

UNIVERSITY OF EDUCATION, WINNEBA

ATTITUDE OF HEAD TEACHERS OF JUNIOR HIGH SCHOOLS TOWARDS  
STAFF PERFORMANCE APPRAISAL IN THE AFIGYA KWABRE NORTH  
DISTRICT



EDMUND BOAHEN

**A Dissertation in the Department of Educational Leadership, Faculty of  
Education and Communication Sciences, submitted to the School of Graduate  
Studies, University of Education, Winneba, in partial fulfilment of the  
requirements for award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2020

## DECLARATION

### STUDENT'S DECLARATION

I, EDMUND BOAHEN, declare that this dissertation with the exception of quotations and references contained in published works which have all been duly identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE: .....

DATE: .....

### SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: REV. SR. DR. MARY ASSUMPTA AYIKUE

SIGNATURE: .....

DATE: .....

## ACKNOWLEDGEMENTS

My first gratitude goes to the Almighty God for his guidance, protection and good health throughout the period of my study. Honestly, I am indebted to my supervisor, Rev. Sr. Dr. Mary Assumpta Ayikue for her encouragement, patience, assistance, guidance and more importantly for the comments and suggestions, despite her busy schedules.

My next gratitude goes to my family, especially my wife Mrs. Stella Tawiah, parents; Osei Kwabena and Vida Kumih, siblings; Frederick Asamoah, Vincent Yeboah, Alhaji Mumin, Angela Mumin and Tofic Mumin for their moral and spiritual support towards my study. Finally, my final appreciation goes to all friends and loved ones for their assistance in diverse ways. I thank you all.



## **DEDICATION**

To my children; Kobi, Divine and Precious.



## TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.4 Objectives of the Study	6
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Delimitations of the Study	7
1.8 Limitations of the Study	7
1.9 Definitions of Terms	7
1.10 Organisation of the Study	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	8
2.0 Introduction	8
2.1 Meaning of Performance Appraisal	9
2.1.1 Brief historical background of staff performance appraisal	11
2.1.2 Purposes and objectives of staff performance appraisal	13

2.1.3 Appraisal process features	16
2.1.4 The initial conference (Pre-appraisal)	17
2.1.5 The assessment conference	17
2.1.6 The validating conference	18
2.2 Attitude of staff performance appraisal	19
2.2.1 Development / Formation of attitudes	21
2.3. Knowledge of Staff Performance Appraisal	26
2.3.1 Performance requires knowledge	27
2.3.2 Instrument for measuring head teachers' knowledge	29
2.4 Impact of Staff Performance Appraisal on School Performance	30
2.5 Summary of the chapter	31
CHAPTER THREE: METHODOLOGY	33
3.0 Introduction	33
3.1 Research Design	33
3.3 Population	34
3.4 Sample size and Sampling Technique	34
3.5 Data Collection Instrument	34
3.6 Validity and Reliability of the Instruments	35
3.7 Data Collection Procedure	37
3.8 Data Analysis	37
3.9. Ethical considerations	37
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION	38
4.0 Introduction	38
4.1 Demographic Characteristic of Respondents	38

CHAPTER FIVE SUMMARY OF FINDINGS, CONCLUSIONS AND	50
RECOMMENDATIONS	50
5. 0 Introduction	50
5.1 Summary of Findings	50
5.2 Conclusions	52
5.3 Recommendations	53
5.4 Suggestion for Further Studies	54
REFERENCES	55
APPENDIX A	59
APPENDIX B	60



## LIST OF TABLES

TABLE	PAGE
4.1 Gender of Respondents	38
4.2 Academic Qualification of Respondents	39
4.3 Length of Service of Respondents	39
4.4 Present Rank of Respondents	40
4.5 Possession of the Requirement to Appraise Teachers	41
4.6 Attitude of Head teachers towards Conducting Staff Performance Appraisal	42
4.7: Head teachers' Knowledge of staff Performance Appraisal	45
4.8: The Impact of Staff Performance Appraisal on School Performance	48





## ABSTRACT

The purpose of this study was to explore the head teachers' attitude towards staff performance appraisal and its impact on school performance. A descriptive survey design was used for the study and a structured questionnaire was employed for data collection. The objectives of the study were to examine the attitude of the head teachers towards conducting staff performance appraisal, assess the knowledge of the head teachers on conducting staff performance appraisal and to assess the impact of staff performance appraisal on school's performance. A sample size of fifty (50) head teachers in the Afigya Kwabre North District was selected using purposive sampling. The data was analysed and presented in tables with percentages and frequencies. The major findings of the study were that staff performance appraisal in Junior High Schools, results in specific target that contribute to the success of wider professional development and good teaching; impacts positively on school's performance and develop teachers to present lesson systematically. Attitude of head teacher were influenced by some challenges including, uncooperative attitudes of teachers and lack of incentives and rewards in staff performance appraisal among others. Based on the findings of the study it is recommended among others that incentive package and rewards be given to head teachers to enable them to conduct effective staff performance appraisals in Junior High Schools.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Education in Ghana has been given attention in recent times. From 1987 to date, the Ministry of Education together with the Ghana Education Service has reforms and pragmatic programmes in an effort to turn round education at the basic school level to meet the stated aims and objectives which are: developing numeracy, literacy and solving skills; laying the foundation for inquiry and creativity skills; developing good moral attitudes and healthy appreciation for our cultural heritage and identity; developing the ability to preserve and adapt constructively to a changing environment; laying the foundation for the development of manipulative and life skills that will prepare the individual pupil to function effectively to its own advantage as well as that of his community and developing good citizenship education as a basis for effective participation in national development.

In addition to the general and specific objectives outlined for the Primary School, the Junior High School curriculum has been designed to provide opportunities for pupils to develop and require basic pre-technical, pre-vocational and scientific knowledge and skills that will enable them to: discover their aptitudes and potentialities and induce in them the desire for self-improvement; appreciate the use of the hand as well as the mind and make them creative and production oriented; appreciate the value of hard work and develop a full knowledge of their environment and make eager to contribute towards its survival and development.

These aims and objectives have guided efforts at reaching the goal of improved quality and standard of education at the basic level. Four measures put in place in this direction since 1987 include: changing the 17- year structure of education at the pre-tertiary level to a 12-year form to reduce the duration of pre-tertiary education;

Introducing new subjects such as technical skills and integrated science into the curricula to predispose pupils to practical work, demystify and de-emphasize theoretical work, and lay a foundation for the socio-economic and manpower needs of the country: introducing free Compulsory, Universal Basic Education (f-CUBE) programme. This intervention which is on-going is a 3-pronged programme aimed at improving the quality of teaching and learning, management for efficiency, and improving access and participation and organizing courses and workshops for head teachers as managers and instructional supervisors in basic schools (Ministry of Education, 1994).

In this direction, in 1996, head teachers were introduced to the Head teachers Handbook on school management with the aim of improving the quality of supervision of teaching and learning in all Public Schools. Then in 2000, heads were also introduced to a Staff Development and Performance Appraisal Programme.

Particularly with the introduction of this programme, it was considered that heads of public basic schools would be able to effect positive changes in the teaching and learning process in their schools and bring about remarkable improvement in the standard of education which will lead to the achievement of better results at the Basic Education Certificate Examination (BECE). This was anticipated because the basic school heads were expected to appraise their staff members based on the following eight criteria: Lesson Planning; Lesson Presentation; Knowledge of subject matter; Evaluation of learner ability; Punctuality and attendance; Relationship and co-curricular activities; Communication Skills; Personality traits

A five point rating scale is used for the appraisal of each of the eight criteria things:  
5. Excellent 4. Good 3. Satisfactory 2. Needs improvement 1. Unsatisfactory.  
Information derived from the appraisal is used both for improving the job performance

of teachers and assessing the performance standard of the appraisee. High rating (a total score of 400-500) obtained by teachers are used to commend and motivate them for still higher performance and achievement. Low rating (a total of 100-200) on weak or relatively weak areas of school work is used to set new standards for performance of personnel in areas of relatively weak performance and thereby continually improving knowledge and skills toward the total improvement of the standard of performance of pupils in schools. Therefore, it is considered that effective appraisal of teachers by head teachers in the basic schools is one of the means to address the issue of low passes at the Basic Education Certificate Examination (BECE) which has become a national yardstick for determining the standard of education at the basic school level (Ghana Education Service, 2014)

Belington and West (1990) add that appraisal has the potential to strengthen and develop the quality of both teaching and learning which eventually lead to better Education for pupils. As to how this is achieved or made possible, Bell and Rhodes (1996) explain that appraisal identifies strengths and weakness, reviews job performance and results in specific targets that contribute to the success of wider professional development and good teaching. This brings into focus the attitude of head teachers in conducting staff performance appraisal as expected by the Ghana Education Service.

Another area which raised some questions about the conduct of staff performance appraisal in 2002 was the issue of the promotion of teachers who had served the required number of years on certain ranks and were therefore, due for promotion to the next higher rank in the Ghana Education Service (G.E.S.). Applicants in the public schools were required to attach copies of their complete appraisal forms for the 2001/2002 academic year to their application forms for promotion and submit

them to the District Education Office. According to Afigya Kwabre North District Education Office many head teachers had not procured the appraisal forms from the District Education Office and as a result had not completed them with the appraisals (teachers). Indeed, quite a number of head teachers as appraisers do not take seriousness in rating their appraisees. Questions about knowledge and attitudes of heads in conducting staff performance appraisal of their staff came up for consideration. Bell and Rhodes (1996) assert, “The head teacher has the overall responsibility for establishing and maintaining the professional development policy for initiating and conducting staff appraisal and should monitor the implementation of the programme and evaluate its outcomes so as to contribute to the aims of the school development plan” (p. 94).

In the face of the perceived problems of staff performance appraisal by heads of Junior High Schools in the area of staff performance appraisal, there arises a singular need to investigate the problem under the topic: Head teachers’ attitude in conducting staff performance appraisal in the Afigya Kwabre North District.

## **1.2 Statement of the Problem**

Head teachers of basic schools in the public domain who have been charged with the responsibility of conducting staff performance appraisal as a component of their managerial and supervisory duties seem to encounter problems with the execution of the appraisal scheme. There is the indirect or inferred evidence of low performance at the 2017 and 2018 Basic Education Certificate Examination results by Junior High School three (3) pupils in the Afigya Kwabre North District, an indication that performance has not improved as expected after the introduction of the scheme.

It seems that the heads do not exhibit right attitudes toward the concept of the staff performance appraisal subject matter, even though some of them, who were appointed heads in 2000, were given brief orientation at an appraisal workshop. Furthermore, it seems that they do not have complete knowledge of conducting staff performance appraisal.

If the appraisers (heads) do not show right attitudes toward staff performance appraisal, then the introduction of the appraisal scheme by Ghana Education Service is not expected to achieve the intended purpose or goal – improving and strengthening teacher and school performance and “turn round the education enterprise to obtain the objective of delivering quality education into the first quarter of the next millennium” (GES Council, 1999).

Research conducted by the Cambridge Institute of Education (1996) and Delaney (1991) confirm that performance is directed towards helping the teacher to become as effective as possible in the teaching/learning process.

In this regard, the need for heads to have the appropriate attitudes and knowledge to appraise their staff cannot be over emphasized. In other words, the head teachers are not performing staff appraisal as expected. The current empirical information does not address these issues. This study seeks to contribute towards the closure of this gap by finding out the attitude and knowledge of head teachers in conducting staff performance appraisal as well as the impact on schools performance.

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

The purpose of this study was to examine the attitude of the head teachers in JHS in the Afigya Kwabre North District towards staff performance appraisal.

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

Specifically the study sought to:

1. Examine the attitude of the head teachers towards conducting staff performance appraisal.
2. Assess the knowledge of the head teachers on conducting staff performance appraisal.
3. Assess the impact of staff performance appraisal on school's performance.

#### **1.5 Research Questions**

The study was guided by the following research questions:

1. What is the attitude of the head teachers in the Afigya Kwabre North District towards staff performance appraisal?
2. What knowledge do the head teachers possess about staff performance appraisal?
3. What is the impact of the staff performance appraisal on school's performance?

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

It is the researcher's conviction that the study will reveal the true attitude of head teachers in conducting staff performance appraisal and that the information will be substantial enough to guide important decisions in the teaching and learning process. The findings of the study will inform the Ghana Education Service of the Afigya Kwabre North District of the actual practice of staff performance appraisal by heads in the Junior High Schools and enable it to have a better insight into the impact of this programme in education.

Also, it is anticipated that the information obtained from the study will bring about a change in the attitude of head teachers and enhance academic performance and

Co-curricular achievement in schools. Finally, it is expected that the findings of the research will open the path for further research work by others in defined efforts to improve teaching and learning in the education system to meet national goals and aspirations.

### **1.7 Delimitations of the Study**

The ideal situation would have required the researcher to carry out the study in all the basic schools in the country. However, the study was confined to the Afigya Kwabre North District. This was necessitated by the fact it was better to handle a district than all such districts in the country since administrative and supervisory roles would have been difficult in view of time, space (distance) and financial constraints. However, in view of the fact that all head teachers in the basic schools have similar predispositions towards teaching and learning as far as staff performance appraisal goes, the findings of this research can be inductively and deductively generalised for all heads throughout Ghana.

### **1.8 Limitations of the Study**

The study employed only fifty heads teachers in Afigya Kwabre North District which constitutes a very minute percentage of head teachers in Ghana. The sample size and the district covered are too small for the purpose of generalization. Another limitation was the fact that only questionnaires were used to elicit responses from the head teachers. An interview guide could have been employed to get a deeper understanding and clarification of issues regarding instructional staff performance appraisal by the head teachers of junior high schools in Afigya Kwabre North District.

### **1.9 Definitions of terms**

The following terms were taken for the purpose of the study to mean the following:



**Appraisal:** a formal evaluation of the work performance of an employee over a period of time.

**Appraisee:** a teacher whose work performance is evaluated

**Appraiser:** a headmaster / headmistress / head teacher who evaluates a teacher's work performance.

**Attitude:** A way of feeling, thinking and behaving.

**Basic Level:** The first nine years of formal education made up of six years Primary Education and three years Junior High Education.

### **1.10 Organisation of the Study**

The study is presented in five chapters. Chapter One is the introduction of the study. It covers the research background, research problem statement, research purpose, research questions, significance of the study, delimitations of the study, limitations of the study, definition of the terms, and organisation of the study. Chapter Two covers the review of the related literature. Chapter Three presents the methodology of the study. It covers the research design, population, sample and sampling techniques, instruments for data collection, data collection procedures and data analysis of the study. Chapter Four covers the results of the study; whiles chapter Five contains the summary of findings, conclusions and the recommendations of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter covers the literature reviewed of the theories, models and empirical evidence of staff performance appraisal. The literature reviewed include: meaning of

staff performance appraisal, attitude of staff performance appraisal, knowledge of staff performance appraisal, and impact of staff appraisal on school performance

## 2.1 Meaning of Performance Appraisal

Performance appraisal is, of course, about performance. It is important to clarify what it means because if performance cannot be defined one cannot measure or appraise it. Different views about what performance are held. Bates and Holton (1995) state that performance is a multi-dimensional construct, the measurement of which varied depending on a variety of factors, which included assessment of performance outcomes achieved or behaviour. In holding to the view of performance as an outcome of work, Spina and Johnson (1995) define it as the outcomes of work, providing the strongest linkage to the strategic goals of the organisation, customer satisfaction and economic contribution. The Illustrated Oxford Dictionary defines performance as, “the accomplishment, execution, carrying out and working out of anything ordered or undertaken” (p. 606).

The other view of performance regards it as behaviour. In expressing this opinion, Campbell (as cited in Armstrong, 1999) has stated that “performance is behaviour and should be distinguished from the outcomes because they can be contaminated by system factors” (p. 430).

However, Brumback (1988) views performance as embracing both concepts of outcomes and behaviour and opines that performance means both behaviours and results. He explains that behaviours emanate from the performer and transform performance from abstraction to action. Hence, behaviours are not just the instruments for results, but also outcomes in their own right –the product of mental and physical effort applied to tasks – and can be judged apart from that. This meaning of performance implies that when appraising the performance of the people, both inputs (behaviour)

and outputs (work/result) should be considered – which, of course, should cover competency levels as well as objective setting (Plunkett, 1994).

On the other hand, appraisal, as defined by The Illustrated Oxford Dictionary is “the evaluation of the performance of an employee over a particular period” (p.47). As a process, appraisal is considered as the periodic evaluations of each subordinate’s on-the-job performance as well as his or her skill levels, attitudes and potential (Plunkett, 1994).

According to Bollington, Hopkins, and West (1991), the term “appraisal” can also be defined “a continuous and systematic process intended to help individual teachers with their professional development and career planning and to ensure that the in-service training and development of teachers match the complementary needs of individual teachers and the schools” (p.6). Mathias and Jones (1989) point out that appraisal is a process of promoting “effectiveness of the teacher’s work in the classroom” (p.5).

An understanding of the expressions, performance and appraisal leads us to the definition of the term performance appraisal. Castetter (1981) defines it as a process of arriving at judgments about an individual’s past or present performance against the background of his/her work environment, and about his/her future potential for an organisation. Commonwealth Secretariat (1993) states that, staff performance appraisal is a process of review by teachers, school heads ... of individual competencies, performance, and professional needs. In a school, the school head carries out the appraisal of staff. It is a process in which an individual teacher and a senior colleague collaborate in evaluating that teacher’s work as a professional person. This means appraising all aspects of teachers’ organisation of their classroom, how they manage classroom activities (p. 21).

From the above definitions and explanations the meaning and significance of staff performance appraisal become apparent – a tool to improve teacher and school performance.

### **2.1.1 Brief historical background of staff performance appraisal**

Performance appraisal of personnel of Ghana Education Service (GES) – teacher division was introduced officially into the educational system in the 1999/2000 academic year to take over from the age-old internal and external assessment/evaluation of teachers by school heads and officials from Ghana Education Service (GES). It was introduced, according to Ghana Education Service (GES) Council (1999), for the “achievement of our constitutional goal as stated in the fCUBE and the turn round of our educational enterprise to attain the objective of delivering quality education into the first quarter of the next millennium” (p.i).

In the old form of basic school teacher assessment / evaluation, two processes were involved. The first was characteristically internal and took eminence when the teacher was to be promoted. The school head completed an annual confidential report on the teacher which included. The individual personal characteristics, routine duties and professional courses attended. The teacher was rated on a 4-point scale (A - D) using a 25-itemised evaluation instrument. The overall performance was graded A, B, C, or D with matching descriptions: A for Excellent, B for Good, C for Average, and D for Below Average. The head eventually recommended the teacher for promotion or otherwise.

The second aspect of the assessment / evaluation was external in character and it took place, as Oduro (1998) observes, “when a teacher needs to be confirmed as a professional teacher after completing a period of probation, when he is due for

promotion in rank” (p.67). A team of officials from the District Educational Office (DEO) of the Ghana Education Service (GES) assessed and evaluated the teacher’s work based on pre-determined criteria. The date for the inspection was unannounced to the teacher involved and a few hours were used to assess the teacher. The head teacher’s confidential report and the inspector’s report formed the bases for the promotion or otherwise of the teacher.

As Oduro (1998) has pointed out, the major features of assessing or evaluating teacher performance in the recent past were hierarchical and accountability based. Those responsible for assessing the teacher’s skills – head teachers and Ghana Education Service (GES) officials imposed pre-determined criteria and standards on teachers.

Some people agree that the system had its strengths in that, in the first place, “inspectors exercised good leadership skills” and, secondly, it made possible the “unification of the school system as well as created public interest in schools and supplied information for future planning” (Asiedu-Akrofi, 1978).

Those strengths notwithstanding, the system’s major shortcoming was that it did not provide the required avenue for teacher recognition and participation in the process of staff professional development. The method of assessment did not fit too well with the idea of staff development since staff develop concepts require “an emphasis on co-operation, collegiality and decisions from the bottom-up rather than from the top-down” (Dave, 1989, cited in Oduro, 1998, p. 68). Gitlim and Smyth (as cited in Oduro, 1998) criticised the system’s weakness by stating that leaving the teacher out of the process amounts to regarding the teachers a commodity to be shaped and manipulated. It also leaves unattended and unquestioned the underlying orientation that guides teachers’ practices. It is through involvement ... that teachers come to consider and challenge taken-for-granted views about their pedagogy.

A shift from the old system of teacher assessment / evaluation to the new concept of staff performance appraisal is considered to be in the right direction in ensuring the delivery of quality education in the Ghana education enterprise. As Bell and Rhodes (1996) explain, it is doubtful if quality can be guaranteed in schools by externally conducted inspections, even if these are carried out on a regular and frequent basis. Furthermore, they explain that inspections, at best, produce snapshots of the quality of education being provided, of the educational standards being achieved, of the extent to which resources are being managed efficiently, and of the spiritual, moral, social, cultural and physical development of pupils in school. It is now observed that what matters most in quality assurance are school development planning, teacher appraisal and reports of pupil's performance and other internal quality assurance measures.

This aspect of quality which recognises the function of teacher appraisal should interest all stakeholders in education. Dean (1990) notes that appraisal of the work of all teachers is now seen as part of the development process. He adds that appraisal provides the kind of reflection on performance in the classroom skills, provides the head with insights into each teacher's thinking which are very useful in planning staff development and in planning the work of the school.

From the foregoing, it is to be concluded that the Ghana Education Service (GES) has taken the right step in introducing staff development and performance appraisal into the educational service.

### **2.1.2 Purposes and objectives of staff performance appraisal**

Both formal and informal appraisal systems occur in every organisation or institution. In the informal system, judgements about performance effectiveness of

personnel is not systematised and documented. However, a formal appraisal system is “one established by an educational institution, endorsed by the governing board, and operated systematically to determine the extent to which appraisal system objectives have been achieved” (Castetter, 1981, p. 299). To this end a useful framework for considering the purpose of performance appraisal systems was proposed by Borich (1978) in three broad categories – diagnostic, formative, and summative. The diagnostic decision is made in the preoperational stages of performance appraisal and relate to decisions prior to employment. Formative objectives are aimed at personnel development and are related to the initial and intermediate stages of employment. On the other hand, summative purpose of appraisal systems relate to decisions dealing with implementing personnel actions as promotion.

Bollington and West (1990) simplified the purposes or objectives of performance appraisal. These are summarised in the list below.

- To ensure that individual targets / objectives relate to school objectives and priorities.
- To help individuals improve performance in their current jobs.
- To improve communication and relationships.
- To increase teacher involvement in determining and commitment to securing their own targets.
- To identify individual strengths and weaknesses and improve the match between individuals and organisational tasks.
- To improve the quality of information on which in-service planning is based.
- To identify interest in and potential for promotion to specific jobs, and to help individuals to prepare for this.

- To increase the scope for personal achievement, job satisfaction and, where appropriate, career development.
- To provide balanced, objective feed-back on previous performance, and guidance, support, reassurance and motivation for the future.
- To provide opportunity to express views about the school, or how it is managed in the expectations that appropriate action will be taken when possible and necessary.

To Plankett (1994), the major goals of employee appraisals, among others, are:

- To measure employee performance.
- To measure employee potential.
- To assess employee attitudes.
- To set goals for the improvement of performance.
- To analyse employee strengths and weaknesses – providing recognition for the former and ways to eliminate the latter.
- To fortify relationships between a supervisor and subordinate (p. 449).

The discussion above makes it clear that development of quality management, the achievement of school targets and the professional development of teachers are the main purposes for staff performance appraisal schemes.

Specifically, the Ministry of Education, working in conjunction with the Ghana Education Service (GES), has stated the following five objectives as the purposes for performance appraisal of teachers in Ghana:

- To motivate teachers to perform their tasks better.
- To help the Ghana Education Service (GES) to build accurate information on its personnel for administrative decision.
- To inspire self-confidence in teachers.



- To re-direct teachers to be proficient in self-improvement and self-analysis.
- To serve as the basis for providing information for school-based in-service training and other professional education programmes. (Ghana Education Service Council, 1999).

From the purposes stated in the preceding paragraphs it is evident that appraisal should not be viewed as a “mechanism for fault-finding and criticising, but a means of building the teacher’s positive self-image and motivation to be as good a teacher as possible” and to improve work performance (Commonwealth Secretariat, 1993).

### **2.1.3 Appraisal process features**

Appraisal is, in the main, based on a two-way communication channel between the appraiser and the appraisee. There distinct types or modes of conferences (meetings) are identified in the process model, namely: the initial conference to establish performance standards, the assessment conference to assess progress being made in achieving standards, and the validation conference to validate that standards have been achieved (Ministry of Education, 1994). This process model is also supported by Castetter (1981). He states that appraisal activities occur in three sequences, pre-appraisal, appraisal and post-appraisal in each of which are generated several interrelated and interdependent activities.

The process model above is designed primarily for formative appraisal which is geared toward enhancing personnel development as one of its main functions. This notwithstanding, as Castetter (1981) further notes, “the information derived from the application of the model, however, may be employed in summative appraisal, as well as in the evaluation of progress toward unit goals and broader system mission” (p.250).

This process, therefore, serves the purpose for which it is intended by the Ghana Education Service (GES).

#### **2.1.4 The initial conference (Pre-appraisal)**

Bollington and West (1990) observe that the “success of appraisal interviews (conferences) have been seen, for the most part, to hinge on effective preparation” (p. 15). The preparatory stage between appraiser and appraisee serves the purpose of laying a solid foundation on which the performance appraisal super structure will be built. This stage will include a whole observation of the teacher and his/her immediate school environment – his/her class and schoolwork.

On the subject of the initial conference after the preparatory stage, the Addendum to Head teachers’ Handbook states that early in the school year the head should hold conferences with teachers, individually, to establish performance standards. The purpose of this initial conference is to make it clear that each teacher is expected to uphold certain performance standard/targets. The conference is ...an opportunity to clarify the conditions under which the standards are to be achieved, the help that is establishing if the standards have been reached (Ministry of Education, 2002).

Dean (1990) observes that this stage should offer the opportunity for the head and the teacher to plan together. It should involve reviewing the immediate past, looking at the current situation and agreeing of plans for the future.

#### **2.1.5 The assessment conference**

The Addendum to Head teachers’ Handbook further states that, periodically during the school year the head should hold assessment conferences. The purpose of the conferences is to determine the degree of progress being made towards attainment

of performance standards. The head and the teacher together should attempt to determine the probability of success by the end of the school year. The head should give the teacher an opportunity to discuss the achievement already made, plans for total success, and any help that may be needed to ensure success. Depending on the degree of progress that has already been made, additional conferences may be scheduled. If adequate progress is made, fewer conferences will be needed than if progress is unsatisfactory. The conference should determine if remedial work is needed... Therefore, assessment conference should evaluate: The progress being made, the probability of standards being achieved, and the need for remedial work to be started (Ministry of Education, 2002).

The assessment conference is a particular stage in the process where the appraiser should give the appraisee the opportunity to ask questions to clarify doubts and enhance the understanding and acceptance of expected performance standards targeted.

#### **2.1.6 The validating conference**

The Addendum to the Head teachers' Handbook observes that a conference at the end of the school year should establish if the performance standards have or have not been achieved. The purpose of the conference is to validate the achievement of standards established at the beginning of the year and then examine the instrument prepared to validate that achievement. This is an opportunity ...to congratulate the teacher for ....fine work done and to make positive comments about his/her report. It is a way of saying "thank you" for appropriate achievement. It brings closure to the year's expectations and motivates the teacher to continue performing at a high level.

In the event where weaknesses are still manifested in a teacher's work, encouragement for better performance is given. A formal written report is made on individual teachers in the school by the head. The teacher is rated according to a 5-point

rating scale based on the criteria set out in the Staff Development and Performance Appraisal Manual of which the teacher is made aware at the beginning of the appraisal period.

The appraisee (teacher) is given the report to read, discuss and offer his/her comments. If he/she considers the appraisal report to 'satisfactory' or 'fair', he/she signs and dates the report accordingly. If he/she considers the report 'unsatisfactory' or 'unfair', he/she is expected to give reasons for that position, sign and date the report accordingly.

The third party to the appraisal report is the Circuit Supervisor who finally gives his/her comments, signs and dates the report. The appraisal report, thus completed is forwarded to the District Education Office and becomes the main official document for official decisions about the teacher. The appraisal process begins again with the start of a new academic year on the school calendar.

## **2.2 Attitude of staff performance appraisal**

One of the main thrust is to find out the attitudes of the heads of public Junior High Schools toward the performance appraisal of their teachers, hence it is essential to examine the literature on the term attitude.

In attempts to understand, explain and predict human behaviour from various perspectives including predispositions and influences from the environmental situations, social psychologists and behavioural scientists have carried out studies regarding human attitudes. A number of expressions have been developing to define or explain it. Early definitions include: "the degree of positive or negative effect (feeling) associated with some object" (Thurston, 1946, p. 109); "a mental and neural state of readiness organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (Halloran, 1967, p.14); and "a state of readiness, a tendency to act or react with a certain stimuli

thus the individuals attitudes are present but dormant most of the time” (Oppenheim, 1986, p. 21). Attitudes by these definitions constitute feelings which are essential to an individual’s reactions to stimuli.

Evans (1995) states that attitudes are what determine what a man will do or say in particular situations, and what he will enjoy or dislike. It provides patterns of behaviour and aids in taking prompt action in particular circumstances without having to decide every time how to act. George (1966) outlines five characteristics of attitudes as recognised by Remmers and Gage (1955). These are summarised as follows: attitude is linked to emotions. It has a characteristic of “feeling” which makes it different from rational, intellectual operations; attitude has direction. It is either for or against the object, or influences a favourable or unfavourable reaction towards the object; it is directed at something, thus, it becomes meaningful only when it is considered in relation to some object; it has an effect on behaviour; it is learnt.

According to Sherif and Sherif (1969) the definitions given to attitudes in the literature have certain things in common which are that, attitudes are acquired or learnt, attitudes are positive or negative feelings about objects; and attitudes are consistent and selective behaviour identifiable with an individual. Learner (1986) advances the notion that psychologists use the term attitude to refer to the objects and concepts in their environment. In doing so he further sheds light on Oppenheim’s (1986) assumption that attitudes are expressed in three components: cognition (belief), affects (feeling) and behaviour (readiness to act). Wortman, Loftus, and Marshall (1992) identify themselves with those thoughts as they state that psychologists actually think of attitudes as “what you think or believe about something (the cognitive component), how you feel about it (the emotional component), and how you act toward it (the behavioural component)” (p. 558).

Under these three parameters or components of attitudes, namely, cognitions, feelings/emotions, and behaviours, as already mentioned, psychologists believe that sometimes these three components are consistent with each other and at other times they are not (Brecker, 1984). They are consistent for example, if people think that the death penalty (or instant justice) serves as a deterrent for murderer (the cognitive component) and they get angry when they hear that the murderer has been set free (the emotional component). They are likely to vote for a political candidate who supports capital punishment (the behavioural component). Conversely, it has been observed that although more than 90 percent of Americans know that smoking causes lung cancer and heart disease (the cognitive component), about 30 percent Americans still smoke (the behavioural component). Some of them even smoke despite negative feelings toward cigarette use (the emotional Component) (Shopland & Brown, 1987).

Wortman et al. (1992) state that the “correlation between the cognitive and emotional components of an attitude and a person’s behaviour is surprisingly weak” (p. 559). This is in harmony with Wicker’s (1969) assertion that knowing what someone thinks and feels about an issue does not enable one to predict very accurately how that person will act.

The various definitions and meanings of attitudes discussed above enable one to discern that attitudes are the thoughts and feelings that enable one to act if he/she likes or dislikes someone or something. Furthermore, the way one feels might not necessarily align with the way one thinks and acts. They may be in harmony or not.

### **2.2.1 Development / Formation of attitudes**

Many social psychologists believe that attitudes develop and change in formation. The development of attitudes is based on two perspectives that are, the perspective which emphasises experiential factors occurring during socialisation, and

the perspective which emphasises ontological or maturational factors as sole determinants of change.

In the first instance, research emphasising the role of socialisation has shown the importance of environmental context in attitude formation (Lambert & Klineberg, 1967). They consider the formation of attitudes as resulting from learned modes of adjustments and put forth a three inter-related principles, namely, association, transfer and need satisfaction. An individual's attitudes do not develop in a vacuum and that the individual's group affiliation helps in determining the formation of his attitudes. Further, the attitudes of the individual depend upon the attitudes and norms of groups which form his frame of reference (Schramm, 1962). Most people are likely to acquire most of their attitudes from the homes in which they grow up or the community in they live. Thus to Dulaney (1995) attitudes, like most aspects of human behaviour, are learned and result from experiences.

In the second instance, research has shown that attitude formation is only the function of the environment but also that of the individual. This is why individuals subjected to similar or same environmental conditions may form diverse attitudes. The case of the late Iranian conjoined twins, Ladan and Laleh Bijani, who were joined at the head, illustrates this fact. Even though they shared the environment together for 29 years, Ladan was inclined toward Law while Laleh was inclined toward Journalism. Wallace et al. (as cited in Myers, 2001) revealed that our attitudes guide our actions (behaviours) if: outside influence on what we say and are minimal, the attitude is specifically relevant to the behaviour, we are keenly aware of our attitudes, and we have good knowledge about the issue.

Hence, the minimal nature of the external influences, personal relevance of issues, our own conscience or views, and knowledgeability of issues serve as fuel for

our attitudes to guide our actions. These justify the notion that our attitudes direct our actions.

The other question is, do our actions or behaviours guide our attitudes? Many streams of evidence also confirmed that attitudes follow behaviour (actions) or, more specifically, our actions affect our attitudes to effect either a positive or a negative change. Two of these evidences are mentioned in this section. The first evidence is “The foot-in-the-door phenomenon: the tendency for people who agree with a small request to comply later with a larger one” (Myers, 2001, p. 646). A similar perspective in this field is termed the persuasive communications approach which relies on the power of persuasion to alter attitudes (Wortman et al., 1992). McGuire, Hass, and Weinstein (as cited in Wortman et al., 1992) have identified that people’s attitudes are more likely to be changed in the attitude-follow-behaviour scenario by certain characteristics of a persuasive message medium, namely: the source of the message – if the message is from an expert source, or from a sincere and honest source, or contains body language, and the context of the message – if it specific, direct and has personal effect or some degree of fear-appeal.

The second line of evidence is the role-play effect or the cognitive consistency effect the tendency of people to keep their cognitions (thoughts and beliefs) in relative agreement with one another (Myers, 2001; Wortman et al., 1992).

As stated by Myers (2001), “Behaviour affects attitudes. What we do we gradually become” (p. 648). This is explained by Festinger’s (1957) cognitive dissonance theory that we often bring our attitudes into line with our actions do not coincide. The heartening implications in the attitudes-follow-behaviour principle are that although we cannot directly control all our feelings, we can influence them by altering our behaviour. Changing our behaviour can change how we think and how we feel about something or someone.



This area of review reveals that attitudes guide actions (behaviour) and also that action (behaviour) guides attitudes. These evidences are vital to the study of the attitudes of heads in the matter of staff performance appraisal. As humans in supervisory positions, the heads are subject to factors that impel attitudes to guide actions and vice-versa. The variable of attitude involved in the study would help us to find out whether the heads have positive, negative or passive attitudes towards conducting staff performance appraisal.

It has been established that attitudes can be learned, developed and modified in individuals (Fishbein & Ajzen, 1975). In this study, which uses a descriptive survey approach, it should be possible to conduct the study of attitudes by the survey approach and empirically measure the attitudes of the subjects to arrive at verifiable conclusion as well as possible truth.

Armstrong (1999) state four methods each of which, or in combination, can be used in conducting attitude surveys. These are by the use of (1) structured questionnaire, (2) interviews, (3) a combination of questionnaire and interview, and (4) focus groups. The researcher in this instance finds the use of the structured questionnaire adequate for its numerous advantages.

For instance, it is relatively easy to administer and especially when the sample survey is relatively large. (Armstrong, 1999). Furthermore the questionnaire will yield quantitative (or quantifiable) data for analyses that will enable the researcher to make a fair assessment and evaluation of the attitude of the subject in relation to the performance appraisal of their teaching staff in the school situation. According to Tuckman (1975), attitude and beliefs are typically measured by the use of scale. A scale is a continuum marked off into numerical units that can be applied to some subject or state in order to measure a particular property of it. To be able to measure things that

are not concrete but as intangible as attitude numerical scale that can subjectively assess the degree of its presence has to be constructed. He points out, these social scales lack the degree of precision of physical scales provide very useful information on attitude and beliefs that may not be otherwise accessible, ‘‘they yield results that cannot be considered exact’’ (Tuckman, 1975).

Dulaney et al. (1991) agree with Tuckman (1975) in recognising that the most frequently used scale in the measurement of attitude is the likert scale even though there are other scales such as the Two-point scale and the Adjective checklist. The key elements in a likert item are: some type of statement to which respondents are requested to react, and a five point scale which typically varies from Strongly agree (SA). Agree (A). Undecided (U), Disagree (D), to Strongly Disagree (SD).

Borg and Gall (1983) encourage the development of a Likert scale to measure a researcher’s work in cause where a standard one cannot be obtained. Furthermore, Edwards (as cited by Tuckman, 1975) suggests criteria to be used to develop the construction of attitude statements. The thirteen guidelines for writing attitude statements are self-explanatory. These guidelines are as follows:

- Avoid factual statements
- Avoid reference to the past
- Avoid multiple interpretations
- Avoid irrelevances
- Avoid non-distinguishers
- Cover the full range
- Write simply, clearly, directly
- Write short statements
- One thought statements

- Avoid “all”, “always”, “none”, and “never”.
- Use “only”, “just”, “merely”, etc. sparingly.
- Avoid double negatives.

In addition to these, he prescribes three steps to follow in constructing the Likert scale. These are:

- Preparing a topical or content outline – a delineation of the attitude area into topical or sub-areas that constitute the various aspects to be covered.
- Writing Pro and Con Statements – about half of the attitude statements must be written in a positive direction and the other half in a negative direction with respect to the topic in order to avoid ‘response bias’.
- Selecting a Response Format – which may involve a four-point or a five-point Likert scale or another type of attitude scale.

The literature on attitudes has shown that attitudes can be measured and that a common instrument used to measure attitude is the Likert scale. Furthermore, guidelines and steps have been provided to enable a researcher to construct the Likert Attitude Scale in the instance where a standard one is not available. Consequently, the researcher is advantaged to choose and construct a Likert Attitude Scale which will be suitable and reliable to measure the attitudes of head teachers of Public Junior High Schools in conducting Staff Performance Appraisal (SPA) in their schools.

### **2.3. Knowledge of Staff Performance Appraisal**

An important aspect of this study is to find out the knowledge base of head teachers of Public Junior High Schools as far as the performance appraisal of their teachers is concerned. It is therefore, necessary to examine the literature on the term “knowledge”

An essential aspect of teaching is to impart knowledge. Castetter (1981) defines knowledge as the body of facts, ideas, concepts, and procedures that enable people to see or visualise what must be done and why?

In explaining the meaning of knowledge, the book, *Insight on the Scriptures Volume 2* (1988) states that a number of words (nouns) that could be translated “knowledge” from Hebrew are related to the basic verb ‘yadha’ signifying “knowledge (by being told)” “know (by observing)”, “know (by personal acquaintance or experience)” or “be experienced, skilful.” It further adds that the principal Hebrew word ‘dath’ which is rendered “knowledge” carries the basic idea of recall, knowing facts or having information. The same work notes that in Greek, two words commonly translated “knowledge”, ‘gnosis’ and ‘epignosis’ are related to the verb ‘ginosko’, which means “know; understand; perceive” (p.181).

Knowledge, in simple terms, is both the ability to recall and remember things and at the same time the body of facts and concepts which enable us to behave as humans. The uniqueness of knowledge makes it a primary goal for education – to help individuals build and use structures of verbal knowledge (Ebel & Frisbie, 1991).

### **2.3.1 Performance requires knowledge**

Knowing what to do is one thing, but applying the knowledge is the most important thing (Castetter, 1981). This calls for the ability to use knowledge or apply knowledge which makes knowledge useful and desirable. Ability, in this sense, calls for cognitive ability. The term ‘cognitive ability’ is used here narrowly and specifically refer to the kind of task that can be done using the mind. Intelligence, general mental ability, general numerical ability, verbal fluency, and ability to reason are examples of generalised abilities outside the scope of cognitive ability as discussed in this study. Some examples of what the researcher considers to mean cognitive ability are stated as;

ability to define the term appraisal; ability to identify the components of a teacher's lesson plan; ability to calculate the overall score of a rate; ability to explain a concept; ability to describe how to conduct an appraisal interview.

These abilities indicate what a person can do. They require application of knowledge to perform specific tasks or to answer particular questions. They can be taught specifically and are learned specifically. To acquire any such cognitive ability, a person must learn how to do it. To perform cognitive task as the appraisal of teachers' performance, one must know how to do it. The basis of any cognitive ability is knowledge. Experience and practice any develop and perfect the ability, enabling the person to perform the tasks more efficiently and accurately. The basic requirement, in the first place, is that the person knows how the task is to be done. To suggest that a person might lack the ability to do something the person knows perfectly well how to do it is hardly reasonable. Knowledge is the key (Ebel & Frisbie, 1991).

Knowledge as the only key to effective human behaviour is sometimes questioned or debatable because it is considered that knowledge alone is not enough. This is a fact because in a complex world of change, no one thing or combination of things will ever be enough to guarantee success. Although this is true, the command of substantive knowledge does contribute greatly to the attainment of ultimate goals. Based upon these arguments the researcher considers it necessary to combine knowledge, ability, and skills instead of knowledge alone as the independent variables for this research work.

Ryle (as cited in Ebel & Frisbie, 1991) challenges the view that knowing how does not always require knowing that. Even though the two are distinct, they are also equally related. For cognitive tasks, a sufficient amount of relevant knowing is required to enable a person to know how. "In general, if one wishes to teach someone how to do something, the better way to teach the person is that, this and this must be done" (p.45).

The discussion above has directed attention to the fact that knowing is not the same as doing. The best way to prepare one to complete a cognitive task is to help the one acquire the knowledge of how to complete it. “The basis of that knowledge is necessarily verbal knowledge. Given sufficient motivation to attempt to complete a task, sufficient verbal knowledge about how to complete it should enable those involved to do so successfully” (Ebel & Frisbie, 1991).

In their role as appraisers, head teachers must have knowledge about each of the performance criteria (their meaning and demands) as set out in the Staff Development and Performance Appraisal Manual to be able to conduct the appraisal of their staff. Lack of knowledge or partial knowledge of the subject will not be helpful.

As has been stated earlier on that, knowing is not the same as doing; and knowing what to do is one thing, but applying the knowledge is the most important thing. One thrust of this study, therefore, is to find out the knowledge base or threshold of head teachers in the appraisal activity, more specifically to assess and evaluate the knowledge or cognitive ability of head teachers in the performance appraisal criteria areas. These constitute the body of knowledge under lesson plan, lesson presentation, knowledge of subject matter, and evaluation of learner ability which head teachers should know to be effective in appraising their teachers.

### **2.3.2 Instrument for measuring head teachers’ knowledge**

Aaron (1971) articulates the idea that thinking is a process and knowledge is product and that knowledge that is understood is more useful than knowledge that is only information. The fact that knowledge is a product implies in one sense that it can be measured and evaluated. A measuring instrument can, therefore, be constructed to assess head teachers’ knowledge (cognitive ability) on the appraisal criteria. High

performance averages will be assumed to indicate favourable practice while low performance averages will be assumed to reflect nominal practice. The information derived from the measurement will, therefore, inform practice extensively and to make the measurement objective and easy to score.

## **2.4 Impact of Staff Performance Appraisal on School Performance**

The effectiveness of teachers can only be stimulated by effective leadership. In supporting this view, Bell and Rhodes (1996) stated that “the head teacher provides the vision and leadership needed to ensure that delivery of the curriculum” (p. 92). He does this by offering leadership in quality assessment and assurance in being directly and centrally involved in the planning transaction and evaluation of what is taught in the school.

The discussion above looked at school effectiveness which is a composite result of the effectiveness of certain role players in the teaching and learning process. In explaining the obvious fact, commonwealth (1993) points out that “school effectiveness includes a combination of the way in which the work of individual teachers, and senior management within the school collaborate for the benefit of the learners” (p. 26). This aspect of collaboration can come about effectively under the subject and practice of appraisal. This is so because appraisal provides: skills development, through in – service training, experiments with teaching style, often assisted by organisational change, career development, through in – service training; improved relationship: appraiser/ appraisee understand each other better; increased knowledge of the school and individual; productive links between appraisal and school development and planning; improved learning opportunities for pupils; improved morale and efficiency within the school.

When carried out in a spirit of willing co-operation with positive attitudes by both parties, the appraiser (head) and the appraisee (teacher), appraisal should contribute to school and teacher effectiveness. The head should examine closely his/her style of leadership. It should provide a shared sense of responsibility among all staff members. All staff members are stakeholders in the educational life of the school and are more likely to be motivated to improve their performance if they feel a sense of ownership.

As plunked (1994) notes, the real value of appraisal lies in sharing them with the rated individual. Supervisors get to know their people better and vice versa. Specific problems can be noted, and plans can be made for improvement. The cyclical nature of appraisal makes it possible for corrections to be embraced in a changing world order and to ensure teacher and school effectiveness. The fostering of healthy relationships is ensured under the climate of co-operative work and collaborative effort. The insurance of quality education by the adoption of the staff performance appraisal by Ministry of Education and Ghana Education Service seems to be the premium paid to guarantee assurance.

## **2.5 Summary of the chapter**

The literature reviewed in this chapter attempted to examine in greater details what performance appraisal is about: the attitude towards staff performance appraisal, knowledge of head teachers about performance appraisal, and the impact of performance appraisal on staff performance.

The review gave insight into the work of scholars in the area. Some studies examined the attitudes of head teachers. Other studies examined the knowledge of head teachers. Some also examined the impact of performance appraisal on staff about teaching and learning.



From the various perspectives, staff performance appraisal is viewed as a formative as well as a summative process of evaluating the performance of subordinates by their super ordinates with the goal of enhancing professional development. When done well, appraisal contributes to teacher and school effectiveness.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents the methodology of the study. It covers the research design, the study area, population, sampling size and sampling strategy, method for data collection, validity and reliability, data collection procedures and data analysis of the study.

#### 3.1 Research Design

Research design is an outline of the systematic and scientific procedures adopted in conducting a study. A descriptive survey design was employed for this study. Descriptive research is a research with the aim of seeking new insights or assessing phenomena in a new light (Robson, 2002). The methods applicable in descriptive research include document analysis, experts' opinion and focus group interviews. Descriptive researches are concerned with portraying an accurate profile of persons, events or situations. It involves formalizing the better describe or present facts about a phenomenon as it is perceived or as it is in reality. Descriptive studies aim at establishing relationships between variables. In other words, descriptive research is concerned with caused and effect analysis.

The purpose of this study is to examine head teachers attitude towards staff performance appraisal and extent of their knowledge about performance appraisal as well as the impact of the staff performance appraisal on school performance. This study is mainly descriptive in purpose. Descriptive researches are usually surveys. (Ary et al, 2006).

### **3.3 Population**

A population is the total of all the individuals who have certain characteristics and are of interest to a researcher. The population of this study consists of all the 81 head teachers in Junior High Schools of Afigya Kwabre North District with varied background characteristics in terms of sex, age, level of education and experiences. The district is divided into six educational circuits, namely: Denase which has 17 head teachers, Ahenkro having 13 head teachers, Boamang - 9 head teachers, Tetrem -17 head teachers and Kyekyewere -12 head teachers, totalling 68 head teachers.

### **3.4 Sample size and Sampling Technique**

According to Gall and Borg (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. In order to decide an appropriate sample size for the study, an updated list of all the Junior High Schools in the Afigya Kwabre North District was obtained from the District Director of Education. Purposive sampling technique was then employed in selecting 50 head teachers who had been in their position for a period of 5 years and above in the 5 circuits selected for the study out of the total number of 68 head teachers in the 5 circuits.

### **3.5 Data Collection Instrument**

A structured questionnaire was used to collect data for this particular study to be very accurate. Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaires are good research instruments because they do not require as much effort from the questioner as verbal or telephone survey. They also have standardized answers that make a simple to complete data. Questionnaires can also be sent to

respondents by mail. Generally, questionnaires are good survey technique because participants can respond at their own convenience because no interview bias is introduced and because response can be kept completely confidential. However, questionnaires are limited by the fact that the respondents must be able to read the questions and respond to them. Again, people often do not return the questionnaires. Another disadvantage of questionnaires is that the result may be bias towards the opinion of those who chose to respond to the questionnaire versus those who had been able to respond, the results may be distorted if the questions were misunderstood. The structured questionnaire was used because all the respondents could read.

Again, unlike the interview approach, the head teachers took the questionnaire to their homes and had sufficient time. The research instrument was put under four (4) sections. Section A, focused on biographic data of respondents, section B, on attitude of head teachers toward staff performance appraisal, section C, knowledge of head teachers on conducting staff appraisal and section D, impact of staff performance appraisal on school performance.

### **3.6 Validity and Reliability of the Instruments**

Scientific methodology needs to possess the characteristics of credibility. Thus, both the end and the means must not only be sincere but right. In this study, efforts were made to ensure credibility in terms of validity and reliability which are important at every stage of research work.

Validity refers to whether the statistical instrument measures what it is intended to measure, i.e. accuracy of measurement (Sullivan et al. 2000). Validity encompasses the entire experimental concept and establishes whether the results obtained meet all

the requirements of scientific research method. For instance, there must be randomization of the sample groups and appropriate care and diligence shown in all the allocation of controls.

Content Validity is the determination of whether or not a test of a theory actually measures what is supposed to. When a test has content validity, the items on the test respondents the entire range of possible items the test should cover.

Face validity on the other hand is a measure of how representative a research project is at face value; and whether it appears to be a good project. It is built on the principle of reading through the plans and assessing the validity of the research. The face validity of the instrument was established by giving the instrument to my supervisor for his professional comments. The content validity of the instrument was established by giving to the Head of Supervision and Monitoring and some experienced circuit supervisors of Afigya Kwabre North District Education Office for their comments.

Reliability on the other hand is the extent to which an experiment, test or any measuring procedure yields the same results on repeated trials. The idea behind reliability is that any significant results must be more than a one-off finding and be inherently repeatable. Other researchers must be able to perform exactly the same experiment under the same conditions and generate the same results.

To determine the reliability of the instrument, the questionnaire was administered on the same group of subjects twice in the pilot study with an interval of two weeks between the first and the second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Crombach alpha of 0.89.

### **3.7 Data Collection Procedure**

The researcher obtained an introductory letter from the University of Education, Department of Educational Leadership and Afigya Kwabre North District Education Office which gave the researcher the authority to visit schools in the Afigya Kwabre North District. Data was collected by personally visiting the selected schools during school hours and discussing with the head teachers the purpose of the study after which the head teachers were requested to complete the questionnaire meant for them. This was done after this instrument was piloted at Afigya Kwabre North District. The distribution and completion of the questionnaire took five weeks.

### **3.8 Data Analysis**

Statistical tools such as frequency counts and percentages were employed to interpret the data in order to answer the research questions. Responses were compared to find out those that related the same opinion and vice versa.

### **3.9. Ethical considerations**

The study did not in any way use force the respondents to gather data from them. The various respondents were given chance to respond on their own volition without intimidation or coercion or promise of rewards.

The researcher adequately explained the purpose of the study to the participants and made them aware that any information given out would be used for the purposes of the study and that it would be treated with confidentiality.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

#### 4.0 Introduction

This chapter deals with the analysis and discussions of the data collected. Out of a population of 68 head teachers of basic schools in the study area, 50 were sampled to complete the questionnaire used for collecting data. The entire 50 questionnaire were received, validated and included in the analysis.

The data analysis was done under the heading; background characteristics of respondents, attitude of head teachers towards staff performance appraisal, Head teachers' knowledge of staff performance appraisal, and impact of staff performance appraisal on their schools' performance

#### 4.1 Demographic Characteristic of Respondents

In other to provide an empirical background of the study, data was collected on the demographic characteristics of the respondents. The data collected in this regard includes, gender, academic qualification, present rank, appraisal manual, workshop on performance appraisal.

**Table 4.1 Gender of Respondents**

Gender	Frequency	Percentage
Male	28	56
Female	22	44
Total	50	100

Source: Field work, 2020

From Table 4.1, shows that majority of the respondents (56%) were males while 44% of them were females.

**Table 4.2 Academic Qualification of Respondents**

Academic Qualification	Frequency	Percentage
Diploma	9	18
First Degree	33	66
Second Degree	8	16
Total	50	100

Source: Field work, 2020

In terms of educational qualification, majority of the respondents (66%) were First Degree holders with (18%) of them having diplomas while below one fifth of the respondents (16%) were holders of Second Degree.

**Table 4.3 Length of Service of Respondents**

Length of Service	Frequency	Percentage
5-10 years	12	24
11-15 years	17	34
16 years and above	21	42
Total	50	100

Source: Field work, 2020

It is also evident from Table 4.3 that majority of the respondents (42%) have worked for 16 years or more with 34% of them having worked for between 11- 15 years while slightly above one fifth of the respondents (24%) have worked for between 5-10 years.



**Table 4.4 Present Rank of Respondents**

Present Rank	Frequency	Percentage
Snr. Supt	2	4
Prin. Supt	14	28
Assist. Director II	12	24
Assist. Director I	16	32
Dep. Director	6	12
Total	50	100

Source: Field work, 2020

In terms of rank, Table 4.4 also shows that of the respondents (32%) were Assistant Directors I, 28% were principal superintendents, 24% were Assistant Director II, 12% were Deputy Directors and only 4% of the respondents were Senior superintendents. The results therefore meant that all the respondents were matured and experienced enough to take part in the study since they were all professionals who knew their job.

For head teachers to be able to appraise their teachers as expected they need an appraisal manual that specifies the performance criteria and the rating scale to be used and also be given training on the processes involved in appraising teachers. The respondents were asked whether their schools have copies of the Performance Appraisal Manual and whether they were given training on the processes in appraising. The results are shown in Table 4.5.

**Table 4.5 Possession of the Requirement to Appraise Teachers**

Variable	Frequency	Percentage
Availability of appraisal manual		
Yes	50	100.00
No	-	-
Have been trained on performance appraisal		
Yes	50	100.00
No	-	-
Total	50	100.00

Source: Field work, 2020

Table 4.5 indicates that all the respondents 100% have copies of the staff performance appraisal manual and that all the respondents (100%) have had training on performance appraisal. The result is in tandem with Armstrong, (1999) who postulated that one of the requirements for the successful implementation of the staff performance appraisal scheme is that head teachers should be given training on the processes involved in appraising teachers through such training the head teachers would achieve the learning necessary to improve job performance. Often, when head teachers are appointed, an orientation is given for their new roles and duties. The basis to justify the conduct of staff performance appraisal in the schools by head teachers, however, will require that they are given some form of comprehensive training on appraisal. Without such training the conduct of staff performance appraisal will not be done well.

**Research Question One: 1. what is the attitude of the head teachers in the Afigya Kwabre North District towards staff performance appraisal?**

One of the key concerns of this study was to find out the attitude of head teachers towards conducting staff performance appraisal in junior high schools. This was done by asking respondents to agree or disagree with statement regarding the attitude of head teachers about staff performance appraisal in junior high schools. The respondents were asked to rate their opinion in the response range from strongly agree, agree, disagree and strongly disagree. Table 4.6 shows the results.

**Table 4.6 Attitude of Head teachers towards Conducting Staff Performance Appraisal.**

Variable	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Staff performance appraisal is a difficult task for head teachers to conduct in their Schools every year.	12(24)	15(30)	17(34)	6(12)
Appraising teachers 'knowledge of the subject matter is sometimes difficult.	17(34)	21(42)	10(20)	2(4)
Staff performance appraisal brings conflict between head teachers and teachers	12(24)	13(26)	17(34)	8(16)
Head teachers perceive staff Performance appraisal as time demanding.	9(18)	12(24)	20(40)	9(18)
Head teachers expect extra-duty allowance to conduct staff Performance appraisal.	19(38)	20(40)	11(22)	-
Without staff performance appraisal teachers can still help improve school Performance.	11(22)	13(26)	14(28)	12(24)

Source: Field work, 2020

Table 4.6 depicts that majority of the respondents (78%) agreed that head teachers needed extra duty allowance in appraising teachers while 22% of the respondents disagreed which showed that majority of the respondents were of the view that they had to be rewarded on their role of appraising teachers.

Nearly four fifth of the respondents (76%) agreed that appraising teachers' knowledge on the subject matter was sometimes difficult while 24% of the respondents disagreed. Slightly above half of the respondents (54%) agreed that staff performance appraisal is a difficult task while above two fifth of the respondents (46%) disagreed.

Exactly half of the respondents (50%) agreed that staff performance appraisal brought about conflict between head teachers and teachers while the same percentage of them (50%) also disagreed. This conflict between head teachers and teachers resulting from appraisal makes head teachers feel unhappy about performing staff appraisal at times.

Nearly half of the respondents (48%) also held the view that without staff performance appraisal teachers could still help improve school performance and that influenced their attitude towards it but majority of them (52%) disagreed which means that it is the opinion of the majority that without staff performance appraisal teachers cannot be in a better position to help improve school performance.

Again, slightly above two fifth of the respondents (42%) were of the view that staff performance appraisal took a lot of time which infringed on their other roles while majority of them (58%) disagreed, meaning that majority of the respondents were able to go about their normal duties in addition to staff appraisal. The results in Table 4.3 show that, attitude counts a lot in staff performance appraisal system as negative or positive attitude of the appraiser can affect the outcome of an appraisal. According to

Thurston, (1946), attitude is the degree of positive or negative effect (feeling) associated with some object. Halloran, (1967) also stated that it is a mental and neural state of readiness organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Evans (1995) also stated that attitudes are what determine what a man will do or say in particular situations, and what he will enjoy or dislike. It can therefore be concluded from these definitions of attitude which constitute feelings which are essential to an individual's reactions to stimuli that, attitudes of those who appraise other staff on their performances count a lot for a successful performance appraisal. The researcher is of the view that, head teachers should be given the right incentives to compensate for their time and effort used to conduct performance appraisal to enable them to change their attitude towards staff performance appraisal.

**Research Question Two: What knowledge do the head teachers possess about staff performance appraisal?**

This question sought to find out from the respondents, the level or extent of the knowledge base of head teachers as far as conducting staff performance appraisal is concerned. Knowledge about what is entailed in performance criteria is very essential in carrying out a credible staff appraisal. Table 4.7 shows the results.

**Table 4.7: Head teachers' Knowledge of staff Performance Appraisal**

Variable	Strongly Agree N(%)	Agree N(%)	Disagree N (%)	Strongly Disagree N (%)
The first requirement in lesson plan is the development of the scheme of work for the term	21(42)	29(58)	-	-
In vetting a teacher's lesson plan you expect that the teacher's Objectives would be measurable and achievable.	23(46)	25(50)	2(4)	-
Staff performance appraisal gives enough indication of cognitive skills, attitudes and values, and practical skills to be learnt by pupils.	18(36)	21(42)	9(18)	2(4)
Staff performance appraisal ensures teacher's teaching learning activities to be sequential.	20(40)	29(58)	1(2)	-
Staff performance appraisal shows the nature of teacher's resourcefulness and creativity in his / her lesson plan.	16(32)	32(64)	2(4)	-
Staff performance appraisal ensures the introduction of lesson from known to unknown.	21(42)	28(56)	1(2)	-
Effective evaluation of learner ability involves clear, accurate, and regular recording of learner progress.	32(64)	18(36)	-	-
Staff performance appraisal makes teachers act tactfully, patiently and persistently during lessons.	19(38)	29(58)	2(4)	-
Staff performance appraisal ensures the application of the elements of the subject matter.	35(70)	14(28)	1(2)	-

Source: Field work, 2020

Table 4.7, depicts that all the respondents (100%) agreed on two variables which they viewed as very important of all that head teachers should know about staff performance appraisal and that were that scheme of work must first be developed for the term, and effective evaluation of learner's ability involves clear, accurate and regular recording of learner's progress.

Almost all the respondents (98%) agreed on the assertions that attention must be given to teachers to apply the elements of the subject matter, teaching and learning activities to be sequential and that introduction of lesson starts from known to unknown while only 2% of the respondents disagreed.

Nearly 96% of the respondents agreed that head teachers must ensure resourcefulness and creativity in their teachers' lesson plan that head teachers must expect teachers' lesson plan to be measurable and achievable, as well as teachers act tactfully, patiently and persistently during lessons while only 4% disagreed.

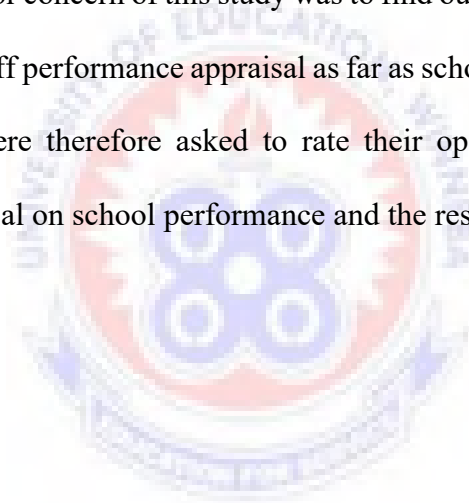
Regarding cognitive skills, attitude and values, and practical skills ensured by head teachers for pupils to acquire, majority of the respondents (78%) agreed while 22% of the respondents disagreed.

From the results in Table 4.7, it can be concluded that head teacher's knowledge of staff performance appraisal is very important and that all the head teachers have in-depth knowledge of staff performance appraisal which of they applied which is very commendable because knowing is not the same as doing and knowing what to do is one thing, but applying the knowledge is the most important thing. The results are in consonance with Castetter (1981) who stated that it is the appropriate application of knowledge which is the most important thing. The competencies of head teachers in conducting staff performance appraisal will be affirmed if knowledge about what they

are to appraise is very high. This is supported by Ebel and Frisbie, (1991) that the best way to prepare one to complete a cognitive task is to help the one acquire the knowledge of how to complete it. They further stated that given sufficient motivation to attempt to complete a task, sufficient knowledge about how to complete it should enable those involved to do so successfully. The researcher supports the argument that lack of knowledge or partial knowledge of the subject matter will not be helpful.

**Research Question Three: What is the impact of the staff performance appraisal on school's performance?**

The last major concern of this study was to find out from respondents the impact of the practice of staff performance appraisal as far as school performance is concerned. The respondents were therefore asked to rate their opinion on the impact of staff performance appraisal on school performance and the results are shown Table 4.8.





**Table 4.8: The Impact of Staff Performance Appraisal on School Performance.**

Variable	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Staff performance appraisal results in specific targets that contribute to the success of wider professional development and good teaching.	22 (44)	28(56)	-	-
Staff performance appraisal reviews teachers' job performance.	31(62)	18(36)	1(2)	-
Staff performance appraisal impacts positively on school's performance.	33(66)	17(34)	-	-
Staff performance appraisal encourages teachers to exhibit positive attitude towards the subject matter.	32(64)	15(30)	2(4)	1(2)
Staff performance appraisal modifies or reconsiders the classroom practices.	15(30)	33(66)	2(4)	-
Staff performance appraisal helps to plan lesson effectively.	18(36)	25(50)	5(10)	2(4)
Staff performance appraisal develops teachers to present lessons systematically.	38(76)	12(24)	-	-
Staff performance appraisal helps head teachers to know their teachers' level of competencies.	29(58)	18(36)	3(6)	-
Staff performance appraisal helps teachers to evaluate on learners' ability.	14(28)	34(68)	2(4)	-

Source: Field work, 2020

Table 4.8 shows the responses on the impact of staff performance appraisal on school performance. All the respondents (100%) agreed on three of the assertions, that were, staff performance appraisal results in specific targets that contribute to the success of wider professional development and good teaching, impact positively on school's performance and also develop teachers to present lesson systematically.

Almost of the respondents (98%) agreed or strongly agreed that staff performance appraisal reviews teachers' job performance while 2% of them disagreed. Majority of the respondents (96%) to the assertion that staff performance modifies or reconsiders the classroom practices and also help teachers to evaluate on learners' ability while 4% of them disagreed.

On the assertion that staff performance appraisal encourages teachers to exhibit positive attitude towards the subject matter and also help head teachers to know their teachers' level of competencies, majority of the respondents (94%) agreed to those two assertions while only 6% of them disagreed. Above four fifth of the respondents (86%) also agreed to the assertion that staff performance appraisal help teachers to plan lesson effectively.

Judging from what has been discussed so far in Table 4.8, it is evident that staff performance appraisal has a great impact on school. Performance which corroborates that of Bell and Rhodes (1996) that "appraisal identifies strengths and weakness; reviews job performance and result in specific targets that contribute to the success of wider professional development and good teaching. They further argue that the head teacher provides the vision and leadership needed to ensure that delivery of the curriculum" (p.92). The head teachers do this by offering leadership in quality assessment and assurance in being directly and centrally involved in the planning transaction and evaluation of what is taught in the school.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter dealt with the summary of finding, conclusions and recommendations of the study.

#### 5.1 Summary of Findings

The purpose of this study was to examine the attitude of the head teachers in the Afigya Kwabre North District towards staff performance appraisal. The researcher used descriptive survey design for the study.

The objectives of the study were to examine the attitude of the head teachers towards conducting staff performance appraisal, assess the knowledge of the head teachers on conducting staff performance appraisal and to assess the impact of staff performance appraisal on school's performance.

The targeted population of the study were all the 68 head teachers of Afigya Kwabre North District of Ashanti Region of Ghana. The district is divided into five educational circuits, namely: Denase, Ahenkro, Boamang, Tetrem and Kyekyewere.

Purposive sampling technique was employed in selecting 50 head teachers who had been in their position for a period of 5 years and above in the 5 circuits selected for the study out of the total number of 68 head teachers in the 5 circuits.

The study revealed that all the respondents were qualified with professional certificate A's diplomas, first degrees and second degrees, which reflected their high level of professionalism and intelligence to participate in the study. Regarding workshop on performance appraisal, head teachers have given some form of

comprehensive training on appraisal. The study revealed that all the schools have copies of the appraisal manual.

It was found out that staff performance appraisal resulted in specific targets that contributed to the success of wider professional development and good teaching, impacted positively on school performance, developed teachers to present lesson systematically, reviewed teachers' job performance, modified and reconsidered the classroom practices, helped teachers to evaluate learners' ability, encouraged teachers to exhibit positive attitude on the subject matter, identified teachers level of competencies and also helped to plan lessons effectively.

The study further unearthed that head teachers attitude towards performance appraisal was not all that satisfactory as staff performance appraisal was a difficult task for head teachers to conduct in their schools every year and also appraising teachers' knowledge of the subject matter was sometimes difficult. It was also revealed that staff performance appraisal brought conflict between head teachers and teachers, head teachers perceived staff performance appraisal as time demanding and that head teachers expected extra-duty allowance to conduct staff performance appraisal. These problems made head teachers reluctant to conduct effective staff performance appraisal which was a matter of concern and should be looked at, for their solutions.

On the issue of head teachers knowledge on staff performance appraisal, the study revealed that they have ample knowledge since they knew that the first requirement in lesson plan was the development of the scheme of work for the term, that in vetting a teacher's lesson plan, the expectation was that the teacher's objectives would be measurable and achievable, that staff performance appraisal gave enough indication of cognitive skills, attitudes and values, and practical skills that was learnt by pupils, that staff performance appraisal ensured sequential teaching and learning

activities by teachers, that staff performance appraisal showed the nature of teacher's resourcefulness and creativity in his / her lesson plan, that staff performance appraisal ensured the introduction of lesson from known to unknown, that effective evaluation of learner's ability involved clear, accurate, and regular recording of learner's progress, and that staff performance appraisal made teachers to act tactfully, patiently and persistently during lessons.

## **5.2 Conclusions**

It could be concluded based on the findings that the schools in the study area have professionally qualified and experienced head teachers and also possessed the appraisal manual to allow for the successful implementation of staff performance appraisal.

The findings depicted that staff performance appraisal was a very difficult task for head teachers to conduct in their schools every year and was time consuming and overburdened them as they have other responsibilities to perform, appraising teachers' knowledge of the subject matter is sometimes difficult. Conflict between head teachers and teachers resulting from appraisal is high and that teachers feel reluctant to cooperate with head teachers in performance appraisal. The consequence of this is that staff performance appraisal is likely to be poorly done despite the skills and knowledge they have acquired on staff appraisal which must be addressed.

The head teachers also expected extra duty allowance for conducting staff performance in their schools as the head teachers perceived staff performance appraisal as time demanding and therefore were not devoted to conduct staff performance appraisal because of lack of incentives or allowances. The level of head teachers' knowledge about staff performance appraisal was satisfactory and that staff

performance appraisal resulted in specific targets that contributed to the success of wider professional development and good teaching. It also helped teachers to evaluate on learners' ability, and helped heads to know their teachers' level of competencies.

### **5.3 Recommendations**

It emerge from the study that Ghana Education Service (GES) should address the following challenges faced by head teachers in conducting staff performance appraisal to enable them have the right attitude in conducting staff performance appraisal in public junior high schools.

1. Due to perceived work overload of head teachers, head teachers should delegate their role of conducting staff performance appraisal in Public Junior High Schools to their assistants.

2. Head teachers should ensure good relationship with the teachers and be open and collegial on issues of teaching and learning to achieve the objective of staff performance appraisal.

3. Regular in-service training should be organized for head teachers to upgrade their knowledge to commensurate the current and changing ways of conducting staff performance appraisal

4. Schools that carry out effective staff performance appraisals and perform well at the Basic Education Certificate Examination (BECE) should be recognised and rewarded during the District teachers' Award ceremonies to encourage and motivate other schools to improve upon their performances.

5. Incentive package and rewards should be given to head teacher to enable them change their attitude for the better towards effective staff performance appraisals.

#### **5.4 Suggestion for Further Studies**

1. This research explored the attitude of Junior High School head teachers towards staff performance appraisal in the Afigya Kwabre North District therefore further study should be conducted to examine the attitude of Public Junior High School head teachers towards staff performance appraisal in other Junior High Schools in the remaining municipal and districts in the Western Region to get a general assessment of the problem.
2. Further studies should be conducted in Private Junior High Schools in the Afigya Kwabre North District to relate and see if they have the same characteristics on the attitude of head teachers towards staff performance appraisal.
3. Further study should also be conducted on the impact of staff performance appraisal on the performance of the Public Junior High schools in the Afigya Kwabre North District.
4. Further studies should be conducted to find out the perception of teachers on staff performance appraisal in Junior High Schools, its challenges and coping strategies for improvement.

## REFERENCES

- Aaron, R. I. (1971). *Knowing and the function of reason*. New Jersey: Oxford University Press.
- Aaron, J., & Jehovah, Z. (1988). *Insight on the scriptures*. New York: Watch Tower Bible and Trust Society.
- Armstrong, M. (1999). *A handbook resource management practice* (7th ed.). London: Kogan Page Limited.
- Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2006). *Introduction to research in education* (7th ed.). Canada: Thomson Wadsworth Publishers.
- Asiedu-Akrofi, K. (1978). *School organization in modern Africa*. Tema: Ghana Publishing Corporation.
- Bates, R. A., & Holton, E. F. (1995). Computerized performance monitoring: A review of human resource issues. *Human Resource Management Review*, 88- 267.
- Bell, L., & Rhodes, C (1996). *The skills of primary school management*. New York: Routledge.
- Bollington, R., Hopkins, D., & West, M. (1991). *An introduction to teacher appraisal*. Britain: Cassell.
- Bollington, R., & West, M. (1990). *Teacher appraisal: A practical guide for schools*. London: David Fulton Publishers.
- Borg, W., & Gall, M. O. (1983). *Educational research: An introduction* (4th ed.). New York: Longman. Inc.
- Borg, W. R., & M. D. (2007). *Educational research*. New York: Longman.
- Borich, G. D. (1978). *The appraisal of teaching: Concepts and process*. Addison: Wesley Publishing Company.



- Brecker, S. J. (1984). Empirical validation of affect, behavior and cognition as district components of attitudes. *Journal of Personality and Social Psychology, 47*, 1191-1205.
- Brumback, G. B. (1988). Some ideas, issues, predictions about performance management. *Public Personnel Management, 1*, 387-402.
- Cambridge Institute of Education (1996). *Ready for appraisal: A training handbook for teachers*. Cambridge: Cambridge Institute of Education.
- Castetter, W. B. (1981). *The personnel function in education administration* (3rd ed.). New York: Macmillan Publishing Company.
- Commonwealth Secretariat (1993). *Better schools: Resource materials for school heads – module 3*. London: Commonwealth Secretariat.
- Commonwealth Secretariat (1993). *Better schools: Resource materials for school heads – module 6*. London: Commonwealth Secretariat.
- Dean, J. (1990). *Managing the primary school*. New York: Routledge.
- Dulany, P. (1991). *Primary staff appraisal*. U.K.: Longman Group
- Ebel, L. R., & Frisbie, D. A. (1991). *Essentials of education management* (5th ed.) New Jersey: Prentice Hall Inc.
- Evans, K. M. (1995). *Attitudes and interests in education*. London: Routledge and Kegan Paul Limited
- Festinger, L. (1957). *A theory of cognitive dissonance*. Stanford, C.A: Standford University Press.
- Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, theory and research*. Pa: Addison Wesley.
- George, R.W. (1966). *A comparative analysis of conservation attitude in situations where conservative education is a part of the educational experience*. Unpublished doctoral dissertation. Michigan: Michigan State University.

- Ghana Education Service Council (1999). *Staff development and performance appraisal manual*. Accra: Catholic Press.
- Ghana Education Service (2014). *Leadership for change: A handbook for Ghana education service management staff*. Accra: Teacher Education Division.
- Halloran, J. D. (1967). *Attitude formation and changes*. Leicester: Leicester University Press.
- Iran mourns conjoined twins. (2003, July 10). Daily Graphic (No. 148868), p.2.
- Lambert, W. W. & Klineberg, O. (1967). *Social psychology*. New York: Holt, Rhinehart and, Winston.
- Lerner, R. M. (1986). *Psychology*. New York: Macmillan.
- Mathias, J. & Jones, J. (1989). *Appraisal performance: An aid to professional development*. London: NFER – Nelson Publishing Company Limited.
- Ministry of Education (1994). *Headteachers' handbook*. Accra: Ghana Publishing Corporation.
- Ministry of Education (2002). *Addendum to headteachers' handbook*. Accra: Print Syndication.
- Myers, D. G. (2001). *Psychology* (6th ed.). USA: Worth Publishers.
- Oduro, G. T. K. (1998). Moving from teacher accountability to teacher development: lessons from teacher appraisal. *Journal of Education Management*, 1, 65-83.
- Oppenheim, A. N. (1986). *Questionnaire design and attitude measurement*. London: Heinem Education Book Limited.
- Oxford Dictionary (1998). *Illustrated Oxford Dictionary*. Oxford: Oxford University Press.
- Plunkett, R.W. (1994). *Supervision: Diversity and teams in the workplace*. Boston: Allyn and Bacon.

- Remmers, H. H., & Gage, N. L. (1955). *Educational measurement and evaluation*.  
New York: Harper and Brothers.
- Robson, C. (2002). *Real world research* (2nd ed.). Oxford: Blackwell
- Schramm, W. (1962). *The nature and behaviour of attitudes. The process and effects of mass communication*. New York: University of Illinois Press.
- Sherif, M., & Sherif, C. (1969). *Social psychology*. New York: Happer and Row Limited.
- Shopland, D. R., & Brown, C. (1987). Toward the 1990 objectives for smoking: Measuring the progress with 1985 NHIS data. *Public Health Reports*, 102, 68 -73.
- Spina, J. D., & Johnson, D. L. (1995). Performance appraisal design, development and implementation. *In handbook of human resource management*, edited by G. R. Fems; Rosen, S. D, & Barnum, D. J. Blackwell: Cambridge M.A.
- Sullivan, S., & Glanz, J. (2000). *Supervision that improves teaching: Strategies and techniques*. Thousand Oaks, CA: Corwin.
- Thurstone, L.L. (1946). The measurement of social attitudes. *Journal of Abnormal Social Psychology*, 26, 249-269.
- Tuckman, B. W. (1975). *Measuring educational outcomes – fundamentals of testing*. New York: Harcourt Brace Jonanovich, Inc.
- Wicker, A. W. (1969). Attitudes versus action: The relationship of verbal and overt behavioural responses to attitude objects: *Journal of Social Issues*, 25, 41-43.
- Wortman, B. C., Loftus, F. E., & Marshall, M. E. (1992). *Psychology* (4th ed.). New York: McGraw – Hill Inc.

## APPENDIX A

Dear Respondent,

The researcher is a final year student of the University of Education, Winneba – Kumasi Campus pursuing a Master’s Programme in Educational Leadership. As one of the University’s requirements, a student is expected to write a project report.

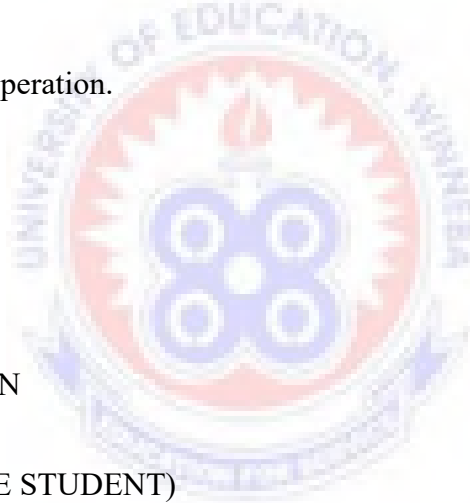
In this regard, I present this questionnaire which seeks to find out head teachers’ attitude towards staff performance appraisal in their respective schools for your input. You should feel free to provide the information to the best of your knowledge. All information will be treated confidential.

I count on your co-operation.

Thank you.

EDMUND BOAHEN

(POST GRADUATE STUDENT)



## APPENDIX B

### QUESTIONNAIRE FOR HEAD TEACHERS OF PUBLIC JUNIOR HIGH SCHOOLS IN AFIGYA KWABRE NORTH DISTRICT

#### SECTION A

#### DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

*Please tick [✓] or fill in as appropriate.*

1. Gender      Male [ ]      Female [ ]

2. Highest academic/professional qualification.

a. Certificate [ ]

b. Diploma [ ]

c. First Degree [ ]

d. Second Degree [ ]

3. Length of service in the Ghana Education Service

a. 5 – 10 years [ ]

b. 11 – 16 years [ ]

c. 16 years and above [ ]

4. Present rank in the Ghana Education Service

a. Senior Superintendent [ ]

b. Principal Superintendent [ ]

c. Assistant Director II [ ]

d. Assistant Director I [ ]

e. Deputy Director [ ]

4. Availability of appraisal manual - YES [ ] NO [ ]

5. Workshop on performance appraisal – YES [ ] NO [ ]

6. **SECTION B:** Attitude of head teachers towards staff performance appraisal.

*Please indicate the level of your agreement or disagreement with the following statements.*

S/n	Statement	Strongly agree	Agree	Disagree	Strongly Disagree
1	Staff performance appraisal is a difficult task for head teachers to conduct in their schools every year.				
2	Appraising teachers' knowledge of the subject matter is sometimes difficult.				
3	Head teachers think that there is little opportunity for upgrading skills in staff performance appraisal.				
4	Staff performance appraisal brings conflict between head teachers and teachers.				

5	Head teachers think that their teachers feel reluctant to co-operate with staff performance appraisal.				
6	Head teachers perceive staff performance appraisal as time demanding.				
7	Head teachers expect extra-duty allowance to conduct staff performance appraisal.				
8	Without staff performance appraisal teachers can still improve school performance.				

**SECTION C:** Knowledge head teachers' possess about staff performance appraisal.

*Please indicate the level of your agreement or disagreement with the following statements.*

S/n	Statement	Strongly agree	Agree	Disagree	Strongly Disagree
9	The first requirement in lesson planning is the development of the scheme of work for the term.				
10	In vetting a teacher's lesson plan you expect that the teachers' teaching would be measurable and achievable.				
11	Staff performance gives enough indication of cognitive skills, attitudes and values, and practical skills to be learnt by pupils.				
12	Staff performance appraisal ensures teacher's teaching and learning activities to be sequential.				
13	Staff performance shows the nature of teacher's resourcefulness and creativity in his/her lesson plan.				
14	Staff performance appraisal ensures the introduction of lesson form known to unknown.				



15	Effective evaluation of learner ability involves clear, accurate, and regular recording of learner progress.				
16	Staff performance appraisal makes teachers act tactfully, patiently and persistently during lessons.				
17	Staff performance appraisal ensures the application of the elements of the subject matter.				

**SECTION D:** Impact of staff performance appraisal on school performance.

*Please indicate the level of your agreement or disagreement with the following statements.*

S/n	Statement	Strongly agree	Agree	Disagree	Strongly Disagree
18	Staff performance appraisal results in specific targets that contribute to the success of wider professional development and good teaching.				
19	Staff performance appraisal reviews teachers' performance.				

20	Staff performance appraisal impacts positively on school's performance.				
21	Staff performance appraisal encourages teachers to exhibit positive attitude towards the subject matter				
22	Staff performance appraisal modifies or reconsiders the classroom practices.				
23	Staff performance appraisal helps to plan lesson effectively.				
24	Staff performance appraisal develops teachers to present lesson systematically.				
25	Staff performance appraisal helps head teachers to know their teachers' level of competencies.				
26	Staff performance appraisal helps teachers to evaluate on learners' ability.				