UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

TEACHERS PERCEPTIONS ON PERFORMANCE APPRAISAL SYSTEM IN JUNIOR HIGH SCHOOLS AT ASOKORE MAMPONG MUNICIPALITY

ESTHER ADOMA

(190012420)

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 Philosophy (Educational Leadership) degree

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE: ……………………………………………

 DATE: ………………………… …………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.
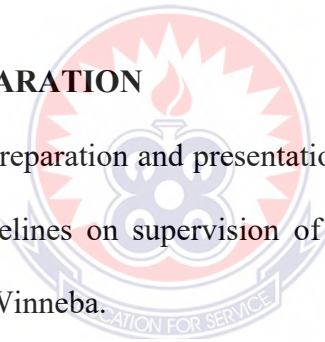
NAME OF SUPERVISOR: DR. LYDIA OSEI-AMANKWAH

SIGNATURE: ……………………………………………

DATE: ………………………… …………………………

ACKNOWLEDGEMENTS

I am most grateful to the almighty God for his guidance, protection, inspiration and wisdom throughout the course of this study. I wish to acknowledge with thanks the help I received from Dr. Lydia Osei-Amankwah my supervisor, who despite her busy schedule made time to guide me and thus offered useful suggestions which have made this work a reality. I am also grateful to father; Mr. Samuel Kwabena Kyei and Rev. Daniel Adu-Mensah for their words of encourage throughout the period of my studies.

DEDICATION

I dedicated this work to my father; Mr. Samuel Kwaben Kyei and my children;

Gideon Kyei, Joshua Kyei and Samuel Kwabena Kyei.

TABLE OF CONTENT

LIST OF TABLES

ABSTRACT

The main objective of the study was to investigate the performance appraisal practices and teachers perceptions at Junior High Schools in Asokore Mampong Municipality. This study employed descriptive survey research design. The population comprised private and public teachers at Junior High Schools in Asokore Mampong Municipality. Purposive sampling was used to select 160 teachers. Questionnaire was used to gather data from the respondents. The pilot-test yielded a reliability coefficient of 0.711. The data gathered were analyzed using descriptive statistics. The finding revealed that heads organized in-service training for the teachers, encourage teachers whose performance are below expectation, conducts follow-up visits after appraisal, inform teachers of the purpose of the appraising performance and meet teachers to discuss report from the appraisal system. The study showed teachers perceived appraisal systems as an effective tool to ensure effective communication, helps to identify teachers strength and weaknesses, and is not for promotion. It appeared from the study that teachers should be informed of the purpose of appraising, heads should invite teachers and discuss report with teachers, and performance appraisal reports should be reliable and useful for providing feedback to improve teacher performance. Conclusion was made that strategies need to employed in order to improve teachers participation and effectiveness of performance appraisal process. It was recommended that teacher must have clear understanding of the appraisal system. Everyone needs to understand the goals of the performance appraisal process. Without understanding, the process will be fraught with confusion and mistrust.

CHAPTER ONE

INTRODUCTION

1.1   Background of the study

Quality education has become an important issue and has received considerable attention mainly at the basic education. Teacher quality is the key to ensuring the quality of education for quality outcomes (Obasi & Ohia, 2014). According to Orenaiya, Mwendwa and Ngolovoi (2014), teacher appraisal enhances accountability, motivates teachers, facilitates professional development and promotes teaching quality. Performance appraisal is a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It helps to improve their professional practice and develop themselves. Performance appraisal is the systematic description of the job-relevant strengths and weaknesses of an individual or group (Cascio, 1992).

Cascio (1992) further indicated that performance appraisal should seek to improve the work performance of staff by helping them realize and use their full potential in carrying out the institution's missions and also provides information to teachers and instructional supervisors for use in decision making. A well-designed and well-executed performance appraisal has a strong impact on quality of teaching and learning (Looney, 2011). Performance appraisal is the process of evaluating work behaviours by measurement and comparison to previously established standard, recording the results, and communicating them back to employees (Moorhead & Gruffin, 1992). The authors further said that appraisal systems help to identify the strength and weaknesses of teachers performance and provide a means of enhancing quality teaching and promote professional growth. Also, periodic review helps

1

instructional supervisors to gain better understanding of each teacher's abilities. The review process helps to be on familiar terms with achievement, evaluate job progress, and then to design appropriate training and development programmes for teachers for further development of skills and strengths. Lloyd (2009), opined that appraisal demonstrates the need for improvement. It gives a clear understanding of how teachers have been performing and what they need to improve on. This implies that employees receive feedback on their past performance. Also, appraisals build a sense of personal value.

Performance appraisal has been perceived by many as a means of exercising managerial control (Amstrong, 2006). Performance appraisal tend to be backward looking, concentrating on what had gone wrong rather than looking forward to future development needs (Igbojekwe & Ugo-Okoro, 2015). Igbojekwe and Ugo-Okoro (2015) argued that performance appraisals often have the opposite of their intended effect. Igbojekwe and Ugo-Okoro further asserted that if appraisal is not used properly, evaluations can lead to frustration, anger and reduced motivation levels, rather than motivating teachers to perform better. A study conducted by Asiago and Gathii (2014) affirmed that teachers have frequently rejected performance appraisal schemes as being time consuming and irrelevant. Teachers have resented the superficial nature with which appraisals have been conducted by heads who lack the required skills and tend to be biased. According to Asiago and Gathii (2014), teachers perceived that performance appraisal is not only an expensive exercise but also lack a clear purpose.

Odhiambo (2005) noted in his study that educational administrators and the teachers raised their concerns and fears about teacher appraisal. For the administration, there was a common fear of biases, coercive control of appraisal

process by appraisers, authoritative, influence of appraisal by "outsiders", extra pressure put on teachers by appraises and the appraisal costs (Odhiambo, 2005). On the other hand, teachers showed common concern about the possibility of appraisal being open to abuse by head teachers, the financial implications of a proper appraisal and the threatening nature of appraisal. A study conducted by Agyare, Yuhui, Mensah, Aidoo and Ansah (2016) in Ghana, clearly points out that there is infrequency of appraisal, appraiser biases especially for teachers promotions and lack of agreement and understanding among teachers as to the precise purpose of the appraisal scheme. They observed that the Ministry of Education were still promoting incompetent teachers despite appraisal results clearly showing their incompetence. Smith (2016) argued that all parties concerned with the appraisal process-including teachers, supervisors and heads are collectively dissatisfied with appraisal systems in their respective schools.

At the Junior High Schools in Asokore Manpong Municipality, performance appraisal is done to assess the teachers performance and contribution to the school and determine what remedies the employer takes. The Ghana Education Service (GES) sometimes provides on the job training to the new teachers and also provides training to existing teachers for new targeted projects. The teachers sometimes complaint that, there is need for an improved (facilitating) model of teacher appraisal. Also, teacher appraisal policies and practices in the schools exhibit weaknesses of the teachers, which need to be urgently addressed if teacher appraisal has to be used to improve the quality of teaching and education in Ghana. It is therefore vital to conduct a study on the teachers perceptions of performance appraisal practices at Junior High Schools (JHS) in Asokore Mampong Municipality

1.2   Statement of the Problem

Performance appraisal system is a major tool used by educational institutions to derive the best out of the teachers but not many teachers enjoy being appraised. Appraisals system have been criticized for the many errors and bias that occur. Despite the significance of teacher appraisal, critiques argue that it does not live up to its expectations of adding impetus to the quality of teaching which ultimately manifest in terms of improved educational standards because of how it is carried out (Danku, Dordor, Soglo & Bokor, 2018). Danku, et al (2018) further posited that teacher's appraisal system is more of fault finding than advisory. This paints a negative picture on the side of heads charged with the responsibility of appraising teachers thereby creating bad relationship between teachers and heads. These concerns provide the basis for this study, which seeks to establish the performance appraisal system and teachers perceptions at Junior High Schools (JHS) in Asokore Mampong Municipality

1.3   Purpose of the study

The purpose of the study was to investigate the performance appraisal practices and teachers perceptions at Junior High Schools in Asokore Mampong Municipality.

1.4   Objectives of the study

The objectives of the study were to find out the following:

1. to assess how heads carry out performance appraisal process in Junior High School at Asokore Mampong Municipality.

2. to identify the teachers perceptions on performance appraisal system in Junior High Schools at Asokore Mampong Municipality.

4

3. to determine the ways of improving performance appraisal system at Junior High Schools in Asokore Mampong Municipality.

1.5   Research questions

The following research questions were formulated to direct the study

1. How do heads carry out performance appraisal process in Junior High School at Asokore Mampong Municipality?

2. What are the perceptions of teachers on performance appraisal practices at Junior High Schools in Asokore Mampong Municipality?

3. What are the ways of improving performance appraisal practices at Junior High Schools in Asokore Mampong Municipality?

1.6   Significance of the study

The outcome of the study will be of importance in a number of ways. First, it will provide Ghana Education Service (GES) and the Ministry of Education (MoE) with a feedback of the teachers' perceptions of performance appraisal and the specific practices among individual schools. They would be able to monitor and evaluate use of performance appraisals at the various junior high schools.

Secondly, the Government of Ghana policy makers will also benefit since it would provide important information in understanding the perceptions of teachers on performance appraisal, this will be useful since they will know what needs to change to improve efficiency if the perceptions are negative, and what needs to be enhanced in case of positive perceptions. Policy makers may set performance standards and implement specific measures which should be, along with other factors, the focus of school evaluations. These may include student performance standards and objectives,

school standards, and the effective implementation of particular programmes and policies. A focus on a specific aspect of evaluation, such as teacher appraisal and feedback, may have a flow-on effect on the school and its practices.

Thirdly, it will assist interested stakeholders in evaluating schools based on how their performance reflects good performance appraisal practices. Fourth, the study will contribute to the wider knowledge, both in research and academia; and the area of performance appraisal. Finally, the teachers in junior high schools will benefit from the study by providing them with in-depth understanding of performance appraisal and how perceptions keep changing with time.

1.7   Delimitation of the study

The research covered teachers of Junior High School at Asokore Mampong Municipality. The study specifically concentrates on how heads carry out performance appraisal process, teachers perceptions on performance appraisal system, and ways of improving performance appraisal system at Junior High Schools in Asokore Mampong Municipality.

1.8   Limitations of the Study

One of the limitations of this study is the use of only questionnaire, this prevented the respondents to provide additional information for the study. Some of the respondents were unwilling to participate in the study due to their busy schedule. This may affect the results of the study.

1.9   Definition of Terms

Appraisal: Is an act through which the heads assess teachers' performance

Appraisee: Teachers who discusses his or her progress, aims, and needs at work with the head

Perception: Teachers' interpretation and understanding performance appraisal system.

Appraisers: Heads who carries out a formal assessment of teachers' performance

1.10   Organization of the study

The study consists of five chapters. Chapter one is made up of introduction which looks at the background to the study, statement of the problem, objectives of the study, research questions, hypothesis of the study, significance of the study, scope of the study, and the organization of the study. Chapter two consists of review of related literature. The chapter review both theoretical and empirical literature relating to the study.

Chapter three consists of methodology of the study. This involves the research design, population, sample size and sampling technique, research instrument, validity and reliability, data collection procedure, data analysis and ethical consideration. Chapter four looks at results and discussion of data analysis. Chapter five embodies the overview of the study, findings, conclusions, recommendations and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This is the chapter reviews the theoretical, and empirical basis of the study. The study specifically reviews the concept of performance appraisal, objectives of performance appraisals, methods of performance appraisal of teacher, performance appraisal process, teachers perception on performance appraisal system, effectiveness of teacher appraisal, and empirical review.

2.2 Concept of Performance Appraisal

Performance appraisal system is an important constituent of the whole human resource management function in the civil service (David, 2018). The appraisal predicated upon the principle of setting agreed performance targets, work planning, reporting, and feedback. The general objective of the performance appraisal system is to improve and manage performance of the civil service. Improving and managing performance of civil service would enable an advanced level of staff involvement and participation in delivery, evaluation, and planning of work performance. According to Kerry (2013), Performance Appraisal System (PAS) should consist of the following; Setting of performance targets, work planning, values, and monitoring, competency assessment, evaluation, and end of year appraisal. Likewise, Wanzare (2016) notes that a public officer shall improve the level of professionalism and standards of performance in his organization to the extent appropriate for his office.

Performance appraisal is one of the strategic management functions aimed at ensuring continuous improvement of employees' performance. Basically, it serves dual purposes: administrative and developmental, but this study focuses on the

8

developmental aspect of it. Performance appraisal is the systematic process of determining employer's performance level, and when properly carried out, it reveals the difference between the expected performance and actual performance levels (Obasi, 2011). Managing employee performance is an integral part of the tasks that all managers and rating officials perform throughout the year. It is as important as managing financial resources and programme outcomes because employee's performance or the lack thereof has a profound effect on both the financial and programme components of any organization. Performance management therefore is a systematic process of planning work and setting expectations, continually monitoring performance, periodically rating performance in a summary fashion and rewarding good performance while poor performance is remedied.

Chapman (2011) posited that performance appraisals are essential for the effective management and evaluation of staff. It helps develop individuals, improve organizational performance through monitoring of standards. According to Partington and Stainton (2003) there are three main purposes of performance appraisal: it shows and furnishes aspects of staff member performance, it alerts the staff member to the degrees of improvement needed in any weaker aspect of his/her performance, and it prioritizes the aspects of performance in which improvement is needed. Asghar (1996) and Groeschl (2003) added other purposes and functions such as appraising performance for institutional development, for self-development which is the most important purpose of appraisal, for increased pay and for promotion. They add to say that development-oriented staff appraisal provides the means by which enhanced communication between staff and senior colleagues can determine systematic identification of roles, tasks, targets and training plans for individuals, which support developmental and institutional goals. Further, an effective teacher appraisal can be

used as reinforcement for teacher learning and development. An effective appraisal provides an opportunity for appraisees to reflect on their performance, accomplishment and achievements. In addition, the best indicator of effectiveness of a developmental appraisal must lead to staff development (James, 1995). Further, (Cardno, 2005 cited in Murphy, 2012) advocated that to ensure the system or appraisal is effective and successful, a balance between accountability and developmental purposes must be achieved and maintained. Appraisal also helps to develop and reinforce the line of management control. It does this by developing the managerial skills of the appraiser and enhancing their power over appraisees (Barlett, 1998).

Performance appraisal can be powerful and influential if it is used for reinforcement and disciplinary decisions, such as staff promotion, crossing of efficiency bar and pay raises as well as termination of contract. The key aspects of a successful appraisal are: training of appraisal is a very important issue because carrying out staff appraisal and evaluation each year should not be treated as just a regular routine, and it is certainly not a formality. Byars and Pynes (2004) asserted that in order to overcome errors and problems associated with performance appraisal; the appraiser should be trained on how to improve his or her skills such as documentation and counselling skills. Appraisers should be trained to be open minded, honest, positive and skillful in addressing staff member's capabilities and competencies. Appraisers should be competent, fair, credible, report appraisee's strengths and weaknesses and be able to make logical and fair recommendation for assisting and improving appraisee's future performance (To, 2007).

Performance appraisal of teachers is important in understanding each teacher's abilities and competencies. It helps to measure the performance of teachers and to

evaluate their contribution towards the attainment of specified school goals. Effective teachers are capable of inspiring significantly greater learning gains in their students when compared with their weaker colleagues. Value-added assessment studies in Tennessee show that the difference in achievement between students who attended classes taught by low-quality teachers for three consecutive years is sizeable (Sanders and Rivers, 1996). Performance appraisal takes into account the past performance of teachers and focuses on the improvement of the future performance (Rehman 2009). Teacher performance appraisal system provides teachers with meaningful appraisals that encourage professional learning and growth. Meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. The processes concentrate on the core activity of teaching typically covering areas such as planning and preparation, the classroom environment and instruction itself, contribution to school development and professional development activities (Santiago & Benavides, 2009). The process is designed to foster teacher development and identify opportunities for additional support where required (Elementary Teachers Federation of Ontario, 2011).

James (1995) added the capacity of appraisers to create a climate for effective discussion becomes critical for an effective and successful appraisal. Appraisees would be in difficult position if they mistrust their appraisers; therefore, trust and respect are very important in an effective appraisal. Increased participation in the appraisal process is positively related to appraisees' satisfaction and their acceptance to the appraisal system (Kelly *et al.*, 2008). Teachers who participate in developing the appraisal system are more likely to be aware and accepting of performance expectations, better understand the appraisal process and outcomes, and be more

committed to the appraisal system (Kelly *et al.,* 2008). Further, Piggott-Irvine (2003) advocated that transparency and confidentiality are important and should be considered and assured by appraiser and appraisee. The appraiser should maintain absolute confidentiality in dealing with information, whether it is from respondents providing feedback, or documentary evidence, or information from the principal. The information should not be tampered with or altered. Clear guidelines, accountability, mutual respect and trust should be maintained. According to Duckett (1991) cited in Chow *et al.* (2002), the relationship between appraiser and appraisee is central and crucial to successful outcome of appraisal.

Therefore, it is important that the appraiser be credible, respected and skilful in appraising staff. The appraiser must be viewed as competent, capable of evaluating the teachers and unbiased for evaluation outcomes to be perceived as reliable and useful for providing feedback to improve teacher performance. All these issues contribute to an effective appraisal which helps increase productivity and provides opportunities to staff members in building a learning organization and improve their performance. Turk and Roolaht (2007) pointed out that appraisal of academic staff helps to fulfill the target and goals of an institution, gives an overview of the quality of teaching, enables teachers to have a better understanding of what is expected of them, rises motivation and disciplines and stimulates training and development. An effective performance appraisal acts as a reminder for the teachers of what they expected to do (accountability), identifies the staff areas of strengths and weaknesses and it encourages effective teaching which leads to improved performance quality education (Odhiambo, 2005).

2.3   Objectives of Performance Appraisals

The process of performance appraisal helps in linking information gathering and decision making process which provides a basis for judging the effectiveness of personnel subdivisions such as coming as rightly observed that the overall objective of performance appraisal is to improve efficiency of an enterprise by attempting to mobilize the best possible efforts from the individuals employed in it (Subrahmanya, Sarma, Jaya, & Munindar, 2004). The performance appraisal system has assumed a new shape and nature in the form of a two-way communication link between the employees and the employers. Proper communication between the assessing authority and the employee under appraisal is essential for gathering all the required information from the employee.

A performance appraisal system that is based on a free and unrestrained approach would generate the preferred data and help organizational productivity (Fisher, 1996). To achieve the desired objectives performance appraisal system should be realistic and impartial, with a positive orientation towards remedial steps. Therefore, it requires skillful handling. As per Gurpinder and Jaslin (2001), people differ in their abilities and their aptitudes. There is always some difference between the quality and quantity of the same work on the same job being done by two different people. Therefore, performance appraisal is necessary to understand each employee's abilities, competencies and relative merit and worth for the organization. Performance appraisal rates the employees in terms of their performance.

Coming (2002) indicated that performance appraisal helps to rate the performance of the employees and evaluate their contribution towards the organizational goals. If the process of performance appraisals is formal and properly structured, it helps the employees to clearly understand their roles and responsibilities

and give direction to the individual's performance. It helps to align the individual performances with the organizational goals and also review their performance. Performance appraisal takes into account the past performance of the employees and focuses on the improvement of the future performance of the employees. Its aim is to measure what an employee does (Coming, 2002). It is a power tool to calibrate, refine and reward the performance of the employee. It helps to analyze his achievements and evaluate his contribution towards the achievements of the overall organizational goals.

Cumming (2002) states that the overall objective of performance appraisal is to improve the efficiency of an enterprise by attempting to mobilize the best possible efforts from individuals employed in it. Such appraisals achieve four objectives including salary reviews, development and training of individuals, planning job rotation and assisting in promotions. Mamoria (1995) and Atiomo (2000) agree that although performance appraisal is usually thought of in relation to one specific purpose, which is pay. It can in fact serve for a wider range of objectives which are; identifying training needs, improving present performance of employees, improving potentials, improving communication, improving motivation and aids in pay determination.

Performance appraisal has been considered as a most significant and indispensable tool for an organization, for the information it provides is highly useful in making decisions regarding various personnel aspects such as promotions and merit increases. Performance measures also link information gathering and decision-making processes, which provide a basis for judging the effectiveness of personnel sub-divisions such as recruiting, selection, training and compensation. If valid performance data are available, timely, accurate, objective, standardized and relevant

14

management can maintain consistent promotion and compensation policies throughout the total system (Burack, Elmer & Smith, 2007). All companies pay a lot of attention on their employees to gain the competitive advantage and human resource practices play an important role in gaining that competitive advantage through employees. Among many human resource practices and functions, an important function of human resource is keeping the track of employees performance within the organization which is generally known as the performance appraisal of the employees. An advantage of performance appraisal is that, the provided feedback and communication may signal employees that they are being valued by their supervisors and the firms, which make them to feel more as part of the organization. The incidence of an individual being covered by a performance appraisal system is also of economic relevance, as it has been shown that employee participation, feedback, and clarity of goals are positively related to job satisfaction, a predictor of productivity and performance (Fletcher & Williams, 1996).

Previous research by Levy and Williams, (2004) has broadly analyzed the impact of the social context of performance appraisals on employee reactions to these appraisals. One dimension focuses on the rater-ratee relationship comprising topics such as supervisor support, trust, rating accuracy, and reliability as a precondition for the acceptance and usefulness of formal appraisal systems. Rating distortions, which are very prominent in organizations according to (Kane et al., 1995; Moers, 2005), lead to less acceptance among employees and decrease the economic incentives to provide effort (Prendergast &Topel, 1996). These rating distortions may have very different reasons including strategic incentives of the raters such as favoritism or punishment (Poon, 2004) or interpersonal motives (Murphy & Cleveland, 1995). Furthermore, it has been shown that raters personality traits influence overall rating

15

decisions (Krzystofiak et al., 2008). Employees' satisfaction with the performance appraisal process as a whole, the performance appraisal feedback, or employees evaluations of the perceived quality, justice, and fairness of the performance appraisal regime are other contextual factors highlighted by (Blau, 1999; Jawahar, 2006; Kuvaas, 2006; Sommer & Kulkarni, 2012: Gupta & Kumar, 2013). Furthermore, employee participation in the performance appraisal process is positively related to the satisfaction with the performance appraisal system, perceived fairness, and acceptance of such a practice (Cawley et al., 1998).

Brown et al. (2010) analyzed the relationship between performance appraisal quality measured by clarity, communication, trust, and fairness of the performance appraisal process and job satisfaction and commitment based on a sample of more than 2,300 Australian non-managerial employees of a large public sector organization and found that employees who report a low performance appraisal quality (lowest levels of trust in supervisor, poor communication, lack of clarity about expectations, perception of a less fair performance appraisal process) also report lower levels of job satisfaction and commitment.

According to Seanhan (2010), the main objective of performance appraisals is to measure and improve the performance of employees and increase their future potential and value to the company. Other objectives include providing feedback, improving communication, understanding training needs, clarifying roles and responsibilities and determining how to allocate rewards.

Providing feedback is the most common justification for an organization to have a performance appraisal system. Through its performance appraisal process the individual learns exactly how well he/she did during the previous twelve months and can then use that information to improve his/her performance in the future. In this

regard, performance appraisal serves another important purpose by making sure that the boss's expectations are clearly communicated (Santiago & Benavides, 2009).

Almost everyone in an organization wants to get ahead. How should the company decide who gets the brass rings? Performance appraisal makes it easier for the organization to make good decisions about making sure that the most important positions are filled by the most capable individuals (William, Werther & Keith, 2010; Santiago & Benavides, 2009). If promotions are what everybody wants, layoffs are what everybody wishes to avoid. But when economic realities force an organization to downsize, performance appraisal helps make sure that the most talented individuals are retained and to identify poor performers who effects the productivity of the organisation (Santiago & Benavides, 2009).

Taylor and Kalliathan (2001) on the other hand affirmed that the overall objective of performance appraisal is to enhance the capacity and competence of staff so that they exceed institution expectation and work in a way that effectively and efficiently attains business strategic objectives. Taylor and Kalliathan (2001) indicated that performance Appraisal can be done with following objectives:

Performance appraisal helps the supervisors to chalk out the promotion programmes for efficient employees. In this regards, inefficient workers can be dismissed or demoted in case (Taylor & Kalliathanl, 2001). Performance appraisal helps in chalking out compensation packages for employees. Merit rating is possible through performance appraisal. Performance Appraisal tries to give worth to a performance. Compensation packages which includes bonus, high salary rates, extra benefits, allowances and pre-requisites are dependent on performance appraisal. The criteria should be merit rather than seniority (Taylor& Kalliathan, 2001).

The systematic procedure of performance appraisal helps the supervisors to frame training policies and programmes. It helps to analyse strengths and weaknesses of employees so that new jobs can be designed for efficient employees. It also helps in framing future development programmes (Taylor & Kalliathan, 2001). Performance Appraisal helps the supervisors to understand the validity and importance of the selection procedure. The supervisors come to know the validity and thereby the strengths and weaknesses of selection procedure. Future changes in selection methods can be made in this regard (Taylor & Kalliathan, 2001; Berman, 2005).

For an organization, effective communication between employees and employers is very important (Taylor & Kalliathanl, 2001). Through performance appraisal, communication can be sought for in the following ways: (a) through performance appraisal, the employers can understand and accept skills of subordinates, (b) the employees can also understand and create a trust and confidence in superiors (c) it also helps in maintaining cordial and congenial labour management relationship, and (d) it develops the spirit of work and boosts the morale of employees (Taylor & Kalliathanl, 2001). Performance appraisal serves as a motivation tool. Through evaluating performance of employees, a person's efficiency can be determined if the targets are achieved. This very well motivates a person for better job and helps him to improve his performance in the future (Berman, 2005; Taylor & Kalliathanl, 2001).

2.4   Methods of Performance appraisal

Performance appraisal is a systematic process that evaluates an individual teachers performance in terms of his productivity with respect to the pre-determined set of objectives. It is an annual activity, which gives the teachers an opportunity to reflect on the duties that were dispatched by him, since it involves receiving feedback

18

regarding their performance. It also evaluates the individual's attitude, personality, behavior and stability in his job profile. There are various applications of appraisals like compensation, performance improvement, promotion, termination, test validation, and much more.

According to Berman (2005), performance appraisal methods are followed by educational institution to ensure fair appraisals to staffs. Appraisals facilitate communication between the authorities and the staff, which helps in conveying the expectations of the institution to the staff. The frequency of appraisals varies. Most of the performance appraisals are offered annually, some opt for shorter cycles like half yearly, or quarterly, or even monthly, if the staff performs exceptionally at his job. It is subjective to the performance appraisal method that is used, and the purpose of the appraisal. In case of new institution, it has been observed that shorter cycles are preferred, so that they can motive the staff more frequently to perform better.

The criteria for performance appraisal methods are based on various aspects like productivity, quality of work, duration of service and training. Productivity is measured by the output. In case of quality of work, precision of the work done is taken into consideration. Duration of services is used as a criterion by Government entities, where they assume the longest serving employee to be the deserved one for an appraisal. When an employee is hired in an organization, his appraisal is subjective to the speed at which he grasps things and information he is exposed to.

As per Odhiambo (2005) there are numerous methods have been devised to measure the quantity and quality of teacher's performance appraisals. Each of the methods is effective for some purposes for some institutions only. None should be dismissed or accepted as appropriate except as they relate to the particular needs of the organization or an employee. Broadly all methods of appraisals can be divided

19

into past oriented methods and future oriented methods. Past-oriented techniques assess behavior that has already occurred. They focus on providing feedback to employees about their actions, feedback that is used to achieve greater success in the future.

Narrative Techniques include-global ratings/essays/free written methods and critical incident methods. The first tools used were global ratings and global essays (DeVries et al., 2001). In global ratings, the rater provides on overall estimate of performance without distinctions among any performance dimensions. Typical ratings include "outstanding", "satisfactory", and "needs improvement". For global essays a rater responds actively to questions about the overall evaluation of a ratee over the last year. The subjectivity of both methods and the variability of essay method made it difficult to use these tools to make quality decisions (Wiese & Buckley, 1998).

In essay appraisals, behaviors of employees are primarily focused Essay or free written methods simply require appraiser to produce a pen picture of the appraisee. Due to lack of time and writing skills on the part of manger, is still being used for managerial jobs of top level positions, where the job contents to be appraised are very qualitative in nature, and the number of persons to be appraised are very small. However, under the critical incident report, supervisors would maintain a diary in which, the positive or negative behaviors or aspects of employee are recorded over a period of time (Mondy & Noe, 2008). This method as developed by Filanagan (2004), involves three important steps. Initially a test of noteworthy (good or bad) on the job behaviors is prepared. This is usually in the form of instances. These incidents are given to a group to a group of experts who assign scale values depending upon the degree of desirability for the job. Third step consists of constructing of checklist that includes incidents relevant to defining "good" and "bad" worker. According to

20

Hayness (2008) due to burdensome rating procedures, critical incident form of rating did not become so popular, as it highlights extreme performance to the exclusion of day to day performance, which usually is a real measure of a person's effectiveness. These methods are partly used in BSNL in their appraisal formats.

Forced choice method evolved after a great deal of research conducted for military services during World War II (Mondy & Noe, 2008). In this method, the rater is given a series of statements about an employee. In each set of four statements, two appear favorable and two and un-favorable. However, only one of the favorable statements adds to the score and only one of the unfavorable statements detracts from the score. Personal research on prior successful or un-successful performance determines the value added or subtracted for each statement. These values are not known to cater, who chooses the statement which he/she believes to be most characteristic prescriptive of the employee (Wiese & Buckley, 1998). Due to the rater's ignorance of often values, the forced- choice method is designed to reduce rater bias, creating more accurate ratings. Additionally, it establishes objectives standards of comparison between individuals (Richardson, 2009). However, a problem with this method is that raters may resent a tool which only provides them with two very negative statements from which to choose, forcing them to make derogatory comments about on employee (Barret, 2007). Additionally, this method is expensive to develop and provides a global indications of merit rating of specific dimensions of performance, causing confusion as to which performance is acceptable and which is not (Cascio, 1991; Patten, 2007).

The use of graphical rating scales (GRS) is the oldest and the most widely used employee appraisal procedure. A rater is given a printed form that contains a number of employee qualities and characteristics to be judged. Here the main focus is

on selecting the appropriate factors as per the organizational needs. Personality traits, job behavior and, outcomes vis a vis objectives are commonly used factors, amongst these, the trend is more towards selecting behavior and outcomes as they are more objective than personality traits (Basu, 2008). With this tool, the rater indicates on a numerical scale the degree to which the rater possesses certain personality, traits (Bernardin & Smith, 2001).

The performance dimensions are usually defined traits; graphic rating scales have not withstood legal scrutiny (Bernardin & Beatty, 2004) and are not very useful in providing performance feedback. Additionally, these vague Performance dimensions call on the rater to link observed behavior with the appropriate personality trait, making rater error prevalent (Mufeed & Jenifur, 2015). However, the aspects of using the trait-rating scales are that they are inexpensive and relatively to develop and administer, the results are quantifiable, the rater examines more than one easy performance dimensions, and because they are standardized, the results are comparable across individuals and across divisions (Cascio, 1991). These are less time consuming and allow for quantitative analysis and comparison (Mondy & Noe, 2008).

Prior to world war second, performance appraisal system tended to exclude top management, generally used graphic rating scales and had just one or two forms for all employees regardless of the job performed or skills necessary (Spriegel, 2002). These systems appraised individuals on the basis of previously established performance dimensions, using a standard, numerical scoring system. They focused on past actions instead of future goals and were always conducted by the supervisor with little input from the employees. These shortcomings caused the military and industry to search for more accurate and useful performance appraisal system

(DeVries et al., 2001). In telecom companies, this type of rating scale is pertinently common including the present sample organisations.

Ranking method is one of the simplest methods of appraising employees. This essentially, is the preparation of merit list. It was widely used as man-to-man ranking procedure developed for the army in 1914 (Scott & Clothier, 2003). The army used five scales to rank its officers -physical qualities, intelligence, leadership, personal qualities, and the general value to the service. The rater chose 12 to 25 officers of the same rank as the officers being rated. The rater then ranks these officers from the highest to lowest based on one of the five scales and selects five officers to use as the standard for judgment (l) highest (2) middle (3) lowest (4) between highest and middle (5) between middle and lowest, thus freeing it off errors like leniency or central tendency. There are several ways of accomplishing a ranking; these are (a) alternation ranking, (comparing one workers performance with his/her co-workers (Dessler, 1999) and also in group order ranking, where employees are classified in a particular fashion such as a group of top one fifth (Decenzo & Robbins, 2002), (b) paired comparison and (c) Forced distribution method on the basis of normal statistical distribution conforming to a bell shaped curve. However, the improvised ranking method is paired comparison method, which attempts to minimize errors. It requires the supervisor to compare each employee with every other employee working under him/her on the overall efficiency aspect. The person marked most frequently is placed at the top of the list and so on, until the person with the least number of marks is at the bottom (Mufeed, 2011, 2012; Mondy & Noe, 2008, Jenifur, 2014).

Confidential reports is the most traditional way of appraising an employee's performance and is still in use in a number of Indian Business Houses, particularly in most government, educational institutions and public sector. Under this assessment

23

method, the supervisor evaluates subordinate's strengths, weaknesses and opportunities more with regard to his/her traits. According to the use of conventional appraisal approach, it is assumed that since the immediate superior is in direct contact and knows his/her subordinates better than anyone else and can decide what is best for him/her. Research indicates that this method of assessment by superiors which though still followed in some organisations, has become largely outdated (Basu, 2008).

Behaviorally Anchored Rating Scales (BARS) have captured some attention in recent years because they provide a way of grounding appraisals in objective reality and are possible alternatives to Management by Objective (MBO) (Pattan, 2002). These scales sometimes called Behavioral Observations Scales (BOS), Behavioral Expectation Scales (BES, or Mixed Standard Rating Scales (MSRS), were foreshadowed more recently as the panacea for appraisal problems and considered to be the possible solutions to the perennial problems of different rater bias, low reliability, and questionable validity of traditional rating techniques. BARS were first introduced by Smith and Kendall (2003) eventually overcoming some of the psychometric inadequacies associated with other rating formats. It is based on a rigorous procedure which produced a scale or set of scales containing critical incidents exemplifying levels of performance in the various aspects of a particular job and the developmental procedure sought to be objective and to incorporate a high measure of agreement on scale anchors amongst participants.

Decenzo and Robbins (2002) have given five stages of BARS, which are (a) generation of critical incidents, (b) developing performance dimensions, (c) relocating incidents, (d) rating of level of performance for each incident and (e) development of final instrument. Since 1963, many studies have attempted to evaluate the psychometric properties of BARS (Bernardin & Smith, 2001; Harrell & Wright, 1990;

24

Kimicki et al., 2005, Wiersma & Latham, 2006). Jacobs et al. (2010), Kingstrom and Bass (2001), and Schwab et al., (2005) which, when taken together, constitute a comprehensive review of individual and comparative studies examining the properties of BARS, these studies indicate that whilst BARS indicating it neither as inferior nor superior to other rating techniques. This needs to be viewed in the light of methodological short comings associated with the comparative studies Jacobs et al. (2010); Kingstrom & Bass (2001); Schwah et al. (2005). Firstly, almost all the comparative research has involved the evaluation BARS relative to scales which have been developed using performance dimensions generated through BARS developmental procedures. Secondly, comparative studies often operationalise psychometric properties differently. Hence when measures of leniency and inter-rater agreement differ from study to study, it is difficult to reach meaningful conclusions as to the superiority, or otherwise of one rating format over another. In contrast with studies with focusing on psychometric properties, evaluation of BARS against important qualitative criteria has produced more concrete findings in their favor. Experts talk about 720 degree appraisals now which is 360 degree appraisal twice, conducting appraisals in 7 phases-pre appraisal feedback, self appraisal, peer appraisal, customer appraisal, subordinate appraisal, managerial appraisal and post appraisal feedback (Anupama et. al, 2011)

Management by Objective (MBO) was first introduced to businesses in the 1950s as a system called management by objectives and self-control (Drucker, 2005). Further, focus on goal alignment as a way to improve organizational performance was at the time, thought to provide the best path to increase profitability (D' Aveni, 1995). Around 61 percent of the organizations by the early 1950s, regularly used performance appraisals, compared with only 15 percent immediately after world war

II (Spriegel, 2002). The primary tools was trait -rating system, using a standard, numerical scoring system to appraise people on the basis of previously established set of dimensions (De Vries et al., 2001). This rating system causes the manager to play the role of judge, which is inconsistent with the roles of leader and coach necessary to focus on to both the employees and organizational goal (Mc Gregor, 2007).

The performance appraisal problems associated with these conflicting roles was accompanied by the initiation of wide spread manager appraisals, which began after world war -II, gave impetus to the need to update performance appraisal systems (De Vries et al., 2001). Recognition of the limitations of performance appraisal systems in the 1950s led to the development of new systems based on management by objectives (MBO). Following the successful application of MBO to General Mills, MBO systems became increasingly common in organizations during the 1960s and 1970s. The commonly agreed elements of an MBO system (Reddin & Kehoe, 2014) are: (a) Objectives established for all jobs in the firm, (b) Use of joint objectives setting, (c) Linking of objectives to strategy, (d) Emphasis on measurement and (e) Establishment of a review and recycle system. MBO has a great potential for letting employees know for sure what their performance is expected to be and informing managers how their work ties into the work of peers, superiors and subordinates.

Grant et al. (1994) suggests that the Frederick Taylor's rational goal model places a strong emphasis on command and control, and utilizes scientific management concepts together with Taylorism principles. The shift in managerial thinking represented by MBO is related to a movement away from assumptions about human behavior based on scientific management principles (Freedman, 1992). MBO principles differ, markedly from the command and control model of scientific management related to goal setting, instead illustrating more towards a paradigm

known as the human relations model. The human relations model reflects employee empowerment and collaboration (Guillen, 1994).

With psychological appraisal practice, large organisations employ full time industrial psychologists. When psychologists are used for evaluations, they assess an individual's future potential and not past performance. The appraisal normally consists of in-depth interviews, psychological tests, discussions with superiors and a review of other evaluations. The psychologist then writes an evaluation of the employee's intellectual, emotional, motivational and other work related characteristics that suggest individual potential and may predict future performance. The evaluation by the psychologists may be for a specific job opening for which the person is being considered, or it may be global assessment of his/her future potential. From these evaluations, placement and development decisions may be made to shape the person's career. Because this approach is slow and costly, it is usually required for bright young members who, others think, may have considerable potential within the organization.

Regarding whether age, experience, and level of education of employees influence employees perception of PAS, Gurbuz and Dikmenli (2007) were of the view that the less experienced and youthful employees are relatively more anxious during appraisal than the more experienced and older ones. However, employees who undergo PA several times, regardless of their age, accumulate valuable information, knowledge and experience about its process and purpose through the feedback system. Since the quality of the appraisal depends largely on the skills of the psychologists, some employees object to this type of evaluation, especially if cross cultural differences exist.

Assessment centres is mainly used for executive hiring, assessment centres are now being used for evaluating executive or supervisory potential. The principle idea behind using assessment centres is to evaluate managers over time (usually one or three days), by observing (and later evaluating) their behavior across a series of selected exercises or work samples. Assesses are requested to participate in basket exercises, work groups (without leaders), computer simulations, role playing and other similar activities which require the same attributes for successful performance, as in the actual job. After recording their observations of ratee behaviors, the raters meet to discuss these observations. The decision regarding the performance of each assesses is based upon this discussion of observations. Self appraisal and peer evaluation are used for final rating. The characteristics evaluated in a typical assessment centre include assertiveness, persuasive ability, communication ability, planning and organizational ability, self confidence, resistance to stress, energy level, decision making, empathy, administrative ability, creativity and mental alertness (Ashworth & Morrison, 1991).

First developed in US and UK in 1943, the assessment centre is gaining popularity in India. Crompton Greaves, Modi Xerox, Eicher are using the technique with results being highly positive. However, the problem with such approach is cost. The organization has to pay for the travel and lodging of the assess, who remain off the job for assessment. Also, the availability of psychologists and HR specialists is demanding. There has however been a lot of criticism of the behavioural approach centre on a number of points (Ashworth & Saxton 1990) with respect to transferability of competence, individualistic orientation, and ignoring underlying complexity of the performances and failure to measure cognitive and affective skills (Le Var, 1996 & Lillyman, 1998).

2.5   Performance Appraisal Process

Performance appraisal programs can be made considerably more effective if management fits practice to purpose when setting goals and selecting appraisal practices to achieve them (Oberg, 2006). Pennington and Edwards (2000) indicate that a balanced score card (BSC) is a management tool that balances four main steps. First is deciding the vision of the future. Second is determining how this vision can become a competitive advantage of the organization as seen from four perspectives; shareholders, customers, internal management process and ability to innovate and grow. The third step is determining from these four perspectives, the critical success factors and the final step is identifying the critical measures for ascertaining how far the organization is along the path to success. Missroom (2005) argues that the balance score card has become the prominent strategic enterprise performance management system. By implementing the balanced score card, managers are able to translate broad mission statements into tactical actionable, thus directing the firm towards goal attainment.

Pennington and Edwards (2000) indicate that an upward appraisal is the kind of appraisal whereby employees appraise their managers. Upward assessments may only be with mangers that have three or more direct reports. Someone other than the manager and ratee must assemble the computed survey forms into a report for the manager; some survey publishers who do this are consultants who recommend using upward assessments at least every two years. This helps managers to check their progress and refreshes the findings of the past survey in their minds however it doesn't make the cost unbearable. After the first assessment, the program may be run in-house. According to Cascio (2003), organizations believe that the subordinates are

in a good position to measure effective management in their departments/sections. However, using such workers may not achieve accuracy and objectivity owing to fear of possible consequences. At times, the systems will only work and remain objective if evaluation remains anonymous.

According to Statz (2006), the process of performance appraisal follows a set pattern and starts with the establishment of performance standards. The Statz stated that when designing job and formulating a job description, performance standards are developed for the job. The set standards should be clear and objective enough to be understood and measured. Mamoria and Ganka (2005) stated that standards set should be discussed with the supervisor to establish the factors to be included, weights and points to be assigned to each factor, these then be indicated in the appraisal forms to be used in staff appraisal.

Mamoria and Ganka (2005) further indicated that the second phase of appraisal process is to inform employees of the standards expected of them. Feedback is then sought to ensure that the information communicated to the employees has been received and understood in the intended way. This stage is followed by the measurement of performance. In determining what actual performance is, it is important to get information about it. The concern here is how to measure and what to measure; four sources provide information on how to measure actual performance personal observation, statistical reports, oral reports and written reports. This is followed by comparison of the actual performance and the actual standards. Efforts are then made to note deviations between standard performance and actual performance. Mamoria and Ganka (2005), state that appraisal results should be periodically discussed with a view to improving performance. The information an employee gets about his performance appraisal is very important in terms of self

30

esteem and on his/her subsequent performance, finally, the initiation of corrective action when necessary, can be of two types, immediately which deal with symptoms and the other is basic and delves into the causes; as shown in Figure 2.1.

```
┌─────────────────────────────────────┐
│   Establish performance standards    │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│      Communicate performance         │
│      expectations to employee        │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│       Measure actual performance     │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│   Compare actual performance with    │
│              standards               │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│   Discuss the appraisal with employees│
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Initiate corrective action (if necessary)│
└─────────────────────────────────────┘
```
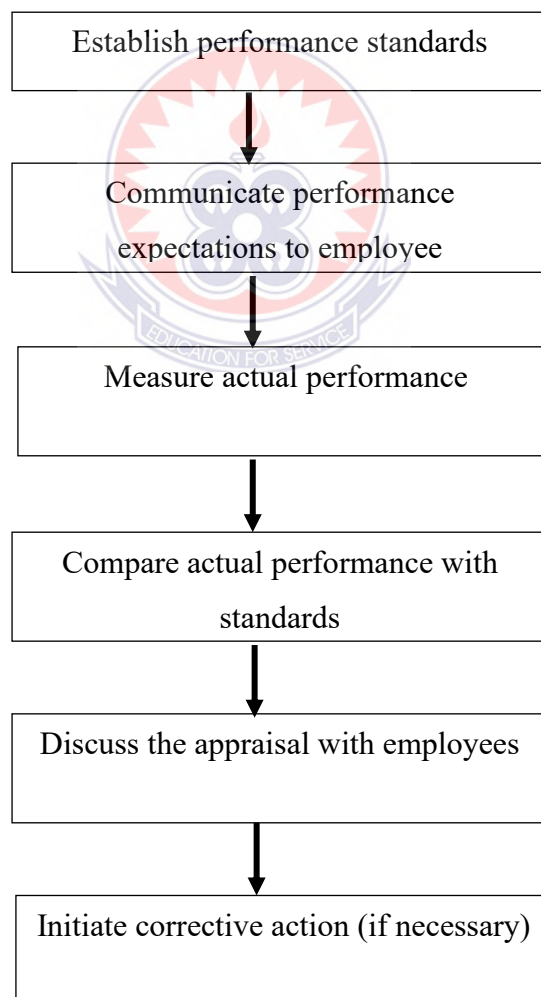
Figure 2.1: Performance Appraisal Process
Source: Mamoria and Ganka (2005)

31

2.6   Perceptions on performance appraisal system

A critical factor that can influence the success of performance appraisal is how employees perceive it. Cole (2005) defines employees as individuals who, over a given time, invest a large proportion of their lives in their organizations. Unlike other resources in an organization, employees are complex human beings, who are influenced by and can act, the basis of their perception. Kotler (2000) defines perception as the process by which individuals select, organize and interpret information inputs to create a meaningful picture of the world. He further states that a motivated person is ready to act. How the motivated person acts is influenced by his or her perception of the situation.

Perception is one of the oldest fields in psychology. The oldest quantitative law in psychology is the Weber-Fechner-law, which quantifies the relationship between the intensity of physical stimuli and their perceptual effects. The study of perception gave rise to the Gestalt school of psychology, with its emphasis on holistic approach. What one perceives is a result of interplays between past experiences, including one's culture, and the interpretation of the perceived. Two types of consciousness are considerable regarding perception: phenomenal (any occurrence that is observable and physical) and psychological. The difference everybody can demonstrate to him or herself is by the simple opening and closing of his or her eyes: phenomenal consciousness is thought, on average, to be predominately absent without sight. Through the full or rich sensations present in sight, nothing by comparison is present while the eyes are closed. Using this precept, it is understood that, in the vast majority of cases, logical solutions are reached through simple human sensation.

Passive perception (conceived by René Descartes, 1976) can be surmised as the following sequence of events: surrounding → input (senses) → processing (brain)

→ output (re-action). Although still supported by mainstream philosophers, psychologists and neurologists, this theory is nowadays losing momentum. The theory of active perception has emerged from extensive research of sensory illusions, most notably, the works of Richard (2003). This theory, which is increasingly gaining experimental support, can be surmised as dynamic relationship between "descriptions" (in the brain) → senses → surrounding, all of which hold true to the linear concept of experience. In the case of visual perception, some people can actually see the percept shift in their mind's eye. Others, who are not picture thinkers, may not necessarily perceive the 'shape-shifting' as their world changes. The 'simplistic' nature has been shown by experiment: an ambiguous image has multiple interpretations on the perceptual level. The question, "is the glass half empty or half full?" serves to demonstrate the way an object can be perceived in different ways. Just as one object can give rise to multiple percepts, so an object may fail to give rise to any percept at all: if the percept has no grounding in a person's experience, the person may literally not perceive it.

The processes of perception routinely alter what humans see. When people view something with a preconceived concept about it, they tend to take those concepts and see them whether or not they are there. This problem stems from the fact that humans are unable to understand new information, without the inherent bias of their previous knowledge. A person's knowledge creates his or her reality as much as the truth, because the human mind can only contemplate that to which it has been exposed. When objects are viewed without understanding, the mind will try to reach for something that it already recognizes, in order to process what it is viewing. That which most closely relates to the unfamiliar from our past experiences, makes up what we see when we look at things that we do not comprehend (Wettlaufer, 2003).

33

An ecological understanding of perception derived from Gibson's (2007) early work is that of "perception-in-action", the notion that perception is a requisite property of animate action; that without perception action would be unguided, and without action perception would serve no purpose. Animate actions require both perception and motion, and perception and movement can be described as "two sides of the same coin, the coin is action". Gibson works from the assumption that singular entities, which he calls "invariants", already exist in the real world and that all that the perception process does is to home in upon them. A view known as social constructionism (held by such philosophers as Ernst von Glasersfeld, 1995), regards the continual adjustment of perception and action to the external input as precisely what constitutes the "entity", which is therefore far from being invariant.

Perception differs from one individual to another (Mullins, 1999). Consequently, employees will perceive issues differently and will have different expectations from the same employer. Some may be concerned on career development, while others on salary and fringe benefits; some may prefer a flex work system while others will not mind a controlled system. Others may want performance related pay while others will want fixed pay. Employees' perceptions in an organization are crucial to its success; since the driving force behind the success, or otherwise of any business rests on its employees (Mullins, 1999). Odhiambo (2005) carried out a study on the experience of teachers appraisal practices in public secondary schools in Nairobi. The study by Odhaimbo was mainly conducted by the school inspectors and headteachers. The study covered six (6) secondary schools in the urban Nairobi. The study findings revealed that teachers had a negative perception towards performance appraisal.

Richu (2007) studied the perceptions of teachers on performance appraisal in public secondary schools in Nakuru. Richus' (2007) study was done in Nakuru district – rural/urban setting and the appraisers were the quality assurance officers. The result shows that teachers had a negative perception towards performance appraisal. The study by Asiago and Gathii (2014) sought to establish teachers' perception of performance appraisal practices in public Secondary Schools in Limuru District. The study used the census survey design in carrying out the research. All the eighteen public secondary schools in Limuru District were used; the 18 Head teachers and their Deputies were also used for the study. One hundred and fifty five (155) teachers were randomly sampled and used as respondents. The findings of the study indicated that most head teachers had no training on performance appraisal. Majority of teachers reported that appraisal reports are not used to identify their development needs. The study indicated that most teachers had limited knowledge on the significance of performance appraisals. The study concluded that teachers have negative perception of performance appraisal practices in public Secondary Schools in Limuru District.

2.7   Effectiveness of Teacher Appraisal

Assessment of teacher performance is generally divided into two major goals: formative and summative. Formative evaluations are improvement-oriented (Stanley & Popham, 2008). They can be conducted by the principal, a supervisor, or another teacher who focuses on supporting teachers, improving teacher effectiveness, and promoting excellence in teaching through skill enhancement and professional development. Summative evaluations are usually less descriptive and more judgmental than formative evaluations. They are conducted by the principal primarily

35

for the purpose of making personnel decisions regarding about a teacher's tenure, dismissal, reassignment, or probation and therefore are more threatening to the evaluatee (Stanley & Popham, 2008).

An effective formative and summative teacher evaluation process uses both quantitative data from formal and informal observations and qualitative data from professional development options for reliable performance assessment information. Duke and Stiggins (2006) warn that it is a critical mistake to assume that all teachers must be evaluated the same way on the same schedule. According to Sawa (1995), "it is no longer acceptable to judge teaching ability according to a set of pre-determined criteria" (10). Comparing teachers with one common evaluation tool is not realistic for two reasons: (a) Using just one method for evaluation does not represent the complexities of teaching and (b) there is no differentiation between expert, competent, and novice teachers (Duke, 1993). The result is only a partial picture of a teacher's capabilities that may be inaccurate. A multifaceted approach to evaluation results in individualization based on differentiated teacher needs and experience which is more effective than using only one approach (Conley, 2007). Having more than one person evaluate a teacher also increases the usefulness of the formative evaluation and the reliability of the summative evaluation.

Ellermeyer (1992) is of the opinion that principals should not be the sole evaluators for many reasons. First, all administrators are neither skilled evaluators nor consider evaluation a priority. Second, most principals do not have enough time to conduct evaluations for an adequate amount of time or number of times. Third, the judgmental relationships of an evaluation inhibit the trust and rapport that the principal needs to motivate a teacher to improve his/her performance. And fourth, some principals do not intend to use evaluations to improve instruction. For them, a

teacher observation simply satisfies an administrative duty. Ellermeyer (1992) suggests that using more than one evaluator also eliminates "personal biases that frequently interfere with accurate perceptions" during an evaluation observation.

An evaluation system that encompasses a variety of evaluators, gives teachers a "sense of safety" that one person's evaluation is not going to result in unreasonable consequences (McLaughlin & Pfeifer, 2008). Employing expert teachers or using a committee approach to assist the principal in the evaluation process is more likely to result in teacher improvement, especially at the secondary level where a principal's lack of content knowledge is a weakness in the evaluation process (Weiss & Weiss, 1998). Mitchell et al. (1990) noted that no matter which strategies are chosen for implementing teacher evaluation, teachers and evaluators must have a shared understanding of criteria and a shared sense that the evaluation process will capture the criteria of teaching. Stakeholders must comprehend the evaluation system's methods of data collection, expectations, and importance. They must also agree that the results accurately reflect performance (Conley, 2007).

Feedback is another important component of an effective teacher evaluation system. Feedback is defined as the information and recommendations provided to a teacher about his/her performance based on the results of that teacher's evaluation in order to help the teacher improve his/her performance and make decisions concerning professional development and improvement. It is conducted in a timely manner while events are fresh at a post-observation conference to identify for the teacher his/her strengths and weaknesses (Boyd, 2009).

Competent evaluators must know how to improve teaching through valid recommendations (Mitchell et al., 1992). Successful feedback after an evaluation requires two way communication and an interpersonal link between the teacher and

the observer if growth is to occur (Duke & Stiggins, 2006). The principal's comments should not be of a superficial nature; instead, each piece of feedback should be directly related to research findings in the area of effective teaching. Ideas and suggestions should be delivered in a positive tone that maintains a balance of praise and criticism. The information given should be useful and not overwhelming (Boyd, 1989). Feedback gives meaning to the evaluation only if it results in change. When the teacher in the post-observation conference is not open to constructive feedback and will not listen to what the principal has to say, even if the principal is knowledgeable about teaching and his/her evaluation records are valid and reliable, it will not serve a meaningful purpose and does not promote improvement (McLaughlin & Pfeifer, 2008).

A variety of reasons for resistance are cited by Duke (1993) including: (a) disillusionment, when veteran teachers are cynical of new attempts at professional development after they have witnessed other attempts come and go; (b) preoccupation with other concerns, when teachers are overwhelmed and have no available personal resources for professional development; (c) fear of failure, when teachers feel threatened that an unsuccessful attempt at professional development will cause disappointment and loss of respect; and (d) lack of awareness, when teachers deny the need for their own growth and are unwilling to explore new methods. Duke continued to suggest that this type of rationalization causes most teachers to choose safe rather than meaningful goals. Nevertheless, having the opportunity for quality professional growth to occur is key for further action to be taken by the teacher after he/she receives feedback. School systems should encourage and support teachers to take risks. Experienced, effective teachers should be challenged to continue professional growth. Consequently, resources for professional development must be available to

demonstrate the country's commitment to growth-oriented evaluation if significant change is to take place. Teachers also need time to read, discuss, and visit other settings to become aware of ideas that will enhance their professional goals. If individual improvement and learning are not a high priority, teachers will not take evaluation seriously and it will be of little or no value.

2.8   Empirical Review

A number of studies have been conducted on staff appraisal in schools. For example, Odhiambo (2005) did a study on the teacher performance appraisal, the experience of the Kenya Secondary school teachers. His findings indicate that the teachers appraisal policies and practices in Kenya secondary schools exhibit weakness which needed to be urgently addressed if the appraisal is to be used to improve the quality of teacher and hence education in Kenya. The study concluded that performance appraisal influence the quality teaching of teachers.

Datche (2017) did a study on factors affecting the teacher performance appraisal system; his findings indicated most public secondary schools in Kenya carried out performance appraisal. His study revealed that the setting of performance standards was mainly a preserve of the Principals and heads of department while the teachers formed a majority of the school members their participation in the setting of performance standard was low. The performance standards were set mostly at the beginning of the year and were rated as normal and achievable by the teachers. The teachers' lack of involvement in setting of the performance standard could therefore be seen as a weakness which affects the entire performance appraisal system.

David (2018) studied the effects of performance appraisal on teacher development. His findings were that performance appraisal influences teacher

39

development, brought about motivation among the teachers, mode teachers' procedure, brought about innovative methods of teaching and curriculum implementation. His study however showed that performance appraisal has not been done at regular intervals.

Wanzare (2016) conducted a study titled "Rethinking teacher evaluation in the third world: the case of Kenya." His study concluded that, like in many third world countries, teacher evaluation as practiced in Kenya has numerous shortcomings and dubious effectiveness. Similarly, Odhiambo (2005) is of the view that within the framework of imposed and intentional changes that have taken place in Kenya's educational system, formalised procedures for the appraisal of teachers' performance are viewed by educators as logical and essential for accountability, quality improvement and best practice.

Obasi and Ohia (2016) assess teacher performance evaluation techniques in Public and Private Secondary Schools in South East Nigeria This study therefore examined the techniques adopted and the frequency of their utilization among public and private secondary schools in South East Nigeria. The design was descriptive. The population was 2,214 schools with 27,986 principals and teachers. 108 schools were sampled with 877 principals and teachers as respondents. The study concluded that the critical role performance appraisal plays in the process of enhancing quality teaching of teachers. Both the public and private secondary schools are conscious of this as evidenced in the utilization of different appraisal techniques. However, the utilization rate of the techniques is significantly different between the two schools, with the private showing more commitment.

Danku, et al (2018) conducted a study in Ghana entitled "Performance Appraisal in the Ghana Education Service, the case of Basic School Teachers in Ho

Municipality". The study sampled teaching staff of basic schools in the Ho Municipality made up of 200 teachers from 10 schools. In conclusion, the fairness of a performance appraisal system has been recognized as an important effect on quality teaching of teachers and the school. Teachers pinpoint about the appraisal systems fairness based on the system's results, outcomes and procedures and how supervisors treat employees when applying those procedures.

2.9   Summary of Literature Review

This section reviewed the theoretical, and empirical basis of the study. The study specifically reviews concept of performance appraisal, objectives of performance appraisals, methods of performance appraisal of teacher, performance appraisal process, teachers perception on performance appraisal practices, factors influencing effectiveness of teacher appraisal, and the relationship between performance appraisal and quality teaching. It was evident that performance appraisal system is an important constituent of the whole human resource management function in the civil service. The general objective of the performance appraisal system is to improve and manage performance of teachers. Improving and managing performance of teachers would enable an advanced level of teachers involvement and participation in delivery, evaluation, and planning of work performance.

From the review, it appeared that the most of the performance appraisals are offered annually, some opt for shorter cycles like half yearly, or quarterly, or even monthly, if the staff performs exceptionally at his job. The method of performance appraisal include-global ratings/essays/free written methods and critical incident method, forced choice method, graphical rating scales (GRS), ranking method,

conventional appraisal approach, Behaviorally Anchored Rating Scales (BARS), and

Management by Objective (MBO).

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter provided a description of the research methodology that was used to conduct the study. These included the research design, target population, sample size and sampling technique, data collection instrument, validity and reliability, data analysis techniques and ethical considerations.

3.2   Research Design

This study employed descriptive survey research design. Mugenda and Mugenda (1999) points out that descriptive surveys seek to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviors or values. According to Kothari (2004), descriptive design are concerned with describing the characteristics of a particular individual or group.

Descriptive survey design is appropriate was used to collect quantitative first-hand information on the perception of teachers of performance appraisal in Junior High Schools in Asokore Mampong Municipality. Strengths associated with descriptive survey design include; ease of establishment of association between variables and comparison, possibility of administration of many questionnaires to many people and anonymous completion of questionnaire (Hall & Howard, 2012). On the weakness of descriptive research design, Hall and Howard (2012) affirmed that; descriptive design is inflexible because the instrument cannot be modified once the study begins, and the errors in the selection of procedures for determining statistical significance can result in erroneous findings regarding impact.

3.3   Population

Population is a group of elements or case, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of the research (McMillan & Schumacher, 2006). The target population comprised all teachers in public Junior High Schools at Asokore Mampong Municipality. Statistics from the Kumasi Metropolitan Office (2019) put the population of junior high school at 10 and 160 teachers. The accessible population was teachers of public junior high schools at Asokore Mampong Municipality.

3.4   Sampling Technique

Purposive sampling was used to select the public junior high schools and teachers at Asokore Mampong Municipality. Kumekpor (2002) states that purposive sampling is the selection of a portion of a universe whereby the result could be extended to the whole population. The purposive sampling is non-probability sampling technique and it is because those teachers can satisfy the purpose of the study.

3.5   Sample Size

A sample is a smaller group obtained from the whole population. It is a sub group carefully selected so as to be a representative of the whole population (Mugenda & Mugenda, 2003). In determining the sample size, all the 160 teachers were used for this study since the population was small. This represents 100.0% of the target population.

44

3.6   Data Collection Instrument

Questionnaire was used to collect data from the teachers of Junior High Schools at Asokore Mampong Municipality. Kombo and Tromp (2009) noted that, the use of questionnaire as an instrument of research gives respondents adequate time to provide well thought responses in the questionnaire items and enables large samples to be covered within a short time. A Likert type scale was used to rate the responses. A Likert scale was used in order to make the respondents choose the option that best supports their opinion. It was used to measure the respondents perception by measuring the extent to which they agree or disagree with a particular question or statement.

Questionnaire was divided into four sections. Section A dealt with background information of respondents. Section B contained information on how heads carry out performance appraisal process. Section C found out the teachers perceptions on performance appraisal system. Section D described ways of improving performance appraisal system in Junior High Schools at Asokore Mampong Municipality.

3.7   Validity of the Instrument

Validity is defined as the degree to which an instrument measures what it is supposed to measure (Mugenda & Mugenda 2008). The questionnaire was scrutinized by my supervisor. The supervisor found out whether the instrument was in conformity with the study objectives and could answered the research questions. Her suggestions were used to make necessary corrections in the instruments.

3.8   Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 1999). A measure is reliable to the extent that repeated application of it under the same condition by different researchers gives the same results (Taylor, 2008). Prior to the major survey, a pilot test was carried out at Aprade M/A JHS. The pilot test helped the researcher to assess whether the instrument is reliable by conducting reliability test. Identified ambiguities with some of the questions were corrected and reframed. The relevance of the questions was taken into consideration and dealt with accordingly. Cronbach's alpha was used to test the reliability of the instrument and it yielded coefficient of 0.711. This coefficient was deemed was high enough to justify the use of the instrument for the study.

3.9   Data Collection Procedure

In order to collect data from the respondents, the researcher obtained an introductory letter from head of Educational Leadership at University of Education, Winneba, Kumasi Campus to enable her gain access to the schools. An introductory letter accompanying was sent to the heads of the various selected Junior High Schools Asokore Mampong Municipality. The heads introduce the researcher to the teachers and the purpose of the study was explained to them. The researcher collected data in person. To ensure high response rate, the researcher clarified unclear areas asked by respondents. Out of 160 questionnaires sent out, 138 questionnaires were received. Therefore, the analysis of the study was based on 86.3% response rate. This response rate was acceptable to make conclusions for the study.

3.10   Data Analysis Plan

In analyzing the collected data, quantitative method was used. The completed questionnaire was edited for consistency. The data were then coded to enable the responses to be grouped into various categories. The data were processed and analysed with the aid of Statistical Package for Social Sciences (SPSS) version 23.0. Descriptive statistics such as; frequencies, percentages, mean and standard deviation were used to analyze the data generated.

3.11   Ethical Considerations

Despite the high value of knowledge gained through research, knowledge cannot be pursued at the expense of human dignity (Oso & Onen, 2009). In this study, ethical issues were upheld to ensure that dignity of participants was maintained. Mugenda (2008) suggests that protecting the rights and welfare of participants should be the major ethical obligation of all parties involved in a research study. The researcher took precautions to ensure non disclosure of research data to parties that were not meant to consume the data.

The privacy of the participants and confidentially of responses were addressed. Therefore, their individual privacy was respected. All possible measures were taken to ensure that respondent's names and other information did not appear on the questionnaire. Participation in the research was voluntary.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of research findings in relation to the objectives of the study. It focuses on the response of teachers of junior high schools in Asokore Mampong Municipality. The results specifically relate to the how heads carry out performance appraisal process, teachers perceptions on performance appraisal system, and the ways of improving performance appraisal system at Junior High Schools in Asokore Mampong Municipality.

4.2 Demographic Characteristics of the Respondents

This section shows demographic characteristics of the respondents who were involved in this study. Issues covered under the demographic characteristics of respondents include: age, gender, education level and the years of teachers have been in their current institution.

Table 4. 1: Gender of respondents

Gender	Frequency	Percentage
Male	96	69.6
Female	42	30.4
Total	138	100

Source: Field Work, 2021

The results in Table 4.1 show that 96 of the respondents representing 69.6% were males, whereas 42 of them constituting 30.4% were females. From the analysis, it could be deduced that majority of teachers at junior high schools in Asokore Mampong were males.

Table 4. 2: Age group of respondents

Age group	Frequency	Percentage
26-30years	42	30.4
31-35years	82	59.4
36-40years	14	10.1
Total	138	100

Source: Field Work, 2021

The results on the Table 4.2 show that 42 respondents constituting 30.4% were between the ages of 26-30years. In addition, 82 respondents representing 59.4% were between the ages of 31-35years; and the remaining 14 of them representing 10.1% were between the ages of 36-40years. This justified that majority of the teachers at junior high schools in Asokore Mampong are at their youthful age.

Table 4. 3: Distribution of Respondents by Education Level

Educational level	Frequency (N)	Percentage (%)
Diploma	17	12.3
First degree	112	81.2
Masters degree	9	6.5
Total	138	100

Source: Field Work, 2021

The results on Table 4.3 shows the educational level of the teachers at the junior high schools in Asokore Mampong Municipality. The results show that 17 respondents constituting 12.3% were Diploma holders; 112 respondents representing 81.2% were first degree holders and the remaining 9 respondents representing 6.5% were Masters degree holders. This indicates that the teachers have good educational

49

background and can give clear information on their perception towards performance appraisal system.

Table 4. 4: Number of years taught in the current school

Number of years	Frequency (N)	Percentage (%)
1-5years	72	52.2
6-10years	54	39.1
11-15years	12	18.7
Total	138	100

Source: Field Survey, 2021

According to the findings of the study, 72 of the respondents constituting 52.2% had been teaching in the current school for 1-5years; 54 of them forming 39.1% have been teaching in the current school for 6-10years. However, 12 respondents constituting 18.7% have been teaching in the current school for 11-15years. Therefore, the study reveals that the majority of teachers at junior high schools in Asokore Mampong Municipality have been teaching in their current school for more than 1year. Hence, they have taken part in appraisal exercise in the school before and therefore can give better and clear information on performance appraisal system in schools.

4.3 Research question one: How do heads carry out performance appraisal process in Junior High School at Asokore Mampong Municipality?

In addressing research question one, the respondents were asked to indicate how heads carry out performance appraisal process. The responses are presented in Table 4.5.

Table 4. 5: How heads carry out performance appraisal

Statements	SD		D		A		SA		Total	
	N	%	N	%	N	%	N	%	N	%
The appraisal conference is organized	62	44.9	41	29.7	33	23.9	2	1.4	138	100
Head and teachers set target at the beginning of the academic year	38	27.5	74	53.6	22	15.9	4	2.9	138	100
Head and teachers agree on the sources of information needed to achieve the objectives	50	36.2	63	45.7	23	16.7	2	1.4	138	100
The teacher is informed of the purpose of the appraising performance	9	6.5	28	20.3	89	64.5	12	8.7	138	100
Head conducts follow-up visits after appraisal	12	8.7	24	17.4	51	37.0	51	37.0	138	100
Teachers whose performance are below expectation are encouraged to find new areas of carrying out duties	5	3.6	12	8.7	88	63.8	33	23.9	138	100
Teachers are placed under the supervision of experienced teachers	55	39.9	49	35.5	28	20.3	6	4.3	138	100
Heads and teachers meet and discuss report from the appraisal system	17	12.3	26	18.8	85	61.6	10	7.2	138	100

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree
Source: Field Survey, 2021

From Table 4.5 shows how heads carry out performance appraisal. On whether appraisal conference is organised, only 33(23.9%) of the respondents agreed and 2(1.45) of the respondents strongly agreed to the statement. On the contrary, 62(44.9%) and 41(29.7%) of the respondents each strongly disagreed and disagreed respectively to the statement that appraisal conference is organised. This result indicates that appraisal conferences are not organised for teachers during appraisal system. On the issue that heads and teachers set target at the beginning of the

51

academic year, 22(15.9%) of the respondents agreed and 4(2.9%) of them strongly agreed to the statement. Conversely, 38(27.5%) and 74(53.6%) of the respondents strongly disagreed and disagreed respectively to the statement that heads and teachers set target at the beginning of the academic year. This could be inferred that in carrying out performance appraisal process, heads do not team up with the teachers to set target at the beginning of the academic year. This finding contradicts with the study by Piggott-Irvine (2003) who advocated that transparency and confidentiality are important and should be considered and assured by appraiser and appraisee. The head should team up with the teachers to maintain absolute confidentiality in dealing with information, whether it is from respondents providing feedback, or documentary evidence, or information from the principal.

Furthermore, majority of the respondents disagreed to the statement that head and teachers agree on the sources of information needed to achieve the objectives. As many as 50(36.2%) of the respondents strongly disagreed, and 63(45.7%) of the respondents disagreed to the statement. Meanwhile, 23(16.7%) of the respondents agreed, and 2(1.4%) of the respondents strongly agreed to that effect. This clarifies that in carrying out performance appraisal system, head and teachers does agree on the sources of information needed to achieve the objectives. This result contradicts with the study by Kelly *et al.* (2008) that teachers should participate in developing the appraisal system in order to be aware and accept the performance expectations, better understand the appraisal process and outcomes, and be more committed to the appraisal system. Chow *et al.* (2002) mentioned that the relationship between the head and teachers are central and crucial to successful outcome of appraisal.

Moreover, the data in the Table 4.5 indicates that 89(64.5%) of the respondents agreed and 12(8.7%) of the respondents strongly agreed that the teacher

is informed of the purpose of the appraising performance, while 9(6.5%) and 28(20.3%) of the respondents strongly disagreed and disagreed respectively to the statement. The results buttresses with Smith (2016) who argued that all parties concerned with the appraisal process should be aware and be informed about the purpose of the appraisal system. Seanhan (2010) also mentioned communicate should be improve in performance appraisal system, and roles and responsibilities should be clarified and determining how to allocate rewards.

Again, on whether head conducts follow-up visits after appraisal, 51(7.0%) of the respondents each agreed and strongly agreed to the statement. Meanwhile, 12(8.7%) of the respondents each strongly disagreed and 24(17.4%) of the respondents disagreed to that effect. This implies that during performance appraisal process, head conducts follow-up visits after the appraisal. As to whether teachers whose performance are below expectation are encouraged to find new areas of carrying out duties, 88(63.8%) of the respondents agreed and 33(23.9%) of the respondents strongly agreed to the statement, whilst 5(3.6%) of the respondents strongly disagreed and 12(8.7%) of the respondents disagreed to the statement. The analysis means that performance appraisal processes are carried out by encouraging teachers who performance are below expectation. The result concurs with Mamoria and Ganka (2005) who mentioned that in the process of appraisal system, teachers should be encourage and motivated to perform task expected of them.

Concerning whether teachers are placed under the supervision of experienced teachers, 28(20.3%) and 6(4.3%) of the respondents agreed and strongly agreed respectively, while 55(39.9%) of the respondents strongly disagreed and 49(35.5%) of the respondents disagreed to the statement. In terms of whether heads and teachers meet and discuss report from the appraisal system, 85(61.6%) and 10(7.2%) of the

respondents agreed and strongly agreed respectively to the statement. On the contrary, 17(12.3%) of the respondents strongly disagreed, and 26(18.8%) of the respondents disagreed to the statement. This indicates that in carrying out performance appraisal process, heads discuss report of the appraisal with the teachers. Appraisees would be in difficult position if there is mistrust; therefore, Kelly *et al.* (2008) affirmed that in school appraisal system heads discusses reports with teachers to build trust and respect since they are very important in an effective appraisal. According to Kelly *et al.* (2008) increased participation in the appraisal process is positively related to appraisees' satisfaction and their acceptance to the appraisal system.

The finding reveals that in carrying out performance appraisal, heads encourage teachers whose performance are below expectation, conducts follow-up visits after appraisal, inform teachers of the purpose of the appraising performance and meet teachers to discuss report from the appraisal system. The finding agrees with Oberg (2006) who indicated that performance appraisal programs can be made considerably more effective if heads communicates with teachers when setting goals and selecting appraisal practices to achieve them. Mamoria and Ganka (2005), state that appraisal results should be periodically discussed with teachers, follow-up visits after appraisal, encourage teachers whose performance are low and provide information to teachers with the view of improving teachers performance. The information a teacher gets about his performance appraisal is very important in terms of self esteem and on his/her subsequent performance.

4.4   Research question two: what are the perceptions of teachers on performance appraisal practices at Junior High Schools in Asokore Mampong Municipality?

The second research question survey was designed to evaluate the perceptions of teachers on performance appraisal practices at Junior High Schools in Asokore Mampong Municipality. Table 4.6 depicts the results

Table 4. 6: Perceptions of teachers on performance appraisal

Statements	SD		D		A		SA		Total	
	N	%	N	%	N	%	N	%	N	%
Appraisal is not for promotion	6	4.3	30	21.7	88	63.8	14	10.1	138	100
The procedure enables heads to provide good school management	26	18.8	59	42.8	43	31.2	10	7.2	138	100
Appraisal is perceived as a source of good feedback on teacher performance	23	16.7	19	13.8	94	68.1	2	1.4	138	100
Appraisal systems is an effective tool to ensure effective communication	8	5.8	23	16.7	87	63.0	20	14.5	138	100
Appraisal helps to identify training and development needs of teachers	12	8.7	33	23.9	70	50.7	23	16.7	138	100
Appraisal facilitates continuous self-learning and development	54	39.1	50	36.2	32	23.2	2	1.4	138	100
Performance appraisal helps me to identify my strength and weaknesses	6	4.3	27	19.6	85	61.6	20	14.5	138	100
Performance appraisal improves teaching and learning	35	25.4	76	55.1	18	13.0	9	6.5	138	100

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree
Source: Field Survey, 2021

From Table 4.6, the respondents agreed that performance appraisal is not for promotion, 88(63.8%) and 14(10.1%) of the respondents agreed and strongly agreed respectively, while 6(4.3%) respondents strongly disagreed and 30(21.7%) of them disagreed to the statement. The teachers perceived that performance appraisal system

in the school is not conducted because of promotion. This contradicts with Taylor and Kalliathanl (2001) who mentioned that performance appraisal helps the supervisors to chalk out the promotion programmes for efficient employees. In this regards, inefficient workers can be dismissed or demoted.

Concerning whether the procedure enables heads to provide good school management, 43(31.2%) and 10(7.2%) of the respondents agreed and strongly agreed respectively to the statement. Meanwhile, 26(18.8%) of the respondent strongly disagreed and 59(42.8%) of the respondents disagreed to the statement. This implies that the teachers do not believed that appraisal procedure enables heads to provide good school management. The finding agrees with Odhiambo (2005) study carried out on the experience of teachers appraisal practices in public secondary schools in Nairobi. The study by Odhaimbo was mainly conducted by the school inspectors and teachers. The study covered six (6) secondary schools in the urban Nairobi. The study findings revealed that teachers had a negative perception towards performance appraisal. The teachers believed that appraisal system is bias and it does not provide good school management. The finding contradicts with Chapman (2011) who posited that performance appraisals are essential for the effective school management and evaluation of staff.

Moreover, 94(68.1%) and 2(1.4%) of the respondents agreed and strongly agreed respectively that appraisal is a source of good feedback on teacher performance. However, 23(16.7%) and 19(13.8%) of the respondents strongly disagreed and disagreed respectively to the statement. The analysis means that the teachers perceived appraisal as a source of good feedback on teacher performance. The result concurs with Mamoria and Ganka (2005) who indicated that the appraisal process informs teachers of the standards expected of them. Feedback is then sought

56

to ensure that the information communicated to the employees has been received and understood in the intended way. Gathii (2014) mentioned that performance appraisal system is a good feedback on teacher performance. Providing feedback is the most common justification for an organization to have a performance appraisal system.

An indication from Table 4.6 shows that appraisal systems is an effective tool to ensure effective communication, 87(63.0%) of the respondents agreed and 20(14.5%) of the respondents strongly agreed. However, 8(5.8%) of the respondents strongly disagreed and 23(16.7%) of the respondents disagreed to that effect. The analysis shows that the teachers perceived performance appraisal as an effective tool to ensure effective communication. The finding aligns with the work of Santiago and Benavides (2009) who mentioned that performance appraisal serves another important purpose by making sure that the head expectations are clearly communicated to the teachers.

As displayed in Table 4.6, 70(50.7%) and 23(16.7%) of the respondents agreed and strongly agreed respectively to the statement that appraisal helps to identify training and development needs of teachers. On the other hand, 12(8.7%) of the respondents strongly disagreed, and 33(23.9%) of them disagreed to the statement. This indicates that the teachers perceived that performance appraisal system helps in identifying training and development needs of teachers. According to Taylor and Kalliathan (2001) the systematic procedure of performance appraisal helps the supervisors to frame training policies and programmes. Statz (2006) also reported that appraisal system also helps in framing future development programmes for teachers with low performance.

In terms of whether appraisal facilitates continuous self-learning and development, 32(23.2%) and 2(1.4%) of the respondents respectively agreed and

strongly agreed. On the contrary, 54(39.1%) of the respondents strongly disagreed, and 50(36.2%) of the respondents disagreed to the statement. This finding means that teachers does not perceived appraisal system facilitates continuous self-learning and development. The study by Asiago and Gathii (2014) sought to establish teachers' perception of performance appraisal practices in public Secondary Schools in Limuru District. The study used the census survey design in carrying out the research. All the eighteen public secondary schools in Limuru District were used; the 18 Head teachers and their Deputies were also used for the study. One hundred and fifty-five (155) teachers were randomly sampled and used as respondents. The findings of the study indicated that most head teachers had no training on performance appraisal. Majority of teachers reported that appraisal reports are not used to identify their development needs.

Moreover, as to whether performance appraisal helps to identify strength and weaknesses, 85(61.6%) and 20(14.5%) of the respondents agreed and strongly agreed respectively to the statement. Meanwhile, 6(4.3%) of the respondents strongly disagreed and 27(1.6%) of the respondents disagreed to that effect. The analysis means that teachers perceived that performance appraisal helps them to identify their strength and weakness. The result buttresses with Taylor and Kalliathan (2001) that appraisal system helps to analyse strengths and weaknesses of teachers so that new tasks can be designed for efficient teachers. Performance Appraisal helps the supervisors to understand the validity and importance of the selection procedure. The supervisors come to know the validity and thereby the strengths and weaknesses of selection procedure. Future changes in selection methods can be made in this regard (Taylor & Kalliathan, 2001; Berman, 2005). On the issue that performance appraisal improves teaching and learning, 18(13.0%) of the respondents agreed and 9(6.5%) of

the respondents strongly agreed to the statement. However, 35(25.5%) and 76(55.1%) of the respondents strongly disagreed and disagreed respectively to the statement. The finding shows the teachers perceived that performance appraisal system does not improves teaching and learning.

The finding shows teachers perceived appraisal systems as an effective tool to ensure effective communication, helps to identify teachers strength and weaknesses, and is not for promotion. Also, the teachers perceived that performance appraisal system helps in identifying training and development needs of teachers, and is a source of good feedback on teacher performance. The result agrees with Seanhan (2010) who indicated that the main objective of performance appraisals is to measure and improve the performance of employees and increase their future potential and value to the school. Other objectives include providing feedback, improving communication, understanding training needs, clarifying roles and responsibilities and determining how to allocate rewards. Richu (2007) studied the perceptions of teachers on performance appraisal in public secondary schools in Nakuru. Richus' (2007) study was done in Nakuru district – rural/urban setting and the appraisers were the quality assurance officers. The result shows that performance appraisal of teachers is important in understanding each teacher's abilities and competencies. It helps to helps to identify teachers strength and weaknesses, and identify training and development needs of teachers.

4.5   Research question three: What are the ways of improving performance appraisal practices at Junior High Schools in Asokore Mampong Municipality?

The third research question was intended to answer the question on the ways of improving performance appraisal practices at Junior High Schools in Asokore

Mampong Municipality. The respondents were asked to indicate their level of agreement to the statements. Presented in Table 4.7 are the responses gathered.

Table 4. 7: Ways of improving performance appraisal practices

Statements	SD N	SD %	D N	D %	A N	A %	SA N	SA %	Total N	Total %
Teachers must have clear understanding of the appraisal system	30	21.7	55	39.9	36	26.1	17	12.3	138	100
Appraisal training should be organized for teachers	11	8.0	49	35.5	72	52.2	6	4.3	138	100
Heads should invite teachers and discuss report with teachers	2	1.4	26	18.8	65	47.1	45	32.6	138	100
Teachers with problems should be placed under experienced teachers	34	24.6	49	35.5	44	31.9	11	8.0	138	100
Teachers should be informed of the purpose of appraising them	6	4.3	13	9.4	56	40.6	63	45.7	138	100
Appraisal interview should be organized for teachers	36	26.1	66	47.8	34	24.6	2	1.4	138	100
Performance appraisal feedback should be timely	8	5.8	29	21.0	88	63.8	13	9.4	138	100
Performance appraisal reports should be reliable and useful for providing feedback to improve teacher performance	6	4.3	18	13.0	79	57.2	35	25.4	138	100
Teachers need to be involved in performance target	10	7.2	22	15.9	93	67.4	13	9.4	138	100

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree
Source: Field Survey, 2021

From Table 4.7, 36(26.1%) and 17(12.3%) of the respondents agreed and strongly agreed respectively to the statement that teachers must have clear

understanding of the appraisal system. Meanwhile, 30(21.7%) of the respondents strongly disagreed and 55(39.9%) of the respondents disagreed to that effect. Concerning whether appraisal training should be organized for teachers, 72(52.2%) of the respondents agreed and 6(4.3%) of the respondents strongly agreed respectively to the statement, whereas 11(8.0%) of the respondents strongly disagreed, and 49(35.5%) of the respondents disagreed to the statement. The analysis indicates that appraisal system can be improve by organizing appraisal training for teachers. McLaughlin and Pfeifer (2008) on this issue asserted that training and developmental programmes must be available to demonstrate the country's commitment to growth-oriented evaluation if significant change is to take place. Teachers also need to be trained and developed for new approaches or technique in teaching and learning to enhance their professional goals. If teacher's improvement and learning are not a high priority, teachers will not take evaluation seriously and it will be of little or no value.

Moreover, on whether heads should invite teachers and discuss report with teachers, 65(47.1%) and 45(32.6%) of the respondents agreed and strongly agreed respectively to the statement. Meanwhile 2(1.4%) of the respondents strongly disagree and 26(18.8%) of the respondents disagreed to that effect. This indicates that in improve appraisal system heads should invite teachers and discuss report with teachers. As to whether teachers with problems should be placed under experienced teachers, 44(31.9%) and 11(8.0%) of the respondents agreed and strongly agreed respectively, while 34(24.6%) of the respondents strongly disagreed and 49(35.5%) of the respondents disagreed to the statement. Also, the teachers indicated that to improve performance appraisal practices, teachers should be informed of the purpose of appraising. The data indicate that, 56(40.6%) and 63(45.7%) of the respondents

agreed and strongly agreed respectively, conversely, 6(4.3%) and 13(9.4%) of the respondents strongly disagreed and disagreed respectively to the statement. The finding aligns with Ellermeyer (1992) who is of the opinion that principals should not be the sole evaluators for many reasons, the principal should communicate the purpose of the appraisal system to the teachers.

With respect to the statement that appraisal interview should be organized for teachers, 34(24.6%) of the respondents agreed, and 2(1.4%) of the respondents strongly agreed to the statement. Meanwhile, 36(26.1%) of the respondents strongly disagreed and 66(47.8%) of them disagreed to the statement appraisal interview should be organized for teachers. The Table further indicated that in improving appraisal system, the appraisal feedback should be timely. Statistically, 88(63.8%) and 13(9.4%) of the respondents agreed and strongly agreed respectively to the statement, while 8(5.8%) and 29(21.0%) of the respondents strongly disagreed and disagreed respectively to the statement. Boyd (2009) information provided to teachers on the appraisal system be done in a timely manner while events are fresh at a post-observation conference to identify for the teacher his/her strengths and weaknesses.

On the issue of that performance appraisal reports should be reliable and useful for providing feedback to improve teacher performance, 79(57.2%) of the respondents agreed, and 35(25.4%) of the respondents strongly agreed to the statement. However, 6(4.3%) and 18(13.0%) of the respondents strongly disagreed and disagreed respectively to the statement. As indicated by Duke and Stiggins (2006) affirmed that feedback is another important component of an effective teacher performance appraisal system. The information and recommendations provided to a teacher about his/her performance based on the results of that teacher's evaluation will

improve teachers participation and improve his/her performance and make decisions concerning professional development and improvement. Furthermore, on teachers need to be involved in performance target, 93(67.4%) and 13(9.4%) of the respondents agreed and strongly agreed respectively to the statement. Conversely, 10(7.2%) and 22(15.9%) of the respondents strongly disagreed and disagreed respectively to that effect.

The result indicates that to improve performance appraisal practices at JHS in Asokore Mampong Municipality, teachers should be informed of the purpose of appraising, heads should invite teachers and discuss report with teachers, and performance appraisal reports should be reliable and useful for providing feedback to improve teacher performance. Also, the study shows that to improve performance appraisal practices, teachers need to be involved in performance target, feedback should be timely, and appraisal training should be organized for teachers. The finding buttresses with the work of McLaughlin and Pfeifer (2008) who reported for effective performance appraisal system information must be communicated to the teachers, appraisal reports should be reliable and useful for providing feedback to improve teacher performance. When the teacher in the post-observation conference is not open to constructive feedback will not listen to what the principal has to say, even if the principal is knowledgeable about teaching and his/her evaluation records are valid and reliable, it will not serve a meaningful purpose and does not promote improvement.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter presents the summary of findings, conclusions drawn from the findings, recommendations made and suggestions for further research.

5.2   Overview of the Study

The purpose of the study was to investigate the performance appraisal practices and teachers perceptions at Junior High Schools in Asokore Mampong Municipality. The objectives of the study were to assess how heads carry out performance appraisal process, teachers perceptions on performance appraisal system, and the ways of improving performance appraisal system at Junior High Schools in Asokore Mampong Municipality.

Descriptive survey research design was employed for the study. The target population for this study was all the 10 junior high schools at Asokore Mampong Municipality in the Ashanti Region of Ghana. The statistics compiled by Kumasi Metropolitan Office (2019) puts the population of 160 teachers. Purposive sampling technique was used to select all the 160 teachers. The main instrument used for this study was questionnaire. The reliability test achieved 0.711 alpha. The questionnaire was mostly Likert scale type. Data collected were edited and computed into the SPSS for analysis.

5.3   Summary of Key Findings

1. On how heads carry out performance appraisal process, the finding revealed that in carrying out performance appraisal, heads organized in-service training for the teachers, encourage teachers whose performance are below expectation, conducts follow-up visits after appraisal, inform teachers of the purpose of the appraising performance and meet teachers to discuss report from the appraisal system.

2. On the perceptions of teachers, the showed teachers perceived appraisal systems as an effective tool to ensure effective communication, helps to identify teachers strength and weaknesses, and is not for promotion. Also, the teachers perceived that performance appraisal system helps in identifying training and development needs of teachers, and is a source of good feedback on teacher performance.

3. On the ways of improving performance appraisal practices, the findings indicated that teachers should be informed of the purpose of appraising, heads should invite teachers and discuss report with teachers, and performance appraisal reports should be reliable and useful for providing feedback to improve teacher performance. Also, it appeared from the study that teachers need to be involved in performance target, feedback should be timely, and appraisal training should be organized for teachers.

5.4   Conclusions

The findings from the study proved that in carrying out performance appraisal, heads at junior high schools in Asokore Mampong organized in-service training for the teachers, encourage teachers whose performance are below expectation, conducts

65

follow-up visits after appraisal, inform teachers of the purpose of the appraising performance and meet teachers to discuss report from the appraisal system.

It can expediently conclude that teachers perceived appraisal systems as an effective tool to ensure effective communication. Also, the teachers perceived performance appraisal system as a tool for identifying training and development needs of teachers, and is a source of good feedback on teacher performance.

5.5   Recommendations

Based on the findings of the study, the following recommendations were therefore made:

1. It is recommended that Teacher Education Unit organizes regular training on appraisal process for teachers and heads once every year during the long vacation to improve their perception and rationale of the appraisal system which will ensure their active participation.

2. Heads need to invite teachers after the appraisal exercise and discuss report with them to enable teachers know areas that need to be improved.

3. It is recommended that heads follow-up after every appraisal exercise to check whether teacher are making process

4. It is recommended that Ghana Education Service should make available to junior high schools the necessary appraisal materials to ensure smooth implementation of the appraisal process.

5.6   Suggestion for Further Research

It is suggested that a study should be carried out to ascertain the heads and circuit supervisors' roles in the appraisal system.

REFERENCES

Abd Hamid, S. R., & Hassan, S. S. (2012). Teaching Quality and Performance Among Experienced Teachers in Malaysia. *Australian Journal of Teacher Education*, 85-86.

Agyare, R., Yuhui, G., Mensah, L., Aidoo, Z. & Ansah, O. I. (2016). The Impacts of Performance Appraisal on Employees' Job Satisfaction and Organizational Commitment: A Case of Microfinance Institutions in Ghana. *International Journal of Business and Management*, 11(9), 281-298.

Akyeampong, K., Djangmah, J. Oduro, A. Alhassan, S. & Hunt, F. (2007). *Access to basic education in Ghana: The evidence and the issues*. CREATE Country Analytic Review, University of Sussex, Brighton.

Anupama, T.D., Mary, B. & Dulababu, T. (2011). The Need of 720 degree performance appraisal in the new economy companies. *International Journal of Multidisciplinary Research*, 1(4), 53-83.

Armstrong, M. (2006). A handbook of Human Resource management Practice. Kogan Page Ltd: United Kingdom.

Asghar, S. A. (1996). Staff Appraisal in Education: Perceptions & practices across cultures. *Journal of Multidisciplinary Research,* 4(1), 47-65.

Ashworth P. D. & Morrison, P. (1991). Problems of competence based nurse education. *Nurse Education Today,* 11: 256-260.

Ashworth P. D. & Saxton J. (1990). Competence. *Journal of Further and Higher Education*, 14: 3-25.

Asiago, D. & Gathii, A. (2014). Teachers' perceptions of performance appraisal practices in public secondary schools in Limuru District. *International Journal of Education and Research*, 2(4), 1-12.

Atiomo M.D. (2000). *Techniques in the clinical supervision model: Preservice and inservice applications* (4th ed.). New York: Longman

Barret, R.S. (2007). Performance rating, science research associates, Inc. Chicago, II

Bartlett, S. (1998). Teacher perceptions of the purposes of staff appraisal: a response to Kyriacou. *Teacher development Journal*, 2(3), 479-491

Basu, M. K. (2008). *Managerial performance appraisal in India*. Vision Books: New Delhi.

Berman, M. S. (2005). Managing Human Resources in Small Organizations: What do we Know? *Human Resource Management Review, 14*, 295–323.

Bernardin, H. J. & Beatty, R. W. (2004). *Performance appraisal: assessing human behavior at work*. Boston: Kent.

Bernardin, H.J. & Smith, P.C. (2001). A clarification of some issues regarding the development and use of behaviorally anchored rating scales (BARS). *Journal of Applied Psychology,* 66: 458-463.

Blau, L. D. (1999). Performance appraisal: essential characteristics for strategic control. *Measuring business excellence, 12* (3), 24-32.

Boyd, G. (2009). *Commitment in the workplace.* Thousand Oaks, CA: Sage.

Brown, T., McNamara, O., Olwen H. & Jones, L. (2010). School connectedness strengthening health and education outcomes for teenagers. *Journal of school health,* 74, 229-299.

Burack, C. J. Elmer, K. & Smith, D. (2007). Strategic Human Resource Practices, Top Management Commitment, Team Social Networks and Firm Performance: The Role of Human Resource Practices in Creating Organizational Competitive Advantage. *Academy of Management Journal, 46* (6), 740–751.

Byars, N. & Pynes A, (2004). *Evaluating administrative personnel in school systems*. New York: Teachers College Press.

Cardno, R. (2005). In search of staff development: a study of academic staff appraisal, *Journal of Higher Education & Research Development*, 14(2), 185-199.

Cascio, W. F. (1992). *Managing Human Resources - Productivity, Quality of Work life, Profit.* United State of America: McGraw-Hill.

Cascio, W. F. (2003). *Managing Human Resources - Productivity, Quality of Work life, Profit.* United State of America: McGraw-Hill.

Cascio, W.F., (1991). *Applied psychology in personnel management.* London: Prentice-Hall International.

Cawley, S.A., Bradshaw, L.K., & Joyner, R.L. (1998). *Teacher evaluation: A review of the literature.* Paper presented at the Annual Meeting of the American Educational Research Association.

Chapman, S. (2011). Appraisals do not work-what does? *The journal for Quality Participation*, 2(4), 5-12.

Chow, E. Atkins, P., & Wood, R. (2002). Teachers' perceptions of appraiser-appraisee relationship. *Journal of Personnel Evaluation in Education,* 16 (2). 85-101.

Cole, M. W. (2005). *Theory and Practice of Personnel Management*. London: William Heinemann Ltd

Coming, M. W. (2002). *Theory and Practice of Personnel Management*. London: William Heinemann Ltd.

Conley, K. O. (2007). Teacher appraisal & its outcomes in Singapore Primary Schools, *Journal of Educational Administration,* 46(1), 34-56.

Cummings, l. L. (2002). *Performance in organizations - Determinate and appraisal.* Glenview, IL: Scott Foresman.

D' Aveni, R.A. (1995). *Hyper-competitive rivalries: competing in highly dynamic environments*. Free Press, New York.

Danku, S. L., Dordor, F., Soglo, Y. N. & Bokor, J. M. (2018). Performance Appraisal in the Ghana Education Service, the Case of Basic School Teachers in Ho Municipality. *International Journal of Managerial Studies and Research (IJMSR), 3(6), 117 – 133*

Datche, C. E. (2007). *Enhancing Professional Practice. A framework for Teaching* (2nd ed). Association for Supervision and Curriculum Development. (ASCD), Alexandria, Virginia.

David, M. G. (2018). *The effects of performance appraisal on teacher development : a case of Secondary School teachers of Laikipia West District, Kenya.* Retrieved https://ir-library.ku.ac.ke/handle/123456789/1237?show=full. Accessed: June, 3, 2020.

De Vries, D.L., Morrison, A.M., Shullman, S.L. & Gerlach, M.L. (2001). *Performance appraisal on the line*. New York, John Wiley & Sons.

Decenzo, D.A. & Robbins, A.P. (2002). *Human resource management.* (7th ed.). John Wiley & Sons.

Dessler, G. (1999). *Human resource management.* (10th ed.). International Edition Kennedy, Marilyn Moats, February, "The Case for Performance Appraisal" across the board.

DeVries, M., Dockrell, V. K. & Shield, B. (2001). An Empirical Study on the Efficiency of Performance Appraisal System. *Journal of Business Research, 2*(2), 65-78.

Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.

Drucker, P.F. (2005). *Practice of management.* William Heinemann Ltd. London.

Duckett, T. (1991). *Classroom characteristics and student friendship cliques. Social Forces, 67,* 898–919.

Duke, D. L. & Stiggins, C. (2006). Developing teacher evaluation systems that promote professional growth. *Journal of Personnel Evaluation in Education, 4*, 131-144.

Duke, K. (1993). Influence of limitedly visible leafy indoor plants on the psychology, behavior, and health of students at a junior high school in Taiwan. *Environment and Behavior, 41*, 5, 658-692.

Ellermeyer, L. (1992). Removing barriers to professional growth. *Phi Delta Kappan, 74*, 702-712.

Ernst von Glasersfeld, P. L. (1995) A road map to effective organizational evaluation. Michigan, U.S.A

Filanagan, L. (2004). *Research on Performance Pay for Teachers*, Australian Council for Educational Research (ACER), 20-107.

Fisher, M. (1996). *Performance Appraisals*. London: Kogan Page limited.

Freedman, D. (1992). Is management still a science?. *Harvard Business Review*, 26-34.

Gibson, E. (2007). Can Teacher Quality Be Effectively Assessed?" *Review of Economics and Statistics* 89 (1): 134-150.

Grant, R.M., Shani, R. & Krishnan, R., (1994). TQM's challenge to management theory and practice. *Sloan Management Review, winter*: 25-35.

Groeschl, H. (2003). Assessing the Potential of Using Value-Added Estimates of Teacher Job Performance for Making Tenure Decisions. *National Center for Analysis of Longitudinal Data in Education Research Working Paper* 31.

Guillen, R. (1994). *Identifying Effective Teachers Using Performance on the Job.* Washington, DC:

Gupta, M. & Kumar, F. (2013). *Evaluating Teachers: The Important Role of Value-Added.* Washington, DC.: Brookings Institution.

Gurbuz, P. & Dikmenli, K. (2007). Measure for Measure: The Relationships Between Measures of Instructional Practice in Middle School English Language Arts and Teachers' Value-Ad. *Economics and Statistics,* 3-43.

Gurpinder K. and Jaslin K. (2001). *Performance Appraisal- An Indispensable Management Tool*, HRD Times.

Hanushek, E. and Woessmann, L. (2015). *The Knowledge capital of Nations: Education and Economics of Growth.* MIT Press.

71

Harrell, A. & Wright, A. (1990). Empirical evidence on the validity and reliability of behaviorally anchored rating scales for auditors. *Auditing,* 9(3): 134-139.

Hayness, G. (2008). Developing an appraisal program. *Personnel Journal,* 57(1): 14-19.

Igbojekwe, P. A. & Ugo-Okoro, C. P. (2015). Performance Evaluation of Academic Staff in Universities and Colleges in Nigeria: The Missing Criteria. *International Journal of Education and Research,* 3(3), 627-640.

Jacobs, R., Kafry D. & Zedeck, S. (2010). Expectations of behaviorally anchored ratings scales. *Personnel Psychology,* 33: 595-640.

James, R. (1995). In search of staff development: a study of academic staff appraisal, *Journal of Higher Education & Research Development*, 14(2), 185- 199.

Jawahar, M. (2006). Performance Appraisal: A Trail to sustainable organizational excellence. *Indian Journal of Management,* 3:55-62

Jenifur, M. (2014). Performance Appraisal: A Trail to sustainable organizational excellence. *Indian Journal of Management*, 3:55-62.

Kane, D. M., Coker, H., & R. S. Soar. (1995). *Measurement-based evaluation of teacher performance.* New York: Longman. No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).

Kelly, K.O., Covino, E. A., & Iwanicki, E. F. (2008). Teacher appraisal & its outcomes in Singapore Primary Schools, *Journal of Educational Administration,* 46(1), 39-54.

Kerry, O. B. (2013). Behavioral effects of the presence of a dog in a classroom. *Antrozoos,* 16(2), 147-159.

Kimicki, E.L., Frels, K., & Horton, J. L. (2005). *A documentation system for teacher improvement and termination.* Topeka, KS: National Organization on Legal Problems in Education.

Kingstrom, P.O. & Bass, A.R. (2001). A critical analysis of studies comparing behaviorally anchored rating scales (BARS) and other rating formats. *Personnel Psychology,* 34: 263-289.

Kombo, K. D. and Tromp, L. A.D (2009). *Proposal and Thesis Writing.* Nairobi: Paulines Publication Africa.

Kothari C. R. (2004). *Research Methodology, methods and techniques* (2nd ed.). New age Technopress. New Delhi

Krzystofiak, L.K., Maina, R.N., Njagi, K. & Njanja, W. L. (2008). Effect of reward on employee performance. *International journal of business and management,* 8 (21) 41-49

Kumekpor, K. B. (2002). *Research Methods & Techniques of Social Research,* Ghana, SonLife Printing Press and Services.

Kuvaas, G. K. (2006). The impact of culture on Performance Appraisal Reforms in Africa. *Asian Social Science*, 8(4) 159- 174.

Le Var, E. F. (1996). Teacher evaluation for school improvement. In J. Millman & L. Darling-Hammond (Eds.), *The new handbook for teacher evaluation.* Newbury Park, CA: Sage Publication.

Levy, B. & Williams, L. (2004). An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education, 11*(1), 69-88.

Lillyman, F. (1998). Transforming teaching: Connecting Professional Responsibility with Student Learning. *A report to the NEA, America*, 234-341.

Lloyd, K. L. (2009). *Performance Appraisal and Phrases for Dommies.* Indianapolis, Indiana: Wiley Publishing. Inc.

Locke, E. A., & Latham, G. P. (1990). *A theoory of goal setting and task performance.* Upper Saddle River: NJ: Prentice Hall.

Looney, J. (2011). Developing High-Quality Teachers: teacher evaluation for improvement. *European Journal of Education, 46*, 441.

Looney, J. (2011). Developing High-Quality Teachers: teacher evaluation for improvement. *European Journal of Education, 46*, 441.

Malunda, P., Onen, D., Musaazi, J. C., & Oonyu, J. (2016). Teacher Evaluation and Quality of Pedagogical Practice. *Internatioal Journal of Learning and Educational Research*, 118-133.

Mamoria, J. M. & Ganka, C. (2005) Performance appraisal: Maintaining system effectiveness, *Journal of Public Management*, 27(2), 223-230.

Mamoria, J. M. (1995). *The supervisory roles of Secondary School headteachers in Curriculum implementation in Machakos District, Kenya*. Moi University, Eldoret.

Mc Gregor, J. W. (2007). Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis,* 15, 129-151.

McLaughlin, C. D. & Pfeifer, M. (2008). Performance appraisal: Maintaining system effectiveness, *Journal of Public Personnel Management*, 27(2), 23-55.

McMillan, J. H., & Schumacher, S. (2006). *Research in education: Evidence-based inquiry* (6th ed.). Boston, MA: Allyn and Bacon.

Missroom, K. (2005). Performance feed: individual based reflection and effect on motivation. *Business and economics and research journal,* 2 (4) 115- 134

Mitchell, K.S., Garland, J.S., Ellett, C.D., & Rugutt, J.K. (1990). Ten years later: Findings from a replication of a study of teacher evaluation practices in our 100 largest school districts. *Journal of Personnel Evaluation in Education, 10*(3), 203-226.

Mitchell, K.S., Rugutt, J. K. & Manatt, R. P. (1992). Teacher performance evaluation: A total systems approach. In S. J. Stanley & W. J. Popham (Eds.), *Teacher evaluation: Six prescriptions for success* (pp. 79-108).

Moers, J. (2005). Performance based staff evaluation: A reality we must face. *Educational Technology, 15*, 35-38.

Mondy, W. & Noe, R. (2008). *Human resource management.* (10th ed.). London: Prentice Hall.

Moorhead, G., & Gruffin, R. W. (1992). *Organizational Behavior: Managing People and Organizations.* Boston: Houghton Mifflin.

Mufeed, S.A. & Jenifur, M. (2015). Perceptional barriers- A hindrance to effective performance appraisal management. *Journal of Evaluation in Education*, 5(1):48-64.

Mufeed, S.A. (2011). Employee appraisal system-an instrument for developing superior performance. *Desh Bhagat Journal of Management and Research 1(1).*

Mufeed, S.A. (2012). Need for human resource development (HRD) practices in Indian Universities- A Key for educational excellence. *Journal of Human Values (IIM-C),* 18(2), 2-13.

Mugenda, A.G. (2008). *Social Science Research: Theory and Principles*. Acts Press, Nairobi.

Mugenda, O. M. & Mugenda, A. G. (2003). *Research methods: quantitative and qualitative approaches*. African Centre for Technology Studies. Nairobi, Kenya.

Mugenda, O.M. & Mugenda, A.G. (1999) *Quantitative and Qualitative Research Approaches.* Acts Press, Nairobi.

Mullins, D. (1999). Foundations of School Administration. Nairobi: Oxford University Press.

Murphy, J. (2012). Faculty members' perceptions of effective appraisal in Oman: the balance between accountability & development, the proceedings of Oman

Quality Regional Conference 20-21 *"Quality Management & Enhancement in Higher Education",* Oman, Muscat.

Murphy, L. & Cleveland, E. (1995). Environmental personalization and elementary school children's self-esteem. *Journal of Environmental Psychology,* 23(3), 55-93.

Obasi, J.I. (2011). *Survey of preferred methods by raters and users of performance Appraisals. Selected tertiary institutions in Nairobi – Kenya* (MBA Project)

Obasi, K. K., & Ohia, A. N. (2014). Teacher Performance Evaluation Techniques in Public and Private Secondary School in South East Nigeria. *Global Journal of Educational Research, 13*, 117.

Obasi, K. K., & Ohia, A. N. (2016). Teacher Performance Evaluation Techniques in Public and Private Secondary School in South East Nigeria. *Global Journal of Educational Research, 13*, 117.

Odhiambo, O.G. (2005). Teacher appraisal: the experiences of Kenyan secondary school teachers. *Journal of Educational Administration*, 43(4), 402 – 416.

Orenaiya, L., Mwendwa, B. M. & Ngolovoi, M. (2014). *Factors affecting staff performance appraisals in the hospitality industry-A case of five star hotels in Nairobi* (MBA Project K.U)

Oso, Y.W & Onen, D. (2009). *A General Guide to Writing a Research Proposal and Report*, Jomo Kenyatta Foundation, Nairobi, Kenya.

Partington, M. Q. & Stainton, E. (2003). *Utilization focused evaluation* (2nd ed.). Newbury Park, CA: Sage Publications.

Patten, T. H. (2002). *A manager's guide to performance appraisal.* The Free Press, a Division of Macmillan Publishing Co. Inc., New York.

Patten, T.H. (2007). *Pay: employee compensation and incentive plans.* Free Press, London.

Pennington, O. M. & Edwards, C. (2000).*Performance appraisal in context: organisational changes and their impact on practice*. Chickester: John Willey & Sons, England.

Piggott-Irvine, E. (2003). Key Features of Appraisal Effectiveness. *International Journal of Educational Management*, 17(6), 254-261.

Poon, J. (2004). The dilemma of performance appraisal. *Journal of Measuring Business Excellenc*e, 13(4), 69-77.

Prendergast, N. & Topel, F. (1996). *Don't redesign your company's Performance appraisal, scrap it*; Corporate University review May – June 1997. P.23-531.

Rehman, T. M. (2009). *Human Resources The new agenda* London. London: Wiley Press.

Richard, S. (2003). Supplementary Classroom Instruction and Technology. *Computer Conferencing,* 34: 20- 25.

Richardson, M.W. (2009). Forced choice performance reports: a modern merit rating method. *Journal of Personal Management,* 26: 205-12.

Richus, L.G. (2007) Educational issues, school setting, and environmental psychology. *Journal of Environmental Psychology,* 4(4), 347-364.

Sanders, A. & Rivers, R. (1996). Pre-service science teachers' perceptions of writte lesson appraisals: The impact of styles of mentoring. *European Journal of Teachers Education,* 30(1), 75-90.

Santiago, M. T. & Benavides, D. (2009). *Performance Review: Balancing objectives and Content.* Institute of employment studies (U.K) report 370.

Sawa, A. (1995). Student feedback or 'student hit back': in research of quality feedback for quality teaching. *The proceedings of Oman International ELT Conference,* 2-212.

Schwah, D.P., Heneman, H.G. & De Cotiis, T.A. (2005). Behaviorally anchored rating scales: A review of the literature. *Personnel Psychology*, 28: 549-562.

Scott, W.D. & Clothier, R.C. (2003). *Personnel management: Principles, practices and points of view, A. W. Shaw.* New York: *LAITE* Press.

Seanhan, H. M. (2010). Empower Staff with Praiseworthy Appraisals, *Journal of Nursing Management,* 3(3), 53-93.

Smith, J. L. & Kendall, E. A. (2003). *The pursuit of organisational justice: from conceptualization to implication to application.* InC Press.

Smith, P.C. (2016). Retranslation of expectations: An approach to the construction of unambiguous anchors for rating scales. *Journal of Applied Psychology,* 47: 149-155.

Sommer, S. R. & Kulkarni, M. (2012). Delivering quality education and Training to all Kenyans. *Kema Education Sector Support Programme*, 23-55.

Spriegel, W.R. (2002). *Merit rating of supervisors and executives.* Bureau of Business Research, University of Texas.

Stanley, C. & Popham, B. (2008). Are performance appraisals a bureaucratic exercise or can they be used to enhance sales-force satisfaction and commitment? *Journal of Psychology & Marketing, 18*(4), 337-364.

Statz, C. (2006). Performance appraisal in the changing world of work: Implications for the meaning and measurement of work performance. *Canadian Psychology, 39,* 52-59.

Subrahmanya, V. Sarma, V., Jaya, G. & Munindar R. L. (2004) Shirisha, R. *Potential Appraisal System – An Emerging Approach to Organisational Development*, HRM Review, pp. 59-67.

Taylor, A. (2008). *Linking Architecture and Education: Sustainable Design For Learning Environments*. Albuquerque: University of New Mexico Press

Taylor, P. & Kalliathan, S. E. (2001). *Performance management and appraisal.* In M. O'Driscoll, P. Taylor, & T. Kalliath (Eds.), *Organisational psychology in Australia and New Zealand* (pp. 78-105). Melbourne, Victoria: Oxford University Press

To, T. (2007). *Quality performance appraisal for staff, the proceedings of International Conference of the Academic Liberian: Dinosaur or Phoenix?* Die or Fly in Library Change Management, University Library System. pp.312-319.

Turk, K. & Roolaht, T. (2007). Appraisal and compensation of the academic staff in Estonian public & private universities: a comparative analysis. *TRAMES Journal*, 11 (61/56), 206-222.

Ubom, I. U., & Joshua, M. T. (2004). Needs Satisfaction variables as Predictors of job Satisfaction of Employees: Implication for Guidance and Counselling. *Educational Research, 4*, 3.

Wang, J., Lin, E., Salding, E., Klecka, C. L., & Odel, S. J. (2011). Quality Teaching and Teacher Education: A Kaleidoscope of Nation. *Journal of Teacher Education*, 331.

Wanzare, G. (2016). Assessment to improve performance, not just monitor it. Assessment reform in the social sciences. Social science records (Fall) 5-12.

Weiss, P. & Weiss, T. (1998). The impact of human resource practices on business unit operating and financial performance. *Human Resource Management Journal, 13*, 21-36.

Wettlaufer, S. (2003). Goal setting and performance assessment as tool for talent management. *International conference on emerging Economies, 37, 241-246.*

Wiersma, J. & Latham, K. (2006). 'Taking a sickie': Job satisfaction and job involvement as interactive predictors of absenteeism in a public organization. *Journal of Occupational and Organizational Psychology, 80*, 77-89.

Wiese, D.S. and Buckley, M.R. (1998). The evolution of the performance appraisal process. *Journal of Management History*, 4 (3): 233-249

William B. Werther, J. R. and Keith D. (2010). *Human Resources and Personnel Management,* (4th ed.). London: McGraw-Hill International Editions.

APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION – KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

PERFORMANCE APPRAISAL PRACTICES QUESTIONNAIRE FOR TEACHERS

This study is being carried out to find out the perception of teachers of performance appraisal practices at Junior High Schools in Asokore Mampong Municipality. Your school has been chosen to take part of this study. Your responses will be treated strictly confidential and will remain anonymous.

Section A

Background Information

Please kindly respond to the questions. Tick (√) as appropriate

1.   What is your age (in years)?

    a. 20-25 [   ]   b. 26-30 [   ]   c. 31-35 [   ]

    d. 36-40 [   ]   e. 41 and above

2.   What is your gender?

    a. Male   [   ]

    b. Female   [   ]

3.   What is you educational level?

    a. Diploma   [   ]   b. First degree [   ]   c. Masters [   ]

    d. Other [   ] specify:…………………………………………

4.   For how long have you been teaching in your school?

    a. 1 – 5years [   ]   b. 6-10 [   ]   c. 11-15 years [   ]

    d. 16+ years [   ]

80

Section B

Carrying out appraisal system

Please indicate your degree of agreement or disagreement on how heads carry out performance appraisal process in your school. Tick (✓) as appropriate scale: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

S/N	Statement	4	3	2	1
5.	The appraisal conference is organized				
6.	Head and teachers set target at the beginning of the academic year				
7.	Head and teachers agree on the sources of information needed to achieve the objectives				
8.	The teacher is informed of the purpose of the appraising performance				
9.	Head conducts follow-up visits after appraisal				
10.	Teachers whose performance are below expectation are encouraged to find new areas of carrying out duties				
11.	Teachers are placed under the supervision of experienced teachers				
12.	Heads and teachers meet and discuss report from the appraisal system				

81

Section C

Perception

Please, indicate your degree of agreement or disagreement to the teachers perceptions on performance appraisal system in your school. Tick (✓) as appropriate scale: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

S/N	Statement	4	3	2	1
13.	Appraisal is not for promotion				
14.	The procedure enables heads to provide good school management				
15.	Appraisal is perceived as a source of good feedback on teacher performance				
15.	Appraisal systems is an effective tool to ensure effective communication				
16.	Appraisal helps to identify training and development needs of teachers				
17.	Appraisal facilitates continuous self-learning and development				
18.	Performance appraisal helps me to identify my strength and weaknesses				
19.	Performance appraisal improves teaching and learning				

Section D

Ways of improving appraisal system

Please indicate your degree of agreement or disagreement on the ways of improving performance appraisal system in your school. Tick (✓) as appropriate scale: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

S/N	Statements	4	3	2	1
20.	Teachers must have clear understanding of the appraisal system				
21.	Appraisal training should be organized for teachers				
22.	Heads should invite teachers and discuss report with teachers				
23.	Teachers with problems should be placed under experienced teachers				
24.	Teachers should be informed of the purpose of appraising them				
25.	Appraisal interview should be organized for teachers				
28.	Performance appraisal feedback should be timely				
29.	Performance appraisal reports should be reliable and useful for providing feedback to improve teacher performance				
30.	Teachers need to be involved in performance target				