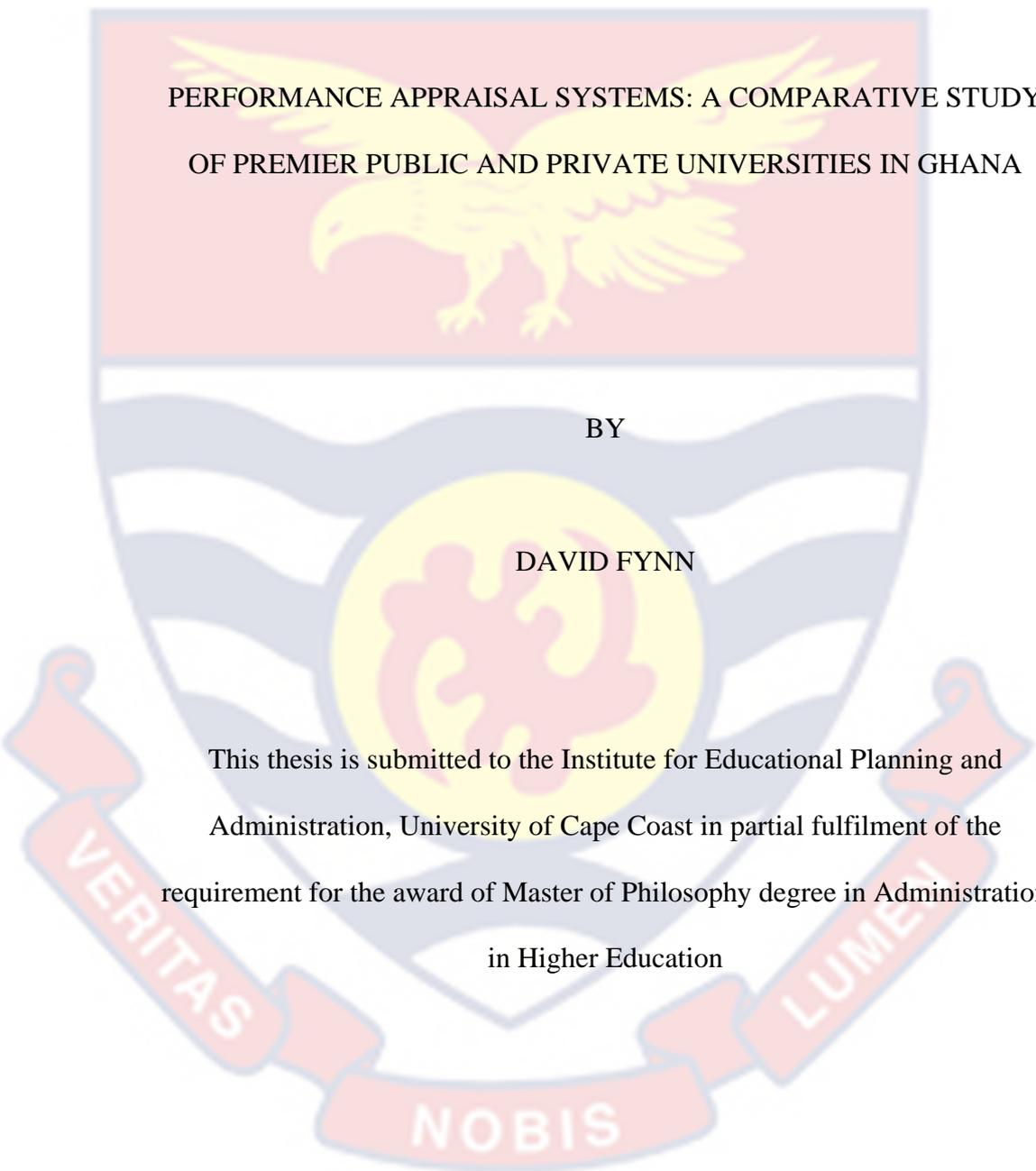


UNIVERSITY OF CAPE COAST



PERFORMANCE APPRAISAL SYSTEMS: A COMPARATIVE STUDY  
OF PREMIER PUBLIC AND PRIVATE UNIVERSITIES IN GHANA

BY

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This thesis is submitted to the Institute for Educational Planning and  
Administration, University of Cape Coast in partial fulfilment of the  
requirement for the award of Master of Philosophy degree in Administration  
in Higher Education

MARCH 2022

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented by anyone for any degree in this or any other university.

Candidate's Signature:..... Date:.....

Name: .....

### Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature:..... Date:.....

Name: .....

## ABSTRACT

Any efficient performance appraisal system should ensure fairness and aim at giving opportunity for employees to air their views. The objective of the study was to determine the performance appraisal methods used in the public and private universities, its effects and challenges so as to suggest ways of improving it. Instruments used were questionnaire, stratified and purposive sampling methods were used, and the data was processed and analyzed using comparative analysis framework and descriptive and statistical analysis. The determined sample size was 933, this was selected from four universities in Ghana. The four universities comprised of the first two public universities and first two private universities in Ghana . The random method was used to select 934 staff who were then given questionnaires, 734 questionnaires were retrieved representing 78.6%. It was revealed from the study that both public and private universities in Ghana use the six modern performance appraisal methods (management by objective, 360-degree feedback, Assessment centred method, Behaviorally anchored rating scale, Psychological appraisal and Human-Resource (Cost) Accounting Method) to assess their staff. In addition, the performance appraisal has positive effect on the performance of the staff in these universities. The main challenge to the universities was the lack of operational resources to conduct the appraisal. The study concluded that with the modern methods of performance appraisal, both the qualitative and quantitative aspects of an employee are evaluated. It compares an employee's performance with specific behavioral examples that are assigned. It was therefore recommended that the managements should use the 360-Degree method often since it involves all other stakeholders.

**KEY WORDS**

Career Development

Performance Appraisal

Performance

Appraisal Methods



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## DEDICATION

To my parent Mr Isaac Fynn and Mrs Elizabeth Fynn and my wife Comfort

Alpha Fynn.



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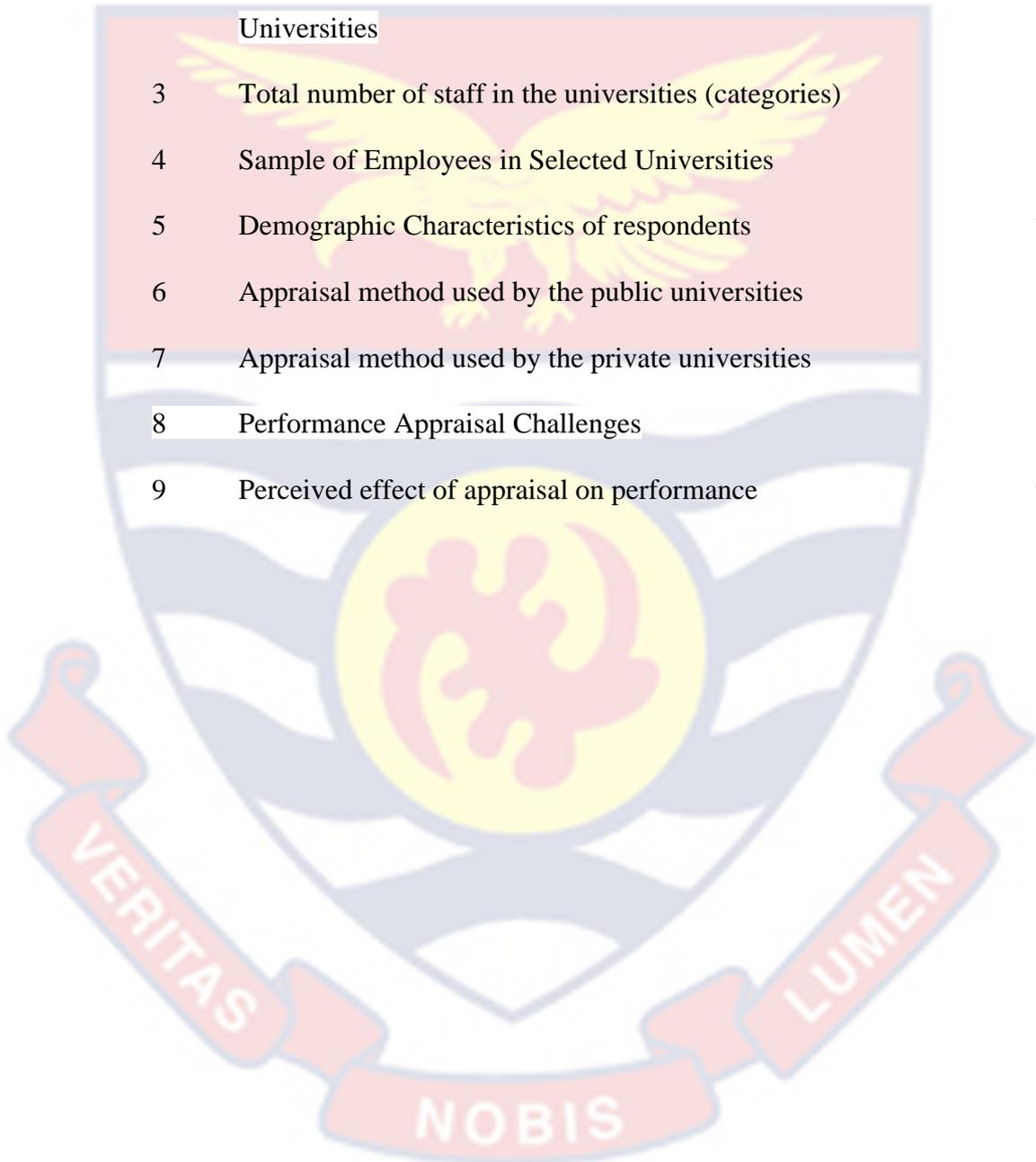
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## CHAPTER ONE

### INTRODUCTION

Colleges and institutions rely heavily on their students. A college or university institution cannot exist without the presence of students, instructors, administrators, and staff. People are their most valuable resource, and their development is their *raison d'être*. Because individuals in higher education are so important, it is critical to know how well they are functioning in their jobs and doing the tasks for which they were hired. The most important question is whether employees carry out their job duties and obligations. Do colleges and universities have a good understanding of how well their employees perform, and are this information conveyed to them in a timely and accurate manner? Is there a well-developed and regularly used evaluation process in place?

#### **Background to the Study**

The need to increase productivity is very important to the survival and growth of every organisation. The quality of human resources, with reference to their attitudes, skills, and performance, within organisations has been identified as a major determinant of achieving productivity, objectives, and goals (Lohman, 2005). Availability and quality of well-motivated human resources are crucial to the success of any company, whether public or private. Businesses hire employees in order to grow and improve productivity. Despite initiatives taken during the hiring process to guarantee that staff with the necessary knowledge and abilities are hired, people who are appointed frequently lack the skills and abilities that the company requires. Whether due to technological advancements, output growth, consumer preferences, or expansion, organisational changes almost always drop staff performance. The

necessity to evaluate or assess the performance of employees while they are still on the job becomes increasingly important.

The word “performance appraisal” (PA) describes various human resource operations. These include performance reviews, employee evaluations, and merit evaluations (Sangweni, 2003). According to Monday and Noe (2005), performance evaluation measures specific components of an employee’s performance. This means that the various components that serve as good performance indicators during an employee’s appraisal should be addressed and analyzed. An activity with a specific goal is performance appraisal. The purpose of every single appraisal activity within an organisation could be different from one organisation to another. According to Bratton and Gold (2017), performance evaluation collects and analyses individual workers’ complete capabilities and prospects to make decisions that align with the organisation’s goals. Dawra (2001), on the other hand, stated, “In simple words, performance appraisal is the systematic evaluation of the individual, with respect to his performance on the job and his potential for development.” Dawra pointed out that the appraisal also considered or looked at the employee’s personality and that his supervisor usually conducted it. According to the definitions of Bratton and Gold (2017) and Dawra (2001), an appraisal is for the aim of employee development. This study regards appraisal as the ways and means of finding out the strength and weaknesses of an employee in order to provide a solution to the weakness and reward or motivation for the strength.

One important function of Human Resource Management is employee development. Employee development refers to an employee’s overall

development, which will help the company expand due to improved employee performance (Antonacopoulou, 2000). Employees who grow in their careers are more content with their jobs, more committed to them, and perform better. An increase in employee performance results in a direct increase in organisation effectiveness (Champathes, 2006). Employee development activities such as Job Enrichment, Job Shadowing, and Job Rotation are necessary for the employees. The way the events are carried out demonstrates that the company cares for its employees and wants them to grow (Antonacopoulou, 2000). Whether upper-level, middle-level, or lower-level, employees at all levels, are active in developmental activities (Kirkpatrick & Kirkpatrick, 2006).

To improve the capacity of human resources to satisfy such objectives, strategic planners and human resource experts must collaborate to devise effective and creative strategies and frameworks. According to research, human resource procedures and systems that are intensive and coherent are successful (Marquardt & Wiedman, 2004).

Job design, resource planning, recruitment, selection, performance management systems, compensations, and employee relations are all aspects that Human Resource Management practitioners focus on. Performance evaluation is an important function for the organisation's overall success. An organisation's performance appraisal is vital because it ensures that employees work hard to contribute to its mission and objectives. Employees are motivated to work hard to meet the organisation's expectations when they receive a performance review. Furthermore, performance assessment systems give a professional management procedure for firms to review their and their

workers' performance results. These include recognizing gaps and building strategies for bridging them through increasing employee capability. Employee performance could be anticipated, evaluated, and rewarded. According to Macky and Johnson (2000), the benefits of a performance appraisal system are to continuously improve staff capacity and hence promote organisational performance, which is accomplished through developing individual employee performance.

The concept of performance appraisal appears to be contentious in management circles. Kurt (2004) opined that while company leaders recognize the necessity for appraisal systems, they are mostly frustrated by various problems that cause them to fall short of their goals. One of management's roles is to ensure that a company operates effectively and efficiently. Managers must be able to determine and assess the company's performance levels as a whole and its personnel to attain these objectives (Kurt, 2004). Performance appraisal is a management tool that attempts to enhance office communication, increase the quality of work produced, and promote individual staff accountability. This idea underscores Ahele's (2012) citation of the legal necessity that all agencies review employee performance (Derven, 2012). According to Baker (2002), performance assessment is an evaluation that involves comparing an employee to a performance standard that outlines what the individual should do in terms of performance and behaviour.

Performance assessment and analysis are essential in today's organisations. Measurements should be based on the organisation's strategy and give vital data and information on the key processes, outputs, and

outcomes. The data and analysis in question can be used for a variety of objectives within an organisation, including planning, analyzing performance, improving processes, and comparing performance to ‘best practices’ benchmarks (Ahele, 2012). A performance evaluation is a conversation and examination of an employee’s performance about his or her allocated tasks and duties. The evaluation is based on the employee’s job performance, not on his or her personality or specific characteristics. According to Adofo (2011), an appraisal is a mechanism by which management or supervisor evaluates an employee’s job performance (usually in terms of quality, quantity, cost, and time).

Again, performance assessment is a part of controlling and managing career development and the process of acquiring, analyzing, and documenting data about an employee’s relative value to the organisation. It is also used to assess an employee’s recent triumphs and failures, personal traits and shortcomings, and suitability for advancement or more training. The appraisal evaluates abilities and accomplishments with adequate accuracy and consistency once more. It is used to discover areas for improvement and to encourage professional development. However, it should not be viewed as the supervisor’s only form of communication.

In addition, each employee is empowered to a comprehensive and relevant appraisal. The supervisor’s willingness to perform a constructive and objective appraisal and the employee’s readiness to respond to constructive suggestions and collaborate with the supervisor to achieve future objectives. According to Adofo (2011), performance appraisal serves two purposes: it enhances employee work performance by assisting them in realizing and

utilizing their aspirations in carrying out their company's objectives, and it gives details to employees and managers for use in making work-related decisions. More specifically, according to him, these purposes indicate the following;

They back personal decisions to reward exceptional workers, cull out marginal or low performance, and discipline, train, transfer, and substantiate merit raises. In a nutshell, assessment is an important part of a formal corporate reward and punishment system. Employees receive feedback through appraisals, which can act as personal and professional development vehicles. Once staff development requirements have been defined, appraisals can assist create training program objectives.

Appraisals can aid in diagnosing organisational issues due to the specification of performance levels. They do so by defining training needs and the knowledge, abilities, skills, and other qualities to look for when hiring and laying the groundwork for evaluating effective and ineffective performance. As a result, an appraisal is more of a starting point than a finished product.

An increase in employee performance results in a direct increase in organisation effectiveness (Champathes, 2006). Employee development activities such as Job Enrichment, Job Shadowing, and Job Rotation are highly valued for the employees. The way the events are carried out demonstrates that the company cares for its employees and wants them to grow (Antonacopoulou, 2000). Whether upper-level, middle-level, or lower-level, employees at all levels, are active in developmental activities (Kirkpatrick & Kirkpatrick, 2006). Strategic planners and human resource experts must

collaborate in this regard to establish effective and inventive methods and frameworks for developing human resource capability to fulfil such needs.

According to research, companies that use extensive and well-coordinated human resource processes and systems are more effective (Marquardt & Wiedman, 2004). Job design, resource planning, recruitment, selection, performance management systems, compensations, and employee relations are all aspects that Human Resource Management practitioners focus on. One crucial function to the organisation's overall success is performance review through appraisal. Employee responsibility has been a key component of decision-makers efforts to manage productivity in higher education. One of the beneficial strategies for analyzing and enhancing productivity is to employ a good performance appraisal system (Mani, 2002).

The evaluation of outcomes and formal assessment become more important due to external requests for employee accountability (Flaniken, 2009). Performance management approaches are used by schools, colleges, and universities to foster a competitive performance culture (Camilleri & Camilleri, 2018). The competitiveness among higher education institutions has led to most employees using diverse ways of doing things in the institutions to achieve results. Some people argue that public institutions are doing better than private while others also think the other way round. For these employees to do their work well, it will depend on how satisfied they are in the institution. These employees must be held accountable for the work done. The positive or negative effect of performance appraisal towards the employee will influence their decisions towards their work. The question is how are these

institutions (private and public universities) supporting their staff through performance appraisal?

Every country in the world has a need for performance appraisal and actually carries out these reforms; however, it seems that their success depends on the context. Despite several efforts to reform public service organizations in developing countries, tangible improvements are few and far between (Polidano, 1999; Schick, 1998). One cannot undermine the ability of cultural variables because 'Social arguments tied to organizational culture can potentially have an instrumental side, that is, informal norms and values can be useful. Employees can feel more loyal and function better because the institutional aspects of their activity are emphasized' (Christensen, et al., 2007, p.39). One must not simply blame and criticize public servants, but seek their views and experiences on why appraisal reforms are accepted or rejected, why they fail or succeed. Civil servants may work against a reform without knowing that they are doing so. This is because they have been socialized into particular ways of doing things and may not realize or appreciate other ways of doing things. After all, 'when they [the civil servants] have relied on foreign experts, the outsiders have too often ignored domestic circumstances and confused matters by incorporating their foreign values' (Caiden, 2006). Thus, it is pertinent to investigate how administrative culture affects performance appraisal.

Most developing-country enterprises have been scolded for their low productivity, poor management practices, low motivation, and increased bureaucratic barriers in information transfer (Agyenim-Boateng, 2006). These companies have been recognised as having inadequate human resource

management methods. Employees have been regarded as the most important resources within organisations, whose attitudes, talents, and aspirations influence the effectiveness of the organisation's mission and efforts to improve the organisation's position (Agyenim-Boateng, 2008; Luthans & Luthans, 2004). To fulfil their jobs effectively in organisations, employees require explicit performance goals, feedback on their performance, and a fair reward scheme (Agyenim-Boateng, 2006; Latham & Lock, 1990; Latham et al., 1978).

In Ghana, the writings of Segbenya and Bonsu (2019) have attested to the above fact. For example, the two problems in the performance appraisal in Ghana, as mentioned by Segbenya, are the lack of training programmes in the art of performance appraisal and the reaction to the disclosure of information from annual staff reports. Most higher education institutions in Ghana have performance appraisal systems, but the reality is that these systems have often yielded unsatisfactory and disappointing results Sulemana (2011).

### **Statement of the Problem**

Many study have been done on the topic of appraisal of teaching personnel (lecturers) and student performance in higher education. However, it appears that there is a scarcity of studies on the evaluation of administrative staff performance (Flaniken, 2009). Higher education has given less effort to appraise the administrative personnel in the institutions (Cox & Downey, 2002). Most performance appraisal studies are conducted in industrialized countries, with limited information regarding developing countries like Ghana.

However, some scholars in the country have conducted studies on performance appraisal, but most of them concentrated on industries and other

service organisations such as Judicial Service (Aheley, 2012), Volta River Authority ( Oduro, 2014), Civil Service (Boadi, 2016), The Ministry Of Food And Agriculture (Prah, 2019), Graphic Communications Group Limited (Agbodza, 2011), Nyakrom Rural Bank Limited (Quarcoo, 2010) Mfantseman Municipal Assembly (Faisal, 2013), and Ghana Ports And Harbours Authority (Gadzedzo, 2009). It appears those who researched on education focused on basic and secondary education directorate, some of them are, Offinso Municipal Education Directorate (Asira, 2011), Sissala East District Directorate of Education (Sulemana, 2011), and identified Senior High Schools in the Kwahu-South District in the eastern region (Adofo, 2011).

Others also conducted studies in higher education institutions but focused on individual institutions such as KNUST (Agyen-Gyesi & Boateng, 2015, Bintu, 2014), UCC (Kofi & Opare-Adzobu, 2012), University of Health and Allied Sciences (Hackman, 2018). This informs the researcher that there are few comparative studies conducted on performance appraisal in Ghanaian universities since most of the researchers focused on public universities while others focused solely on private institutions. Also, as performance appraisal is an essential management tool to assess the productivity of employees and help higher education institutions as they strive to improve themselves in the competitive market of higher education it is vital to find out information in that area. This is the reason why the current study seeks to conduct comparative research on employee performance appraisal in the Higher Education Institutions in Ghana.

### **Purpose of the Study**

The purpose of the study was to compare the performance appraisal systems between public and private universities in Ghana.

### **Research Questions**

1. What are the performance appraisal systems used in public universities?
2. What are the performance appraisal systems used in private universities?
3. How do the performance appraisal systems used in public universities compare to performance appraisal systems in the private universities?
4. What are the challenges associated with the performance appraisal system within public and private universities?
5. How do administrators in the universities perceive the performance appraisal system to influence their performance?

### **Significance of the Study**

The findings of this study will be very useful to management and policymakers of the universities in Ghana, both public and private, by bringing to bear the actual problems inherent in the appraisal system of universities and providing objective solutions to curb these problems. Encouraging supervisors through sending them the study findings to discuss appraisal results with their appraisees will help university employees understand the importance of performance appraisal. This research will also contribute to the body of knowledge on performance appraisal in Ghana and worldwide.

### **Delimitations**

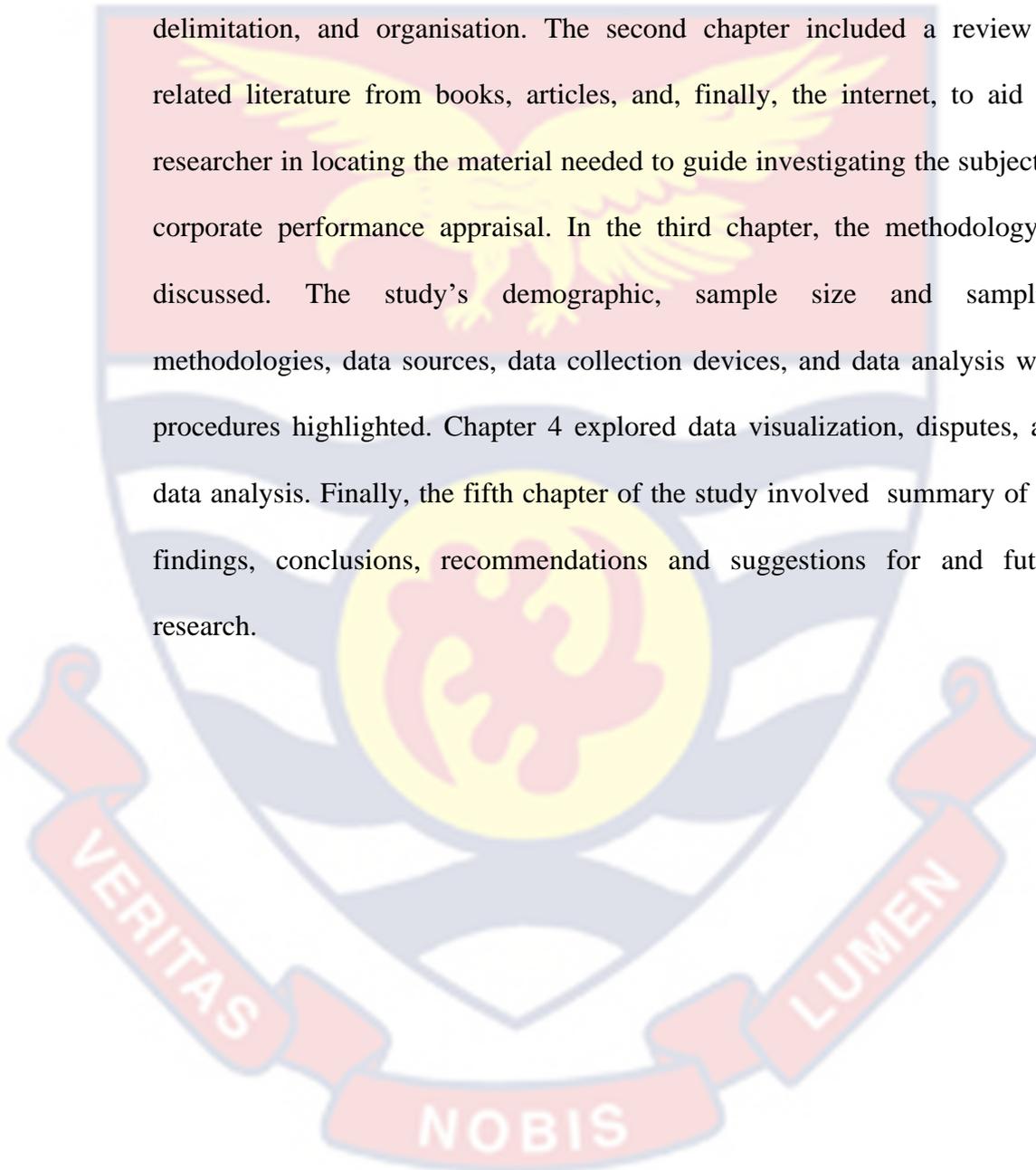
Even though the study seeks to explore performance appraisal among all the universities in the country but the study is delimited to the first two public universities established thus, the University of Ghana (Legon) and Kwame Nkrumah University of Science and Technology, and the first two private universities namely Valley View University and Central University. These schools were selected because they have been in operation for a long and have practised appraisal for more than forty years since their establishment. The study is also delimited to only the administrative staff of the universities. This is because, through students' performance and evaluation of academic staff, management can easily know the strength and weaknesses of the teaching staff, but this is not the case with administrative staff.

### **Limitations**

The size of the administrative staff of the universities in Ghana is very broad and as a result, assessing the practice of performance appraisal in the entire service may come with some challenges. However, due to time and financial constraints, the scope of the study is limited to the Premier universities, this means that the conclusions drawn from this study may not be applicable to all the universities in Ghana. In addition, the study used samples (selected portion) of the populations to represent the population. This also means that the findings and conclusions might have been different if the entire population was used. Finally, the study used questionnaires to collect the data for the analysis. Therefore, the data are based on the respondents' views which may not be same in reality.

## Organisation of the Study

The study is divided into five chapters. The first chapter contains an introduction that discusses the study's background, problem statement, objectives, research questions, purpose and significance, limitations, delimitation, and organisation. The second chapter included a review of related literature from books, articles, and, finally, the internet, to aid the researcher in locating the material needed to guide investigating the subject of corporate performance appraisal. In the third chapter, the methodology is discussed. The study's demographic, sample size and sampling methodologies, data sources, data collection devices, and data analysis were procedures highlighted. Chapter 4 explored data visualization, disputes, and data analysis. Finally, the fifth chapter of the study involved summary of the findings, conclusions, recommendations and suggestions for and future research.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

Performance appraisal has been the major approach to measure the strength and weaknesses of people in an organisation. Researchers have come out with many ways and processes of appraising employees to get to know the full strength and weakness of the employee. This study intends to determine the methods and processes used by higher education institutions to appraise their staff against those stated by researchers. This study focuses on the higher education institutions in Ghana and how the staff in the institutions are been appraised.

Scholars and other researchers review related and pertinent literature on performance appraisal in this chapter. It reviews previous work that is significant to the study. It describes some of the ideas that underpin the current study, and the literature is examined under the following areas: Methods and processes of appraisal in Higher Education Institutions (HEIs); Use of performance appraisal and performance improvement in HEIs, Performance appraisal challenges related to performance appraisal in HEIs, theoretical review as well as the conceptual review.

#### Theoretical Review

Theoretical considerations of performance appraisal and compensation in higher education institutions Performance appraisal is a management technique, which is used for making personnel decisions (promotion, transfer and pay), but also deals with issues like employee development (feedback and training). The appraisal activities are primarily based on the appraisal of

employees' work results and activity (attitude). The main aim of performance appraisal is to determine the work results of an employee in order to offer justified compensation. Also, it is necessary to be able to grant procedural justification, accuracy and suitability of appraisal procedures and to continuously drive towards a result-driven climate through the shaping and changing of organizational Performance appraisal and compensation culture (Boyd and Ken, 2004; Grote, 2000; Weiss, 2001).

One antecedent to distributive and procedural justice of performance appraisal is social justice between groups and employees. When we do not compensate employees fairly, by basing their compensation on work results, then the employees waste their time rather on getting the desired levels of compensation and not on improving their work. Lawson (2000) believes that individual performance and pay have to be in accord as only then is it possible to motivate people enough for them to improve their performance and work quality. Pay-for-performance systems have enabled companies to leave aside fixed remuneration packages and concentrate on much more flexible systems that reward and appreciate individual efforts. Also, when working out a performance-appraisal system, it is important to take into consideration both organizational and personal goals. Performance appraisal has recently attracted much attention in European universities and colleges. In public universities, the number of state-funded students has been decreasing rapidly, and the share of tuition fees has increased. At the same time, public universities have been exposed to market pressures that require organizational innovations similar to the changes implemented in private universities. For example, public universities in the UK introduced more formalized staff

appraisal systems in the 1980s in order to meet the new requirements set by considerable changes in economic conditions.

The change in the system was also necessary in order to improve the quality and effectiveness of staff performance. This change resulted in

performance related pay in the UK university system as a whole, covering everyone from support staff to senior professors (Richbell and Wu, 2006).

Some researchers (Sinclair, 2003) claim that the issue of quality has become one of significant importance and will continue to be one of the predominant points of debate in higher education. In recent years, there has been rising interest in quality as perceived and determined by the consumer. It is important to determine the needs and quality demands of international and full-fee paying students, for they provide universities with money. Therefore, universities must establish procedures to monitor the competitiveness and success of graduates. Performance-appraisal activities enable us to determine whether the employees' performance is in accordance with the established objectives.

Three key functions of higher educational institutions are teaching, research and advising. The challenge to the universities is to produce employees who meet the requirements of employers. It is increasingly common for companies to search for individuals that have received training in a particular academic field. The quality of performance in teaching would include measures such as postgraduate students and alumni feedback (Mergen et al., 2000). In order to improve the quality of graduates, it is first of all necessary to determine their future position in the labour market and find out the requirements of potential employers. Some authors (Stilwell, 2003; Scott,

1999) question the suitability of commercial criteria and economic incentives in the higher education situation. They question whether the corporate managerial model is suitable in the context of higher education, as it pays too much attention to the economic rationale and sees competition and markets as the most appropriate means for achieving high quality of work.

In addition to the above, the higher education sector is by its very nature and management style a conservative one. This is mainly caused by traditions and academic freedom, and that is why a payment-by-results system is still a relatively new approach. However, state budget difficulties have determined the need for better management in the higher education sector, and the need to motivate academic staff more efficiently. A performance appraisal and compensation system is mainly based on analyzing past data. However, it is important also to use future-oriented data and methods, such as capacity of knowledge re-use, etc. (Smith, 2005; Amidon, 2003). In general, we can distinguish between the two different options when motivating and compensating employees. We can do it either according to their input or their output. In case we decide to compensate an employee by basing compensation on individual input, we need to know employee's potential and ability. However, potential and ability alone are not necessarily enough for predicting employee's performance.

In the author's opinion, compensation based on output is a better option, as it takes the final goal into greater consideration. The majority of the researchers support output-related compensation, however, several researchers have also drawn attention to the problems relating to measuring productivity, and also to lots of errors in a pay-by-results systems (Stashevsky and

Weisberg, 2006; McClune, 2005; Holbeche, 2005). As the work tasks have become more dynamic and universal, determining the work results has also become problematic, as it is not always possible to determine the individual work results and compare them. The emphasis on individual work results also reduces the sense of teamwork and undermines the interest of a group as a whole. Also, allocating individual work results may give rise to favouritism and petty jealousies and conflicts can arise between employees (Yager, 2000; Richbell and Wu, 2006). The highest point of self-motivation arises when there is a complementary conjunction of the individual's needs and the organization's requirements (Levinson, 2003). Thus, both individual needs and organisational goals are equally important and should be treated as such at all times.

Theoretical considerations of performance appraisal concerns are addressed in this section. This study has selected three theories that support performance appraisal, these are reinforcement theory, goal-setting theory, and expectancy theory.

### **The Goal-Setting Theory**

The goal-setting theory states that management must involve employees to set their goals for the job given them. When the employees are part of the goal-setting process, they will give their best during the execution stage. The goal-setting theory informs the study since the researcher seeks to find out if the employees are being involved in the setting of goals and objectives

### **Expectancy theory**

Expectancy theory of performance management was proposed by Victor Vroom in 1965. According to him, individuals behave in a specific manner because they get motivated by the desirable outcome of such behaviour. Performance of an individual should always be aligned with organisational expectations regarding achievement of identified goals in future (Salaman et al. 2005). The motivation that influences individuals to behave in a particular manner over other forms of behaviour is their expectancy. This expectancy is regarding the effect of the selected behaviour (Oliver 1974 ; Salaman et al. 2005). Expectancy is determined by individual belief that performance of a specific type of behaviour will certainly help the individual in attaining desired performance goals. Thus, this property helps individuals in determining if they have the required skill sets for accomplishing a work accurately. However, when performance goals are beyond the achievement, the corresponding motivation also declines.

Instrumentality is connected with the process of rewarding for desired performance outcome. Thus, individuals are motivated to perform works that would provide greater rewards after successful accomplishment. However, when the instrumentality or reward for a number of organisational performances is same, motivation to perform different kinds of work declines.

Valence is the significance of the reward individuals get for exhibiting desired performances. Thus, individuals evaluate the rewards given to them for performance based on various aspects. This includes

differential needs, values, goals and sources of motivation. On the basis of valence the motivations to accomplish different tasks also vary (Burgoon 1993; Kroth 2007). Thus, while deciding to perform in a particular way, individuals give importance to the variable that has the greatest motivational force.

### **Reinforcement Theory**

Reinforcement theory emphasizes regulative interventions from outside the individual, particularly positive reinforcement, which enhances performance and improves individuals' capacity. Since the reinforcement theory deals with regulative incentives, which leads to fairness for the appraisal, the study adopted the reinforcement theory.

Theoretical considerations of performance appraisal concerns are addressed in this section. It emphasizes regulative interventions from outside the individual, particularly, positive reinforcement, which are used to enhance performance and, in turn, improve capacity of individuals. Even though there is a negative reinforcement, this study focused on positive reinforcement. Positive reinforcements can include monetary incentives, non-monetary treatments such as performance feedback, capacity building, social benefits such as attention and recognition, or a combination of these types of reinforcements. The emphasis was on non-financial regulatory interventions, but the focus was on performance feedback because performance feedback can only be given after a performance appraisal has taken place.

According to meta-analytic data, such behaviour modification treatments improve work performance in both the manufacturing and service sectors (Stajkovic & Luthans, 2001). Reinforcement theory is a type of

operant conditioning that concentrates on the elements that promote workplace performance. Positive reinforcement, negative reinforcement, extinction, and punishment are the four main methods of reinforcement theory. Banaji (2011). According to the reinforcement principle, employee performance is more likely to improve when performance appraisal is provided. The researcher wants to know how the input from the performance appraisal affects the employees after it has been completed. The reinforcement approaches will be used as a lens to evaluate the types of reinforcement employed in private and public colleges to improve performance.

### **Concepts of Performance Appraisal (PA)**

Performance Appraisal is described as the process of evaluating and recording an employee's or an organisation's staff's performance to make judgments about the staff that leads to positive or negative judgments. It is used to determine how productive an employee is and maintain or increase their objectives. Lawrie (1990) stated that PA systems began as a simple method of income justification. That is, appraisal was used to decide whether or not the salary or wage of an individual employee was justified but today it is viewed as potentially the most crucial aspect of organisational life.

To appraise is to determine worth and value, to determine the quality and usefulness of the staff working within the organisation (Torrington & Hall, 1996). PA is an observation and measurement of employee performance against pre-determined job related standards, for purposes delineated by the organisation. Performance appraisal (PA) is therefore defined as a structured formal interaction between a subordinate and supervisor, which usually takes the form of a periodic interview in which the work performance of the

subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development (Agyenim-Boateng, 2006).

According to Decenzo and Robbins (2011), as quoted by Adofo, it is a key aspect of the HRM process and a major factor in defining the important characteristics of the employee and organisational performance for success. The examination of a person's or a group's performance against a set of criteria is known as performance appraisal. The primary goals of performance appraisal, according to Nelson and Quick (2003), are to respond to employees' performance, pinpoint developmental needs, make promotion and incentive decisions, make demotion and termination decisions, and develop data about the organisation's selection and placement choices.

Performance appraisal is not only for developmental purposes but for others as well. Adu (2016) indicates that in reality, performance appraisal for a purely developmental purpose has not been given much prominence in organisations. What prevails is to use performance appraisal mainly for determining wages and rewards. A good performance appraisal system's main goal is to help employees grow and advance in their professions. Performance appraisals should emphasize individual growth needs and future performance in terms of development. The appraisal method should allow the employee to accept responsibility for his or her future development and advancement. This obligation may entail questioning superiors' beliefs about future development and experiencing future personal preferences and ambitions. A properly thought out performance appraisal system will be able to evaluate the tasks an employee is performing now, how well the task is being performed in relation

to organisational and individual standards, and what is needed to make the employee develop to meet personal and organisational goals.

PA is a common organisational practice that involves holding annual performance appraisal conversations during interviews. Performance appraisal is undoubtedly the most contentious and least popular activity in Human Resource Management among those involved. 'Managers do not seem to like it, employees do not understand it, and personnel and human resource managers, as defenders of the company's evaluation rules and procedures, have no choice but to watch their work be disrespected.' (Bratton & Gold, 2017). The descriptions of some of the less positive appraisals are offered in greater depth.

Appraisal, according to Edwards Deming (2016), the inventor of Total Quality Management "nourishes short-term performance, annihilates long-term planning, builds fear, destroys teamwork, and encourages rivalry and politics –at best pointless and at worst detrimental." Some of the most vehement complaints of performance appraisal come from heavily unionized contexts and organisations with historically grounded collegial and collective practices (for example, universities, human services, schools, and public sector organisations). 'Performance appraisal and compensation for performance are perceived as focused on the individual in such cultures, thereby generating a competitive atmosphere, compelling higher productivity, and fostering management by control,' says one expert. (Stone, 2000). According to Townley (1992), performance appraisal is a thinly veiled scientific management technique for dealing with labour relations, with the true goal of monitoring and controlling today's more advanced employee by emphasizing

trait rating rather than job-based criteria, and that it plays an important role in communicating organisational norms, values, and culture. The attitudes of Hong Kong Chinese line managers toward performance appraisal were investigated in a study based on 100 interviews (Wright, 2001). According to the findings of the study, line managers considered that performance reviews were neither valuable nor helpful in reaching company goals. They also believed the performance evaluation forms, methods, and criteria were insufficient. Training in appraisals, in particular, was deemed ineffective.

Performance appraisal system continues to be one of the most important function of human resource management in the 21st Century. This is because performance of the workers or employees is very significant for organisation to be more effective and competitive in comparison with other organisations. The world tend to be small and countries are linked to each other because of the increasing development of the information communication technology. Employees and performance appraisal activities are frequently discussed in a transparent manner. In an organisation, the workers' trade unions and associations is no longer a taboo.

In conclusion, it can be said that performance appraisal is concerned with assessing and recording staff performance to identify how productive an employee is to the institution in relation to laid down goals and objectives. Even though the above writers have said a lot about performance appraisal but in relation to this study, "performance appraisal" can be said to be the process of using a well-defined criterion to evaluate the performance of employees of an organisation against the expected performance in order to help the organisation achieve its stated goals.

One organisation's performance appraisal system may differ from another's. A method should be followed in order for a performance appraisal plan to be effective. When adopting an appraisal system, Robbins (as cited by Adofo, 2016) has outlined six steps that must be followed (Figure 1).

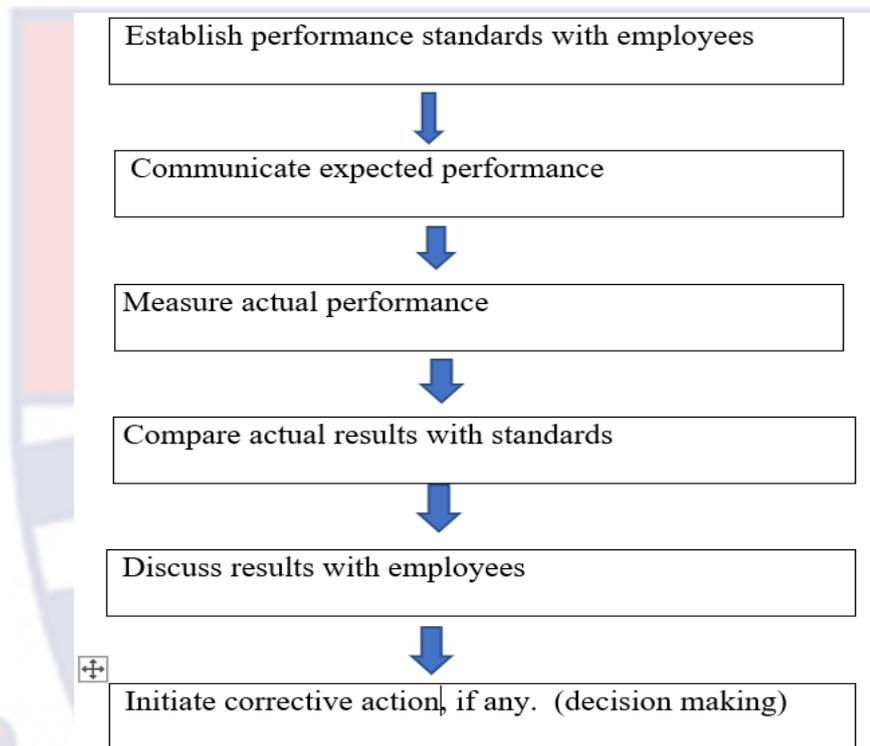


Figure 1: Performance Appraisal Process

Source: Robbins (1998)

The steps involved in the performance appraisal process has been explained further:

**a) Establishing performance standards**

The first phase in the PA process is to establish benchmarks against which real-world employee performance will be assessed. This phase determines the criteria for determining whether an employee's performance was successful or unsuccessful and the degree to which they participated in the organisation's goals and objectives. Performance standards are set to ensure achievement of departmental goals and objectives and the organization's overall strategy and objectives. Standards

are based on the position, rather than an individual. In order to be clearly understood and perceived as objective, standards should adhere to the same rules that apply to goal-setting; that is, they should be “SMART:” specific, measurable, achievable, relevant and timebound. An organisation should clearly define its standards to the employees and must establish attainable, understandable, and realistic standards to be achieved. Standards can be set in quantitative terms as well as qualitative terms. Under quantitative terms, the standards of an organisation are expressed in quantitative terms like units of the product to be produced and sold, revenue to be earned, the cost to be incurred, etc. While setting the quantitative standards an organisation should keep them precise so as to easily compare the actual performance with the standards. However, under qualitative terms, the standards of an organisation are expressed in qualitative terms like time taken to serve a customer, motivation level of employees, etc. The qualitative standards should also be set in a way that makes the measurement easy. The requirements should be clear, understood, and quantifiable. If the staff’s performance cannot be measured, the standards should be very specific.

#### **b) Communicating the standards**

Once the standards have been created, management should ensure that everyone in the organisation is aware of them. Employees must be informed, and the standards must be thoroughly stated. This will assist them in understanding their roles and what is expected of them. The criteria should also be made available to appraisers or evaluators, and the standards may be revised if necessary based on information provided by

workers or assessors at this stage. Communicating performance expectations to employees is a key component of operational planning and performance management. It helps align individual goals with organizational objectives, clarify roles and responsibilities, and provide feedback and recognition.

### **C Measuring the actual performance**

Determining an employee's real performance or job over the period allotted is the most difficult component of the performance review procedure. It is an ongoing procedure that involves year-round performance monitoring. This stage necessitates carefully selecting proper assessment tools, ensuring that personal bias does not influence the outcome of the process, and aiding rather than interfering with an employee's task. Organisations should measure the actual performance in a reliable and objective manner. The actual performance of an organisation can be measured through different techniques such as sample checking, personal observation, etc., and should be measured in the same units in which the standards are fixed to make the comparison easy. Usually, the actual performance is measured at the end of the performance. However, in some cases, organisations measure performance throughout the performance. For example, an electrical appliance organisation can check the parts before assembling them together to ensure the final product is not defective.

Also, while measuring the actual performance of an organisation, it should be kept in mind that both quantitative and qualitative aspects are being considered. Sometimes organisations focus more on the quantitative aspects and less on the qualitative aspects, which can be harmful to them. For

example, the quantitative standard of lowering the cost of a product can be achieved by degrading its quality. This can for sure lower the cost of the product, but can also lose the customers of the organisation. Different departments of an organisation can measure its actual performance differently (like the production department by the number of units produced, the sales department by the number of units sold or customer satisfaction level, etc.).

#### **c) Comparing the actual with the desired performance**

The actual result is compared to the desired or anticipated result. The comparison shows how far the employees' performance deviates from industry standards. The outcome could indicate that actual performance is higher than expected or lower than planned, implying a negative variance in organisational performance. It entails collecting, analyzing, and evaluating the information on an employee's performance. Comparing the actual performance of the organisation with the established standards (in the first step). By comparing the actual performance with the standards, an organisation can determine the deviation between them. When the standards are expressed in quantitative terms, it becomes easy for the organisation to make comparisons as there is no subjective evaluation required. For example, it is easy for an organisation to compare the number of units sold in a month against the set standard. However, the comparison between the set standard for the motivation of employees with its actual performance is difficult.

#### **d) Discussing results**

The appraisal results are communicated and discussed with the personnel on a one-on-one basis. The focus of this lesson is on

communicating and listening. The results, issues, and prospective solutions are discussed to solve problems and establish an agreement. Feedback should be given constructively because feedback can impact an employee's future performance. The meeting's goal should be to resolve issues and encourage staff to improve their performance. Performance appraisal feedback by managers should be in such way helpful to correct mistakes done by the employees and help them to motivate for better performance but not to demotivate. Performance feedback task should be handled very carefully as it may leads to emotional outburst if it is not handing properly. Sometimes employees should be prepared before giving them feedback as it may be received positively or negatively depending upon the nature and attitude of employees.

**e) Decision making**

The process finishes with HR choices like rewards, promotions, demotions, and transfers to improve employee performance by taking remedial actions (Robbins, 1998).

It can be concluded that performance appraisal is the process of using a well-defined criterion to evaluate the performance of an organisation against the expected performance to help the organisation achieve its stated goals. It is mostly done to identify the weaknesses of the staff in order to put in developmental measures to curb those weaknesses and to acknowledge and reward their strengths. Performance appraisal processes differ from one company to the next. A method must be followed for a performance appraisal programme to be effective.

### **Who should assess performance?**

Generally speaking, when we talk about performance appraisal, it is assumed that managers or supervisors are the only people who evaluate employees' performance. This is indeed an erroneous impression. There are a number of different options concerning who should evaluate the individual employees and these include the individual employees, subordinates, peers, team and customers.

#### **A. Supervisor appraisal**

The Manager or Superior's appraisal has been the traditional approach to evaluating an employee's performance. This is because, in most cases, the supervisors are in the best position to perform this function, although it may not always be the case. The supervisor's role in evaluating the employee is important because he/she is supposed to know what the employee should be doing. In certain cases, managers who might not have the requisite time to fully observe the performance of employees often delegate such function to their Line Managers/Heads of Department who, most of the time, rely on performance records to evaluate these employees.

Among the challenges associated with supervisor's appraisal include:

- a) supervisors inability to monitor their employees very frequently;
- b) inter-personal conflict; and
- c) the supervisors inability to know exactly what their subordinates are supposed to be doing (SHRM, 2010).

#### **B. Peer appraisal**

The supervisor is not always knowledgeable enough to make a valid assessment of employee performance as already stated. A solution to this

problem is to use a peer appraisal system. Here, individuals of equal rank who work together could be asked to evaluate each other. Peers or co-workers often know the job of the individual employee better than the supervisor and are therefore more directly affected by the employee's actions, either positive or negative. In addition, peers can evaluate the ability of the individual where subordinates work in groups or teams which may be very difficult for supervisors to see unless they are intimately involved with the group. Peers can readily identify leadership and interpersonal skills along with other strengths and weakness of their co-workers. The feedback from peer appraisals can motivate team members while providing managers with important information for decision-making. However, peer appraisal has its own challenges which include, among others:

- personality conflicts and personal biases which can affect how individual employees rate their peers;
- individual differences within a group or team which may cause friction within the work group; and
- personal biases can affect working relationships and may show up in peer evaluations no matter how much we try to protect it (SHRM, 2010).

### **C. Subordinate appraisal**

Another option used in performance appraisal is the subordinate appraisal. Subordinates are in a good position to evaluate their managers, as they are in frequent contact with their superiors and occupy a unique position from which to observe much performance-related behaviour. It is used by both large and small organizations to give managers feedback on how their subordinates view them. Subordinate evaluations can give us good insight into the managerial practices of people who control other employees in organizations. As a result,

subordinate evaluations may give us valuable information that may be difficult to obtain when using the other means of appraisal. Just like the other methods, subordinate evaluation has its own challenges such as potential biases and personality conflict, and the likelihood that subordinates may inflate the capabilities of the manager because of a lack of understanding of the tasks and duties required of them (SHRM, 2010).

#### **D. Self-appraisal**

Self-assessment or appraisal is also an option in the performance appraisal process. Virtually all employees do a self-assessment, whether they are actually formally asked to do so as part of the assessment. This method is used when managers want to supplement their evaluation with an employee's assessment of his/her performance. A self-appraisal system requires an employee to complete the appraisal form prior to the performance interview. This system of assessment allows the employees to think about their strengths and weaknesses which may consequently lead to discussion on barriers to effective performance. The major challenge of this appraisal system is that subordinates tend to overestimate their individual's ability to do a job accurately. This is because the employees either underestimate or overestimate their job performance over time (SHRM, 2010).

#### **E. Customer appraisal**

Customers or clients sometimes provide assessments of employee performance in terms of responsiveness to customers and quality of service. The word customer is used in a broad sense to include people outside the organization, including customers for our products and services and suppliers to the organization. Customers can also be internal including people in other

departments of the organization. Customers may be used as evaluators when the individual being evaluated has frequent contact with organizational customers, either internal or external to the firm. If employees interact routinely with internal or external customers, they need to know how the customers feel about the quality of their products or services. It does not matter what else we do successfully if our customers are uncomfortable with their interactions with our employees. If external customers are upset about their interactions with our employees, they have the ability to go elsewhere with their business.

Even internal customers can create significant problems within the firm due to conflict between departments or divisions. Therefore, we want to ask customers to evaluate the individuals with whom they come into contact. The major constraint facing customer appraisal is that they commonly use simple rating scales, which is very subjective. In addition, customers are usually not trained to do an accurate assessment, which, consequently, leads to biases (SHRM, 2010).

#### **F. 360° evaluation**

The final option in performance appraisal is a combination of “all of the above options” also known as the 360° evaluation. The 360° evaluation, in effect, analyzes individuals’ performance from all sides – from their supervisor’s viewpoint, from their subordinates’ viewpoint, from customers’ viewpoint and from their peers’ viewpoint. The 360° performance evaluation is also known as team appraisal (SHRM, 2010). The major advantage of using the 360° evaluation is that it gives the most accurate and best possible analysis of individuals and their performance within the organization. With the trend of

structuring work in teams, peer evaluations are now being used regularly.

Those who fill out the appraisal form usually do so confidentially, and the

feedback from all these people is used to evaluate and develop the employee.

The challenge of using the 360° evaluation is that it takes a significant amount

of time for a group of individuals to evaluate one person. Second, it costs a

significant amount of money, as so much organizational time is involved

(SHRM, 2010; Middlesex Community College, 2009).

### **Methods of Performance Appraisal**

Performance Appraisal plays a vital role in any organization human

resource framework. Performance Appraisal is an important tool in the hands

of personnel management because this technique accomplishes the main

objective of the organization to the development of the people by appraising

the worth of the individual. There are different method of Performance

Appraisal based on the type of the organization, size of the organization and

also the period when it is used. There are numerous methods to measure

employee's performance appraisal but some of these methods are not suitable

in some cases. Effective appraisal systems should address clarity, openness

and fairness; recognize productivity through rewards; and be cognizant of

appraiser leadership qualities. Although there is no commonly acknowledged

approach for evaluating performance, according to Roy (2019), most

organisations recognize the Strauss and Sayles classification (U.K essay,

2018). Traditional and modern performance appraisal approaches are

classified by George Strauss and Leonard (1960) (see Table 1).

**Table 1: Categories of Appraisal Methods**

Appraisal method	Composition
<b>Traditional method</b>	Ranking method
	Paired comparison
	Grading scale
	Forced distribution
	Forced choice
	Checklis method
	Critical incident method
	Graphic scale method
	Essay evaluation method
	Field review method
<b>Modern method</b>	Confidential method
	Management by by objective
	360 Degree feedback
	Assessment centered method
	Behaviorally anchored rating
	Psychological appraisal
	Human-Resource (cost) Accounting method

George Strauss and Leonard R. Sayles (1960, 2017)

Traditional performance appraisal approaches, including appraisal templates, key incidents, checklists, rating, and others, evaluate job results in a goal-oriented manner. Modern methods are more objective and emphasize an individual's personality traits (creativity, honesty, goal-oriented attitude, leadership qualities).

## **Traditional Methods of Performance Appraisal**

### **1. Rating Scales Method**

This Method is very popular method to assess the performance of the employee of any organization. Performance, dedication, honesty, attitude, performance, regularity, accountability and sincerity etc of the employees, are rated with scale from 1 to 10. 1 indicates negative feedback and 10 indicates positive feedback. Employee may be assessed by his superiors, colleagues, subordinates or sometimes by his customers however, It depends on nature of the company or job. Appraiser will give rating on the scale provided and he or she marks or chooses the numbers given on the scale on the basis of his observation. Ultimately all numbers chosen or marked will be added to determine highest score gained by employee then after, any employee who scored more points will be treated as top performer following descending scored employees will be treated as low performer and the least scored employee will be treated as nonperformers. Rating scale is standard and structured scale. It is easy to use and understand. Central tendency is the common error of rating scale because sometimes busy appraisers give same rating to all employees.

### **2. Paired Comparison Method**

A better technique of comparison than the straight ranking method, this method compares each employee with all others in the group, one at a time. Under this method the employees of a group are compared with one another at one time. This method compares each employee with all others in the group, one at a time. After all the comparisons on the basis of the overall comparisons, the employees are given the final rankings. It is a method of

comparing employee and job with another one on the basis of skill sets, time required to execute tasks, knowledge etc. If there are 5 employees A-E, A will be compared individually to B, to C and similarly to the remaining employees. If A is better than B a “+” will be marked against his name, and if he is not as good as C, a “-“ will be marked. The total number of decisions in this case will be 10. The number of decisions can be calculated by the formula  $N(N-1)/2$ , where N represents the total number of employees being evaluated. In the diagram below employee C has the most “+” and hence will receive more incentives. It is a reliable method and provides reasoning behind decision making. This method cannot be used in organizations with a large number of employees as it would be too difficult to compare so many people on an individual basis.

### 3. Essay Appraisal Method

This method is also known as “Free Form method”. It is a non-quantitative and open- ended technique and provides a good deal of information about the employee and also reveals more about the evaluator. Essay appraisal method involves superiors of employees. Superiors write description about the performance of their employees. Appraiser evaluates the performance of an employee through his description. Description should be based on facts and includes always examples and evidences. The rater or appraiser is asked to express the strong as well as weak points of the employee’s behavior. The rater considers the following factors related to employee: a) Attitudes and perceptions b) Planning, organizing and controlling ability in general; c) Relations with co-workers and superiors; d) Job knowledge, skills and potential e) Knowledge and understanding of the company’s programmes,

policies, objectives, etc. This method allows appraisers to place varied degrees of emphasis on certain qualities, issues, or attributes of employee. This method is highly subjective and time-consuming method. A busy appraiser may write the essay without properly assessing the actual performance of the worker due to his busy schedule..

#### **4. Ranking Method**

In this method the manager compares an employee to other similar employees, rather than to a standard measurement. Here, employees are ranked from the best to the poorest on the basis of overall performance. Ranking can also be used for developmental purposes by letting employees know where they stand in comparison to their peers can motivate them to improve performance. The employees ranked in the top group usually get the rewards (raise, bonus, promotion), those not at the top tend to have the reward withheld, and those at the bottom sometimes get punished. Managers have to make evaluative decisions, such as who is the employee of the month, who gets a raise or promotion, and who gets laid off. So when we have to make evaluative decisions, we generally have to use ranking. It is the quick and simple method but also subjective so invites criticism.

#### **5. Critical incidents method**

The technique was formally codified by the works of Fitts and Jones in 1947 for classifying pilot error experiences in reading and interpreting aircraft instruments. Fitts and Jones used the term “errors” rather than “critical incidents”. As opposed to Fitts and Jones way of collecting data, data gathering during task performance is now considered a defining criterion for critical incident methods. The work of John Flanagan in 1954 became the

landmark critical incident technique, after his title entitled “The Critical Incident Technique” appeared in the psychological bulletin. Flanagan (1954) defined the critical incident technique as a set of procedures designed to describe human behavior by collecting description of events having special significance and meeting systematically defined criteria. This method is also referred to as work sampling. The manager prepares lists of statements of very effective and ineffective behavior of employee. These critical incidents or events represent the outstanding or poor behavior of employees on the job. The manager maintains logs on each employee, whereby he periodically records critical incidents of the workers behavior. At the end of the rating period, these recorded critical incidents are used in the evaluation of the workers’ performance. It provides an objective basis for appraisal of an employee and avoids recency bias as most recent incidents get too much emphasis. This method requires close observation, analytical and interpretation skills. Becomes complicated due to too much documentation and that is why most of the time it is not chosen by appraiser.

#### 6. Confidential Report System

Confidential report system is mostly being used by the Government organizations for promoting or transferring of any employee. It is also use as a tool to know about the employee and to take any decision connecting to him. Superior writes confidential report after observing the following in an employee: a) Knowledge and quality of work b) Character and conduct of an employee c) Absenteeism of an employee d) Punctuality of employee e) Unauthorised absenteeism or leave without permission f) Ability of supervision and controlling g) Integrity and honesty Superior can also add

remarks, if any. This report will be Confidential and will not be revealed to anyone. Finally confidential reports will be forwarded to the concerned officials for taking decision.

### **7. Checklist Method**

This method represents, in its simplest form, a set of objectives or descriptive statements about the employee and his behaviour. The checklist contains a list of statements on the basis of which the rater describes the job performance of the employees. A more recent variation of the checklist method is the weighted list. Under this, the value of each question may be weighted equally or certain questions may be weighted more heavily than others. Appraiser bias or human errors may be reduced in this method. and requires proper planning

### **8. Graphic Rating Scale**

In 1922, Paterson working with the employees of the Scott Company developed a graphic scale to provide the reliability, consistency over time, usefulness and practicality. Graphic rating scale is one of the oldest and commonly used methods of performance appraisal. Under this approach, the employees are evaluated on the basis of various job performance criterions like Attitude, Knowledge of Work, Managerial Skills, Team Work, Honesty, Regularity, Accountability, Interpersonal relationships, Creativity and Discipline etc.. Each criterion is categorically divided into poor, fairly poor, fairly good, good and excellent. Also, these criterions carry certain score weight and the rater ticks the category that best describes the employee and finally the score is totaled. Score vary from employee to employee depending up on his performance levels and endeavor in his job. • This method is very popular because it is simple and does not require any writing ability. • This

method is easy to understand and use. • Comparison among pairs is possible. This is necessary for decision on salary increases, promotion etc

### **9. Forced Distribution Method**

Employers or raters are found to have tendency to rate their employees near average or above average performing categories. In around late 90s, Tiffen introduced a new method of performance appraisal call forced distribution, in an attempt to eliminate the flaws of the raters. The system requires the managers to evaluate each individual, and rank them typically into categories. The categories can be poor, average, good and excellent or percentile based like 10% poor, 40% fairly good, 40% good and 10% excellent. Forced ranking is a method of performance appraisal to rank employee but in order of forced distribution. For example, the distribution requested with 10 or 20 percent in the top category, 70 or 80 percent in the middle, and 10 percent in the bottom. The top-ranked employees are considered “high-potential” employees. In contrast, those ranked at the bottom may be given a probationary period to improve their performance. This method eliminates the leniency of the appraiser This method creates false competition between employees. All employees might not fit neatly into a category, leading to their placement in such a category that does not reflect their true image. Raters may end up placing more visible employees in superior categories and less visible ones in poor category, irrespective of their job performance.

### **The six modern performance appraisal methods**

Organisations can improve employee performance by using the appropriate performance appraisal approach. A smart strategy for evaluating

employee performance can make the whole process more efficient and enjoyable. The disadvantages of traditional approaches are now obvious. Here are six of the most prominent modern performance approaches in more detail:

### **1. Management by Objectives (MBO)**

MBO is an appraisal process in which management and employees collaborate to organize, create, plan, and communicate goals. Managers and subordinates meet regularly to monitor progress and debate feasibility after defining goals. This method places a greater emphasis on the measurable job or career objectives. As a result, intangible factors such as interpersonal skills and job devotion are frequently overlooked. This procedure is a little pricey and time-consuming.

### **2. 360-degree feedback method**

Once-a-year performance assessments are unproductive and untidy. Workers must communicate with their team leaders and managers frequently. Employees can be kept motivated by using a process like 360-degree feedback regularly. This is one of the most popular appraisal techniques. Every person in an organisation gives 360-degree feedback to his or her supervisors, suppliers, customers, peers, and a self-evaluation. This strategy ensures that performance analysis is successful and that all employees are included (TEI). This procedure can also be harmed by the appraiser's subjectivity if not managed properly.

### **3. Assessment centre method**

Employees are tested in a social context using the assessment centre approach. This concept was first conceived in 1930 by the German Army, but

it has since been refined and adjusted to fit today's environment. Role-playing exercises, such as in-basket exercises, workgroups, simulations, and role-playing exercises, are open to all employees. While it can provide insight into an employee's mentality (ethics, introversion/extroversion, problem-solving skills, tolerance, and adaptability), It can also foster unhealthy competition among employees, with serious consequences if they do poorly.

#### **4. Behaviorally anchored rating scale (BARS)**

In a performance evaluation process, behaviorally anchored rating scales (BARS) give both qualitative and quantitative benefits. Employee performance is compared to particular behavioural examples related to numerical evaluations in BARS Traditional performance evaluation techniques are considered inferior to this approach. BARS provides clear criteria, greater feedback, accurate performance analysis, and consistent evaluation. However, it suffers from the normal biases that most review procedures suffer from when done manually.

#### **6. Psychological appraisals**

Psychological evaluations can aid in the discovery of an employee's hidden potential. Instead of focusing on an employee's previous work, this method concentrates on their future performance. Qualified psychologists conduct various tests to assess an employee's emotional, intellectual, and other associated attributes (in-depth interviews, psychological exams, talks, and more). It is, however, a time-consuming and difficult procedure, and the quality of the results is highly dependent on the psychologist who performs it.

#### **6. Human-resource (cost) accounting method**

Human resource (cost) accounting measures an employee's productivity in terms of the financial benefits he or she brings to the company. It is estimated by weighing the cost of keeping an employee (cost to the organisation) against the monetary advantages (contributions) the employee provides. Criteria such as unit-wise average service value, quality, overhead expenses, interpersonal interactions, and more are examined when cost accounting methods evaluate an employee's performance. The human resources accounting approach has the problem of relying on cost-benefit analysis, and the reviewer remembers power.

In conclusion, it is said there is no universally accepted performance appraisal method, but there are many methods by many scholars. This study considers the Strauss and Sayles classification of performance appraisal methods; the methods were grouped into traditional and modern. This study takes into consideration Management by Objectives (MBO), 360-degree feedback, Assessment Center technique, Behaviorally anchored rating scale (BARS), Psychological appraisals, and Human-resource (cost) accounting method. This is because the Strauss and Sayles classification is widely accepted.

### **Performance Appraisal and Employee Performance**

Supervisors use performance assessments to help employees better grasp their roles and responsibilities within the context of the company's objectives (UK Essay, 2019). Employees will feel more accountable to their obligations if they understand that they are an important part of the company's overall performance. As a result, the supervisor can precisely identify the employee's deficiencies and help them improve and raise the employee's

productivity. Performance assessments can reveal an employee's flaws and help them improve to advance their careers. Employees must use the feedback to broaden their skillset and concentrate on coaching and education areas. Supervisors might use performance appraisal to formally recognize their employees' accomplishments and efforts.

Appreciation from subordinates contributes to the retention of highly productive employees. The supervisor may use incentives such as raises and promotions to incentivize the personnel during performance reviews. Performance assessments help managers identify key and non-key performers. The management then takes the initiative to hone the major performers while encouraging non-important performers to give it all. Performance reviews reveal areas in which additional training and development are required. This is done to disclose their flaws and improve for future career advancement. For example, performance reviews will reveal his incompetency if an employee wants to be a manager but lacks leadership skills. Employees use a review to broaden their skillset and pinpoint areas where coaching and education are needed. This is to help employees figure out if they are in the right industry for their principles and personality. It also aids management in the generation of improvement ideas.

Conclusively, it is clear that employees are employed to help accomplish the organisation's objectives; when in the course of their duties it becomes clear that there is a shortcoming, then there is the need for developmental measures to eliminate those errors. This shortcoming can only be seen when an appraisal has been conducted, and feedback is relayed to the employees; when this happens, the employee will perform well after going

through the developmental activities. Thus, when performance appraisal is rightly done, employee performance will improve.

### **Performance Appraisal in Public Universities**

According to Khoury and Analoui (2004), in their article “Innovative management model for performance appraisal: The case of the Palestinian public universities,” appraisal is established as an essential step towards developing human resources and their achievement. The study offered a unified, novel strategy for handling full-time professor performance appraisals at Palestinian public colleges in the West Bank. The integrated model SOFIA, which includes defining ground rules-standards, interviews, ongoing informal appraisal, formal appraisal, and action, was developed based on empirical research of the impact of the performance appraisal process on faculty members in five major schools. Establishing a clear institutional strategy, participation in goal-setting, coaching, two-way communication between faculty members and their superiors, feedback, developing, and awarding faculty members were all problems raised throughout the development of this approach.

Rasheed, Aslam, Yousaf, and Noor (2011) published an essay titled “A critical review of performance rating system for professors in Pakistan’s public sector universities: According to a case study conducted by the Islamia University of Bahawalpur, performance appraisal systems are always of paramount importance to any organisation/institution while managing its people resources. Instructors hold the majority of the responsibility for students’ knowledge, learning, and development, despite the fact that higher education institutions rely on both teaching and non-teaching staff. To analyze

different features of the present performance rating system, a questionnaire was employed to collect primary data. The 360-degree appraisal technique, according to the findings, is more effective than previous systems, which were one-sided and potentially prejudiced at times. Information is gathered from various sources in a 360-degree appraisal system, including the assistants, boss, coworkers, top management, consumers, dealers, advisors, and community officials. These can be divided into two categories: internal and external parties.

Furthermore, in their study “Performance management in public universities: Overcoming bureaucracy,” conducted at the University of Foggia in Foggia, Italy, and the Letizia Damato University of Salento in Lecce, Italy, Angiola and Piervito (2017) claimed that the quality of performance management systems at twenty-nine (29) Italian universities (response rate: 48 percent) was examined over four years (2011-2014), as well as the possible effects on academic performance (multiple regression analysis). Indicators of outcome were considered. The findings revealed the need for more “measurement” and “performance management,” especially in complex organisations like universities, where academicians identify more with their professions than with the organisation, and technicians and administrative employees may see performance-based reform through “bureaucratic eyes.” It is impossible to stress the value of a good relationship between professional and bureaucratic souls. This indicates that as personnel carry out their jobs professionally, and as a result, they should remember to follow a systematic approach and vice versa.

In the light of the above, it can be finalised that public universities worldwide have been conducting appraisals for their staff to achieve their vision and mission for their establishment. Considering the above writers, it is obvious that the 360-degree feedback is effective, and thus the appraisal must also follow a systematic sequence (process).

### **Performance Appraisal in Private Universities**

In a study titled “The Effectiveness of Performance Appraisal in the Private Education Industry in Malaysia,” Phin (2015) used a questionnaire to assess (1) the Malaysian private education industry’s cognition and perspective on effective system design, managerial systems practices, and system support for effective performance appraisal, and (2) its perceived fairness toward achieving an effective performance appraisal system. The primary data was collected using a questionnaire survey method via emails addressed to participants. With a response rate of 36.08 percent, the survey provided 171 valid questionnaires. The author employed IBM AMOS version 18.0, statistical analytic tools, and structural equation modelling to evaluate the data. The study discovered that system design, managerial system practices, and system support are all significantly and positively linked to the success of performance appraisal. The author looked into the significance of the findings for management and future research prospects based on the findings.

Performance appraisal systems are crucial to original job performance since they define the company’s success or failure, according to Akinyele’s (2015) study of performance appraisal systems in Nigerian private institutions. This study used a cross-sectional survey since it was quicker to conduct than a

longitudinal survey, and the results could be extrapolated to a larger population. The data for analysis was collected using a standardized questionnaire. According to the study's findings, a performance assessment system is the only tangible metric that a business can use to determine the degree of performance of its various personnel.

### **Performance Appraisal and Employee Performance**

The existence of organisation is to achieve competitive advantage through efficient performance of employees in such organisations. Therefore, it has become an established part of administration convention that there should be an avenue by which performance should be measured, monitored and controlled (Bratton and Gold, 2003). The purposes for PA is to evaluate performance for employee training and development (Ovando and Ramirez jr, 2007; Aguinis, 2009); for identifying goals, setting them and achieving them (Ikramullah et al, 2012). Appraisal is a system that provides vital data for logical, objectives and competent decision making aimed at recuperating performance, identifying training needs, managing careers and setting levels for reward and for legal purposes. Redman and Wilkinson (2009) acknowledge that there are more critical aspects of performance appraisal than being just a developmental approach. This ensures that there is a move away from using it for identifying future potential, improving current performance, allocating rewards and career planning to performance appraisal used as an effective tool in identifying strength and weaknesses of employees and ways of using the strength to the advantage of the organisation in order to overcome the weakness. (David, 2013).

Malcolm and Jackson (2002), summarize the benefits of performance appraisal to the organisation as the effective basis for retention of employees, reward decisions, targeted training based on identified needs and future employee promotion decisions. Schraeder and Lindsay,(2006) suggest some additional benefits like identifying unproductive work practices, identifying potential problems, which are hindering the growth of the organisation and detecting talented employees and future leaders of the organisation. Conversely, Farmer & Van Dyne (2010), stress its need for updating personnel records, revisiting job description while Aldakhilallah and Parente (2002) discuss PA benefits in terms of transfers. Behery and Patron (2008) assert that PA helps the organisation to certify promotion and demotion. Jonsson & Jeppesen (2012) relate the benefits of PA to affective commitment on the part of the employees. They opine that employees can influence the growth of the organisation through commitment leveraged by effective relationship between individuals including supervisor-subordinate relationships.

Performance appraisal takes record of an employee's past performance and compares it to the present and focuses on the improvement of the future (Bersin, 2008). By so doing, it gives employees the opportunity to communicate their ideas, concerns and prospects for the overall goal of the organisation. Mullins (1999), states that ideally, performance appraisal helps the employee to receive feedback for their performance and evaluate their contributions to the common goal of the organisation. Also, Kuvaas (2006) review that PA helps align employee performance to organisational goals. Weise and Buckley (1998) confirm that it also helps an employee to make personal decisions regarding his or her current performance and provide

strategies for future development. This is in agreement with the assertions of David (2013) who believes that self-efficacy is an important factor for personal growth and development on the job. On the other hand, Nelson (2000) adds that performance appraisal basically helps the employee to have a purpose and set approach in the direction of the target goal elaborating that appraisal system acts like a motivator for the employee who performs well in the present to keep the achievement up and in the future.

In their study “Effect of performance appraisal system on motivation and performance of academics in Nigerian public universities,” Ojokuku (2013) contended that Nigerian universities are currently facing several challenges, the most significant of which is a shortage of experienced academics due to a mass exodus of lecturers to other African and international countries where the working environment is more conducive, and remuneration packages are more competitive. Four (4) public universities in South Western Nigeria created the study’s sample. A questionnaire was utilized to collect data, then analyzed using percentages and multiple regression. According to the findings, university professors believe their performance appraisal system is insufficiently accurate and fair since it does not fully capture all of the job components that contribute to their performance during the review period. The academics’ motivation and general performance were also influenced significantly by the performance rating method.

On the other hand, according to Daoanis (2012), performance appraisal is an important instrument for measuring each firm’s frameworks for its personnel. It is used to track individual contributions and performance against organisational goals, as well as to identify individual strengths and

opportunities for future improvement, as well as to assess whether organisational goals have been met or to serve as the foundation for the company's future planning and development. The respondents were chosen using the purposive sampling technique. The data was gathered using both quantitative and qualitative research methods. The main instruments utilized in this study were interviews, focus group discussions, and survey surveys. The study's findings revealed that the company's performance appraisal system had had both positive and negative effects on employees' performance.

In her study on "the effect of performance appraisal on employees' performance," Kariuki (2014) asserted that performance appraisal is the periodic review of an employee's performance in contrast to the job's stated or presumed requirements. Performance appraisal has been linked to employee motivation and service delivery efficacy. The survey used a descriptive design and addressed all 479 employees from 51 branches. A total of 144 people were polled for the study. Self-administered questionnaires were used to collect data. The data was then examined using descriptive statistics such as mean, mode, and percentages. The regression analysis examined the connection between employee performance, the dependent variable, and the independent variables using inferential statistics (motivation, job satisfaction, and career progression). According to the study, employee productivity has been increased through job satisfaction due to performance appraisal processes that include fair compensation and managerial support. Employee motivation has grown as a result of performance appraisal approaches, according to the study, due to the performance reward system, fair compensation, and the working environment.

Segbenya and Bonsu's (2019) studies at the University of Education, Winneba focused on performance appraisal (PA) and staff development. The study used a contemporaneous triangulation technique or design from a practical aspect. A multi-stage sampling strategy was used to sample 159 administrative staff members of the University of Education, Winneba, from a population of 271 using simple random, stratified, and purposive sampling procedures (comprising 61 senior members and 210 senior staff). Data was collected using a questionnaire and an unstructured interview guide. Quantitative data were analyzed using frequencies, percentages, means and standard deviations, and the Pearson correlation matrix. According to the study, pattern matching was utilised after coding and thematic analysis to show the qualitative data. The current ranking PA approach or system was deemed inadequate by the university's administrative staff. Because it gives feedback from numerous sources and has a statistically significant association with staff growth and performance, respondents strongly agreed that a 360-degree feedback PA system is necessary. However, it is well acknowledged that performance appraisal significantly impacts employee motivation. Employees are exposed to identified opportunities through appraisal, resulting in competitiveness. Through appraisal, job satisfaction is also improved by giving fair compensation and managerial support.

Perhaps the most significant benefit of staff performance appraisal is that, in the rush and bustle of daily working life, it offers a rare chance for a supervisor and subordinate to have time out for a one-on-one discussion of important work issues that might not otherwise be addressed. Almost universally, where performance appraisal is conducted properly, both

supervisors and subordinates have reported the experience as beneficial and positive (Agyenim-Boateng, 2006).

Appraisal offers a valuable opportunity to focus on work activities and goals, to identify and correct existing problems, and to encourage better future performance. Thus, the performance of the whole organisation is enhanced. For many employees, an "official" appraisal interview may be the only time they get to have exclusive, uninterrupted access to their supervisor. The value of this intense and purposeful interaction between a supervisors and subordinate should not be underestimated (Archer North & Associates, 2011). Performance appraisal offers an excellent opportunity for a supervisor and subordinate to recognize and agree upon individual training and development needs. During the discussion of an employee's work performance, the presence or absence of work skills can become very obvious. Training and development focus on the improvement of the knowledge, skills and abilities (KSAs) of the individual (DeSimone & Harris, 1998).

In agreeing with DeSimone and Harris (1998), Gilley, Egglund and Gilley (2000), explain individual development as the development of new knowledge, skills and improved behaviours that result in performance enhancement and improvement related to one's current job. Performance appraisal can make the need for training more pressing and relevant by linking it clearly to performance outcomes and future career aspirations (Archer North & Associates, 1999). Training and development are, therefore, important to both employees and organisations. According to Harris (2000), due to several reasons such as changes in the workplace and the workforce and maintaining competitiveness and improving productivity, organisations must develop and

implement performance appraisals. Noe, Hollenbeck, Gerhart and Wright (2002) state that training refers to a planned effort by a company to facilitate the learning of job-related knowledge, skills, or behaviours by employees. According to the authors, the goal of training effort is for the employees to master the specific training programme to apply it in the day-to-day activities.

### **Challenges of Performance Appraisal Systems**

For some years now the organisations in most countries (developed and developing) has been undergoing restructuring with the aim of bringing effectiveness and efficiency in their services and activities (Minongue, 2001). These changes were introduced and adopted in the form of reforms. The reforms aim to restructure the organisations, which seemed necessary in facing the challenge of improving their services with fewer resources (Faizal 2005:1). These reforms were “universally sanctioned as the means to bring about the desired changes to the business sector” (Turner & Hulme 1997:106). The administrative reforms were specifically aimed to restructure the organisations to make the administrative system a more effective instrument for social change, a better instrument to bring about political equality, social justice and economic growth.

In developing countries these reforms came in the form of Structural Adjustment Program (SAPs) which were initiated by the World Bank and International Monetary Fund as a response to the economic crisis they faced at the time (Corkery & Land, 1997) “Poor performance, inefficiency and corruption contributed to the pressure of reforms in some organisations including the higher education institutions” (Therkildsen, 2000:61). With the intentions of improving employees performance and efficiency, the

managements introduced and implemented Performance Appraisal System (PAS), which is a tool for monitoring and evaluating employees' performance. Basically Performance Appraisal System is concerned with improving employee's performance so as to achieve organizational goals and objectives through specific strategies to meet "organizations need to be efficient, effective and to provide value for money" (Turner & Hulme 1997:106). It aims at getting the best results from the individuals working as a team at a defined standard and level of competence required.

According to Egginton (2010), who researched on the "Introduction of formal performance appraisal of academic staff: The management issues that come with a successful implementation Shrivvenham found that "higher educational institutions (HEIs) have been independent institutions, backed by an ideology that led staff to expect and enjoy high levels of independence and autonomy, relatively free of any sense of management, commercial responsibility, or accountability" in the case of Cranfield University. However, in recent years, the education industry has come under greater scrutiny and control due to central government programmes to improve standards and quality and rising expectations from students and other customers. Egginton divided the management challenges that established educational institutions currently confront into six categories: communication, dilemmas, difference, balance, structures, and styles, with issues ranging from the 'hard' (goal agreement, structure explanation) to the 'soft' (cultural change) (clash of ideologies and cultures). Proposals for better implementation were made, and two 'new models' were proposed to assist the analysis, depending significantly on the Contingency Theory.

In a study of the “evolution of the civil employees’ Performance Appraisal System in China,” Liu and Dong (2012) reported that the Civil Servant Law of the People’s Republic of China had been updated twice to solve numerous technological issues since its inception. Since 1994, the current system is still not operationally viable despite tremendous progress. The Chinese performance appraisal system needed to handle some difficulties to enhance its execution among government entities, including performance appraisal operational faults. Performance management practices are underdeveloped, the civil service system is immature, the performance appraisal system has to be better connected to other HRM systems, the performance budget system needs to be considered, and technical appraisal activities need to be improved.

In their study at the University of Malaysia Sarawak on “Issues and challenges in the practice of performance appraisal activities in the twenty-first century,” Ahmad and Bujang (2013) discovered that employees perform a significant role in deciding the survival of any organisation. The connection between the assessment system and the company’s strategy is utilized as a strategic tool to help the company achieve its goals. In the twenty-first century, performance appraisal is one of the most significant tasks in human resource management. The work environment and employees have become more in tune because of the widespread use of information and communication technology (ICT) in every company. The paper highlights the connection between the twenty-first century and performance appraisal activities and the issues and roadblocks that develop during the process.

They concluded that in the 21<sup>st</sup> century, there are six challenges and are explained below:

1. The fairness of the evaluation decision is the main concern in performance appraisal. Raters have difficulty properly analyzing performance appraisals. Individual employee performance that is not accurately measured can lead to discontent with the system.
2. One aspect contributing to employee unhappiness is when raters are inexperienced and lack the necessary abilities. This will impact the review process because bias, injustice, and inaccuracy are possible outcomes. Despite the fact that there is a formal evaluation form and a set of standards to follow, employees do not appear to trust the evaluation instruments.
3. Individuality in performance evaluation is a concern in both the public and commercial sectors. Although it is written in black and white to be as objective as feasible, the evaluation becomes subjective during the implementation of performance appraisal.
4. Employees are discouraged from supporting performance appraisal measurement because of the subjective nature of the evaluation. As a result, the performance appraisal's goal has not been met.
5. Employee unhappiness is also a result of the quota system used by some organisations. Only a small percentage of employees will receive a pay raise, either vertically or diagonally. As a result, even if the employees perform well, they may not be rewarded because of the quota system. Work performance, self-esteem, and commitment to the company will all suffer as a result.

6. In recent years, employees and their unions have been vocal about their dissatisfaction with the appraisal process. Several complaints have been raised, including the competency of the raters, the system's accuracy, fairness, discrimination, the quota system, and other features.
7. Performance appraisal should be tailored to the culture of the company. The study's findings advise that multinational firm executives should thoroughly build an acceptable system for international operations depending on the country's various cultural variables.

Arthur (2015) discovered that the reason for performance appraisal in Ghana is to enhance individual employee performance to improve overall organisational performance and effectiveness. As part of a quantitative and qualitative study technique, data was obtained from 185 polytechnic employees in Ghana via semi-structured interviews and structured questionnaires. Descriptive statistics, such as frequencies, percentages, and mean, were used to analyze the data. Administrative staff's evaluations of the efficacy of the polytechnics' current performance appraisal systems were skewed toward dissatisfaction due to a lack of crucial features of an effective performance appraisal system, according to the findings. Some of these issues are the lack of clearly defined goals and objectives, performance assessments, effective staff engagement, and training and development that could help them become more effective.

Given the above challenges, it can be concluded that challenges such as communication barriers, dilemmas and balance make it difficult to get the clear strength and weaknesses of the employees. In a situation where the

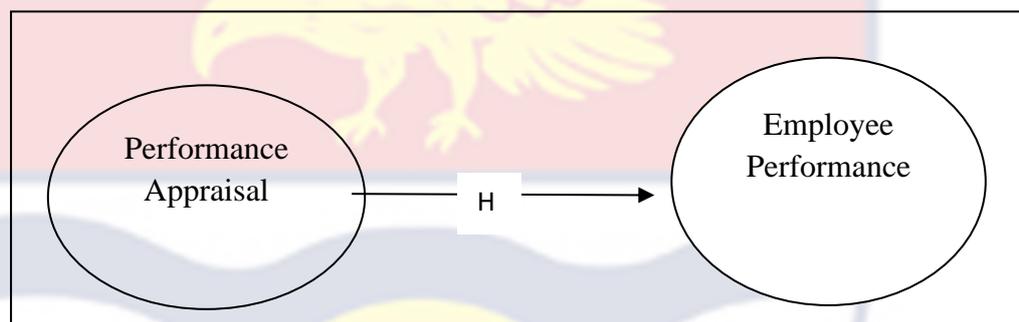
appraisal outcome is for compensation and reward purposes, biases may distort the effectiveness of the appraisal decision. Lack of feedback also brings dissatisfaction to the employees; they feel reluctant to continue participating in the process when they do not know their strengths and weaknesses.

### **Difference in performance appraisal methods**

HRM Practices at Public and Private Universities in Pakistan: A Comparative Study, by Iqbal et al. (2011). This study aimed to look at the HRM practices of public and private institutions in Pakistan's Punjab province. The study's data was collected using a 30-item questionnaire that included job definition, training and development, compensation, teamwork, employee engagement, and performance evaluation. Pilot testing was used to validate the instrument. The internal reliability of the instrument was found to be 0.85. Sixty executives (directors/heads of departments) were randomly selected from six universities for the study. Means and the independent-sample t-test were used to analyse the data using descriptive and inferential statistical techniques. According to the CEOs of public and private institutions, there was a substantial discrepancy in HRM procedures. Public universities had stronger HRM practices in a job description, training and development, salary, teamwork, and employee participation than private universities. On the other hand, private universities had better performance appraisal systems than public universities. Finally, HRM executives from both private and public universities were given ideas on enhancing their HRM procedures in favour of their staff.

## Conceptual Framework

The conceptual framework for this study was structured to reflect the influence of performance appraisal on employees' performance, as shown in Fig 2. Thus, the hypothesis guiding the study is that performance appraisal positively affects employees' performance in both public and private universities in Ghana ( $H_1$ ).



*Figure 2: Conceptual framework on performance appraisal and employee performance.*  
Author's Construct (Fynn, 2020)

Figure 2 illustrates the conceptual framework that depicts the effect of performance appraisal on the employees' performance. It is assumed that when performance appraisal is available in an institution, it ensures the employees follow procedures and acceptable standards so that, in turn, it is likely that the employee's performance will increase.

## Chapter Summary

This chapter comprises studies on performance appraisal that have already been published in the literature. In particular, the chapter seeks to analyze facts and viewpoints on performance appraisal that have been published or voiced by other researchers and experts. The following subheadings were used to review the literature: Appraisal Methods and Processes in Higher Education Institutions (HEIs); Use of performance

appraisal and performance improvement in both public and private HEIs; Performance appraisal challenges related to performance appraisal in HEIs. Reinforcement Theory was also explored for the study's theoretical framework and, eventually, a conceptual framework that diagrammatically portrays the investigation was presented.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The methodology of the study is covered in this chapter. It explains the research paradigm and methodologies adopted and why they are appropriate for the study's goals. The focus of the study is on comparing employee performance appraisal systems between public and private universities in Ghana. Furthermore, this chapter includes comments and comparisons of the selected methodology's shortcomings, strengths, similarities, and differences, ensuring consistency with accepted academic practice (Fidell & Tabachnick, 2007). The study region, research methodology, population, sample, and sampling procedure are all described in this chapter. It also covers data collection methods, data preparation, instrument design, pre-testing, reliability testing, field operations, data processing procedures, and study ethical guidelines.

#### Research Design

Because the study sought to identify any relationship between a set of variables dependent (employee performance) and independent (appraisal), as well as determine the best predictor(s) of the dependent variable from the study's independent variables, the researcher used the descriptive survey research design (Creswell, 2012). Surveys are a type of research design in which huge volumes of quantitative data are collected from a wide population and examined utilising descriptive and inferential statistics (Tabachnick et al., 2007). According to Thornhill, Saunders, Lewis, Booi, and Verckens (2011),

the survey is a common and dependable tool that allows researchers to control the study process and is simple to describe and understand.

It is popular since it is a cost-effective technique to collect a huge amount of data from an appropriate demographic. A questionnaire delivered to a sample is a common method of obtaining data. When a questionnaire is employed as a data collection instrument, the data gathered through the survey is standardised, making comparisons easier. It is also straightforward and adaptable, allowing you to assess a completed programme or project. For instance, the large size of the colleges chosen required allocating instruments to a reasonably representative population sample. Second, each chosen university in Ghana has to be captured. This necessitated the use of simple and cost-effective measures to maximise existing resources, which the chosen strategy provided (Saunders et al., 2011).

### **Study Area**

The University of Ghana, Kwame Nkrumah University of Science and Technology, Central University, and Valley View University were all part of the research. Over the last three decades, Ghana has adopted a number of administrative improvements in the public sector, mostly to improve the efficiency and effectiveness of service delivery in order to raise productivity. A number of initiatives have been undertaken in the domain of performance management in order to establish an effective performance management culture that attempts to align corporate and national development goals with objectives, targets, and outcomes. The Annual Confidential Reporting System (ACRS) was amended in 1974 to achieve this purpose, allowing appraisees to

see and comment on their performance appraisal report, among other things (Public service commission policy, 1987-1993).

In 1992, as part of the Civil Service Reform Programme (CSRP), a Performance Evaluation System (PES) was implemented in the public sector to improve the appraisal system (Public Service Commission Policy, 1987-1993). The NCTE, which ensures that universities in Ghana satisfy specific requirements, cites falling service quality as one of the key difficulties facing Ghanaian universities, blaming it on high student-to-staff ratios and the development of private universities and university schools in the country (National Council for Tertiary Education, 2010). As a result, the existing performance management techniques of selected public and private universities in Ghana, including the University of Ghana, Kwame Nkrumah University of Science and Technology, Central University, and Valley View University, must be investigated.

### **Population**

A population is a collection of things, events, or individuals who share certain common qualities that the researcher is particularly interested in (Ary, Jacobs & Razavieh, 2002). The population comprised all administrative staff in public and private universities in Ghana. The administrative personnel of Ghana's first two public and private institutions formed the study's population. The population was made up of a total of 1474 administrators.

**Table 2: Population of Employess (Administrative Staff) in Selected Universities**

Univetisty	Staff strength
University of Ghana	678
Kwame Nkrumah University of Science and Technology	289
Valley view univesijty	324
Central university	183
<b>Total</b>	<b>1474</b>

Source: Human Resource Department of selected universities(2020)

### Sampling Procedure

A sample survey is conducted by contacting persons and respondents in order to get a representative sample of the target population (Bryman, 2012), which can be a “means of primary data collecting based on communication with a representative sample of individuals” (Zikmund, 2012). The sample techniques must consider various factors, including necessity, efficacy, and time and cost constraints (Sarantakos, 2005; Saunder et al., 2011).

The respondents for the study were chosen using a stratified random sample procedure from four carefully chosen colleges (the first two public and private universities established in Ghana). The sample size for each university was calculated using Krejcie and Morgan’s (1970) Table to calculate a known population’s sample size. As a result, the sample sizes for UG, KNUST, Valley View, and Central University were 353 for UG, 202 for KNUST, 238 for Valley View, and 141 for Central University. The total sample size for the study, therefore, was 934. The categories of administrative staff in the universities used for the strata were senior members, senior staff and junior staff. The researcher then randomly selected (using the table of random

numbers) the proportional number of administrators from each category of administrative staff so that the size of each stratum is proportionate to the population size of the strata, thus the categories of the staff.

**Table 3: Total number of staff in the universities (categories)**

University	Category of staff			Staff strength
	Senior Members(SM)	Senior Staff(SS)	Junior staff(JS)	
University of Ghana	88	507	83	678
Kwame Nkrumah	69	203	17	289
University of science and technology				
Valley view university	32	121	171	324
Central university	47	117	19	183
<b>Total</b>	<b>236</b>	<b>948</b>	<b>290</b>	<b>1474</b>

**Table 4: Sample of Employees in Selected Universities**

University	(Krejcie & Morgan,1970)		(Krejcie & Morgan,1970)		(Krejcie & Morgan,1970)	
	N	S	N	S	N	S
	SM(N)	S	SS(N)	S	JS(N)	S
University of Ghana	88	70	507	217	83	66
Kwame Nkrumah	69	56	203	132	17	14
University of Science and Technology						
ValleyView University	32	28	121	92	171	118
Central University	47	40	117	86	19	14
<b>Total</b>	<b>236</b>	<b>194</b>	<b>948</b>	<b>527</b>	<b>290</b>	<b>212</b>

**NB:** POPULATION = 1474

SAMPLE= 933

**Key:** N= Population S= Sample

## Data Collection Instrument

The questionnaire was the tool utilized to gather information for the study. Because all participants could read and write, this instrument was employed. Under the supervision of his supervisors, the researcher created the questionnaire items. “Closed-ended” questions were included in the survey. Twumasi (2001) claims that “closed-ended” objects are particularly straightforward to code and analyze. They are tricky to make, though, and there is a potential that individual respondents will respond differently than the options offered. The researcher weighed the benefits and drawbacks of each object before deciding how to best use them to collect enough data. To aid in analysis, the items in the questionnaire were coded. Responses to items on the Likert-like scale, for example, were classified as follows: least agreement = 1, highest agreement = 5. It is vital to remember that the value assigned to each response is only for identification; it is not a ranking system.

The questionnaire was broken into four sections. The first portion (Section A) requested personal information from respondents. Gender, age, work experience, rank, and educational qualification. As adapted from Helen, the second section (Section B) dealt with difficulties of performance appraisal methods/practices known to employees (2014). The third part (Section C) also dealt with the employee performance as adapted from Liza, Estino, Daoanis (2012); thus, it was designed based on the instrument used. The fourth part (Section D) dealt with the challenges associated with the performance appraisal system in public and private universities in Ghana as adapted from Agbodza (2011) and Adu (2016).

### Pilot testing of instrument

The questionnaire was pilot-tested at the University of Cape Coast and Pentecost University College to determine the instrument's validity and reliability. These universities were selected because they have been in operation for over a decade and evaluated their staff for several years. All data collection instruments, according to Bell (1999), should be piloted to determine how long it takes respondents to complete them and to confirm that all questions and instructions are clear, allowing the researcher to remove any items that do not give meaningful data. Ary, Jacobs, and Razavieh (2002) feel that completing a "field-test" of the instrument can help discover ambiguities, misconceptions, and other faults so that they can be fixed before the actual study.

The researcher chose 40 administrators from each of the two colleges using stratified random sampling. The instructions for completing the questionnaires were straightforward, and respondents were informed that the information they provided would be utilized solely for academic purposes and kept private. They were also permitted to ask questions in order to clarify their doubts.

Different perspectives on the sample size for pilot research can be found in the literature. A sample size of 12 to 30 is recommended by Hunt, Sparkman, and Wilcox (1982); however, Cooper, Blumberg, and Schindler (2008) advocate a sample size of 25 to 100. The first version and prototype of the survey questionnaire were pre-tested on a convenience sample of 21 knowledgeable individuals using a simple random sampling technique to identify difficulties in answering and understanding questions and items,

improve investigator familiarity with respondents, and assess fieldwork arrangement and average completion time and cost (Sekaran, 2010).

### **Instrument validity**

Validity is defined as the accuracy and relevance of inferences drawn from study findings. According to Cooper and Schindler (2003), validity is “the degree to which the sample of test items represents the content the test is supposed to measure.”. The validity of research decides whether it will accurately measure what it was designed to assess or whether the study results will be accurate (Cooper & Schindler, 2003).

Validity refers to an instrument’s capacity to measure what it was designed to measure (Mugenda & Mugenda, 2003). According to Borg and Gall (2000), expert judgment improves the content validity of an instrument. The research instruments were examined by the project supervisor and other specialists at the Institute for Educational Planning and Administration to improve the content validity of this research instrument. In order to improve content validity, the researcher ran a pilot test to help him identify items in the research instruments that were confusing in eliciting relevant information and then made appropriate revisions to the instrument. The pilot test assisted in the sifting and fine-tuning of the study instrument.

The study questionnaire was further revised as necessary based on the 40 returned responses. The following issues were discovered: the directions and language were usually intelligible; the questionnaire took between 10 and 15 minutes to complete, and certain items were altered and reworded. The reliability of the instrument (i.e., coefficient alpha) was examined, and the results were discussed later.

### **Instrument reliability**

The questionnaire was subjected to a trial test outside of the study area to determine the instrument's reliability. At the University of Cape Coast and Pentecost University College, the instrument was administered to 40 administrators. To determine the instrument's internal consistency, the Cronbach's Alpha reliability coefficient approach was utilised. The reliability of the 54 item personality subscales (Cronbach alpha) was found to be as follows: methods of performance appraisal 0.902 (21 items), the process of performance appraisal 0.928 (6 items), employee performance 0.924 (8 items) and challenges of performance appraisal 0.934 (10 items). The overall reliability coefficient of the instrument was 0.912. This interpretation is consistent with Sproull's (1988) opinion that a reliability of .7 is desirable for an instrument to be employed, as well as George and Mallery's (2003) rule of thumb for determining Cronbach's Alpha results: " $\geq .9$  - Excellent;  $\geq .8$  - Good;  $\geq .7$  - Acceptable;  $\geq .6$  - questionable;  $\geq .5$  - Poor and  $\leq .5$  - Unacceptable".

After the pilot testing, it was realized that some respondents were used to ticking space; therefore, they were leaving the numbered spaces not ticked. A briefing on the instrument was given to the respondents to unravel this.

### **Data Collection Procedure**

The University of Cape Coast's Institute for Educational Planning and Administration sent a letter of recommendation to the researcher (IEPA). This helped the researcher get the necessary cooperation from the departments, sections, and units where the data was collected. The data for the primary study was collected at the University of Ghana, Kwame Nkrumah University

of Science and Technology, Central University, and Valley View University. Nine hundred and thirty-three (933) questionnaires were distributed to the selected respondents in the various departments/sections/units according to the sample size in each stratum, within the categories of the administrative staff of the universities; namely, senior members, senior staff, and junior staff, after the researcher set the requisite relationship with the respondents and after describing the purpose of the exercise, six hundred and sixty (660) questionnaires were disseminated to the selected respondents in the various departments/sections/units according to the sample size in each stratum.

The respondents were given instructions on how to fill out the surveys, and they were promised that the information they provided would only be used for academic purposes and would be kept private. They were also given the option to ask clarifying questions. Due to the coronavirus pandemic and the inability of some staff to be present at their various offices, the researcher sent a google document format to the respondents through their colleagues. The data collection took over two months to retrieve all data, both the soft copy and the hard copy. The researcher received 521 from the face-to-face self-administered and 213 from the google document. In all, 734, which is 78.6% of the sample, was the returning rate.

### **Data Processing and Analysis**

The replies on each questionnaire were computed using the statistical package for social sciences (SPSS version 21) as the major statistical instrument, which offers a complete variety of contemporary statistical procedures after collecting the questionnaires. Research question one sought to identify the performance appraisal methods used in the public universities,

used the mean and standard deviation in its analysis. Research question two, which also sought to identify the performance appraisal methods used in the private universities, used the mean and standard deviation in its analysis. Research question three which sought to find out if there is a significant difference in the methods used by the universities utilised mean of means. Research question four sought performance appraisal challenges and used the mean and standard deviation in its analysis. The final research question sought how administrators in the universities perceive the performance appraisal system to influence their performance. The mean helps to assign ranks to items, thereby identifying which method is mostly used to appraise staff and which challenge(s) is/are mostly associated with performance appraisal. The analysis of the effect of appraisal on the employee performance was done also using the simple mean to rank the effect; the mean was used because the questions posed to the respondents sought to find their perceived effectiveness of the appraisal on the performance. Therefore, this will make it possible to know how performance appraisal influences employee performance.

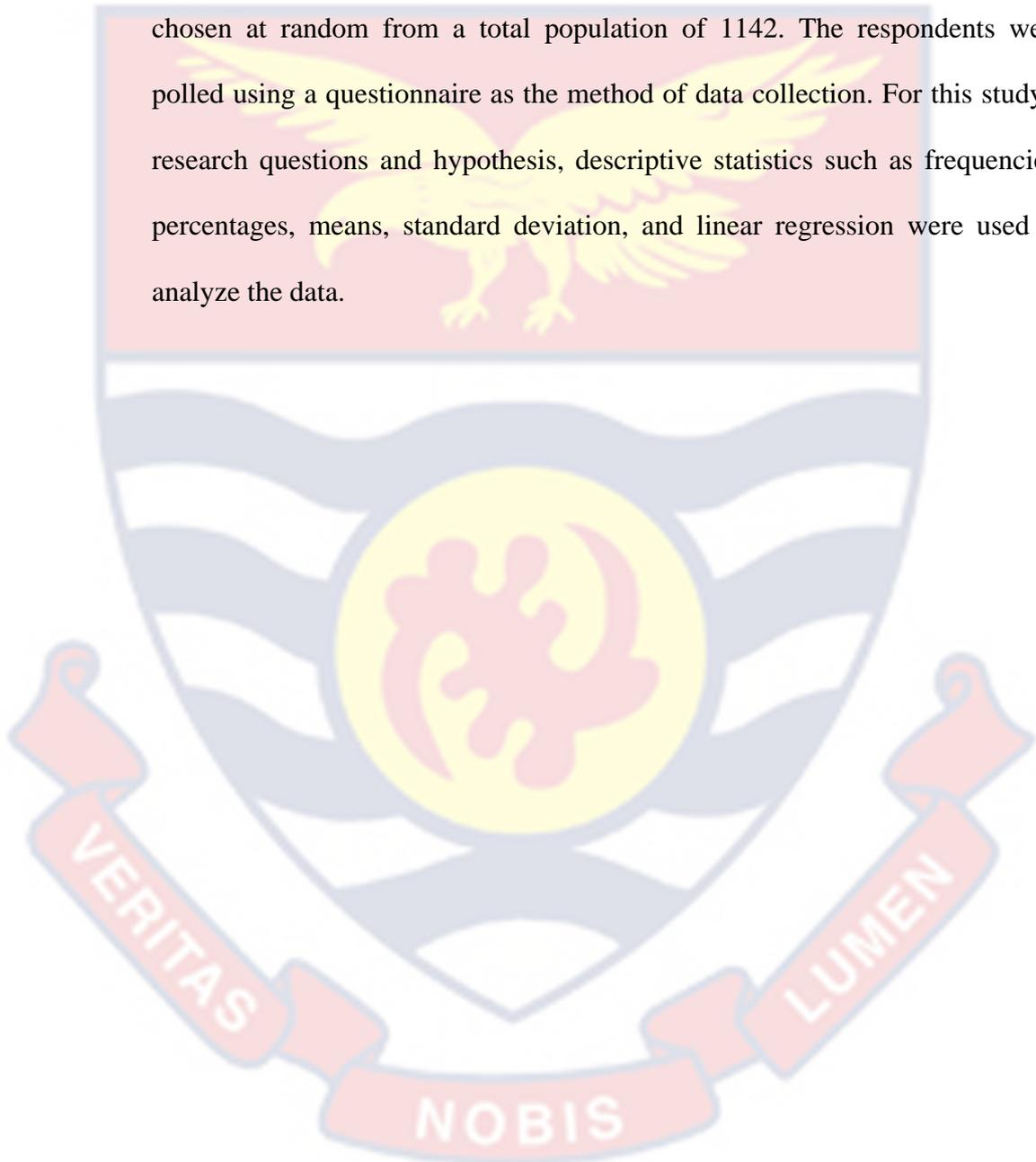
### **Ethical Consideration**

Approval for the conduct of the study was taken from the Institution Review Board (IRB). Before commencing the study, a letter was taken from Institution Review Board to the schools to indicate the legality of the study and enable the schools to indicate their support. To ensure rigorous respect to ethical research guidelines, a provision guaranteeing respondents' anonymity and secrecy was included in the questionnaire's introduction paragraph. This was bolstered even more by the lack of questions concerning respondents' identities or the Institutions for which they worked. These were put in place

to ensure that the study followed accepted ethical norms and practices, that participants were respected, and that the study's integrity was maintained.

### Chapter Summary

The study used a quantitative research approach. 933 people were chosen at random from a total population of 1142. The respondents were polled using a questionnaire as the method of data collection. For this study's research questions and hypothesis, descriptive statistics such as frequencies, percentages, means, standard deviation, and linear regression were used to analyze the data.



## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### Introduction

This chapter summarizes the study's findings in relation to the objectives. The chapter starts with discussing the respondents' demographic profiles and knowledge backgrounds. It continues with a presentation of the appraisal methods utilized by institutions, then, the impact of appraisal on employee performance, also, a comparative analysis of between the institutions using an independent T-test to conduct these analyses. Finally, the issues (challenges) of performance appraisal in the universities, .

#### Background Characteristics of Respondents

This section contains information on the respondents' backgrounds. The category of university, sex, age, level, and years employed were some of the concerns addressed in this section. From the study, 453 respondents representing 61.7%, were from public universities, while the remaining 281(38.3%) were from private universities. Also, a little over half (52.7%) of the respondents were males. This is because Shine et al. (2015) suggested that gender perception changes in evaluation, the gender dimension of the analysis was significant (appraisal). The results of the age characteristics of the respondents are presented in Table 5. It can be noted that 36.5% of the respondents were between the ages of 31 and 40, 29.8% were between the ages of 21 and 30, 21.1% were between the ages of 41-50, and 12.5% were between the ages of 51 and 60. In addition, the survey looked into the respondents' level of staff. According to Table 5, the majority of the university

personnel (70.7%) were non-managerial level, while the remaining 29.3% were in managerial roles.

Following that, as indicated in Table 5, the study looked at the number of years each respondent had worked. According to the statistics, the majority of respondents (23.0%) worked for their respective institutions within 14 years. This was followed by 21.8 and 18.9% of respondents with less than three years of experience and 7 to ten years of experience, respectively. A minority of respondents (17.8%) had worked in their respective institutions for between 11 and 14.

It can be stated that most of the respondents were from the public universities and this is as a result of their larger number of staff in their institutions. With respect to that of the gender, it was revealed that males were slightly more than the females, this indicated that gender bias is minimal in the universities in Ghana. Considering the age wise of the respondents, most of them are in their youthful age, thus, between 31 and 40 years. It was also revealed that most of the respondents were non-managerial staff and this may be one of the reasons for uninvolvement of staff in the decision making since only few of them are at the managerial level. It was finally revealed that most of the staff worked for 14 years and above.

**Table 5: Demographic Characteristics of respondents**

		Frequency	Percent
Sex	Male	387	52.7
	Female	347	47.3
	Total	734	100
Category of university	Public	453	61.7
	Private	281	38.3
	Total	734	100
Age of respondents	21-30	219	29.8
	31-40	268	36.5
	41-50	155	21.1
	51-60	92	12.5
	Total	734	100
Level of Staff	Managerial	251	29.3
	Non-Managerial	519	70.7
Rank	Total	734	100
	Senior members	116	15.8
	Senior staff	449	61.2
	Junior staff	169	23.0
	Total	734	100
Years worked	Below 3 years	160	21.8
	3-6 years	135	18.4
	7-10 years	139	18.9
	11-14 years	131	17.8
	14 years and above	169	23.0
	Total	734	100

Scale (Mean): 0-2.9= low and 3-5= high

Source: Field data, Fynn (2020)

### Findings of the Study

This section contains the findings of the study as well as the analysis of the results from the respondents.

### Research Question One: what are the performance appraisal systems used in public universities?

Appraisal procedures are the methods by which personnel at institutions are examined or evaluated to make decisions and establish policies that promote greater self-esteem, individual fulfilment, and personal goals

while also serving the public interest. The first research question sought to determine the performance appraisal systems used in public universities. Performance appraisal has two broad uses; developmental and evaluative purposes (Stone, 2002; Rudman, 2003). The kind of appraisal system (method) used determines how they evaluate or appraise staff in the university. Since the study considered George, Strauss, Leonard and Sayles's (2017), six modern appraisal methods, the study sought find out which of them was mostly used by the universities in Ghana. The methods (systems) results are presented in Table 6.

The outcome revealed that the responding staff at public universities gave the Assessment-Centered Method (ACM) a high priority. Having the highest mean and standard deviation of 3.4238 and 0.88607, respectively, indicates that the public universities assess their staff mostly in social-related situations. Thus in the assessment process, the appraisers or the management mostly consider ethics, tolerance, problem-solving skill, introversion or extroversion, and adaptability of the employees.

The respondents strongly agreed that the Psychological appraisal method was the second most used appraisal method. This method focuses on the hidden potentials of the staff. Having a mean and standard deviation of 3.3834 and 0.9503. This indicates that colleges emphasize their employees' future success; they are more concerned with what the employee will bring to the table in the near future.

Furthermore, the respondents indicated that the human recourse accounting method is also highly used in the appraisal process of the universities. This is where the financial benefits and value of the employee are

assessed; thus, factors such as the unit-wise average service value, quality, overhead cost, interpersonal relationships, and more are taken into account. A mean and standard deviation of 3.3492 and 0.94643 confirms that the human resource accounting method is used in the universities.

The respondents also strongly agreed that the management by objective is also used in the appraisal process. It is a strategic management model that aims to boost an organisation's performance by defining clear objectives that management and employees can agree on. A mean of 3.1859 and a standard deviation of 1.06488 indicate that the management by objective (MBO) is highly used in the universities. This means that the public universities in the country engage the employees in the goals and objective formulation.

The next approach that respondents firmly agreed their universities employ to evaluate them is behaviorally anchored rating scales (BARS). This method compares employee performance to particular behavioural examples connected to numerical ratings. Every institution has its own set of rules and regulations that govern it, and personnel is expected to follow these rules, laws, and standards when doing their tasks. Therefore, the universities appraise the employees to determine their adherence to these standards, (Mean 3.1325, standard 1.00942)

The 360-degree feedback approach was the ultimate method. Every person in an organisation gives 360-degree feedback to his or her supervisors, peers, customers, suppliers, and a self-evaluation. This strategy ensures that performance analysis is successful and that all employees are involved in the Total Employee Involvement (TEI). This means that every stakeholder can

evaluate or participate in the appraisal process. According to the respondents, the 360-degree feedback system is also implemented in Ghana's public universities (mean=2.9172, std = 0.91587). The results in Table 6 show that public institutions employ all six of Strauss and Sayles's (2017)'s modern appraisal methodologies.

**Table 6: Appraisal method used by the public universities**

Appraisal method	Public	Std.		Status
		Mean	deviation	
Assessment-centered method (ACM)	YES	3.4238	.88607	Used
Psychological appraisal method (PSY)	YES	3.3834	.95031	Used
Human recourse accounting method (HCA)	YES	3.3492	.94643	Used
management by objective (MBO)	YES	3.1859	1.06488	Used
behaviorally anchored rating scales (BARS)	YES	3.1325	1.00942	Used
360-degree feedback (DEG)	YES	2.9172	.91587	Used

**Research Question Two: What are the performance appraisal systems used in private universities?**

The second research question sought to find out the performance appraisal methods used by the private universities in Ghana. The results revealed that the private university staff strongly agreed that the university uses the Assessment-centered method (ACM) to assess their staff. With a mean and standard deviation of 3.4448 and 0.84123, respectively, the private universities assess their staff mostly in social-related situations. Thus, in the assessment process, the appraisers or the management mostly consider ethics,

tolerance, problem-solving skill, introversion/extroversion, and adaptability of the employees.

The respondents also agreed strongly that the Psychological appraisal method is the second most used appraisal method. This method focuses on the hidden potentials of the staff. Having a mean and standard deviation of 3.4579 and 0.86138. This means that the universities place a higher value on their employees' future performance and contribution; their focus is on what the employee will bring on board in the near future.

Furthermore, it was shown that the human resource accounting method is also highly used in the appraisal process of the universities. This is also where the employee's financial advantages and value are evaluated; consequently, criteria like unit-wise average service value, quality, overhead cost, interpersonal interactions, and more are considered. A mean and standard deviation of 3.3922 and 0.85695 confirms that the human resource accounting method is used in the universities.

The respondents also strongly agreed that the management by objective is also strongly used in the appraisal process. It is a strategic management plan to improve an organisation's performance by defining clear objectives agreed upon by both management and employees. A mean of 3.2605 and a standard deviation of 1.06148 indicate that the management by objective (MBO) is highly used in the universities. This means that the private universities in the country engage the employees in the goals and objectives formulation.

The next approach that respondents firmly agreed their universities employ to evaluate them is behaviorally anchored rating scales (BARS). This

method compares employee performance to particular behavioural examples with numerical evaluations. Every institution has the standards that govern it, and the employees are expected to execute their duties having these rules, regulations and standards in mind. Therefore, the universities appraise the employees to determine their adherence to these standards. Mean (3.2224), standard (0.97623)

The most recent appraisal method was 360-degree feedback, in which each person in a business evaluates his or her supervisors, colleagues, customers, and suppliers and performs a self-evaluation. This strategy ensures that performance analysis and Total Employee Involvement (TEI) are effective. This means that every single stakeholder gets the opportunity to assess or become part of the appraisal process. The respondents agreed that the 360-degree feedback method is also used in the private universities in Ghana (mean=3.0036, standard deviation= 0.89142)

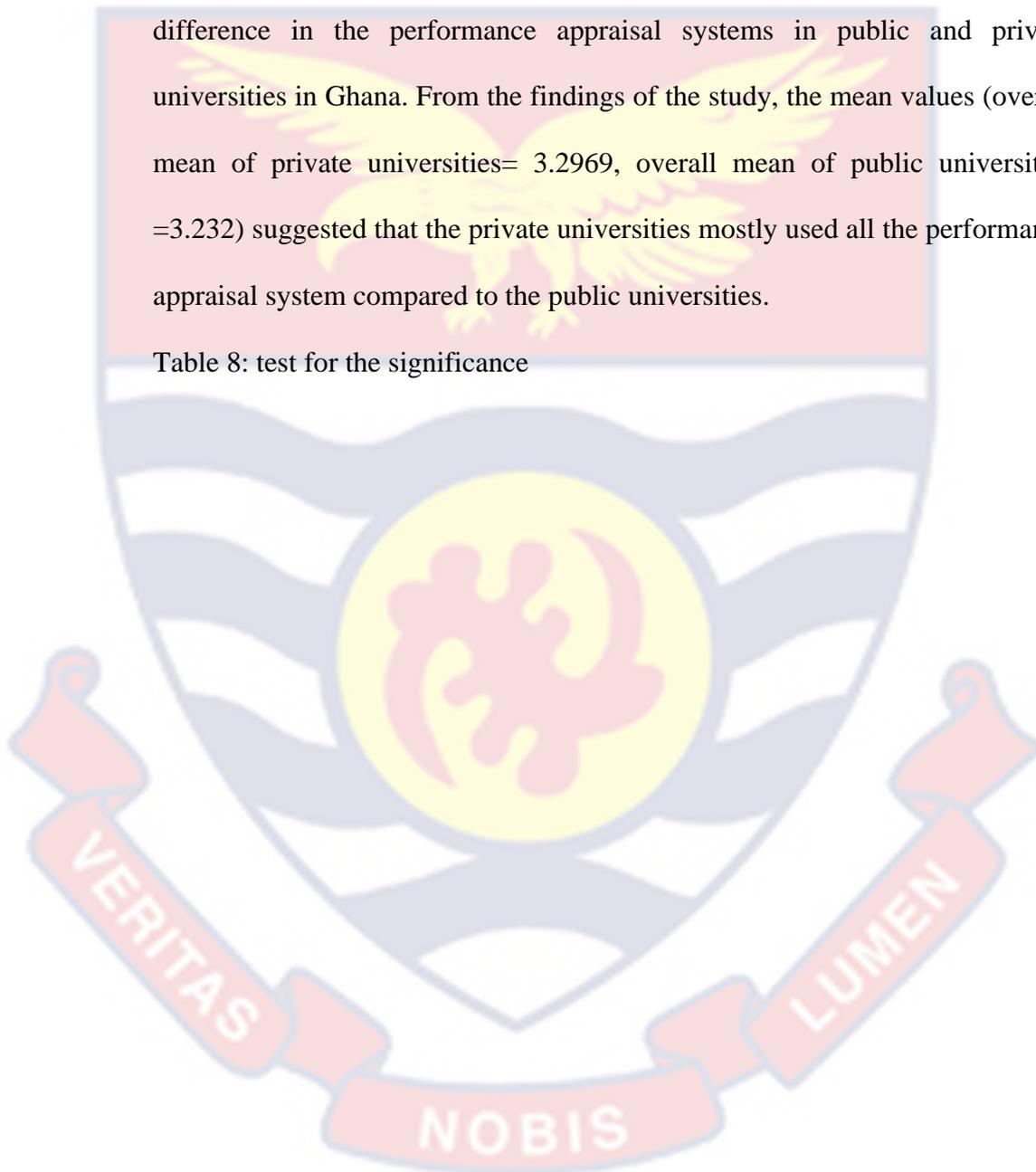
**Table 7: Appraisal method used by the private universities**

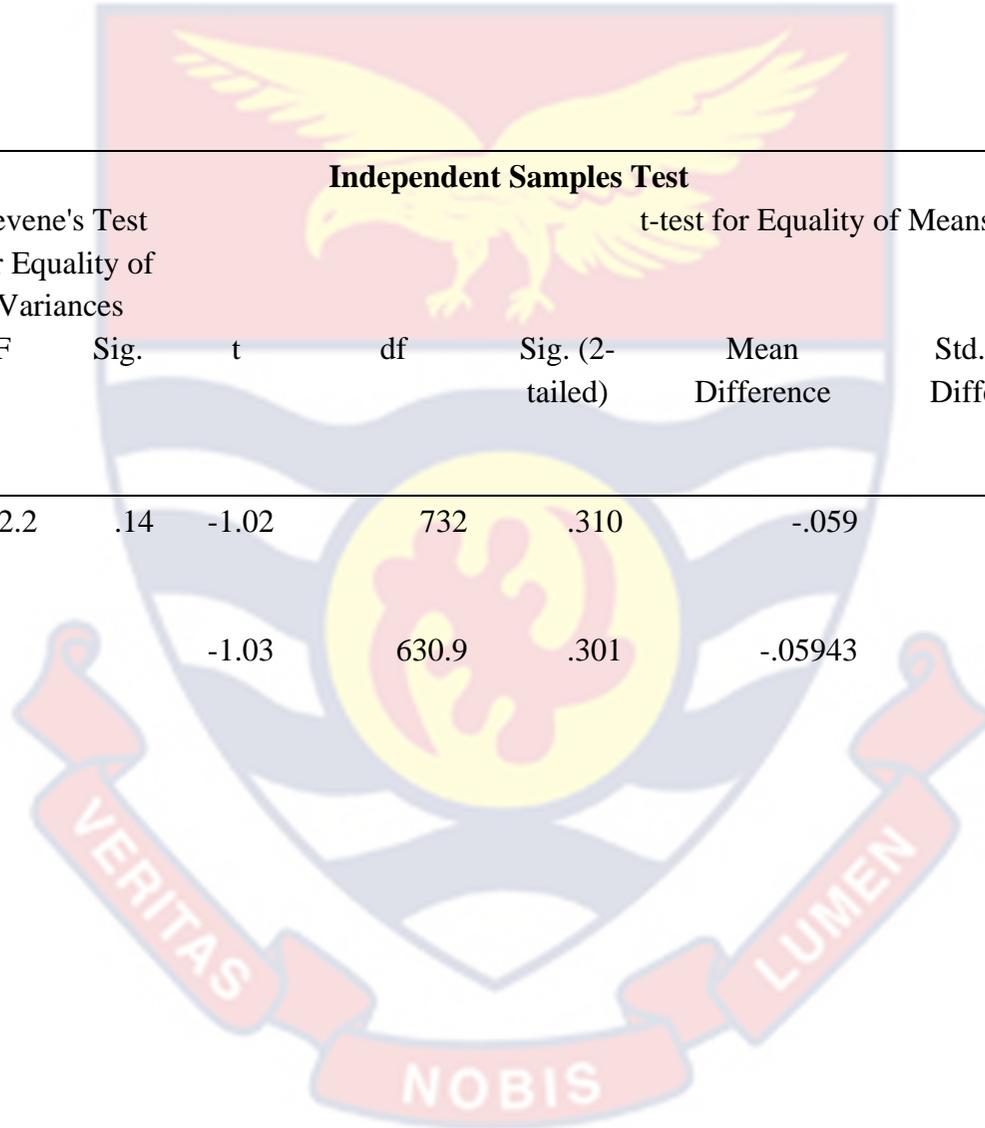
Appraisal method	Private	Mean	Std. deviation	Status
Assessment-centered method (ACM)	YES	3.4448	(.84123)	Used
Psychological appraisal method (PSY)	YES	3.4579	(.86138)	Used
Human recourse accounting method (HCA)	YES	3.3922	(.85695)	Used
management by objective (MBO)	YES	3.2605	(1.05148)	Used
behaviorally anchored rating scales (BARS)	YES	3.2224	(.97623)	Used
360-degree feedback (DEG)	YES	3.0036	(.89142)	Used

**Research question three: How does the performance appraisal systems used in public universities compare to performance appraisal systems in the private universities?**

The research question sought to establish whether there is a substantial difference in the performance appraisal systems in public and private universities in Ghana. From the findings of the study, the mean values (overall mean of private universities= 3.2969, overall mean of public universities =3.232) suggested that the private universities mostly used all the performance appraisal system compared to the public universities.

Table 8: test for the significance





**Independent Samples Test**

Levene's Test  
for Equality of  
Variances

t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
METH	Equal variances assumed	2.2	.14	-1.02	732	.310	-.059	.059	-.174	.055
	Equal variances not assumed			-1.03	630.9	.301	-.05943	.05739	-.172	.053

Statistically; as per table 8 “there is no significant difference” ( $p > .0.05$ ) in performance appraisal system in both the public and private universities. As a result, both private and public universities use all six performance rating methods. This means that public and private universities run their performance rating systems using identical management, criteria, and concepts. This is coherent with the findings of Khan et al. (2014), who found no variations in the policies and format of performance rating systems in public and private secondary schools in Pakistan. These findings, however, contradicted previous research that found significant disparities in performance rating across the public and private sectors in Pakistan (Iqbal et al., 2011). This is in of supports Khan et al. (2014), and this study indicates that therefore is no substantial difference in performance rating systems between Ghana’s private and public universities.

**Research question four: What are the challenges associated with the performance appraisal system within public and private universities?**

Research question four sought to determine the challenges of performance appraisal in the universities in Ghana. Ratings and other assessment systems imply that the human observer is objective and reliable; nevertheless, appraisers' recollections are imperfect, and raters have their own set of assumptions about people, which may or may not be genuine (Adofo, 2016). Despite the fact that a completely error-free performance appraisal system is an ideal we can strive for, with all actual appraisals falling short of this ideal, various fundamental barriers to objective appraisal have been identified and explored. These have been discussed in descending order based on the least challenge to the major challenges facing performance appraisal.

Also, the value of the percentages was calculated by combining either weak agreement or fairly agreement to represent **weak agreement** or strongly agreed and very strongly agree to represent **strongly agreement**.

Financial constraints were the first issues that the study found out; respondents revealed it from both private and public universities in a weak agreement that financial constraints are challenges of the universities. Considering this, 265 and 144 respondents from both public and private universities representing 58.5% and 51.2% respectively weakly agreed to this. This means that financial issues are not a challenge to the universities; hence, this does not affect the appraisal in the universities in Ghana. Also, 220 and 149 constituting 48.6% and 53% respectively of the respondents from both universities additionally agreed strongly that operational resource is a barrier to the appraisal process. Another challenge revealed was time available during the appraisal process; 273 and 173, indicating 60.2% & 61.6% of the respondents from both university categories strongly agreed to this fact. This means that there is little time allocated to the appraisal process, and this puts the appraisers and the appraisees in a speedy execution, leading to the omission of some relevant information during the process. Implementation of the performance appraisal process is one of the areas that most staff in the universities show more concern and here a respective number of 267 and 173 respondents representing 58.9% & 61.6% from private and public universities strongly agreed to the fact that there are errors in the appraisal process and this is because of perceptual biases by the appraisers towards the staff being appraised.

Regarding perceptual bias, 304 & 181 respondents, which is also 67.4% & 64.4% of the respondents from both universities, also strongly agreed that there are some perceptual inequalities from the appraiser towards the staff. Furthermore, 317 & 196 respondents from both categories constituting 70.0% & 69.8% respectively, strongly agreed that decentralisation of appraisal methods is one of the major challenges, that such decisions are mostly centralised with little or no involvement in decision; thus, all appraisal decisions are taken by the top management of the universities. Another challenge affecting the appraisal process is the communication gaps between the staff and the top management of the universities; considering this, 290 and 188 thus, 64.0% & 66.0% of the respondents strongly agreed that a huge communication gap affects the process. Staff in the universities sometimes perceive that some of the appraisal challenges are from unqualified appraisers, but the data collected from the respondents revealed that such perception is false; thus, appraisers in the universities are fully qualified, therefore weakly agreeing to such challenge since 262 and 139 respondents from both public and private universities representing 57.8% and 49.2% of the respondents weekly agreed to that. Unreliable information and feedback is another challenge that the respondents from both public and private universities strongly agreed that the management of the universities has been exerting on them, this is because 284 and 178 of the respondents thus 62.7% and 63.3% strongly agreed that the management of the universities do not provide any feedback information to them and even the little information that they may get is from unreliable source. This is a challenge since such information is of great importance to them. The unfairness of the appraisal system is another

challenge that the respondents strongly agreed to. With this 284 and 181 representing 62.7% and 64.5, respondents from both public and private universities in Ghana asserted it.

It was very obvious from the data that both private and public universities in Ghana have been facing the same challenges in the performance appraisal process of their staff.

**Table 8: Performance Appraisal Challenges**

Challenges	Category	Frequency	Percentage (%)
Financial constraints	Public	265	58.5
	Private	144	51.2
Operational resource barriers	Public	220	48.6
	Private	149	53
time availability	Public	273	60.2
	Private	173	61.6
Implementation process errors	Public	267	58.9
	Private	173	61.6
Perceptual biases by appraisers	Public	304	67.1
	Private	181	64.4
Centralized decision making on appraisal methods	Public	317	70.0
	Private	196	69.8
communication gaps	Public	290	64.0
	Private	188	66.0
Unqualified appraisers	Public	262	57.8
	Private	139	49.5
unreliable information and feedback	Public	284	62.7
	Private	178	63.3
unfairness in appraisal systems	Public	284	62.7
	Private	181	64.5

Source: Field data, Fynn (2020)

**Research question five: How do administrators in the universities perceive the performance appraisal system to influence their performance?**

This study sought to determine the effects of performance appraisal on employee performance in public and private universities in Ghana. In this section of the study, this research question looks at respondents' perceptions of the influence of performance appraisal on employee performance in public

and private universities in Ghana. The respondents outlined some areas that the appraisal systems affect performance.

The respondents from both categories agreed very strongly that their productivity is highly enhanced after the appraisal has been conducted, it is very clear that most universities conduct the appraisal for promotion purposes, and this pushes the staff to work more and also become very diligent with their work since the appraisal can affect their promotion process. The productivity enhancement indicator had the highest mean ( $\mu_{pl}=4.16$ ,  $\mu_{pr}=4.32$ ) for private and public universities respectively. Both public and private university respondents overwhelmingly agreed that performance appraisal positively impacted their service delivery strategies ( $\mu_{pl}=4.16$ ,  $\mu_{pr}=4.29$ ). It was further revealed from the respondents of both categories that their interpersonal relationship amongst their peers strongly improved after performance appraisal had been conducted ( $\mu_{pl}=4.13$ ,  $\mu_{pr}=4.29$ )

It is said that communication is the blood of every organisation; it was found from respondents from public and private universities that their communication amongst their peers is positively influenced ( $\mu_{pl}=4.11$ ,  $\mu_{pr}=4.26$ ). Also, the respondents strongly agreed that their morale is highly heightened after the appraisal process ( $\mu_{pl}=4.09$ ,  $\mu_{pr}=4.26$ ). Punctuality is another thing that all the universities consider when appraising their employees; employees from both universities agreed strongly that their punctuality to work is enhanced ( $\mu_{pl}=4.07$ ,  $\mu_{pr}=4.22$ ). It is of high importance to the management of both categories of universities for their employees to experience minimum errors in executing tasks assigned to them; with this, the respondents strongly agreed that they experience minimum errors when

executing their task ( $\mu_{pl}=4.06$   $\mu_{pr}=4.11$ ). It was finally revealed from both university categories that the ability of the respondents to comprehend task assigned to them is increased, this, the respondents strongly agreed to this ( $\mu_{pl}=3.94$ ,  $\mu_{pr}=4.14$ )

**Table 9: Perceived effect of appraisal on performance**

Perceived effect of performance appraisal	Public		Private	
	Mean	Std. deviation	Mean	Std. Deviation
My productivity is enhanced	4.16	.890	4.32	.711
Interpersonal relationship amongst my peers has improved	4.16	.843	4.29	.815
My services delivery technique to the public has improved	4.13	.966	4.29	.750
Communication amongst my peers is effective	4.11	.941	4.26	.812
My morale at work is heightened	4.09	.929	4.26	.721
My punctuality at work is enhanced	4.07	.955	4.22	.846
My ability to comprehend tasks assigned has increased	4.06	.996	4.14	.787
Experiencing minimum errors in the execution of tasks assigned	3.94	.298	4.11	.913

## Discussion

### Performance appraisal systems used in public universities

Many institutions adopt and employ different performance appraisal methods depending on the needs and nature of the job, work and the company. From the study's findings, the public universities in Ghana use all the six modern appraisal methods, thus, MBO, BARS, 360 degrees, HCM, Psychological appraisal, and human resource accounting method. Asamoah (2012) said that 360-degree appraisal, essay appraisal, peer review, graphic

rating scale, critical incident appraisal, self-review, forced-choice rating, management-by-objectives approach, and ranking approaches are the most often utilized appraisal methods. Setting the ground rules-standards, Formal appraisal, Interview, continuing informal appraisal, and Action, according to Khoury and Analoui (2004), is a good technique to appraise the personnel, and these are all in line with the MBO, BARS, and Human resource accounting procedures. It also agrees with Rasheed, Aslam, Yousaf, and Noor (2011), who claim that the 360-degree appraisal system is more effective than prior systems that were one-sided and perhaps prejudiced. Since the public universities are using modern appraisal methods, it implies that the appraisal systems in the Ghanaian public universities are very effective and well established.

#### **Performance appraisal systems used in private universities**

Although a specific form of performance standards and generating targets is an extremely significant prerequisite in constructing an efficient appraisal process, Lawler (2012) believes that an effective evaluation and measurement of the efficacy of the established objectives is also critical. This is in line with the survey findings, demonstrating that private institutions use all six appraisal methodologies mentioned above.

#### **The performance appraisal systems used in public universities compared to performance appraisal systems in the private universities**

Findings from the study showed that though the mean values (overall mean of private universities= 3.2969, overall mean of public universities =3.232) suggested that the private universities mostly used all the performance appraisal system compared to the public universities, statistically; there is no

significant difference in performance appraisal system in both the public and private universities. Thus, both private and public universities use all six performance appraisal systems. This implies that both the public and private universities employ similar management, criteria and principles in managing their performance appraisal system.

### **Challenges associated with the performance appraisal system within public and private universities**

The challenges faced by the universities, include lack of operational resources as a barrier to the appraisal process, the unavailability of time during the appraisal process, errors in the appraisal process. Due to perceptual biases by the appraisers towards the staff being appraised, decisions being mostly centralised. Which to the respondents, has created a huge communication gap between the management and the staff of the universities. Most staff believe that unreliable information and feedback is another challenge; this is because the management of the universities does not disseminate the information to appraisees who rather depends on unreliable sources for such information. The data clearly shows that both private and public universities in Ghana faced similar issues in their staff performance appraisal processes.

### **Perceived influence of performance appraisal on employees' performance**

Respondents from the public and private universities agreed that performance appraisal positively influences their service delivery techniques to the public; also, their productivity is highly enhanced after the appraisal has been conducted, their interpersonal relationship amongst their peers is strongly improved after performance appraisal has been conducted, communication amongst their peers is positively influenced, their morale is highly heightened

after the appraisal process, their punctuality to work is enhanced, employees experience minimum errors in the execution of task assigned to them,

It was also revealed from both university categories that the ability of the respondents to comprehend tasks assigned to them is increased. The findings support Caesar's (2018) assertion that performance appraisals motivate and challenge staff, leading to increased productivity. Employees appear to take up the challenge posed by the performance review process and set goals to improve. Additionally, Ahmad (2015) found a link between performance appraisal and employee engagement. According to him, there is a positive relationship between these two variables; for example, when an employee's perception of performance appraisal (in terms of the tool; appraiser; growth and development) is favourable, so is employee engagement. Organisations must ensure that performance appraisals are handled effectively since they are one of the most significant aspects of human resource management, and they can also lead to strong employee engagement among employees.

### **Chapter summary**

From the study's findings, the public universities in Ghana use all the six modern appraisal methods as well as the private universities in Ghana. Also, even though the private universities may have some higher overall mean than the public universities, yet, there is no significant difference in the appraisal methods used in the universities. It was also revealed that both university categories seem to have the same appraisal challenges. Performance appraisal has a great perceived influence on the employees' performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

The study's last chapter begins with an overview of the study's goals, methodology, and data analysis procedures. It then reviews the important findings for each study question and conclusions, recommendations, and research ideas for the future.

#### Summary

The study's main aim was to compare the performance appraisal system between public and private universities in Ghana. Specifically, the study sought to find appraisal systems (methods) used by the universities and the challenges affecting the performance appraisal process in the universities. It further assessed the effect of performance appraisal on employee performance based on the respondents' perception and ascertained a significant difference in the appraisal system.

Using the stratified technique, from a population of 1474, a sample of 934 staff of the selected public and private universities in Ghana, i.e., the University of Ghana, Kwame Nkrumah University of Science and Technology, Central University and Valley View University, were sampled. In all, 734 valid responses were obtained, indicating a 78.5% response rate. Following a successful pre-test, respondents were given self-administered questionnaires based on a thorough study of the current literature and tested for reliability and validity, to respond to.

The instrument focused on the demographics of the employees and the methodologies, the impact of performance appraisal, and the obstacles of performance appraisal.

Descriptive statistics, such as frequencies and percentages, were used to evaluate data on demographic features. Descriptive statistics were also used to examine the impact of the appraisal on employee performance. Following is an overview of the study's principal findings. The primary findings pertaining to the study's specific research topics have been summarised in the following manner.

The focus of the first research questions was on the methods (system) of appraisal used by public universities in Ghana, and the main issues that emerged were:

1. The performance appraisal methods used in public universities are Management by objective (MBO), 360-degree feedback, Behaviorally anchored rating, Assessment centred method, Psychological appraisal and Human-Resource (Cost) Accounting Method.
2. The performance appraisal methods used in private universities are Management by objective (MBO), 360-degree feedback, Assessment centred method, Behaviorally anchored rating, Psychological appraisal and Human-Resource (Cost) Accounting Method.
3. There is no significant difference in the appraisal systems in Ghana's private and public universities.
4. The main challenges related to the appraisal systems were:

- Inadequate time available for the appraisal process which further affects the implementation process by forcing the appraisers to rush the appraisal process.
  - Perceptual biases from the appraisers influenced the outcomes of the appraisals.
  - The communication gap between management and the staff
  - The unfairness of the appraisal system.
5. The perceived influence of performance appraisal on their performance were that it:

- Positively influences their service delivery techniques to the public;
- Their productivity is highly enhanced
- Their interpersonal relationship amongst their peers is strongly improved
- Communication amongst their peers is positively influenced
- Their morale is highly heightened
- Their punctuality to work is enhanced,
- Employees experience minimum errors in the execution of task assigned to them,
- Ability to comprehend tasks assigned to them is increased

### Conclusions

Employee performance and performance appraisal have a strong positive significant link. The findings are generally in line with expectations, indicating that the goal is to improve employee work performance by assisting them in realizing and exploiting their full potential in carrying out their

company's mission and offering information to employees and managers for use in making work-related choices. Adofo (2011) provides empirical evidence that performance appraisal impacts employee performance.

The results of this study show that the universities in Ghana use the modern performance appraisal methods to assess the performance of their staff; it can therefore be concluded that with this modern method of performance appraisal, both the qualitative and quantitative aspects of an employee are evaluated. It compares an employee's performance with specific behavioral examples that are assigned. As per employee's role and job-level, the modern appraisal methods has a set of predetermined standards that it considers. These standards are used as yardsticks to measure the performance of each employee.

The modern appraisal methods improve productivity and performance of employee, offer effective and real-time feedback to employees, identify training and development requirements, provide insights about ineffective activities, align employee's performance with the company's vision and enhance employee retention and employee engagement rate

Also, it was realized that both public and private universities have the same challenges regarding the appraisal process. The staff agreed that the universities have the financial strength to conduct the appraisal, yet they lack operational resources for the appraisal. Perceptual biases also affect the appraisal in both private, public universities; the staff also wished that they would be involved at every stage of the appraisal process, from the decision-making stage to the discussion of the appraisal results. It can however be concluded here that these universities have the same challenges because most

of the private universities are or were mentored by or affiliated to the public universities and they turn to practice almost every activities from the public universities.

Furthermore, it was discovered that there is no substantial difference in the appraisal procedures employed by institutions; hence, the methodologies are identical. Considering the purpose of the study, it can be concluded that performance appraisal is beneficial in both public and private universities in Ghana and improves the overall performance of the staff and the university in various ways.

### **Recommendations**

Based on the findings of the study and the conclusions drawn from it, the following recommendations are made:

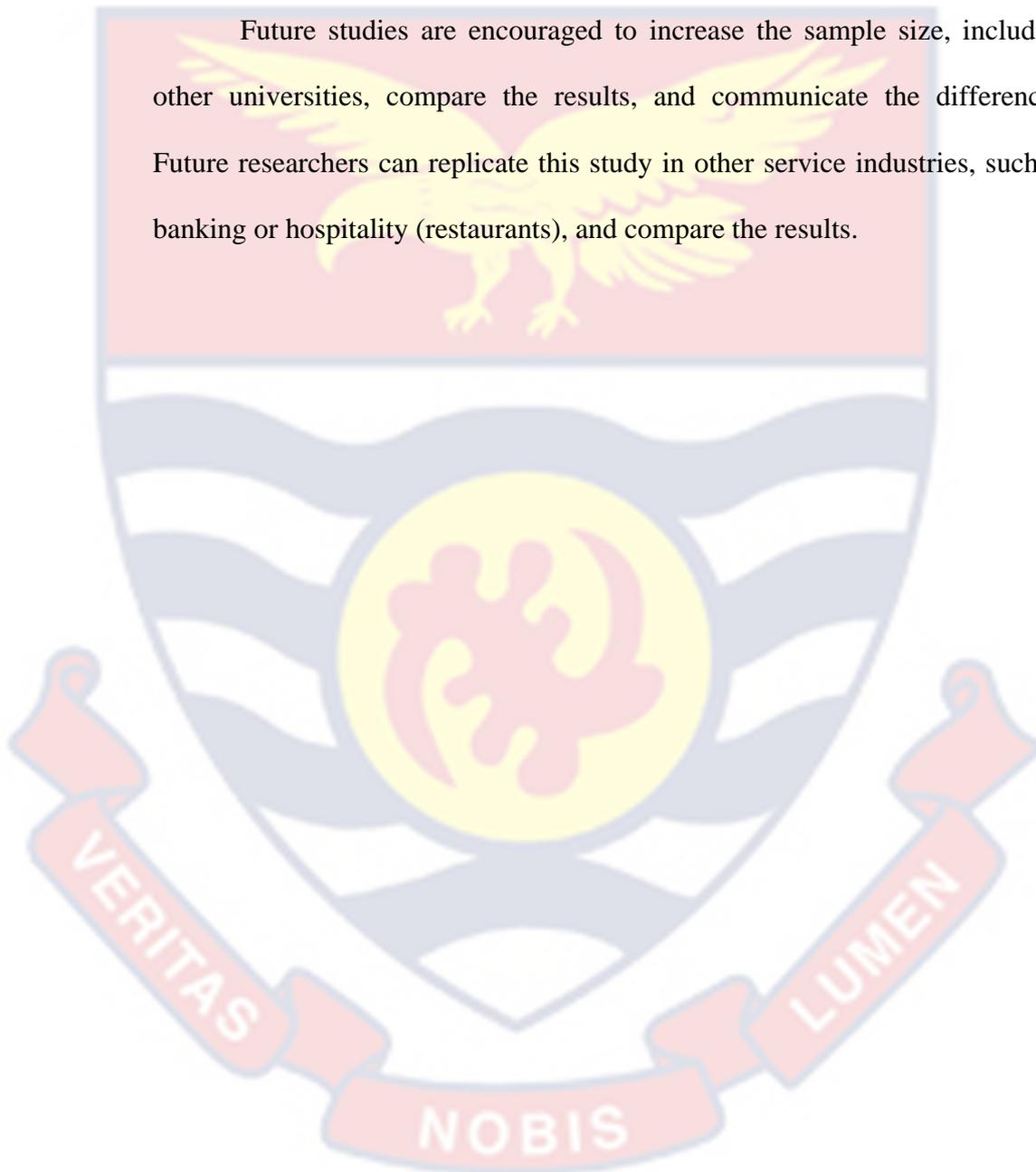
Universities should adopt to use the of 360-Degree method often since it allows all other stakeholders to appraise the staff to enhance the goal of gaining employee performance since it was found that only the top management or the appointed appraisers were assessing the staff, this will help eliminate perceptual biases challenges and also enable management to know the total strength and weakness of the staff since all the stakeholders that come into contact with the staff will appraise the staff and not just the appointed appraiser

Universities should establish a good communication channel between the management and the staff; this should include providing proper feedback to the staff after the completion of the appraisal process; the appraiser or management must do this by either inviting the staff for a discussion or sending them the outcome of the appraisal and the things the university

expects from them. Management should assure the staff of the authenticity of the appraisal process, also; for the total strength and weakness of the staff to be known; the appraisal must be done at shorter intervals, at least quarterly.

### **Suggestions for Further Research**

Future studies are encouraged to increase the sample size, including other universities, compare the results, and communicate the differences. Future researchers can replicate this study in other service industries, such as banking or hospitality (restaurants), and compare the results.



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**APPENDICES****APPENDIX A: Questionnaire****UNIVERSITY OF CAPE COAST****INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION****QUESTIONNAIRE****Questionnaire on Performance Appraisal System: A Comparative Study of Selected Public and Private Universities in Ghana**

Dear Sir/Madam,

This research instrument is designed to assess Performance Appraisal System: A Comparative Study of Selected Public and Private Universities in Ghana. This is in partial fulfilment in the award of a Master's degree at the University of Cape Coast. As a result, any information given would be treated with the utmost confidentiality. Please select the appropriate options for the questions by checking their corresponding boxes.

**Section A: Background of respondents**

1. Category of University: [1] Public [2] Private
2. Sex of respondent: [1] Male [2] Female
3. Age (years) of respondent: [1] 21 and 30 [2] 31 – 40 [3] 41 – 50  
[4] 51 – 60 [5] Above 60
4. Level of Staff [1] Managerial [2] Non-Managerial
5. Department of staff .....
6. Rank .....
7. Number of years working with the University: [1] Below 3 years  
[2] 3 – 6 years [3] 7 – 10 years [4] 11 – 14 years [5] Above 14 years

**Section B: Appraisal Methods in the University**

8. Please indicate the extent of your **agreement** with the following statements on a 5-point scale (Please circle your answer). Where 1 = Weak , agreement and 5 = Very Strong agreement|

CODE	STATEMENTS	1	2	3	4	5
	The appraisal method in my University ensures that .....					
<b>MBO1</b>	adequate employee participation at all stages of performance appraisal process	1	2	3	4	5
<b>MBO2</b>	objectives are clearly defined	1	2	3	4	5
<b>MBO3</b>	appraisal goals are measurable	1	2	3	4	5
<b>MBO4</b>	appraisal targets are time bound	1	2	3	4	5
<b>MBO5</b>	expected performance behaviour outcomes are discussed	1	2	3	4	5
<b>BARS1</b>	expected results to be held accountable for are discussed	1	2	3	4	5
<b>BARS2</b>	appraisals are proactive in predicting performance					
<b>DEG1</b>	colleagues appraise each other	1	2	3	4	5
<b>DEG2</b>	feedback is an important part of the appraisal system	1	2	3	4	5
<b>ACM1</b>	ethical and professional standards are adhered to	1	2	3	4	5
<b>ACM2</b>	I empathize with other people who face difficulties	1	2	3	4	5
<b>ACM3</b>	training needs are identified	1	2	3	4	5
<b>ACM4</b>	the appraisal method creates good relations amongst employees	1	2	3	4	5
<b>PSY1</b>	appraisal methods consider the welfare of employees	1	2	3	4	5
<b>PSY2</b>	appraisal results aids in the review of employee job description	1	2	3	4	5
<b>PSY3</b>	appraisal provides self-development information to employees	1	2	3	4	5
<b>HCA1</b>	appraisal results inform management of lay-off decisions	1	2	3	4	5
<b>HCA2</b>	appraisal results inform management of promotion decisions	1	2	3	4	5
<b>HCA3</b>	appraisals determine salary increments	1	2	3	4	5
<b>HCA4</b>	Appraisals ensure actual performance is assessed					
<b>HCA5</b>	Appraisal outcomes initiate corrective actions					

Please indicate any other way in which appraisal is carried out in your university.....  
 .....

**Section C: Appraisal Processes**

1. Please indicate the extent of your **agreement** with the following statements in terms of the process of the appraisal on my work on a 5-point scale. (Please circle your answer) Where 1 = Weak agreement and 5 = Very Strong agreement

CODE	Appraisal in my university follows the process of.....	1	2	3	4	5
PRS1	Establishing performance standards with employees	1	2	3	4	5
PRS2	Communicating expected performance	1	2	3	4	5
PRS3	Measuring actual performance	1	2	3	4	5
PRS4	Comparing actual results with standards	1	2	3	4	5
PRS5	Discussing results with employees	1	2	3	4	5
PRS6	Initiating corrective action if any.	1	2	3	4	5

**Section D: Employee Performance**

1. Please indicate the extent of your **agreement** with the following statements in terms of the effect of the appraisal on my work on a 5-point scale. (Please circle your answer) Where 1 = Weak agreement and 5 = Very Strong agreement.

CODE	Employee Performance in Universities	1	2	3	4	5
	The effects of the appraisal performance system on my work include...					
EP1	My ability to comprehend task assigned has increased	1	2	3	4	5
EP2	My punctuality at work is enhanced	1	2	3	4	5
EP3	My morale at work is heightened	1	2	3	4	5
EP4	My services delivery technique to the public has improved	1	2	3	4	5
EP5	Communication amongst my peers is effective	1	2	3	4	5
EP6	My productivity is enhanced	1	2	3	4	5
EP7	Interpersonal relationship amongst my peers has improved	1	2	3	4	5
EP8	Experiencing minimum errors in the execution of tasks assigned					

Please indicate any other way the appraisal system in our university has affected your work performance. ....

.....

**Section E: Challenges associated with Performance appraisal**

1. Please indicate the extent of your **agreement** with the following statements on a 5-point scale. (Please circle your answer) Where 1 = Weak agreement and 5 = Very Strong agreement|

CODE	Challenges	1	2	3	4	5
	Performance appraisal in my University is challenged with.....					
CP1	financial constraints	1	2	3	4	5
CP2	operational resource barriers	1	2	3	4	5
CP3	time availability	1	2	3	4	5
CP4	Implementation process errors	1	2	3	4	5
CP5	perceptual biases by appraisers	1	2	3	4	5
CP6	centralized decision making on appraisal methods	1	2	3	4	5
CP7	communication gaps	1	2	3	4	5
CP8	unqualified appraisers	1	2	3	4	5
CP9	unreliable information and feedback	1	2	3	4	5
CP10	unfairness in appraisal systems	1	2	3	4	5

Please indicate any other challenges you find with the appraisal system

.....

.....

.....

**THANK YOU**

## APPENDIX B

Krejcie and Morgan's Sample Size Determination Table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

**RELIABILITY TEST OF APPRAISAL METHODS****RELIABILITY**

/VARIABLES=MBO1 MBO2 MBO3 MBO4 MBO5 BARS1 BARS2 DEG1  
 DEG2 ACM1 ACM2 ACM3 ACM4 PSY1 PSY2 PSY3 HCA1  
 HCA2 HCA3 HCA4 HCA5  
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 /MODEL=ALPHA.

**Reliability Statistics**

Cronbach's Alpha	N of Items
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**RELIABILITY TEST OF PERFORMANCE APPRAISAL PROCESSES****RELIABILITY**

/VARIABLES=PRS1 PRS2 PRS3 PRS4 PRS5 PRS6  
 /SCALE('ALL VARIABLES') ALL  
 /MODEL=ALPHA.

**Reliability Statistics**

Cronbach's Alpha	N of Items
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**RELIABILITY TEST OF THE EFFECT OF PERFORMANCE APPRAISAL  
AND EMPLOYEE PERFORMANCE****RELIABILITY**

/VARIABLES=EP1 EP2 EP3 EP4 EP5 EP6 EP7 EP8  
 /SCALE('ALL VARIABLES') ALL  
 /MODEL=ALPHA.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.924	8

**Group Statistics**

	Category of University	N	Mean	Std. Deviation	Std. Error Mean
MBO	Public	453	3.1859	1.06488	.05003
	Private	281	3.2605	1.05148	.06273

**financial constraints**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid weak agree	200	27.2	27.2	27.2
fairly agree	209	28.5	28.5	55.7
agree	124	16.9	16.9	72.6
strongly agree	117	15.9	15.9	88.6
very strongly agree	84	11.4	11.4	100.0
Total	734	100.0	100.0	



**operational resource barriers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid weak agree	64	8.7	8.7	8.7
fairly agree	87	11.9	11.9	20.6
agree	214	29.2	29.2	49.7
strongly agree	244	33.2	33.2	83.0
very strongly agree	125	17.0	17.0	100.0
Total	734	100.0	100.0	

**time availability**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid weak agree	58	7.9	7.9	7.9
fairly agree	67	9.1	9.1	17.0
agree	163	22.2	22.2	39.2
strongly agree	306	41.7	41.7	80.9
very strongly agree	140	19.1	19.1	100.0
Total	734	100.0	100.0	

**Implementation process errors**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid weak agree	63	8.6	8.6	8.6
fairly agree	49	6.7	6.7	15.3
agree	182	24.8	24.8	40.1
strongly agree	286	39.0	39.0	79.0
very strongly agree	154	21.0	21.0	100.0
Total	734	100.0	100.0	

**perceptual biases by appraisers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid weak agree	45	6.1	6.1	6.1
fairly agree	53	7.2	7.2	13.4
agree	151	20.6	20.6	33.9
strongly agree	341	46.5	46.5	80.4
very strongly agree	144	19.6	19.6	100.0
Total	734	100.0	100.0	

**centralized decision making on appraisal methods**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid weak agree	50	6.8	6.8	6.8
fairly agree	36	4.9	4.9	11.7
agree	135	18.4	18.4	30.1
strongly agree	312	42.5	42.5	72.6
very strongly agree	201	27.4	27.4	100.0
Total	734	100.0	100.0	

**communication gaps**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid weak agree	59	8.0	8.0	8.0
fairly agree	65	8.9	8.9	16.9
agree	129	17.6	17.6	34.5
strongly agree	289	39.4	39.4	73.8
very strongly agree	189	25.7	25.7	99.6
7	3	.4	.4	100.0
Total	734	100.0	100.0	

**unqualified appraisers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid weak agree	116	15.8	15.8	15.8
fairly agree	285	38.8	38.8	54.6
agree	126	17.2	17.2	71.8
strongly agree	134	18.3	18.3	90.1
very strongly agree	73	9.9	9.9	100.0
Total	734	100.0	100.0	

**unreliable information and feedback**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid weak agree	72	9.8	9.8	9.8
fairly agree	70	9.5	9.5	19.3
agree	130	17.7	17.7	37.1
strongly agree	303	41.3	41.3	78.3
very strongly agree	159	21.7	21.7	100.0
Total	734	100.0	100.0	

**unfairness in appraisal systems**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	.1	.1	.1
weak agree	72	9.8	9.8	9.9
fairly agree	67	9.1	9.1	19.1
agree	129	17.6	17.6	36.6
strongly agree	304	41.4	41.4	78.1
very strongly agree	161	21.9	21.9	100.0
Total	734	100.0	100.0	

## RELIABILITY TEST OF THE OVERALL INSTRUMENT

GET

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DATASET NAME DataSet1 WINDOW=FRONT.

RELIABILITY

/VARIABLES=category gender Age Level Department Rank Years MBO1

MBO2 MBO3 MBO4 MBO5 BARS1 BARS2

DEG1 DEG2 ACM1 ACM2 ACM3 ACM4 PSY1 PSY2 PSY3 HCA1

HCA2 HCA3 HCA4 HCA5 Others PRS1 PRS2 PRS3 PRS4

PRS5 PRS6 EP1 EP2 EP3 EP4 EP5 EP6 EP7 EP8 Other CP1 CP2 CP3 CP4

CP5 CP6 CP7 CP8 CP9 CP10 Others

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

**Reliability Statistics**

Cronbach's	
Alpha	N of Items
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