UNIVERSITY OF CAPE COAST

TOWARDS DEVELOPING PERFORMANCE EVALUATION METRICS

FOR HEADS OF DEPARTMENT IN THE UNIVERSITY OF CAPE

COAST, GHANA

STELLA AFUTU
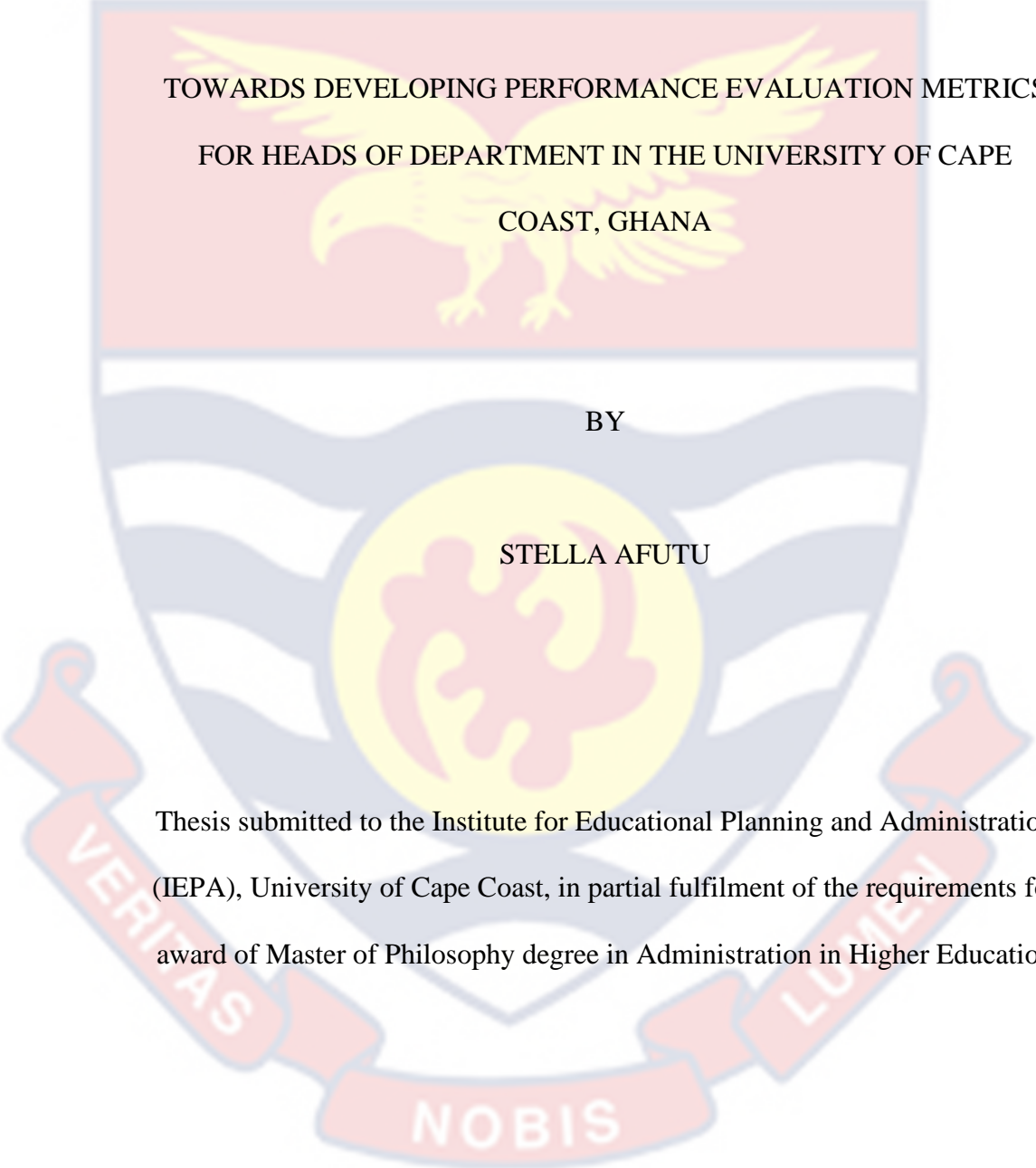
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FOR HEADS OF DEPARTMENT IN THE UNIVERSITY OF CAPE

COAST, GHANA

BY

STELLA AFUTU

Thesis submitted to the Institute for Educational Planning and Administration

(IEPA), University of Cape Coast, in partial fulfilment of the requirements for

award of Master of Philosophy degree in Administration in Higher Education

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DECLARATION

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

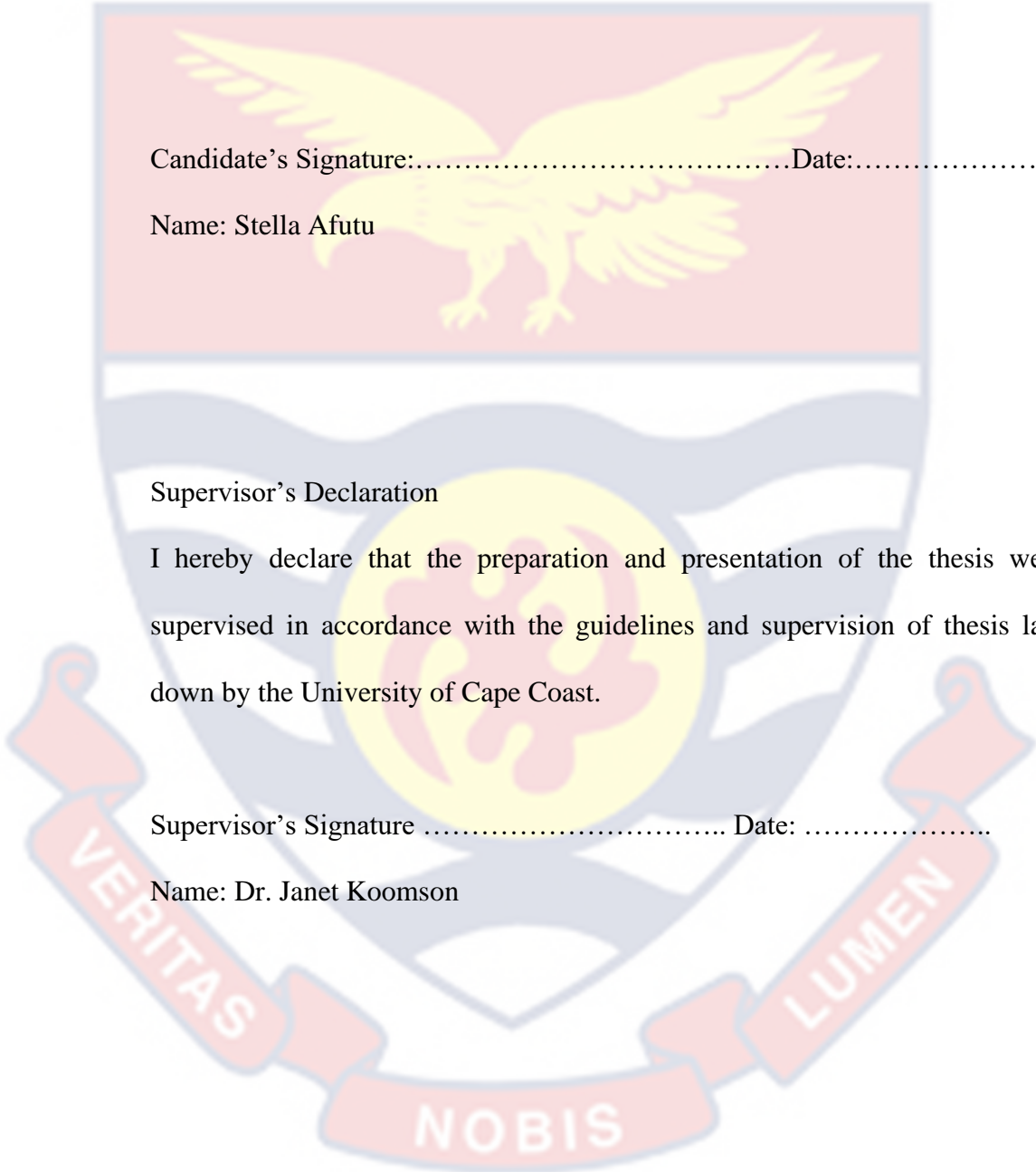Candidate's Signature:……………………………Date:…………………

Name: Stella Afutu

Supervisor's Declaration

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

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

Name: Dr. Janet Koomson

ABSTRACT

The purpose of the study was to examine the structures and parameters of evaluating performance of Heads of Department (HoDs) in the University of Cape Coast. The study used convergent parallel mixed method design by using self-administered questionnaire and semi-structured interview guide to collect data. In all 304 participants participated in the study, comprising 296 members of academic departments and 8 Deans. Purposive sampling, expert sampling, simple random sampling and stratified random sampling were the sampling procedures and methods used. The study revealed that formal evaluation metrics for HoDs was very important hence the need for the University of Cape Coast to develop and implement an annual evaluation system for HoDs. Feedback from the evaluation is expected to be used as a basis for appointment, reappointment and performance improvement. The use of online performance evaluation, the establishing of clear, individual performance benchmarks for HoDs, and having HoD self-evaluations were all indicated as best practices for future use by the University. Additionally, in the quantitative study eleven criteria found to be very important in assessing the roles of department heads whiles five criteria were found in the quantitative study. The study also explored some of the foreseen challenges associated with performance evaluation of HoDs and the ways to make performance evaluation of HoDs effective in the University of Cape Coast. Among others, broader stakeholder engagement and educating people to be honest and fair in evaluating performance of HoDs were recommended. It was also recommended that the University come up with a policy on evaluating performance of HoDs.

KEY WORDS

Academic Administrators

Department

Head of Department

Faculty/School

Senior Member Teaching

Senior Staff

Junior Staff

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Finally to my dear husband Dr. Emmanuel Afutu and my children for their great support in diverse ways to make this work a success.

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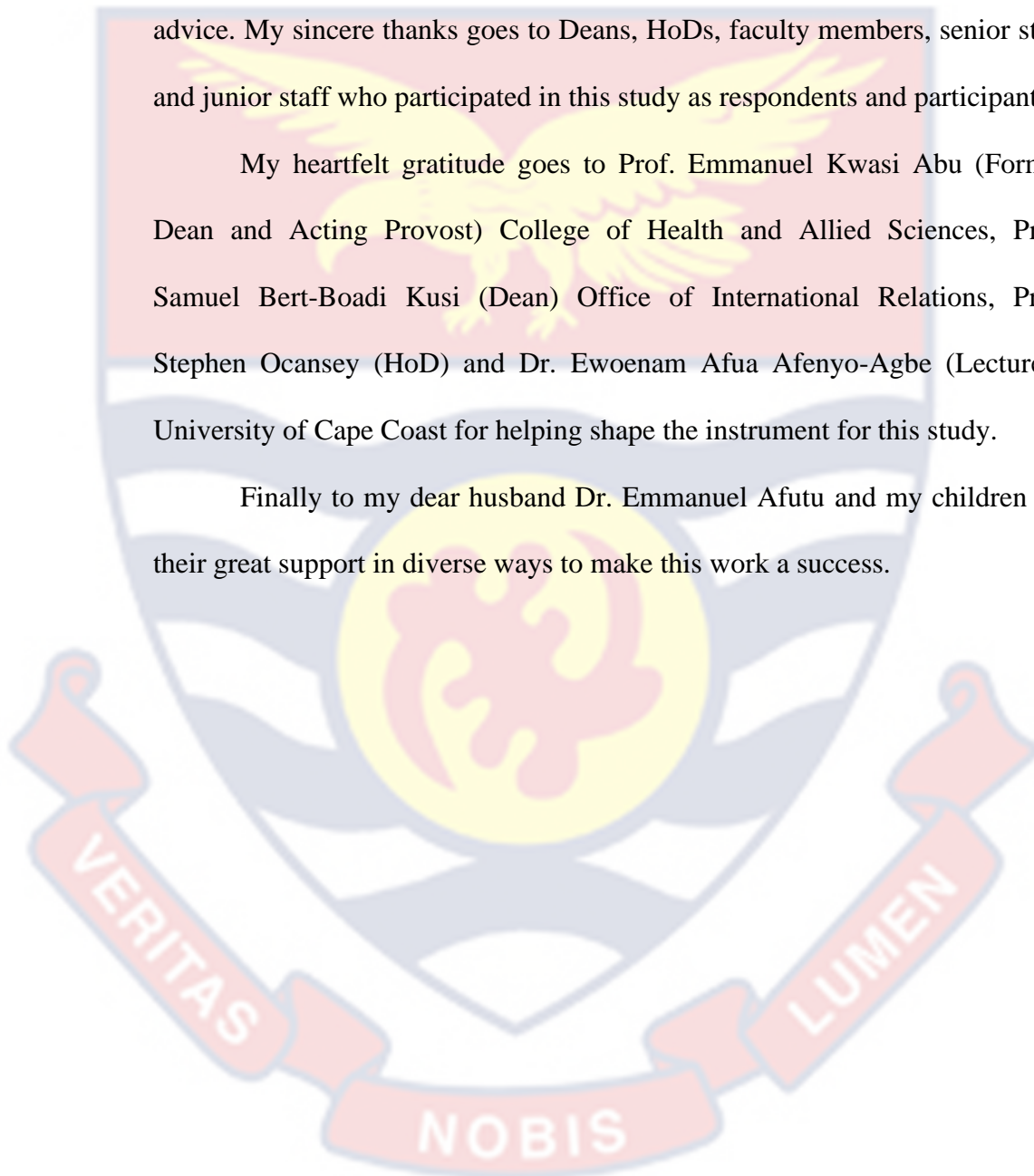
DEDICATION

To my dear Husband, my Children and my Parents.

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LIST OF ABBREVIATIONS

CANS	-	College of Agricultural & Natural Sciences
CoES	-	College of Education Studies
CoHAS	-	College of Health & Allied Sciences
CHLS	-	College of Humanities & Legal Studies
SM	-	Senior Member
SS	-	Senior Staff
JS	-	Junior Staff
HoDs	-	Heads of Departments
UCC	-	University of Cape Coast

CHAPTER ONE

INTRODUCTION

Academic department heads (HoDs) are the center of an efficient academic department, where the majority of academic activity occurs (Al-Karni, 1995). HoDs are seen as vital players in shaping the educational success and reputation of the University. Thus, maintaining the satisfaction of their constituents, including the faculty, students, and Dean, as well as the department's visibility and effectiveness, is crucial for HoDs. Over the years, there have been evaluation policies aimed at enhancing performance in higher education, notably for lecturers, staff and students. The recent focus on evaluation of performance of HoDs is praiseworthy, given the critical role HoDs play in attaining institutional goals. This study seeks to examine the structures and parameters for undertaking performance evaluation of HODs in the University of Cape Coast.

Background to the Study

For more than a century, the position of academic Heads of Department (HoDs) has played a crucial part in the organizational framework of higher education institutions. Due to the increasingly complicated and competitive post-secondary environment, most institutions of higher education have recently urged HoDs to provide advanced leadership and management standards to academic departments (Gebru, 2000). HoDs are leaders or chairs of academic departments in universities. As specified in the leadership portfolio, the role entails a broad variety of extremely important obligations. It has been characterised as a front-line leadership position with responsibility for fostering vibrancy in the center of higher education institutions (London,

2011). Planning, academic entrepreneurship, data-driven decision making, revenue production, and building academic and professional routes for learners are among the responsibilities of HoDs (Webber, 2016). Meanwhile, Shawa (2019) see the role HoDs as very challenging and necessitate attention to systemic contexts of universities, the development of skills like curriculum development and pedagogical leading, communication, decision-making, and human relation skills, as well as careful planning of university structures, such as the location of higher education units and their operations.

Consequently, Gebru (2000) posited that it is appropriate for institutions to integrate evaluation of department heads into the university's system. Despite being widely ignored, the topic deserves university attention. The existing method of assessing department heads as regular academic staff members seems insufficient. Gebru indicated that evaluation of department heads focuses on their executive competence relative to their job description as leaders. The academic and administrative leadership that Heads of Department provide to their faculties, their departments, and the university as a whole is crucial and needs to be evaluated. Realizing the importance of measuring the performance of HoDs, Universities such as United Arab Emirates University, the Georgia's Liberal Arts University, University of Ghana and many others across the globe have develop and implemented evaluation system for HoDs to evaluate the caliber and content of administrative performance in the context of the University's mission, vision, and strategic goals.

Performance Evaluations are carried out practically everywhere to gauge performance in response to the rising demand for accountability in

higher education. Students evaluate their teachers, teachers evaluate their students, and department heads evaluate their personnel (Noland, 2014).

Performance evaluation is defined by Schermerhorn and McCarthy (2004), as a process of systematically assessing performance and providing feedback upon which performance adjustment could be made. As cited by Flaniken (2009), Performance evaluation promotes the alignment of responsibility and accountability at all organizational levels. This means that when people are given duties but not held accountable for completing them, there will be non-alignment.

According to Stufflebeam and Coryn (2014), evaluation is expected to improve upon the performance of the person being evaluated as an individual and to a larger extent, the performance of the institution as a whole. Feedback received from HoD evaluations inspires them to perform better. It could motivate them to be more serious about their obligations to manage their academic and administrative responsibilities, also provides them with actionable information/feedback from their superiors, and subordinates regarding the good and bad aspects of their leadership (Kaplan & Atkinson, 1998).

Thus, the evaluation will be of use to all the active players of the higher education institution, *viz*., the governing council, students, faculty, parents and staff. A clear understanding of the need for evaluation of HoDs will lead to a boost in the confidence of all players in the institution and help to achieve the goals of the institution (Johnston, 1977). It is also asserted that feedback from formal evaluation can be used to determine continuance in office, removal from office, or advice and counsel concerning future services

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and tenure of HoDs (Cornett, Marcus, Saunders, & Tehranian, 2007). In other words, after a tenure of office, the data may be utilised to guide institutional judgments on whether the department needs a new leader or to renew the tenure. In all these, Murphy and Cleveland (1995) contended that none of the above-mentioned uses and advantages will come to the institution just because it has a mechanism for performance evaluation but rather demand effort and work to achieve great results.

It is also well known that designing, implementing, and using functional evaluation systems has a number of difficulties, and both academics and practitioners find these issues to be frustrating as indicated by Longenecker and Nykodym (1996). Studies show that user dissatisfaction is noted to be another challenge associated with performance evaluation systems. Impact of organizational structure and culture on performance evaluation is also noted to be a challenge. Due to this, there have been ongoing discussions among some practitioners, academics, and researchers on the actual effectiveness of performance evaluation (Schraeder, Becton, & Portis, 2007). This study explores some of the debates surrounding performance evaluation in Chapter two.

The explanation of performance evaluation systems involves theories such as Edwin Locke's goal-setting theory (1968), emphasizing the importance of clear objectives and feedback, and the control theory (Krausert, 2009), which highlights the need for organizational control mechanisms aligned with overall goals in higher education.

A cursory look at the University of Cape Coast system of evaluation shows that there is no evaluation system in place for HoDs. Most of what has

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been written about the rise of accountability in University of Cape Coast has focused on student enrolment and learning outcomes, assessment emphasis has also focused on faculty and staff performance. Faculty and staff evaluation are institutionalised because they are requirements for contract renewal of appointments and promotions. (Stronge & Helm, 1991; UCC criteria for appointment and promotion for faculty and staff policy, 2016). Nonetheless, there is no policy concerning performance evaluation of HoDs in the University of Cape Coast despite the increasing importance of evaluation of performance of HoDs. This, therefore, had brought about the research to examine the structures and parameters for undertaking evaluation of HoDs performance in the University of Cape Coast.

Statement of the Problem

Over the years, the University of Cape Coast has succeeded in evaluating staff, faculties and students and have applied measures to reward good performance diligently (University of Cape Coast HR document on awards and recognition, 2016). However, a cursory look at the University system shows that there seem to be no evaluation systems in place to assess the performance of HoDs of academic departments. A review of literature also did not show any studies focusing on the performance evaluation of HoDs in the University of Cape Coast.

Nonetheless, this study was informed by other studies made in other jurisdictions on the topic of performance evaluation systems for leaders in higher education institutions. For instance, way back in 1977, Anderson in his book "Evaluation of Academic Administrator" echoed the need for formal performance evaluation systems for academic administrators such as HoDs,

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Deans, Provost etc. Anderson argued that although academic administrators are most often informally assessed by their peers, faculty, staff and students through private conversations, which is a sign of an open institution and a normal organizational behavior that sometimes draw administrators back on track when deviating from set objectives, it has shortfalls. Bititci, (2012) also argued that a formal evaluation system will stabilise the total process and bring about judgements that require official notice and action. Gebru (2000) indicated that a good performance evaluation system for HoDs will improve; teaching, and administrative decision making related to continued employment, promotion and tenure. This confirms the assertion of Buchner, (2007) that the performance evaluation system is the most crucial system for managing people's performance.

More so, the increasing demand for accountability in higher education due to factors such as competition for resources with other sectors such as health sector and public safety, reduction in financial support, growing role of global systems calls for leader preparedness and efficiency. This can best be achieved with a performance evaluation tool (Noland & Richards, (2014). There is therefore the need to examine the systems of the University of Cape Coast to get empirical evidence of the nonexistence of such a crucial management tool and also explore the level of importance attached to such management tool. This study also sought to fill the gap created by the unavailability of an evaluation metrics for HoDs performance. Specifically, it sought to examine the perceptions of Staff on performance evaluation for HoDs in the University of Cape Coast, methods and criteria suitable for

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evaluating performance of HoDs, the foreseen challenges and the ways to make the evaluation HoDs effective.

Purpose of the Study

The study sought to examine the structures and parameters for undertaking performance evaluation of HoDs in the University of Cape Coast. Specifically the objectives were to:

1. To explore the perceptions of Staff of University of Cape Coast on performance evaluation of HoDs.

2. To examine the appropriate method of performance evaluation suitable for HoDs in the University of Cape Coast.

3. Identify criteria suitable for evaluation of HoDs roles in the University of Cape Coast.

4. To determine the possible challenges associated with evaluating performance of HoDs in the University of Cape Coast.

5. To identify the ways to make evaluation of HoDs effective.

Research Questions

1. What are the perceptions of Staff of University of Cape Coast on evaluating HoDs?

2. What are the methods suitable for evaluating performance HoDs in the University of Cape Coast?

3. Which criteria are suitable for evaluating performance of HoDs roles in the University of Cape Coast?

4. What are the possible challenges associated with evaluating performance of HoDs in the University of Cape Coast?

5. What are ways to make evaluation of HoDs effective in the University of Cape Coast?

Significance of the Study

Few previous studies have been conducted on the need and benefits of evaluating the performance of academic Heads of Departments. These include authors such as Fincher et al. (1978), Al-Karni (1995), Gebru (2000) and Dunning, Durham, Aksu, & Lange, (2007). These studies, however, were conducted in academic institutions outside Ghana. Thus, there has not been much written on this topic generally, and to the best of my knowledge, no studies have been done on the issue of evaluating performance of HoDs at the University of Cape Coast. In order to provide decision makers with empirical evidence on the need for performance evaluation system for HoDs in the University of Cape Coast, the researcher did this investigation. It is anticipated that findings of this research could serve as a guide to major stakeholders of the University in judging the performance of HoDs. It could also guide other tertiary institutions in Ghana to develop a good evaluation system for their institution. It also seeks to contribute to research in the field of performance evaluation in higher education institutions.

Delimitations

This study focuses on HoDs in the University of Cape Coast. Observation revealed that the administrative structures within the University of Cape Coast is divided into two; Academic Division and Administrative Division. The study seeks to focus on a section of leaders in the Academic Division. The Academic Division leaders comprises Provosts, Deans, Heads of Department (HoDs), Directors and Coordinators. The study specifically

focuses on examining the structures of evaluating performance of Heads of Department (HoDs). Content wise, the study seeks to cover the perceptions of Deans and members of departments on evaluating performance HoDs, appropriate methods suitable for evaluating HoDs, relevant criteria for evaluation of HoDs performance, examining the possible challenges associated with evaluating performance of HoDs in the University of Cape Coast and the ways to make evaluation of HoDs effective. Other leaders of both Academic and Administrative Division will not be studied. Again, Centres and units under schools/faculty will not be studied.

Limitations

The use of the convergent parallel mixed method design was good for this study however, there was no chance to address any discrepancies that came up from the findings unlike the sequential mixed method could have done.

Also, the focus of the study on evaluating performance of only HoDs in the academic division placed a limit on the study to know about the evaluation system of other academic administrators such as Provost, Deans, Directors and Coordinators in the University. However, it is anticipated that this study will be a guide for future empirical study in such areas.

Definition of Terms

This section presents the operational definition of key terms for this study.

Academic Administrator means a person who holds an academic administrative position in the University. This include a leader of academic department, faculty/school or college in the University.

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Department is a part of a faculty or school that is concerned with teaching and research in a recognised academic discipline. It is the primary academic division for teaching and research.

Head of Department (HoD) is academic senior member appointed to lead an academic department. The HoD is in charge of both administrative and academic activities of the department.

Faculty/School means a collection of related departments, headed by a Dean.

College means a collection of academically related establishments such as Faculties, Schools and Institutes.

Academic Senior Members means academic personnel not below the rank of Assistant Lecturer or analogous rank appointed to departments.

Senior Staff means persons in the employ of the University not below the rank of an Administrative Assistant or its equivalent and not above Chief Administrative Assistant or its equivalent.

Junior Staff means those persons in the employ of the University of the rank below that of an Administrative Assistant or its equivalent.

Organisation of the Study

The study had five (5) main chapters. Chapter 1 included background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations of the study, limitations of the study and then completed with how the study is organised. Chapter 2 covers the review of related literature, which includes the conceptual, theoretical framework and empirical literature review of the research objectives of the study. The Chapter 3 discusses the research methods used in

the study. It identified the research design used for the study, the research approach, the population of the study, the sample and sampling procedure to be used. It also has the research instrument used for data collection, pilot testing, data collection procedures and lastly data processing and analysis. Chapter 4 presented the results and discussion. Chapter 5 captured the summary of the main findings, conclusions and recommendations and suggestions for further studies.

Chapter Summary

Overall, Chapter 1 served as the introductory section of the study. It provided an overview of the entire research work. This chapter outlined the research problem, purpose, significance, and objectives of the study, delimitations and limitations as well as the organization of the thesis. This chapter presented a roadmap that sets the stage for the subsequent chapters.
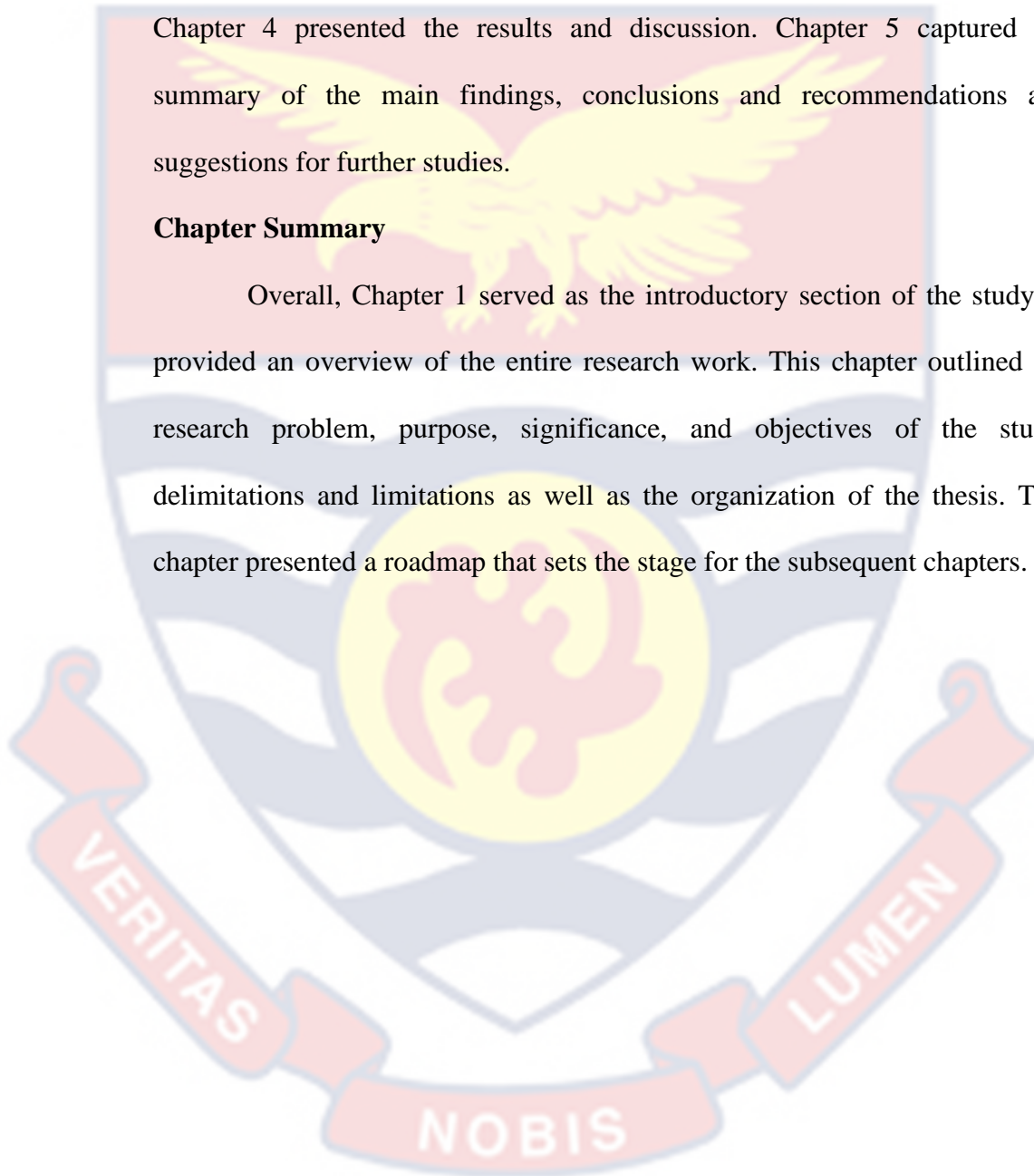
CHAPTER TWO

LITERATURE REVIEW

The aim of the study is to examine the structures and parameters of evaluating performance of HoDs in the University of Cape Coast. Generally, this chapter is arranged in two broad phases, thus the theoretical review and conceptual/empirical review. Specifically, I first looked at the different theories and models that have been used to study performance evaluation frameworks and systems in higher education. Secondly, I analyse and explain the concepts of performance evaluation generally and narrow it down to performance evaluation of HoDs while backing it up with empirical studies. To be clear and concise the structure of the review has been arranged according to the research objectives of the study.

Theoretical Framework

This section discusses the theories that underpin this study. In this section theories such Edwin Locke's goal-setting theory (1968) and the Control Theory by Melzack and wall, (1965) are discussed in line with the research problem. The Anatomy of Performance model by Geary Rummler (2001) is also used to explain how performance evaluation is used to correct misalignment. A theoretical framework provides a structured and conceptual basis for understanding and investigating a particular research problem or question. It helps researchers situate their study within existing knowledge and theories in the field (Swanson, 2013).

The theoretical framework must show comprehension of ideas and concepts that are pertinent to the research topic and that link to the more general fields of knowledge being taken into account. According to Swanson, selection of a

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theory should be based on its suitability, usability, and explanatory strength. It is based on these assertions that the study adopted the Goal-Setting theory and the Control theory.

The Goal-Setting Theory suggests that individuals are more likely to perform well when they have clear and specific goals. According to this theory, goals should be challenging but achievable, and individuals should receive feedback on their progress toward these goals. This theory assumes that performance is influenced by a combination of ability, motivation, and opportunity and that effective goal-setting can improve all three (Locke & Latham, 2019, 93–105). There are several key components of the Goal-Setting Theory as indicated by Locke. This include:

1.   Specific Goals: Goals should be specific and well-defined, with clear criteria for success.

2.   Challenging Goals: Goals should be challenging but achievable, pushing individuals to strive for higher levels of performance.

3.   Feedback: Individuals should receive regular feedback on their progress toward their goals, providing motivation and opportunities for improvement.

4.   Commitment: Individuals should be committed to their goals and have a sense of ownership over them.

5.   Task Complexity: The complexity of the task should be taken into account when setting goals, with more complex tasks requiring more specific and challenging goals.

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Research has shown that effective goal-setting can improve motivation, performance, and job satisfaction among employees. However, it is important to note that the Goal-Setting Theory is not without its limitations (Krann & Hergovich, 2013). For example Krann & Hergovich argued that, if goals are too challenging or unrealistic, they may lead to frustration and demotivation rather than improved performance. Additionally, some tasks may not be easily quantifiable or measurable, making it difficult to set specific goals.

In a nutshell, the Goal-Setting Theory of performance evaluation emphasizes the importance of setting clear and specific goals that are challenging but achievable, providing regular feedback and opportunities for improvement, and ensuring employee commitment to their goals. When used effectively, this theory can improve motivation, performance, and job satisfaction among employees. The objective of this study is to examine the structures used to provide feedback to HoDs on their set goals. This theory helps stress the need for regular feedback on performance.

Control Theory

The control theory propounded by Melzack and wall, (1965) has been used to explain performance management and performance evaluation in many disciplines. Applying this theory in higher education, draws attention to controls that need to be implemented at all institutional levels. The purpose of the control system is to bring all internal entities inside an institution line with the overall goals, objectives, and key areas of focus of the organisation (Neely and Barrows, 2011). According to Neely and Barrows, the actions of all systems of the institution should be in alignment with the goals and objectives

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of the institution. Therefore, performance of all actors of the institution including employees, leaders, students etc should be controlled in a way that advances the institutional goals (Aguinis, 2013). In order to achieve the desired result, different forms of controls must be implemented. Among such controls are Organisational structure, Behavioural controls like norms and policies of an organisation or Performance measurement mechanisms. Neely and Barrows, (2011, 21-38) asserted that these results must align with the goals and objectives of the entire institution. The Control Theory has three main components:

1. Set Point: This refers to an individual's desired level of performance. The set point may be influenced by factors such as past performance, expectations, and external benchmarks.

2. Feedback: This refers to information about an individual's current level of performance. Feedback can be used to adjust behavior in order to maintain the set point.

3. Control Systems: These are the mechanisms used to adjust behavior. Control systems may include strategies such as goal-setting, self-monitoring, and self-regulation.

The Control Theory of performance evaluation suggests that individuals are motivated to maintain a certain level of performance and that deviations from this level lead to adjustments in behavior. According to this theory, individuals have a desired level of performance, or a "set point," and they use feedback to make adjustments to their behavior in order to maintain this set point.

This study uses the control theory to explain how institutions can monitor and evaluate actions of leaders (HoDs) appointed by the institutions to

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manage internal entities of the institution (departments) on a regular basis, as per the standards of the institution and then reward accordingly. Also, the alignment of norms and policies of the institution with the performance measurement mechanism is highlighted in this theory. That is to say that, policies that outline the responsibilities of leaders (HoDs) should also make provision for accountability. The absence of accountability measures or performance measurement mechanism to the responsibilities leads to misalignment of the system.

Research has shown that the Control Theory can be a useful framework for understanding and improving motivation and performance. However, it is important to note that this theory is not without its limitations. For example, some individuals may have difficulty adjusting their behavior in response to feedback, or may become demotivated if they feel that they cannot meet their set point. Additionally, the theory assumes that individuals have a clear and consistent set point, but this may not always be the case in practice (Locke, 1991).

In summary, the Control Theory of performance evaluation emphasizes the importance of feedback and self-regulation in maintaining a desired level of performance. When used effectively, this theory can improve motivation, performance, and job satisfaction among employees.

Anatomy of Performance Model

The Anatomy of Performance (AOP) model is a framework propounded by Geary Rummler (2006), to represent the idea that organizations operate as systems. It is used to analyse and identify the key factors that influence individual performance and organisational outcomes.

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The Anatomy of Performance framework is based on three principles. (Rummler, 2006). They are:

 i. Every organisation is a processing and adaptive system. it is necessary that the institution be aligned.

 ii. All performers in the organisation are in a human performance system. Alignment is necessary in the human performance system.

 iii. It is the key responsibility of the management system to keep the performance system aligned.

The framework makes it clear that whenever there is misalignment leading to poor performance of an organisation, evaluation is done from four views: management, business, performer, and institution system view. The evaluation points out the root cause of the poor performance in order to improve and maintain the desired performance. In applying this model in higher education contests, performance of higher education institutions can be seen in similar views, thus management view, programme view, performer view and institution system view.

Performance evaluation is done in all areas of the system to ensure alignment (Bernardez, 2009). For example, programmes or curriculum reviews are done by institutions to strengthen the programmes competitiveness. Performers in higher education such as students and employees in the university are also evaluated to assess their performance. Performance appraisals are done for employees to check performance and put in measures to improve. Students are also examined to assess their performance on learning. Leaders are assessed to know the extent of their achievement against the institutions' goals and objectives. Institutions are

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assessed by governmental regulatory bodies to check on the performance of the institutions' systems. This model therefore, seems to highlight the relevance of performance evaluation metrics in all levels to ensure alignment (both vertically and horizontally) in the system.

The Anatomy of Performance model is used to explain how performance evaluation can help to align individual performance with organizational goals and objectives. Rummler, (2006, 986-1007) pointed out three important areas of the model, which included:

First, performance evaluations can help to identify areas of strength and weakness in an individual's performance, as well as any gaps in their knowledge or skills. This information is then use to design targeted training programs to improve performance and align it with organizational goals. *Second,* the Anatomy of Performance model emphasizes the importance of motivation in performance. Performance evaluations can help to identify factors that may be impacting an individual's motivation, such as a lack of feedback or recognition for their work. Addressing these factors can help to increase motivation and align individual performance with organizational goals. *Third,* the Anatomy of Performance model highlights the importance of declarative knowledge and procedural knowledge in performance. Performance evaluations could help to identify any gaps in an individual's knowledge or skills, and training programs provided to address these gaps and improve performance. By using the Anatomy of Performance model to guide performance evaluations, organizations could identify the specific factors that are affecting performance and develop targeted interventions to improve performance and align it with organizational goals. This could lead to

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increased productivity, higher job satisfaction, and improved organizational outcomes.

Conceptual and Empirical review

This section reviews the concepts of performance evaluation and related works done on this study by focusing on the definitions of performance evaluation, roles of HoDs, perception on performance evaluation, methods of performance evaluation, Performance evaluation criteria, challenges associated with performance evaluation and finally the way to make performance evaluation effective.

Performance Evaluation of HoDs

Reviews of literature shows that there are numerous terms that are essentially used to refer to performance evaluation. Among them are; performance appraisal (Prowse & Prowse, 2009), performance evaluation (Arvey & Murphy,1998), performance review (Bacal, 2004), performance measurement (Parker, 2000) and performance assessment (Berk, 1986). These terms are often used synonymously in the literature to represent the same meaning. In this study, the term "performance evaluation" will be used frequently when discussing concepts and the literature.

Several definitions have been given to the term performance evaluation. Some researchers define performance evaluation as a formally established, systematic, ongoing method used to encourage and assist people to learn and develop professionally through participation, cooperation, coaching, and mentoring (London, 2001). According to Dagar (2014, 16-23) "Performance evaluation is the process of assessing employee performance by way of comparing present performance with already established standards

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which have been already communicated to employees, subsequently providing feedback to employees about their performance level for the purpose of improving their performance as needed by the organisation". Similarly, Aboho (2017) as cited by Lator, (2022), conceived performance evaluation as offering a good chance to formally recognize the accomplishments and contributions of employees to the organization, as well as to make sure a clear relationship is formed and maintained between performance and reward. All of these definitions' points to the fact that performance evaluation focuses on metricss used to determine how individuals and organizations are performing. Performance evaluation of HoDs is therefore the process of assessing the performance of HoDs and making a value judgement concerning the assessment in order to reward performance and address weaknesses.

Roles of Heads of Department (HoDs)

In higher education institutions, the roles HoDs play is seen to be very crucial. It is contended that the work of HoDs involves the operational engagement of others, such as lecturers, senior lecturers, professors, students and administrators (Thomas-Gregory, 2014). Wolverton, Gmelch, Wolverton, and Sarros, (1999) found that HoDs have the following major responsibilities: administrative tasks, resource management, scholarship, leadership, faculty development, and resource development, based on a study that looked at duties of Heads of Department in the United States and Australia (Wolverton et al., 1999). Again, Webber, (2016) made an extensive study in the roles of HoDs and restricted the discussion on the following areas; planning, academic entrepreneurship, data-driven decision making, revenue generation, and creating professional and academic pathways for learners. Shawa, (2019)

based on his own personal experience as Academic Administrator made the following assertions: that, HoDs roles are challenging and necessitate attention to systemic contexts of universities, the development of skills like curriculum development and pedagogical leading, communication, decision making, and people skills, as well as careful planning of university structures, such as the location of higher education units and their operations, such as the locus of higher education units and their operations, clearer definition of the role of HoDs and capacity building for HoDs in universities (Shawa, 2019).

To compare what is written in literature to what is written in the University of Cape Coast about the role of HoDs, there is not much difference. University of Cape Coast statutes (2016) under article 22.6 specifies the roles such follows:

"Organization of teaching programmes with the approval of the Faculty Board; Maintaining acceptable standard of teaching; Ensure adequate facilities are available for research in the respective discipline; In consultation with members of the Department, HoDs are responsible for recommending development of syllabi and courses to Faculty Board; Promotion of research in the Department; Responsible for departmental administration; Recommend for the appointment and promotion of staff ; Responsible for maintaining discipline in the Department; Laise with other Academic Departments of the University and other Universities, Industries, Professional Institutions, Associations and similar bodies on matters affecting the Department; Consult with the Dean on matters affecting the Department and Faculty".

The outlined responsibilities of Heads of Department (HoDs) encompass a broad spectrum, ranging from academic to administrative duties.

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While the emphasis on teaching program organization, maintenance of teaching standards, and promotion of research reflects a commitment to academic excellence, the extensive administrative role, including staff appointment and discipline maintenance, may potentially divert HoDs from their primary academic focus. The involvement in external liaisons suggests a recognition of the department's broader impact but raises questions about the time and resources allocated to these endeavours (Guillaumont & Chauvet, 2019).

The emphasis on teaching program organization and maintenance of teaching standards aligns with the core academic mission of the department, demonstrating a commitment to delivering high-quality education. The involvement in the development of syllabi and courses, as well as the promotion of research, reflects an understanding of the evolving academic landscape. However, the administrative responsibilities, particularly in staff appointment and discipline maintenance, may pose challenges in balancing academic and managerial roles (Gunasekaran, & Kobu, 2007).

This implies that the multifaceted role of HoDs by blending academic leadership with administrative duties underscores the complex nature of their position (Shawa, 2019). To optimize effectiveness, there should be a careful balance between academic and administrative responsibilities, with potential delegation of certain tasks to allow for sustained focus on teaching and research. The external liaisons, while valuable, should be strategically managed to avoid overburdening HoDs (Wolverton, 1999: Detsky, 2011). Implications include the need for clear job delineation, ongoing professional development for HoDs to navigate diverse responsibilities, and institutional

support to ensure a harmonious balance between academic and administrative demands

Perceptions on performance evaluation system

According to the Oxford dictionary (2014), perception is the way in which something is regarded, understood, or interpreted. Goker, (2014) asserted that performance evaluation for HoDs may be a beneficial tool for managing the performance of HoDs, departments, and the university as a whole. Therefore, institutions are encouraged to incorporate HoD performance evaluation within their system. However, there hasn't been much written about how HoDs and other institution stakeholders perceive the system of performance evaluation of HoDs. The first objective of this study is to know the perception of HoDs, Deans and members of departments on how they value performance evaluation of HoDs. As cited by Dunning *et al*. (2007), "no one system will be a good fit for all institutions", hence this study specifically found out about the importance attached to the topic of performance evaluation of HoDs, the purpose of performance evaluation and how frequent the evaluation should be in the University of Cape Coast.

Purpose of performance evaluation of HoDs

Understanding the rationale behind HoD performance evaluations is relevant. As there should be a purpose for everything, nothing can be done in a vacuum. A study of the work of Dagar, (2014) shows the following reasons for evaluating performance of HoDs:

- Performance evaluation is done to identify individual needs

- To get feedback on performance

- Feedback from evaluation aids in transfers and placements

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- Performance evaluation feedback helps identify strengths and development needs

- Feedback from evaluation helps management in decision making related to salary adjustment, promotion, retention and termination of appointment

- In order to recognize and award good performance, performance evaluation is done

- Human resource practitioner use feedback from evaluation to identify and plan training needs

- Performance evaluation is also viewed as a legal requirement.

- Organisational goal identification, goal achievements and reinforcement of organisational needs have all been identified as reasons for performance evaluation.

Dagar. in defining the purpose of performance evaluation categorised the above reasons in four main categories indicating that performance evaluation is for developmental purposes, administrative decisions/uses, organisational maintenance and documentation purposes.

These were also seen in Dunning *et al*. (2007) finding on their study title "The State of the Art in Evaluating the Performance of Department Chairs and Division Heads". The finding of the study pointed out 3 most important purposes of evaluating chairs (HoDs) and they are for personal development, as a compliance with university policy/procedure and for determining tenure. Similarly, the United Arab Emirate University Academic Personnel Policies Manual (2018) specifies that the "purpose of evaluating HoDs is to provide them with constructive feedback on their performance and

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achievements, in order to enhance their effectiveness and to determine their attainment of stated goals and objectives".

Importance of performance evaluation

Higher education institutions are recognized to play a vital role in the development of human resources which is crucial for a country's economic and developmental growth. Therefore, evaluating its systems is relevant for a better future. According to Jalaliyoon et al., (2012), performance evaluation aids in the planning of future strategies and the establishment of performance goals for employees in order to reach the overall goal of institutions. Similarly, Boin, & Overdijk (2013) argues that performance evaluation satisfies moral and legal obligations as well as restores confidence of people in the effectiveness of institutions.

At the level of the department, Gebru, (2000) asserted that performance evaluation of HoDs aids in further democratizing university administration and, as a result, supports departmental, faculty/school, as well as university-wide efforts to actualize goals to meet the problems of the twenty-first century. In summary, establishing performance evaluation standard is very important to determine whether performance of individuals was successful or not. Which is beneficial in helping institutions to achieve their goals, encourage individuals or groups to work better, reinforce behaviour, promote consistency of performance, and assess an individual's impact on the institution's core mandate (Ahmed, (2013).

Frequency of performance evaluation

In most institutions, it is known that performance evaluation occurs in two ways. The formal way of evaluation and the informal way of evaluation

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(Mathis & Jackson, 2004). The informal way of evaluation is the day-to-day conversations, judgements, praise, scolding, and questioning by peers, superiors and subordinates on the performance of workers in the organisation. This is normally not documented but sometimes puts the workers back on track, when deviating from set objectives (Anderson 1987). On the other hand, formal evaluation is where a formal standardised instrument is used to assess performance on a regular time interval. In certain organisations, evaluations may be conducted annually or twice, every six months, once a month, or even every week. Unlike the informal way of evaluation, formal evaluation is viewed as a participative process which involves raters and ratees (Ahmed et al. 2013).

An effective formal evaluation system should provide regular feedback directly to HoDs for professional growth and development. This Stufflebeam and Coryn, (2014) classified as formative evaluation. However, summative evaluation is done at the end of the tenure of office of HODs for accountability purposes. The actual standards and how effectively they are met are evaluated during summative evaluation. Stufflebeam and Coryn, asserted that Formative and Summative evaluations are necessary for developing potential and gauging the extent to which requirements for certification, tenure, promotion, and the like are satisfied. They argue that, delaying evaluations until the complete period of service delivery is almost over could make it too late to make the necessary modifications and create positive results. They further stated that, in most cases, only summative evaluations are used to assess an individual's prior performance. This limits the processes of development and could result in subpar or even inaccurate conclusions.

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Methods of performance evaluation

According to Ahmad & Bujang, (2013) there are various appraisal approaches and methodologies that are frequently used in organizations. Each method has its benefits and drawbacks, and there is no right or wrong way to conduct an appraisal. To guarantee that the methods or approaches are effective, they must be used consistently and with attention. This study discusses nine of the approaches of formal performance evaluation of HoDs.

Management by Objective (MBO)

The primary goal of management by objective (MBO) is to enhance performance by aligning individual or team objectives with organizational goals. By setting clear objectives, employees have a better understanding of what is expected of them and can focus their efforts accordingly. The grading of performance against the specified objectives provides a quantifiable measure of success and facilitates performance evaluation (Gunasekaran, & Kobu, 2007).

Drucker, (1954, 36-49) introduced "Management By Objective" and break down the main components into:

1. Objective Formulation: The first building block of MBO involves the formulation of clear and specific objectives. These objectives should be established in collaboration between managers and employees, ensuring mutual agreement and understanding.

2. Execution Process: The execution process refers to the planning and implementation of actions required to achieve the defined objectives. It involves breaking down objectives into actionable tasks, assigning responsibilities, and allocating necessary resources.

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3. Performance Feedback: The final building block of MBO is performance feedback. This involves regular assessment and measurement of an individual or team's performance against the agreed-upon objectives. Feedback helps in identifying strengths, areas for improvement, and making necessary adjustments to achieve desired outcomes.

The implement and application of MBO involves strategic planning, planning for action, implementation of MBO, control and appraisal, subsystems, and organizational and management development. For instance, in order to meet institutional transformation and legal requirements in higher education institutions, universities develop strategic plans which stipulates among others their strategic objectives, missions, visions and core values. Using this method implies that performance evaluation is based on setting college/school/department/division objectives on the basis of university strategic plan/goals. This method is noted to improve performance when applied because both rater and ratee are aware of their goals and deliverables towards the organization. Having a say in goal setting and action, according to Hayes (2022), encourages participation and commitment of both parties. It also motivates people to work because they are aware of their expected roles and accountability. Another benefit of this method is that it is easy to implement and measure as well as facilitates counselling and guidance. However, intangibles like honesty, integrity, quality, etc may not prevail. Another backdrop of this method is that misinterpretation of goals may occur as well as time constraints.

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Manual Assessment using Structured/unstructured questionnaire

Institutions may develop structured/closed ended questionnaire to assess performance using pen and paper. This method is also called the checklist technique. This calls for the evaluator to respond "yes" or "no" to a series of inquiries regarding the performance of evaluatee. Each question may be given a different weight. The unstructured/open-ended questionnaire allows the evaluator to give a written account of performance of the evaluatee. It is a technique in which the evaluator drafts a written statement outlining a person's qualities, flaws, and prior performance. Most of the time, instructions are given regarding which specific areas to address, such as amount and quality of work, job knowledge, leadership skills, interpersonal skills, etc. Since there are few restrictions, this has the advantage of covering the most crucial topics objectively. However, it depends on the literary prowess and expertise of the raters (Byars & Rue 2004).

Online performance evaluation system

Online performance evaluation refers to the process of assessing and evaluating an individual's or team's performance using digital platforms or tools (Kavanagh and Thite, 2008). Instead of relying solely on traditional methods such as in-person meetings or paper-based assessments, online performance evaluation leverages technology to streamline and enhance the evaluation process. Some of the benefits associated with online performance evaluation may include:

1. Digital Tools: Online performance evaluation typically involves the use of specialized software or online platforms designed for performance management. These tools provide features such as goal

setting, real-time feedback, performance tracking, and data analysis, making the evaluation process more efficient and accessible.

2. Remote Accessibility: With online performance evaluation, geographical barriers are overcome as evaluations can be conducted remotely. This is particularly valuable in today's increasingly remote and distributed work environments, allowing organizations to assess the performance of employees regardless of their physical location.

4. Efficient and Streamlined Process: Online evaluation tools often provide predefined templates, rating scales, and automated reminders, simplifying the evaluation process for managers and employees. This streamlines data collection, reduces administrative overhead, and ensures consistency across evaluations.

5. Enhanced Data Analysis: Digital platforms allow for the collection of extensive performance data over time. This data can be analyzed to identify patterns, trends, and areas for improvement, enabling organizations to make data-driven decisions and develop targeted strategies for employee development and performance enhancement.

6. Timely Feedback and Continuous Monitoring: Online performance evaluation facilitates timely feedback exchange between managers and employees. It enables regular check-ins, progress updates, and ongoing performance discussions, promoting a culture of continuous improvement and development.

7. Documentation and Record-Keeping: Online platforms offer centralized and secure storage for performance evaluation records, making it easy to access historical data, monitor progress over time,

and generate reports for performance reviews, promotions, or compensation decisions (Payne, Horner, Boswell, Schroeder, & Stine-Cheyne, 2009).

It is important to note that while online performance evaluation offers numerous advantages, it should be implemented thoughtfully and with consideration for individual and organizational needs. Factors such as data privacy, confidentiality, training on the evaluation tools, and maintaining a fair and unbiased evaluation process should be addressed to ensure the effectiveness and integrity of the evaluations (Tool, 2012).

Face-to-face performance review/ interview

Meeting face-to-face to review performance is a traditional and commonly used approach in performance management. It involves conducting performance evaluation discussions and feedback sessions in person, typically between a manager/supervisor and an employee. Research has revealed some key aspects associated with face-to-face performance review meetings. This include:

1. Direct Communication: Face-to-face meetings allow for direct and immediate communication between the manager and employee. This enables clearer expression of feedback, active dialogue, and the opportunity for both parties to ask questions, seek clarification, and engage in meaningful discussion (Men,2014).

2. Non-Verbal Cues: In-person meetings allow participants to observe and interpret non-verbal cues such as body language, facial expressions, and tone of voice. These cues can provide additional context and help in understanding the message being conveyed,

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enhancing the effectiveness of feedback and communication (Sethi & Seth, 2009).

3. Personal Connection: Face-to-face interactions foster a personal connection and can contribute to building trust and rapport between the manager and employee. This human connection can positively impact the quality of the evaluation process and the working relationship moving forward (Dolan, 2011).

4. Immediate Feedback: Real-time feedback can be provided during face-to-face meetings, allowing for immediate discussion and clarification. This enables prompt identification of strengths, areas for improvement, and the development of action plans to address performance gaps (London, 2011).

5. Individualized Approach: Face-to-face meetings provide an opportunity for customized and individualized discussions. Managers can tailor the feedback, coaching, and development plans based on the specific needs, goals, and circumstances of each employee (Moldoveanu & Narayandas, 2019).

6. Flexibility and Adaptability: In-person meetings allow for flexibility in adapting the discussion based on the dynamics of the conversation. Managers can adjust their approach, provide additional examples or context, and respond to the employee's reactions or questions in real-time (Moldoveanu & Narayandas, 2019).

While face-to-face performance review meetings have several advantages, It is important to acknowledge that they may not always be feasible or practical, especially in remote or geographically dispersed work

environments. In such cases, organizations may consider alternatives like video conferencing or virtual meetings to facilitate real-time communication and feedback (Men, 2014). Ultimately, the choice between face-to-face or online performance reviews depends on factors such as organizational culture, logistical considerations, available resources, and the specific needs and preferences of both managers and employees.

Self-evaluation

A self-evaluation is a method of assessment where individuals assess their own performance against a set standard objective. According to Dunning et al, 2007, there are two ways of assessing this include: 1) setting of specific, personal performance objectives/benchmarks. Here individuals are made to develop their personal vision and goals for their department/division and assess them by providing a report on success and failures on achievements. This is use normally for people in leadership positions. 2) Employees are made to assess themselves against standards set by the organization as part of their annual performance evaluation. This method is use in conjunction with other performance evaluation methods. The strength of this method is that; employees are empowered to take charge of their own professional development since it improves their grasp of and insight into their own performance.

Additionally, it considerably lessens reliance on the supervisor's viewpoints, resulting in a two-way conversation and shared evaluation. This method of evaluation identifies any areas where your supervisors' and your views on performance may differ. However, if this method is applied ineffectively or alone, negative effects may result. This methodology is most

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useful and successful when combined with other performance evaluation techniques like "The Performance Review Meeting," "Peer Appraisal," and "The 360 Feedback Report," as they offer little information into, for instance, team involvement. Additionally, relying too heavily on self-evaluation may cause senior positions to underperform (Barrows & Neely, 2011).

360 Degree evaluation

This strategy takes into account evaluation input from numerous levels within an institution as well as from outside sources, as the name would imply. In 360-degree feedback, the opinions of an evaluator's boss, coworkers, subordinates, and occasionally customers, suppliers, and/or spouses are taken into consideration. It educates individuals about the impact of their actions on others at work. It suggests that greater self-awareness might result in a shift in behavior. (Aggarwal & Thakur, 2013). Every person who interacts with the evaluatee over the course of work is asked for input as part of this type of performance rating. Although this method takes a lot of time, it provides an evaluation of overall performance, and the management can use the information to plan career growth accordingly. The continual feedback would enable the organization and the evaluated person better understand one another and their respective work styles, fostering growth. This method has the benefit of being economical and providing a precise image of the performance of the evaluatee.

Similarly, Al-Karni (1995) cited Ehrle, (1975) pointed out that HoDs' evaluations comprises (a) a self-evaluation, (b) an evaluation by the department faculty, (c) an evaluation by the dean, and (d) peer evaluation by other HoDs. However, findings from Al-Karni studies on evaluating the

performance of academic departments heads in Saudi Arabia revealed that the most crucial source for future HoD evaluations was Deans. This reflected the case of Saudi Universities because, to them, Deans are the only authorised sources to address the role of HoDs and are responsible for overseeing their work. Faculty members came in second, students came in third, and self-evaluation came in fourth.

Karkoulian (2002), conducted a study which was aimed at laying the ground for a better appraisal practice at the Lebanese American University (LAU). Information was gathered from faculty members on their perception of evaluation of administrators in higher education. According to the study findings, faculty members supported 360-degree evaluation in higher education institutions because it fostered flexibility and change, which appears to generate a sense of department commitment to the process. However, they recounted the cost of implementing this system. Most of the faculty members agreed that implementing 360-degree feedback is a costly and time-consuming process in terms of the wide range of data collected and analysed. As ascertained by (Silverman et al., 2005), that "not only the time period but also the cost of implementing a multi-rater feedback system are important factors to consider before implementing the system". Notwithstanding their claim of cost involvement in 360 degrees appraisal, the researcher suggested an electronic 360 degrees assessment instruments to replace paper-based systems. Eg. SPSS package. However, in recent years, (Nickols, 2007) asserts that some practices that incur costs are purchasing 360-degree feedback software, paying for multi-rater feedback consulting services, managing annual performance reviews, designing, printing (if paper-based), copying, filling out,

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and dispersing appraisal forms, designing and communicating the procedure, training facilitators and managers for the practice, and handling post-appraisal issues.

Shaout & Yousif, (2014), also made a comprehensive survey of classical performance methods such as 360 degree appraisal and Management by Objectives (MBO). The survey revealed that there are several methods of performance evaluation that are utilised by organisations and institutions. Since it varies on the kind and size of the organization, they find it challenging to say which strategy is superior to others. Also, all the methods have their merits and demerits. It demonstrated that each technique has a distinct range of performance and that the best technique should be chosen based on the application at hand. They further recommended that, due to the pros and cons that each technique might have, most organisations merge and match different techniques for their own performance evaluation system that can meet their organisational requirements.

Performance Evaluation Criteria

Many institutions are realising, according to Patil et al. (2019), that if their academic heads' skill sets don't correspond to what is required in a quickly changing environment, they may have a lower likelihood of successfully guiding the department toward the execution of strategic changes if they lack essential competencies. The recent demand for effective leadership in higher education institutions including the Universities, has made it essential that HoDs become very effective and efficient in performing their functions. One way to achieve this is to evaluate the performance of HoDs using the relevant criteria (Dunning *et al*., 2007). Evaluation criteria are the

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benchmarks by which the achievement of the required technical and operational effectiveness, as well as the selection of features and the resolution of operational problems, may be judged (AcqNote, 2021). Researchers have established that the evaluation system should primarily be built on a set of clearly defined professional responsibilities for HoDs. HoDs and evaluators (principal or central office supervisor, for example) can both comprehend the job expectations pretty well with the use of an unbiased and thorough evaluation system that gives enough detail and accuracy (Cornett et al., 2007).

The insight by Cornett et al, (2007) explains a two-tiered system used to describe the expectations for administrator performance. These are the performance standards and performance indicators. According to them, there should be a performance standard that describes the major duties of HoDs and Performance indicators that shows the types of performance that will happen if a standard is satisfied successfully. Researchers in the area of performance evaluation have established that there is the need for each institution to use its own criteria in developing and implementing an instrument to evaluate its personnel, leaders and its systems. This helps reinforce the institution's cultural values and norms (Al-Karni, 1995; Anderson 1975; Dunning *et al.*, 2007; Ahmad, R., & Bujang, S., 2013; Nurse, 2005; Kerr et al.,2005).

In 1995, Ali Saad M. Al-Karni examined who should assess the work of university department chairs (HoDs) as well as the standards that ought to be applied when assessing the obligations and responsibilities of department heads in Saudi Arabian universities. The article was devoted to the method and criteria used in the evaluation of department chairpersons (HoDs). The study used survey to seek response from Deans. The findings indicated that

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clearly defining the power, authority, and accountability of department chairpersons will help boost their ability to perform effectively. This can be done by developing valid and clear criteria for them. It also recommended that universities establish an evaluation centre and committees to deal fairly and objectively with evaluating chairperson's performance by using clear criteria based on the institution's goals and objectives.

Hammons & Guillory (1990) studied Anderson (1975) and other authors and identified leadership, management, personal performance, educational statesmanship, political and financial astuteness, and administrative style as the main criteria for evaluating college and university administrators, both qualitatively and judgmentally.

Additionally, Cornett et al. (2007) focused on leadership, climate, human resource management, organisational management, communication/community relations, professionalism and student achievements as the criteria for HoD evaluation. These criteria mentioned above are similar to that of the United Arab Emirates University Academic Personnel Procedures Manual (2018) which gives four basic criteria for administrator evaluation: leadership, management, promotion of academic excellence, and interpersonal skills, including interacting with internal and external constituents. In addition, efforts to improve student enrolment and develop the College's research and reputation are assessed.

Comparably, the board of regent policy manual (2009, section 8.3.5.3) of Georgia College (Georgia's Liberal Arts University) outlined the evaluation policy on academic administrative Officers as follows: "Academic administrative officers shall be evaluated by the administrator's supervisor

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using a performance management instrument which emphasises: Leadership qualities; Management style; Planning and organising capacities; Effective communication skills; Accountability for diversity efforts and results; and Success at meeting goals and objectives". They added that "all academic administrative officers shall be evaluated by their subordinates (one level down) at least once every five years. Evaluation results will be the basis for the academic administrative officer's development plan".

Challenges of performance evaluation

As it is well known, people have different attitudes towards performance evaluation. Most people would acknowledge the perceived advantages of recording performance output, sharing it with others, and creating goals in these areas. Others are also dissatisfied with the benefits of performance evaluation in their workplaces (Cederblom & Pemerl, 2002). Performance evaluation is one of the hardest duties under a manager's control, according to Feldman (1981). Feldman points out three aspects of the performance evaluation process that are very challenging to organisations. They are: the aim of the evaluations, the criteria for the examination, and the contribution of the evaluation to the development of an organisation.

According to Nickols (2007), "the usual performance evaluation system devours startling amounts of time and energy, depresses and demotivates people, shatters trust and teamwork, and, to top it all off, it produces little measurable value at considerable cost" (p. 13). Additionally, according to Oberg (1972), performance evaluation systems have the following drawbacks: (a) they place too much pressure on supervisors; (b) standards and ratings vary widely and occasionally unfairly; (c) personal

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values and bias can replace organizational standards; (d) employees may not be aware of how they are rated due to a lack of communication; (e) the validity of ratings is reduced by supervisory resistance to give the ratings - particularly negative ratings; and (f) negative feedback can demotivate employees.

Moreso, Bretz, Milkovich, and Read (1992) highlighted several factors that can hinder the success of the performance evaluation process within organizations. These factors include Employee's role and input, Potential sources of performance information, lack of time commitment, lack of rater training and lack of accountability. According to the authors, organizations often fail to involve employees adequately in the assessment process. Employees can provide valuable insights and self-assessment regarding their own performance, which can contribute to a more comprehensive evaluation. Ignoring the employee's perspective can lead to a one-sided assessment that may not accurately reflect their actual performance.

Moreso et al. (1992) suggested that organizations sometimes overlook valuable sources of performance information. Inputs from peers, subordinates, and other colleagues who work closely with the employee can provide a well-rounded view of their performance. Incorporating feedback from multiple perspectives can lead to a more accurate and fair assessment. Again, the assessment process may be rushed or given insufficient time and attention within organizations. When assessments are hastily conducted, it can compromise the quality and accuracy of the evaluations. Proper time and attention should be dedicated to conducting thorough assessments, allowing raters to gather and analyze sufficient data to make informed judgments. Also,

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they pointed out that raters, who are responsible for evaluating employee performance, may lack the necessary training. Inadequately trained raters may not possess the skills or knowledge to evaluate performance effectively, leading to biased or inaccurate assessments. Training programs can help improve rater skills, reduce biases, and enhance the overall quality of the assessment process. Lastly, Moreso et al. (1992) argued that Organizations may not establish clear accountability measures for the assessment process. When raters are not held accountable for their evaluations, there is a potential for inconsistencies, favoritism, or neglect in the assessment process. Setting up mechanisms to ensure accountability can help maintain the integrity of the process and improve its overall effectiveness.

Addressing these factors is crucial for organizations to enhance the success of their performance assessment processes. By involving employees, utilizing diverse sources of performance information, allocating sufficient time, providing rater training, and establishing accountability measures, organizations can strive for more accurate, comprehensive, and fair performance evaluations. It is therefore worthwhile to examine the system at the University of Cape Coast to know the foreseen challenges pertaining to performance evaluation for HoDs.

Similar, literature from Ahmad and Ali, (2004) highlights a common challenge in performance-based feedback systems: the potential for subjectivity to overshadow objectivity, leading to unfairness in evaluation decisions. This situation can hinder an organization's progress in achieving its development agenda, goals, and objectives. Let's explore this issue further:

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Subjectivity versus objectivity: Performance evaluations should ideally be based on objective criteria, such as specific job-related metricss, key performance indicators, and measurable goals. However, in practice, subjective factors such as personal biases, favoritism, or subjective interpretations of performance can influence evaluation decisions. When subjective judgments prevail over objective criteria, it can lead to unfair assessments and undermine the integrity of the feedback process.

Impact on organizational goals: Performance-based feedback systems are designed to influence behavior in a desired direction, aligning individual efforts with organizational goals. However, when evaluations are unfair or perceived as biased, employees may become demotivated, leading to decreased engagement and reduced productivity. If high performers feel undervalued or unrecognized, they may be less likely to contribute their best efforts towards achieving the organization's development agenda, goals, and objectives.

Importance of fair evaluation decisions: Fairness in evaluation decisions is crucial for maintaining trust and confidence in the performance feedback process. Employees expect to be evaluated based on their actual performance, rather than subjective factors. When evaluations are perceived as unfair, it can lead to a sense of injustice, dissatisfaction, and even conflict within the organization. This, in turn, can hinder collaboration, teamwork, and the overall development and progress of the organization. According to Ahmad and Ali, organizations should strive to promote objectivity and fairness in their performance evaluation processes. This can be achieved through several measures such as: Establishing clear and measurable

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performance criteria that align with organizational goals and objectives can help minimize subjectivity in evaluations; Providing training to supervisors and raters on effective evaluation techniques, reducing biases, and ensuring consistency in evaluations can enhance objectivity and fairness; Incorporating feedback from multiple sources, including self-assessments, peers, and subordinates, can provide a broader perspective on an employee's performance and minimize the influence of individual biases; Regular monitoring and review: Regularly reviewing the evaluation process, monitoring for fairness and consistency, and addressing any concerns or discrepancies that arise can help maintain the integrity of the feedback system.

They posit that, by implementing these strategies, organizations can strive to ensure that performance-based feedback systems are fair, objective, and effective in driving the desired behavior and achieving organizational goals.

Strategies to make performance evaluation effective

To overcome the challenges associated with the performance evaluation process, this study investigates and identifies ways of implementing an effective performance evaluation process for HoDs . Goh, (2012) conducted a study on how performance measurement systems can be made more effective in public sector organisations. The study made an extensive discussion on three factors that can influence the effectiveness performance measurement based on empirical and conceptual evidence. These factors included: stakeholder involvement, a learning and evaluative organisational culture and managerial discretion. According to the study, the development and implementation of an effective performance evaluation system requires

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these three key factors with the following features: (1) The participants are very committed and are aware that the performance metricss are goals they must reach. This is as a result of local knowledge being utilised, along with close involvement and participation in its development, (2) With a strong learning and evaluative culture, it is more likely that performance results feedback will be used for creating new strategies which are innovative for continuous improvement and change (3) Because participants were involved in creating the performance targets, metricss, or goals and believe they have been given the appropriate managerial discretion to influence and control their attainment, there is a higher drive to provide the desired results. They indicated that such performance evaluation system with these features would result in a set of positive performance outcomes such as transparency and honesty in the reporting performance results and lessen other deviant behaviours.

A study by Sanger (2008) on breaking through the barriers of measurement to management of performance by state and local government also asserted that "the ultimate value of a performance management system is its potential to provide feedback and learning about operations and the strategies that produce improvement". The study placed emphasis on the fact that feedback from performance evaluation should be used to encourage flexibility, adaptability and performance improvement rather than used as punitive measures. According to Sanger, this will help change the traditional norms of suppressing negative data, avoiding trouble and discharging one's duty with a narrow minded attitude. People will be willing to give out free and honest data to make the evaluation system effective. It therefore lies on the

shoulders of management to come up with unbiased policies, evaluation guiding principles and motivational approaches that increase employee motivation and innovativeness which will make the evaluation process effective (Beer, 1981).

Chapter Summary

Most of the literature reviewed were related to the study, however, majority of them are not very current because the area has been under-studied in recent times. Again, most of the research were conducted in Europe, Asia, and America and so on with little of them being conducted in Africa, specifically Ghana to be precise. In view of this, it will be very difficult to relate and or apply their findings in our part of the world, it would therefore be imperative to conduct this study in Ghana to ascertain what is also happening on the grounds. Moreover, the administrative roles and academic roles of HoDs are overlapping hence makes it confusing when the roles are separated as some of the literature reviewed did. Lastly, most of the study used surveys of which Sefert and Hoffnung (1991) argued that it is difficult to ensure that the survey questions are straightforward and not deceptive because survey results can vary greatly depending on how questions are worded. The existing literature thus suggests a need for additional research on the evaluation of HoDs performance, particularly in the University of Cape Coast, by using a convergent mixed method approach to solicit for information.

CHAPTER THREE

RESEARCH METHODS

This study seeks to examine the structures and parameters of evaluating academic Heads of Department at the University of Cape Coast. The research methods for this study are discussed as follows: the research design, study area, population, sample and sampling procedure, data collection instrument, data collection procedures and data processing and analysis. The research methods map is present in figure 1.

Paradigm
Pragmatism

Research Approach
Convergent parallel mixed Methods

Quantitative design ← **Research Design** → **Qualitative design**

Simple Random/Stratified ← **Sampling Techniques** → Purposive/Expert Sampling

Questionnaire ← **Instruments** → Interviews

Descriptive Analysis ← **Data Analysis** → Thematic Analysis

Interpreting Findings
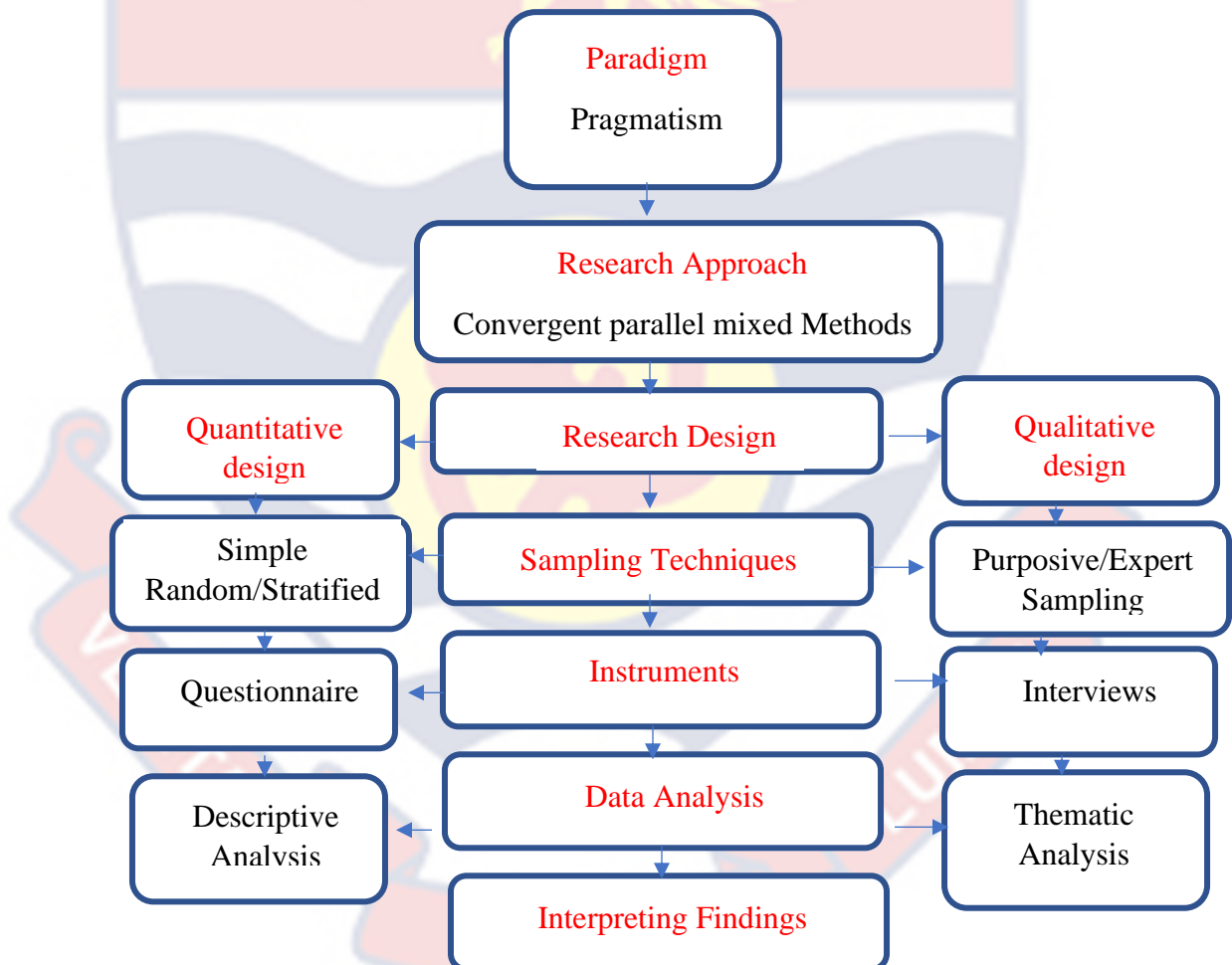
Figure 1: Research Methods Map, 2023

Research Design

According to Creswell (2003), no one research viewpoint in social science is superior to the others since there are so many different ones. The

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best worldview to adopt will be determined by the study's purpose and objectives, not the other way around. In accordance with pragmatism's philosophical tenets, this research employed the Convergent Parallel Mixed Method Design, recognizing the limitation of a singular perspective in capturing the complete reality while acknowledging the existence of multiple realities. The convergent parallel mixed method design entails a series of steps that researchers follow in order to collect quantitative and qualitative data at the same time. The two data sets are analysed separately and then compared and interpretation is reached regarding the degree to which the separate results concur with or complement one another (Creswell, 2019).

In order to develop a thorough and reliable understanding of the performance evaluation system for HoDs in the University of Cape Coast, the decision to use a convergent parallel mixed methods design was made. The Convergent parallel mixed methods design was used because it ensures study triangulation and draws on the strengths of both quantitative and qualitative approaches to inquiry. According to Creswell (2019), triangulation enables the researcher to incorporate both qualitative and quantitative data into the study where both data are utilized to confirm, cross-validate, or corroborate conclusions.

Quantitative data can provide generic information for a big number of people, but they frequently lack specific solutions, justifications, explanations, or illustrations. Qualitative data offers information about the significance and context of the subjects and study surroundings, but because of the small sample sizes and restricted participant pool, findings are frequently not generalizable. This shows that these two methods have their strengths and

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weaknesses, therefore Creswell argued that these methods could be complimentary when used together (Creswell, 2009). This is not different from Sandelowski (2000) contention that research assertions that are stronger and have the ability to persuade policy makers are produced through mixed methods research, which combines data obtained via the use of many approaches. In accordance with this reasoning, Deans were interviewed to obtain qualitative data for analysis. The quantitative data also were gathered from members of departments by the use of a self-administered questionnaire. Figure 2 is the pictorial view of the convergent parallel mixed method design.
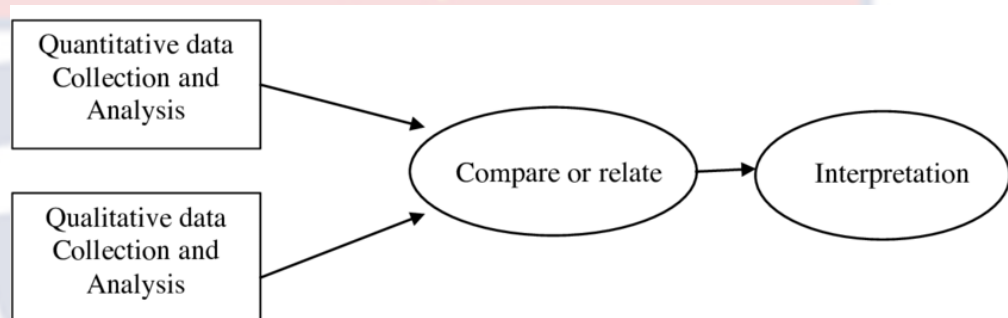
Figure 2: Convergent parallel mixed method design (Creswell, 2014)

The disadvantage with convergent parallel mixed method is that it is demanding and requires more resources such as time and money. It may also require more skill to gather, analyse, and interpret the data. In addition, this strategy also produces unequal evidence inside a study because of the two methodologies' disparate priorities, which may be problematic when evaluating the results (Creswell, 2009).

However, researchers such as Creswell and Plano Clark, 2011, Feilzer, 2010, Andrew and Halcomb (2006) argued that, combining the two methodologies have more advantages. This include; it enables the researcher to acquire insights from various levels of the study or different sorts of data

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when breaking new grounds. Valuing both subjectivity and objectivity, mixing the approaches will help reveal the answers to the problem. In addition, the researcher can gather the two forms of data simultaneously during a single data collection process, which helps save time. Consequently, using a convergent parallel mixed method approach helps to thoroughly examine the structures and parameters of the evaluating performance of HoDs in the University of Cape Coast.

Study Area

The University of Cape Coast is a public University which is located in Cape Coast, Central Region of Ghana. The University is situated on a hill with a panoramic view of the enormous Atlantic Ocean and has a unique coastal location. The Southern (Old Site) Campus and the Northern Campus are its two campuses (New Site). Its campus is not far from Elmina and Cape Coast Castle, two of Ghana's most significant historical landmarks. The University of Cape Coast was established as a university institution in October 1962 in response to the nation's urgent demand for highly skilled and qualified labour in the educational sector.

On October 1, 1971, a Parliamentary Act awarded the college the status of a full and independent university with the power to award its own diplomas, degrees, and certificates. The university can now address the labour needs of the nation's other ministries and industries in addition to the Ministry of Education thanks to the extension of some of its faculties and schools and the diversification of its programs. Since then, the university has broadened the scope of its activities to cover the training of medical professionals, business professionals, administrators, lawyers, and agriculturalists. Members

of Parliament, High Commissioners, CEOs, and Ministers of State have all earned degrees from UCC. The University has five Colleges and a School of Graduate studies and research.

The Colleges include the College of Agriculture and Natural sciences, College of Distance Education, College of Education Studies, College of Humanities and Legal Studies, and College of Health & Allied sciences. Under these five Colleges are 17 Faculty/Schools and 90 Departments, 40 Centres and Units. The choice of the study area was also informed by the fact that in recent times the University of Cape Coast has been ranked among top 400 universities globally. The very recent one is the 2023 ranking of the Times Higher Education World University Rankings. The University of Cape Coast was ranked as the 1st University in Ghana, 1st West Africa, the 4th in the whole Africa and the 24th globally for research influence. This study is to contribute to the research achievements of the University and to fill gap created by the nonexistence of evaluation metrics for HoDs for continuous improvement of the University. It is also believed that with the level of attainment of the University of Cape Coast, it has the required population who have the relevant information deemed appropriate for this research work.

Population

The entire group of individuals in a real or imagined set of individuals, occasions, or things is referred to as the research population. A population is any collection of individuals, occasions, or objects that the researchers are interested in studying Sekeran, 2000 (cited in Agyemang, 2016). According to Creswell (2009), population is the total number of people who have some identifying features that are of interest to the researcher. The population of this

study are Deans and members of academic departments in the University of Cape Coast. In the University of Cape Coast, members of an academic department include Full-time academic Senior Members, Part-time academic Senior Members, Senior Staff, Junior Staff, students and the Heads of Departments (HoDs).

This study focuses on only Staff in the category of Full-time academic Senior Members, Senior Staff, Junior Staff and Heads of Department (HoDs). Full-time Senior Members in the department include Professors, Associate Professors, Senior Lecturers. Lecturers and Assistant Lecturers, Senior Research Fellow and Research Fellow. Senior Staff include Chief Administrative Assistant, Principal Administrative Assistant, Senior Administrative Assistant, Administrative Assistant, Teaching Associates, Technicians and Technologists. Junior Staff in the department are the Clerks, Cleaners, Conservancy labourers and Massagers.

Deans are leaders or heads of faculty/school. They are the immediate superiors of HoDs. In the University of Cape Coast, there are five Colleges namely College of Education Studies (CES), College of Health and Allied Sciences (CoHAS), College of Agriculture and Natural Science (CANS), College of Humanities and Legal Studies (CHLS) and College of Distance Education (CoDE). Under each college are schools/faculties and under some schools/faculties are departments. Every College is headed by a provost. Four of the Colleges are three tier colleges, meaning the Colleges have schools/faculties under them and the schools/faculties also have departments under them. With the exception of College of Distance Education which is a tier two college that has no faculty/schools but has departments under it, hence

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the Provost is the immediate superior of the Heads of Department (HoDs) in that College. Generally, there are Seventeen (17) schools/faculties and are headed by one (1) Dean.

At the school/faculty level, there are Deans and Vice-Deans who manage the academic affairs of the school and faculty officers who assist the Deans in managing the administrative affairs of the school/faculty. The study purposely selected only Deans at the school level to respond to the interviews. Again, since the study seeks to study heads of academic departments (HoDs), the Deans selected are only from schools/faculties that had academic departments under them. This implies that a college that does not have Deans; schools/faculties that does not have departments under them; centres and units under schools/faculties are exempted from this study. Due to time constraint and consideration of homogeneity of the population, the study excluded students and other people who by one way or the other work directly with HoDs at the school and college level like provosts, Vice-Deans, faculty officers, accounting officers and procurement officers.

The population of the study was therefore drawn from four (4) colleges and fifteen (15) schools/faculties. The average age of the population is above employment age in Ghana that is 18 years and are still in active service, which is up to 60 years. The population had both males and females. They are all full-time employees of the University of Cape Coast. The population for the quantitative study is One thousand two hundred and twenty nine (1,229) HoDs, full-time academic Senior Members, Senior and Junior staff. The population included Heads of Department who are also studied. The distribution of the population is presented in Table 1.

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Table 1 Quantitative Study -Distribution of population at various colleges.

Colleges	HoDs	Senior Member (Teaching)	Senior Staff	Junior Staff	Total	Percentages (%)
CANS	18	217	80	25	340	28
CoHAS	9	169	56	39	273	22
CoES	33	126	39	23	221	18
CHLS	25	239	94	37	395	32
Total	85	751	269	124	1229	100

Sources: Secondary data from Directorate of Human Resource, UCC *(2022)*.

The population for the qualitative study is fifteen (15) Deans. Table 2.

Present the distribution of population of the qualitative study.

Table 2. Qualitative Study - Distribution of population of Deans in various schools/faculty.

No.	SCHOOLS/FACULTIES	DEANS
1.	School of Agriculture	1
2.	School of Biological Sciences	1
3.	School of Physical Sciences	1
4.	Faculty of Educational Foundations	1
5.	Faculty of Humanities & Social Sciences Education	1
6.	Faculty of Sciences & Technology Education	1
7.	School of Allied Health Sciences	1
8.	School of Medical Sciences	1
9.	School of Nursing & Midwifery	1
10.	School of Pharmacy & Pharmaceutical Sciences	1
11.	Faculty of Arts	1
12.	Faculty of Social Sciences	1
13.	School for Development Studies	1
14.	School of Business	1
15.	School of Economics	1
	Total	15

Sampling Procedure

A sample is a subset of the population in question and is made up of chosen individuals from that population (Sekaran 2000). Ledy and Ormrod (2010) state that sampling is carried out to produce a small group from a population that is as comparable to the wider population as is practical. According to them, the small group should be similar to the larger group, therefore the degree of similarity and representativeness is crucial. For gathering quantitative data, participants were chosen using probability-sampling procedures such as simple random sampling and stratified random sampling. Non-probability sampling techniques such as purposive sampling and expert sampling techniques were used to select participants for the qualitative study (Clark, et al.,2008).

Sampling procedure for qualitative study

The decision to use purposive sampling for the qualitative study was based on the researcher's assessment of which sources will be most helpful in achieving the goals of the study (Kumar, 2019). The researcher in this study selected participants whose information was comprehensive enough to support in-depth investigation (Patton, 2002). The purposive sampling technique allows the researcher to deliberately choose a participant on the basis of the qualities the participant possesses. To put it simply, the researcher decides what information is needed, then looks for sources that can and are willing to provide it based on their knowledge or experience. In addition, expert sampling which is a type of purposive sampling technique was adopted.

The study required that I interviewed Deans who are the immediate supervisors of HoDs and who have held previous positions as HoDs to share

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their lived experiences. The decision to use expert sampling is in the views of Rai & Thapa,(2015), that it is appropriate to use expert sampling when your research requires you to collect data from people with a certain area of expertise and when identifying potential new topics of interest. In line with Patton (2002) assertion that interview participants can range from 5-30, eight (8) Deans were sampled from fifteen (15) Deans to answer the semi-structured interview guide. The sample size was manageable and could provide the in-depth information needed since they were more than half of the population and homogeneous.

Sampling Procedure for the quantitative study

Simple random sampling is a sampling technique where each individual or element in a population has an equal chance of being selected for inclusion in a sample (Moring 2014:181). To ensure that every individual has an equal chance of being selected, without any bias and for generalization of the findings, simple random sampling was the appropriate technique to use for the quantitative study. It is a straightforward and easy-to-understand sampling method. Once there is a list of the population, it is easier to randomly select the required number of individuals using various techniques such as random number tables, random number generators, or randomization functions in statistical software. Due to the random nature of the selection process, simple random sampling can result in overrepresentation or underrepresentation of certain groups or characteristics in the sample. This can lead to a lack of precision or generalizability if the sample doesn't accurately reflect the population. Simple random sampling may not be practical when the

population is large or geographically dispersed. It can be time-consuming and costly to identify and contact individuals in such cases.

However, Simple random sampling was used because the researcher sought to get rid of the random selection of subjects so that, if several samples were taken, the average sample would exactly reflect the population. Again, the choice of a simple random sample was used since it only permitted one to draw externally valid inferences about the entire population from the sample.

This was done by using the lottery method to obtain 296 participants from the population of 1,229 participants from the four selected colleges in the University of Cape Coast. That is, College of Humanity and Legal Studies, College of Health and Allied Sciences, College of Agriculture and Natural Sciences and College of Education. The sample was random because each staff had an equal chance of being chosen. In the case where a staff refused to participate in the study, such name was replaced with another name from the population of 1,229.

Stratified Random sampling was used for the selection of participants for the quantitative study. The reason being that the researcher wants to have a true representative sample and address the problem of demographic homogeneity. The technique of stratified random sampling separates a population into strata, or discrete subgroups, to provide a precise representation of the entire population. According to Parsons, (2014), stratification is used to enhance sample design efficiency in terms of survey costs and estimate accuracy. The strata were HoDs, full-time academic Senior Members, senior staff, and junior staff. Stratified sampling was employed to choose independent samples from these subsets of the population, which are

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referred to as "strata." This sampling technique is noted to be costly and complex in sample selection and population estimation as well as requires larger sample sizes than other techniques. This makes it difficult to use stratified sampling. However, research shows that using stratified sampling has several benefits such as efficient statistical estimation is derived, ability to make inferences about particular subgroups using independent strata rather than a broader random sample and data for specific, pre-existing strata within a population are easier to find than for the entire population (Kodua-Ntim , 2020).

The Yamane (1967: 886) formula of calculating stratified sample size was used for the quantitative study, that is n= N/ (1+N (e) 2). Table 3 presents the distribution by strata.

Table 3: Distribution of the sample proportion for quantitative study.

Colleges	HoDs	Senior Member (Teaching)	Senior Staff	Junior Staff	Total	Percentage
CANS	4	52	19	6	81	27%
CoHAS	2	41	13	9	65	22%
CoES	8	31	9	6	54	18%
CHLS	6	58	23	9	96	32%
Sample strata	20	182	64	30	296	100%

Data Collection Instruments

Given the nature of the study, the research instruments used were questionnaire and semi-structured interview guide collect data. The semi-structured interview guide was utilized to get information from Deans of

faculties/schools while questionnaires were given to HoDs, full-time academic Senior Members, senior staff and junior staff (members of the departments). No adequate questionnaire and interview guide was found that could be used to gather the information needed to fulfil the purpose of this study. The questionnaire and the semi-interview guide were then developed with guidance from my supervisor, other lecturers and literature from Al-Karni (1995) and Dunning et al., (2006).

The questionnaire for this study was semi-structured containing both open-ended and closed ended questions. The questionnaire was divided into six descriptive sections. The first question on the questionnaire was intended to obtain information about the demographics of respondents (i.e. sex, age, number of years of service, current position and department of respondent). To determine whether the respondents are representative of the target population for generalisation purposes, the demographic data had to be collected. The second section of the questionnaire consisted of multiple-choice questions created in response to the first research topic (i.e. What is your perception about performance evaluation for HoDs in UCC?). Consequently, the multiple-choice question required respondents to select yes or no to what they believe is true about the statement made. A spot was provided for respondents to submit their most desirable answer in order to address the constraint that comes with using a multiple-choice question format—namely, the possibility that respondents would not find their preferred answer in the list of possibilities provided. Also, this section had an open-ended question which sought the view of respondents on who should evaluate HoDs.

The third section was designed to elicit responses from respondents to the second research question, which was, "What is the appropriate method suitable for evaluating performance of HoDs?" This portion also made use of multiple-choice, where a list of methods are provided in a box and respondents were made to tick as many as they want from the most preferable method which should be used to evaluate HoDs. The fourth section focused on research question three which seeks to know the relevant criteria suitable for evaluating HoDs. Respondents were asked on a Likert-type scale to rate how important they thought each of the 19 listed criteria should be in determining how well HoDs performed. Each statement's options were assigned a score, which was then utilised to analyse the findings. Thus, a score of 1 would indicate very important, 2 important and 3 not important. Section five and six looked at the possible challenges and the way forward addressing research questions four and five respectively. (ie What are the possible challenges that hinder the effectiveness evaluation process for HoDs and What is the way forward to cap these challenges?). This was also made using four Likert-type scale questions which ask respondents to indicate the degree to which they agree with the list of challenges and solutions provided. A score of 1 would indicate strongly disagree, 2 disagree, 3 agree, and 4 strongly agree.

For the interview of Deans of faculties/schools, 15 semi-structured questions were devised in accordance with the interview guide (see Appendix D). The purpose of questions 1, 2, and 3 on the interview guide was to extract data regarding participant demographics. The five research questions of the study were used as a guide to create question 4 through to question 15. In accordance with the study's objectives, interview questions were created to

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elicit Deans' accounts of the HoD performance evaluation system. The researcher directed the interview in such a way that the same topics were addressed by each participant. This helped to secure and assure reliability of the study.

Benefit of using semi-structured interview guides includes offering questions that gave the researcher the chance to elicit detailed information from the participants, leading to a deeper and better understanding. Questions about people's perception require answers that are explanatory in nature, not closed-ended answers. Hence, using an interview guide provided a framework in which participants could express their own thoughts in their own words in the form of conversation between two people (Cargan, 2007).

Pretesting

The wording of a data collection instrument, such as a questionnaire and interview guide, is "of essential relevance and that pretesting was crucial to their success,"(Alshenqeeti, 2014). Pretesting a research tool helps identify potential problems associated with measuring instruments and helps determine whether concepts have been appropriately operationalized (Ikart, 2019). Similarly, Dawson (2005; P.95) recommended that after the instrument is developed, it should be tried out to determine if it is obtaining the desired results. Based on these assertions, both the questionnaire and interview guide created for the primary study were pretested. The questionnaire and the semi-structured interview guide were first pretested at the University of Ghana, a public university in the Greater Accra Region of Ghana, by delivering self-administered questionnaires to twenty (20) members of departments and conducting semi-structured interviews with two (2) Deans. University of

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Ghana was choosing for this study because it is the first public University in Ghana hence it is expected that it has amass a lot of experience to be studied.

Pretesting result for Quantitative Study

A reliability coefficient was established through the execution of a reliability test utilizing the Cronbach Alpha in order to assess the dependability of the consistency for the complete Likert-like scale. Cronbach Alpha values of .810 shown in Table 4. Indicated that the instrument was reliable for use in this study. Following the rule of George and Mallery (2003) cited in Mahmood & Khatoon (2011). Cronbach Alpha value of 0.8 is good and 0.7 is acceptable.

Table 4. Cronbach Alphas for all parts of the quantitative study

Part	Alpha
Criteria related to Leadership	.897
Criteria related to Organisational management	.883
Criteria related to Climate	.814
Criteria related to Student Achievement	.780
Criteria related to Humane Resource Management	.783
Criteria related to Professionalism	.766
Criteria related to Communication/Community Relations	.723
Possible challenges with evaluating HoDs performance	.760
Way forward to make the evaluation process effective	.791
Overall	.810

It is crucial to note that after pretesting the questionnaire, I received comments that caused me to rephrase most of the questions in the main questionnaire because most respondents found them difficult to understand right away after reading. This was done with the help of my research supervisor. For instance, the structure of Section B was changed from Likert

questions to multiple choice, which require the respondent to tick either Yes, or No as their response. In addition, a space was provided to probe further to the responses. Again, items in Section C were modified and the structure changed to multiple choice and opened-ended question to allow respondents indicate their specific response to who should evaluate performance of HoDs. Also, in the Section D some items were deleted from the criteria because they are overlapping.

Pretesting result for Qualitative Study

During pretesting of the interview guide, a good rapport was built with the participant to enable more helpful responses through a proper introduction, description of the nature and purposes of the research, and discussion of all the protocols on the interview guide regarding confidentiality, anonymity, and consent. The following are some ways that the study benefited from the pretesting of the interview guide:

First, with the help of my research supervisor, I was able to clarify questions that seemed unclear in the interview guide. Secondly, I had the chance to practise my interviewing abilities during the pretesting, which made me feel more confident and prepared for the main research. I was able to decide on the duration of the interview because it took an average of 30 minutes for each participant. This helped me to communicate the duration to participants in order to prepare in advance for the interview for the main work. Lastly, the finding of the pretesting revealed that the University of Ghana had a formal evaluation system for evaluating performance of HoDs. This finding has significant implications for the research study. By leveraging the strengths of the current system and addressing its weaknesses, the study aims to propose

enhancements that will lead to a more effective and comprehensive performance evaluation process for HoDs .

Data Collection Procedures

The initial step taken was to apply and receive ethical clearance from the University of Cape Coast Institutional Review Board (UCC-IRB). This was to ensure that all issues pertaining to ethics in research on this study has been satisfied. Data collection and analysis was done by the researcher herself. To help me identify myself to the participants and seek consent of participants on their voluntary participation an informed consent form was sent to Dean's offices and department offices two weeks prior to data collection. This was done on the inspiration of Miller & Brewer (2003) assertion. Which indicates that interviewer-initiate contact and the interviewee consent will be established for the right to ask questions and agree to answer those questions. During these meetings the purpose of the research was clearly outlined and communicated to the Deans individually. The interview was conducted with eight (8) Deans on a one-on-one basis in their offices during working hours at their convenient date and time. Participants were briefed and well informed about the reasons for the interview and the interview process. This was to allow them to have an accurate understanding of the purpose of the interview to help them provide unbiased responses. The researcher made negotiations with participants to use an audio recorder. The interview took about 30 to 40 minutes for each. I adhered strictly to the interview guide questions in order to ensure consistency in the outcomes. Additionally, throughout the entire interview process, I made a conscious effort to avoid bringing up my personal opinions and dominating the thoughts of interviewees. Techniques including

not asking leading questions, allowing the interviewee the opportunity to summarize and elaborate on their views, and responder validation were used to achieve this.

The questionnaires were sent to HoDs, full-time academic Senior Members, senior staff and junior staff (members of departments) in their offices during working hours. A brief introduction was made on the questionnaire to invite and explain the purpose of the questionnaire and how to answer it to participants. Assurance of confidentiality of the answers and the duration for answering of the questionnaire was made known to participants. It took about 10 to 15 minutes to answer the questionnaire. The questionnaire was administered and retrieved by the researcher manually using paper. One challenge encountered during data collection was that few staff were unable to read and write. These staff were in the category of the junior staff, so the researcher read and explained the questions to the understanding of these staff. They provided their answers to each question and the researcher tick their preferred answer of the staff on the paper. Another challenge was that, due to the busy schedule of respondents the data collection process was delayed. The data collection process lasted for two months.

Data Processing and Analysis

Data processing and analysis from the questionnaire and interviews were carried out separately in accordance with the convergent parallel mixed method. Under the quantitative study, the questionnaire analysis began with serial numbers given to the filled-out questionnaire received from the field. The next was to assign codes to each question and the corresponding options on the filled-out questionnaire. The researcher then inputted the codes in a

software called Statistical Package for Social Sciences (IBM SPSS version) in order of the serial numbers on the questionnaire. To ensure that the codes entered in IBM SPSS match with the one on the questionnaire, the researcher performed auditing to check if they match. Finally, the statistical tools in the software were used to analyse the data and make meaningful conclusions. The statistical tools used for research questions 1 to 5 were descriptive statistics in the form of frequencies, percentages and bar chats.

The qualitative study on the hand was analysed using themes. In other words, thematic analysis was used to examine the data gathered from participant interviews. Miles, Huberman and Saldana (2014) explained that qualitative data analysis comprises three simultaneous flows of activities which include data condensation, data display and conclusion drawing or verification. Data condensation refers to the process of summarizing or reducing the amount of data while preserving the essential information. It involves extracting key insights, patterns, or trends from a large dataset and presenting them in a more concise and manageable form. This is done throughout the project. The process of organising and compressing data for drawing conclusions is called Data display. Finally, the last activity was explained as drawing and verifying conclusions.

Guided by the above process, I transcribed the interview responses (voice recordings) verbatim using Microsoft word (2010). I reread the transcribed data to familiarize myself with them and also edit by correcting grammatical errors. This also helped me to search for patterns and recurring thoughts in the transcripts. I then extracted and grouped the data under the various interview questions in line with the main research questions. Lastly, I

listed the themes that came out after thorough readings and grouped them under the main research questions. I indicated the number of times each item relating to the themes occurs. Quotes made by respondents were included in the work and I added my comments and interpretations with the support of literature. This brought out in depth and real opinions of Deans concerning performance evaluation metrics for HoDs.

Chapter Summary

This study adopted convergent parallel mixed methods because it makes use of the strengths and weaknesses of both qualitative and quantitative data to complement each other to have a stronger data set. It also allows the researcher to collect and analyse data independently and compare results. Semi-structured interviews were analysed using thematic analysis for the qualitative study and self-administered questionnaires were analysed using descriptive statistics such as frequencies and percentages to make statistical inferences for the quantitative study. The convergent parallel mixed method design was very demanding and required more time and money. It also required more skills to gather, analyse, and interpret the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of the study was to examine the structures and parameters of evaluating academic Heads of Department at the University of Cape Coast. The study used convergent parallel mixed methods design that utilised qualitative and quantitative approaches to collect data concurrently from members of departments and Deans in the University of Cape Coast. Data collected was analysed separately and then finally compared and integrated. The analytical technique used were frequencies and percentages. First, this chapter provides the findings from the analyses of the data collected from members of department and Deans of various faculties/schools, followed by the discussion of the findings to compare and integrate results of both qualitative and quantitative data. The research questions of the study were used to analyze both data sets (from questionnaire and interview results) to make it easier to compare the quantitative and qualitative results. In all, 304 respondents participated in the study. They comprise 296 members of departments (including Heads of Department, Academic Senior Members, Senior Staff and Junior Staff) and 8 Deans from four colleges in the University of Cape Coast. The socio-demographic characteristics of both respondents from quantitative study and qualitative study is presented before the findings and discussion of the research questions posed.

Socio-Demographic Characteristics of Respondents (Quantitative Study)

This section presents the socio-demographic data of members of departments who were engaged in the study. The sex, age, designation,

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number of years of service, number of HoDs and College distribution of respondents who participated in the quantitative study is presented in Table 5.

Table 5: Socio-demographic characteristics of respondents (questionnaire)

Variable	Options	Frequency (n)	%	Total (n)	Total%
Sex	Male	205	69.3		
	Female	91	30.7	296	100
Age	20-30 years	21	7.1		
	31-40 years	112	12.6		
	41-50 years	125	42.2		
	51-60 years	38	12.8	296	100
Designation	Senior member (Teaching)	174	60.8		
	Senior Staff	84	28.3		
	Junior Staff	38	13.3	296	100
Are you HoD?	Yes	20	23.3		
	No	66	76.7	86	100
Years of experience	1 - 5 years	69	23.3		
	6-10 years	112	37.8		
	11-15 years	75	25.3		
	16-20 years	25	8.4		
	21 years above	15	5.1	296	100
College	CHLS	85	28.7	296	100
	CANS	83	28.0		
	CoES	75	25.3		
	CoHAS	53	17.9		

Source: Field survey (2023)

The results relating to the sex distribution of the respondents showed that the majority of the respondents were male (69.3%). The remaining 30.7% of the respondents are female staff. Per the sexual distribution of this study, it can be inferred that the workforce structure of staff in various departments in the University of Cape Coast is male-dominated.

The age distribution of the workers that were surveyed shows that most of the respondents were between 41 and 50 years (42.2%). This is followed by

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those between the ages 31 and 40 (12.6%) and then those in the 51-60 years range (12.8%). The implication of the age range distribution is that the workforce structure of staff at the University of Cape Coast, central region of Ghana, is youthful in nature. The University of Cape Coast is therefore in position to put in place employee development and retention strategies so as to build and utilise the human capital of this youth for the betterment of the various colleges within the university, given the quest to improve operational efficiency and customer satisfaction.

With the designation of the distribution of the study, it was noted that, more than 60% of the staff were Senior Members (teaching) (174, 60.8%) at the University of Cape Coast. Those who were senior staff, with a distribution of 80 (28.3%) followed this. Finally, those who were junior staff, with a distribution of 38 (13.3%). These results p

rove that Management of the University of Cape Coast within the central region of Ghana, must take advantage of the talent of this workforce and capitalise on their relative knowledge, skills and abilities to improve the operational efficiency of their various departments. Making career advancement plans to ensure the upgrading of the educational status of staff at the University, to always strive for the highest rank. Equal opportunity and support should be given to deserving staff in that respect.

The number of respondents who were HoDs who participated in the study were 20 respondents out of 86 population of HoDs representing 23.3% respondents. This indicated that all the sampled respondents participated in the study.

The number of years of experience shows that most of the respondents had worked with the university for about 6-10 years (37.8%). Again, the study showed 25.3% of the staff has 11-15 years working experience whilst 23.3% have 1-5 years working experience. 8.4% of respondents have about 16 – 20 years working experience, and finally, 5.1% representing a total of 15 respondents have had over 21 years working experience at the University. With the respondents having enough working experience, they are better positioned to provide accurate and reliable information that could be relied on to make the study a success.

In terms of colleges, 28.7% were from College of Humanities and Legal Studies (CHLS), 28% were from College of Agriculture and Natural Sciences, , 25.3% were from College of Education Studies and College of Health and Allied Sciences recorded 17.9%. Therefore, the majority of respondents were from the College of Agriculture and Natural Sciences. This shows an even distribution which makes the sample representative good for generalisation.

Socio-demographic characteristics of Deans (Qualitative Study)

Participants were asked about their sex, rank, number of years in current position and past positions held in the qualitative study. The real names of participants have been replaced with pseudonyms for the sake of anonymity. This is presented in Table 6.

Table 6: Socio-demographic characteristics of Deans

Pseudonyms	Sex	Rank	No. of Years in current position	Previous Positions held
Kofi	M	P	4years	HoD
Kwame	M	AP	2years	HoD and VD
Nana	M	AP	2years 4months	HoD and VD
Ann	F	SL	2years	HoD
Andrew	M	P	3years 6months	C, FD, HoD and VD
Aaron	M	P	1year 4months	HoD, VD, HM
Asher	M	P	5years	HoD and VD
Emma	M	AP	2years 6months	HoD

Source: Field survey (2023)

Note: *M -Male , F-Female, P-Professor, AP-Associate Professor, SL-Senior Lecturer, HoD- Head of Department, VD-Vice-Dean, C – Coordinator, FD-Founding Director, HM -Hall Master.*

In all (7) males were interviewed and (1) female. This was because, generally in the University of Cape Coast the number of male Deans far outweigh the female Deans (UCC Human Resource data, 2023). Again, the participants who fall within the sample frame were participants who must have been a head of department before and have been a dean for one year and above. This resulted in one female participant participating in the study. This connotes the idea that generally males are more poised for higher portfolios in various higher institutions hence having the desire to occupy such higher administrative functions at the University.

Data about respondents on the ranks shows three main ranks namely, Professor, Associate professor and Senior Lecturer. Most of the participants were in the rank of Professor (4 participants), followed by Associate Professor

(3 participants) and the least was a Senior Lecturer (1 participant). This data reflects what the statute of the University of Cape Coast stipulates that the senior most academic staff in the school/faculty are eligible for the position of Deans (UCC Statute 2016, article 22). Which indicates, perhaps, that at the time of the appointment the respondents were the senior most academic staff in the school/faculty.

Participants' number of years served in their current position as Deans ranged from 1 year to 5 years as shown in (table 1) above. The statute of the University of Cape Coast (Statute 2016 article 22) indicates that professors are given 3 year-term of appointment as Deans and 2year-tenure of appointment for Senior Lecturers respectively. This means that participants who are professors and have served more than 3 years are serving the second term in administration as Deans. This implies that the majority of the participants involved in the study had served for a sizable number of years and may have amassed sufficient expertise. I believe that this puts them in a better position to respond to the interview questions appropriately.

Results/Findings on Research Questions Posed

On each research question, the results from the questionnaire are presented, followed by the results from the interview. Discussion of the results were done by comparing and integrating the results at the end of each research question.

Research Question One - What are the perceptions of staff on performance evaluation of HoDs?

The section presents the results from both quantitative and qualitative study for research question one.

Questionnaire results on perceptions of members of department on performance evaluation of HoDs

The first research question was to find out the perceptions of faculty members, Heads of Departments, senior and junior staff in the departments on evaluating performance of HoDs. To answer this question, five statements were made for respondents to give a yes or no answer to it. The analysis of this research question was based on the frequency and percentage values indicating respondents' responses to their perceptions on evaluating performance HoDs. The findings are presented in Table 7.

Table 7: Perceptions of members of department on evaluating performance of HoDs

	Yes	No	Total	% of Yes	% of No
There should be a formal performance evaluation system for HoDs.	290	6	296	98.0	2.0
Formal performance evaluation of HoDs is very important.	292	4	296	98.6	1.4
Evaluation of HoDs performance should be done annually	248	48	296	83.7	16.2
Feedback from evaluation should be done at the end of tenure.	158	138	296	53.3	46.6
Feedback from evaluation should be used as a basis for renewal of appointment.	246	49	295	83.1	16.5

Source: Field survey (2023)

On the first statement which seeks to inquire from participants if they see the need for a formal performance evaluation system for HoDs in the University of Cape Coast, the finding indicated that 98% (n=290) participants responded to Yes and 2% (n=6) responded otherwise. This shows that the

majority of the participants who are members in various departments in the University of Cape Coast see the need for a formal evaluation system for their HoDs.

The second statement made on the importance of performance evaluation of HoDs resulted that 98.6% (n=292) of respondents considered formal performance evaluation of HoDs as very important. This shows that the majority of the respondents see performance evaluation of HoDs as very relevant. Only 1.4% (n=4) respondents gave a negative response.

The third and fourth statements on whether the evaluation should be done annually or at the end of tenure provided following responses. On annual evaluation the findings indicated that 83.7% (n=248) of participants favoured annual evaluations, while 16.2% (48) opposed annual evaluation. Furthermore, 53.3% (n=158) agreed to evaluation at the end of the tenure, while 46.6% (n=138) did not. This may imply that most respondents preferred yearly evaluations for formative purposes and cumulative/summative assessments at the end of the HoDs' tenure.

The last statement on whether the feedback from evaluation should be used for renewal appointment indicating the purpose of the evaluation also yielded the following results. The results indicated that 83.1% (n=246) of respondents indicated that feedback from evaluation should be utilised as a basis for renewal of appointment, with only 16.5% (n=46.6) responding otherwise. Respondents were also given the opportunity to provide what the feedback should be used for if not for renewal of appointment. 54.5% (n=6) respondents specified that the feedback from evaluations of HoDs should be

utilised for performance improvement, 45.5% (n=5) specified that the feedback should be used for HoDs development purposes such as training.

Interview results on perceptions of Deans on performance evaluation of HoDs.

Deans were asked four (4) sub questions in the interview to examine their perceptions on the formal performance evaluation system for HoDs in the University of Cape Coast. These included: (1) Does the University of Cape Coast have an evaluation system in place for HoDs? (2) Is performance evaluation of HoDs important? (3) How frequent should the evaluation be? (4) What is the purpose for evaluating HoDs performance?

On the first question which found out from participants whether there is an evaluation system for HoDs in the University of Cape Coast, only one theme came out of the question. Which revealed that there was no formal evaluation system for HoDs. This was attributed to the fact that there is no policy that stipulates that HoDs should be evaluated. This disclosure is, for instance, captured explicitly in the words of three Deans:

Kofi said:

> *There is no evaluation system for HOD's. Yes, what I know*
> *is that when HOD's are chosen, they are chosen based on*
> *what the statutes say, the statutes say that we should*
> *choose HODs from among people who are considered to be*
> *in the rank qualified for HOD. I mean three people in that*
> *rank and the Vice Chancellor who choose from among*
> *them. What criteria the Vice Chancellor uses to pick from*
> *among them is not clarified and then apart from that there*

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are no serious criteria for the Dean to use to choose the HoD's.

Kwame shared similar view:

One thing is when they are appointed the vice chancellor request for their plan for the department, that is their ambition for the department and most of the time they submit something but there is no system to check whether this vision is carried through or executed.

Ann remarked:

To the best of my knowledge, we do not really have. Unless they are going for promotion, renewal of contract appointment as academic staff, they are assessed by students and the dean on their teaching and research roles. And that is done for every teaching staff but for their position as HoDs no.

Regarding the second question on the importance of formal performance evaluation of HoDs, Deans shared similar views that formal evaluation of HoDs' performance was very important. Three themes emerged from their responses: (1) to measure performance, (2) for standardisation, (3) performance improvement.

1. To measure performance

Some Deans were of the view that in order to measure the performance of HoDs to inform decision making, formal evaluation of HoDs was important. For example, Kofi shared that:

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> *Yeah, I think it's relevant since is a public office, there should be a system to evaluate the performance of the Heads of Departments to know whether they are performing or not.*

Kwame added:

> *I think there should be systems in place to at least to check or measure their performance as against the vision they submitted to the Vice Chancellor.*

2.   For standardisation

Deans felt that when HoDs are formally evaluated, it will help standardise the entire process since there will be a benchmark that will be used to measure performance of which the informal form of evaluation does not have. For instance, Aaron posited that:

> *The informal one supports the system but there should also be a standardised form of evaluation... largely the formal one will support and it will give uniform evaluation. irrespective of where you are, you know that this is the way to go and these are some of the things we are looking for. Yes, I appreciate having standardised evaluation.*

Nana shared similar view:

> *It is! It is very relevant because at least it is a guide for you to stay on track, it helps you to also prioritise activities, it also seeks the ideas of the staff of the department, so it*

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makes everybody know the vision and the standard to judge

performance.

3.   Performance improvement

Performance improvement was one of the reasons that Deans gave on the importance of evaluating HoDs. The common view was that if HoDs know that at the end of the year they will be assessed they will try to perform well and even the feedback from the evaluation can also help them know their strength and weakness to improve in future. Ann, for example said:

Yes, it is highly relevant, there should be someone monitoring their performance and giving them feedback on their performance to improve. So, for me it is important to evaluate them for continuous improvement.

Andrew supported that by saying:

So yes, I think it is important. If there is a mechanism for us to evaluate performance of duty bearers and it is being done properly and we are doing something good for example, discussing the reports with HODs, giving them copies of the reports, hearing them out why they could not do (a b c d). in a way it also checks them out to do their work well.

The analysis of the interview responses from Deans on the third question which sought to know the frequency of performance evaluations of HoDs yielded similar findings. Two themes were formed from their responses. (1) formative evaluation and (2) both formative and summative evaluation.

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1. **Formative evaluation**

Deans were of the view that while the HoD is in service period, it is relevant to evaluate them annually in order to provide them with feedback to improve or maintain performance. This Stufflebeam and Coryn (2014), classify as a formative process of evaluation because it helps provide feedback to HoDs while in service for improvement in the subsequent years.

Kwame said that:

> *Yeah, I think they usually have either two years or three years so the vision should span maybe a year so there should be yearly evaluation of their performance and that should form bases for maybe the vice chancellor maybe appointing them for a second term, yeah so I think there should be yearly bases somehow.*

Nana also agreed that:

> *Annually is fine. Because the duties of HoDs are very busy, too many activities in the department also span. if it becomes too frequent it loses its essence. People will grow tolerance to it so they will not take it seriously. So, evaluating them annually is good.*

2. **Both formative and summative evaluation**

Some Deans were of the opinion that HoDs should be evaluated annually and at the end of their tenure in office. Formative evaluation gives feedback while still in service for continuous improvement, while the summative evaluation gives cumulative feedback for the entire period in office for accountability as well as inform decisions on whether to continue in office or not.

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Kofi commented:

> *Well, I think people can adjust, people can change so at the middle of the person's tenure it is done then at the end of the tenure it is also done. So if there're lapses, he change but if he doesn't change then it informs management on their decision on whether to appoint him/her again or not.*

Andrew shared similar view by saying:

> *The HOD is appointed for 2 or 3 years anyway. If evaluation is done in the first year and you give him feedback by the end of the first year, it's going to inform him/her to even do his second year better. Then at the end of the time in office the evaluation is repeated, it may even get him some reappointment.*

The fourth question on the purpose of evaluating performance of HoDs also revealed three main themes. This included (1) for appointment/re-appointment, (2) for performance improvement, (3) to guide future training needs.

(1) For appointment/re-appointment

Participants argued that feedback from HoD evaluations can assist management in making decisions regarding the reappointment of HoDs based on their performance, as well as for appointments to higher positions. Deans shared their thoughts.

Ann indicated that:

> *It can guide management in their decision when at the end of the first tenure, if they have performed well or poorly,*

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management will be able to decide whether to give them another term or not.

Emma shared same thoughts:

That will help to know whether to reappoint or not. So if there is an evaluation system for HoDs and at the end of the tenure they check, it will be a way for the vice chancellor to reappoint you or not.

Kwame reports:

Yeah, I think for now, the HoD appointments has become something like it is my turn so I should occupy it so people come and then they just want to occupy the position because they see it as a right so if there is a form of evaluation, people will think twice in taking those positions so and if they are evaluated and this documents will be on files so in a future if you want to go up or to a higher position those documents can be called for and maybe the content read to you or the search committee may have access to those documents it will help in decision making.

(2) For performance improvement

Deans noted that the feedback will put HoDs on their toes to work and improve their performance. Also, the feedback can be a guide for management when planning training needs for HoDs .

Kwame reported*:*

I think it will also put them on their toes and then get them to work , yeah for now because people think it is my

>*turn and I have to occupy the position, people actually don't work and its becomes difficult for the dean also to push through because we are colleagues and actually they are not appointed by the dean but appointed by the Vice chancellor. And looking at where the vice chancellor sits, it is very difficult to oversee all the activities of the HoDs so I think they should remain accountable in going through evaluation and all that.*

Similarly, Kofi added that:

>*...so you see there are some people, since they were appointed as HoDs, whatever they come to meet in the department for three years, nothing was added, no program was developed, they don't care about anything. We definitely need an evaluation system to push such people to perform.*

(3) To guide future training needs.

One dean was of the view that the feedback from the evaluation will provide the Human Resources Division with information on the developmental needs of HoDs for future training. This was identified in the comments of Ann:

>*The feedback from the evaluation could guide future training needs. The directorate of HR annually writes to Deans to request for training needs for the staff in the School. The evaluation feedback will help Deans identify areas that HoDs need improvement to submit to HR for further training.*

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Discussion of Results

In comparing the results from the qualitative and quantitative study of research question one, it was revealed that there is no metrics for evaluating performance of HoDs. Both the qualitative and quantitative results agreed to the fact that there should be a formal evaluation of HoDs in the University of Cape Coast. The reasons were for measuring performance, for standardization and performance improvement. This finding supports the assertion of Gebru (2000), which posited that it is appropriate for institutions to integrate evaluation of department heads into the university's system. Similarly, Ahmed's (2013) argued that setting performance standards is crucial because, it serve as a benchmark for determining whether an individual's performance was successful or not. Therefore the need to have a benchmark for evaluating HoDs performance against set objectives.

It was also revealed that the results from both quantitative and qualitative data concerning the frequency of the evaluation process were similar. Results indicating formative evaluation (annual evaluation) and summative evaluation (end of tenure evaluation). Annual evaluation as a formative evaluation is essential for performance improvement and cumulative evaluation at the end of tenure as a summative evaluation helps in decision making on further appointments. The findings are congruent to Stufflebeam and Coryn (2014) assertion on the fact that formative and summative evaluation are necessary to determine whether the criteria for certification, tenure, promotion, and other requirements are met. Delaying evaluations until the end of an individual's service period may be too late to achieve the necessary improvements and outcomes.

Again, the both results from quantitative and qualitative data concerning the purpose or what the feedback from evaluation should be used for, showed similar responses. They indicated that the feedback from the evaluation should be used as a basis for re-appointment and performance improvement. However, Deans added that the feedback should also be used to guide future training needs. This finding resonates with the literature reviewed in the early pages of this study which is about the definition of the purpose of performance evaluation by Dagar (2014).

Altogether, the findings showed that the University of Cape Coast has an evaluation system for academic staff but lacks a formal system for evaluating the roles and responsibilities of HoDs in their position. Also, while there is a policy document outlining their duties, it does not include the means of assessing their achievement. Again, Hods are made to submit their vision for the department upon appointment however there is no form of evaluation as to the extent of achieving the vision of the HoDs. This is inconsistent with literature that emphasises the need for aligning responsibility and accountability throughout an organisation's systems via performance evaluation (Bernardez, 2009; Neely and Barrows, 2011). Therefore, it seems that there is a misalignment in the appointment of HoDs at the University of Cape Coast, as there is no formal evaluation system for them to account for their work.

The implications of the findings are that formal performance evaluation of HoDs is a very important tool for performance improvement and other administrative decisions in the University of Cape Coast. It is also important for leadership development and alignment of the system. Hence the

need for the University of Cape Coast to amend policy on appointment of HoDs and include evaluation of performance to align responsibility to accountability.

Research question two - What appropriate method is suitable for evaluating performance of HoDs in the University of Cape Coast?

Research question two inquire about the method that is suitable for evaluating performance of HoDs in the University of Cape Coast. Results from the quantitative and qualitative data is presented as follows.

Questionnaire results on methods suitable for evaluating performance of HoDs.

Several reviews of literature have revealed many features of evaluating duty bearers who are academic administrators in higher education which are used as methods. Participants were presented with six suggested features in a tabular form to ticking which ones will be most appropriate to be used by the University of Cape Coast. The results are presented in Tables 8.

Table 8: Method suitable for evaluating performance of HoDs

	Ticked	Not ticked	Total	% of Ticked	% of Not ticked
Using structured/closed-ended questionnaire to assess performance manually	120	176	296	41	59
Online survey assessment	164	132	296	55.4	44.6
Setting of specific, personal performance objectives/benchmarks	197	99	296	66.6	33.4
Setting department objectives on basis of college or university strategic plan/goals	185	111	296	62.5	37.5
Meeting face-to-face to review	107	189	296	36.1	63.9
Self-evaluation/appraisal	156	140	296	53	47

Source: Field survey (2023)

The findings in Table 4 shows that majority of the respondents chose four features by ticking from the list as appropriate to be used by the University. This included: (1) Online survey assessment of 55.4% (n=164), (2) Setting of specific, personal performance objectives/benchmarks showing 66.5% (n=197), (3) Setting department objectives on basis of college or university strategic plan/goals, which is 62.5% (n=185) and (4) HoDs self-evaluation/appraisal 52.7% (n=156). However, using structured/closed-ended questionnaire to assess performance manually and meeting face-to-face were poorly ticked, showing 41% (n=120) and 36.1% (n= 107) respectively. Indicating that, perhaps they were not deem appropriate to be used by the University.

Another item on the questionnaire in line with the research question two, requested participants to indicate who should evaluate performance of HoDs in the University of Cape Coast. In rank order, results derived from the responses are shown in Figure 3.
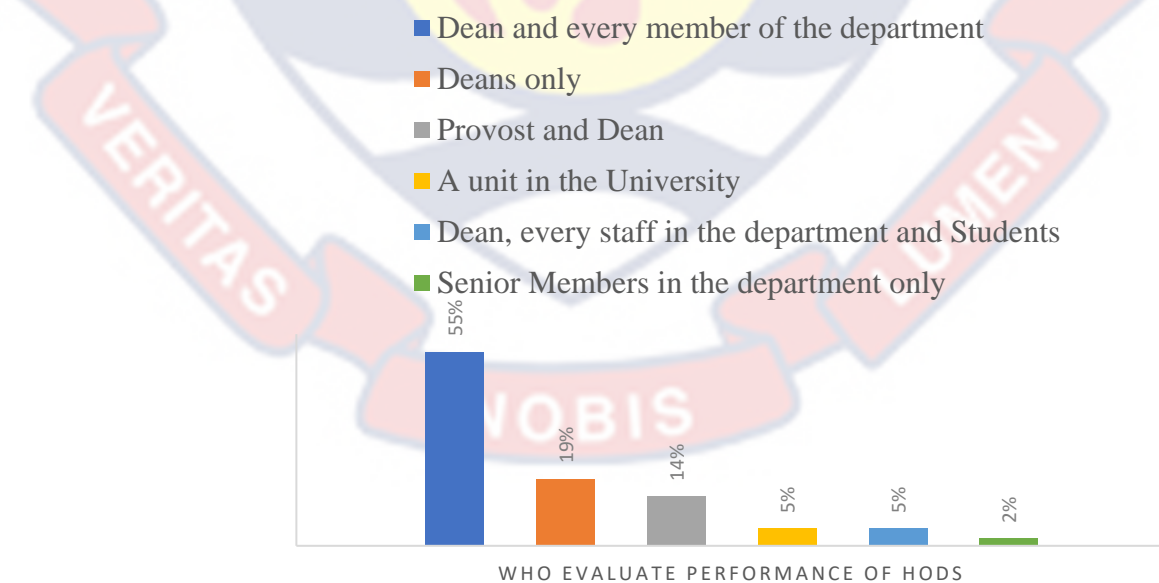
Figure 3: Bar Chart on who evaluate performance of HoDs
Source: Field data Afutu (2023)

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Figure 3 clearly indicates that "Dean and every member of the department" which represent 55% (n=164) were highly ranked to be the primary evaluators of HoDs in the University of Cape Coast. "Deans only" was ranked second with 19% (n=56), third was "Provost and Dean" with 14% (n=40). The lowest ranks were; "A unit in the University" showing 5% (n=16); "Dean, every staff in the department and Students" indicating 5% (n=14); "Senior Members in the department only" showing 2% (n=6).

Interview results on methods suitable for evaluating performance of HoDs.

The findings from the interview regarding methods suitable for evaluating performance of HoDs in the University of Cape Coast are presented in this section of the chapter. Mode of evaluation, setting of evaluation objectives based on departmental or university objectives, relevance of self-evaluation and who evaluates performance of HoDs were the four sub questions under the methods for evaluation HoDs. The question which seek for the mode of evaluation of HoDs revealed two themes and they are (1) online mode of evaluation and (2) face-to-face evaluation.

(1) Online mode of evaluation

Majority of the participants indicated that online evaluation is good and should be adopted in the future. They gave reasons like technological advancement and for the anonymity of evaluators. For example, Aaron posited:

Now with technological advancement, I think that online

would be supportive. For now, with the 21st Century most

of these things should be online. I'm saying this because

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> *then the paperwork will be reduced, in place getting all*
> *these information and getting them stored. And then the*
> *problem of even getting time to be written here and there.*

Kofi said that:

> *It should be online. Because it must be confidential. Now*
> *we are in the era of online so it should be online when it is*
> *done so the people can be anonymous.*

Andrew added that:

> *But you know we live in a technological era, so it could be*
> *an online form to be filled online to be evaluated by*
> *somebody. largely online wherever you are you can get it*
> *filled and submitted and then storage will not be a*
> *problem.*

(2) Face-to-face evaluation

The point of divergence came in the response when one of the participants asserted that the evaluation should be face-to-face at a meeting where HoDs will be made to give account of their performance. Asher explains:

> *It should be face-to-face. Like I said, when we have a board*
> *meeting, I take my HoDs alone to tell me. For example,*
> *previously they say something and I will want to find out…*
> *So, in a board meeting, the chairman is there and we have*
> *all the Professors and then they can take turns and evaluate*
> *them according to some ratings.*

The question on whether the objectives of the evaluation should be on a departmental base or should be link to the university strategic plan, two

themes came up. i.e objectives be departmental base and objectives be on university strategic plan.

(1) Departmental-base evaluation

Majority of the participants were of the view that the objectives should be departmental based given that the departmental objectives are taken from the university's strategic objectives, hence, when it is departmental based, it helps streamline things. However, others think aligning it to the main university strategic plan will help uplift the image of the university. Here is the extract from the interview:

Kwame report that:

> *The responsibility of HoDs are mainly on the department, so even the HoD's vision should be based on the strategic objective of the department which also emanates from the strategic objective of the university. So usually it is based on the specialty or the specialisation of that department because all academic departments are specialised when it comes to students and research so it should be based on what the department has put together taking cognizance of what the university has as strategic objectives.*

Andrew contributed that:

> *The objectives should be aligned to the mandate of the HOD. What he/she has been appointed to do, is him/her doing it? Whatever he is appointed to do, definitely it will be aligned with the strategic plans of the department. So it should be about his mandate, whether he is discharging it*

> *well and I think that not the overall strategic plan of the*
>
> *university, he is not the one supposed to ensure that roles*
>
> *of the university and there is light in the university. It is*
>
> *...13.06. Specifically, about his department and the*
>
> *mandate he has been given to superintend the department.*
>
> *That's all it should be about.*

(2) Objectives be on University Strategic Plan

On the contrary, few participants were of the view that the evaluation objectives should be on the University Strategic Plan. Aaron argued that :

> *whatever is been done should be based on the university*
>
> *strategic plan. Because at the end of the day we are all*
>
> *working to uplift the image of the university. But the*
>
> *university on its own cannot work whatever is done in the*
>
> *faculty and the departments must help uplift the university.*
>
> *so the evaluation objectives should be linked to the*
>
> *university strategic plan even though we have different*
>
> *discipline such Agric, social science etc.*

The third question in this section revealed the valve that Deans attach to self-evaluation. Only one theme run through the response. Participants viewed self-evaluation as good. However, they cautioned that people need to be truthful and be supervised. These were some of their words, Kwame said:

> *Self-evaluation is also good but you can't do self-*
>
> *evaluation without supervision. So you provide the*
>
> *framework for the person to evaluate himself but the*

> *document should be submitted to high authority to access*
>
> *it. So self-evaluation is good.*

Aaron also supported:

> *oh well it is relevant; well, you must be truthful to*
> *yourselves. but the point is will you be truthful to yourself.*
> *But it is nice. life that is well examined. so that self-*
> *examination is also good. But we are looking at the*
> *objectivity of the issues. "Man know thyself". Take time out*
> *and begin to examine yourself. you evaluate to say that you*
> *are not doing well, ideally that should be the issue.*

The last question relates to findings on who should evaluate HoDs performance. Participants gave divergent responses from participants. Five themes came out of their responses. They are: (i) Dean and members of the department, (ii) Dean and informal evaluation by members of the department, (iii) Dean and HoD self-evaluation, (v) Deans, members of the department and students, (v) monitoring and evaluation team or School Board.

1. Dean and members of the department

Some of the participants were of the view that HoDs should be evaluated by the immediate superior who is the dean and their subordinate who are the lecturers and administrators in the department. Kofi and Andrew shared:

> *Well, it depends, if it's on his functions of his duty as an*
> *HOD, his immediate boss, the Dean could be part,*
> *lecturers in his department could also be part of the*
> *evaluation team. There could be more but I think these two*
> *peoples are important (i.e., the lecturers and the Dean).*

2.   Dean and informal evaluation by members of the department

Also, Nana was of the option that the dean can do a formal evaluation on HoDs by using the informal assessment feedback received from members of the department. which can be influenced by taking information from members of the department through meetings and personal information.

3.   Dean and HoD self-evaluation

Other Deans also think that the evaluation should be between only the dean and the HoD. The HoD is made to do a self-evaluation of his performance and the dean also does his assessment about the HoD and submit it to the vice-chancellor for further action. Ann and Emma made similar stands:

> *I think there can be two ways HoD should be given the*
>
> *opportunity to self -appraisal themselves and then the Dean*
>
> *also evaluate the HoD separately. Then the Dean meets the*
>
> *HoD and discusses the evaluation feedback with HoD, so*
>
> *that he is given the opportunity to address the issues that*
>
> *needed attention or that the HoD was weak in addressing*
>
> *them. This will help overcome the problem of unfair*
>
> *assessment.*

4.   Deans, members of the department and students

Another point of diversion in participants' response was that students in the department should be included in the evaluation system. They mentioned Deans, members of the department and students in the department. Kwame commented:

> *I think there should be evaluation from the faculty, also*
>
> *there should be evaluation from the students in his*

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department when it comes to his administration, not teaching and then I think the dean can also evaluate the performance.

Aaron made a similar comment:

Yes, the superior should evaluate him. There should be three ways, (1) the superior, if Hod then we expect that the superior who is the dean should be part of the evaluation, (2) colleague lecturers thus subordinate and administrators, (3) importantly students can also do that.

5.   monitoring and evaluation team or School Board

Asher also posited that "*the school board or the monitoring and evaluation team of the university"* should take charge and evaluate HoDs performance on college bases.

Discussion of results

The results from the quantitative data indicates online evaluation, setting of specific, personal performance objectives/benchmarks, setting department objectives on the basis of college or university strategic plan/goals and HoDs self-evaluation as the features that should be used by the University of Cape Coast. These results were consistent with the results from the interviews of Deans. Due to technological advancement and for anonymity of evaluators, online mode of evaluation was much preferred. This result differs from the finding of Dunning *et al*, (2007) in the literature in which over 90 percent dental schools opted face-to-face meetings for assessing department chairs (HoDs). London, (2011) also posited that Interviews can identify Heads of Department reasons for failure or success in the position. London, argued

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that having interview or face-to-face meeting with HoDs allows the institution to know factors that contributed to HoD's failures or successes reported in the assessment. This helps to explore successful measures that improves HoDs performance.

Additionally, setting of specific, personal performance objectives by HoDs themselves, so that, from time to time, they will assess themselves to know the extent of achievement was preferred. They also supported the University of Cape Coast developing an evaluation system for HoDs based on department objectives which reflect the college or the university strategic plan/goals and incorporate self-evaluation of HoDs. These responses on the other hand support Dunning *et al*. (2007) finding in the literature review.

The findings on who should evaluate performance of HoDs showed diverse responses from both the questionnaire and interview results. The questionnaire results showed that Deans and every member of the department was most preferred. The findings from the interviews also showed several sources including: Dean and members of the department, Dean and informal evaluation by members of the department, Dean and HoD self-evaluation, Deans, members of the department and students, monitoring and evaluation team or School Board. This is may be because Deans are the immediate supervisors of HoDs, so it is important that they are given the opportunity to evaluate HoDs on their performance. It was also essential that HoDs evaluate themselves to know where they fall short and where to change or improve. Faculty members, senior and junior staff of the department should also be given the opportunity to evaluate their superior i.e. their HoDs. Taking input from every person who works with HoDs helps increase the sense of

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department commitment and allows for flexibility and change. The findings are in accordance with literature which indicates that HoDs evaluation should be done from more than one source (Aggarwal *et al*.,2013 ; Karkoulian, 2002); Al-Karni, 1995).

In all, the findings are consistent with Dunning *et al* (2007) findings which indicate that there is no one fit for all, it is therefore necessary that universities choose the methods appropriate for their institutions considering their strategic goals and objectives. Aligning the evaluation objectives to the mandate of HoDs, helps in the achievement of departmental and institutional goals since the mandates are in line with the university's goals. This may imply that when performance of HoDs improves, the department and the university as a whole improves.

The implication of the findings suggests that the online mode of evaluation and setting evaluation objectives based on the mandates of HoD is appropriate to be used by the University of Cape Coast. Again, the university should consider more than one source of evaluating the performance of HoDs in future. HoDs should be given the opportunity to respond to feedback from the evaluation.

Research Question three: What relevant Criteria are suitable for evaluating performance of HoDs?

The third research question in the study aimed to identify the relevant criteria for assessing performance of HoDs. The goal was to determine the standards by which performance of HoDs should be assessed at the University of Cape Coast. Both quantitative and qualitative results are presented.

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Questionnaire Results on criteria suitable for evaluating performance of HoDs.

Thirty-five items were put on a likert scale ranging from Very Important (IV), Important (I) to Not important (NI) on the questionnaire. Participants were asked to choose items that they consider very relevant to be used as criteria for assessing performance of HoDs in the University of Cape Coast. The results are presented in Table 9.

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Table 9: Criteria suitable for evaluating performance of HoDs

Roles of HoDs	VI n(%)	I n(%)	NI n(%)	Total
Leadership Skills				
Defending the department's interests at the School/University level	154 52%	114 38.5%	31 10.5%	296 100%
Representing colleagues at the faculty/university level	91 30.7%	155 52.4%	50 16.9%	296 100%
Supervision of academic activities of young faculty in the department (official/non-official mentorship)	99 33.4%	162 54.7%	35 11.8%	296 100%
Developing future plans and programs for the department	132 44.6%	138 46.6%	26 8.7%	296 100%
Support continuous improvement of members of the department	120 40.5%	146 49.3%	30 10.1%	296 100%
Assigning teaching schedules fairly among faculty members	96 32.4%	148 50%	52 17.6%	296 100%
Evidence of teaching and research	103 34.7%	140 47.3%	53 17.9%	296 100%
Organizational Management				
Ensuring that adequate facilities are available for research	153 51.7%	100 33.7%	43 14.5%	296 100%
Preparing the department's annual reports	136 46%	116 39.2%	44 14.9%	296 100%

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Table 9: Cont

Taking care of the department's property	91	121	84	296
	30.7%	40.8%	28.4%	100%
Conducting departmental meetings	96	139	71	296
	32.4%	46.9%	24%	100%
Supervision of exams grading system in the department	101	139	56	296
	34.1%	47%	19%	100%
Effectively implementing the department's goals and objectives/strategic plan	151	100	45	296
	51%	34%	15.2%	100%
Climate				
Models and promotes effective conflict resolution	100	151	45	296
	34%	51%	15.2%	100%
Uses shared decision-making	97	156	43	296
	33%	53%	14.5%	100%
Improving the quality of the department's programs to meet society's needs	91	170	35	296
	31%	57.4%	12%	100%
Enhancing the department's reputation	139	120	37	296
	47%	40.5%	12.5%	100%
Being in the office at certain hours managing the department's daily business	78	174	44	296
	26.4%	58.7%	15%	100%
Student Achievement				
Keeping students informed about departmental rules and regulations	76	179	41	296
	25.6%	60.5%	14%	100%

Table 9:Cont

Holding staff-student consultative meetings	111	156	29	296
	37.5%	52.7%	9.7%	100%
Enhancing graduate completion rate	163	89	44	296
	55.1%	30.1%	15%	100%
Human Resource Management				
Recruitment of competent new faculty for the department	102	126	68	296
	35%	43%	23%	100%
Maintaining a cordial working atmosphere at the department	114	151	31	296
	38.5%	51.0%	10.5%	100%
Evaluating faculty and Staff performance	115	135	35	296
	39%	46%	12%	100%
Dealing effectively with unsatisfactory faculty performance	95	138	63	296
	32.1%	47%	21.3%	100%
Attendance to staff welfare	93	131	59	296
	31.4%	44.3%	20%	100%
Maintaining faculty and student records	100	98	48	296
	34%	33.1%	16.2%	100%
Professionalism				
Maintaining professional demeanor demonstrates integrity, models ethical behaviour, participates in professional growth	121	163	12	296
	41%	55.1%	4.1%	100%
Ensuring good professional ethics among faculty members	111	167	18	296
	37.5	56.4%	6.1%	100%

Table 9:Cont

	VI	I	NI	Total
Fostering good teaching methods in the department (e.g. Organizing workshops and seminars)	161	108	27	296
	54.4%	36.5%	9.1%	100%
Fair selection/admission of students	94	173	29	296
	31%	59%	10%	100%
Communication/Community Relations				
Encouraging faculty members to communicate new ideas for improving departmental productivity	161	111	24	296
	54.4%	37.5%	8.1%	100%
Supervising academic counseling provided to students in the department	105	148	43	296
	35.5%	50%	14.5%	100%
Develops partnerships and collaborations	170	105	21	296
	57.4%	35.5%	7.1%	100%

Source: Field survey (2023)   VI = Very Important   I= Important   NI= Not Important
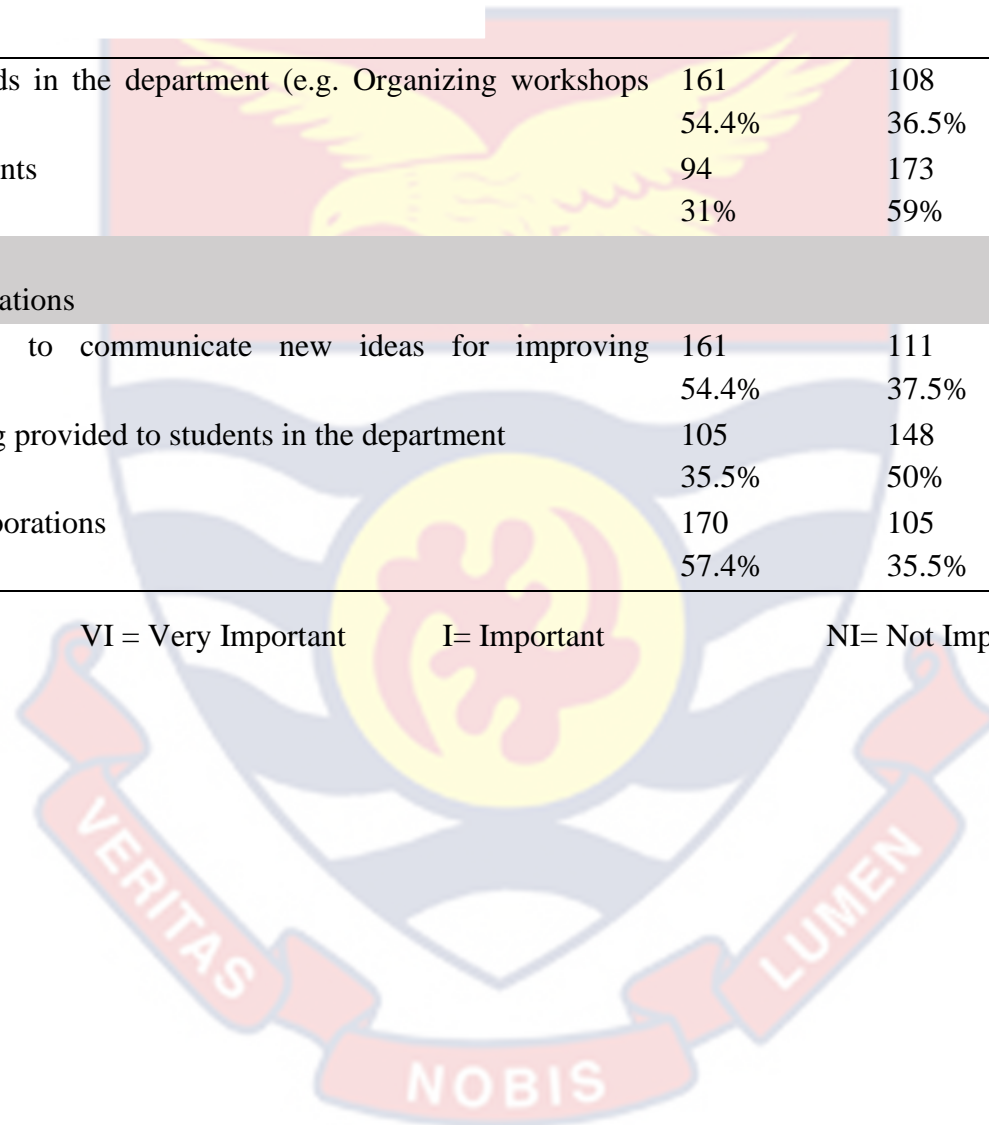
The results as shown in Table 5 indicate that almost all the items were viewed as important. The criteria were categorised under seven broad topics on their roles including leadership skills, organisational management, climate, student achievement, human resource management professionalism and communication/community relations. Eleven criteria were pointed out as very important for use by the University of Cape Coast for HoDs. These included: (1) Defending the department's interests at the School/University level, (2) Developing future plans and programs for the department, (3) Ensuring that adequate facilities are available for research, (4) Preparing the department's annual reports (5) Effectively implementing the department's goals and objectives/strategic plan, (6) Enhancing the department's reputation (7) Enhancing graduate completion rate, (8) Maintaining faculty and student records (9) Fostering good teaching methods in the department (e.g. Organizing workshops and seminars) (10) Encouraging faculty members to communicate new ideas for improving departmental productivity and (11) Develops partnerships and collaborations .

Interview results on criteria relevant for evaluating performance of HoDs.

The results from the interview guide showed that participants shared similar as well as divergent views on the criteria for evaluating the performance of HoDs. On the criteria six themes came out of the results. They are: (1) Leadership skills, (2) Adherence to policies of the university, (3) Human relations. (4) Development of programmes, (5) Student achievement and (6) Criteria should be developed by Human Resource Directorate of the University.

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1. **Leadership skills**

Participants were of the view that HoDs should be evaluated on their leadership skills. That is how well they are able to lead and mentor others in the department to create a conducive environment for workers to strive and also have the ability to persuade and communicate well. For instance, Nana remarked that:

> As the statute indicates the person should be a disciplinarian or let say Head of Administration and Academics in the Department. So the person should be able to exhibit some leadership qualities. Academically lead the team in the department. He should not behave in a way that will bring the name of the department into disrepute.

Kofi added that:

> so the person should have leadership skills, generally and the person should have academic leadership, he should have moral control and he should be somebody who has maturity and prior commitment to work of the department.

Andrew gave a typical example of their leadership skills:

> It's also the ability or inability of the HOD to present a situation to the Department that will let lecturers either accept or reject something. So, if the HOD has not got that ability, to explain or get the lecturers to buy into and then it's going to look like this is a bad policy for management. But if he is able to persuade or convince then you get the lecturers moving alongside. So that is another trait I expect

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> *from an HOD, the ability to convince, persuade, explain*
>
> *and make things clear to his lecturers.*

2.   Adherence to policies of the university

Some of the Deans also mentioned adherence to policies of the University as a relevant criterion that needs to be considered. They said adherence and enforcement of the statutes and other policies of the University relating to department work was very crucial. Andrew categorically mentioned that:

> *Does HoD enforce policies? for example, get his*
>
> *Examination officer to get his timetable ready, pass it on to*
>
> *lecturers and ensure that lecturers have started teaching?*
>
> *So, these are the things the HOD must do when it comes to*
>
> *teaching.*

3.   Human Relations

Aaron also posited that how HoDs relate with others was very important and when used as part of the criteria for evaluating HoD performance will be very good. quota from Aaron:

> *I want to see their relationship with the students. So human*
>
> *relation for me is very important, once that is established*
>
> *the rest will follow.*

Asher supported that:

> *HoDs firmness in handling issues in the department is key*
>
> *and using the right language to communicate issues to*
>
> *department members and the dean is very relevant.*

4.   Development of programmes

Other Deans also stated that HoDs should be able to develop programmes for the department which forms part of their mandates. In that, the criteria should assess how knowledgeable HoDs are on the programmes run by the department, how well they are able to monitor programmes in the department and also bring on board new programmes that will help the reputation of the department. For example, Asher said that:

> *The curriculum and also with students practicals , students project work, how departments are able to come to win grants, how they can put up programmes for outreach.,*

Nana added that:

> *The person should be knowledgeable on the programmes run in the department in order to help the department develop new programmes for the expansion of the department.*

5.   Students Achievement

Deans revealed that the criteria should also capture students' achievement to improve that reputation of the department and the school as a whole. They are of the view that weak students should be identified and assisted to do better and also improve completion rate of students.

Nana shared that:

> *For instance, he should be able to use other means to identify weak students and assign them to lecturers in the department to assist them improve. So students welfare.*

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And then students who are doing well in the department should also be rewarded to encourage them to do more.

Asher supported by saying that:

The completion rate of students should be of interest to HoDs. They must ensure that lecturers do their best to encourage students to complete their programme on time. Unnecessary delays from either or both students and supervisors should not be encouraged in the department.

(6) Human Resource Directorate

Conversely, some of the Deans were of the view that it will be appropriate to leave it in the hands of the Directorate of Human Resource of the University of Cape Coast to develop criteria suitable for the university and present it to the Academic Board of the university for approval. For example, Kwame had this to say:

We have human resource directorate in the university, I think human resource directorate can develop the instrument and then circulate for input and then the university can adopt it .

Ann also thinks:

The roles of HoDs are stated in the Statutes but what are the indicators. The indicators are not stated in there so the Human resource directorate should develop an evaluation system which should state the performance indicators which is typically what the HoDs do or the work they do on a daily basis. So for example if it is about Appointments

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and Promotions, examination moderation provides general

leadership and develops some indicators around it.

Discussion of Results

A study of the findings from the questionnaire on the criteria suitable for evaluating HoDs partially agrees with the interview results. Both results agree that HoDs be evaluated on their leadership skills, how HoDs are able to help develop new programmes in the department, the level of students achievements in the department and the enhancement of the department reputation. However, few inconsistencies are noticed on criteria from both results. The university should consider developing a criteria which will be used as a standard for HoDs.

This finding confirms Al-Karni (1995) work that indicates the principal duties of Heads of Departments in most universities across the world may be determined by the characteristics listed as criteria in this study because they reflect university demands. However, the scale of preference for each university may differ. For instance, the criteria listed as very important for HoDs in the University of Cape Coast slightly differs from the criteria listed as very important for Saudi universities in Al-Karni's study. This affirms the assertion that institutions take steps to develop their own criteria according to the culture and values of the institution (Dunning et al, 2007).It can be said that, perhaps, all the criteria presented in this study are reflective of the roles of Heads of Departments in the University of Cape Coast. Hence gives the university clear benchmarks to select from in future.

The implication of these findings is that there is the need for the University of Cape Coast to develop a criteria for evaluating performance of

HoDs. Developing a criteria serves as standards/benchmark for evaluating HoDs. This criteria should be in the policy document of the university and be made available to all stakeholders.

Research Question four: What are the foreseen possible challenges associated with evaluating performance of HoDs?

Research question four found out from respondents and participants on the possible challenges that the evaluation of performance of HoDs can face in future. The results and discussion of both quantitative and qualitative data are presented in this section.

Questionnaire results on possible challenges associated with evaluating performance of HoDs.

To explore the possible challenge that the evaluation process may face in future, a Likert scale questionnaire item was developed and used (based on literature). The items were operationalised with statements such as 'it demands a lot of time and effort; 'there is the possibility of unfairness and bias'; 'there is the tendency of over-rating/under-rating' and 'political mask in performance evaluation'. These responses from the participants were categorised into Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) as presented in Table 10. Means and Standard deviations were used to determine which of the listed challenges associated with evaluating performance of HoDs were agreed or disagreed by members of the departments.

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Table 10: Challenges associated with evaluating performance of HoDs

	SA	A	D	SD	Total
It demands a lot of time and effort	68 (23%)	162 (55%)	38 (13%)	28 (10%)	296
There is the possibility of unfairness and bias	52 (18%)	184 (62%)	43 (15%)	17 (6%)	296
There is the tendency of over-rating / under-rating	68 (23%)	156 (53%)	57 (19%)	15 (5%)	296
Political mask in performance evaluation	95 (32%)	157 (53%)	25 (8.4%)	19 (6.4%)	296

Source: Field survey (2023)

Note: SA = Strongly agree, A= Agree, D= Disagree and SD= Strongly Disagree

Table 6 indicated that members of departments who participated in the self-administered questionnaire, generally, agreed to most of the statements regarding the possible challenges associated with evaluating performance of HoDs. For instance, they agreed that, the evaluation system demands a lot of time and effort (55%), There is the possibility of unfairness and bias (62%), there is the possibility of over rating or under rating (53%) and political mask in performance evaluation affects the effectiveness of the process (53%).

Interview results on possible challenges of performance evaluation of HoDs

Insights from the interview data analysis on the possible challenges of the evaluation process showed five themes. (1) dishonesty, (2) unfairness, (3) lack of confidentiality, (4) resistance to the system and evaluation viewed as extra work (5) evaluation viewed as payback time and witch haunting. For

example, Kwame, Nana and Aaron complained, particularly about dishonesty, unfairness and lack of confidentiality.

Kwame lamented:

> *One thing is whether we like it or not we are humans and we have our biases so if you ask people to evaluate their HoDs you may not get honest evaluation. Because he is not in good terms with the person so he just decides to fail the person. the other side is if there exist a very close relationship, people turn to overlook their weakness and indicate that everything is good.so all these biases are there.*

Ann affirmed that:

> *If the dean has a problem with HoD the possibility of not fairly assessing him is high, so there is the need to have consultative meeting with HoDs, and HoDs also assessing themselves.*

Emma added that:

> *Lack of confidentiality in the system, you evaluate someone the next day he will hear.*

Some of the Deans also believed that people may not accept the evaluation system in the initial stages because it's a new phenomenon in the university and also an extra work.

Aaron for example remarked that:

> *Of course new things when bringing on board people will always be fighting or kicking initially because people are*

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not used to the system they may not accept it. if that has not

been the norm people may not easily buy into it. Then

others will say that it an extra work, because initially I was

doing two things now with this one another work is been

added. so its an extra work.

Evaluation system used as payback time and witch hunting is another issue.
Some of the Deans felt that people may abuse the system and use evaluation as
a weapon to punish or pay back evil. Nana posited that*:*

Because we know that headship rotate, if you write

something bad about me, one day I will also become a

head. You will do it to me, So we try to please ourselves. So

it makes it difficult to be objective.

Aaron also added that:

Another issue has to do with if there is a bad blood between

HoD and Dean. then because you did it to me, I will also

do. which should not be the case, because we need to be

objective as possible but if objective is adhered to then that

will be fine. But People sometimes use their personal issues

to settle their score.

Andrew shared similar view:

If the proposal of the system or evaluation is to say, when

we assess you in the first year, and we realized you are not

good enough, we will step you down or you wouldn't be

allowed to go for the second year for example. Then it is

likely to face some challenges. And what I perceived to be

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the challenge is we will never get data. So whatever

evaluation that will be put in place, the focus, the rationale

should be such that, it will not be anything that is witch-

hunting because when it goes in that direction it is likely to

suffer with the correct data.

Discussion of Results

The results from the research question four on the possible challenges associated with the evaluation of performance of HoDs. The results from the questionnaire showed that it is possible that HoD evaluation can face challenges such as people viewing the evaluation process as time demanding, unfair and biassed. Using politics to defeat the purpose of evaluating performance and the propensity of over rating and under rating in the evaluation which may not help provide the right feedback for the achievement of the desired outcome. The interview results did not differ from the questionnaire results. Issues like dishonesty, unfairness, lack of confidentiality, resistance to the new system and evaluation are viewed as extra work as the main challenges that may confront the evaluation process of HoDs. Other challenges such as evaluation used as payback time, witch haunting and lack of resources were mentioned.

Altogether, the findings of this study is similar to findings of the work of Dunning *et al*. (2007) who explored the process of evaluating the performance of department chairs/division heads in dental schools. 22 Deans and 25 chairs of the department responded to the survey. The results indicated that Deans agreed that the key obstacles that prevented formal performance reviews from being effective, are "interpersonal issues with faculty, finding

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time to dedicate to the task, lack of resources to link performance to reward and chairs viewing the process as negative". department chairs also mentioned three issues and they are: 1) Some people do not listen or refuse to accept what is said, 2) Finding time to do the evaluation one-on-one and 3) Lack of resources to reward faculty.

The implication of these findings is that like any other performance evaluation system, there will be challenges associated with the process as well as its implementation. The University of Cape Coast perhaps needs to consider these problems before implementing an evaluation system for HoDs.

Research Question five: What are the strategies to make the evaluation process effective?

Questionnaire results on the strategies to make the evaluation process effective.

The last research question revealed strategies that can be put in place to help cap the challenges that may occur in future the evaluation system for HoDs in the university. This question also used a Likert scale question ranging from Strongly Agree to Strongly Disagree. Frequencies and percentages were used to present the result from the data derived from the questionnaire. The data is presented in table 11.

Table 11: The way forward to the foreseen Challenges

	SA	A	D	SD	Total
There should be standardised process that uses objective benchmarks	112 (39%)	132 (45%)	15 (5%)	34 (12%)	296 (100%)
The process should clearly model the standards of professionalism, honesty and fairness	161 (54%)	109 (37%)	17 (6%)	9 (3%)	296 (100%)
There should be a clear balance between political, financial, and development issues that relate to the structures of the institution.	110 (37%)	140 (47%)	38 (13%)	8 (3%)	296 (100%)
The process should be concise and less of paper work.	120 (41%)	154 (52%)	19 (6.4%)	3 (1%)	296 (100%)
There should be a clear link between performance and reward	124 (42%)	156 (53%)	9 (3%)	7 (2%)	296 (100%)

Source: Field survey (2023)

Note: SA = Strongly agree, A= Agree, D= Disagree and SD= Strongly Disagree

Table 11 shows that, the majority of the respondents agreed to all the assertions in the table concerning the ways to make the evaluation of performance of HoDs effective as posited in literature. For example, members of the departments agreed to four assertions made including; (1) There should be standardized process that uses objective benchmarks (45%); (2) There should be a clear balance between political, financial, and development issues that relate to the structures of the institution (47%); (3) The process should be

concise and less of paper work (52%). (4) There should be a clear link between performance and reward (53%). Notably, 54% (n=161) members of the departments strongly agreed to the assertion that the process should adhere to the standards of professionalism, honesty and fairness.

Interview on results on strategies to make the evaluation process effective.

1. Broad Stakeholder engagement

Majority of the participants suggested broader stakeholder engagement and training as strategies to put in place to have an effective evaluation system. For instance,

Andrew explained:

> *The two points I think are important is the fact that there should be some form of engagement, consultation where all stakeholders would be brought onboard and the HOD(s) are made to understand the rationale behind it. Again, the rationale should not be looking for somebody to punish. It should rather be something that can let them appreciate that this is to help me do my work much better.*

Similarly, Ann added that:

> *Well, there should be broader stakeholder engagement before the evaluation process can begin. People must be trained or be educated on the evaluation system and be well informed before it is enrolled. If that is done the evaluation system will be embraced by all and will not face any challenge.*

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2.   **Ensure Confidentiality**

Ensuring confidentiality in the process was another strategy suggested. Some of the Deans were of the opinion that people's response should be treated anonymous and confidential.

Nana reported:

> *For Bias is not manageable, its very difficult, because he is your friend, So if duty bearer, Deans, provost, registrars, directors will be trained or let say swear some oat of secrecy where information are discussed at some levels are not leaked. Especially confidential information. Then people will be earnest enough, bold enough to appraise or to evaluate HoDs performance.*

Aaron gave a similar view that:

> *people who furnish information supply should not be named and nailed. you understand this one? so you don't know what your dean has written about... things should be done in confidential manner. We must hold things in secrecy. it is very important. If people who are found doing the otherwise can be named and shamed it will be better.*

3.   **Encourage honesty**

For example, Deans mentioned that people should be encouraged to be honest, there should be broader stakeholder engagement and management should ensure confidentiality in the evaluation process.

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Discussion of Results

Inferring from the results from the questionnaire, it can be said that, perhaps being honest, fair and applying professional standards in the evaluation system are important elements for an effective performance evaluation process. The results from the interview were not different, broader stakeholder engagement, ensuring confidentiality and encouraging people to be honest are the strategies to make performance evaluation of HoDs effective. The findings are in harmony with that of Dunning *et al*., (2007) assertion that the performance review process should clearly model the standards of professionalism, honesty, and fairness.

Altogether, the results from both questionnaires and interviews largely suggest to the University of Cape Coast the need to educate and engage stakeholders before introducing a performance evaluation system for HoDs. This according to Ahmad, & Bujang, (2013) helps stakeholders to understand the evaluation system better, helps dispel misconceptions about the system and raises awareness.

The implication of the findings of this study is that broader stakeholder consultation and education/training is very relevant for the cooperation and commitment of members as well as the effectiveness of an evaluation system.

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Chapter Summary

The chapter presented the responses of the research participants to the questionnaire and interviews. The data provided by the questionnaire from respondents and the interviews of participants have been analysed with quantitative and qualitative data analysis techniques viewed in chapter three. The key findings were that despite its importance the University of Cape Coast does not have an evaluation system in place for HoDs. It is therefore relevant that the University of Cape Coast put in measures to evaluate HoDs using relevant methods and criteria suitable for the HoDs in the University of Cape Coast. It was also found that, like any other evaluation system, performance evaluation system for HoDs could face challenges, hence the need to consider ways that will make the evaluation system more effective in the University of Cape Coast.
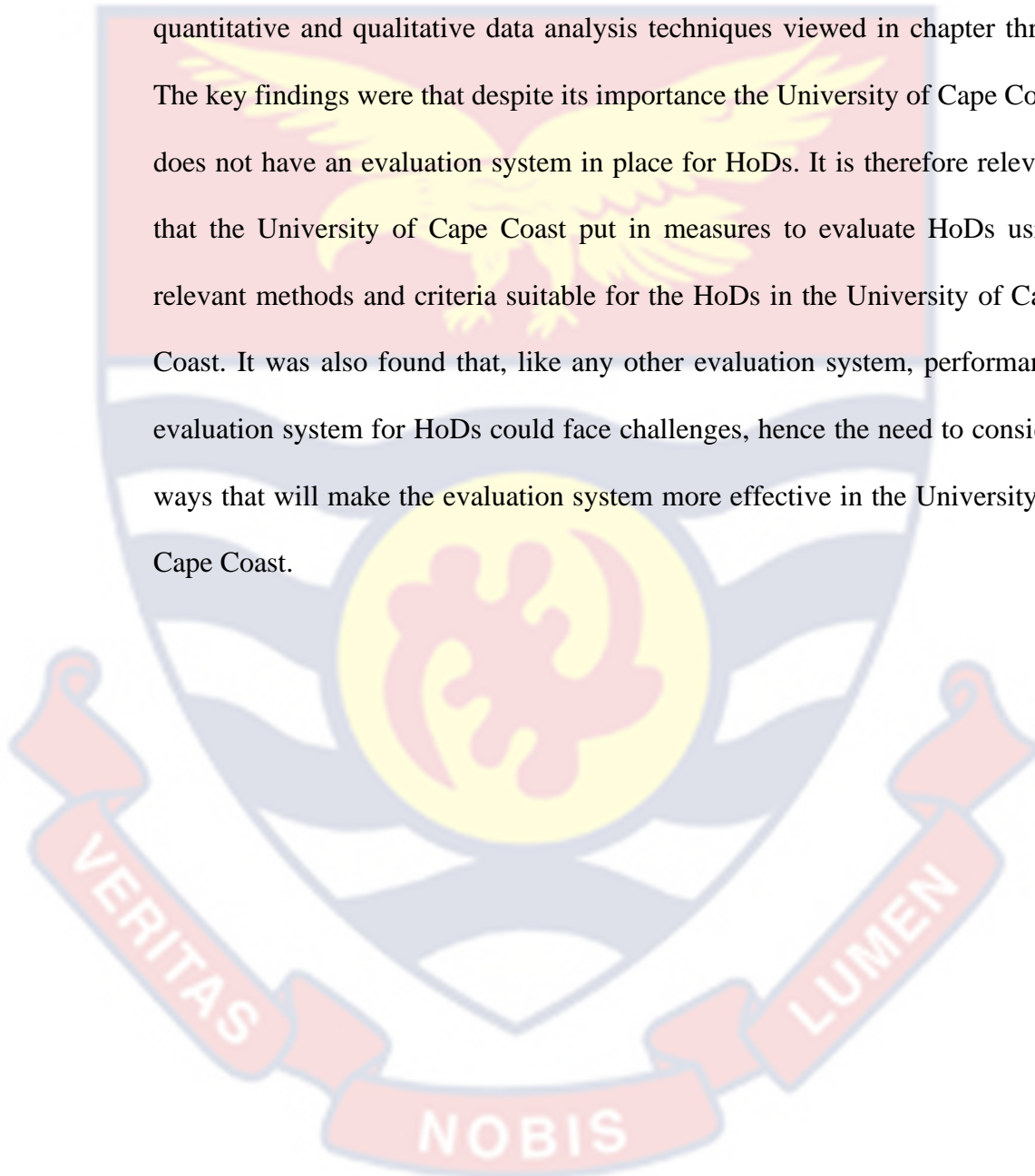
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The summary, conclusions, and recommendations are presented in this chapter to inform management decisions and policymaking. This chapter also offers a suggestion for more study. The purpose of the study was to examine the structure and parameters of undertaking performance evaluation for HoDs in the University of Cape Coast. This study is one of the first in-depth analyses of performance evaluation system of academic Heads of Department at the University of Cape Coast. It was put forth in light of empirical evidence on the rise of accountability for academic Heads of Department in higher education and its impact on development. The findings generally concurred with the literature on performance reviews and their use in higher education. The following research questions were formulated to drive the study goal:

1. What is the perception of staff on evaluating performance of HoDs in the University of Cape Coast?

2. What methods are appropriate for evaluating performance of HoDs in the University of Cape Coast?

3. Which criteria are relevant for evaluating performance of HoDs in the University of Cape Coast?

4. What are the foreseen challenges associated with evaluation of HoDs in the University of Cape Coast?

5. What are the ways to make performance evaluation of HoDs effective in the University of Cape Coast?

The convergent parallel mixed methods design was chosen for the study because it took into account the major players, that is, Deans and department members as well as the nature of the phenomenon under research. The design was adopted because of its numerous benefits including drawing on the strengths of both quantitative and qualitative approaches to inquiry and allowing for triangulation in research.

Eight participants were selected from a population of 15 Deans of schools/faculties and 296 respondents were selected from 1257 members from various academic departments in the University of Cape Coast. Purposive sampling, specifically expert sampling was used for the qualitative study and Stratified sampling using random sampling specifically to sample respondents from various academic departments in the University of Cape Coast to respond to quantitative study. In order to make statistical inferences, the quantitative data produced from the self-administered survey from members of academic departments was analysed using descriptive statistics in the form of frequencies and percentages. The quantitative data collected was edited, coded and analysed with IBM SPSS version.

Data from semi-structured interviews from Deans were used to complement the quantitative data using thematic analysis. This was done by manually transcribing and coding the semi-structured interview responses. Corrections were made to the grammatical errors in the scripts by ensuring that meanings are not distorted. Themes were then formed and categorised according to the five research questions posed. The results from the analysis of all the data are summarised below as the key findings.

Key Findings from quantitative and qualitative analysis

1. **What are the perceptions of staff on performance evaluation of HoDs?**

Both quantitative and qualitative study findings revealed that the University of Cape Coast did not have a formal system for evaluating performance of HoDs. The findings therefore suggested that there should be a formal system of evaluation for HoDs. Again, it was suggested that formal evaluation should be done annually as well as at the end of tenure for formative and summative purposes. Also, the findings suggested the feedback from the evaluation should be used as a basis for renewal of appointment, for performance improvement and for future training needs.

2. **What appropriate method is suitable for evaluating performance of HoDs in the University of Cape Coast?**

The analysis of data from both quantitative and qualitative study regarding research question two revealed that:

Four features of evaluation as methods appropriate to be considered when evaluating HODs performance and they are: (1) online survey evaluation, (2) setting of specific, personal performance objectives/benchmarks, (3) setting department objectives on the basis of college or University strategic plan/goals (4) HoD Self-evaluation. Apart from these, the study also found out that Deans and every member of the departments were preferred to be the primary evaluators of HoDs' performance.

3.   What are the criteria suitable for evaluating performance of HoDs in the University of Cape Coast?

With regards to the criteria, the findings revealed eleven (11) criteria suitable for evaluating performance of HoDs in the quantitative study and five (5) from the qualitative study. They are: (1) Defending the department's interests at the School/University level; (2) Developing future plans and programs for the department ; (3) Ensuring that adequate facilities are available for research; (4) Preparing the department's annual reports ; (5) Effectively implementing the department's goals and objectives/strategic plan; (6) Enhancing the department's reputation ; (7) Enhancing graduate completion rate (8) Maintaining faculty and student records ; (9) Fostering good teaching methods in the department (e.g. Organising workshops and seminars); (10) Encouraging faculty members to communicate new ideas for improving departmental productivity ; (11)Develops partnerships and collaborations.

The five (5) criteria suggested from the qualitative study are: (1) Leadership skills; (2) Adherence to policies of the university; (3) Human relations; (4) Development of programmes; (5) Student achievement.

4. What are the foreseen possible challenges?

Findings to research question four from both quantitative and qualitative study showed that possible challenges that the evaluation system could face includes: It demands a lot of time and effort; unfairness and bias; political mask in performance evaluation affects the effectiveness of the process; there is the possibility of over rating or under rating; dishonesty, lack of confidentiality, resistance to the system and evaluation viewed as extra

work were raised by majority of Deans who responded to the interviews; evaluation used as payback time and witch haunting.

5.   What are ways to make the evaluation process effective?

Finding to research question five revealed that: There should be standardised process that uses objective benchmarks; there should be a clear balance between political, financial, and development issues that relate to the structures of the institution ; there should be a clear balance between political, financial, and development issues that relate to the structures of the institution ; there should be a clear link between performance and reward; the process should adhere to the standards of professionalism, honesty and fairness; people should be encouraged to be honest; there should be broader stakeholder engagement and management should ensure confidentiality in the evaluation process.

Conclusions

The following conclusions were made from the study:

1. The management and governance structure of the University of Cape Coast lacks a formal performance evaluation system for HoDs, hindering effective assessment and raising concerns about transparency and alignment with the goals of the institution.

2. Methods deem suitable for evaluating HoDs in the University of Cape Coast include Online assessment, alignment of evaluation objectives to the personal and departmental objectives and then Dean and every member of the department should be the primary evaluators.

3. 11 criteria were specified, which participants rated as very important for use in evaluating performance of HoDs and 6 criteria were pointed

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out by Deans as relevant to be considered for evaluating performance of HoDs.

4. The study unveiled significant challenges in the Performance Evaluation of HoDs. These challenges have the potential to hinder the effectiveness of the evaluation process, impacting the overall management and functioning of the departments involved. Addressing these issues is crucial to ensure a fair and accurate assessment of the performance HoDs.

5. It can be concluded from the findings that to ensure that evaluations serve their intended purpose, it is imperative for the University to establish comprehensive support systems. These support systems will not only enhance the quality of evaluations but also contribute to the professional development and growth of the institution.

Recommendations

Based on the findings and conclusions it is recommended that:

1. The University of Cape Coast respond to the call for a performance evaluation system for HoDs by establishing a clear and measurable performance metrics for HoDs that aligns with the university's strategic goals and the expectations of their roles. It is further recommended that HoDs evaluation should be linked to their reappointment to office and further appointment to any other leadership position in the University.

2. The University should develop a policy that clearly defines the criteria and methods for evaluating HoDs as the study findings stipulates. This will be the basis for evaluating performance of HoDs. The criteria and

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methods identified by this study should also be considered when developing a metrics to evaluate HoDs.

3. This study recommends broader stakeholder consultation and continuous training of stakeholders (such as Deans, HoDs, members of the Department and all involved in the evaluation process) for effective implementation before development and implementation of evaluation system for HoDs. This will help ensure objectivity in the process knowing the impact the system will have on performance and development of the university.

4. The Directorate of Human Resource of the University of Cape Coast should provide training programs and resources to make the evaluation process effective.

Suggestion for Further Research

Given the dearth of research on Academic Administrators in higher education institutions in Ghana, this study recommends that higher education scholars and other researchers intensify their research in this direction. Through this, empirical data will be made available to form the basis for monitoring performance of duty bearers in higher education as well as identify input for leadership development inventions programmes. In addition, future research should focus on other duty bearers such as Deans, Provost, Directors, and Coordinators. This will help improve performance at all levels including departmental, school, college and university levels. There is also the need to study other universities in Ghana and other African countries to compare what is done in those universities and measure its effectiveness in higher education.

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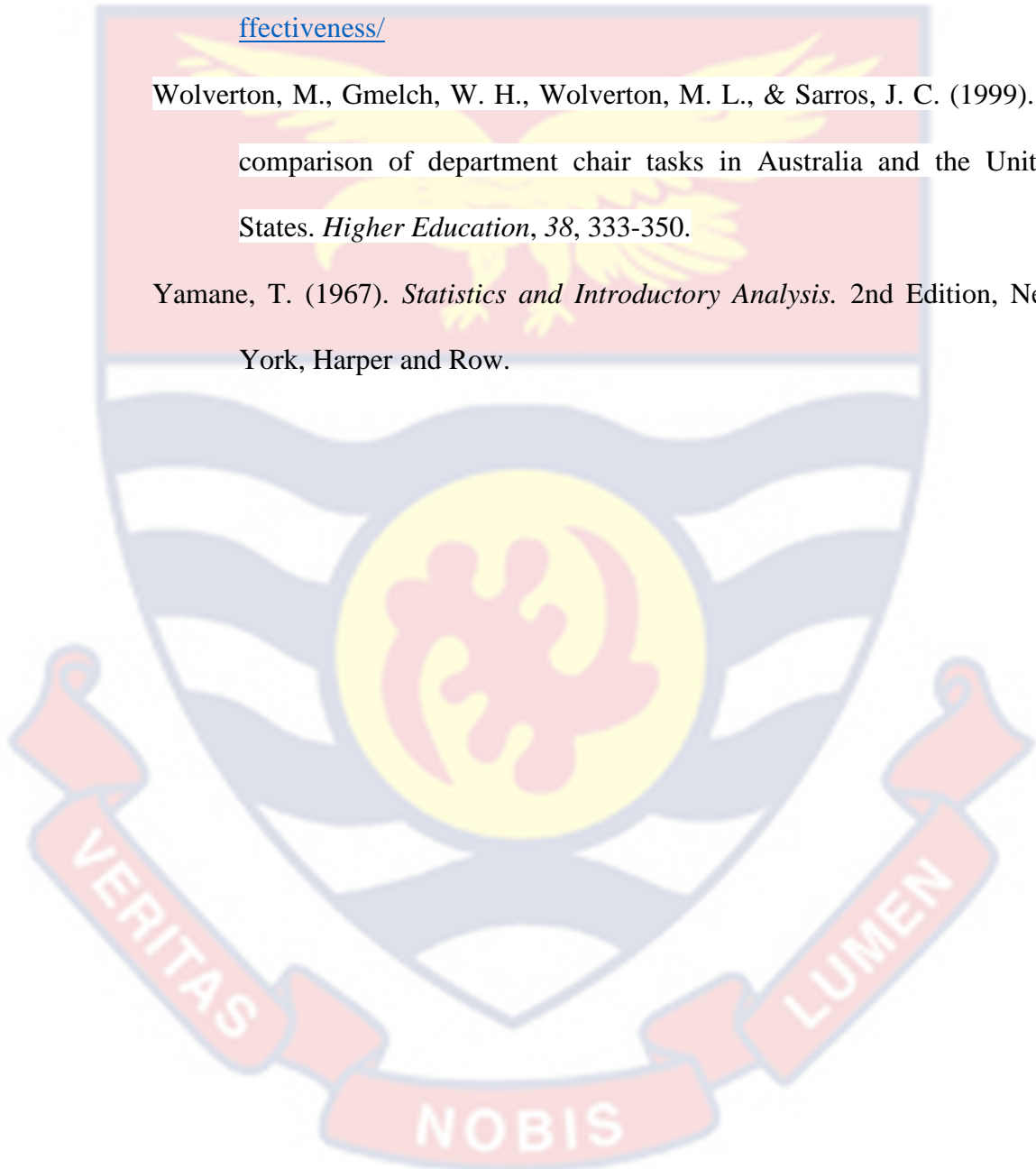
APPENDICES

APPENDIX A: Self-Administered Questionnaire for the Members of

Departments in the University of Cape Coast

UNIVERSITY OF CAPE COAST
INSTITUTE FOR EDUCATIONAL PLANNING AND
ADMINISTRATION
MPHIL. ADMINISTRATION IN HIGHER EDUCATION
QUESTIONNAIRE FOR MEMBERS OF DEPARTMENTS IN THE
UNIVERSITY OF CAPE COAST

INTRODUCTION:

This is a questionnaire on research seeking information on the perception of academic Heads of Department (HoDs), Faculty and Staff on evaluating academic HoDs performance, appropriate method and criteria suitable for evaluating academic HoDs in the University of Cape Coast, possible challenges associated with evaluation of academic HoDs and the way forward. Any information given will be used solely for academic research purposes. You are assured of the confidentiality of your responses.

INSTRUCTION

You are kindly requested to give an answer to all questions. **Please tick (√) to provide you answer in the space provided as appropriate.**

 SECTION A: Demographics

Sex	Age	Designation	No. of years of Service	Are you HoD?	College
	20-30yrs. ☐ 31-40yrs. ☐ 41-50yrs. ☐ 51-60yrs. ☐	Senior Member Teaching ☐ Senior Staff ☐ Junior Staff ☐		Yes ☐ No ☐	

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SECTION B: - To what extent do you agree to the following statement concerning your perception about evaluating performance of HoDs in the University of Cape Coast? *Please tick.*

Perceptions	Yes	No
There should be a formal performance evaluation system for HoDs		
Formal performance evaluation of HoDs is very important		
Evaluation of HoDs performance should be done annually		
Evaluation of HoDs performance should be done at the end of tenure		
Feedback from evaluation should be used as a basis for renewal of appointment		
If No to the question above, specify what the feedback should be use for .…………………………………………………………………		

SECTION C: Which of these methods is **most** appropriate to be used to evaluate performance of HoD's in the University of Cape Coast? **Tick as many as applicable.**

Methods of Evaluation	Kindly Tick
Using structured/closed-ended questionnaire to assess performance manually	
Online survey assessment	
Setting of specific, personal performance objectives/benchmarks	
Setting department objectives on basis of college or university strategic plan/goals	
Meeting face-to-face to review	
Assimilating feedback from at least one source in addition to the dean	
HoDs self-evaluation/appraisal	
Who should evaluate HoDs performance? (*Kindly indicate*) …………………………………………………………………………………	

SECTION D: To what extent would you consider the following roles to be used as criteria for evaluating HoDs performance in the University of Cape Coast? **VI= Very Important, I=Important, NI=Not Important**

Criteria for evaluating roles of HoDs	VI	I	NI
Leadership			
Defending the department's interests at the School/University level			
Representing colleagues at the faculty/university level			
Supervision of academic activities of young faculty in the department (official/non-official mentorship)			

Developing future plans and programs for the department			
Support continuous improvement of members of the department			
Assigning teaching schedules fairly among faculty members			
Evidence of teaching and research			
Organizational Management			
Ensuring that adequate facilities are available for research			
Preparing the department's annual reports			
Taking care of the department's property			
Conducting departmental meetings			
Supervision of exams grading system in the department			
Development of new programs			
Effectively implementing the department's goals and objectives/strategic plan			
Climate			
Models and promotes effective conflict resolution			
Uses shared decision-making			
Improving the quality of the department's programs to meet society's needs			
Enhancing the department's reputation			
Being in the office at certain hours managing the department's daily business			
Student Achievement			
Keeping students informed about departmental rules and regulations			
Holding staff-student consultative meetings			
Enhancing graduate completion rate			

Human Resource Management			
Recruitment of competent new faculty for the department			
Maintaining a cordial working atmosphere at the department			
Evaluating faculty and Staff performance			
Dealing effectively with unsatisfactory faculty performance			
Attendance to staff welfare			
Maintaining faculty and student records			
Professionalism			
Maintaining professional demeanor demonstrates integrity, models ethical behaviour, participates in professional growth			
Ensuring good professional ethics among faculty members			
Fostering good teaching methods in the department (eg. Organizing workshops and seminars)			
Fair selection/admission of students			
Communication/Community Relations			
Encouraging faculty members to communicate new ideas for improving departmental productivity			
Supervising academic counseling provided to students in the department			
Develops partnerships and collaborations			

SECTION E: To what extent do you agree to the following statements concerning the possible challenges with evaluating performance of HoDs?
SD= Strongly Disagree, D=Disagree, A=Agree and SA = Strongly Agree.

Possible Challenges with evaluating HoDs performance	SD	D	A	SA
It demands a lot of time and effort				
There is the possibility of unfairness and bias in evaluating				
There is the tendency of over-rating or under-rating				

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| Political mask in performance evaluation affects the effectiveness of the process | | | | |

SECTION F: To what extent do you agree to the following statements concerning ways to tackle the challenges associated with evaluating performance of HoDs?

Ways to make the evaluation process effective	SD	D	A	SA
There should be standardized process that uses objective benchmarks				
The process should clearly model the standards of professionalism, honesty and fairness				
There should be a clear balance between political, financial, and development issues that relate to the structures of the institution				
The process should be concise and less of paper work				
There should be a clear link between performance and reward				

Thank you.

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APPENDIX B: Interview Guide for Deans in the University of Cape

Coast

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND

ADMINISTRATION

SEMI-STRUCTURED INTERVIEW GUIDE FOR DEANS

Dear Sir/Madam, I am an MPhil (Administration in Higher Education) student who is conducting research on the topic "Toward Performance Evaluation Matric for Heads of Department in the University of Cape Coast". The purpose of this study is to examine the structures and parameters of evaluating performance of academic Heads of Department (HoDs) in the University of Cape Coast. Kindly be informed that all responses provided in this interview are confidential and used for research purposes only. This interview may take between 20 to 30 minutes. Your participation in this study is voluntary and you are free to stop answering the items should you find it necessary. Thank you for your participation.

SECTION A: Demographics:

1. Gender

2. Rank

3. Number of years spent in current position as Dean

4. Different Positions held

5. Name of Faculty/School

SECTION B: Perception about HoDs performance evaluation

6. Does the university have performance evaluation system in place for heads of academic department?

7. How relevant is performance evaluation of academic Heads of Department to you?

8. What should the feedback from the evaluation be used for?

9. How frequent should the evaluation be?

SECTION C: Method suitable for evaluating HoDs performance in the University of Cape Coast

10. Who should evaluate HoDs performance?

11. Should the evaluation be done online or the use of paper and pen or face-to-face? Kindly explain your answer?

12. Should it be linked to the university strategic objectives or it should be departmental base? Why?

13. How relevant is self-evaluation to you? Why?

SECTION D: Criteria suitable for evaluating HoDs performance on their Roles.

14. What are some of the skills or competencies that you expect to see in HoDs in discharging their roles and why?

SECTION E: Possible Challenges with evaluating HoDs performance

15. What are the challenges that can hinder effective development and implementation of evaluation system for HoDs? Why

16. What are the possible challenges that can make the evaluation process ineffective? Why?

SECTION F: Way forward to tackle the Challenges

17. What are the measures to consider when developing and implementing performance evaluation system for HoDs? Why?

18. What can be done to make the evaluation process effective? Why?

Thank you for your cooperation and participation

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APPENDIX C: Institutional Review Board Ethical Clearance

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: IRB/C3/Vol.1/0036
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0011497   14TH FEBRUARY 2023

Ms Stella Afutu
Institute for Educational Planning and Administration
University of Cape Coast

Dear Ms Afutu,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/116)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research on *Towards Performance Evaluation Matric for Heads of Department in the University of Cape Coast.* This approval is valid from 14th February 2023 to 13th February 2024. You may apply for a renewal subject to the submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit a periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Kofi F. Amuquandoh

Ag. UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

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