

UNIVERSITY OF EDUCATION, WINNEBA

TEACHER PERCEPTION OF THE USE OF PERFORMANCE APPRAISAL FOR  
PRODUCTIVITY AT JACOBUS CLUSTER OF BASIC SCHOOLS

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Studies, University of Education, Winneba, in partial fulfilment of requirements for  
award of the Master of Arts (Educational Leadership) degree.**

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## DECLARATION

### STUDENT'S DECLARATION

I, JOHN DUAH, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: .....

DATE: .....

### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

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## **DEDICATION**

To my children: Ernest Boakye Acheampong, Belinda Boakye Duah, Sandra Amankwah  
Benedict Amankwah and my sweet mother, Akua Durowaa.



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## **ABSTRACT**

Performance appraisal system has been one of the important tools used in human resource management in organizations to evaluate performance of the individual employees and the organization as a whole. A major concern of every organization has been to contribute positively towards the achievement of the set goals. The focus of the study was to evaluate teacher perceptions for productivity of the use of performance appraisal at Jacobu cluster of basic schools. People from different institutions have different perceptions towards issues that consequently influence their judgment and attitude. Descriptive survey design was used for the study. The research was based on structured questionnaires distributed to the sample of 60 respondents were selected with the use of census sampling technique. The data was then analyzed with the use of Statistical Package for the Social Sciences (SPSS) software. The data analyzed indicated that the teachers clearly understood the criteria used for appraisal assessment. The findings from the study also indicated that appraisers may not have adequate records on the teachers in order to give a profound assessment on them and also the type of appraisal system in place gave the appraiser a greater influence over the final results. It was recommended that management should employ well positioned appraisers who have adequate knowledge of the job or better still have some training for appraisers before they carry out the appraisal exercise. Management was also advised to have a review process or committee for teachers who may not be satisfied with their results to seek for redress.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Every organization performs its task with the help of resources such as human, materials and financial aspect. Except human resource, other resources are non-living but human resource is a live and generating resource. Human resource utilizes other resources and gives output. If human resource is not available then other resources are useless and cannot produce anything. Out of all the factors of production human resource has the highest priority and is the most significant factor of production and plays a pivotal role in areas of productivity and quality. Therefore, ignoring the human resource can prove to be disastrous. In every organization, the performance of employees is important in achieving organizational goals. The success of every organization can therefore be attributed to performance appraisal which would help to detect the good and otherwise of the employees. Performance appraisal is one of the basic tools that make workers active and effective at work (Bue & Byars, 2011). Performance appraisal has been defined as a periodic evaluation of an employee's performance measured against the job's stated or presumed requirements. The whole importance of management activities of an organization culminates in the system of performance appraisal adopted in the organization (Terry & George, 2010).

This in turn reflects the extent of the individual contributions and commitment of the employees in different levels towards the achievement of organizational objectives or goals. It goes without saying that an effective performance appraisal can lead an organization to take strides towards success and growth. Conversely, an ineffective

performance appraisal can seal the fate of an organization (Armstrong, 2010). Dessler, (2010) also stated that performance appraisal is evaluating an employee's current and past performance in relation to his or her performance standards. It is therefore clear to state that if performance appraisal is successfully carried out in an organization, the employees would be able to know how well they are performing and what is expected of them in the future in terms of effort and task direction through an established plan for performance improvement. The output of every organization depends on how well and how much the performance of the employee is appraised and evaluated.

One factor that contributes to an effective performance appraisal system entails ensuring that the system focuses on performance variables as opposed to personal traits (Smither, 2010). Whereas experts disagree about whether performance should be measured in terms of the results produced by employees, example, Kane and Lawler (2005), or in terms of work related behaviors, Murphy and Cleveland (2011), they agree that the measuring personal traits has several drawbacks. For example, Jankowicz (2009) notes that the validity and reliability of trait-based performance appraisal is highly suspect because of the raters perception on the traits being assessed, biases and experiences that may have little to do with the particular employee. It has therefore been argued that for an appraisal system to be effective, employees must believe that they have an opportunity for meaningful input into the appraisal process (Weick, 2008).

Such input may range from having the opportunity to challenge or rebut the evaluation one receives to judging one's own performance through self appraisal. Regardless of the nature of employees input, it is clear that giving employees a voice in their own appraisal enhances the perceived fairness of the appraisal process which in turn

increases the likelihood that the employee will accept the appraisal system as legitimate and constructive means of gauging their performance contributions. As noted above, without the perception of fairness, a system that is designed to appraise, reward, motivate and develop can actually have the opposite effect, and create frustration, resentment and impact on productivity (Weick, 2008). Consequently, productivity is defined as the quality or volume of the major product or services that an organization provides (Kovach, 2009). Managers or management of every organization are charged with the responsibility to bring out the best out of their employees to help achieve organizational goals hence the need for periodic appraisal of employees.

In education, teachers can play as a source of competitive advantage. The fact that much research on the management of employees in African countries has been focused on Human Resource Management (HRM) issues in large local organizations and multinational enterprises (Debrah & Mmieh, 2009) and not much information on human resource management policies and practices, such as performance appraisal systems, that seeks to promote employees' productivity and efficiency, there is the need to rectify this difference by exploring performance appraisal systems in education in Ghana.

Hence, the objective of the research is to address the difference in knowledge by using some selected institutions to understand the effectiveness of performance appraisal systems on organizational outcomes such as examining the specific appraisal methods used, identifying the challenges associated with performance appraisal, assess employees challenges in complying with performance appraisal, effects of performance appraisal on individual and group or department performance in Ghana Education Service in the Amansie Central District, Jacobu.

## **1.2 Statement of the Problem**

The basic aim of every business, including educational institutions is to achieve its objectives, goals or targets successfully. Goals set by an organization would be in vain if much attention is not paid to employees' effort or performance for successful accomplishment. In order to achieve set goals successfully, there is the need to focus on performance appraisal. At an organizational level, performance appraisal system affects other human resource systems as well as organizational strategy. In the view of Wexley (2010), he asserts that the effectiveness of an organizations performance appraisal system is prerequisite for ensuring the success of its selection, training and even employees' motivational practices. At a strategic level, the need for fast and effective organizational change in today's dynamic social, economic and political environments require that employees continually realign their performance with the evolving goals and objectives of the organization. Most organizations in the competitive market fail because their workers perform below standard for they are not encouraged to work harder. Employees are the life blood of business organization. If management does not invest much into the welfare of their workers, problems are bound to increase leading to industrial strikes, low commitment to work, low morale and low productivity.

Performance Appraisal systems have been introduced in the Amansie Central Education Directorate (Wexley, 2010). The appraisal system has been used in areas of recognition/rewards, training plans, promotion prospects, carrier development plans and counseling and sanctions. With all these importance attached to the use of performance appraisal, teachers in the aforementioned district are not showing any sign of seriousness with its usage. The real question is; does performance appraisal system introduced have

any positive impact on the teachers to give off their best, thereby affecting productivity? The essence of this study, therefore, is to explore teacher perception of the use of performance appraisal on productivity at Jacobu cluster of basic schools in the Amansie Central District.

### **1.3 Purpose of the Study**

The purpose of this study was to explore the teacher perception of the use of performance appraisal on productivity at Jacobu cluster of basic schools in the Amansie Central District.

### **1.4 Objectives of the Study**

The research work focuses on the objectives stated below:

1. To identify specific appraisal methods adopted at the Jacobu cluster of Basic schools.
2. To examine the teachers perception of the use of performance appraisal.
3. To identify the challenges teachers faced with the use of performance appraisal.

### **1.5 Research Questions**

The research questions which will serve as a guide to the study are as follows;

1. What are the appraisal methods adopted at the Jacobu cluster of basic schools?
2. How teachers do perceive the use of performance appraisal at the Jacobu cluster of basic schools?



3. What are the challenges teachers faced with the use of performance appraisal at Jacobu cluster of basic schools?

### **1.6 Significance of the Study**

- This study is expected to contribute to the knowledge base on Human Resource Management in the area of performance appraisal and productivity. The findings of the study will provide a link between effective performance, appraisal and motivation in the public and private sector in general. This may lead to attraction and retention of qualified personnel in organizations who will be assured of high level of performance.
- The study could benefit other organizations (both public and private) and other institutions in the country in coming up with an effective performance appraisals. The study will also be useful to Human Resource Practitioners since one of the functions of Human Resource Management is performance appraisal.
- This study would provide a basis to make amendments in appraisal models to improve its effectiveness for employees' and organizational benefits. More so, the citizens of the country who may be interested in the area of performance appraisal could also benefit from the study findings.
- Finally it would serve as a source of reference to those who will like to delve more into performance appraisal.

### **1.7 Limitations of the Study**

Limitations are those conditions beyond the control of the researcher that will place restrictions on the conclusions of the study and their application to other situations. Some of the possible challenges are: lack of finance, inadequacy of time and support on the part of the respondents.

### **1.8 Delimitation of the Study**

Delimitation has to do with the boundaries and concepts of the research. The researcher conducted the study at a Jacobu cluster of basic schools and therefore all headteachers and teachers who were available within the cluster would be involved in the study.

### **1.9 Organization of the Study**

This work will be grouped under five main chapters as follows: Chapter one provides an introductory overview of the full study comprising the statement of the problem, objectives of the study, research questions, and relevance of the study, limitations and the delimitations of the study and how the study was organized. Chapter two follows with a review of relevant literature which relate to the study.

Chapter three presents the methodology used for the study and gives a detailed overview of the population, sampling technique, the research design, research instrument, the data collection procedures and data analysis procedures. Chapter four focuses on the characteristics of the respondents and the analysis of the data. Chapter five summarizes, concludes and offer recommendations for the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews important literature on key areas that the study covers which is the perception of performance appraisal on productivity. Therefore, the chapter begins discussion of performance appraisal. This is followed by a review of theories underpinning the concept of performance appraisal. The subsequent section examines the concept of how teachers perceived performance appraisal. The chapter concludes with the development of a conceptual framework.

#### **2.1.1 The Concept of Performance Appraisal as Organizational and Management**

##### **Tool**

The value of the human resources to the organization has some very important implications for the organization and management. The organization cannot afford the waste, misuse, or underutilization of these resources and therefore not surprising that performance appraisal lies at the center of human resource activities. Performance appraisal provides periodic review and evaluation of an individual's job performance. Although the appraisal forms may only be completed once a year, the job of performance appraisal is continuous sometimes daily and requires effective communication on both the part of the supervisor and the employee (Cardy & Dobbins, 2009). The supervisor is ultimately responsible to make sure these conversations actually take place and are documented. It is essential that the supervisor hold all performance discussions and documentation in complete confidence. One employee's performance should never be discussed with another employee. This action is one of the best ways for a supervisor to

lose the trust of all employees. This is because the information generated through performance appraisals form the basis for all human resource decisions like selection and placement techniques, promotions, demotions, transfers, layoffs or termination, training and development, career development, and as well as on all other managerial functions like planning, organizing, leading, and controlling management process and other range of activities by the organization to boost the performance of the employee. It is therefore not surprising that researchers have noted that there is a link as well as difference between performance appraisal and performance management. For example, it has been noted that is a somewhat difference between performance appraisal and performance management. Therefore while performance appraisal involves the formal assessment and rating of individuals by their managers, performance management involves a systematic process for improving organizational performance by developing the performance of individuals or groups (Armstrong, 2012).

Performance management is also the system through which organizations set work goals, determine performance standards, assign and evaluate work, provide performance feedback, determine training and development needs and distribute rewards (Briscoe & Claus, 2008). Furthermore, performance management is a process involving performance planning, performance management, performance appraisal, performance rewarding and performance development (Deb, 2009). But, the fundamental purpose of both activities (performance management and performance appraisal) is to improve the overall individual and organizational success. Therefore irrespective of the relationship and the difference, performance appraisal is important organizational and management tool. However, in order

to understand the views being raised by human resources researchers about performance appraisal, there is the need to understand how the concept is defined.

### **2.1.2 Definitions of Performance Appraisal**

Performance appraisal is considered by quite a number of people as an important function in organizations. Consequently, some works on performance appraisal has focused primarily on roles of potentials and performance. For example performance appraisal can be viewed as the formal assessment and rating of individuals by their managers (Armstrong, 2012). Performance appraisal is also said to be the periodic evaluation of an employee's performance measured against the job's stated or presumed requirements. This is because one way to review the performance and potentials of staff is through a system of performance appraisal and therefore, it is important that members of the organization know exactly what is expected of them, and the yardsticks by which their performance and results will be measured. Performance appraisal has also been referred to a formal process of evaluating an employee's performance in the organization on a periodic basis. Notwithstanding the different views used in explaining performance appraisal, the concept of performance appraisal has also been associated with a variety of terms such as actual performance, evaluation and deficiencies. This has further led to a number of other definitions by different authors. Some are presented below:

- (a) Dessler (2010) defines performance appraisal as any procedure that involves setting work standards, assessing the employee's actual performance relative to these standards, and providing feedback to the employees with the aim of motivating that person to eliminate performance deficiencies or to continue to perform above par.

- (b) Rudman, (2003) considers performance appraisal *as* a system of periodic review and evaluation of an individual's or team's job performance. This definition is focused on the evaluation. Often employee's work and job performance according to specific criteria.
- (c) Schuller (2006), exploring a more comprehensive definition suggest that performance appraisal is "a formal, structured system of measuring and influencing an employee's job related attributes, behaviors, and outcomes, and level of absenteeism to discover at what level the employee is presently performing on the job."
- (d) He states that the most common sets of criteria used in practice '*are traits such as attitude and initiative, behaviors for individuals such as working in teams and cooperation, and task outcomes when a pool-oriented process is used*'.
- (e) DeCenzo and Robbins, (1995) also stipulates that performance appraisal 'is a structural formal interview between subordinate and superior that usually takes the form of periodic interview (annually or semi-annually) in which the work performance of the subordinate is examined and discussed, with the view to identifying the weakness and strength as well as opportunity for skills and development'.

These definitions are consistent with the notion that performance appraisal is crucial at the workplace and therefore for this research all the above mentioned definitions fit into the operation definition of performance appraisal. This definition also makes it possible to examine its underpinning theories and its purposes, which are discussed below.

### **2.2.1 Theories of Performance Appraisal**

In an effort to understand performance appraisal as a human resource phenomenon, a number of theories have been proposed by researchers. However, for the purpose of this research, the focus will be on four main theories- justice theory, implicit person theory, equity and social justice theory. These are discussed below.

### **2.2.2 Justice theory**

The justice theory assumes the extent to which employees perceive workplace procedures, interactions and outcomes should be fair in nature. These perceptions can influence attitudes and behaviors for good or bad in having a positive or negative impact on employee performance and organization's success. For example, more recently, some scholars used exchange theory to incorporate all four justice dimensions into one theoretical framework. They found that procedural, interpersonal, and informational justice were related to social relationships, either with the organization (i.e. procedural justice) or with the supervisor (i.e. interactional, interpersonal, and informational justice), whereas distributive justice is related more to an economic exchange relationship. In the context of this study, the researcher draws upon this integrative framework and applies it specifically to a performance appraisal context. This conceptualization may hold the key to explaining employees' perceptions of fairness concerning their performance appraisals and appraisal systems. The four dimensions are discussed below.

### **2.2.3 Procedural justice perceptions**

Procedural justice concerns the fairness and the transparency of the processes by which decisions are made, and may be contrasted with distributive justice (fairness in the distribution of rights or resources), and retributive justice (fairness in the punishment of

wrongs). Hearing all parties before a decision is made is one step which would be considered appropriate to be taken in order that a process may then be characterized as procedurally fair (Tyler & Blader, 2009). Some theories of procedural justice hold that fair procedure leads to equitable outcomes, even if the requirements of distributive or restorative justice are not met. It has been suggested that this is the outcome of the higher quality interpersonal interactions often found in the procedural justice process, which has shown to be stronger in affecting the perception of fairness during conflict resolution (Tyler & Blader, 2009).

#### **2.2.4 Distributive justice perception**

Distributive justice perception is concerned with the perceived fairness of an outcome. It may also involve an evaluation of one's own performance or effort and the associated rewards without any specific reference to comparison others. Distributive justice is deeply rooted in the research of the original equity theorists. There are two types of structural forces associated with the distributive justice of a performance appraisal as an outcome (Tyler & Blader, 2009). The first type is decision norms (example where receivers of distributions structured tend to conform to existing social norms, like equity, typically believe that the distributions are fair and where raters, may also feel driven to develop appraisals that conform to other distribution norms such as equality, need, or social status which may seem unfair to those being rated and the second type of structural force relates to the personal goals of the rater (e.g. to motivate, teach, avoid conflict or gain personal favor). Here, whether employees consider a particular appraisal as fair or unfair can depend on their perceptions of the rater's goals. For example, employees may consider an appraisal



as fair if they perceive that the evaluator is trying to motivate them, improve their performance or expand their perceptions of their own capabilities. Goals that may not be perceived as fair can include conflict avoidance, favoritism and politics.

### **2.2.5 Interpersonal justice perceptions**

This refers to perceptions of respect and propriety in one's treatment. Interpersonal justice concerns fairness perceptions that relate to the way the rater treats the person being evaluated. This is especially true when raters show concern for individuals regarding the outcomes they receive. Interpersonal justice "reflects the degree to which people are treated with politeness, dignity, and respect by authorities and third parties involved in executing procedures or determining outcomes" (Barsky & Kaplan, 2010).

### **2.2.6 Informational justice perceptions**

Informational justice concerns fairness perceptions based on the clarification of performance expectations and standards, feedback received, and explanation and justification of decisions. Like procedural justice, the focus is on the events which precede the determination of the outcome, but for informational justice, the perceptions are socially rather than structurally determined. Information about procedures can take the form of honest, sincere and logical explanations and justifications of any component of the allocation process. In the context of performance appraisals the most common interactions will involve the setting of performance goals and standards, routine feedback, and explanations during the performance appraisal interview.

### **2.2.7 Implicit Person Theory**

Implicit theory describes the specific patterns and biases an individual uses when forming impressions based on a limited amount of initial information about an unfamiliar person. Implicit theories can be domain specific, pertaining particularly to areas such as ability, morality, or personality. This implies that failure by managers to recognize a significant decrease in the performance of employees could be catastrophic. Similarly, failure to acknowledge a significant improvement in the behavior of an employee can lead to employee frustration, resentment, and withdrawal.

### **2.2.8 Equity Theory**

Equity theory focuses on determining whether the distribution of resources is fair to both relational partners. Equity is measured by comparing the ratio of contributions (or costs) and benefits (or rewards) for each person. The pay-for-performance effect is clearly rooted in the equity theory that emphasizes employees' perception of fairness. According to equity theory, employees will perceive a practice to be fair or equitable when their input-output ratio is equal to that of a referent. When paid in accordance to individual performance, it is likely that employees perceive fairness or justice. Studies have shown that a rating based on individual performance and a salary based on the rating tend to enhance employee perceptions of distributive justice (Gill & Stone, 2010).

### **2.2.9 Social Justice Theory**

Organizational justice is deeply rooted in social exchange theory. Social exchange theories make two basic assumptions about human behavior. Social relationships are viewed as exchange processes in which people make contributions for which they expect certain outcomes; and, individuals evaluate the fairness of these exchanges using

information gained through social interactions. The original version of social justice theory suggested that social exchanges were perceived as fair when people sensed that their contributions were in balance with their rewards. Subsequent research discovered that individuals would accept a certain amount of injustice in outcome distributions as long as they perceived that the procedures that led up to those outcomes were fair. Procedural justice describes the phenomena of perceived fairness in the allocation process. There are seven procedural categories that individuals can use in order to determine the fairness of organizational processes.

These include procedures for selecting agents, setting ground rules, collecting information, making decisions, appealing decisions, safeguarding employee rights, and changing procedures. An individual's awareness of unfair practices in any one of the seven factors can lead to perceptions of injustice. Since the publication of Leventhal's model, researchers have clearly demonstrated the existence of two justice factors: a distributive factor associated with the fairness of distribution of outcomes, and a procedural factor associated with the fairness of the means used to determine the outcomes. In summary it can be implied that these four theories might affect the way in which performance appraisal may be used for each of the several purposes in organizations.

### **2.3 The Purposes of Performance Appraisal**

Dessler (2008) states that performance appraisal serves several purposes one being the fact that it provides an opportunity to review a subordinate's progress and map out a plan for rectifying any performance deficiencies. Furthermore, according to Kluger and DeNisi (1996), performance appraisals have two main purposes. These are decision-

making and feedback. Ozgen and Unlucan (2001), stated the purposes of performance appraisal by analyzing and describing the process analyzing the purposes, objectives, uses, and transitioning of performance appraisal from performance appraisal to performance management. However, other researchers have noted that a distinction has to be drawn between the “informal appraisal” which refers to day-to-day coaching of subordinates (daily coaching of subordinates, showing them the right way of doing their jobs, warning them when they are late, praising them for good performances and reprimand them for their misbehaviors) and the “formal appraisal” process requires a system to be in place to report managerial impressions and observations on employee performance. This is normally written down on some ‘form’ with some general information.

Performance appraisal is the strength of performance management, which in turn affects the organizational performance. It helps to identify and overcome the problems faced by the employees on his/her work. A performance appraisal is a part of the process of guiding and managing career development in both private and public sectors. It involves the task of obtaining, analyzing and recording information about the relative worth of an employee to the organization. Performance appraisal serves as a tool in making promotion decisions thus increase in salary, rewards among other things. One effective factor in increasing payment is the information obtained by evaluating one’s performance. Saadat and Shabani (2003) reiterate many managers and officials believe that it is a good idea to grant employees a sensible award by increasing their wages and benefits. This can be a good incentive to keep on their worthwhile performances. And if competent employees are paid the same as inefficient or average employees, they will lose their motivation and will turn into ordinary employees, to do this performance appraisal helps solve such problems.

Employees' performance is an indicator of their potentialities, weaknesses and strengths. By assessing employees and achieving the required information, their career route in organizations is depicted (Saadat & Shabani, 2003). Performance evaluation, also, make clear that which unit in where needs what type of training. This does not mean that a performance evaluation system guarantees training competent employees. Information, however, facilitates understanding the training needs. They substantiate the necessity of an effective appraisal scheme by saying that it can identify an individual's strengths and weaknesses and indicate how such strengths may best be utilized and weaknesses overcome. Thus employees' performance should be evaluated regularly for many reasons. Some of these reasons are that;

- (a) It may be necessary for validating selection devices or assessing the impact of training programs.
- (b) It is administrative- that is it aids in making decisions about pay raises, promotions and training.
- (c) To provide feedback to employees to help them improve their performance and plan future careers. (Griffin,1999)

The fundamental objective of performance appraisal is to facilitate management in carrying out administrative decisions relating to promotions, firings, layoffs and pay increases. For example, the present job performance of an employee is often the most significant consideration for determining whether or not to promote the person. Managers must recognize that an employee's development is a continuous cycle of setting

performance goals, providing training necessary to achieve the goals, assessing performance as to the accomplishment of the goals and then setting new higher goals.

Performance appraisals are indispensable for the effectual supervision and costing of staff. Appraisal help to enlarge individuals, perk up secretarial routine, and nourish into dealing development (Griffin, 1999). Ceremonial performance judgment is commonly conducted per annum for each and every one workforce in the organization everyone is appraised by their line supervisor. Performance appraisals are also crucial for career and succession development. Performance review designed for workforce inspiration, position and conduct improvement, converse directorial aims, along with nurturing optimistic associations between supervision and workforce. Performance appraisals provide a recognized, recorded, customary assessment of an individual's routine, and a sketch for potential enlargement. In diminutive, performance and career judgment are crucial for administration the performance of natives and organizations.

Critiques of appraisal have continued as appraisals have increased in use and scope across sectors and occupations. The dominant critique is the management framework using appraisal as an "orthodox" technique that seeks to remedy the weakness and propose of appraisals as a system to develop performance. This "orthodox" approach argues there are conflicting purposes of appraisal. For example, appraisal can motivate staff by clarifying objectives and setting clear future objectives with provision for training and development needs to establish the performance objective. These conflict with assessing past performance and distribution of rewards based on past performance (Bach, 2005).

In addition employees are reluctant to confide any limitations to and concerns with their current performance as this could impact on their merit-related reward or promotion

opportunities. This conflicts with performance appraisal as a developmental process as appraisers are challenged with differing roles as both monitors and judges of performance, and an understanding counselor, which Randell (1994) argues few managers receive the training to perform. Managerial reluctance to criticize also stems from classic evidence from McGregor (2010) that they are reluctant to make negative judgments on an individual's performance as it could be de-motivating, leading to appraisee accusations of lack of managerial support and contribution to an individual's poor performance. The purpose of performance appraisal implies that in undertaking a critical examination of this phenomenon, there is also the need to critically look at the methods.

## **2.4 Methods of Performance Appraisal**

Most appraisal methods used throughout the world today are based on the following techniques: Graphic rating scales; Behavioral Anchored Rating Scales (BARS), 360 Degree System, Behavioural Observation Scales (BOS); mixed standard rating scales; and management by objectives. For the purpose of this study the researcher used three appraisal methods that are related to the study are discussed below.

### **2.4.1 (a) Graphic Rating Scales**

According to Dessler, (2010), Graphic Rating Scale is a scale that lists a number of traits and a range of performance for each. The employee is then rated by identifying the score that best describes his or her level of performance for each trait. It is the method of appraisal where employees are rated on a scale against certain characteristics such as excellent, very good, good, satisfactory, fair and poor. Rating methods of appraisal often ends to cluster in the middle that is between excellent and poor. A graphic rating scale

(GRS) presents appraisers with a list of dimensions, which are aspects of performance that determine an employee's effectiveness. Examples of performance dimensions are cooperativeness, adaptability, maturity, and motivation. Each dimension is accompanied by a multi-point rating scale. The points along the scale are defined by numbers and/or descriptive words or phrases that indicate the level of performance. The midpoint of the scale is usually anchored by such words as “average,” “adequate,” “satisfactory,” or “meets standards (Kane & Lawler, 2005, 2005).

Many organizations use graphic rating scales because they are easy to use and cost little to develop. Human Resource professionals can develop such forms quickly, and because the dimensions and anchors are written at a general level, a single form is applicable to all or most jobs within an organization. Graphic rating scales do present a number of problems, however, such scales may not effectively direct behavior; that is, the rating scale does not clearly indicate what a person must do to achieve a given rating, thus employees are left in the dark as to what is expected of them.

Graphic rating scales also fail to provide a good mechanism for providing specific, non-threatening feedback. Negative feedback should focus on specific behaviors rather than on the vaguely defined dimensions the GRSs describe. For example, if one is told that they are not dependable, most employees would become angry and defensive; they would become less angry and defensive if such feedback were given in behavioral terms (Long, 2006). Rating methods also has a halo impact that is, graded characteristics is likely to influence another. This is because any performance factor considered by management to be acceptable, the manager reiterates the required standards and agreement is reached on steps to improve performance or if an appraisal rates work knowledge as very good, it will



be difficult for him to rate work output as poor. The rating has thus been found to be an inappropriate method unless the rating characteristics have been adequately explained (Long, 2006).

#### **2.4.2 (b) Management by Objective (MBO):**

Management by Objectives (MBO) is a personnel management technique where managers and employees work together to set, record and monitor goals for a specific period of time. Organizational goals and planning flow top-down through the organization and are translated into personal goals for organizational members. The fundamental idea of management by objective consists of developing processes for goods and services being based on previously agreed upon objectives. The aim of the process is to implement the strategic objectives for the whole company, in which these objectives become operational for every unit of organization.

The process is especially driven by the operative aspect of the mutual objective agreement between senior management and employees. In this, a strongly motivating effect is attributed to the participation of the employee in the objectives establishing process. This is due to the fact that the employees identify more strongly with the objectives and develop a higher sense of responsibility for achieving the objectives when they are involved in the process.

The MBO is focused on the most possible quantified, or numerical objectives. Since these objectives are sufficiently clear and verifiable after the period of time has elapsed they are considered the best suitable for central supervision of the company' s actions and its employees. Since this restriction comes up against application difficulties in practice, qualitative objectives are also agreed on with the attempt to make them as “measurable” as possible.

The core concept of MBO is planning, which means that an organization and its members are not merely reacting to events and problems but are instead being proactive. MBO requires that employees set measurable personal goals based upon the organizational goals. MBO is a supervised and managed activity so that all of the individual goals can be coordinated to work towards the overall organizational goal. Individual, personal goal is one piece of a puzzle that must fit together with all of the other pieces to form the complete puzzle: the organizational goal. Goals are set down in writing annually and are continually monitored by managers to check progress. Rewards are based upon goal achievement (Schuller, 2006).

#### **2.4.4 Behaviorally Anchored Rating Scales (BARS)**

A newer and somewhat related approach to the critical incidents technique is the behaviorally anchored rating scale (BARS). It was developed to cope with the problem of identifying scale anchor points. Specifically, the scale points such as unacceptable, needs improvement, acceptable, commendable, and outstanding may be difficult to define and may lead to unreliable or invalid appraisal results (Deblieux, 2003). Hence, the BARS

define scale points with specific statements that describe varying degrees of behaviour. Behaviorally Anchored Rating Scales (BARS) combines the graphic rating scale and critical incidents method. It consists of predetermined critical areas of job performance or sets of behavioral statements describing important job performance qualities as good or bad (for the qualities like inter-personal relationships, adaptability and reliability, job knowledge etc). These statements are developed from critical incidents. In this method, an employee's actual job behaviour is judged against the desired behaviour by recording and comparing the behaviour with BARS (Monga, 2009).

The specific purpose of the Behaviorally Anchored Rating Scale is to use behavioral procedures to design an instrument that can identify and measure the critical components that constitute effective performance in an occupation. The instrument allows researchers to "capture performance in multidimensional, behaviour-specific terms". This method is based on the principle of management by objective where the appraiser and the appraisee lay down standards or target to be achieved. Appraiser's actual performance is measured against the standards or target set at the end of a specific period. This system serves as motivation to influence appraisee to achieve the target or standard set because it is noted to raise the morale of employees and for that matter the appraiser since he is involved in the whole processes of appraisal (Monga, 2009). BARS contrast an individual's performance against specific examples of behavior that are anchored to numerical ratings. BARS utilize behavioral statements or solid examples to explain various stages of performance for each element of performance. The methods used for performance appraisal is to help evaluate the performance of employees in organizations. Though there

are several methods for each situation, performance appraisals is faced with some challenges.

## **2.5 Problems with Performance Appraisal**

No human resource practice is expected to be perfect. When dealing with humans, a full range of emotions, needs, values and attitudes are likely to come into play. Performance appraisal that is handled incorrectly tends to entangle personal issues with performance issues. Many problems are likely to arise from the fact that supervisors and managers are mostly untrained in planning and administering performance appraisal. Most find it difficult to objectively and effectively assess the accomplishments of their employees. It is therefore imperative to use performance appraisal system that is fair, job-related and objective to the individual being appraised (Davis, 2011). According to Bue and Byars (2005) several problems and errors have been identified in performance appraisals and these include:

### **2.5.1 Single Criterion**

A problem in the administration of performance appraisal occurs when a manager focuses on the assessment of a single criterion as the basis for total evaluation. While all of the tasks are required for the job to be completed with accuracy, one particular criterion stands out as the major task (Bekele, Shigutu & Tensay, 2014). If a performance appraisal occurs in this manner, the employee then receives the message that is the only important part of the job. The other relevant factors of the job lose importance. Subsequently, the

connection between the one favoured criterion and all of the other functions becomes unclear.

### **2.5.2 Leniency**

Daoanis (2012), defined leniency as the grouping of ratings at the positive end of the performance scale instead of spreading them throughout the scale. Leniency or 'evaluation inflation' is the rating received from a manager who rates someone higher than actual performance warrants. Managers often give employees the benefit of the doubt and rate them higher on certain criteria (Daoanis, 2012). Or in hopes of stimulating employees to perform better, managers may rate their employees at the level where they would like them to perform. Leniency avoids the need to discuss unpleasant aspect of work performance. It also avoids the importance of feedback to growth.

In contrast there is negative leniency. This is the tendency to rate employees lower than they deserve to be rated. It underestimates performance and tends to focus on an employee's deficiencies, weakness and developmental needs. If an appraisal is used in this way, it will elicit very little productivity (Femi, 2013).

### **2.5.3 Halo Effect**

This occurs when managers allow a single prominent characteristic of employees to influence their judgment on each separate item on the performance appraisal. (Femi, 2013). This often results in the employee receiving approximately the same rating on every item. Appearances, social status, dress, race and sex have influenced many performance appraisals. Managers have also allowed first impressions to influence later judgment of an

employee (Femi, 2013). First impressions are only a sample of behaviour however; people tend to retain these impressions even when faced with contradictory evidence.

#### **2.5.4 Lack of Objectivity**

According to Karimi, Malik and Hussain (2011), one major flaw with any performance appraisal is the difficulty in maintain objectivity. Performance appraisals are intended to evaluate work performance based on agreed-upon goals and objectives. However, it is often the case that is a discussion of work, behaviour and other personal aspects integrated with the discussion of work. Whenever personal traits or characteristics such as attitudes and professional behaviours are rated, the manager is making subjective evaluations (Karimi, Malik and Hussain, 2011). Subjectivity requires personal opinion: the possibility of an objective assessment based on work performance then is diminished. Therefore, a definite and deliberate attempt must be made to focus on the objectives factors in the performance appraisal factors that are measureable and job related.

#### **2.5.5 Central Tendency**

One of the most common problems with performance appraisal is the tendency of the rater to evaluate everyone as “average”. In this way, the rater completely avoids any real evaluations. Although no one receives outstanding evaluations, no one is rated poorly either. The manager or rater escapes the task of having to counsel or coach employees or to deliver negative evaluations. This type of appraisal also produces no benefit for the organization or the employee. The employee receives no valid feedback about performance and therefore has no basis upon which to build and develop. The organization also loses as

there will be no valid indication of who is promotable and needs training (Armstrong, 2012).

In summary, the above-mentioned problem seems to confirm some researchers including Bue and Byars (2011) assertion that a number of problems and errors have been identified in performance appraisals. This is also an indication that there is the need to understand and critically look at issues relating to performance fairness and objectivity as suggested by researchers such as Davis (2011).

## **2.6 Performance Appraisal Fairness**

A range of factors might be identified to explain employee perceptions of performance appraisal fairness. For example, process control theory suggests that fairness perceptions are driven by the level of control that individuals are able to exercise over processes that determine outcomes (Walker, 1975). Therefore, control plays a key role in shaping people's views about the fairness of the procedures. This is because 'individuals view procedures as most fair when control is vested in the participants' In other words, the more control employees have of the performance appraisal process the more they will consider the processes to be fair. Process control theory again states that control of the process is important to people for instrumental reasons. This provides the justification for two aspects of the performance appraisal processes model: participation in performance appraisal and knowledge of the performance appraisal system. Participation provides an opportunity to influence performance targets while knowledge is important in exercising control over processes (Walker, 1975).

Another theory that explain appraisal fairness is the Social exchange theory that looks at relationship that entail unspecified future obligations and therefore assumes that one can generate an expectation of some future return for contributions though the exact nature of that return is unspecified' (Walker, 1975). In these circumstances fair treatment of employees by management is particularly important. Fair treatment by management demonstrates respect for the dignity of employees and removes fear of exploitation. Therefore based on this respect, employees are likely to have positive attitude towards their supervisors as they become aware of the influence of the supervisor as a key player in the appraisal process and also the expectation that they will be treated fairly by this same supervisor. This implies that performance evaluation ought to be treated as an enduring developmental progression and therefore to be intimately monitored by both worker and assessor to guarantee that targets are achieved.

## **2.7 Perception of Performance Appraisal**

The human resource system can become effective when there is a valid and accurate appraisal system instituted for rating employees (Armstrong, 2003). Unfortunately, perception that employees developed on the target set, outcome and the usage of the performance appraisal, having influence of subjectivity, fairness and accuracy, have negative effect on appraisal system. Employees therefore are likely to welcome any appraisal system positively if they saw it as an avenue for promotion and as a means for personal development opportunities, a chance to be visible and exhibit skills and abilities. Having this at the background, it becomes very difficult to determine any appropriate management intervention to solve any existing challenges. On the other hand, if employees



finds the usage of the performance appraisal system as a attempt by management to exercise closer supervision and control over the task. It sought to evaluate the level of perceived performance appraisal system biases in the educational sector in Ghana by analyzing perception of employees in Jacobu cluster of basic schools.

Apart from perception of employees, performance appraisals help in determining how every employee fits into the organizational development and efficiency in performing all the assigned tasks and responsibilities. It also helps in determining the training needs of the employees in planning future job schedules. Additionally, the kind of environment that is created by the performance appraisals optimizes the employees' work performance. Individual performance goals that are consistent with organizational goals provide guidelines to the employee on how their effort can lead to organizational improvement.

Boice and Kleiner (1997) point out that the organizational objectives must be determined first before embarking on a performance management system in order to make it effective. Departmental and individual objectives are then formulated which must be consistent with the organizational objectives. All employees involved in the performance rating process must be involved throughout the process (Boice & Kleiner, 1997). Involving employees will make them understand organizational goals, what is expected of them and what they will expect for achieving their performance goals.

In order to develop an effective performance appraisal system, the individuals who are involved as raters should undergo training. They should be trained on the process of managing, motivating and evaluating employees. The system should not be seen as a simple "quick fix" solution. The raters should see it within its wider context of performance appraisal. They noted that the raters should be trained on various aspects like supervision

skills, conflict resolution, coaching and counseling, setting performance standards, linking the system to pay, and how to provide employee feedback. The training will equip ratees with expertise and knowledge that they need in making decisions in the course of the process.

According to Boice and Kleiner (1997) there is need to eliminate selective memory by the raters. This can be eliminated by performing the reviews on a frequent and ongoing basis. The frequent reviews will also remove the surprises experienced during annual reviews. These periods of review can be bi-monthly or quarterly. In order to have an effective system, ratees should be given room to appeal against a rating that they feel is incorrect. The appeals may be against any rating that may be perceived to be discriminatory. The appeals would protect the employees from any unfair ratings. It could also protect the organization from any potential charges of unfair treatment of employees and assure that the raters will not be biased in their evaluations because their appraisals will also be reviewed by others in the organization (Mone & London, 2010).

The quality of interactions and communication between the rater and the ratee during the appraisals will influence the process. According to them, there should be frequent meetings between the rater and ratee, during which time action plans should be developed and areas where they may not agree looked into. Quarterly communication between the rater and ratee will result in a variety of positive job outcome like job satisfaction and organizational commitment. This kind of dialogue can be used to enhance individual and group decision-making in an organization thereby improving productivity (Mone & London, 2010).

Feedback is an important part of the performance appraisal system. According to Longenecker (2009), the ratees should be given feedback on their competence and over all progress within the organization. It is within the employees' rights to know how they are progressing in performing the assigned tasks and to receive feedback. The feedback should be provided on continuous basis—daily, weekly or monthly reviews (Otley, 2005). The 360-degree feedback method can be utilized by organizations. This is a method that combines evaluations from various sources into the overall appraisal. The evaluations can be from peers, subordinates, superiors and the ratees. Evaluations from clients, suppliers, or customers can also be sought. He states again, that the 360-degree feedback is costly but it is the most comprehensive since feedback is sought from everyone who is directly involved with the ratee. Interpersonal factors also to an extent influence performance appraisal. Interpersonal factors are those factors that relate to the kind of treatment the appraisee receives in the hands of the appraiser.

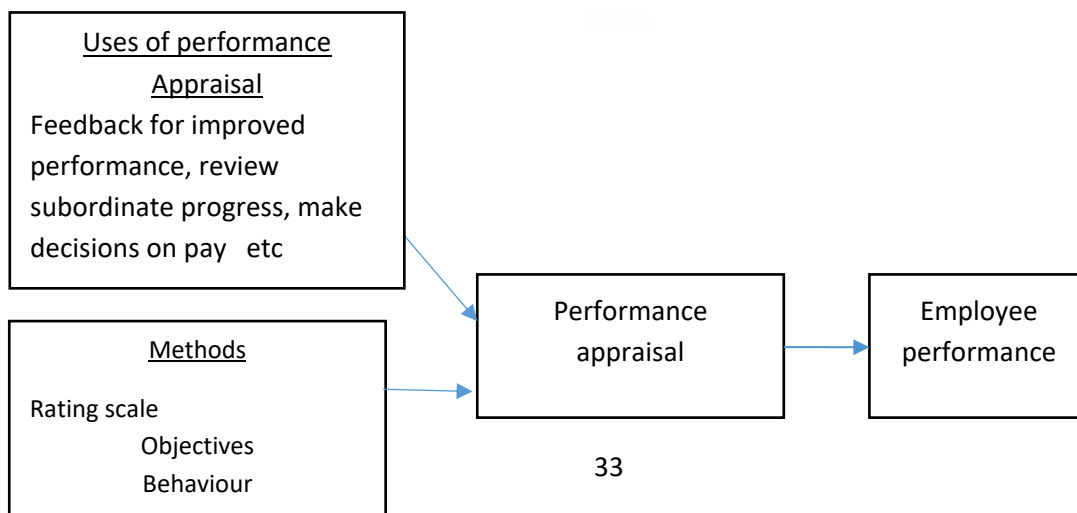
Interpersonal factors are important in performance appraisal as they influence the outcome of the interactions. The quality of these interactions during the process also contributes to fairness perceptions in the whole process. During the rating period, the raters should value the ratees and treat them with dignity and fairness. There should be an environment of trust in the raters. They should also be supportive of their ratees. The absence of such a trust may make the ratees to be dissatisfied with the performance appraisal system thereby rendering the whole process ineffective.

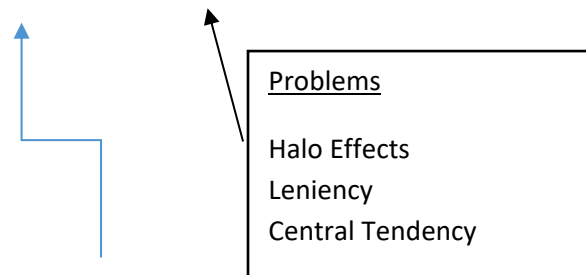
## 2.8 Conceptual Framework

Based on the literature review and in line with the research objectives, a conceptual framework for investigating effects and its associated perceptions of employee appraisal on organizational outcomes is attempted here. This conceptual framework is limited to the nature and level of induction as well as the performance variables as reviewed in the literature. Figure 2.1 gives a framework illustrating how variables in the study are conceptualized and



### Dimensions of performance appraisal





**Figure 2.1: A conceptual framework for investigating the perception of employee on appraisal**

Employees perception aspects  
Performance appraisal  
subjectivity  
Performance appraisal fairness  
Performance appraisal accuracy

**appraisal**

The conceptual framework in Figure 2.1 illustrates how performance appraisal has been conceptualized on perception of

employee performance. The variables conceptualized are the uses of performance appraisal for decisions on salary, promotion and to review subordinate progress, methods of appraisal include graphic ratings, management by objective and behavioural anchored rating scale, problems associated with appraisal include halo effect, leniency and central tendency which in turn influence performance. The primary reason for performance appraisal is improvement. The needs of the organization are the underlying reason for establishing staff positions, and performance appraisal systems exist to help guide staff to achieve the goals of the organization.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter dealt with the research procedures used in the collection and presentation of field data for the study. It covered the research designs, population and sample size, research instrument, data collection procedure and data analysis procedure.

### **3.2 Research Design**

According to Borg and Gall (1989), a descriptive survey designed is aimed at finding out “what is”. The purpose of the descriptive designed was to describe as well as explained some sort of hypothesis or objectives when it comes to specific group of people. This was chosen in view of the fact that, it was a small scale study of relatively short duration, and it involved a systematic collection and presentation of data to give a clear picture of a particular situation. It was aimed at getting relevant information related to the perception associated with the usage of performance appraisal on productivity at Jacobu cluster of basic schools. Fowler (1988) as cited by Creswell (1984) defines a survey design as that which provides a quantitative or numerical description of some fraction of the population, which was the sample, through the data collection process of asking questions of people. This data collection in turn enables a researcher to generalize the findings from a sample of responses of a population. The researcher sought to employ both quantitative and qualitative methods of research analysis and mainly used primary data in addition to secondary data.

Quantitative research methods are characterized by the collection of information which can be analyzed numerically, the results of which are typically presented using statistics, tables and graphs. They are generally generated through the use of questionnaires. Also, this type of research reaches people in a much quicker and permitted wide coverage for minimum expenses both in terms of efforts and money than the qualitative research. Descriptive analysis was done by examining the perception of the usage of performance appraisal on productivity at the Jacobu cluster of basic schools as a study area.

### **3.3 Population**

A research population can be defined as the totality of a well-defined collection of individuals or objects that have a common, binding characteristics or traits (Polit & Beck, 2006). Amansie Central district constituted eight circuits. Namely: Numereso circuit, Hia circuit, Fiankoma circuit, Tweapease circuit, Fenaso/Fawoman circuit, Mile 18 circuit, Homase circuit and Jacobu circuit. These circuits had permanent teacher population of 1200. Not all teachers in these circuits were involved in the study. For the purpose of this study, the researcher engaged teachers in the Jacobu circuit because the introduction of performance appraisal started at Jacobu circuit and consequently have better knowledge in the usage than teachers in the other circuits. Again, the rest of the schools in other circuits are widely apart from each other. For the sake of accessibility and proximity, not all schools in the Jacobu circuit were involved in this study. The population for this study will be the entire staff of Jacobu cluster of basic schools which comprised of Jacobu D/A Primary School, Jacobu African Faith, Jacobu Experimental D/A Junior High School, Jacobu SDA Primary, Jacobu SDA Junior High School, and Jacobu Methodist Primary School which had the total teacher population of 60. These schools were located in the same vicinity where the researcher can easily and conveniently contact them.

### **3.4 Sample Size**

Sample size determination has been the act of choosing a number of observations to include in a statistical sample. It measured the number of individual samples measured



or observation used in a survey. The sample size has been an important feature in any empirical study in which the goal is to make inferences about the population. For this study, available records in the schools such as Log Book, Time Book, Weekly Monitoring Assessment Form and other important records helped to identify the following permanent teachers who were chosen to be involved in the study.

**Table 3.1: Sample Size.**

S/N	Name of school	Staff
1	Jacobu D/A primary	10
2	Jacobu Experimental JHS	8
3	Jacobu African Faith	8
4	Jacobu SDA primary	14
5	Jacobu SDA J.H.S	10
6	Jacobu Methodist primary	10
	Total	60

Source: Field Survey, 2019

### 3.5 Sampling Technique

According to Desconbe (2000), the case study approach calls for the researcher to make choices from among several number of possible events, people and organizations. He further maintained that, the researcher may have to pick one or just a few examples from the group of things that are being studied. Census is a study of every unit, everyone or thing in a population. Whenever the entire population is studied to collect the detailed data about every unit, the census method is applied. The population of this study would be the entire staff of Jacobu cluster of basic schools with the total teacher population of 60. These schools were located in the same vicinity where the researcher could conveniently

assess. Since the use of census sampling technique paved way for every unit, everyone, or everything in a population to be considered in the study, all the teachers within this cluster of basic schools would be involved in the study. (Desconbe, 2000).

### **3.6 Data Collection Instrument**

Structured questionnaire was used as an instrument to find out from the sampled respondents on how they perceived the use of the performance appraisal at the Jacobu cluster of basic schools. As a mechanism for obtaining information and opinion, a structured questionnaire would be used to help the researcher reached large number of people quickly and permitted wide range of coverage. Moreover, the use of questionnaire was believed to have an ability to elicit more candid and objective response since it was not required any means of identification as compared to others like interviews. A questionnaire would be developed by the researcher to obtain relevant information on the topic. The questions would be divided into sections that covered the research objectives and research questions. The researcher personally administered the questionnaire to teachers in their classrooms during brake time. All the respondents were informed of the objectives and design of the study. Emphasis was placed on the fact that the findings were primarily for academic purposes. All the respondents had some experiences in completing questionnaires and are generally not apprehensive. The researcher's own opinions were not used to influence the respondents to answer questions in a certain manner.

### **3.7 Reliability**

Reliability has been the degree to which an assessment tool produces stable and consistent outcome. In order to ensure reliability of the questionnaire used for the study, a pilot study was conducted at the schools located at Jacobu. These schools have been selected for the pilot study because the introduction of performance appraisal in the district was started with them and were well versed in it than other respondents in the district. According to Cronbach, any result from 0.9 and above has been regarded as an excellent reliability, 0.8 to 0.9 has been regarded as a very good reliability test. The researcher's reliability test value was 0.89 indicated a very good degree of reliability of the questionnaire items.

### **3.8 Validity**

While reliability was necessary, it alone was not sufficient. For an instrument to be reliable, it also needed to be valid. Validity of instrument refers to the extent to which a test accurately measures what it is supposed to measure. A test used to collect data has been the extent to which the tests measure the characters in question to show consistency of measurement. Thus, if it was administered again to the same employees and under the same condition it should give the same result. To ensure a good research work, conscious effort was made to ensure the validity of this project. The questionnaire was tested on the respondents at Jacobu cluster of basic schools in the Amansie Central District.

### **3.9 Pilot Testing**

A pilot or preliminary study has been referred to as a small-scale of a complete survey or a pretest for a particular instrument such as questionnaire. In the words of De Vaus (1993), 'Do not take risk, pilot test first'. The test was done to establish the validity of research work based upon the expert knowledge of other researchers in the discipline, and consequently, prevent falsified work from being accepted within an area of study. This research work was piloted at the Jacobu cluster of basic schools. The introduction of performance appraisal in the Amansie Central was started in the Jacobu circuit, and therefore, considered these respondents as people who were well versed in its usage.

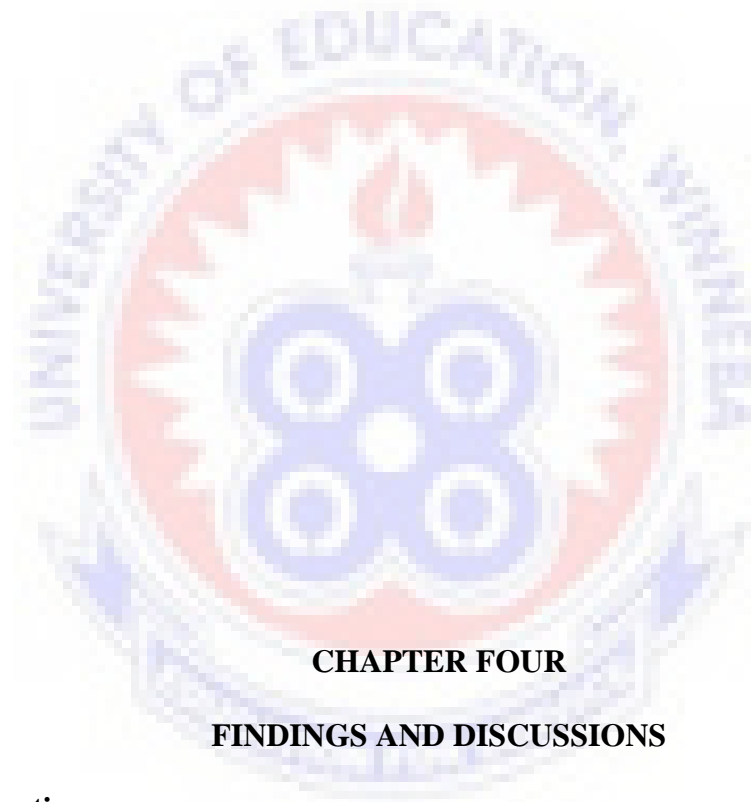
### **3.10 Data Analysis**

Diagrammatic representations of the statistical summaries of the responses will be represented in the form of pie charts, graphs and frequency tables. Computer data analysis, such as the Statistical Package for Social Sciences (SPSS) software would be used in the analysis. This package is widely used programme for statistical analysis in social sciences, particularly in education and research purposes. Other relevant software, such as, Microsoft excel would be employed to analyze the data in order to help interpret the results.

### **3.11 Ethical Considerations**

Approval was granted by all the heads of basic schools especially in the Jacobu cluster of basic schools during the study, and a number of ethical principles were maintained. The names and identifying information about the participants remained confidential. Since the process assured the participants of their rights, it also built a trusting

relationship between both parties. Honesty and trustworthiness were important considerations for the participants' involvement in this study. Moreover, participants were informed and advised that the collected data was to be accessed and analyzed by the researcher only for academic purposes.



## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the analysis and interpretations of the various data collected through the use of the questionnaire administered to respondents at Jacobu cluster of basic schools. The questionnaires were administered to assist in understanding the performance appraisal system adopted in these schools in the Amansie Central District. Sixty set of questionnaires were distributed to respondents who were ready to assist the researcher to achieve the purpose of which the questionnaires were administered. Fortunately, all of the

questionnaires were retrieved. The purpose of this piece of study was to bring to the fore some of the perceptions associated with usage of performance appraisal in the aforementioned cluster of basic schools.

**Table 4.1: Age Characteristics of the Respondents**

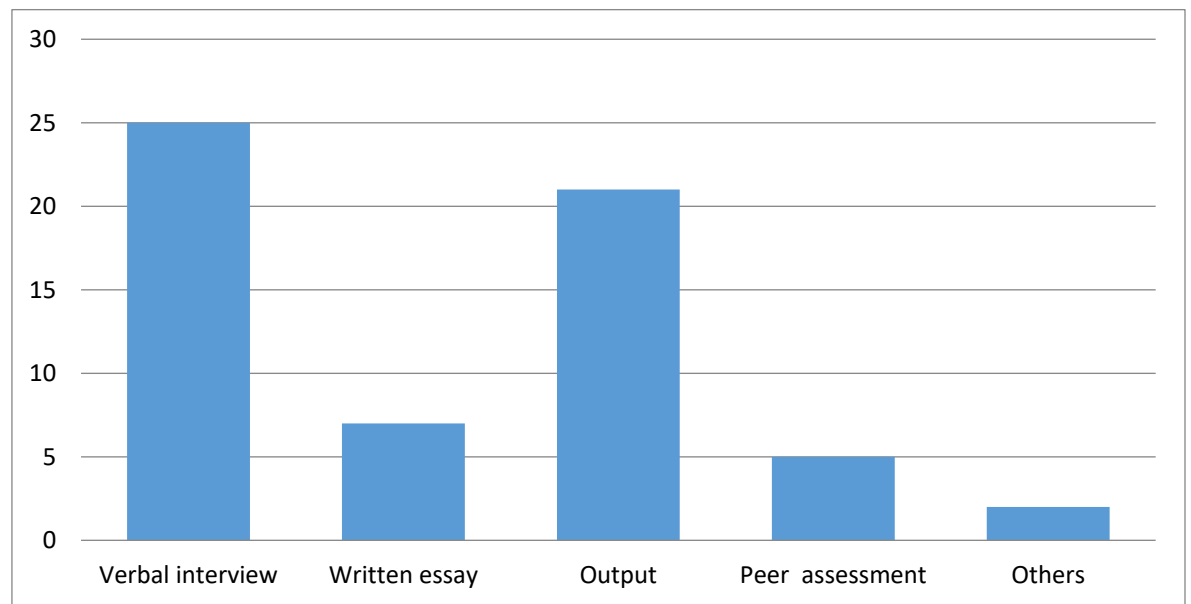
Age	Frequency	Percentage ( % )
20 – 29	12	20
30 – 39	25	41.7
40 – 49	18	30
50 and above	5	8.3
Total	60	100

**Source: Fieldwork Data, 2018**

From the table 4.1 above, out of 60 respondents who took part in the survey, the respondent who fall within the ages of 20 - 29 years constituted 20% of the total respondents whilst age grouped 30 - 39 years constituted 41.7 %. Again, respondents who were 40 - 49 years constituted 30% of total respondents whilst age grouped 50 - 59 years constituted 8.3% of the total respondents. This showed the age group of respondents that dominated the study.

**Research Question 1: What are the performance appraisal method adopted at the Jacobu cluster of Schools?**

To answer research question one, respondents were asked to determine the extent to which they perceived the following statements performance appraisal methods that was adopted. Their responses are shown in Figure 4.1.

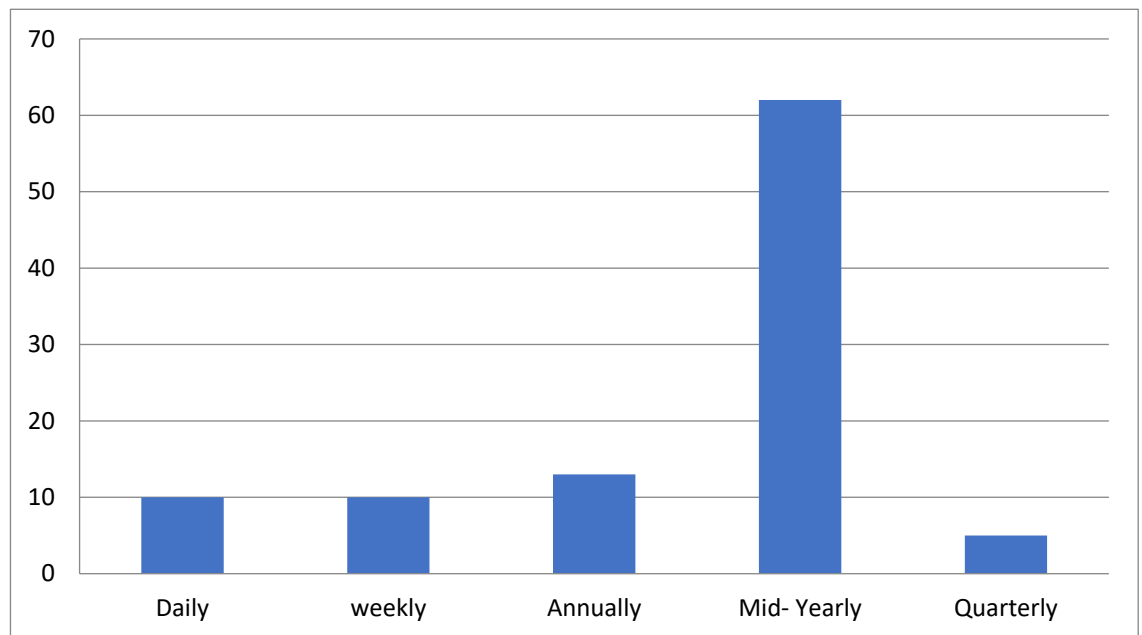


**Figure 4.1: Performance appraisal system adopted by the cluster of basic schools**

**Source: Fieldwork data, 2018**

From the Figure 4.1 above, 25 respondents representing 41.7% of the total respondents stated that verbal interviews constitute the common appraisal system employed in their performance assessment at the Jacobu cluster of basic schools whilst 21 respondents representing 35% of the respondents further stated that output of the employees could be considered as a means when conducting assessment. Moreover, written essay constitute 11.7 % of the total respondents who considered it as a means to assess employees. The respondents further stated that Peer assessment was a force to consider when assessing employees. This constituted 5 respondents representing 8.3 % of the total respondents. The points along the scale are defined by numbers and/or descriptive words

or phrases that indicate the level of performance. The midpoint of the scale is usually anchored by such words as “average,” “adequate,” “satisfactory,” or “meets standards (Kane & Lawler, 2005, 2005).



**Figure 4.2: How often the performance appraisal was conducted**

**Source: Fieldwork data, 2018**

From the figure 4.2, it was clear to note that 10% of the total respondents agreed that performance appraisal was done in both daily and weekly bases. Again, 15% of the total respondents state that the performance appraisal was done annually. It was further noted that 62% of the total respondents stated that the performance appraisal was done when the year was half way through. Whereas 5% of the total respondents stated that the appraisal system was done quarterly.

**Research Question 2:** How teachers do perceive the use of performance appraisal at the Jacobu cluster of basic schools?



Performance appraisal is very important to the employee and that of organisation as a whole since it increases productivity in the organisation. The respondents were therefore asked to agree or disagree with the following statements on the impact of reward systems on teachers' retention in schools. The result is presented in Table 4.2.



**Table 4.2: Reports on perception associated with performance appraisal system.**

Questionnaire Item	Frequency (%)				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Performance appraisal is merely a formality than identifying the performance deficit created in the teachers.	15 ( 25% )	4 (6.7%)	14(23.3%)	27(45%)	60 (100%)

The outcome of the appraisal is highly influence by the relationship between the appraiser and the appraisee.	3(5%)	21 (35%)	31(51.7%)	5(8.3%)	60 (100%)
Supervisor's performance ratings can be influenced by gift from the appraisee.	12(20 %)	22(36.7%)	18(30 %)	8(13.3 %)	60 (100%)
In assigning ratings, supervisor conform to what they believe is the norm (acceptable) and not what is objective.	15(25 %)	18( 30% )	15(25%)	12( 20% )	60 (100%)
In the performance appraisal system, the view of the appraisee is always taken into account.	26(43.3%)	18(30 %)	6(10%)	10(16.7%)	60 (100%)

**Source: Fieldwork data, 2018**

Table 4.2 reports that 15 respondents represented 25% of the total respondents strongly disagreed that performance appraisal was a mere formality than identifying performance deficit in employees whilst 4 respondents represented 6.7% agreed to the statement. Moreover, 27 respondents represented 45% strongly agreed to the statement whilst 14 respondents represented 23% stated that they agreed to it. In addition, on the perception that performance appraisal results were influenced by the relationship between the appraiser and the appraisee, 3 respondents represented 5% of the respondents strongly disagreed whilst 21 respondents represented 35% disagreed to it. In the same vein, the

reports indicated that 31 respondents represented 51.7% agreed to it whilst 5 of the respondents represented 8.3% agreed to the statement.

In addition, the perception assigned to the supervisor conforming to what they believed to be a norm (acceptable) and not what was objective, 15 respondents represented 25% strongly disagreed to the statement whilst 12 respondents represented 20% agreed to it. Also, 18 respondents represented 30% of the total respondents disagreed to the statement.

On the perception of appraiser considering the views of the appraisee, 26 respondents represented 43.3% strongly disagreed to the view whilst 18 respondents represented 30% disagreed to it. In the same vein, 6 respondents represented 10% agreed to this view whilst 10 respondents representing 16.7% strongly agreed to the statement. The human resource system can become effective when there is a valid and accurate appraisal system instituted for rating employees (Armstrong, 2003). According to Boice and Kleiner (1997) there is need to eliminate selective memory by the raters. This can be eliminated by performing the reviews on a frequent and ongoing basis.

**Research Question 3:** What are the challenges teachers faced with the use of performance appraisal at Jacobu cluster of basic schools?

To answer research question three, respondents were asked to determine the extent to which they agree or disagree with the statements of employees challenges in complying with performance appraisals. The responses as given by the teachers are indicated in Table 4.3.

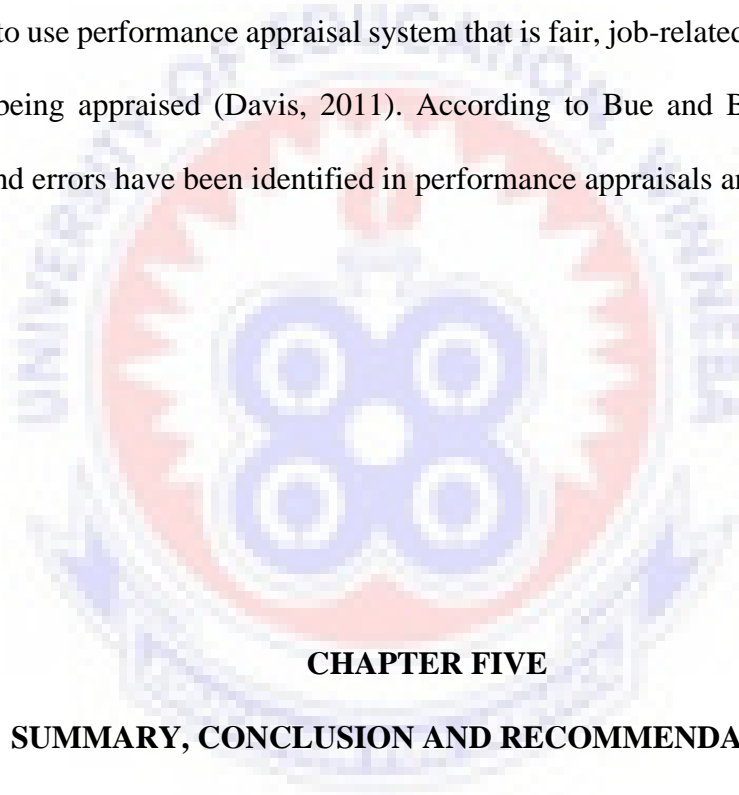
**Table 4.3: Employees Challenge(s) in Complying with Performance Appraisal.**

Questionnaire items	Frequency (%)				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Timing of conducting performance appraisal is appropriate.	20 (33.3%)	0 (0)	14(23.3%)	26(43.3%)	60 (100)
Frequency of assessing the appraisee has been recommended.	2 (3.3%)	0(0)	22(36.7%)	36 (60%)	60 (100)
The appraiser actually assesses the performance of the employees.	32(53.3%)	5 (8.3%)	20(33.3%)	2(3.3%)	60 (100)
Frequent feedback from the appraiser after assessment.	8 (13.3%)	2(3.3 %)	10 (16.7%)	40(66.7% )	60 (100)
Conducting non-data-based assessment by the appraiser.	10 (16.7%)	0	20 (33.3%)	30 (50%)	60 (100)

*Source: Fieldwork data, 2018*

Out of 60 respondents who were involved in the survey, 20 teachers represented 33.3% stated that timing of conducting the appraisal was not appropriate whilst 26 respondents represented 43.3 % stated that they agreed with the time used to conduct the performance appraisal. On the issue of given feedback to employees, 8 respondents represented 13.3% stated they strongly disagreed the statement whereas 40 respondents represented 66.7% stated that they strongly agreed to the statement of haven been infrequent feedback given to the appraisees by the appraisers. In the same vein, 10

respondents represented 16.7% stated that they agreed to the statement whilst 2 respondents represented 3.3% said that they disagreed to the statement. On the statement of conducting non-data – based assessment, 10 respondents represented 16.7% stated that they strongly disagreed to the statement whilst none of them agreed to the statement. In the same vein, 20 respondents represented 33.3% said that they agreed to the statement whilst 30 represented 50 % declared that they strongly agreed to the statement. It is therefore imperative to use performance appraisal system that is fair, job-related and objective to the individual being appraised (Davis, 2011). According to Bue and Byars (2005) several problems and errors have been identified in performance appraisals and these include:



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter discussed the summary of the findings, conclusion, recommendations and suggestions for further studies.

#### **5.2 Summary of Findings**

The purpose of the study was to explore teacher perception of the use of performance appraisal for productivity at Jacobu cluster of basic schools. The descriptive

research was used for the study using a structured questionnaire designed by the researcher with the help of the supervisor. Frequencies, percentages and diagrams were used to describe the data collected with the questionnaire. The sampling size used in this study was 60 respondents who were carefully selected with use of census sampling technique. The introduction of performance appraisal system in the Amansie Central District was started with this cluster of the basic schools, hence the selection. The questionnaires were administered by the researcher himself and retrieved after the respondents had finished. The analysis of the data was based on the various responses of the questionnaire items which were set based on the objectives of the study.

The questionnaire guided the researcher to answer the following research questions:

1. What was the appraisal method mostly adopted in the Jacobu cluster of basic schools?
2. How teachers do perceive the use of performance appraisal within the Jacobu cluster of basic schools?
3. What were the challenges associated with performance appraisal within the Jacobu cluster of basic schools?

### **5.2.1 The appraisal methods mostly adopted in the Jacobu cluster of basic schools**

It was clear to note that teachers were not properly informed of the time, the process involved and purposes of the performance appraisal system used at Jacobu cluster of basic schools. Based on the analysis, there were different views as to what form the appraisal took place. For instance, 21 respondents which constituted about 35% agreed on the appraisal system taken the form of output consideration of the teachers whilst others also agreed on different forms.

Performance appraisal system is an important career development tool for both managers and employees. In order for the employees to perform their duties to the best of their abilities throughout the year, they should be guided to understand what would be expected of them must be strictly followed.

### **5.2.2 Perception associated with the use of performance appraisal at Jacobu cluster of basic schools**

This study was set out to explore teacher perception associated with the use of the performance appraisal system for productivity at Jacobu cluster of basic schools. The results clearly demonstrated a negative perception the teachers had about the appraisal system. In that, the system was affected by traces of subjectivity. From the analysis made, it was clear that the teachers were not mostly involved in formalizing criteria, agreed on performance standard and the objectives set of the school.

With regards to the perceptions teachers had conceived on performance appraisal system, there was evidence from the analysis made that performance ratings were often manipulated for a number of purposes. The present study intends to examine whether the use of the performance appraisal system was a mere formality and that ratings could be influenced by gifts, relationship between the appraisee and the appraiser. Majority of the respondents agreed on being a mere formality. On the ratings being influenced by relationships and gifts, some of them agreed on that. The analysis indicated that, when employees perceived performance ratings to be manipulated because of raters' personal bias and intent to punish subordinates, they positively express reduced job satisfaction that, in turn, led to greater intentions to quit their jobs.

### **5.2.3 Challenges associated with the use of performance appraisal at the Jacobu cluster of basic schools**

Majority of the teachers were committed and willing to submit to the processes involved. Furthermore, majority of the teachers viewed the appraisal system as important to their career development as well as the general objective set of the schools. Another area which needed to talk about was the fact that there was irregular and inadequate feedback from the supervisors to the teachers. An appraisal process can make employees uncomfortable as they may not enjoy the close scrutiny or view the whole procedure as a negative endeavor. Supervisors could help to alleviate this by explaining the procedure at the beginning of the appraisal period. Supervisors may have the tendency to focus on areas that may need improvement during the appraisal process but failed to provide suggestions to the employees for improvement in their future endeavors. As a result, the employees may feel that the purpose of the appraisal was to point out only what was wrong. If there were negative points in the review, the supervisor should work them out with the employees.

### **5.3 Conclusion**

Performance appraisal plays a critical role that enables organizations to determine the employees' performance levels and where they can support the employees to perform better. Institutions must invest in performance appraisal to build on better relationships between supervisors and employees. There was a positive perception on the part of the institutions for not allowed the relationship that existed between supervisors and employees



had influenced on the outcome of the appraisal. Measuring performance had also been handled well that was why majority of the respondents had a positive perception on that.

The study concludes that the use of performance appraisal in the institutions were not mere formalities that was why majority had positive perception about it. The study concludes that, though performance appraisal was generally embraced in the institutions, target setting was not properly handled well, that was why the respondents had negative perception. The company has not worked well on the performance feedback that was why majority of the respondents had negative perception.

#### **5.4 Recommendations**

1. On the issue of the challenges associated with performance appraisal within the Jacobu cluster of basic schools, the study recommends that managers and supervisors must ensure that employees receive proper feedback concerning their performance on a continuous basis. The study also recommends that training should be offered after feedback has been received to improve on the employees' knowledge and skills.
2. On the issue of how teachers do perceive the use of performance appraisal within the Jacobu cluster of basic schools, the study recommends that the appraisers must be objective in their dealings and not allowed to be influenced by relationships. Again, the appraisers should be focused enough to the objective set so that appraisees would disabuse their mind of the performance appraisal being used as a mere formality.

3. On the performance appraisal method mostly adopted in the Jacobu cluster of basic schools, the study recommends that a body should be constituted to take charge to review and help appraisees who would feel cheated to seek for redress of final appraisal results. Again, for an effective evaluation exercise, appraiser should not confront appraisee with criticisms. Rather appraiser should let good intensions emerge during the course of appraisal process. This is done by given open-ended questioning techniques that encourage the appraisee to come out with his own areas of improvement.

### **5.5 Suggestions for Future Study**

Although, the study provided useful insight by showcasing the strategies to be adopted to ensure an effective performance appraisal system at Jacobu cluster of basic schools, the results need to be interpreted subject to the useful limitations of survey research. The findings cannot be described as a reflection of general state of affairs across other institutions. On the basis of observations in the study area, future research should focus on other sectors and at different locations.



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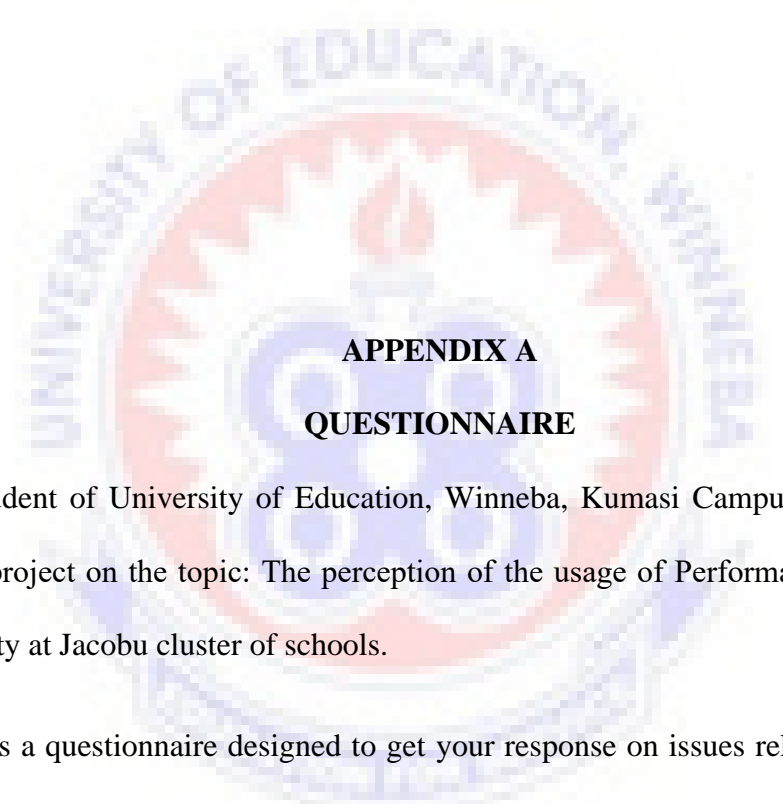
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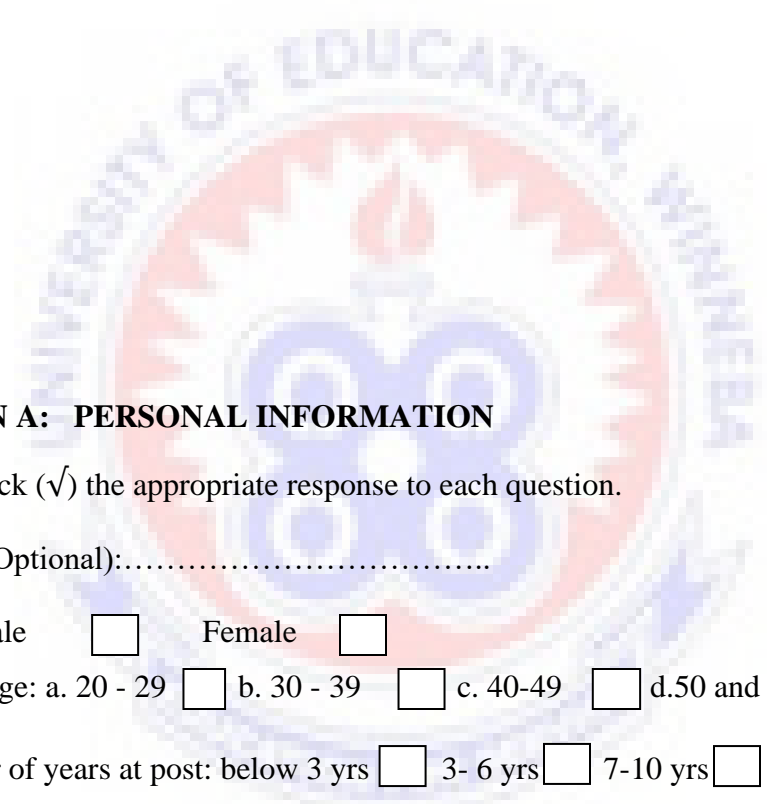


**APPENDIX A**  
**QUESTIONNAIRE**

I am a student of University of Education, Winneba, Kumasi Campus undertaking my Masters' project on the topic: The perception of the usage of Performance Appraisal on productivity at Jacobu cluster of schools.

Attached is a questionnaire designed to get your response on issues related to this topic. Kindly complete this questionnaire as objectively as possible. The information given out is solely for academic purpose and would be treated as confidential.

Thank you in advance.



**SECTION A: PERSONAL INFORMATION**

Write or tick (√) the appropriate response to each question.

- 1. Name (Optional):.....
- 2. Sex: Male  Female
- 3. Age range: a. 20 - 29  b. 30 - 39  c. 40-49  d.50 and above
- 4. Number of years at post: below 3 yrs  3- 6 yrs  7-10 yrs  over 10 yrs
- 5. Position: .....

**SECTIONB: KNOWLEDGE ON PERFORMANCE APPRAISAL**

6. How do you understand Performance Appraisal? .....

.....

- 7. Performance Appraisal is needed in my school?
- a. Agree b. Strongly agree c. Disagree d. Strongly Disagree

8. Who evaluates your job performance? a. Supervisor b. Colleagues c. Self  
d. Others (specify).....
9. How regular is the Performance Appraisal done? a. Quarterly b. Weekly c. Annually  
d. Others (Specify) .....
10. How is the Performance Appraisal system done in your school? a. Observation  
b. Interview c. Work output  
c. Others (specify).....

**SECTION C: ASSESSMENT OF THE PERFORMANCE APPRAISAL SYSTEM**

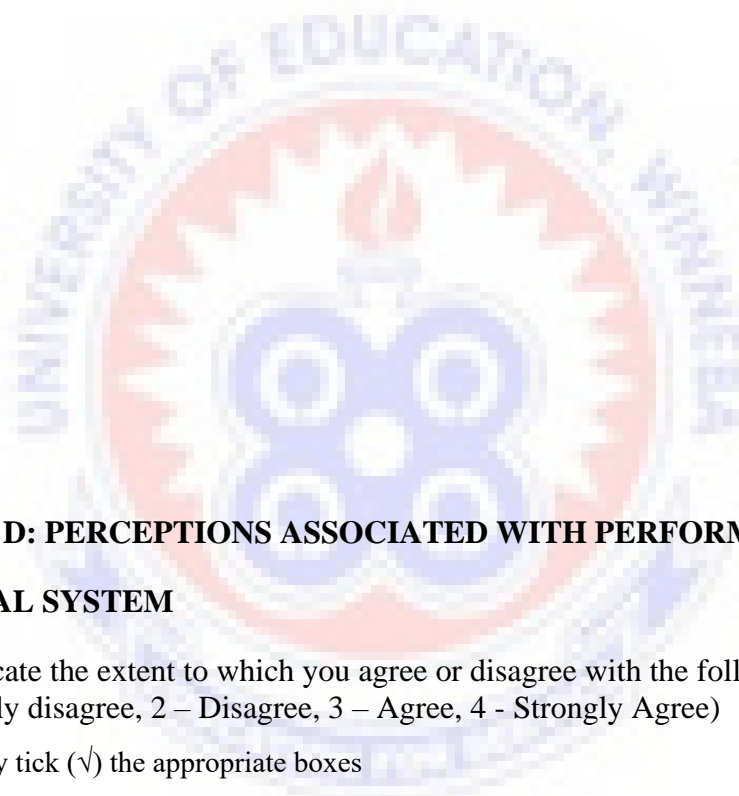
**On the rating A-D, to what extent do you agree with the following statements**

(1 – Agree, 2 – Strongly agree, 3 – Disagree, 4 - Strongly disagree)

**Please kindly tick (✓) the appropriate boxes.**

Statements/Responses	Agree	Strongly agree	Disagree	Strongly disagree
11. The appraiser invites the appraisee for discussions before signing the assessment form?				
12. Results of the performance appraisal communicated back to the appraisee to help improve performance?				

13. Attitude towards work has changed as a result of the performance appraisal.				
14. Performance Appraisal system is linked to provision of incentives or reward system.				



**SECTION D: PERCEPTIONS ASSOCIATED WITH PERFORMANCE**

**APPRAISAL SYSTEM**

Please indicate the extent to which you agree or disagree with the following statements.  
(1 – Strongly disagree, 2 – Disagree, 3 – Agree, 4 - Strongly Agree)

Please kindly tick (√) the appropriate boxes

Statements / Responses	Strongly Disagree	Disagree	Agree	Strongly Agree
15. Performance appraisal is merely a formality than identifying the performance deficit created in the teachers.				

16. The outcome of the appraisal is highly influence by the relationship between the appraiser and the appraisee.				
17. Supervisors' performance ratings reflect in part their personal liking of the employees				
18. Supervisor's performance ratings can be influenced by gift from the appraisee.				
19. In assigning ratings, supervisor conform to what they believe is the norm (acceptable) and not what is objective.				
20. In the performance appraisal system, the view of the appraisee is always taken into account.				

21. What other perception or perceptions are associated with performance appraisal?

.....

.....

.....

**SECTION E: EMPLOYEES CHALLENGE(S) IN COMPLYING WITH PERFORMANCE APPRAISAL**

Please indicate the extent to which you agree or disagree with the following statements.

Please tick the appropriate boxes

(1 = Strongly agree, 2=Agree, 3= Disagree, 4= Strongly disagree)

Statements /Response	Strongly Disagree	Disagree	Agree	Strongly Agree
22. Timing of conducting performance appraisal is appropriate				
23. Frequency of assessing the appraisee has been recommended.				

24. The appraiser actually accesses the performance of the employees.				
25. Frequent feedback from the appraiser after assessment.				
26. Conducting non-data- based assessment by the appraiser				

27. What other challenge(s) affect employees in complying with performance appraisal?

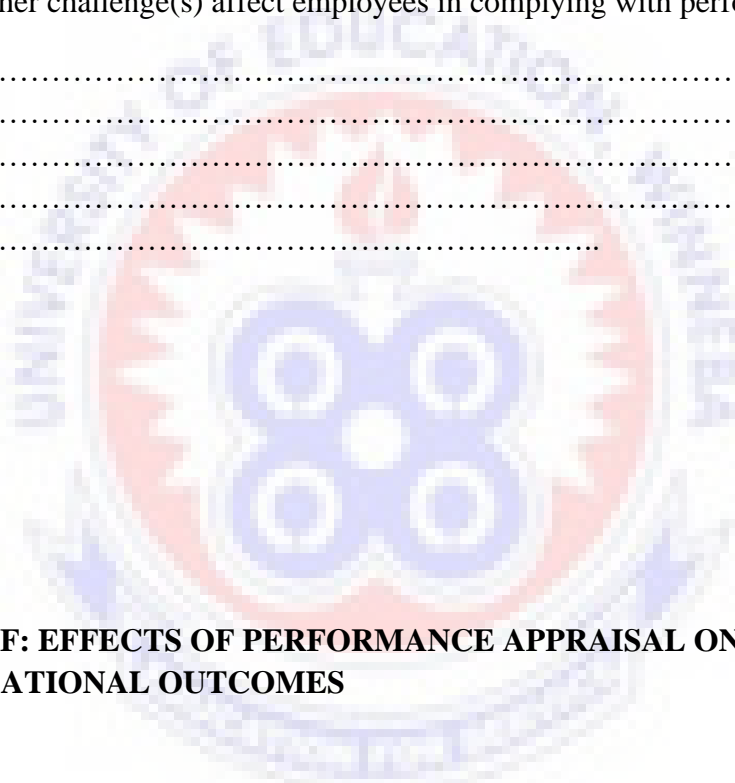
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**SECTION F: EFFECTS OF PERFORMANCE APPRAISAL ON ORGANIZATIONAL OUTCOMES**

**Please indicate the extent to which you agree or disagree with the following statements.**

**Please tick the appropriate boxes**

**(1 = Strongly agree, 2=Agree, 3= Disagree, 4= Strongly disagree)**

Effects	Strongly Agree	Agree	Disagree	Strongly Disagree
28. Performance appraisal helps in identifying weakness and strength of employees				

29. Performance appraisal helps organizations assess its employees				
30. Performance appraisal serves as an avenue for skills improvement				
31. Performance appraisal gives opportunity for feedback on performance				
32. Performance appraisal helps increase employee performance and productivity				
33. It helps to improve relation between management and groups and departments				

### **SECTION G: SATISFACTION LEVEL OF PERFORMANCE APPRAISAL ON ORGANIZATIONAL OUTCOMES**

**Please indicate the extent to which you agree or disagree with the following statements.**

**Please tick the appropriate boxes**

**(1 = Strongly agree, 2=Agree, 3= Disagree, 4= Strongly disagree)**

Statements / Responses	Strongly Agree	Agree	Disagree	Strongly Disagree
34. The appraiser helps me to understand the process used to evaluate and rate my performance				



35. I am highly satisfied with the way the performance appraisal system has helped me to realize areas that needed improvement.				
36. The required objective of the performance appraisal has been achieved.				

