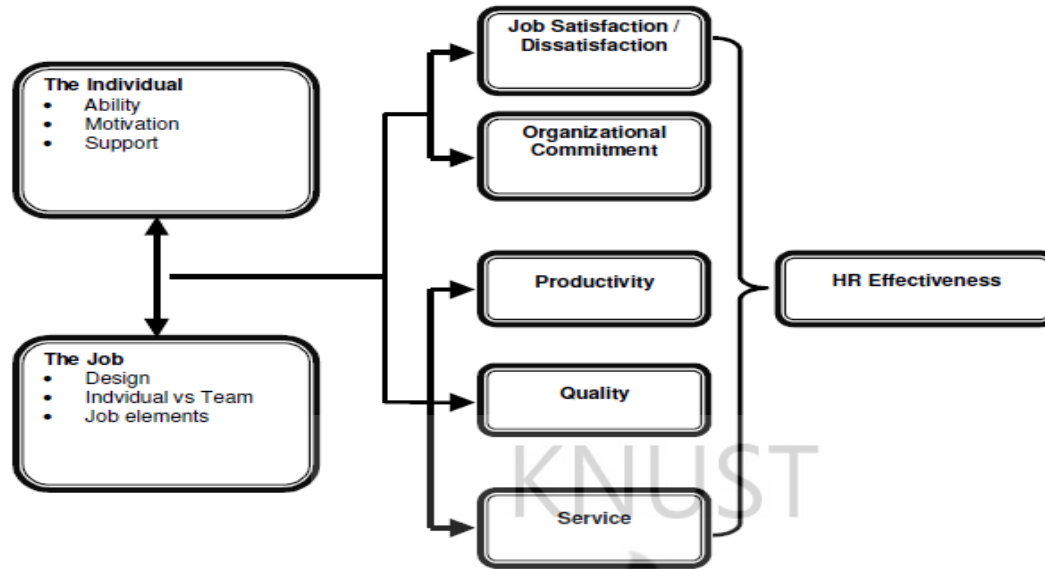
Prasetya and Masanori (2010 citing (Chen & Chu, 2007) argued that in the human resources management, performance appraisal systems have a vital role. The performance evaluation is an important mechanism for controlling the organization, where employees can view their performance in the immediate past and take concrete actions for improvement. Performance appraisals also provide important information for the management of human resources to create fair and correct decisions regarding promotions, transfers, compensation, incentives and training

programs and career management. Special companies typically require different performance appraisal system tailored to the needs of the functions and processes.

Assessment of performance is related to the motivation of employees. Especially the provision of feedback to enable employees to learn how the employee worked; setting specific goals about what employees should do; team-building to enable employees to participate with friends and their managers in solving problems that hinder their productivity, and monetary incentives that reward good performance (Latham and Wexley, 1994).

According to Mathis and Jackson (2000), the factors that affect the individual performance of workers, namely: 1. ability, 2. motivation, 3. support that received, 4. existence of work that they do 5. Relationship with the organization. Meanwhile, according to Gibson (1987) there are three factors that affect performance: 1) individual factors: ability, skill, family background, experience of employment, social and demographic levels of a person. 2) Psychological factors: perception, roles, attitudes, personality, motivation and job satisfaction 3) organizational factors: organizational structure, job design, leadership, reward systems.

Figure 2.13.2: Model of Individual / Organizational Performance



Source: Mathis and Jackson (2000)

The performance evaluation (performance appraisal) is a key factor in order to develop an organization effectively and efficiently. Individual performance appraisal is very beneficial for the growth dynamics of the organization as a whole. Through an assessment can be known about how the actual conditions of employee performance can be known.

According to Bernardin and Russell (1993) performance evaluation is a way of measuring the contribution of individuals (employees) to the organizations where they work. According to Cascio (1992) performance evaluation is a systematic description or a description of the relevant strengths and weaknesses of a person or a group. Meanwhile, according to Wahyudi (2002) performance appraisal evaluations are conducted periodically and systematically about their work performance / position of a workforce, including its development potential.

Furthermore, regarding definition of performance appraisal Grote (2002) stated that performance appraisal is a formal management system that provides for the evaluation of the quality of an individual's performance in an organization". 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 "(Mathis and Jackson, 2000).

For a good performance appraisal, Messmer (2000) stated that there are several elements of a good performance assessment: 1) formulation of the goals that will be done by workers or leader at the end of the assessment, 2) a list of specific competencies or skills to be measured with a successful example of the behavior / performance, 3) scale ranking or rating is right for the organization, 4) the space for workers in assessing for themselves, 5) the space for the assessment supervisors / managers, 6) space for special events from the manager about performance of their employees, 7) encourage the development of worker / employee, 8) the goal to align with the next valuation date.

Types of Performance Pay

- ✚ **Merit pay** – The first step to performance pay, merit pay means setting some basic salary according to the position and the rank of the employee and the variable part of the salary is based on the periodic performance reviews.
- ✚ **Profit Sharing** – Sharing the profits of the enterprise with the employees as bonus.
- ✚ **Incentives and Performance Bonus** – Rewards for special accomplishments or fulfillment of the targets set such as sales commission.

- ✚ **Gain sharing** - Sharing of gains as a result of the increased performance of the employees with them.

Although performance related pay has always been a topic of discussions and controversies with many arguments against it, but it has also been proven that performance based pay motivates employees to perform better and earn, and encourages learning, innovation, creativity, problem solving and empowerment which can be facilitated through proper performance measurement and reviews (Javalgi and White, 2002).



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used for the study. It explains the research design. It also gives details about the population, sample and sampling techniques and the research instruments used in collecting data for the study. It also discusses data analysis plan and the profile of GES and KMA

3.2 Research Design

Research design constitutes the blueprint for fulfilling research objectives and answering questions. The plan is the overall scheme or programme of the research. It includes an outline of what the researcher will do from writing research questions and their operational implication to the final data analysis.

The research design of this project was a survey, which determined the perceived level of performance appraisals as a tool for improving the productivity of selected Senior High Schools within the Kumasi Metropolis.

The researcher gathered extensive data from the employees of the selected senior High Schools (SHS). The researcher used a cross-sectional design to collect data on relevant variables, from different categories of GES staff. To this end, questionnaire covering the objectives of the research was prepared and used to collect data from the stakeholders sampled.

This study employed the case study approach because among the various research designs, case studies are frequently regarded as using both quantitative and qualitative research and a combination of both approaches (Bryman, 2004). The researcher used both primary and secondary data sources, because they were considered to be more appropriate for this study.

3.3 Data Sources

The study made an extensive use of both primary and secondary sources of information from the GES.

3.3.1 Primary Data

The primary sources of data include information that was gathered from the questionnaires that were administered to the respondents from the ten (10) selected Senior High Schools. The primary data are more reliable since they come from the original sources and are collected especially for the purpose of the study.

3.3.2 Secondary Data

Materials meant for secondary data are the various publications and reports regarding the educational sector, management reports, texts and articles on performance appraisals. A number of both published and unpublished materials on teachers and education in general from journals and articles as much as possible were used. Researches made from the British Council, Martin Luther King Library, in Accra, the internet and libraries of universities such as Kwame Nkrumah University of Science and Technology and the University of Ghana Business School.

3.4 Target Population

The population of the study is made up of headmasters, supervisors, tutors and administrators of ten (10) selected Senior High schools and the Ghana Education Service at the Kumasi Metro Office. Primary data was collected from staff of the service. The expected estimation of the population was 750. Since such an individual study could cover all the staff, the actual target population was based on a sample of the staff. Thus, the study used selected schools from senior high levels within the metropolis as samples drawn.

3.5 Sampling Procedure

In designing the research study, the researcher took into consideration the need to make inferences from the sample of the population in order to answer the research questions and also meet the research objectives. Headmasters, supervisors, tutors and administrators of ten (10) selected schools and the Ghana Education Service at the Kumasi Metro Office were contacted. A sample size of 60 respondents, comprising 5 supervisors, 10 headmasters, 40 teachers and 5 administrators were used for this study.

Purposive sampling was adopted since the intention was to gain an insight into the phenomena hence, the need to choose personnel who were well versed with the history and development of the service and in the education sector for that matter.

Again, Purposive sampling was used to select the schools within the targeted area for the study. This was guided by the fact that even though schools in the metropolis had been chosen for the study all of them could not be used for the study.

Table 1 Guide: sample size and technique for selecting respondents

Target Group	Sample Method Required		
	Estimated Number	Sample Selected	Technique used
Supervisors	50	5	Questionnaire
Headmasters/Headmistresses	150	10	
Tutors/Teachers	500	40	
Administrators	50	5	
Total	750	60	

Source: Field survey, 2011

At the schools, stratified random sampling technique was used to select staff for the study. This method of sampling therefore ensured that staff in the classrooms, supervisory and managerial categories were equally represented. Prior to the administration of the questionnaire, headmasters of the schools who were chosen for the study were contacted for permission and staff list of their respective schools was obtained. Names of staff were randomly selected from the various levels; whereby every tenth teacher, administrator and supervisor was chosen for the study and served with a questionnaire.

3.6 Data Collection Instruments

In view of the nature of the topic, it was realized that questionnaire would be the main and the most appropriate instrument to use. Questionnaires are an inexpensive way to gather data from a potentially large number of respondents. The researcher gave a serious thought to the wording of individual questions. This was done to ensure that respondents answer objectively to the questions in the questionnaire.

The questions were in the open ended and closed or forced choice-format formats. In the open ended question, the respondents formulated their own answers. In closed format, respondents are forced to choose between several given options. The open ended format allowed exploration of the range of possible themes arising from an issue. It was used where a comprehensive range of alternative choices could not be compiled.

The closed or forced choice-format was easy and quick to fill in. It minimized discrimination against the less literate (in self administered questionnaire) or the less articulate (in interview questionnaire). It was easy to code, record, and analyze results quantitatively and easy to report results (Leung, 2001). The order of the questions was also given serious consideration. Responses categories mainly ranged from strongly disagree, disagree, neutral, agree to strongly agree.

3.7 Data Analysis Plan

The data gathered from the field of study was edited by the researcher to ensure that all questionnaires were completed and contained accurate information. The Microsoft Excel

software was used for this analysis. Statistics including simple tables, pie charts, bar charts, frequencies and percentage distributions, were used to analyze data that was collected.

3.8 Profile of the K.M.A.

3.8.1 History of KMA

The city of Kumasi was founded in the 1680's by King Osei Tutu I to serve as the capital of the Asante State (Fynn, 1971). Given its strategic location and political dominance, Kumasi as a matter of course, developed into a major commercial centre with all major trade routes converging on it (Dickson, 1969). However, it came under the influence of the British rule in 1890 (Adu Boahen, 1965). With time the city began to expand and grow thereby making it second only to Accra in terms of land area, population size, social life and economic activity. Its strategic location has also endowed it with the status of the principal transport terminal and has assured its pivotal role in the vast and profitable distribution of goods in the country and beyond (KMA, Bulletin, 2000).

3.8.2 Location and size

Kumasi is located in the transitional forest zone, about 270km north of the national capital, Accra. It covers a total land area of 254 square kilometer, stretching between latitude 6.35° – 6.40° and longitude 1.30° – 1.35° , an elevation which ranges between 250 – 300 metres above sea level. Kumasi is bounded to the north by Kwabre District, to the east by Ejisu Juabeng District, to the west by Atwima Nwabiagya District and to the south by Bosomtwe-Atwima Kwanwoma District.

It's beautiful layout and greenery has accorded it the accolade of being the "Garden City of West Africa". From the three communities of Adum, Krobo and Bompata, it has grown in a concentric form to cover an area of approximately ten (10) kilometers in radius. The direction of growth was originally along the arterial roads due to the accessibility they offered resulting in a radial pattern of development. The city is a rapidly growing one with an annual growth rate of 5.47 per cent (Regional Statistical Office, Kumasi). It encompasses about 90 suburbs, many of which were absorbed into it as a result of the process of growth and physical expansion. The 2000 Population Census kept the population at 1,170,270. It was however projected to 1,610,867 in 2006 and has further been projected to be 1,889,934 by 2009(www.ghanadistricts.com/districts1on1/kma).

These districts are agrarian districts hence they serve as bread basket for the metropolis. They also play important role in housing some of the active labour force that work in the metropolis (estimated 400,000 commuters). The metropolis on the other hand provides these districts with lucrative platform to market and sell their produce which contributes to revenue generation to these districts as well as the metropolis. It also houses facilities such as teaching hospital and universities which provides higher level services to the residents of these districts since they don't have the capacity to sustain the provision of such services. The unique centrality of the city as a traversing point from all parts of the country also makes it a special place for many to migrate to.

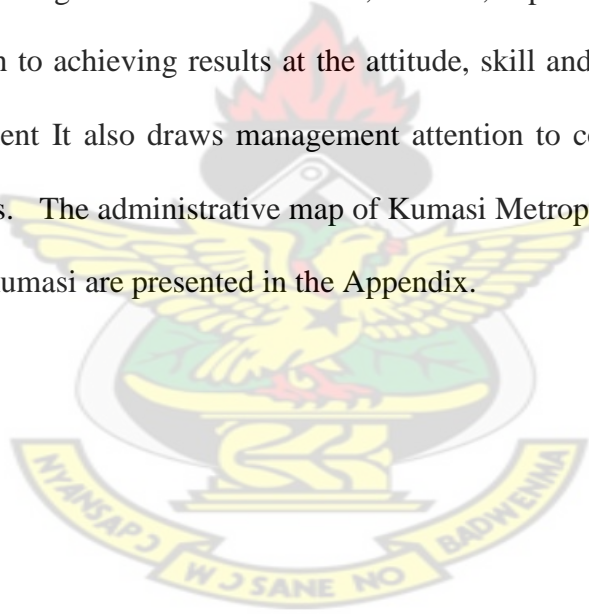
3.9 Profile of Ghana Education Service/Ashanti Regional Office

The Ghana Education Service until 1974 was known as Ghana Teaching Service that was established by NRCD 247 and the name of the service was changed by the NRCD 357. The GES Act 1995 (Act506) consolidated with amendments to the law relating to the establishment of the GES provided the functions of the service to include that:

- i) The service is responsible for the implementation of approved national policies and programmes related to pre-tertiary education.
- ii) The duties of the service is to provide and oversee basic education, senior secondary education, technical education, special education and teacher training education;
- iii) To register, supervise and inspect private pre-tertiary educational institutions;
- iv) To submit to the Minister recommendations for educational policies and programmes;
- v) To promote the efficiency and the full development of talents among its members;
- vi) To register teachers and keep an up-to-date register of all teachers in the public system and
- vii) To maintain professional standards and the conduct of its personnel.

The GES has got ten Regional Education Offices in the country at every political Regional capital.

There are Human Resource Management and Development (HRMD) sections in every GES offices. The Personnel Manpower management gave way to HRMD in the GES as it have evolved from the goals of eliminating waste, inefficiency and human suffering to human resource management, focusing on the organizational perspective and performance enhancement. The HRMD in the GES and Ashanti Regional Education Office in particular has grown and evolved since the introduction of the 1987 Educational Reforms and the governments focusing on human resource development as a strategy .It therefore requires that the impact of the workplace learning on the human resource management development is assessed. The impact of workplace learning in the Regional Education Office, Kumasi, if proved to be positive, it would promise a forward match to achieving results at the attitude, skill and relationship levels of the organizational development It also draws management attention to compare the acquisition of human capital and results. The administrative map of Kumasi Metropolitan Area in the regional and sub-metro areas in Kumasi are presented in the Appendix.



CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

The chapter presents the data gathered from the field. The data were represented by graphs, charts and tables. Data were also presented in relation to the objectives of the research and literature review and compared to the data collected from the field.

4.1 Data Presentation and Analysis

Samples were selected based on targeted units using the non-probability sampling method of random sampling, specifically the purposive sampling technique. This method ensured that representative samples of all the known elements of the population were covered in the sample.

A sample size of sixty (60), comprising five (5) supervisors, ten (10) headmasters, forty (40) tutors and five (5) administrators of the targeted population (750) responded to the administered questionnaire from ten selected Senior High School (SHS) all located within the Kumasi Metropolis. Questionnaires were administered to some executives at the Regional Office of the Ghana Education Service (GES) who basically have oversight responsibility on the day to day operations of the targeted units as far as performance appraisals are concerned. Break down shown in Table 4.1 shows the distribution of respondents for the study.

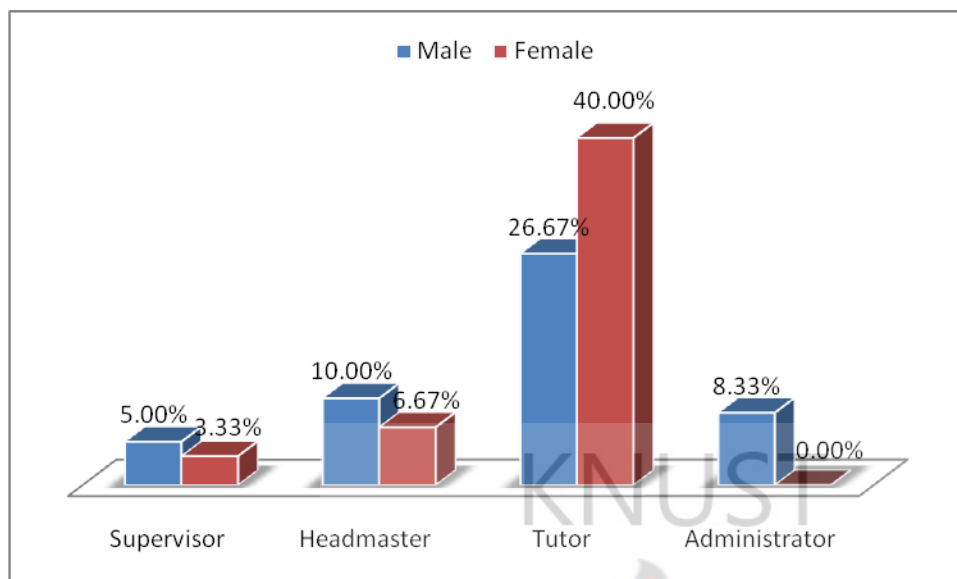
Table 4.1: Respondents Distribution

Occupation	Male		Female		Total	
	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)
Supervisor	3	5%	2	3%	5	8.33%
Headmaster	6	10%	4	7%	10	16.67%
Tutor	16	27%	24	40%	40	66.67%
Administrator	5	8%	0	0%	5	8.33%
Total	30	50%	30	50%	60	100.00%

Source: Field Survey, 2011

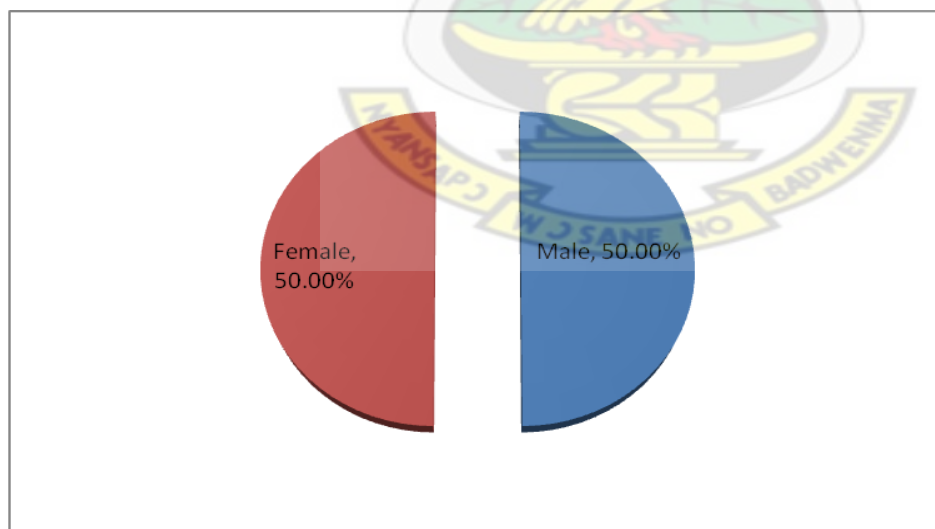
As indicated in Table 4.1, 16.67% of the respondents were Headmasters/Headmistresses, Supervisors and Administrators attained 8.33% each while the Tutors/Teachers registered the remaining 66.67%. The research further revealed that the administered questionnaires exhibited a ratio of 1:1 with regard to male and female distribution respectively as illustrated in Figure 4.1.1 Figure 4.1.2 below.

Figure 4.1.1: Respondents Distribution



Source: Field Survey, 2011

Figure 4.1.2: Gender Ratio



Source: Field Survey, 2011

The ratio is an indication of enough evidence of gender balance in both men and women (i.e. distribution was gender fairly represented) as exhibited by the equal representation of both sexes.

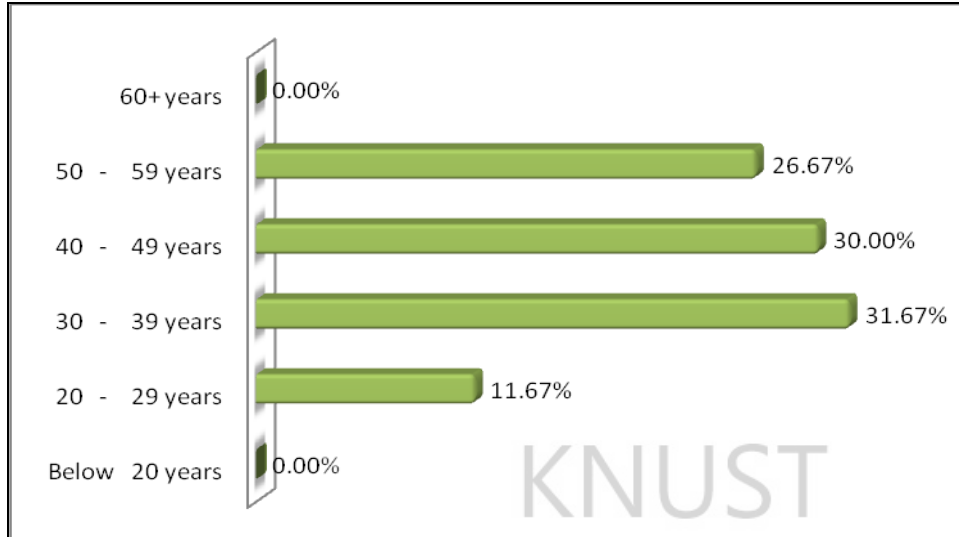
4.2 The Ages of Respondents

The ages of the respondents were within the range of 25 to 58 years. Majority of the respondents fell within 30 - 39 years, representing 31.67% (constituting, 26.67% tutors and 5% administrators); closely followed by 30% for 40 – 49 years (constituting, 1.7% supervisors, 3.3% headmasters, 23.3% tutors and 1.7% for administrators); 26.67% for 50 – 59 years (composed of 6.7% supervisors, 13.3% headmasters, 5% tutors and 1.7% administrators); and finally 11.67% for those 20 - 29 years (solely made up of 11.67% tutors) as shown in Table 4.2 and Fig 4.2.

Table 4.2: The Ages of Respondents

Ages	Supervisor		Headmaster		Tutor		Administrator		Total	
	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)
Below 20 years	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.00%
20 - 29 years	0	0.0%	0	0.0%	7	11.67%	0	0.0%	7	11.67%
30 - 39 years	0	0.0%	0	0.0%	16	26.67%	3	5.0%	19	31.67%
40 - 49 years	1	1.7%	2	3.3%	14	23.3%	1	1.7%	18	30.00%
50 - 59 years	4	6.7%	8	13.3%	3	5.0%	1	1.7%	16	26.67%
60+ years	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.00%
Total	5	8.3%	10	16.7%	40	66.7%	5	8.3%	60	100.00%

Figure 4.2: The Ages of Respondents



Source: Field Survey, 2011

In summary, the study indicated that over 70% of respondents are youthful and energetic, majority of whom are tutors; blending with the more experienced old folks of 26.67% for an efficient work delivery. It is refreshing to show the high interest of the youth is encouraged to take up the noble profession of teaching.

4.3 Educational Level

The researcher sought to find the educational level of the respondents; so as to be well positioned in the assessment of performance appraisals as a tool for improving productivity GES in the Ashanti Region in general, and the Kumasi Metropolis in particular. All respondents contacted for study were educated and have perfect understanding of issues concerning performance appraisals. Nonetheless, the study demonstrated as indicated in Table 4.3 and Figure 4.3 that as many as 43% (26 in absolute terms) of the respondents are first degree certificate holders, which apparently was the modal class, Diploma holders make up 32%. It was detected that 22% had

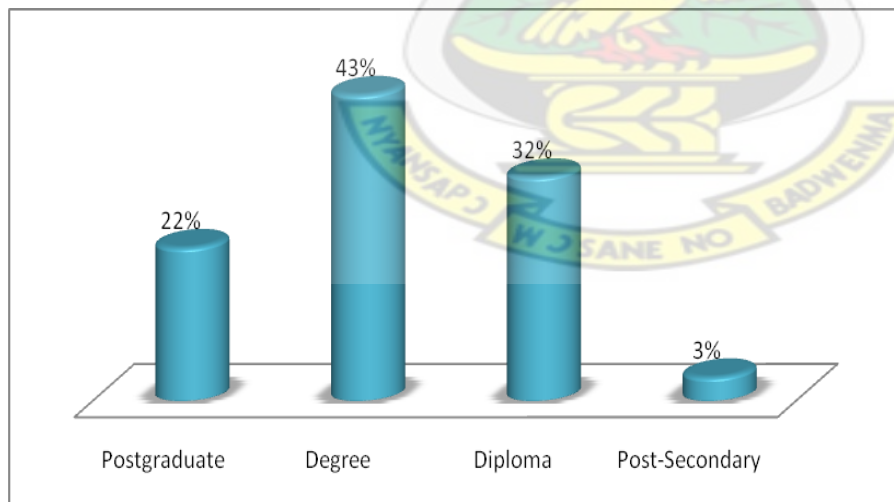
Post-graduate certificate holders and the least represented, post-secondary registered marginal value of 3%.

Table 4.3: Educational Level

Level	Freq	Percent (%)
Postgraduate	13	22%
Degree	26	43%
Diploma	19	32%
Post-Secondary	2	3%
Total	60	100%

Source: Field Survey, 2011

Figure 4.3: Educational Level



Source: Field Survey, 2011

4.4 Years with GES

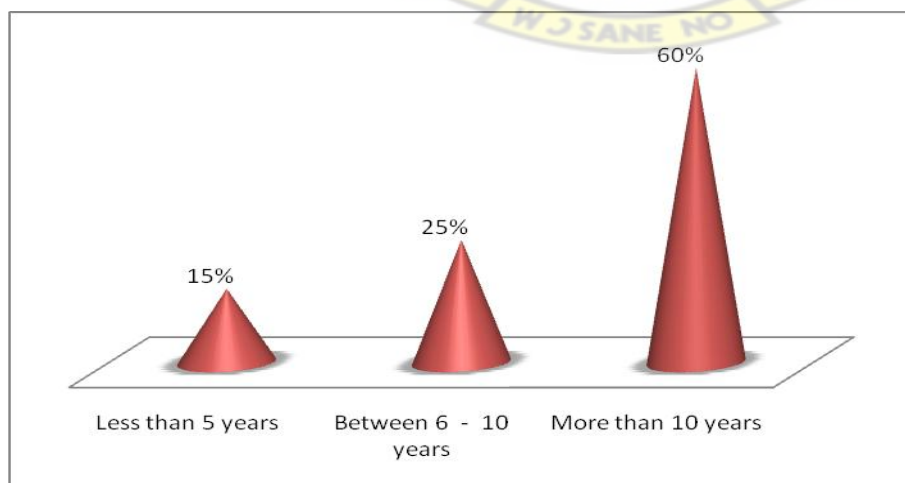
As many as 36 staff (60% of the respondents; both senior (7) and junior(29) had been with the GES for over ten (10) years, while 25% had been there between 6 and 10 years; and 15% for 'less than 5 years. Thus, cumulatively as much as 85% of respondents had had rich experience on their respective schedule of work as illustrated in Figure 4.4 and Table 4.4 below.

Table 4.4: Number of years with GES

Years	Frequency			(%)
	Senior Staff	Junior Staff	Total	
Less than 5 years	5	4	9	15%
Between 6 - 10 years	5	10	15	25%
More than 10 years	7	29	36	60%
Totals	17	43	60	100%

Source: Field Survey, 2011

Figure 4.4: Number of years with GES



Source: Field Survey, 2011

4.5 Staff Appraisals Issues

The study identified seven major elements used as tools in the assessment of staffs' performance appraisals, namely, job knowledge, communication, professional competence, managerial ability of staff, productivity, quality of work and problem solving ability.

4.5.1 Job Knowledge

As indicated in Table 4.5 and Figure 4.5.1 the study conducted revealed that 58% of the respondents (35 in absolute terms) agreed and 25% strongly agreeing that 'job knowledge' as a parameter in staff appraisal.

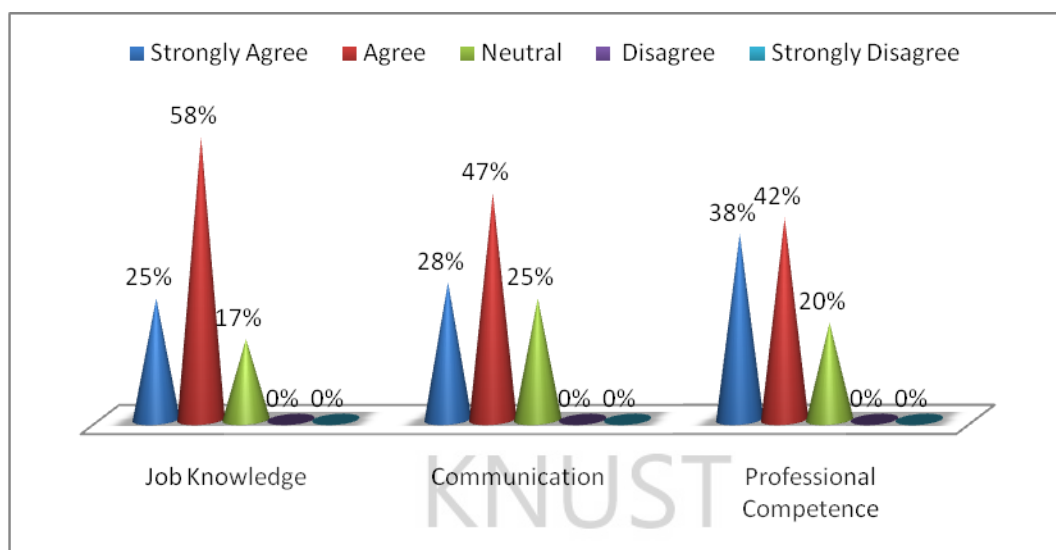
4.5.2 Communication

As much as 75% respondents collectively affirmed to Communication as a parameter is appraising staff while 25% were neutral.

4.5.3 Professional Competence

The study exhibited that Professional Competence as a parameter had 38% strongly agree and 42% agree in an overwhelming affirmation as illustrated by Figure 4.5.1.

Figure 4.5.1: Job Knowledge/Communication/Professional Competence



Source: Field Survey, 2011



Table 4.5: Staff Appraisal Issues

Details	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)
Job Knowledge	0	0%	0	0%	10	17%	35	58%	15	25%
Communication	0	0%	0	0%	15	25%	28	47%	17	28%
Professional Competence	0	0%	0	0%	12	20%	25	42%	23	38%
Managerial Ability of Staff	5	8%	13	22%	3	5%	16	27%	23	38%
Productivity	6	10%	11	18%	14	23%	27	45%	2	3%
Quality of Work	0	0%	0	0%	7	12%	28	47%	25	42%
Problem Solving Ability	4	7%	9	15%	6	10%	25	42%	16	27%

Source: Field Survey, 2011

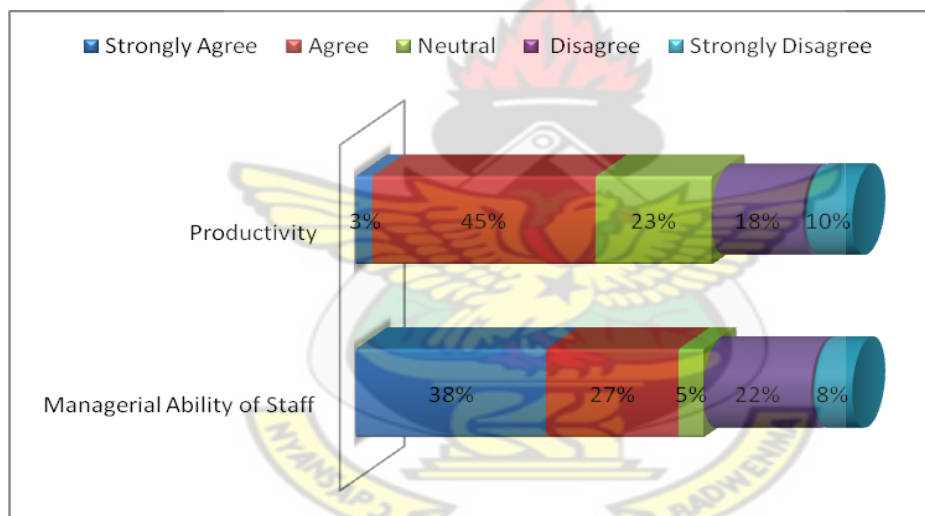
4.5.3 Managerial Ability

The study again showed that Managerial Ability as a tool for assessing staff performance appraisal registered 38% strongly agree, 27% agree, 5% neutral, 22% disagree and 8% strongly agree.

4.5.4 Productivity

The productivity element aggregately scored 48% in affirmation, though, 23% were neutral, and 28% collectively disagree as illustrated by Figure 4.5.2.

Figure 4.5.2: Productivity

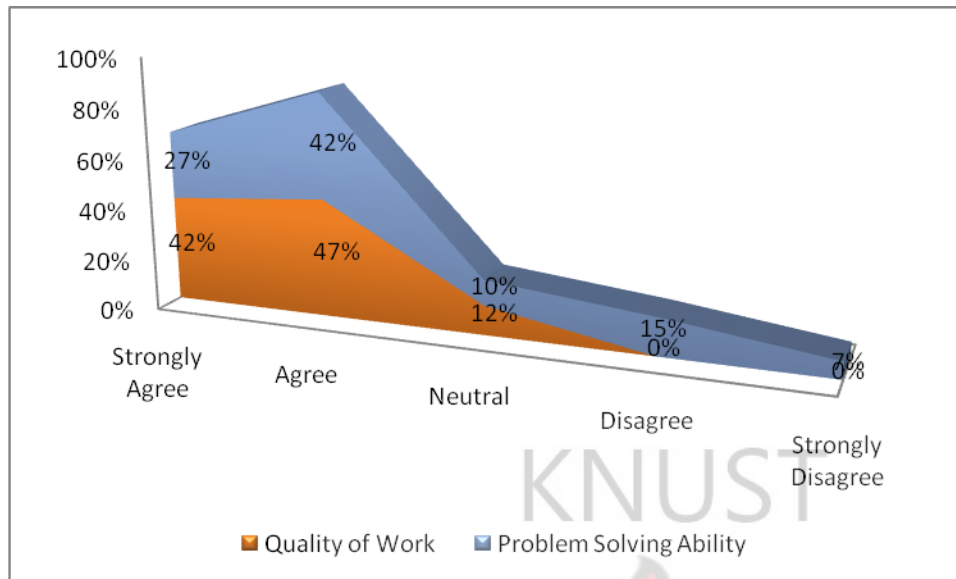


Source: Field Survey, 2011

4.5.5 Quality of work and ability to solve problem

There was an overwhelming affirmation for both quality of work and staff's ability to solve problem as requisite parameters in the assessment of performance appraisals of officials of Ghana Education Service (GES), as evidenced by the 89% collective agree and the aggregate 69% agree respectively and illustrated by Figure 4.5.3 below.

Figure 4.5.3: Quality of work and ability to solve problem

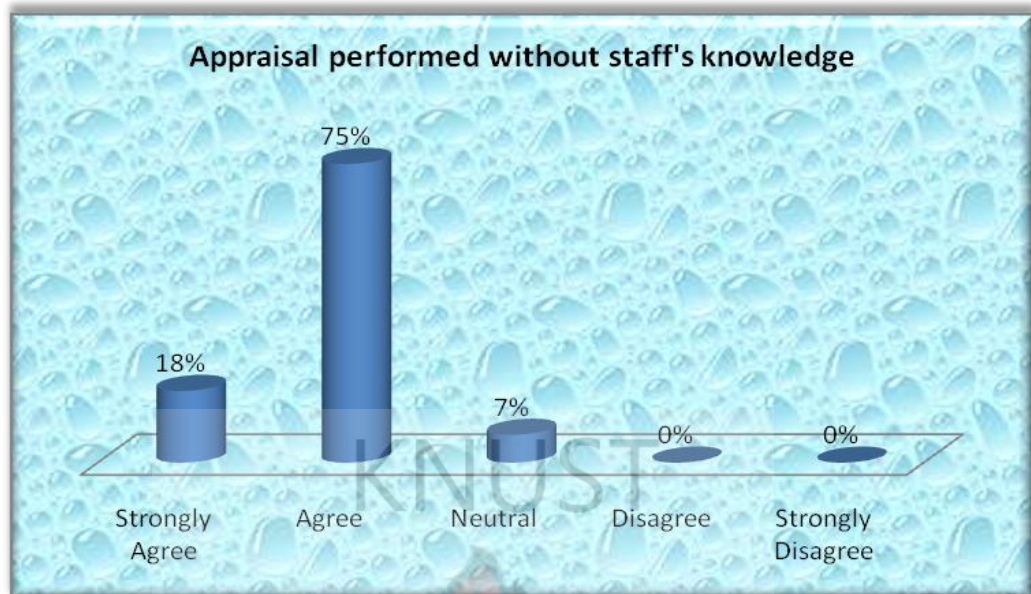


Source: Field Survey, 2011

4.6 Environment of Appraisal

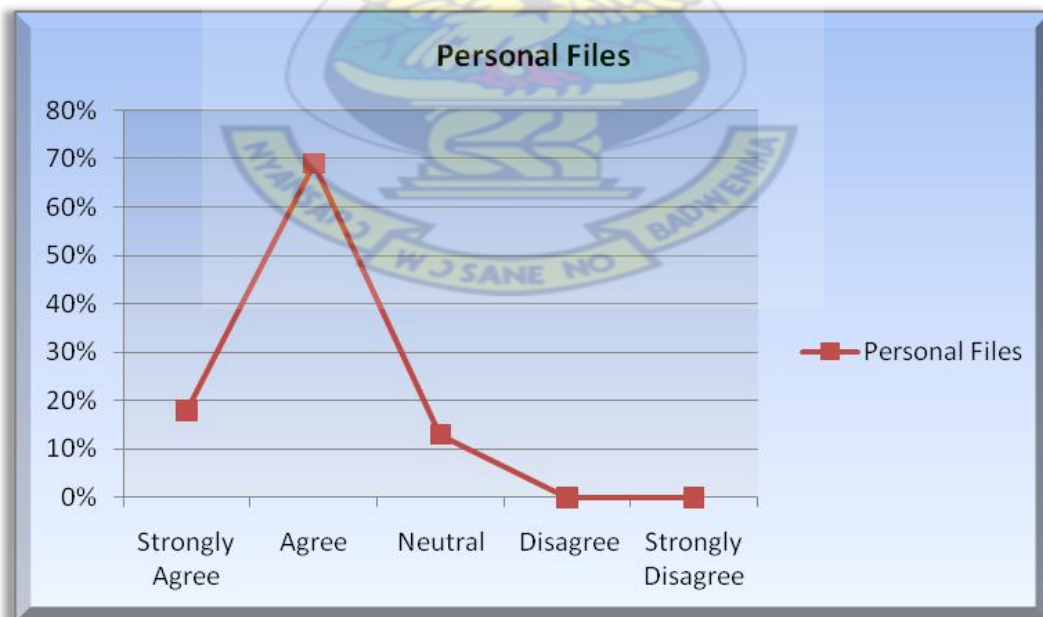
On the other area of assessment, respondents ruled out completely to the fact ‘Appraisal performed without staff’s knowledge’ was not the way to go within the GES; while affirming to ‘Personal Files’, ‘Good Relationship with superiors and peers’ and ‘Appraisals based upon merit’ as factors that needed to be considered further in staff appraisals as elucidated in Figures 4.6.1, 4.6.2, 4.6.3 and 4.6.4.

Figure 4.6.1: Appraisal performed without staff's knowledge



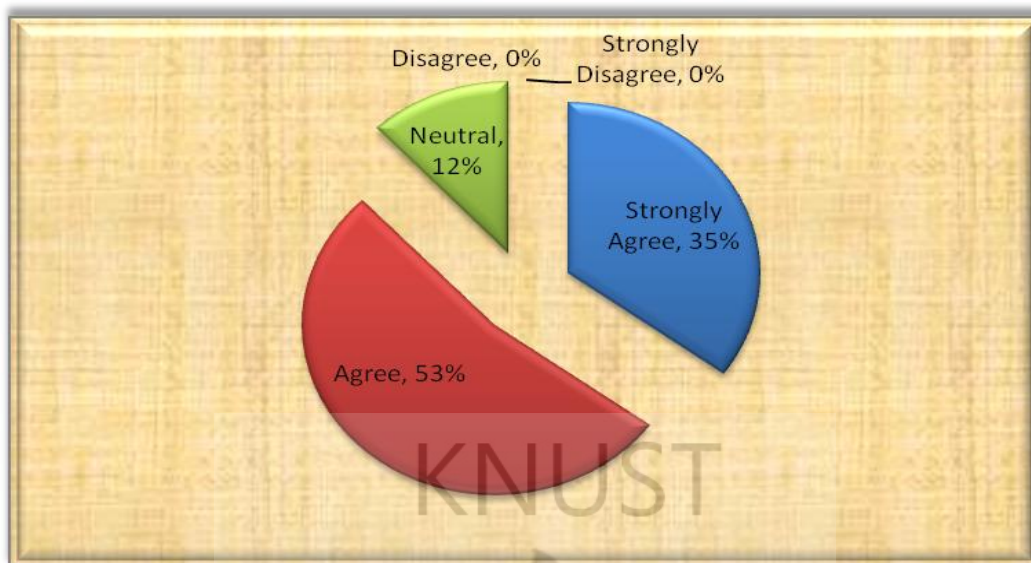
Source: Field Survey, 2011

Figure 4.6.2: Personal File



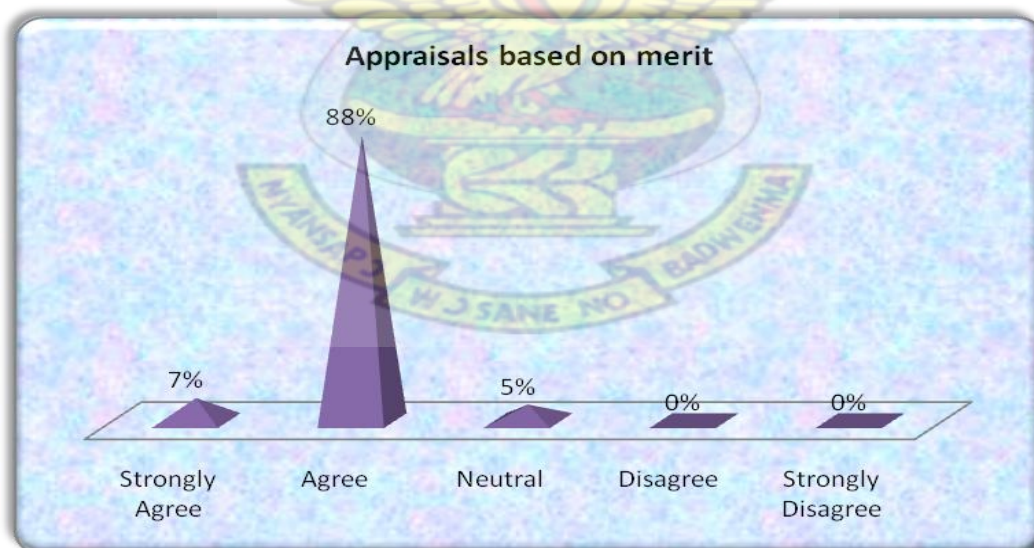
Source: Field Survey, 2011

Figure 4.6.3: Good Relationship with superior



Source: Field Survey, 2011

Figure 4.6.4: Appraisals Based on Merit



Source: Field Survey, 2011

Respondents further indicated their ability to attain set goals in the corporate plan in relation to the high percentage of WASSCE and further gaining entry into a tertiary institution.

4.7 Performance Measurement and Attained Results

The researcher used five main scenarios to ascertain the effect of performance measurement and the results attained thereof. Correlations were sought by comparing performance appraisals on one hand and ‘outputs’, ‘resources availability’, ‘regular departmental interactions’, ‘favouritism’ and ‘management’s commitments on the other as elucidated in the subsequent paragraphs, Table 4.6 and Figure 4.6 below.

In the study, GES system of appraisal revealed that there was a positive correlation between the appraisals and outputs by showing a strong agreement of 57% and 38% agree. On the notion of ‘resources are available to push through performance appraisal’, the response was in the negative by showing 2% neutral, 55% disagree and 43% strong disagree.

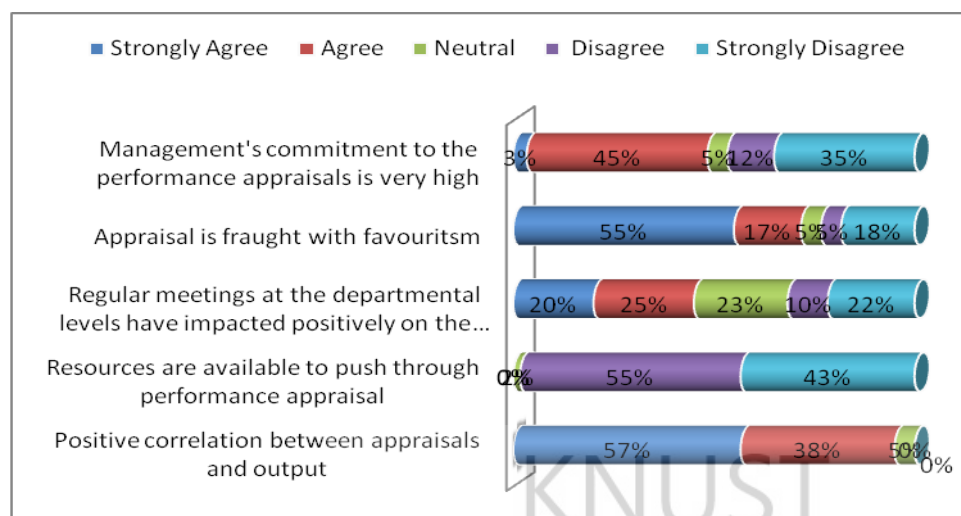
In the case the notion ‘regular meetings at the departmental levels have impacted positively on the company’s appraisal activities’, 45% collectively affirmed and 32% dissented. Also, 72% of respondents collectively were of the view that ‘Appraisals were fraught with favouritism’, while 23% cumulatively disagree and remaining 5% were undecided; and ‘management’s commitment to the performance appraisals is very high’, was shown by 35% strong disagree, 12% disagree, 5% neutral, 45% agree and the remaining 3% strongly agree.

Table 4.6: Performance Measurement and Attained Results

Details	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)
Positive correlation between appraisals and output	0	0%	0	0%	3	5%	23	38%	34	57%	60	100%
Resources are available to push through performance appraisal	26	43%	33	55%	1	2%	0	0%	0	0%	60	100%
Regular meetings at the departmental levels have impacted positively on the school's appraisals activities	13	22%	6	10%	14	23%	15	25%	12	20%	60	100%
Appraisal is fraught with favouritism	11	18%	3	5%	3	5%	10	17%	33	55%	60	100%
Management's commitment to the performance appraisals is very high	21	35%	7	12%	3	5%	27	45%	2	3%	60	100%

Source: Field Survey, 2011

Figure 4.6: Performance Measurement and Attained Results



Source: Field Survey, 2011

Furthermore, the study detected that as many as 95% of respondents chose 'yes' when the researcher sought to find out whether the GES has a recognized performance appraisal system in place; and the same level of response indicated the the various selected schools are benefiting from the established system. Notable reasons postulated by respondents as benefits to the established performance appraisal system are as follows:

1. The awareness of the existence of the performance appraisal system puts supervisors, headmasters, tutors, administrators and all manner of persons working within the walls of the GES on the alert that they are being watched.
2. It has resulted in effective teaching, thereby resulting in the high performance of students in the WASSCE.
3. It serves as a motivational factor to both field and office staff of the GES.

4.8 Selection Criteria for teachers' promotion

The research indentified four major criteria the the service uses to promote its officials, namely, long service, output of work for specified number of years, promotional interviews and academic upgrading. However, the resarch further singled out long service and outstanding output of work for specied period as the most used. Also, it was observed that teachers and other GES staff are promoted once in academic year and or only when an official is due for promotion.

4.9 Refresher courses

‘Changes in curriculum’, ‘introduction of new syllabi for teaching various subjects’, and ‘performance apparaial reports were identified as main factors that informs the GES to organize in-service or refresher courses to its officials. The research showed 55% going in for changes in curriculum, 35% for introduction of new syllabi for teaching various subjects and the remaining 10% performance apparaial reports. The study further revealed an overwhelming response of 98% to ‘yes’, on the issue of whether the refresher courses organized by the service brings the required improvement on the teacher’s and other officials of the GES’ performance or productivity.

4.10 Relationship between appraisals and productivity

Majority (89%) of the respondents were of the opinion that there is a strong positive relationship between the performamance appraisals of teachers and other officials of GES and the improvement of their level of productivity. On the other hand, it is worth noting that the 11% who seemed not agree with the assertion projected their reasons as that many at times appraisals are inconclusive and unreliable, appraiser can be biased towards the appraisee and as earlier revealed appraises have strong reservation that the exercise is fraught with favouritism and there has been ample evidence to poor supervision of work.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATION AND CONCLUSION

5.1 Introduction

Performance appraisal which is a systematic way of reviewing and assessing the performance of an employee during a given period of time and planning for his future has become the most powerful tool to calibrate, refine and reward the performance of the employee and further helps to analyze and evaluate an employee's achievements and contributions towards the achievements of the overall organizational goals. In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others, including subordinates, naturally, informally and arbitrarily. It has become imperative in the face of the above mentioned challenges for serious minded corporate entities to take strategic steps based on very elaborate strategic plans (i.e. short-term, medium-term and long-term) in order to normalize the situation

Over the years the performance of the Ghana Education Service has come under barrage of criticisms. Employees have been accused of high level of inefficiency in the discharge of duties leading to the poor performance of students, particularly, the SHS by the general public. Unfortunately, not much attention has been paid to the deplorable working conditions under which these teachers put their lives on the line in ensuring that the nation has well educated and responsible youth to steer the affairs of the nation in the near future. Poor infrastructures, inadequate logistics and equipments, laxity in the upholding of ethical conducts, low salaries and

inadequate reward system which has always lead to employees embarking on industrial strikes are hallmark of the teachers.

The main objective of the study is to ascertain the extent to which performance appraisals can be used as a tool to improve productivity of teaching and other staff of some selected senior high schools in the Kumasi Metropolis; and specifically, evaluate the existing Performance Appraisal System within the GES; ascertain how often the performance of teachers are appraised in the Senior High Schools; and to assess the correlation between performance appraisal and productivity of teachers.

A sample size of sixty (60), comprising 8.33% each for both Supervisors and Administrators, 16.67% Headmasters/Headmistresses and 66.67% Tutors/Teachers from ten selected Senior High School (SHS) all located within the Kumasi Metropolis were selected using the non-probability sampling method of random sampling, specifically, the purposive sampling technique; and further exhibiting a ratio of 1:1 with regard to male and female distribution indicating enough evidence of gender balance in both men and women.

5.2 Summary of Findings

Demographic Representation

The ages of the respondents were within the range of 25 to 58 years. Majority of the respondents fell within 30 - 39 years, and 40 – 49 years. The study showed that respondents are educated and have perfect understanding of issues concerning performance appraisals, albeit, majority are first degree certificate holders. Diploma and Post-graduate certificate holders also featured strongly.

Majority of staff had been with the GES for over ten (10) years, while others had been there between 6 and 10 years.

Staff Appraisals Issues

All the seven major elements identified as tools used in the assessment of staffs' performance appraisals, namely, job knowledge, communication, professional competence, managerial ability of staff, productivity, quality of work and problem solving ability showed a strong confirmation as appropriate factors to consider during the appraisals of staff by the GES.

Environment of Appraisal

During the research, respondents ruled out completely to the fact 'Appraisal performed without staff's knowledge' was not the way to go within the GES; while affirming to 'Personal Files', 'Good Relationship with superiors and peers' and 'Appraisals is based upon merit' as factors that needed to be considered further in staff appraisals.

Performance Measurement and Attained Results

The GES system of appraisal was detected to have a positive correlation with outputs of teachers and other employees of GES. There were not enough resources available to push through performance appraisal; regular meetings at the departmental levels have impacted positively on the company's appraisal activities. It was detected that appraisals were fraught with favouritism to some extent in spite of management's high level of commitment to performance appraisals.

Selection Criteria for teachers' promotion

GES uses four major criteria to promote its officials. These are long service, output of work for specified number of years, promotional interviews and academic upgrading.

Refresher courses

'Changes in curriculum', 'introduction of new syllabi for teaching various subjects', and 'performance appraisal reports were identified as main factors that informs the GES to organize in-service or refresher courses to its officials. The refresher courses organized by the service brings the required improvement on the teacher's and other officials of the GES' performance or productivity.

Relationship between appraisals and productivity

Majority of the respondents were of the opinion that there is a strong positive relationship between the performance appraisals of teachers and other officials of GES and the improvement of their level of productivity.

5.2 Conclusion

In conclusion, there was enough evidence of gender balance in both men and women respondents. GES can boast of youthful and energetic workforce, majority of whom are tutors who blends with the more experienced old folks for an efficient work delivery. It is refreshing to show the high interest of the youth is encouraged to take up the noble profession of teaching. The service is also inundated with a highly competent and experienced workforce.

The GES has always considered the seven major elements used as tools in the assessment of staffs' performance appraisals, namely, job knowledge, communication, professional competence, managerial ability of staff, productivity, quality of work and problem solving ability.

Other areas that the service considered were completely ruling out the fact that appraisal are performed without staff's knowledge; taking a cursory look at the personal files, good relationship with superiors and peers and the appraisals are purely based on merit. Resources were not available to push through performance appraisal', respondents were of the view that 'Appraisals were fraught with favouritism', in spite of management's commitment to the performance appraisals.

Furthermore, the study detected that the GES has a recognized performance appraisal system in place; and it has been of tremendous benefits to the GES as in the awareness of the existence of the performance appraisal system puts supervisors, headmasters, tutors, administrators and all manner of persons working within the walls of the GES on the alert that they are being watched; it has resulted in effective teaching, thereby resulting in the high performance of students in the WASSCE; and it serves as a motivational factor to both field and office staff of the GES.

Although it has proved very beneficial there are concerns as in: it is inconclusive and unreliable; appraiser can be biased towards the appraisee; it is in certain instances fraught with favouritism and there was ample evidence to poor supervision of work; and the inability to monitor employees by supervisors due to nepotism.

5.3 Recommendations

In view of the findings of the research the following recommendations are made:

Requisite Resources

From the findings, it was detected that GES system of appraisal have positive correlation with outputs of teachers and other employees of GES but there were not enough resources available to push through performance appraisal. Therefore the researcher is recommending that the management of the GES and government through the Ministry of Education should ensure that all the requisite resources needed for effective and efficient delivery of work are provided to ensure that the expected improvement of productivity is achieved through the performance appraisal system in GES.

Objective Assessment

The findings proved that, appraisals were fraught with favouritism and are poorly supervised. On the basis of this, the researcher recommends that proper, independent and objective assessments of performance should be conducted before any form of motivation is extended. Favouritism during appraisals should not be encouraged at all and proper supervisory strategies and mechanisms that fit contemporary business should be instituted in GES.

Decentralized Reward System

It was also revealed through the findings that, GES staffs are promoted on the grounds of long service, output of work for specified number of years, promotional interviews and academic upgrading. Recommendation is being pushed that, apart from the central government annual best

teacher award, the Kumasi Metropolis in its small way adopt a proper reward system, whereby outstanding performed staff are publicly rewarded with a significant amount of money, scholarship for children and furthering of education, apart from the usual promotions that are undertaken. An important institution as the GES should not wait for public opinion to push them to deliver. They can take inspiration from other organizations by instituting award schemes based on performance appraisal results to motivate SHS teachers to become dedicated for improved productivity.

Communication of Feedback

The research findings indicated that performance appraisals in GES are usually inconclusive and unreliable. It is recommended that, the outcomes of the appraisals should be timely and constructively communicated to the teachers to ensure immediate corrective measures for productivity increase.

Documentation of the Process

It was also detected from the findings that, introduction of new syllabi for teaching various subjects, and appraisal results inform the GES to organize in-service courses for staff. However, appraisal results are not often used. Based on this the researcher suggested that, the appraisal process should be documented to serve as reference or basis for planning refresher courses, workshops, in-service training and other training and development programmes for the selected SHS and GES as a whole.

Suggestions for Future Research:

The focus of the research was using performance appraisal to increase productivity of selected SHS in Kumasi Metropolis. It is suggested that in any future research, the whole country should be considered.

REFERENCES

- Arik Prasetya and Kato, Masanori (2010) Correlation among Corporate Productivity, Performance Assessment System and Salary System (A Numerical Representation of a Qualitative Survey), Research Journal of International Studies - Issue 16 (September, 2010)
- Atkins, Angela., 2009. "The Poor Performance Disciplinary Dilemma". NZ Business; Oct 2009; 23, 9; ABI/INFORM Trade & Industry, pg. 22
- Aquinas P G (2009), Human Resource Management Principles and Practice, Vikas, New Delhi
- Archer North & Associates (2008), Introduction to Performance Appraisal, <http://www.performance-appraisal.com/intro.htm>
- Argyris Chris (1962), Interpersonal Competence and Organizational Effectiveness, Richard D Irwin, Illinois.
- Armstrong M (2008), A handbook of Human Resource Management Practice, 10ed, Kogan Page London
- Banks, C.G., May, K.E., 1999. "Performance Management: The Real Glue In Organizations", in Korman, A., Krayt, A.I. (Eds), Evolving Practices in Human Resource Management, Jossey-Bass Publishers, San Francisco, CA, pp.118-45.
- Bernardin, John H., & Russel, Joyce E. A., 1993. "Human Resources Management an Experiential Approach". Singapore: McGraw-Hill, Inc.
- Bruce, A., 2002. "How To Motivate Every Employee". McGraw-Hill Trade, USA
- Byars LL and Rue LW (2004), Human Resource Management, 7ed, McGraw Irwin NY
- Carrell, M. R., & Dittrich, J. E., 1978. "Equity Theory: The Recent Literature, Methodological Considerations, and New Directions". Academy of Management Review, 3, pp. 202-210.

Cascio, W.F., 1992. "Managing Human Resources" (3rd ed.). New York: McGraw-Hill.

Chen, Dar-Hsin, and Chu, Chen-Ming., 2007. "Performance Appraisal Systems In Service and Manufacturing Industries: Evidence from Taiwan". International Journal of Management, Vol. 24 No. 3 September 2007

Cumming N.W (1972), Theory and Practice of Personnel Management, William Heinemann, London.

Dessler G (2008), Human Resource Management, 11ed, Pearson International edition, Prentice Hall, NJ

Flippo E. B (1980), Principles of Personnel Management, McGraw Hill Book Company, NY.

Gibson, J.L., Ivancevich, J.M., and James H. Donnelly Jr., 1996. "Organizational Behavior Structure, Process". 9th Edition, Irwin, Chicago

Grönroos, C. (2001), Service Management and Marketing: A Customer Relationship Management Approach, 2nd ed., Wiley, New York, NY,

Joyce M (2004) Performance Appraisals.

<http://www.bnabooks.com/ababna/eo/2004/eo55.pdf>. Retrieved 2007-01-18.

Klingner, Donald E, and Nalbandian, John., 1998. "Public Personel Management: Contexts And Strategies" (4th ed.). Englewood Cliffs, NJ: Prentice Hall, 408 pages.

Khazem, HA (2008), 'Productive performance appraisals. review of medium_being_reviewed title_of_work_reviewed_in_italics', Journal of Applied

Latham, Gary P. and Wexley, Kenneth N., 1994. "Increasing Productivity Through Performance Appraisal". 2nd Edition. Addison-Wesley Publishing Company, USA

Mathis, Robert L. and Jackson, John H., 2000. "Human Resource Management", 9th edition. South-Western College Publishing, Ohio, USA

Messmer, Max., 2000. "Performance Reviews". Society for Human Resource Management, pp.10-12.

Mitchell, T.R., 1982. "Motivation: New Directions for Theory, Research, and Practice". The Academy of Management Review, Vol. 7, No. 1, pp. 80-88

Nadler, D.A. & Lawler III, Edward E., 1977. "Motivation: A Diagnostic Approach", Perspective on Behavior in Organizations. New York: Mc Graw-Hill: p 125-135

Patterson Thomas F. (1987). Refining Performance Appraisal.
<http://www.joe.org/joe/1987winter/a5.html>. Retrieved 2007-01-18.

Silberman, M. L., 2003. "Active Manager's Tool Kit". McGraw-Hill Trade, USA

Suprihanto, J., 1986. "Penilaian Pelaksanaan Pekerjaan dan Pengembangan Karyawan". BPFE, Yogyakarta

Skinner, E.A., Gembeck-Zimmer, M.J., and Connell, J.P.(2000; 2001). Individual differences and the development of perceived control. Monograph of the society for Research in child development.

Tom Coens and Mary Jenkins (1998) Abolishing Performance Appraisals: Why They Backfire and What to do Instead.

Walsh, K and Fisher, D (2005), 'Action inquiry and performance appraisals', The Learning Organisation, vol. 12, no. 1, pp. 26-41.

Wiese, D and Buckley, R (1998), 'The evolution of the performance appraisal process', Journal of Management History, vol. 4, no. 3. Management and Entrepreneurship, vol.13, no. 3, pp. 109-

110

Yoder D (2000), Human Resource Management and Industrial Relations, Prentice Hall, New Delhi

Zeithaml V.A.(1981). “How Consumer Evaluation Processes Differ between Goods and Services”, reprinted in Lovelock, C. (1991), Services Marketing, 2nd Edition, Upper Saddle River, New Jersey: Prentice Hall.

KNUST



APPENDIX A

SAMPLE QUESTIONNAIRE

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY(CEMBA)

**SURVEY QUESTIONNAIRE ON THE EVALUATION OF PERFORMANCE
APPRAISALS AS A TOOL FOR IMPROVING PRODUCTIVITY OF STAFF OF GHANA
EDUCATION SERVICES.**

**(A CASE STUDY OF SELECTED SENIOR HIGH SCHOOLS IN KUMASI
METROPOLIS)**

The purpose of this questionnaire is to assess how employees' performance appraisals can be used as a tool to improve productivity of Ghana Education Service staff and to invite comments and suggestions from the respondents.

A. Personal Details of Respondents

Please tick appropriate box

1.0 Gender: Male ☐ Female ☐

2.0 Please indicate your age

Below 20 ☐

21 – 29 ☐

30 – 49 ☐

50 – 60 ☐

70 and above ☐

3.0 What is your educational level?

Post-graduate ☐

Degree ☐

Diploma ☐

Post-Secondary ☐

Others (specify):.....

4.0 Please indicate your status with GES

Headmaster ☐

Teacher/Tutor ☐

Supervisor ☐

Administrator ☐

Others (specify):.....

5.0 Please indicate your rank/designation: Senior Staff ☐

Junior Staff ☐

Please specify your school:.....

6.0 How long have you been at the school?

.....

B. Issues on Staff Appraisals

- 1.0 Please tick the response that best reflects the extent to which you agree or disagree with each of the following situations, in appraisal of staff.

<i>Situations</i>	<i>Response</i>				
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Job knowledge					
Communication					
Professional Competence					
Managerial Ability Of Staff					
Productivity					
Quality Of Work					
Problem Solving Ability					

Please tick the response that best reflects the extent to which you agree or disagree with each of the following situations.

Situations	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Appraisal is performed without the knowledge of staff					
Personal Files should be the reference point of appraisals					
Good relationship with superior is required for proper appraisal					
Appraisals is based upon merit.					

i. Do you have Performance Appraisal System in your institution or school?

Yes []

No []

ii. If Yes, is the school deriving any benefits from it?

Yes []

No []

iii. If Yes, state some of the benefits

.....
.....
.....

2.0 What are the criteria used to select teachers for promotional programmes?

i. Long Service []

ii. Output of work for specified years []

Others (Please Specify)

.....
.....
.....
.....

3.0 How often are the teachers in your school appraised for efficient performance of their work?

i. Once in academic year. []

ii. Twice in academic year []

iii. Twice a term. []

iv. Only when a teacher is due for promotion.

Others specify:.....

4.0 What informs the organization of in-service / refresher courses in GES?

- i. Changes in Curriculum []
- ii. Introduction of new syllabuses for teaching various subjects []
- iii. Performance appraisal reports from the various Public SHS []

5.0 Please tick the response that best reflects the extent to which you agree or disagree with each of the following situations in appraisal of staff in your school.

<i>Situations</i>	<i>Response</i>				
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
There is a positive correlation between the appraisals and output.					
Resources are available to push through performance appraisal					
Regular meetings at the departmental levels have impacted positively on the school's appraisals activities.					
Appraisal is fraught with favouritism					
Management's commitment to the performance appraisals is very high					

6.0 Do the refresher courses organized by GES bring improvement in the teachers' job performance or productivity?

Yes []

No []

- C. Is there any relationship between appraisal of teachers' performance and their productivity improvement.

Yes []

No []

- D. What kind of relationship exists? (Please specify)

.....

.....

.....

.....

- E. Can GES use Performance Appraisal as a tool to increase productivity of teachers in SHS?

Yes []

No []

If Yes, how?

.....

.....

.....

.....

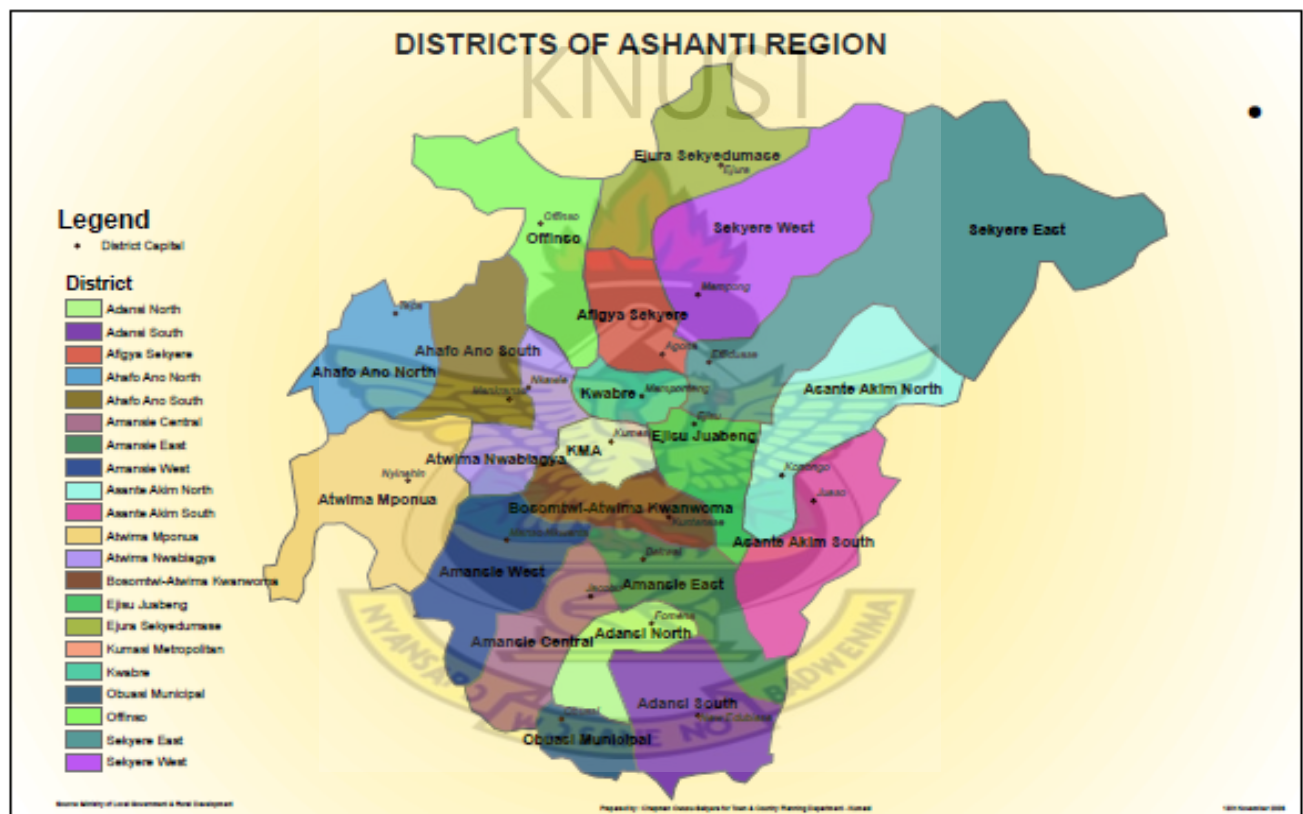
If No, why?

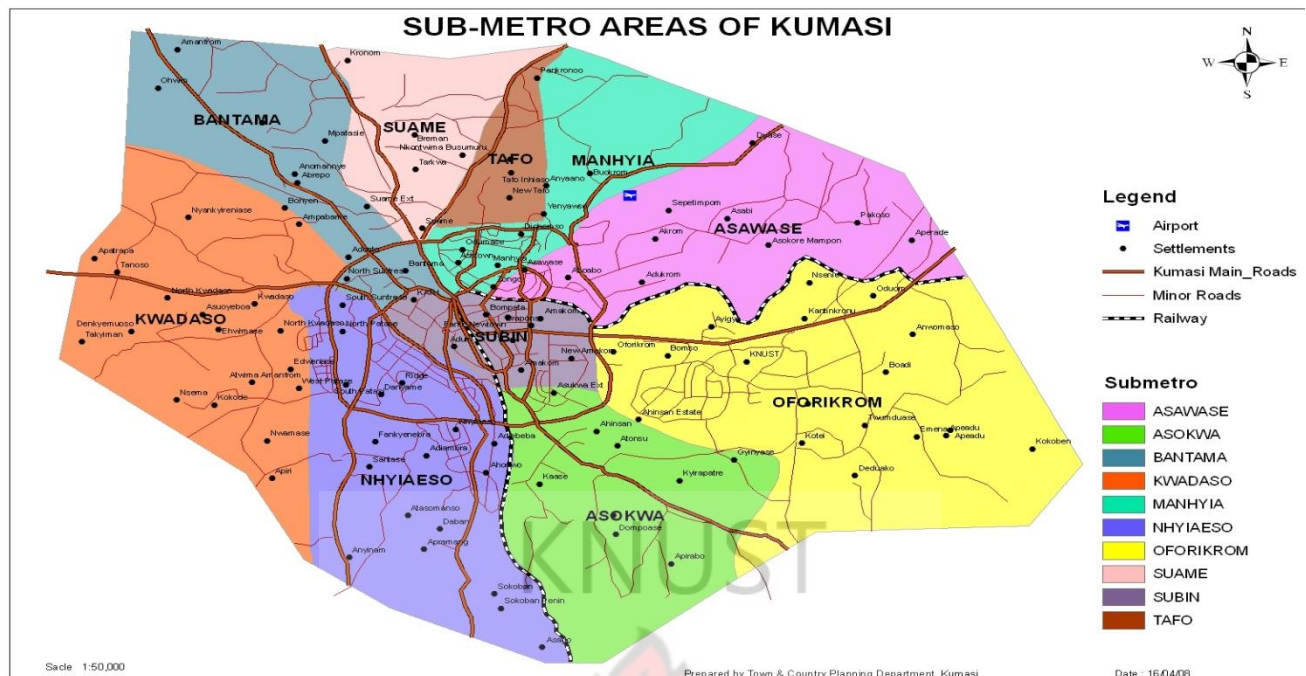
.....

.....

APPENDIX B

Fig. 2.2: Administrative Map of Kumasi Metropolitan Assembly





Source: Town and Country Planning Department

