UNIVERSITY OF EDUCATION, WINNEBA

STAFF PERCEPTION ON PERFORMANCE APPRAISAL IN COLLEGES OF EDUCATION IN THE KUMASI METROPOLIS OF THE ASHANTI REGION OF GHANA

EDMUND FOSU

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

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE………………………………..…

DATE………………………………………….

SUPERVISOR'S DECLARATION

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

NAME: DR. LYDIA OSEI-AMANKWAH

SIGNATURE:………………………… ……..

DATE…………………….............................

ACKNOWLEDGEMENTS

DEDICATION

To my dearest wife Gladys Kodua Fosu and children: Adwoa Serwaa, Yaa Konadu,

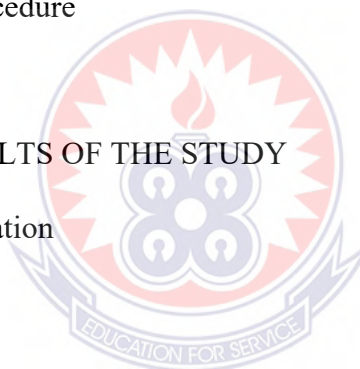Kwadwo Afrane, Akua Pokua and my parents Mr .and Mrs. Fosu.

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ABSTRACT

The purpose of the study was to find out tutors perception on the current appraisal system. Three research questions were raised to give direction to the study. Descriptive design was employed for the study. The target population comprised tutors and Principal of the Colleges of Education in the Kumasi Metropolis of the Ashanti Region. Simple random sampling was used to select the tutors. The Principals were selected through the purposive sampling technique. A sample size of 115 participates was used. This comprised 2 Principals and 113 tutors. The main instrument used for gathering data were questionnaire and interview guide. Cronbach alpha was used for the pilot-test and the reliability coefficient obtained was .86. Percentages and frequencies were used to analyze the data with the help of Statistical Package for Social Science (SPSS) software version 20.0. Findings from the study revealed that, tutors have knowledge and skills needed to participate in the appraisal exercise. The Principals on the other hand do not follow the current appraisal system. The study revealed that tutors have positive perception on the appraisal system. The recommendation made was that the Ministry of Education should organize regular training on appraisal for Principals of Colleges of Education to equip them with modern skills and knowledge for the appraisal exercise. Principals of colleges of Education in Ghana (PRINCOPS) Sneed to provide a resource persons or specialists in appraisal process to train the tutors during vacation to enable them familiarize themselves with the process.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Over the years there has been a concern over effectiveness of tutors in the educational institutions in Ghana. Research has shown that stakeholders of education have developed keen interest in the teaching and learning outcomes of both tutors and students. Rebore (2001) stated that human resource forms the ultimate basis for the wealth of nations. Any country without well-trained human resources has a bleak future. It is therefore the duties of Principals of Colleges of Education to make sure that tutors are properly appraised in order to develop the needed manpower for the country.

The Principal of a College of Education is the leader. Therefore, the success or failure of the College depends on the management techniques the Principal adopts. Knezevich (1984) explained that the Principal is the educational leader who influences how tutors perform and how easily or rapidly innovations are introduced in the College. One of the management tools that ensures effective teaching is appraisal. Performance appraisal is therefore, the process of determining and communicating to an employee how he/she is performing and establishing a plan for improvement (Rue Byars, 1999). Agyenim-Boateng (2000) on his part explained performance appraisal as a structure and formal interactions between a subordinate and supervisor that usually takes the form of a periodic interview with a view of identifying strengths and weaknesses as well as opportunities for improvement and skill development. This means that appraisal provides Principals the basis upon which to make sound decisions concerning tutors performance.

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The ability to conduct performance appraisal relies on the ability to assess an employee's performance in a fair and accurate manner. Evaluating employee performance seems to be a difficult work among some Principals.

The National Redemption Council Decree (249) established the Ghana Education Service (GES) and vested in GES the authority to supervise and inspect schools with the view of ensuring efficiency and high academic achievement. The 1987 Educational Reforms increased the supply of inputs in the form of teaching and learning materials, in-service training of tutors as well as provision of infrastructure for both tutors and students. The Government of Ghana has initiated policies to expand and strengthen the Educational System and makes it more relevant to the people.

In spite of these efforts put in place, much has not been achieved at the College of Education level. Improvement in students' performance seems to be very low and tutors performance at the College of Education level continues to fall (Owolabi, 1999). The ways and means of improving tutors performance in the classroom have been an area of great concern to the government in the quest to improve quality education. Since Colleges of Education are in charge of training tutors, there is the need for the Principals to put strategies in place to improve the performance of teaching staff. One of the strategies that have been employed as a tool for achieving the aim of improving quality education is teacher performance appraisal system.

Owolabi (1999) posited that the quality of tutors in many schools is insufficient to impact justifiably the literacy, knowledge, skills and habits required for full social and economic participation in the society. Research has shown that one of the major problems of low tutors performance and low students achievement is ineffective supervision and

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lack of formal and comprehensive appraisal system (Anamuah-Mensah, 2005). Delany (1991) confirmed that the conduct of performance appraisal could have positive effects on both tutors and students' achievement. Appiah (2001) found out that there was formalized appraisal system that existed to permit subjective assessment to be done on the work of the tutors. The outcome was that tutors received very little or no constructive feedback and guidance that will reinforce good performance and motivate employee development.

The quality of appraisal information may depend on the number of times data is collected and the importance attached to the procedure for data collection. Tutors have developed a negative perception about the appraisal system because no confidential reports are prepared in appraisal. This perception prevails among the teaching staff of Colleges of Education in the Kumasi Metropolis in Ashanti Region. Arrangements are not made to set performance targets for the tutors and provide training and career opportunities for tutors. Acheampong, Koomson and Fobih (1989) opined that supervisors' visits were limited to checking staff strengths and enrolments without actual observation of tutors work in the classroom or how the heads were managing the schools as administrators.

Principals probably do not have enough time to supervise tutors in the classroom for a considerable period of time. Majority of the Principals fail to organize appraisal conferences to provide assistance that tutors need to improve upon performance because of overload of work. Tutors perceived Principals as faultfinders who fail to motivate and assist them to improve upon their work. The tutors perceived the appraisal as just judging activity instead of instructional behaviour. The former appraisal system seemed to be

concentrated on records keeping and report writing. The traditional approach had done little to improve quality of teaching and tutors performance in the Colleges of Education and that the need for appraisal system was required to cover professional development, students' learning and school improvement. In the light of the foregoing, the study seeks to assess how staff performance appraisal system is carried out in Colleges of Education in the Kumasi Metropolis.

1.2 Statement of the Problem

Appraisal in institutions determines the competencies and performances of tutors. Recently, there has been an increasing public concern on teacher performance and students outcomes. The biggest issue currently facing Principals of Colleges of Education in the Kumasi metropolis in Ashanti Region is how to effectively appraise teaching staff. The current performance appraisal system has been instituted for some period now yet the knowledge on appraisal, the perception tutors have on this new system and its importance for improving tutors performance as well as students' outcomes and efficiency in the running of Colleges of Education seem to be lacking. The questions that naturally arise are: what knowledge and skills do heads have regarding the appraisal system? How do tutors perceive the appraisal system? There is the urgent need to provide answers to these and other questions.

1.3 Purpose of the Study

The purpose of the study was to investigate the knowledge and skills tutors and Principals have on performance appraisal process. The study sought to find out how the

Principals carry out the appraisal system in the Colleges of Education. Finally, the study was designed to determine the perception tutors have regarding the performance appraisal system in the Colleges of Education in the Kumasi Metropolis.

1.4 Objectives of the Objective

The study sought to:

1. Find out the knowledge and skills tutors and Principals have on the implementation of the appraisal process.

2. Ascertain how Principals of Colleges of Education in the Kumasi metropolis carry out the appraisal process.

3. Find out how tutors of Colleges of Education perceive the potentials of the performance appraisal system to improve tutors performance.
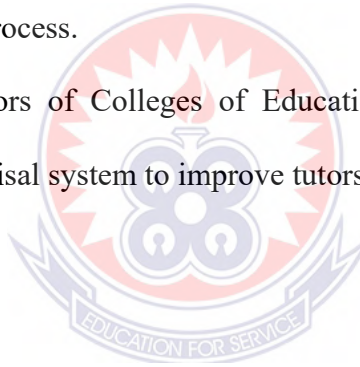
1.5 Research Questions

The study sought to answer the following questions:

1. What knowledge and skills do tutors and Principals have on the implementation of the appraisal process?

2. How do Principals of Colleges of Education in the Kumasi metropolis carry out the appraisal process?

3. How do tutors of Colleges of Education perceive the potentials of the performance appraisal system to improve tutors performance?

1.6 Significance of the Study

The study is significant because it examines the processes of the current appraisal system which will enable Principals to appraise their staff in an efficient manner. The study will provide an in-depth knowledge on the appraisal system to tutors and Principals in the Colleges of Education. The knowledge will help tutors to have positive perception towards the implementation of the appraisal system.

The study will help supervisors and Principals to have first-hand information of the problems associated with the conduct of the current appraisal system so that appropriate measures will be adopted to solve related problems. Suggestions and recommendations that will be made will enable National Council for Tertiary Education to plan and implement programmes that will enable Principals acquire the needed skills to carry out the appraisal system. The study will add to already existing literature on the appraisal system.
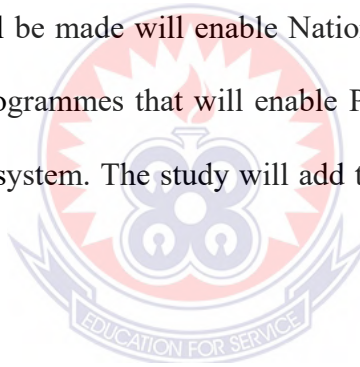
1.7 Delimitations of the Study

The study was delimited to staff appraisal system as a tool for managing Colleges of Education. The study involved tutors and Principals of Colleges of Education. The study was delimited to Kumasi metropolis. Areas such as knowledge and skills of appraisal process, perception, organization and implementation of the appraisal exercise were covered. Recommendations were delimited to tutors and Principals of the Colleges of Education in the Kumasi metropolis.

1.8 Limitations of the Study

The use of the likert type scale items was likely to limit the flow of some vital pieces of information for the study as respondents were only limited to the items provided on the questionnaire. This weakness might have affected the validity of the research findings. The researcher might have created biases in the way questions were posed to the interviewees during the interview sessions and therefore, might have affected the results of the study. There were respondent biases in revealing some in-depth information. These posed threats to the validity of the research findings.

1.9 Definition of Terms

For the purpose of this study, the following terms required operational definition to ensure clarity of meaning:

Appraisal: Evaluation of performance.

Appraisers: Principals of Colleges of Education

Appraisees: Teaching staff of Colleges of Education

Perception: Understanding or knowledge of an issue

1.10 Organization of the Study

The Study is organized into five chapters. Chapter one deals with background to the study. It includes statement of the problem, purpose of the study, research questions and significance of the study. It again covers delimitations, limitations, and definition of terms.

Chapter two deals with current literature on theoretical issues related to the Study. Chapter Three discusses the methodology. It comprises the research design, the population for the study, sample and sampling techniques, development of instruments, pre-testing, data collection procedures and data analysis plan.

Chapter four presents data analysis and discussion of research findings. The findings are discussed with reference to the literature and the research questions. Chapter five covers the summary of findings, conclusion drawn from the findings, recommendations made and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Concept of Performance Appraisal

The explanation of performance appraisal shows the different purposes they are supposed to serve, from education, commerce and public service. Beach (1980) explained performance appraisal as the systematic evaluation of individuals with respect to their performance on the job and potential to development. According to Stone (2002), performance appraisal involves the measurement of an individual or employee's performance against a set criteria providing feedback and creating a development plan. It is observed from the foregoing explanations that appraisal involves a comparison of an employee's performance with predetermined standards and targets related to relevant criteria.

Rue and Byars (1999) defined appraisal as a process of determining and communicating to an employee, how he or she is performing and ideally, establishing a plan for improvement. Agyenim-Boateng (2000) stated that performance appraisal is a structured and formal interaction between a subordinate and a supervisor that usually takes the form of a periodic interview with a view to identifying strengths and weaknesses as well as opportunities for improvement and skill development. These definitions suggest that performance appraisal serves as s foundation for future decision making.

In education, teacher appraisal may be defined as an attempt by oneself and others to analyse and assess a range of professional knowledge, skills and attitudes which are relevant to the performance of a teacher's role within the institution or agency (Anderson,

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Powell and Smith, 1987). Mathias and Jones (1989) have explained that appraisal is an activity which is central to the effective management of teaching and learning. They stated that appraisal is a process of promoting effectiveness of tutors' work in the classroom.

The definitions reveal critical features of performance appraisal. The inference is that performance appraisal is a process, is systematic, has a measurement orientation and it is purposeful. In addition, appraisal should be continuous and development in focus.

1. 'Continuous' implies that appraisal should not be merely a form-filling exercise, but should be on-going.

2. 'Systematic' implies that the appraisal process should not be haphazard or subjective, but based on evidence accumulated from a variety of sources. It should be well planned, orderly and professionally accomplished.

3. 'Intended to help individual tutors with their professional development' suggests that the appraisal process should be about reviewing current practice of performance, structuring ways to improve them, setting specific and achievable targets, identifying training and support needs and considering career progression.

4. All appraisal systems should be sound. In this sense, the methodology and techniques employed should be appropriate, vigorous, and ensure accuracy and quality.

5. The appraisal system must be purposeful and must be viewed in relation to the organization's objectives and designed to suit its culture and particular development programmes.

2.4 Principles Underlying Performance Appraisal

Research has revealed that for effective implementation of the system, the institution should first have well established management system by which performance to be appraised can be monitored and measured. Mullins (1994) asserted that the performance appraisal should not be viewed in isolation but should be integrated with related personnel, policies and practices such as manpower planning, training and development programme. This principle is emphasized by GES (1991) that appraisal should be set within a management context. The school's objectives in a particular year should be linked with appraisal so that professional development targets arising from appraisal may be related to agreed targets and tasks in the development plan.

A starting point for the integration process is therefore, to undertake a thorough job analysis. The analysis identifies the purpose and main duties and responsibilities of each job. From the job description, the expected outcomes of performance and the criteria with which appraisal will be based upon can be determined. According to Mullins (1994), if the objectives that employees are expected to achieve are unclear and the criteria for measuring these objectives are vague, the employees will tend to work considerably below their potentials. McConkie (1979) has suggested that for performance appraisal to achieve the desired objective, both appraisers and appraises should be mutually set appraisal objectives. It should be specific, measurable, achievable, realistic, time bound and joined to an action plan.

Mullins (1994) adds that setting of objectives ensures that every individual employee knows what role is expected of them and what results need to be accomplished to maximize their contribution to the overall organization's goals. They will also know

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the basis upon which their performance will be assessed. Stone (2002) asserted that a well-designed goal setting is a powerful tool for increasing employee motivation and performance. The challenge to administration is to make clear the organization's mission and objective to all employees in order to make the appraisal system meaningful and purposeful to them. According to Anderson and Friedberg (1998), without proper integration to classify its guidelines and criteria for appraisal, it will degenerate into ritualistic and paper-filling exercise.

2.4.1 Commitment

Regel and Holman (1987) stated that management commitment is vital to an effective appraisal programme. Appraising and managing performance are critical management responsibilities and a vital part of the organization's strategic management process. However, if managers see performance appraisal as something imposed on them by top management or human resource department, the process will back the genuine support of appraisers and it will simply become a cosmetic process to be treated with indifference. Regel and Holman (1987) and Pollack and Pollack (1996) maintain that commitment and support from top management is very paramount to s successful appraisal system.

Top management should see to it that all members of staff are adequately provided with financial resources, motivation and special training packages to sustain the programme. This view is supported by Oduro (1998) when he said that the challenge that this statement poses to Ghana is that the government needs to invest willingly in developing teacher appraisal. Resources required for promoting smooth teacher appraisal schemes in the school needs to be heavily budgeted for.

2.4.2 Time

Quality time as one of the principles for effective performance appraisal has been considered in several research studies. According to Routledge and Dennison (1990), for an appraisal to be successfully implemented, time must be allocated to both training of personnel and the process of the appraisal system. Thus, the implementation of the system must be prioritized alongside all the other activities of the school.

2.4.3 Appraisal Frequency

A review of the literature reveals that in many organizations, the modal frequency of appraisal is probably annually, semi-annually or quarterly (Fisher, 1994). Mullins (1994) and Community Consolidated District #15, (2003) advised that the frequency of appraisal should be related to the nature of the organization, the purpose, objectives of the scheme and some characteristics of the staff employed. They recommend more frequent appraisal that is, more than once a year, for organizations operating in dynamic, new members of staff, those currently promoted to a new position and those whose performance falls below expectation.

Fletcher and Williams (2003) have also found that the management structure of an organization can determine the frequency of appraisal. In an organization with a flattened pyramid structure, the number of subordinates under a manager may be so many and the appraisals have to be done annually or even less often. They further suggested that younger staff with potential may need more appraisal than staff nearer to retirement. Although the GES Council (1999) supports an annual appraisal system, it is worth noting that the appraisal needs not to be limited to this annual formal ritual but should be a

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continuous process of monitoring feedbacks and review. There should be regular communication and contacts between appraiser and appraisee, discussion of problem areas and plans for the future.

2.4.4 Feedback

Much of the resource on performance appraisal is focused on feedback. According to Kreither and Kimicki (1995), feedback is the extent to which an individual receives direct and clear information about how effectively he or she is performing. The main objective of the appraisal mechanism is to develop and improve the abilities of employees by providing them with formal feedback on job performance. James (1988) supported these arguments by pointing out that the people work, learn or achieve more when they are given adequate and objective feedback as to how they are performing. Survey studies have shown that feedback serves two major functions for those who receive it; instructional and motivational. Feedback instructs when it clarifies roles or teaches new behaviour, and motivates when employees contribution is recognized, rewarded or promised a reward (Guzzo, Jette, & Katzell 1995 & Kopelman, 1986). The foregoing presupposes that without feedback, tutors are unable to make adjustments to job performance or receive positive reinforcement for effective job behaviour.

Murphy and Cleveland (1995) opined that feedback can be a useful tool for development, especially if it is specific and behaviourally oriented, timely, as well as both problem-oriented and solution-oriented. Therefore, many believe that performance appraisal systems should provide meaningful feedback rather than to exclusively used to make judgement about the employee. Latham and Wesley (1981) have suggested that for appraisal system to be effective there must be on-going formal and informal performance

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feedback. Thus, appraisal systems that provide formal feedback once a year are more likely to be feedback deficient. For reliable and accurate feedback, researchers recommend the incorporation of feedback from multiple sources into the performance appraisal.

2.4.5 Mutual Sharing

Weitzed (1987) viewed performance appraisal as a power-sharing exercise. To succeed, it must be a cooperative and constructive endeavour with input by both staff and managers. Piggot-Irvine (2003) added that the interpersonal relationship is based on shared control, shared thinking, shared evidence and shared planning and monitoring leading to appraisers having more confidence to help appraisees to confront and resolve problems when they arise.

2.4.5 Consistent Monitoring

If performance appraisal is to remain an effective management tool, then the system must be consistently monitored to ensure that its results are fair, accurate, and sound and related to actual employee performance (Stone, 2002). To sustain the system, there is the need to constantly review and where necessary, modify it to suit the changing environment or the needs of the school.

2.4.6 Participatory Appraisal

From motivational standpoint, Hack and Oldham (1980) stated that employee participation in performance appraisal is a key element of intrinsic motivational strategies that facilitate worker growth and development. They further explain that intrinsically motivating employees entails jobs that posses task significance, skill, variety, task identity, and performance feedback and worker autonomy. A similar view has been

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expressed by Roberts (1992) that employee participation is an effective tool for enhancing job related autonomy, a necessary precondition for employee growth. Intrinsic motivational approaches clearly communicate trust and confidence in employee abilities.

Secondly, Folger (1987) noted that appraisal participation provides employee with a voice in the appraisal process. With the presence of employee participation, employees are empowered to rebut appraisal ratings, documentation or verbal feedback that they disagree. If employees are confident in the fairness of the appraisal process, they are more likely to accept performance ratings, even adverse ones, if they perceive a fair decision.

The third conceptual foundation as observed by Roberts (1992) is derived from the assumption that employees possess valid, unique and relevant performance information in insight that is unavailable or unobservable by raters. Thus, when employees participate in the appraisal process, the quality and quantity of information increases, leading to a more accurate and valid rating.

The fourth factor observed by Dachler and Wilport (1978) is that in a participatory appraisal system, the employee attains 'ownership' over the process and manifests its involvement as the rate attains a stake in the success of the system, enhancing employee acceptance. This will make employee frequently set higher performance targets than management when they possess the requisite level of autonomy, authority and resource support.

Finally, greater employee participation generates an atmosphere of cooperation and employee support, which encourages the development of coaching or counselling,

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thereby reducing appraisal-related tension, defensive behaviour and rater-ratee conflict (Jordan, 1990). Thus, the literature suggests that the success or the failure of the performance system depends on the level of employee acceptance and involvement in the appraisal process.

2.4.7 Purpose of Appraisal

Performance appraisal is expected to serve a number of purposes simultaneously. These can be grouped under four headings: strategic purposes, operational purposes, developmental purposes and administrative purposes.

2.4.8 Strategic Purposes

From the organizational strategic point of view, performance appraisal is done to improve the current organization effectiveness, by making the best use of the human resource available. Randell (1973) emphasized that a number of organizations implement an appraisal system in order to have a database of their employees' abilities and potentials, to provide a reliable system of performance assessment for future management decisions. It is very important for the management to have accurate database for taking accurate decisions to achieve the organizational objective and to project into the future. Cleveland, Murphy and Williams (1989) explained that documentation purposes must meet legal requirements. Also, personnel decisions must be documented and research must be conducted on the performance appraisal.

According to Drucker (1980), the strategic purpose of appraisal is to arrive at an appraisal of a man before one has to decide whether he is the right person to fill a 'bigger position'. In supporting this view, Mortimore and Mortimore (1991) stated that the fundamental aim of appraisal is to arrive at a situation where the most suitable people are

in the right places at the right time. Through appraisal, managers will be able to identify those with great potential or the high flyers in order to give them the needed exposure to develop them for greater responsibility. The challenge to the Principal, who is the first line manager, is to use accurate appraisal information on teacher performance for the proper classification of tutors or proper allocation of subjects or courses to staff.

2.4.9 Operational Purposes

The operational purposes are also referred to as systems maintenance uses. Examples of this type of purposes are workforce planning, determining organizational training needs, evaluating goal achievement, identifying organizational needs, assisting in goal identification, evaluation of the personnel system and reinforcing the authority structure.

Lopez (1968) also suggested that performance appraisal has information uses. He is of the view that appraisal could help improve communication between appraisers and appraisees concerning work expectations. Oduro (1998) also shared similar view as Lopze, that the two-way communication involved in the appraisal process, could help increase tutors' understanding of issues confronting senior management and senior management will also understand the perception that tutors may have about the school. It is believed that through this purpose, management will be able to improve its management practices and meaningful job description will be produced.

Additionally, West and Bollington (1990) have observed that appraisal clearly has the potential to strengthen and develop the quality of both teaching and management of schools. It should provide an opportunity for individual tutors and heads to explore ways

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of improving their skills and enhancing their contribution to the overall management and development of the school.

2.4.10 Development Purposes

Mathias and Jones (1989) and West and Bollington (1990) agreed that the first purpose of teacher appraisal is to enhance the development of tutors. This purpose is often expressed in terms of improving the impact of in-service training on professional development with clearer identification of In-service Training needs and raising the performance of tutors. Mathias and Jones (1989) justified the purpose of professional development of tutors and argue that the present rapid pace of change within the education sector has far-reaching implication for the quality of tutors teaching and ultimately that of pupils learning. The implication of Mathias and Jones' assertion is that for tutors to withstand the challenges posed by scientific, technological and computerized age, every teacher performing at whatever level should have the opportunity in and outside school to continuously develop and enhance their potentials.

Agyenim-Boateng (2000) added that the aggregate of performance appraisal can also help Human Resource Department to identify or determine the developmental needs of the organization as a whole. Thus, the information generated can be used as the organization's educational policies on staff and development.

2.4.11 Administration Purposes

Administratively, performance appraisal provides a basis for administrative actions like salary increases, transfers, postings and retirement. According to Cleveland, Murphy and Williams (1989) and Murphy and Cleveland (1995), administrative purposes

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consist of recognition of individual performance to make decisions regarding to salary administration, promotion, retention, termination, lay-off recalls, demotion and transfers. Rue and Byars (1999) emphasized that an organization will benefit from effective performance appraisal, by learning about the skills available which can be drawn unto enhance the overall performance. In Rue and Byars' view, an effective appraisal provides an opportunity for the employee to receive recognition and support from management and to be reminded of how he or she is contributing to the effectiveness of the overall organization. It also provides an opportunity for subordinates to offer constructive suggestions not only for their own growth and development, but for the development of the organization as well. They further say appraisal provides an opportunity for a manager to enhance the relationship with his subordinates, gives his employees recognition as support in their continuing development. Through appraisal, the manager will be able to set performance objectives and standards. It also provides an opportunity for a manager to enhance the motivation of his subordinates by allowing them to contribute to the appraisal process. Finally, the information gathered through appraisal will enable the manager to develop further ways of improving the effectiveness of the organization.

2.5 Who Should Conduct Appraisal?

Drucker (1980) explained that to appraise a subordinate and his performance is a part of the manager's job. He added that unless he does the appraising himself, he cannot adequately discharge his responsibility for assisting and teaching his subordinates. Drucker's (1980) view implies that the principal has to have a close monitoring of the

staff to have accurate and reliable information upon which decisions and actions are to be based. A similar view has been expressed by Immegart (1994) who opined that heads as line managers have logical and empirical basis for engaging in assessment and, as professionals, have a moral obligation to use sound, accurate and evaluative information in her own work. It is inferred that Principals of colleges are the right people to conduct performance appraisal of their staff. It is indicated in the GES Staff Development and Performance Appraisal Manual (1999) that in the Colleges of Education, appraisal should be done by the Principals.

2.6 The Process Involved in Performance Appraisal

The review of literature highlights the following common processes of staff performance appraisal. Pre-appraisal, information-gathering, appraisal conference, and growth and development plan stages.

2.61 Pre-appraisal Stage

This stage provides the opportunity for both the appraisee and appraiser to adequately prepare for the appraisal process. Kimball (2002), Mortimore and Mortimore (1991) stated that the appraiser and the appraisees should meet to discuss the procedure, focus of classroom observation, method of evaluation, sources of appraisal information, agenda, venue and time for appraisal information and performance expectation. Another area of concern is setting of performance goals at the beginning of the appraisal cycle. It is observed that for effective and reliable appraisal, both appraise and appraiser should have a well-defined performance goal. The following processes are recommended for arriving at a well-defined performance target. Each appraise must be exposed to a well-

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defined job description outline, his/her responsibilities and scope of work. Then individual appraise then sets goals focusing on the job description outlined. The goals are reviewed by the appraiser (head, supervisor or manager) and may be modified until both appraiser and appraise agree that the task is adequate (Cardino, 1997; Immegart, 1994 & Kimball, 2002).

2.6.2 Information-Gathering Stage

Research has indicated that most appraisal systems have failed because the information-gathering process was not based on factual, objectively collected 'database'. A significant factor for an effective and objective appraisal system is the quality of information gathered from various sources. Duke (1987) stated three key factors which relate to quality of information-gathering: the frequency with which information is collected, the care with which information is collected and the variety of sources of relevant information. Ellett (1990) argued that a fundamental flaw in teacher evaluation was the predominant focus on classroom observation. Ellett has recently come out with a comprehensive appraisal system called, 'The Professional Assessment and Comprehensive Evaluation System' (PACES), which measures tutors' performance on a variety of constituents including tutors, administrators, learners and parents, also to make strong linkage between teaching and learning (Ellett, 2003). Kimball (2002) and Cardino (1997) supported the use of 'multiple perspectives' data collection of information which ensures valid, rigorous and reliable approach to managing the performance of staff. The 'multiple perspectives' approach includes: self-appraisal, lesson observation, peer

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appraisal, stakeholder (students, parents, tutors), subject specialist, appraisal conference and teacher portfolio.

2.6.3 Self-appraisal

According to Brown (1989), tutors in the classroom have first-hand knowledge about what goes on in the classroom; they have in-depth knowledge about their students and the environment within which teaching and learning take place. He notes that any scheme for appraisal for teaching and learning and staff development needs to know what classroom teaching and learning looks like from the tutors' perspective. It is not surprising that many researchers, for instance Ellett (2003), Piggot-Irvine (2003), Ramsden (1992) and Gitling and Smith (1990) have indicated that to promote the understanding of teaching practice, the appraisal process should encourage tutors to gather relevant data about their own practice. Analysing their own practice and development and focusing on issues and concerns which are relevant to them. According to Education and Manpower Bureau (2003), self-appraisal is an evaluation of one's own teaching performance. It involves a reflection on one's job and activities, output and growth and development. The purpose of this approach is to encourage input from tutors in the appraisal process and share the responsibility of personal growth and development. In a comprehensive study, Carroll (1981) concluded that self-appraisal can supplement information gathered by appraisers or useful for comparisons with other sources of appraisal data.

To stimulate critical self-appraisal, tutors are required to engage in activities involving two phases, reflective and portfolio phase. At the reflective phase, tutors are encouraged to keep a reflective journal or diary of all experiences, feelings, reactions and

observation of their activities during the appraisal process (Education Manpower Bureau, 2003). The teacher completes a professional growth plan, setting professional growth goals, and action plan to be engaged to achieve the stated goals (Community Consolidated School District #15, 2003 and Kimball, 2002).

A portfolio is a collection of tutors practice and experience including project work, logs of professional development activities, teaching artefacts and video tapes of various activities. One advantage of this approach is to enable the teacher to personally analyse teaching and learning, clarifying areas in which special attention is needed and seeking help from colleagues and supervisors. Another advantage observed by Duke (1987) and Jordon (1990) is that tutors are actively involved in the process, making it less threatening and removing every hidden agenda. Cascio (1989) added that the opportunity to participate in appraisal, specifically, if it is combined with goal-setting, would improve the individual's motivation and reduce his or her defensiveness during an appraisal interview. However, Stone (2002) argued that there is little doubt that people are capable of rating themselves. He raised the following questions: 'Are appraisees willing to do this? And will individuals rate themselves fairly? Stone (2002) and Cascio (1989) were of the view that self-appraisal tend to be more lenient, more bias and show less agreement with the judgement of others. Stone explains further that employees tend to give higher marks than their supervisors do. This, self-appraisal is more appropriate for counselling and development than for personnel decision.

Clearly, self-appraisal involves a set of integrated skills, extending from comprehensive planning, data collection, critical reflection and deep learning. As noted

by Ellett (2003) and Garret (1987) self-appraisal involves critical thinking skills which do not automatically come with tutors but must be cautiously and properly developed.

2.6.3 Classroom Observation

Research has shown that classroom observation is central to staff performance appraisal in educational institutions. Classroom observation provides evidence of tutors' actual instructional performance, including planning of classroom; classroom management; presentation of content; psychological and interpersonal climate; quality of instruction; activity-based learning; student engagement in learning and assessment of learning; how tutors affect the culture of student learning and instructional time in the classroom (Bartlett, 2000; Crone & Tadlie, 1995; Ellett, 2003; Ellett and Kimball, 2002). Ellett (1990) observed that classroom observation has greater potential for improving teaching; enhance student learning and understanding of teacher effectiveness.

Little and Bird (1984) revealed that a high school principal working alone with a facility of 80 would need two years to observe every teacher once, if observation is done once a week. They added that the task could be accomplished in 27 weeks with the help of two assistants. Using departmental heads would further reduce the time required to observe each teacher. It is worth noting that for effective appraisal, the number of tutors to be observed should be reasonably manageable. As noted by Metcalle (1985) the number of appraisees should not be more than five. The challenge to management is that heads of departments and their immediate supervisors could be trained to assist Principals or managers.

Regarding the frequency of classroom observation, Fletcher (2003) has warned that irregular classroom observation will result in scanty samples of classroom input. For

instance, Fletcher's study revealed that classroom observation which was the main instrument was used once in a year. He observed that this scanty input had weakened the validity of the GES' appraisal system. Closely related to the issue of frequency is the duration of classroom observation. Some researchers are of the view that the amount of time observers spend in the classroom depends on the appraiser, purpose for the observation and the school level. For example, Kimball (2002) observed that at the elementary level, observation times vary from 25 to 45 minutes.

Other researchers, however, are of the opinion that for informal observations, the appraisers spend at least 15 minutes by focusing on a specific teaching skill. For formal appraisal, the appraiser must set aside enough time for a full class period. According to Duke (1987), appraisers observing the teacher for the full class period will enable the observer to see how the lesson was developed, whether specific instructional objectives have been achieved and whether students were actively engaged in the lesson.

Rougtledge and Dennison (1990) noted that when an appraiser seems rushed and pays little attention when observing an appraisee, the appraisee soon loses confidence and interest in the appraiser and the appraisal system. For effective classroom observation, the appraiser and appraisee have to go through three processes including: pre-observation, observation and post-observation. During the pre-observation conferences, the appraisee fills an instructional plan from describing the students and the lesson. The appraisee and appraiser then discuss what the teacher plans to do in the lesson (Education & Manpower Bureau, 2003).

Most researchers (for example Education and Manpower Bureau 2003 and Fletcher, 2003) agreed that a subject specialist who has the pedagogic expertise to identify the actual need of the teacher should do the classroom observation. Community Consolidated School District (2003) adds that at least one of the observations should be a videotaped lesson that is critiqued by appraiser and appraisee. The use of modern gadgets is laudable since they provide an objective record. The review has emphasized that the observer fills an observation report form during the observation and a copy is given to the teacher after the lesson. The teacher, on the other hand, fills a reflection sheet, showing the extent to which pupils were engaged in the lesson, whether objectives were achieved or not, areas well performed and areas that needed improvement. He then rates himself/herself before the post-observation conference (community Consolidated School District, 2003).

Community Consolidated School District, 2003; Education and Manpower Report, 2003 and Kimball, 2002 have noted the need for a post-observation conference soon after classroom observation. The conference offers opportunity for appraiser and appraisees to have a critical reflection on the observation in the following manner:

1. The appraiser and appraisee have a sincere discussion on the completed observation form, and the reflection sheet, self-assessment and the videotaped lesson.

2. They mutually design an action plan, identify resources and state the time-line for improvement

3. Based on the observed activity and the conference, the observer writes up an observation report, and a copy is given to the teacher.

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2.6.5 Peer Appraisal

Most recently developed appraisal system (focus on improving teaching and learning and improving teacher performance) has placed a predominant focus on peer appraisal or peer review (for example, Education and Manpower Bureau, 2003; Ellett, 2003; Kimball, 2002; MacNally-Roth and Tobin, 2001). It is clear from these manuals and studies that a professional approach to appraisal will encourage and support meaningful and critical collegial sharing reflection practice and growth and development. To encourage tutors to have self-reflection and deep learning about their own practice and student learning, Ramsden (1992) and Powney (1991) have challenged appraisers to create the environment that will enable tutors to gain access to trusted colleagues who have the expertise to help tutors in practical aspects of their work. Thus, peer appraisal, feedback and discussion are essential to ensure that informed professional expertise is brought to bear on their job.

Gitling and Smith (1990) on the other hand, viewed peer appraisal in terms of collegial relationship that enables tutors to work together, provide and receive feedback to improve teaching and learning. These meetings of peer appraisal emphasize a close relationship (between tutors with similar levels of professional experience and capability) based on mutual respect and to provide a colleague friend with feedback, question areas not well performed and challenge each other for excellent performance. Acker (1991) and Education and Manpower Bureau (2003) have highlighted the structure of peer appraisal pairs, collegial groups and mentoring. These structures can be used at any time to suit teacher needs and experience. The approach requires a regular interaction between

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colleagues, which may take many forms such as meetings, observation, reflective interviews, and feedback.

The approach to enhance the participatory approach to appraisal as well as giving tutors more control over their own professional lives and development as a co-operative activity among colleagues. Handy (1985) referred to this approach as 'co-operative contracts' in which management gives up a great deal of the day-to-day control of staff and considerable freedom in how they organize their work and growth and development. Another advantage is the enhancement of team spirit and team building and collaborative learning potential of tutors within groups. Goldstone (1991) has noted the importance of peer review or Royal College of Physician of promoting discussion between colleagues and their practices. It is emphasized that people who work closely together on a daily basis are often in the best position to help each other in practical and non-threatening ways.

2.6.6 Stakeholder Survey and Teacher Portfolio

To have a comprehensive appraisal system, most appraisal systems include inputs from teaching portfolios, stakeholder survey (for example, student surveys, parents and teacher survey) and record of non-teaching duties, students' academic achievement and progress and records of extra-curricular activities. The teaching portfolios include: evidence of professional growth, scholarly writings, student work and learning associated with the work, Action research, attendance of workshops and conferences, logs of professional development, journals and study groups, teaching artefacts (teaching and learning materials, students' work, students' project and project direction and lesson plan and scheme) and curriculum writing (Rue & Byars, 1999).

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Evidence of performance may be included in videotapes and audiotapes (Ellett 2003 & Kimball, 2002). Clearly, the teaching portfolios demonstrate a teacher's accomplishment, overtime and across a variety of experience. Leaving out inputs from these portfolios is unfair to the teacher. However, considering the workload of he heads, it seems difficult for them to have enough time to collect inputs from those portfolios. (Ellett 2003).

2.6.7 Subject Specialist

For quality teaching and learning, input from experts is very essential in the development of appraisal. Several authors have indicated that expertise from outside the school, including curriculum specialists, subject matter specialists and other educational experts from higher institutions is necessary to ensure an effective appraisal system and to raise the confidence of tutors in the teaching of the subject (Bame 1991; Fletcher, 2000; Immegart, 1994 & Noagbe, 1993).

Stufflebeam (1988) indicated that tutors who doubt the expertise and professionalism of their supervisors would not be satisfied with the appraisal feedback from such supervision. The relevance of these experts is two-fold: firstly, they would provide support services in terms of enhancing the knowledge base as well as pedagogic skills of teaching practice. Secondly, inputs from experts are necessary for independent analysis and audit to secure the credibility and reliability of the appraisal system. Other limitation identified is the cost involved in engaging the services of these experts. For instance, Adams (1994) reports that the staff of the University of Hertfordshire rejected the use of experts to view the work of all staff on the grounds of difficulty of finding an expert and the cost associated with employing their services. Fletcher (2003) advocated

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for subject specialists to appraisers but admits it would be extremely expansive to engage the services of subject specialists.

2.6.8 Appraisal Conference

Appraisal conference is one of the major components of the appraisal process which creates an opportunity for appraisers to communicate feedback from the appraisal to the appraisees. It provides dialogue between the appraiser and the appraisee. The appraisee is exposed to how the appraise feels about his/her work, they both clear up any misunderstanding about what is expected, they design an action plan for improvement and improve working relationships between appraiser and appraisee (Rue & Byars, 1999).

Due to the complex and delicate nature of the appraisal, appraisers are cautioned to show a great sense of maturity and display good human relation to facilitate and maximize the potential of the process (Rue & Byars, 1999; Fidler & Cooper, 1992). It is believed that where the appraisee has the chance to 'talk' and discuss his/her performance, the appraisee is likely to feel more satisfied with the appraiser and the appraisal system. However, when feedback is a critique of poor performance, a defensive reaction from the appraisee may set up barriers which will inhibit acceptance of the feedback. Rue and Byars (1999) advised appraisers to make sure that negative appraisal feedback is provided with a constructive intention which will help the appraisee to overcome difficulties and improve in future.

2.6.9 Growth and Development Plan Stage

Indeed, several researchers have emphasized that any development of appraisal system should have a well-designed and systematic growth and development programme

soon after appraisal to provide appropriate training and support for the appraisees to improve performance and teaching and learning. This will help the individual to be well-focused, have a positive direction towards the achievement of goals (Community Consolidated School District #15, 2003; Education and Manpower Bureau, 2003; Ellett, 2003; GES Council 1999 & Mortimore and Mortimore, 1991).

English (1991) observed that appraisal for development should create a conducive environment for individuals to be assisted to reach their highest possible levels of productivity through self-improvement. He, however, notes that many appraisal systems are designed, having in mind only employees whose activities cause great concern. The average and the excellent performance of employees are not given the needed attention and care. Education and Manpower Bureau (2003) has spelt out the linkage of appraisal to reward disciplinary procedures as any indication that a teacher's performance is unsatisfactory will call for immediate follow-up action by the school. The school provides him/her with appropriate assistance and evidence including participating in in-service training or seminars, learning through observation and receiving guidance; and learning from neighbouring schools or educational organizations, special assistance from subject specialist; receiving supervisory inspections; regular reviews and follow-up inspection of tutors' performance to help him/her improve his/her effectiveness. Where the weak performer still fails to show any improvement after a considerable period of time, the school should consider issuing warnings and withholding an annual increment to the teacher and lastly, if no improvement is seen, the School Management Committee (SMC) should consider terminating the services of the teacher, following the procedure in the code of Aid.

On the other hand, Community Consolidated School District #15 (2003) has noted that when the teacher's performance is unsatisfactory, the teacher is placed on a Remediation Plan. The Board of Education engages the services of a qualified administrator, a consulting teacher and other personnel to assist in correcting areas identified as unsatisfactory. The teacher has the option of inviting other qualified expertise in addition to the Board's assistance. It is stated in the plan that if the teacher successfully completes the one-year Remediation Plan, by receiving a satisfactory rating, then he/she is reinstated to the regular cycle. If the teacher fails to improve, then the teacher faces dismissal hearing before the Board.

Kimball (2002) has a different approach to the follow-up phase. Firstly, should the appraiser identify that the teacher's performance is not meeting the performance appraisal standard, a formal request is sought from the Superintendent and Human Resource Manager to place the teacher under an assistance plan. The plan involves two phases: building level support and district level support. The building level support is school-based. The head of the school forwards a formal letter of deficiency and strategies concerning remediation plan to the district and a copy is given to the teacher. The head then invites voluntary peer assistants and consultants to carry out the remediation activities. If the teacher is able to improve within the period of the remediation exercise, then he/she begins a formal appraisal the following year. However, if he/she fails to improve by the end of the year, a district level support phase commences.

The district level phase involves more individuals and expertise in the development and implementation of the assistance plan (including tutors' association representative and district level staff from the instruction of human resource division).

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The committee critically examines the summative report to confirm whether the teacher is actually deficient. When they prove that the teacher is weak, then the intensive assistance support programme is developed. First, the committee and the teacher set targets based on deficient areas and the activities for correction. Then the teacher is observed and coached according to the action plan, and regular meetings are held to review progress and discuss future direction. At the end of the year of intensive assistance, if the teacher improves, he/she is placed on the normal appraisal cycle. However, if the tutors fails to improve, then the district proceeds to terminate his/her appointment.

2.6.10 Reporting

Researchers (for example, Community Consolidated School District #15, (2003); Education and Manpower Bureau (2003) and Kimball (2002) have noted that at the end of the school year, a summative report should be prepared by the principal after a thorough discussion with the teacher. The principal and teacher sign the report. Where the teacher disagrees with the report, he/she attaches reasons to the report.

Studies have noted that all documents on appraisal are personal and confidential. Appraisers are cautioned to handle appraisal information and records with great care during the appraisal process. Also, the heads of institutions and Personnel Department who are the custodians of the appraisal information should ensure it safety, security and confidentiality (Education and Manpower Bureau, 2003; Mortimore and Mortimore, 1991; Stufflebeam, 1988). The appraisal report includes qualification, previous teaching experience and training record, appraiser's responsibilities and duties and areas of

appraisal during the appraisal period and appraisal records (for example, appraisal performance record, lesson observation report and interview record).

The literature indicates that the appraisal report is of great importance to management as well as appraisees. To management, the report is used to report appraisees performance systematically. The report provides hard facts for management decisions such as promotion, disciplinary measures, legal challenge and in planning training programmes. To the appraisee, the report enables him/her to set realistic targets for improvement and development.

2.7 Preparation towards the Implementation of Performance Appraisal System

Jacobson, Logsdon and Wiegman (1973) believed that heads of institutions play major roles whenever innovations are introduced into the Education System. Heads become instructional facilitators who help tutors to understand the concepts of the innovation. Thus, Jacobson, Logsdon and Wiegman stated that for innovation to succeed, the head of the school must be in the forefront, not only as a reformer, but also as somebody whose ideas and attitudes are reformed and attained to the percept of the reform programme.

Fidler and Copper (1992) were of the view that the success of the appraisal system depends on the 'quality' of appraisers. Appraisers must be experienced and professionally credible and must inspire trust and confidence. Hence, Fidler and Copper (1992) suggest that appraisers should be equipped with good interpersonal skills, technical skills in data collection and information processing, interview, writing summary and managing staff development. According to Bernardin and Buckley (1981) and Ilgen

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and Barnes-Farell, there is the need to rain those who carry out the performance appraisal to reduce rating errors and improve observation skills. They add that supervisors should be trained on how to keep written diaries which contain critical incidence of performance and serve as a basis for performance rating to ensure accuracy of performance appraisal. Cardino (1997) and Rober (1992) also suggested that the managers should receive training in setting, standard settings, conduct of interviews, providing feedback, counselling employees, managing conflict and avoiding rating errors.

In support of the foregoing, Mathias and Jones (1998) stressed the need to expose administrators to appraisal skills and training, focusing on job descriptions and identifying performance criteria, recording and documenting, methods of assessment, counselling and reviewing. In addition, Department for Education and Employment (DEE, 1998) has emphasized that the Ministry of Education designed a training package for schools to ensure smooth and sustainable implementation of performance appraisal policy. The areas covered include dilemma management and interpersonal skills; establishing appraisal systems and documentation to record performance expectation and development objectives. The training should cover self-appraisal and technique for professional dialogue, feedback, appraisal interviews and reporting. The use of performance appraisal in employee development, performance improvement, and achievement of the organization strategic objectives need to be emphasized.

In another related development, Kimball (2002) has spelt out a comprehensive training designed for appraisers and appraisees for an effective appraisal system. These include: training for Principals and evaluators on appraisers manual, group participation, conferencing strategies and exploring alternative sources of data collection. Also,

quarterly training opportunities for new evaluators and monthly principal cluster meetings with area superintendents, focusing on evaluation standards; problems they encounter, how to interpret standards and how to conduct effective evaluation. Fletcher (2002) opined that professionals appointed to supervise tutors and evaluate their performance, should be exposed to different uses of appraisal and how they can be applied to suit local conditions. In addition to pre-service training, they must be given the opportunity to attend international courses and conferences on appraisal.

In addition, Hopkins and West (1995); Murphy and Brioadfoot (1995); West and Bollinton (1990) opined that the effectiveness of the appraisal system depends on adequate training and must not only be based on particular appraisal skills but more general managerial skills. A survey conducted in New Zealand between 1996 and 1999 (Piggot-Irvine, 2003) revealed that short-term training in appraisal was largely ineffective in helping appraisers to sustain the development of the appraisal system. He further added that managers should redesign their training programme for appraisers so that it goes beyond the quick fix, one-day approach. He suggests that there must be a well-planned on-going training programme for appraisers to update their skills and strategies.

2.7.1 Preparation of Teacher

Fisher (1994) states that to ensure tutors' active involvement in the appraisal programmes, they should be trained and briefed on the process. In addition, appraisers should provide tutors with brief written outlines of the teacher-appraisal process to ensure a shared understanding of how the scheme is to operate. Complementing Fisher's view, Education and Manpower Bureau (2003) asserted that for appraisal to be purposeful,

heads should organize school-based training activities to expose tutors to the rational and advantages of appraisal, skills in learning observation and appraisal interview. Again, schools should sponsor tutors to participate in seminars and trainings organized by universities and other educational institutions on performance management and appraisal. Thus, the training of tutors should include both pre-service and in-service trainings. Garret (1997) has also noted that the focus of developmental appraisal is to enable tutors get involved in their own growth and development. To achieve this, all tutors should be equipped with a set of skills, which include setting achievable goals for themselves and pupils, observation and monitoring; data collection and analysis on performance; diary and journal keeping on performance, self-reflection and deep-self learning and ability to accept criticism and comments constructively.

Kimball (2002) acknowledged the importance of training tutors on the appraisal system. He however, explains that due to financial constraint, heads of institutions should be tasked to train their tutors on the standards and procedures of appraisal system. Heads of institutions should also ensure that all tutors are given copies of the appraisal manual, self-assessment forms and reflection sheets.

Fidler and Cooper (1992) emphasized that the training of tutors should make them see appraisal as a shared process in which tutors have a real responsibility. The training package should therefore, be both theoretical and practical-oriented. Practically, appraisees should be made to watch videos of tutors at work as though they are appraisers and therefore, try to come up with a basis for teaching analysis. Also, tutors should be allowed to go through role-playing sessions in which tutors act as appraisers, appraisees and observers. Using these strategies collectively, will adequately prepare tutors to

understand how the system operates and empower them for effective involvement in the process.

2.8 Summary of Literature Review

The literature review has highlighted the need for Principals and tutors of Colleges of Education to know the purpose of appraisal. The review discusses the process, sources of information, preparation, feedback, follow-up visits, reporting and others. Also, tutors should be actively involved in the appraisal process in order to have trust in the appraisers and appraisal system. It is also crucial that appraisal be based on accurate information. Again, an appraisal system needs to provide feedback, self-learning and motivation, growth and development. The issues discussed in the literature relate to the topic.
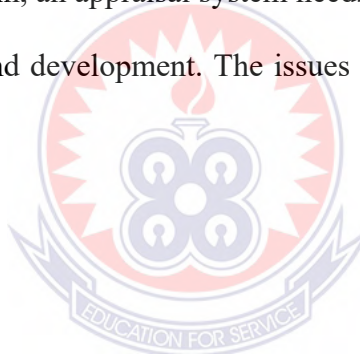
CHAPTER THREE

METHODOLOGY

This chapter describes the research design, the population, the selected sample as well as sampling techniques used in the study. Also, the development of the instruments, pre-testing of the instruments, data collection procedure and data analysis plan have been described.

3.1 The Research Design

Descriptive design was used in the study since the researcher wanted to find out the existing characteristics, attitudes and opinions of tutors on staff performance appraisal in the Colleges of Education in the Kumasi Metropolis. Descriptive design, according to Best and Khan (1995), determines the nature of prevailing conditions, practices and attitudes that are held, processes that are going on or trends that are developed. The design involves a collection of data in order to test hypothesis or to answer questions concerning the current status of the problem (Gay, 1987). This study therefore, investigated the nature of performance appraisal in the Colleges of Education by ascertaining tutors' perceptions on the current appraisal system. The design looks at the problem under consideration and describes precisely, what is observed and seen (Ary, Jacobs & Razavich, 1990).

The descriptive design was employed because it enables the researcher to generalize the findings from a sample to a population so that the inferences about some attitudes and characteristics of the population could be made (Babbie, 1990). Again, it provides reliable, valid and meaningful information (Peil, 1995).

It is sometimes difficult to ensure that the items on the questionnaire are clear and not misleading since descriptive survey results can vary depending on the wording of the questions. The questionnaire demands people who can share their thoughts and put such thoughts into writing (Seifert & Hoffnnung, 1991). In spite of these weaknesses, the researcher considered the descriptive design as appropriate to conduct a study on staff perception on performance appraisal.

3.2 Population of the Study

The population was made up of all tutors from the two public Colleges of Education in the Kumasi Metropolis. The target population comprised all Principals and tutors of the Colleges of Education in the Kumasi Metropolis. Statistics from the two institutions put the population of tutors at 113 and two Principals. The Principals of the colleges provided information on the appraisal system for purposes of triangulation.

3.3 Sample and Sampling Techniques

Sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research (Gall & Borg, 2007). Purposive sampling technique was used to select two Principals and the colleges of Education in the Kumasi Metropolis. Fraenkel, and Wallen (2000) said that a purposive sampling is a non-random sampling and it is used because those selected are considered to have the requisite information for the study. Purposive sampling was deemed appropriate since the researcher's main goal was to focus on particular characteristics of the population that are of interest which will enable them answer all the research

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questions. Simple random sampling technique was used to select 113 tutors. A total of 115 respondents formed the sample for the study.

3.4 Instruments for Data Collection

The study adopted the use of questionnaire and interview guide. The questionnaire was used to gather information from the tutors because the study was conducted in educational institutions where all the respondents were literates. Gay (1997) supported the use of questionnaire when he stressed that in a descriptive research data are usually collected by administering questionnaire.

The questionnaire was developed from the literature and consisted of six sections. Section A demanded responses on the biographic data respondents; Section B dealt with preparation towards performance appraisal system; Section C sought respondents' views on the appraisal process; Section D covered sources of information; Section E found out the provision of assistance to tutors; and Section F requested respondents to indicate their views or perceptions about the appraisal system. The questionnaire was mostly likert scale type. According to Sarantakos (1998), likert scale allows the responses to be ranked and it is easy to construct.

Glesne (1999) advised that the use of multiple data collection method contribute to the trustworthiness of the data. For this purpose, a second method which was an interview guide was employed. The interview guide was used to elicit responses from the College Principals. The interview included areas such as knowledge and skills, level of tutors' involvement, in-service training, appraisal materials, gaps needed to be corrected and others. The interview guide has the advantage of flexibility. It affords the researcher

the opportunity to observe the respondents. The researcher had control over the sequence in which questions were asked and probed (Ary, Jacobs & Hersnell, 1990).

3.5 Pilot-Testing

Fraenkel and Wallen (2000) advised to try the questionnaire on a small sample similar to the actual respondents. The testing of the instruments may reveal ambiguities, poorly worded questions and also indicates whether instructions to the items are clear. Based on Fraenkel and Wallen's (2000) advice, a pilot-test was conducted at Offinso College of Education. This College of Education has similar characteristics as that of Kumasi metropolis. The aim of the pre-test was to find out the validity and reliability of the research instruments. That is, to find out whether the items were good enough to derive the right response from respondents when the actual was conducted.

The pilot-test was analysed using Cronbach Alpha and the reliability coefficient was .86. The reliability coefficient of .86 was accepted as satisfactory based on Warren's (1979) suggestion that an alpha level of .6 and above is satisfactory. The pilot-test enabled the researcher to reshape and delete items that were unclear to respondents.

3.6 Data Collection Procedure

An introductory letter was collected from head of Educational Leadership Department to enable the researcher gain access to the colleges. The researcher presented the letter to the Principals of the Colleges. The researcher explained the purpose of the study to the Principals. The Principals then informed the tutors about the researcher's

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visit. Afterwards, the questionnaire was administered personally to the tutors. The researcher established rapport with the tutors to make them feel at home in responding to the questions. The researcher availed himself to explain those items which were not clear to respondents. The researcher achieved 90% return rate of the questionnaire.

The interview was conducted at Principals offices. The researcher had one-on-one interview sessions with them. During the interview, questions were posed to the Principals and the responses were recorded using tape recorder. Two days were used for the interview. Both Principals granted audience to the interview.

3.7 Data Analysis Plan

Data from the completed questionnaire were scored and edited for consistency and clarity. According to Sarantokos (1998), data analysis allows the researcher to arrive at some valid, meaningful and useful conclusions. The items were coded and fed into the computer. The results were presented in tabular form. Percentages and frequencies were the statistical tools that were used to analyse all the research questions with the help of Statistical Package for Social Sciences (SPSS) version 20.

The interview data gathered were analysed manually. The responses from the interviews were edited. The edited data were then assembled according to the broad themes identified from the staff performance appraisal system. The analysis was based on the frequency of occurrence of particular issues identified. The results were used to facilitate the discussion.

CHAPTER FOUR

RESULTS OF THE STUDY

This chapter presents and discusses the analysis of data on staff performance appraisal. The chapter has been divided into four sections. The first section deals with the background information. This includes sex of respondents, rank, number of years taught in present college and years of experience in appraisal exercise.

The second section comprises the knowledge and skills appraisers and appraisees have on the appraisals exercises and the third section deals with how the Principals carry out the appraisals exercise. The forth section concern with how tutors and the Principals perceive the potential of the appraisal exercise to improve performance.

4.1 Background Information

The researcher considered it appropriate to find out the background information of tutors because tutors views expressed were due to the insight they gained on issues concerning the appraisal.

4.1.1 Sex of Tutors

Information on tutors sex was sought to know the categories of tutors the researcher used in the study. Table 1 provides the details on the sex of tutors.

Table 1: Sex of Tutors

Sex	N	%
Male	66	68.8
Female	30	31.2
Total	96	100.0

Source: Field Data, 2018

Table 1 shows that 66(68.8%) of the respondents were males whiles 30(31.2%) were females. From the analysis it could be deduced that majority of the tutors in the Colleges of Education in the Kumasi Metropolis are males. It could be concluded that the responses of male tutors dominated in the study.

4.1.2 Rank of Tutors

The rank of tutors was further analyzed to find out the position of tutors in the colleges. The rank may show how knowledgeable the tutors are regarding appraisal exercise. Table 2 presents the findings.

Table 2: Rank of Tutors

Rank	N	%
Assistant Tutor	15	15.6
Tutor	75	78.1
Senior Tutor	6	6.3
Total	96	100.0

Source: Field Data, 2018

As indicated in Table 2, 15.6% of the tutors were of the rank of assistant tutors while 78.1% were tutors. Only 6.3% of the respondents were senior tutors. This means that majority of the respondents are tutors and they have participated in appraisal exercise

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before and therefore they could provide the needed responses on how Principals carry out the appraisal in their respective colleges. This finding is not in agreement with National Council for Tertiary Education regulation that all tutors in the Colleges of Education should at least be assistant tutors.

4.1.3 Number of Years Taught in Present College

Responses on number of years taught in present colleges were elicited. The scores are displayed in Table 3.

Table 3: Number of Years Taught

Number of years	N	%
1-5 years	28	29.2
6-10 years	42	43.8
11-15 years	15	15.6
16-20 years	5	5.2
21 years and above	6	6.2
Total	96	100.0

Source: Field Data, 2018

Data in Table 3 showed that 29.2% of the tutors had taught from 1-5 years and 43.8% had taught for 6-10 years. Over 15.6% had 11-15 years teaching experience. About 6.2 % had taught for 20 years and above in the colleges. Only and 5.2% had taught for 16-20 years. The result means that majority of the tutors have taught for 6-10years and they are considered experienced enough in appraisal exercise in the colleges.

4.1.4 Years of Experience in Appraisal Exercise

Tutors were asked to state the state number of experience they have had on appraisal exercise and the results are provided in Table 4.

Table 4: Years of Experience in Appraisal Exercise

Years of Experience	N	%
1-5years	15	15.6
6-10 years	49	51.0
11-15 years	32	33.4
Above 16 years	0	0
Total	96	100.0

Source: Field Data, 2018

As indicated in Table 4, majority of the tutors (51.0%) had 6-10 years experience in the appraisal exercise. About 33.4% of the tutors had had 11-15 years experience in appraisal while 15.6% of the tutors have had 1-5 years experience. It could be inferred from the analysis that majority of the tutors have 6-10 years experience in appraisal exercise and therefore, they are familiar with the appraisal system.

Research Question 1: what knowledge and skills do Principals and tutors have on the appraisal process?

For appraisal system to be effective, many researchers have highlighted the need to adequately prepare for the exercise. The appraiser and the appraisee should be well informed and equipped with requisite knowledge and skills to embark on the appraisal process. One of the aims of the study was to find out whether the Principals and tutors have knowledge and skills to conduct the appraisal exercise. Views of tutors are provided in Table 5.

Table 5: Knowledge and Skills

Item	SA		A		D		SD		Total	
	N	%	N	%	N	%	N	%	N	%
Keeping an appraisal diary.	21	21.9	48	50	25	26	2	2.1	6	100
Organizing school based training activities.	20	20.8	70	72.9	6	6.3	0	0.0	96	100
Setting achievable objectives	27	28.1	66	68.8	3	3.1	0	0.0	96	100
Ensuring my own growth and development.	37	38.5	59	61.5	0	0.0	0	0.0	96	100
Providing tutors with brief written outline of the appraisal process	25	26	62	64.6	6	6.3	3	3.1	96	100

Source: Field Data, 2018

Results in Table 5 indicated that the highest percentage, 48(50.0%) of tutors agreed that they kept appraisal dairy. Over 21(21.9%) of them ''strongly agreed'' with the statement. Only 2(2.1%) of the tutors "strongly disagreed" that they kept appraisal dairy. The result means that majority of the tutors keep appraisal dairy. It could be inferred from the analysis that tutors are aware of the idea of keeping appraisal dairy. This finding is in line with Ellett (2003) statement that tutors are to keep a diary of all experience, feelings reactions and observation of their activities during appraisal process.

On the issue of organizing school based training for tutors, 70(72.9%) "agreed" with the statement. The least view expressed 6(6.3%) "disagreed" that school-based training was organized for tutors. The analysis means that appraisers do not organize school-based training for tutors. This will prevent tutors from themselves acquiring the knowledge of appraisal process. This finding is in line with Education and Manpower Bureau's (2003) assertion that heads should organize school based training activities to

expose tutors to appraisal process. Fisher (1994) on his part said that tutors should be trained based on the appraisal process.

On the question of setting achievable objectives, as high as 66(68.8%) of the tutors ''agreed'' that appraisers and appraisees set achievable objectives Only 3(3.1%) of them "disagreed'' that appraisers and appraisees set achievable objectives. It could be deduced from the analysis that achievable objectives are set. This implies that tutors are well informed about the appraisal process and have knowledge to enable them participate fully in the appraisal exercise. The finding is in line with Garrett's (1997) statement that tutors should be equipped with the skills which include sitting achievable goals for themselves. Stone (2002) shared similar view when he said that a well-designed goal setting is a powerful tool for increasing employee performance.

On the question of ensuring my own growth and development, the highest percentage, 59(61.5%) of the tutors "agreed" that they ensured their own growth and development. About 37(38.5%) of the tutors also "strongly agreed" while no response was indicated for disagree. It could be seen that the tutors ensure their own growth and development. This implies that tutors are well informed about the appraisal process. This finding is in line with Carroll's (1998) assertion that self-appraisal supplement information gathered by appraisers. Ramsden (1992) and Gitling and Smith (1990) indicated that the appraisal should encourage tutors to gather relevant data about their own practice, analyze and develop.

As to whether tutors were provided with brief written outline of the appraisal process, about 62(64.6%) of the tutors ''agreed'' that they were provided with brief written outline of the appraisal process 6(6.3%) of the tutors "disagreed" with the

statement. From the analysis it could be concluded that Principals provide tutors with brief written outline of the appraisal process. Generally, tutors do have requisite knowledge and skills that enable them to contribute effectively to the appraisal process. The implication is that tutors may be aware of the right procedure for the appraisal exercise. This finding is in agreement with Kimball's (2002) assertion that well written appraisal procedure should be made available to appraise before commencement of the appraisal. Fisher (1994) added that appraisers provide tutors with brief written outlines of the appraisal process.

Research Question 2: How do the Principals carry out the appraisal process?

The purpose of research question 2 was to investigate whether appraisers were guided by the appraisal process and whether appraises fully participate in the appraisal process. Tables 6, 7 and 8 provide the details.

Table 6: Appraisal Process

Item	SA		A		D		SD		Total		
	N	%	N	%	N	%	N	%	N	%	
Pre-appraisal conference	18	18.8	40	41.7	36	37.4	2	2.1	96	100	
Appraisers and appraises set performance target	28	29.2	55	57.3	13	13.5	0	0.0	96	100	
Appraisers and appraises agree on the sources of information	24	25.0	64	66.7	8	8.3	0	0.0	96	100	
Appraise is informed of the purpose of appraising	22	22.9	66	68.8	8	8.3	0	0.0	96	100	
Appraisers conduct follow-up visits after appraisal	9	9.4	27	28.1	41	42.7	19	19.8	96	100	

Source: Field Data, 2018

Results in table 6 indicated that majority of the tutors, 40(41.7%) "agreed" that appraisers organized pre-appraisal conference for them. Over 18(18.8%) of the tutors "strongly agreed" with the statement. 36(37.4%) of the tutors "disagreed". Only 2 tutors representing 2.1 % "strongly disagreed" with the statement. It could be inferred from the analysis that appraisers organized pre-appraisal conference to expose tutors to the appraisal system. This implies that tutors will not be adequately prepared for the appraisal exercise that will promote their active involvement. This finding is in line with Rue and Byars's (1999) statement that appraisal conference creates opportunity for appraisers to communicate feedback from appraisal to appraises.

As indicated in Table 6, majority of the tutors 55(57.3%) "agreed" that appraisers and appraises set performance target while 13% of the tutors " disagreed" with the statement. The analysis means that appraiser and appraises mutually set performance target at the beginning of the appraisal process. This implies that appraisers and appraises will have focus regarding the exercise. This finding is in line with Kimball's (2002) assertion that target setting at the beginning of the appraisal process is very important to ensure effectiveness of the appraisal process. Mullin (1994) stated that setting of goals targets market makes every employee focus towards the realization of organizational goals.

As many as 64(66.7%) of the tutors "agreed" that Principals and tutors agreed on the sources of information needed to achieve the target set. About 24(25.0%) of them "strongly agreed" with the statement while 8(8.3%) of the tutors "disagreed" The scores clearly show that agreeing on the sources of information was done by both Principals and

tutors. Education and Manpower Bureau (2003) stressed that appraisers and appraises should meet and discuss sources of information.

With regards to informing tutors of the purpose of appraising performance, 66(68.8%) of the majority of tutors "agreed" with the statement while 8.3% disagreed. This means that tutors are aware of the purpose of appraising them and this will motivate them to participate fully in the appraisal exercise. This finding is in line with Kimball's (2002) statement that for effective appraisal system to achieve its purpose, all those involved must be aware of the purpose, procedure and sources of information.

Table 6 again revealed that majority of the tutors 41(42.7%) "disagreed" that appraisers conducted follow-up visit after appraisal exercise and 19.8% "strongly disagreed". Only 9(9.4%) of them ''strongly agreed'' with the statement. The analysis means that appraisers do not conduct follow-up visits after the exercise to find out whether tutors are applying what they were taught. Respondents views on sources of information for the appraisal were sought. Results are presented in Table 7.

Table 7: Sources of Information

Item	S A		A		SD		D		Total	
	N	%	N	%	N	%	N	%	N	%
Direct classroom observation.	32	33.3	57	59.4	7	7.3	0	0.0	9.6	100
Inspecting lesson notes and scheme.	20	20.8	64	66.7	12	12.5	0	0.0	96	100
Revising marked exercises and exams papers.	7	7.3	54	56.3	35	36.5	0	0.0	96	100
Information from students, tutors and parents.	20	20.8	57	59.4	15	15.6	4	4.2	96	100
Students external exams results	44	45.8	45	46.9	7	7.3	0	0.0	96	100
Students' project work	38	39.6	50	52.1	8	8.3	0	0.0	96	100
Record of extra-curricular activities	15	15.6	57	59.4	23	23.9	2	2.1	96	100

Source: Field Data, 2018

From Table 7, majority of the tutors, 59.4% "agreed" that they received direct classroom observation appraisers. About 33.3% "strongly agreed" received direct classroom observation. The least views expressed (7.3%) stated that they "strongly disagreed" receiving direct classroom from Principals. The implication is that Principals will be provided with updated information to conduct appraisal exercise. Bartlett (2000) Crone and Tadlie (1995) stated that classroom observation provides evidence of tutors instructional performance. Fletcher (2003) asserted that irregular classroom observation results in scanty samples of classroom input.

Further analysis showed that majority of the tutors, 66.7% "agreed" they did obtained information from lesson notes and scheme of work and 20.8% "strongly agreed" that principal obtained information from lesson notes and scheme of work. Only 12.5% said that they "disagreed" that Principals obtained information from lesion notes and scheme of work. It could be inferred from the analysis Principals regularly inspect tutors lesson notes and scheme to enable them get enough information to conduct appraisal exercise. A follow-up question was asked to find out whether Principals reviewed marked exercises and examination papers of students to draw information for appraisal exercise, over 56.3% indicated "agreed" to this statement whiles 36.4% said they "disagreed" to this statement. Few tutors 7.3% "strongly disagreed" that Principal did that. It could be seen from the analysis that Principals "agreed" reviewed marked exercises and examination papers. This will enable the Principals to know whether tutors are performing or not.

Data on Table 7 again indicated that majority of the tutors, 59.4% said that they "agreed" that Principals obtained information from students, tutors and parents. About 20.8% of them stressed that they "strongly agreed" this was done. 15.6% of them said they "disagreed" and very few representing 4.2% also indicated "strongly disagreed" to this statement. From the scores, it could be seen that Principals frequently obtained information from students, tutors and parents. The implication is that Principal will obtain the needed information to carry out the appraisal exercise. This finding is in line with Ellett's (2003) statement that the comprehensive evaluation system which measures tutors performance includes tutors, administrators, parents and learners.

On the students external examination results, majority of the tutors, 50% said they "strongly agreed" that Principals used students external examination results to draw information. Only 3.1% of them "disagreed" with the claimed that Principals used students' external examination results as a source of information. None of the tutors indicated "never" to the statement. It could be deduced from the analysis that results of students external examination results are used as a source of information for the appraisal exercise.

More so, 50.0% of the tutors "agreed" that students project work were used as a source of information for appraisal exercise while 8.3% responded "disagreed" that student's project work served as a source of information for the appraisal system. The results mean that students project work serves as a source of information for the exercise and this will provide evidence of how tutors are performing.

Respondents' views on the provision of assistance were sought. Table 8 presents the results.
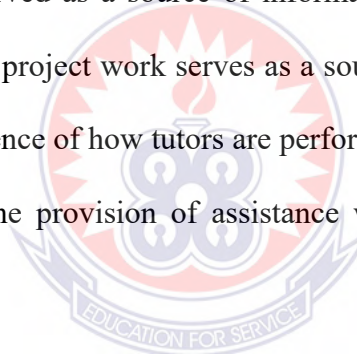
Table 8: Provision of Assistance

Item	Very Often		Often		Sometimes		Never		Total	
	N	%	N	%	N	%	N	%	N	%
In-service training was organized for tutors	20	20.8	35	36.5	38	39.6	3	3.1	96	100
Tutors are encouraged to improve Performance	45	46.9	48	50.0	3	3.1	0	0.0	96	100
Tutors are under supervision of other experienced tutors	7	7.3	13	13.5	25	26.1	51	53.1	96	100
External assistance is provided by a resource person	11	11.5	29	30.2	48	50.0	8	8.3	96	100
Low-performing tutors are encouraged to find new areas of carrying out duties	5	5.2	12	12.5	26	27.1	53	55.2	96	100
Appraisers and appraisees meet to discuss appraisal report	14	14.6	41	42.7	30	31.3	11	11.4	96	100

Source: Field Data, 2018

As revealed in Table 8 majority of the tutors, 38(39.6%) reported that in-service training was "sometimes" organized for them when weaknesses identified. About 35(36.5%) of them said that appraisers "often" organized in-service training while 20(20.8%) stated that appraiser "very often" organized in-service training for tutors. It could be seen from the analysis that appraisers organized in-service training for tutors immediately deficiencies are detected and will enable tutors to correct their mistakes which will go a long way to ensure effectiveness in teaching.
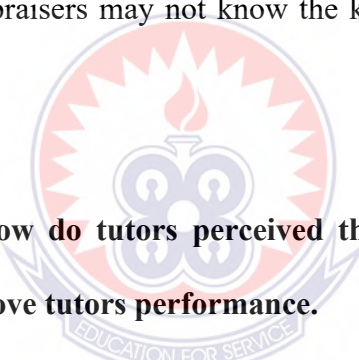
Further, when tutors were asked whether they were encouraged to improve performance, 48(50.0%) majority said that appraisers "often" encouraged tutors to study to improve performance. Over 45(46.9%) indicated "very often" to this statement. Only 3(3.1%) stated that appraisers "sometimes" did that. It could be deduced from the analysis that appraisers frequently ask tutors whose performance are below expectation to learn to improve performance. More so, as much as 53.1% of the tutors stressed that appraisers "never" placed tutors who were not performing under the supervision of experienced tutors. Over 26.1% of them stated that appraisers "sometimes" did that. The least expressed views 7.3% reported that appraisers "very often" place tutors under the supervision of experience tutors. The analysis means that appraisers do not offer this kind of assistance to tutors. The implication is that tutors will continue to be ineffective in their subject areas which will also affect students' performance.

Then again, majority of the tutors, 48(50.0%) claimed that external assistance was "sometimes" provided by a resource person or subject specialist. About 29(30.2%) indicated "often" to this statement. Few of the tutors, 11(11.5%) said that this kind of assistance was "very often" provided by appraisers. It is evident from the analysis that appraisers do not always invite resource persons and subject specialist from outside the colleges to help tutors with problems in certain topics.

On question of whether tutors whose performance were below expectation were encourage to find new areas of carrying out duties, 53(55.2%) majority of the tutors indicated "never" to this statement while 5(5.2%) of the tutors stressed that this assistance was "very often" provided. It could be inferred from the analysis that appraisers fail to encourage tutors whose performance were below expectation to find means of improving

them. This implies that the realization of the goals of the colleges will not be achieved since student tutors will also not deliver lesson as expected of them.

Further question was posed as to ascertain whether appraisers and appraisers meet and discuss report from the appraisal system, majority of the tutors, 41(42.7%) reported that appraisers "often" discussed report from appraisal with appraises. Over 30(31.3%) indicated "sometimes" to the statement. The least percentage of the tutors 11(11.4%) stated that this kind of assistance was "never" provided. From the analysis it could be concluded that report from appraisal exercise was not discussed by both appraisers and appraises. This will prevent appraises from knowing their short comings and finding solutions to them. The appraisers may not know the kind of assistance that needs to be provided to tutors.

Research Question 3: How do tutors perceived the potential of the performance appraisal system to improve tutors performance.

This question aims at investigating how tutors perceive the current appraisal system. That is, whether it is helping them to improve their performance and development. Data from the investigation are presented in Table 9.

Table 9: Tutors Perception on Appraisal System

Item	SA		A		D		SD		Total	
	N	%	N	%	N	%	N	%	N	%
Appraisal enables me to identify strengths and weaknesses	75	78.1	21	20.0	0	0.0	0	0.0	96	100
Appraisal improves teaching and learning	61	63.5	30	31.3	5	5.2	0	0.0	96	100
Appraisal helps to identify training and development	29	30.2	60	62.5	7	7.3.	0	0.0	96	100
Appraisal facilitates continuous self-learning	21	21.9	68	70.8	7	7.3	0	0.0	96	100
Appraisal is an effective tool for communication	35	36.5	56	58.3	5	5.2	0	0.0	96	100
Procedure enables appraisers to provide good management	23	24.0	64	66.7	9	9.3	0	0.0	96	100
Appraisal system is good feedback on teacher Performance	31	32.3	58	60.4	7	7.3	0	0.0	96	100
Performance appraisal is based on job analysis	13	13.5	47	49.0	31	32.3	5	5.2	96	100
Performance appraisal is not for promotion purpose	19	19.8	59	61.5	15	15.6	3	3.1	96	100

Source: Field Data, 2018

Information in Table 9 indicated that 75(78.1%) of the tutors "strongly agreed" that performance appraisal helped them to identify strengths and weaknesses and 21(21.9%) of them "agreed" with the statement. None of the tutor "disagreed" with the statement. The results means that tutors perceive the appraisal system as a management

tool that enables them to identify strengths and weaknesses. As many as 61(63.5%) of the tutors "strongly agreed" that appraisal improves teaching and learning. Also, 30(31.3%) of them "agreed" with this statement. Only 5(5.2%) of them "disagreed" with this statement.

On the perception of appraisal as a tool to identify training and developmental needs of individuals, over 60(62.5%) of the majority "agreed" while 7(7.3%) of the tutors indicated "disagreed" to the statement. The table further indicated that 68(70.8%) of the tutors "agreed" with the statement that appraisal facilitates continuous self learning. The results also showed that 56(58.3%) of the tutors "agreed" that appraisal is an effective tool.

Also, majority of the tutors, 64(66.7%) "agreed" that appraisal procedures enabled appraisers to produce good educational management while tutors, 9(9.3%) "disagreed" with this statement. On the perception of appraisal as a source of a good feedback, majority of the tutors, 58(60.4%) "agreed" with the statement while 7(7.3%) of the tutors "disagreed" with the statement. However, a high percentage of the tutors, 47(49.0%) "agreed" that performance appraisal is based on job analysis. Only 5(5.2%) "strongly disagreed" that appraisal is based on job analysis. Furthermore, over 59 (61.5%) of the tutors "agreed" that appraisal is not for promotion purpose. Only 15(15.6%) indicated "disagreed" to this statement.

It is evident from the analysis that majority of the tutors agreed with all the issues raised. Thus, it could be concluded from the analysis that tutors have positive perception regarding the appraisal system as a management tool for improving performance.

4.2 Interview Report from the Principals

The researcher realized the need to interview the Principals of the Colleges of Education in the Kumasi Metropolis of the Ashanti region for the purpose of triangulation. All the two Principals granted audience to the interview. The principal views concerning these areas were sought.

1. The expected roles of tutors in the appraisal process.

2. The level of tutors involvement in the appraisal process.

3. Availability of appraisal materials.

4. Adequacy of training received on appraisal.

5. Skill gap that need to be emphasized.

6. Holding formal and informal discussions on appraisal with tutors.

7. How to improve appraisal systems.

When the Principals were asked the roles of tutors in the appraisal exercise, one of the Principals said that "tutors are expected to react to the comments made by the appraisers". Another principal also reported that "tutors are to organize quizzes interacting with students and conducting inspection". From the responses provided it could be deduced that the Principals do not know the roles expected of tutors in the appraisal exercise.

On tutors involvement, it was reported that tutors involve themselves in the appraisal process. A principal remarked "quite good" because tutors are given the chance to assess themselves. When Principals were asked the type of appraisal materials available to tutors, all of them stated that the only material available is the appraisal forms. On the question of knowledge and skills tutors and Principals have on the

appraisal, one of the Principals said "they have knowledge on the areas to be appraised". Another principal also reiterated that their knowledge and skills on the appraisal is very high and also have all the needed communication skills. It could be inferred from the responses given that the Principals do have the requisite knowledge and skills to carry out the appraisal exercises.

On the adequacy of training received, the Principals reported that the training was adequate and this confirms why they have the required knowledge and skills on the appraisal process. When asked to state some of the skills that need to be emphasized, one of the Principals said that "area for training and improvement". Another one also requested for "improved communication skills both oral and written". They also stated scheme of work, moderation of continuous assessment and preparation of marking scheme. The Principals could not specifically state the skills gaps in appraisal process and this is probably due to the fact that they do not lack knowledge on skills on the appraisal process.

On the issue of holding formal and informal discussions on appraisal feedback with tutors, all the Principals said this was done once a year. When the Principals were asked to suggest ways of improving performance appraisal in Colleges of Education, they mentioned that workshops, in-service training and seminars needed to be frequently organized to make the Principals and the tutors more abreast with the modern knowledge and skills to carry out the appraisal exercise in order to achieve its purpose.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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

5.1 Overview of the Study

The researcher investigated perception of tutors on staff performance appraisal in the colleges of Education in the Kumasi Metropolis of the Ashanti Region. The study ascertained the knowledge and skills given to tutors and Principals on the potentials of the current appraisal system. The purpose was also to find out staff perception on the appraisal exercise being conducted by the colleges of Education in the Kumasi Metropolis of the Ashanti Region. Three research questions were raised to guide and direct the study. The study focused on areas such as preparation, process, and sources of information, provision of assistance and perception of tutors on appraisal.

Descriptive design was employed in the study. The target population were tutors in the Colleges of Education. Hundred and thirteen tutors and two principal were used. A total sample of ninety-six respondents was used in the study. Purposive sampling was used to select the college and the tutors and Principals were automatically included as sample for the study. Questionnaire and interview guide were the main instruments used. Alpha coefficient of .89 was obtained for the pre-test. The data gathered were analysed and interpreted using frequencies and percentages.

5.2 Summary of Findings

The following findings were presented according to the research questions.

1. On the knowledge and skills that tutors have on the appraisal process, it was found out that tutors have the knowledge and skills on the knowledge of the appraisal process. The Principals on the other hand also have adequate knowledge and skills on the appraisal process. They are all aware of the role expected of them in the appraisal process. Tutors were informed about the appraisal process. Principal followed the process for the current appraisal system to enable tutors familiarized themselves with the rationale and merits of the appraisal system. The interview revealed that the principal did not have enough appraisal materials.

2. On how Principals carry out the appraisal exercise, it was found out that Principals organized pre-appraisal conference for tutors. They mutually set performance target at the beginning of the process with the tutors. Other aspects revealed were that both the principal and tutors agreed on the source of information for the appraisal. Tutors were informed of the purpose of appraising them. Appraisers did not often conduct follow-up visit after appraisal exercise.

3. On the sources of information, the study established that the Principals sometimes drew information from direct classroom observation, tutors lesson notes, parents, students and tutors, student's project work. It came out from the study that Principals drew information from marked exercise and examination papers.

4. On provision of assistance, the study indicated that Principals organized in-service training for tutors immediately deficiencies were detected. They encouraged tutors whose performances were below expectation to study to

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improve performance. The Principals discussed report from the appraisal with tutors. Principals however did not place or assign tutors with problems in teaching under an experience tutor or a subject specialist for improvement in their output.

5. On perception of the appraisal system, it was found out that tutors have positive perception on the appraisal system as a management tool for improving performance.

5.3 Conclusions

It could be concluded that tutors have the requisite knowledge and skills for the current appraisal exercise. Tutors are well informed about the appraisal process. This will help them in playing effective roles expected of them in the appraisal exercise.

It could thus, be concluded that the Principals follow the current appraisal process. School-based training is organized and this made tutors aware of the rationale for the appraisal exercise. The rationalization of the goals of the current appraisal system may be achieved since the process is strictly adhered to.

Findings from the study proved that tutors of Colleges of Education in the Kumasi Metropolis in the Ashanti region have positive perception for the appraisal system. The tutors see appraisal as a management tool that improves teaching and learning and identifies training and development needs of individual tutors. The positive perception will ensure active participation which will lead to successful implementation of the appraisal exercise.

5.4 Recommendations

From the findings emerged and the conclusion drawn, the following recommendations were made.

1. Findings from the study revealed that the tutors possess the knowledge and skills needed to participate in the appraisal process. It is therefore recommended that the colleges of education should organized regular training at least once a year during the semester break to increase their knowledge and make them more abreast with the appraisal process which will ensure their active participation.

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

3. Tutors with problems of teaching should be assigned to "experienced" tutors to understudy them to improve on their performance.

4. The results of the study revealed that appraisers did not conduct follow-up visit after the exercise. It is recommended that appraisers follow-up after every appraisal exercise to check whether tutors are making progress.

5. It was found out that appraisal material were not available in the colleges. The researcher recommends that Ministry of Education should provide the necessary appraisal materials to the colleges to ensure smooth implementation of the process.

5.5 Suggestion for Further Research

The results of the study showed that principal did have the knowledge and skills in carrying out the appraisal system. It is suggested that the study should be replicated in private colleges of Education to confirm or refute the findings of this study.

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APPENDIX

QUESTIONNAIRE FOR TUTORS

This questionnaire is designed to elicit responses on staff performance appraisal system in all the Colleges of Education in the Kumasi metropolis in Ashanti Region. Please kindly respond to the items below. Your views will be treated with a high sense of confidentiality.

SECTION A

Biographic Data

1. Sex: a. Male ( )   b. Female ( )
2. Highest professional qualification
   a. Post-Graduate
   b. Other, specify …………………………
 Rank
3. What is your present rank in the Service?
   a. Assistant Tutor
   b. Tutors
   c. Senior tutor
   d. Principal tutor
   e. Chief tutor
4. How long have you taught in your present college?
   a. 1-5 years
   b. 6-10 years
   c. 11-15 years
   d. 16-20 years
   e. 21 years and above
5. How many years of experience have you had in appraisal exercise?
   a. 1-5 years
   b. 6-10 years

c. 11- 15 years

d. Above 15 years

SECTION B

Preparation towards Performance Appraisal System

Please, tick [√] the statement that describes your opinion on the appraisal preparation

Key: SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

	Preparation	SA	A	D	SD
6.	Keeping an appraisal diary on my performance				
7.	Organizing school-based training activities to expose tutors to the rationale and advantages of appraisal				
8.	Setting achievable objectives				
9.	Ensure my own growth and development				
10.	Providing tutors with brief written outline of the appraisal process				
11.	Pre-appraisal conference interview is organized				
12.	Appraiser and appraisee set performance objective/ target at the beginning of the academic year				
13.	Appraiser and appraisees agree on the sources of				

	information needed to achieve the objective set				
14.	The appraisee is informed of the purpose of appraising performance				
15.	Appraisers conduct follow-up visits after appraisal				

SECTION D

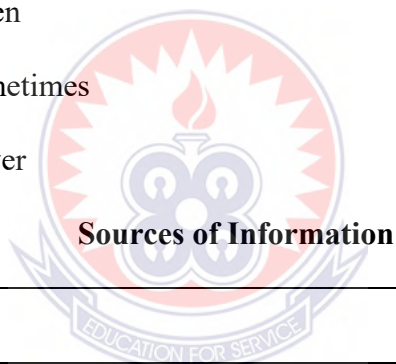How often does appraiser collect information from the sources?

Tick [√] as appropriate

Key: VO   -   Very Often

   O   -   Often

   S   -   Sometimes

   N   -   Never

Sources of Information

		VO	O	S	N
16.	Direct classroom observation				
17.	Inspecting lesson notes and scheme of work				
18.	Receiving materials such as marked exercises and examination papers				
19.	Information from students, parents and tutors				
20.	Students' external examination results				
21.	Students' project work				
22.	Record of extra-curricular activities				

SECTION E

Provision of Assistance

Kindly tick [√] the kind of assistance given to you to enable you improve performance

		VO	O	S	N
23.	In-service training is organized for tutors, both in and outside the college				
24.	Tutors are encouraged to study to improve upon performance				
25.	Teacher is under supervision of an experienced tutor				
26.	External assistance is provided by a resource person				
27.	Low-performing tutors are encouraged to find new areas of carrying out their duties				
28.	Appraiser and appraise meet to discuss appraisal report				

SECTION F

Perception of Performance Appraisal

Please tick [√] the statement that best indicates your view on the performance appraisal system.

		SA	A	D	SD
29.	Performance appraisal helps me to identify my strengths and weaknesses				
30.	It improves teaching and learning				
31.	The appraisal helps to identify the training and development needs of the individual				
32.	It facilitates continuous self-learning and development				
33.	The appraisal system is an effective tool to ensure effective communication				
34.	The procedure enables appraisers to provide good educational management				
35.	Appraisal system is perceived as a source of good feedback on teacher performance				
36.	Performance appraisal fosters effective working relationship				
37.	Performance appraisal is based on job analysis				
38.	Performance appraisal is not for promotion purpose				

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INTERVIEW GUIDE FOR PRINCIPAL

1. What roles are tutors expected to perform in the appraisal process?

2. How will you describe tutors involvement in the appraisal process?

3. What appraisal materials are available to tutors in the college?

4. What knowledge and skills are given to tutors and Principals on the appraisal system?

5. How would you describe the adequacy of the training you have received in terms of knowledge and skills materials?

6. State some of the skills that need to be emphasized

7. How often do you hold formal and informal discussion on appraisal feedback with tutors?

8. In your view, what can be done to improve performance appraisal system in your college?