

UNIVERSITY OF CAPE COAST

PERCEPTIONS OF PUBLIC JUNIOR HIGH SCHOOL TEACHERS IN
BEREKUM MUNICIPALITY ON THE PERFORMANCE APPRAISAL
SYSTEM IN GHANA EDUCATION SERVICE

BY

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DISSERTATION SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT
STUDIES, FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF CAPE
COAST, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
AWARD OF MASTER OF ARTS DEGREE IN HUMAN RESOURCE
MANAGEMENT

FEBRUARY, 2014

UNIVERSITY OF CAPE COAST

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EDWARD EWUSI-EMMIM

2014

DECLARATION

Candidate's Declaration

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

Candidate's Name:

Signature:..... Date:.....

Supervisor's Declaration

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

Supervisor's Name:

Signature:..... Date:.....

ABSTRACT

The study was to find out the perception of public junior high school teachers in Berekum Municipality on the performance appraisal system in Ghana Education Service (GES). The evaluative research design was used in the study. The cluster and simple random sampling techniques were used to select 142 respondents for the study. The questionnaire was the main instrument used in the collection of the field data. The data were analysed with the Statistical Package for the Social Sciences (SPSS) (Version 10) software. The results were presented in frequency tables, percentages and barcharts.

The main findings of the study were that most of the respondents were of the view that their headteachers involved them in the practice of performance appraisal. The majority of the respondents indicated that the implementation of the performance appraisal was in line with the GES system; the majority of the respondents stated that performance appraisal was not regularly conducted in the schools. The main recommendations of the study were that the GES must organize workshops on the performance appraisal system on a regular basis for the teachers, and feedback from the performance appraisal must be given to the teachers.

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to all those who helped me, in diverse ways, to make this dissertation possible. I am extremely indebted to my supervisor, Prof. C.K. Brown of the Institute for Development Studies, University of Cape coast, for his constructive criticism and encouragement to get this work done.

Mention should be made of the Municipal Director of Ghana Education Service, Berekum and various headmasters / headmistresses and colleague teachers of Berekum Municipal Junior High Schools for responding promptly to the questionnaire. Finally, I am grateful to my family for their support and cooperation, and to Mr. Fred Atutonu for his patience and understanding in typing this work.

DEDICATION

To my deceased parents, Mr. Ebenezer Ewusi-Emmim and Mrs. Alice Ewusi-Emmim.

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LIST OF ACRONYMS

ACR	–	Annual Confidential Report
BARS	–	Behaviourally Anchored Rating Scale
GES	–	Ghana Education Service
JHS	–	Junior High School
MBO	–	Management by Objective
MOE	–	Ministry of Education
SIP	–	School Improvement Plan
SMART	–	Specific, Measurable, Achievable, Realistic and Time
SPSS	–	Statistical Package for the Social Sciences

CHAPTER ONE

INTRODUCTION

Background to the study

When employees are trained and settled into their jobs, one of the concerns of management is performance appraisal. According to Giffen (1999), performance appraisal is a formal assessment of how well employees are doing their jobs. Employees performance should be evaluated regularly for many reasons. One reason is that performance appraisal may be necessary for validating selection devices or assessing the impact of the training programmes. Another reason is administrative, that is to aid in making decisions about pay raises, promotions and training. Performance appraisal also provides feedback to employees to help provides feedback to employees to help them improve their performance and plan their future career.

During the second half of the 19th Century in Australia, inspectors were a dominant feature of schooling. Although, it would have been proposed at the time that their role was on quality control, they were viewed to be filling the role of “economic watch dogs”. Gitlin and Smyth (1989) refer to teacher evaluation of that time as, “an example of scientific management and bureaucratic control at its autocratic best”. They further maintain that, the desire for efficiency was attributable in part, to an attempt by the state to legitimize its right to be the proper provider of education in the face of continuing hostility by the church to maintain what it saw as its traditional prerogative.

In Victoria, the purpose of inspection was the regulation and supervision of the system now described as “payment by results”. This system had been introduced from England in the middle of the 19th century. Teachers were paid a base salary plus additional “bonuses” for the performance of their students on standard test and on the regularity of school attendance, then regarded as being indicative of effective and successful teaching and general observed classroom and administrative competence. This endowed the inspector with a high degree of power, and the individual officer was often perceived by teachers as being mirthless, capricious and arrogant (Gitlin & Smyth, 1989). That teachers employed a variety of ruses and strategies in order to “beat the system” could hardly be a cause for speculation, since the livelihoods depended, at least in part, on their receiving a favourable report.

Inspection was retained in both secondary and primary schools, until the mid 1970s in Victoria, the aim being the award of an assessment which would entitle the teacher to apply for a position of greater seniority, and hence, a higher level of remuneration. It was abandoned in the late 1960s. Evaluation for promotion in government schools, prior to the institution of the professional recognition programme, was done by school-based panels through interviews after the teachers had presented their applications for promotion.

In Ghana, the Ministry of Education is committed to performance appraisal to develop all members of the teaching and learning process and to raise the standard of achievement for all students. To do this, a performance appraisal system was introduced in the mid 1980s to be used at all levels of the school

system. The performance appraisal system is a formal evaluation of the performance of all teachers. The evaluation determined whether the incumbent's performance meets the required standards of the post he/she temporarily or permanently occupies. To identify objectively the teacher's strengths and weaknesses the team leader / reviewer records significant achievement and shortcomings of his/her staff on the incident review and feedback form provided. This form is used as the reference point at the end of the review period and should assist in formulating an objective assessment of the teacher's performance.

This programme assesses each teacher's performance in the effort to identify training needs and to assist with career development. The emphasis of the programme is developmental, aimed at assisting and motivating individuals to attain their maximum potential. The performance evaluation or appraisal model involves all categories of teachers and runs in three stages on a continuous one-year cycle. These are the planning, monitoring and review stages. The planning stage involves the definition of job responsibilities, settling of performance goals and development of an action plan. This should take place early in the school year. The monitoring stage involves monitoring progress, providing feedback, coaching and professional development support. It includes a minimum of one classroom observation for each teacher in each term throughout the school year. Finally, the review stage involves a formal review and takes place in the latter half of the Third Term.

The performance appraisal process should provide the opportunity for all teachers to participate in the improvement of the School Improvement Plan (SIP)

and to manage their own performance, engage teachers in continuing professional development and be consistent with the values and belief of the school culture (Ministry of Education, 2004)

Statement of the problem

The Ministry of Education has a policy which ensures that teachers in public junior high schools undergo performance appraisal once every year to assess how effective they are performing on their jobs. Teachers are given description forms which clearly establish the responsibilities, duties and accountabilities as well as the desired qualifications for performing the job. Monitoring and evaluation officers, who include the teacher's headmaster/headmistress, go round to conduct the appraisal. After the final appraisal, teachers are supposed to know their performance and defend themselves if there are any short comings. If both parties agree to the terms of the appraisal, the document is then put on the teacher's file for future use.

Teachers need recommendations from their headmasters/headmistress when they are due for promotion and participation in training and development programmes. Some teachers are however, not happy about the sort of recommendations they receive due to some lapses in the appraisal system. This study was intended to find out the perceptions of public junior high school teachers in Berekum Municipality on the performance appraisal system and whether the appraisals carried out were in line with the performance appraisal procedures laid down by the Ghana Education Service.

Objectives of the study

The general objective of the study was to find out the perceptions of Public Junior High School teachers in the Berekum Municipality on the performance appraisal system in the Ghana Education Service (GES). Specifically, the study sought to:

1. Assess the practice of performance appraisal system at GES;
2. Establish whether the practice of the performance appraisal system is in line with the laid down procedures of GES;
3. Assess the frequency of the performance appraisal practice;
4. Determine whether the performance appraisal feedback is given to teachers;
5. Examine the effectiveness of the performance appraisal system;
6. Determine the impact of performance appraisal on the training and development of teachers; and
7. Make recommendations to the Ghana Education Service for future performance appraisal strategies.

Research questions

The following research questions were formulated to guide the study:

1. How is performance appraisal practised in GES?
2. Is the practice of the performance appraisal system in line with the laid down procedures in GES?

3. How frequent is performance appraisal carried out in the municipality?
4. Do the teachers receive performance appraisal feedback?
5. How effective is the performance appraisal system in GES?
6. What is the impact of performance appraisal on the training and development of teachers?

Scope of the study

The study was undertaken in the Berekum Municipality, and involved the teachers in public junior high schools in the area. It assessed how the performance appraisal system was practised in these schools, and its impact on training and development of the teachers.

Significance of the study

A study of the perception of teachers of the performance appraisal system is important for several reasons. First, finding out the perceptions of teachers would bring up the inherent strengths and weaknesses of the prevailing performance appraisal system and its effects on teaching thereby serving as a corrective measure for staff assessment. Second, the study would provide policy makers with in-depth knowledge of performance appraisal. Finally for researchers in education, the study can stimulate research on the performance appraisal system by providing areas for further research. It is hoped that the outcome will help add to knowledge of performance appraisal system in the Ghana Education Service.

Operational definition of concepts

Appraisal is the formal assessment for improving the performance of employees within their current position and for accountability.

Appraisee refers to the person being appraised, that is, the employee.

Appraiser refers to the person who undertakes the appraisal of employees.

Communication refers to the dialogue between the superior and the subordinate, and improving understanding of personal goals and concerns.

Evaluation is the summative assessment for determining the movement from one position to another within a career path.

Perception refers to the thinking of an individual about how a task is performed.

Performance is the accomplishment of assigned tasks by employees in an Institution. It shows how the employee is seen doing his/her work.

Management Development is a framework for further employee development by identifying and preparing individuals for increased responsibilities.

Organization of the dissertation

The study is divided into five chapters. Chapter One, which is the introductory chapter, explains the background to the study, statement of the problem, objectives of the study, research questions, scope of the study,

significance of the study, operational definition of concepts, and organization of the dissertation.

Chapter Two reviews the literature on the definitions and conceptions of performance appraisal, objectives of performance appraisal, purposes of performance appraisal, types of performance appraisal, errors associated with performance appraisal pitfalls to avoid in appraisal, and the pre-requisites for effective and successful performance appraisal. Chapter Three presents the methodology used in the study. It discusses the research design, study area, study population, sampling procedures, sources of data, data collection instruments, the fieldwork, and data processing and analysis.

Chapter Four provides the results and discussion of the fieldwork. It covers the background characteristics of the teachers, the practice of performance appraisal in the schools, impact of the performance appraisal system on training and development, the frequency of performance appraisal, the feedback of performance appraisal, and the effectiveness of the performance appraisal system. Finally, Chapter Five presents the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

The chapter reviews the related literature on performance appraisal. It covers the definitions of performance appraisal, objectives of performance appraisal, objectives of performance appraisal, purpose of performance appraisal, types of performance appraisal, methods of performance appraisal, errors associated with performance appraisal, and the pre-requisites for effective and successful performance appraisal.

Definitions of performance appraisal

The concept of performance, according to Byars and Rue (1994), is the degree of accomplishment of task that makes up an employee's job. This shows how an employee is seen doing his / her work. It is measured in terms of results. Performance is different from effort. Performance, therefore, depends on such factors as efforts, ability, zeal, hardened motivation information and feedback. Performance is the level of contribution made by a staff towards achieving the organizational goals.

Appraisal is the judgment of an employee's performance in a job, based on considerations other than productivity alone. It is sometimes called merit rating, more frequently when its sole objective is to discriminate between employees in granting increases in wages and salaries (Graham & Bennett, 1984).

All managers are constantly forming judgements of their subordinates and are in the sense continuously making appraisals. The appraisal system seeks to reveal the employee's strengths and weaknesses for appropriate remedy in areas such as training, promotion, salary decision, transfer, lay-offs, motivation, re-assignment, counseling as well as placement.

Chatterjee (1999) defines performance appraisal as a systematic evaluation of the employee's job and development. According to him, formal performance appraisal is a system set up by the organization to regularly and systematically evaluate employee performance.

Lansbury (1988) has defined performance appraisal as the process of identifying, evaluating and developing the work performance of employees in the organization so that the organizational goals and objectives are effectively achieved, while at the same time, benefiting employees in terms of recognition, receiving feedback, catering for work needs and offering career guidance.

According to DeNisi and Pritchard (2006), performance appraisal is a discrete formal, organizationally sanctioned event usually not occurring more frequently than once or twice a year, which clearly states performance dimensions and / or criteria that are used in the evaluation process. In this event, quantitative scores are often assigned, based on the judged level of employees job performance on criteria used, and the scores are shared among the employees being evaluated.

Singer (1990) defines performance appraisal as a formal process of providing workers with diagnostic feedback (positive and negative knowledge of results) about their job performance. He claims that the principal rationale for using performance appraisal is to capitalize on the strengths of employees. In establishing criteria for performance appraisal, Singer (1990) indicates that, for it to be effective, both supervisors and workers must have comprehensive job knowledge. This information should be readily available if the organization has previously conducted job analysis.

Anderson (1993, p.2) defines performance appraisal as:

The systematic review of the performance of staff on a written basis at regular time intervals and the holding of performance interview at which staff have the opportunity to discuss performance issues, past, present and future on a one – to – one basis with their immediate line managers.

Ivancevich (1998) defines performance appraisal as the human resource management activity that is used to determine the extent to which an employee is performing the job assigned him effectively.

Bartol and Martin (1998, p.331) describe performance appraisal as “the process of defining expectations for employee performance: measuring, evaluating and recording employee performance, relative to those expectations and providing feedback to the employee”

Goss (1994) indicates that the nature of appraisal tends to encompass two broad approaches: the judgmental and developmental appraisal. According to him, judgmental appraisal schemes quite often combine the assessment of social / behaviour attributes and performance results data. Examples of such attribute include job knowledge, capabilities, adaptability, flexibility, productivity quality of work, attitude to work, initiative and interaction with others. On the other hand, developmental appraisal seeks to identify and develop potential for future performance, linked to succession and personal development planning.

According to Mullins (2007), the process of performance appraisal involves a continuous judgment on the behaviour and activities of staff. It is important that members of the organization know exactly what is expected of them and the yardsticks by which their performance and results will be measured. A formalized or systematic performance appraisal scheme can also form the basis of a review of financial rewards and planned career progression. A comprehensive system can provide the basis for key managerial decisions, such as those relating to allocation of duties and responsibilities, pay, empowerment and levels of supervision, promotions, training and development needs and career progression.

Robbins and DeCenzo (1998) contend that performance appraisal is a process of establishing performance in order to arrive at objective human resource decisions, such as pay increases and training needs, as well as to provide documentation to support personnel actions.

In the counseling setting, performance information provides the vehicle for increasing satisfaction, commitment and motivation of the employees. Performance appraisal allows the organization to tell employees something about their rates of growth, their competences and their potentials. There is a little disagreement that, if well done, performance measurement and feedback can play a valuable role in effecting the grand compromise between the needs of the organization (Landy, Zedeck& Cleveland, 1983).

Graham and Bennett (1984) are of the view that performance appraisal is a review and discussion of an employee's performance of assigned duties and responsibilities. The appraisal is based on results obtained by the employee in his / her job, not on the employee's personality characteristics. The appraisal measures skills and uniformity. It provides a way to help identify areas for performance enhancement and to help promote professional growth. It should not, however, be considered the supervisor's only communication tool. Open lines of communication throughout the year help to make effective working relationships.

Bedeian (1993) argues that each employee is entitled to a thoughtful and careful appraisal. The success of the process depends on the supervisor's willingness to complete a constructive and objective appraisal and on the constructive suggestions and to work with the supervisor to reach future goals. Periodic reviews help supervisors to gain a better understanding of each employee's abilities. The goal of the review process is to recognize achievement to evaluate job progress, and then to design training for the future development of

skills and strengths. A careful review will stimulate employee's interest and improve job performance.

Objectives of performance appraisal

Torrington and Hall (1991) argue that the results of the appraisal process are often used for a number of different purposes. According to them, results of the appraisal process could be used to determine the level of staff performance and, thereby, devise measures to improve upon current performance. Appraisal results, according to them are used in decision making. Results of the appraisal process enable management to assess the training needs of staff as well as determine their promotion and comprehensive needs.

Giffin (1999) claims that performance appraisal may be necessary for validating selection devices or assessing the impact of training programmes. Also, performance appraisal aids in making decisions about pay raises, promotions and employees to help them to improve upon their performance and plan future careers. One of the most vital aspects of performance appraisal in many organizations, particularly for the employee, is the opportunity to receive an annual pay increase. Many organizations earmark this time for determining, if an employee is receiving a raise and how much the raise shall be. This is typically justified by linking the increase, to work performance and how effectively goals are met. Many organizations may use this period to also determine or announce bonuses.

Performance appraisal identifies the necessary training and development of employee needs to close the gap between current performance and desired performance. Feedback received by the employee can be helpful in many ways: It gives insight to how supervisors value performance, highlights the gap between actual and desired performance, diagnoses strengths and weaknesses, and shows areas for improvement. It is important to note that feedback goes both ways; performance appraisals are opportunities for employees to let their supervisors know what they are pleased and displeased with, but it is also an opportunity for employees to let their supervisors know what they are pleased and displeased with, but it is also an opportunity for the supervisors to tell employees where they are doing well and where they are falling short. Frequent performance appraisal can also help the employee's career, or, at least, determine its direction. By conducting performance appraisals, sitting down with employees and determining what they are contributing versus what they are consuming from a company, supervisors can make decisions regarding who should move into other position be promoted, and who should be first in line for the next round of lay offs. Performance appraisals, in short, help supervisors and employees determine where the employee needs to be professionally and, efficiently as possible (Graham & Bennett, 1984).

Sherman, Bohlander and Snell (1996) define the purpose of appraising performance as giving employees the opportunity to discuss performance standards regularly with their supervisors. Secondly, it provides a format for enabling the supervisor to recommend a specific programme that can be designed

to help an employee to improve performance. Last, but not least, it provides the supervisor with a means of identifying the strengths and weaknesses of an employee's performance and the basis for salary recommendations.

Chatterjee (1999) has identified four main objectives of performance appraisal system, namely:

- It lets subordinates formally know how their current performance are being rated;
- It identifies those subordinates who deserves higher pays;
- It identifies those employees for whom additional training is necessary; and
- It earmarks promising outstanding employees for promotion.

Again, Carrell, Elbert and Hatfield (2000) see performance appraisal objectives in two forms: The first is evaluative, where compensation decisions, staffing decisions and selection, decisions are made through effective performance appraisal. The other is developmental, where the use of performance feedback, direction for future performance and training and development needs are decided upon, using performance appraisal.

In his contribution, Cole (2002) has outlined several reasons why appraisals are carried out in organizations. These are: to identify the individual's current level of job performance; to identify employee strengths and weaknesses; to enable employees to improve their performance; to provide a basis for rewarding employees in relation to their contribution to organizational goals; to

motivate individuals; to identify training and development needs; to identify potential performance; and to provide information for succession planning.

Purposes of performance appraisal

Cascio (1992) has identified the various purposes of performance appraisal.

They include:

- Appraisal supports personnel decisions to promote outstanding performers; to weed out marginal or low performers; to train, transfer or discipline others, and to justify merit increases;
- Appraisal is used as criteria in test validation. That is, test results are correlated with appraisal results to evaluate the hypothesis that test scores predict job performance;
- Appraisal provides feedback to employees and, thereby, serves as vehicles for personal and career development;
- Once the development needs of employees are identified, appraisal can help establish objectives for training programmes;
- As a result of the proper specifications of performance levels, appraisal can help diagnose organizational problems. They do so by identifying training needs and the knowledge, abilities, skills and other characteristics to consider in living;
- It helps to strengthen the relationship and communication between the supervisor and subordinates, and management and employees; and

- Appraisal helps to judge the effectiveness of other human resource functions, such as recruitment, selection, training and development as basis for rewarding employees in relation to their contribution to organizational goals, to motivate individuals to identify training and development needs, to identify potential performance, and to provide information for succession planning.

Types of performance appraisal

Appraisal systems are broadly classified into two categories, namely: individual appraisal system; and multiple person appraisal system. Under the individual appraisal system, the employee's performance in the given period is studied. Common forms of these are annual confidential reports (ACR); management by objectives (MBO) and check list methods. These forms only study the employee's strengths and weaknesses in performance.

The multiple person appraisal system, on the other hand, compares the performances of all employees within a particular department. They are pitted against one another to see who has been the best performer and who has been the worst. Ranking, paired comparison, 360-Degree Appraisal Techniques are all examples of Multiple Person Appraisal System.

Langdon and Osborne (2001) outline three distinct types of appraisal, each involving distinct types of appraisal and a different approach to evaluating performance. They name the types as; appraising top-down; using peer appraisal; and using 360-degree appraisal. Top-down appraisal means that the appraisees'

immediately manager, who knows the appraisees' performance, is responsible for their appraisal and has the authority to agree a development plan for the future. In using the peer appraisal, people at the same level appraise their peers, so that each appraiser can use his or her expert knowledge of the appraisees' role and responsibilities to give an authorities opinion on their skills. With regard to the 360-degree appraisal, Langdon and Osborne (2001) indicate that the appraiser seeks feedback from everyone who has worked with the appraisee, including customers, their peer group and members of their own team.

Chatterjee (1999) further outlines the difference between the trait – based appraisal system and the result – oriented system. He indicates that the trait – based system uses the weakest set of criteria, yet one that is most widely used by organizations. According to him, trait – based appraisals are used to assess personal characteristics of employees, such as having “a good attitude” exhibiting “ confidence” possessing “high level” of “initiative” or great “tract” or fine “judgement”. This type of appraisal asks a lot about what a person is but relatively little about what he actually does. With result – oriented appraisals, emphasis is placed on the measurement of the individual task outcomes.

Stonner and Freeman (1999) have outlined two types of appraisal: informal appraisal; and formal systematic appraisal. Informal appraisal is the continual process of feeding back to subordinates information about how well they are doing their work for the organization. Informal appraisal is conducted on a day - to - day basis. The manager spontaneously mentions that a particular piece of work was performed well or poorly or the subordinate should stop by the

manager's office to find out how a particular piece of work was received. On the other hand, formal appraisal usually occurs semi - annually or annually. It has four major purposes: to let subordinates know formally how their current performance is being rated; to identify subordinates who deserve merit raises; to locate subordinates who need additional training; and to identify candidates for promotion. Commenting on the type of appraisals, Torrington and Hall (1991) ask the question "who is appraised and who appraises?" They identify the appraisers as the immediate superior, supervisor's superior, member of the personnel department, self-appraisal, appraisal by peers, appraisal by subordinates, and assessment centres.

Graham and Bennett (1984) have outlined three types of appraisal reviews, namely:

- Performance reviews, which analyze employees' past successes and failures with a view to improving future performance;
- Potential reviews, which assess subordinates' suitability for promotion and / or further training; and
- Reward reviews which are used for determining pay rises.

Methods of performance appraisal

Giffin (1999) outlines two basic categories of appraisal methods commonly used in organizations. These are, objective methods and judgemental methods. The objective measures of performance include actual output (that is number of units produced), scrap rate (such as material wasted or defective items

produced); dollar volume of sales, and number of claims processed objective performance measures may be contaminated by “opportunity bias”, if some workers have a better chance to perform than others. For example, a sales representative has a greater opportunity to sell snow blowers in Michigan than does a colleague selling the same product in Florida.

Judgment methods, including ranking rating techniques, are the most common means of measuring performance. Ranking compares employees directly with each other and orders them from best to worst. Ranking is difficult for large groups because the people in the middle of the distribution may be hard to distinguish from one another accurately.

According to Graham and Bennett (1984), the methods of performance appraisal are: ranking; rating scale; open-ended method; and behaviour expectation scale.

- Ranking requires the manager to rank the subordinates in order of merit, usually on their total ability in the job but sometimes according to few separate characteristics
- Grading allows employees into predetermined series of their total performance. It works well for a homogenous group of subordinates.
- The rating scale is by far the most common method of appraisal. It consists of a list of personal characteristics or factors against each of which is a scale, usually of 5 points for the managers to mark his or her assessment and subordinates.

- The open-ended method is a comparatively recent innovation introduced because of dissatisfaction with the rating scale. Instead of requiring a manager to assess a number of personal characteristics not all equally relevant, the method emphasizes the way the job is performed and expects the manager to write a few sentences about the subordinate rather than put ticks in column
- The behavior expectation scale, sometimes referred to as the Behaviourally Anchored Rating Scale (BARS) technique, requires the assessor to select some aspect of a subordinate's behavior considered by subordinates to be typical of the appraisee's performance in a certain aspect of a job. An example is the supervisor's assessment of an employee under the heading ability to cope with stress.

Hellriegel, Susan and Slocum (1999) outline the methods of performance appraisal as: ranking; graphic rating; and behavioural rating. They contend that the ranking method compares one employee to another, resulting in an ordering of employees in relation to one another.

Rankings often result in an overall assessment of employees rather than in specific judgements about the number of job components. Straight ranking requires an evaluator to order a group of employees from best to worst overall or from most effective to least effective in terms of a certain criterion. Alternate ranking makes the same demand, but the ranking process must be done in a specified manner, for example, by first selecting the best employee in a group, then the worst then the second best, then the second worst.

The graphic rating scale requires an employer to develop in – depth grading systems similar to the way students in schools are assessed. This scale is used to evaluate an employee’s success within a variety of areas, such as technical skill set, team work and communication skills. There is typically a minimum required grade an employee must received in order for the performance appraisal to be considered a success. Those that do not make the grade are often put on a performance improvement plan. This method is viewed by some management theorists as an egalitarian measuring individual performance.

Behaviourally Anchored Rating Scale (BARS) is a relatively new technique which combines the graphic rating scale and critical incidents method. It consists of predetermined critical areas of job predetermined critical areas of job performance or set of behavioural statements describing important job performance qualities as good or bad, such as inter – personal relationships, adaptability and reliability and job knowledge. These statements are developed from critical incidents. In this method, an employee’s actual job behavior is judged against the desired behaviour with BARS. Developing and practicing BARS requires expert knowledge.

Most appraisal methods used throughout the world today are based, to some extent, upon the following techniques: Management by Objectives (MBO); 360 – degree Feedback; and Assessment Centre.

As a concept, Management by Objectives (MBO) was first outlined by Drucker (1954). It can be defined as a process whereby employees and superiors

come together to identify common goals. The employees set their goals to be achieved, and the standards to be taken as the criteria for measurement of their performance and contribution. The essence of MBO is the measurement and the comparison of the employee's actual performance with standards set. Ideally, when employees themselves have been involved with the goal setting and the choosing of the course of action to be followed by them, they are more likely to fulfill their responsibilities. The MBO process involves defining organizational goals, defining employees' objectives and continuous monitoring of performance and progress, performance evaluation, providing feedback and performance rewards and punishments

Graham and Bennett (1984) have identified some important features of MBO:

- Clarity of goals – with MBO came the concept of SMART goals, namely: goals that are specific, measureable, achievable, realistic and time – bound;
- Motivation – Involving employees in the whole process of goal setting and increasing employee empowerment increases job satisfaction and commitment; and
- Better communication and co-ordination - frequent reviews and interactions between superiors and subordinates help to maintain a harmonious relationship within the enterprise and also solve many problems that are faced during the period.

The 360 – Degree Feedback, the most recent method of performance appraisal, is aimed at creating a better awareness of strengths and weaknesses. The employee receives a feedback, in anonymous form, on performance rating from peers, superiors and subordinates (Kaplan & Palus, 1994). Feedback from multiple sources, such as superiors, subordinates and others has more powerful impact on people than information from a single source, such as their immediate supervisor. Employees view performance information from multiple sources as fair, accurate, credible and motivating. The employees are more likely to be motivated to change their work habits to obtain the esteem of their co-workers than the respect of their supervisors (Edwards & Ewen, 1996). The superior – only performance appraisal is subjective and relies on the supervisor’s judgement. It is time - consuming and is generally disliked by those who give and receive it. It is typically given once a year, assessing the employee’s work performance from a subjective point of view and providing management information for decisions on pay and promotions (Edwards & Ewen, 1996).

The 360 – degree feedback improves the quality of performance measures by using multi-raters providing a more balanced and comprehensive view. The information is more reliable, valid and credible because the providers interact regularly with the employee at work. Many organizations have found that single source appraisals provide inflated evaluations, giving nearly all ratee’s high performance ratings. This process creates an environment in which employees feel entitled to regular raises and promotions without providing them the information needed for development. Managers find it difficult to provide specific

and critical feedback addressing performance problems. The 360 – degree feedback appraisal, also known as multi- source assessment or full circle feedback, gathers evaluation data from all of those who work most closely with the person being evaluated, regardless of position. The collective intelligence of these people gives the appraisee a clear understanding of personal strengths as well as areas that need further development (Edwards & Ewen, 1996). A prime advantage is that 360 – degree feedback provides a comprehensive view of employee performance. Not only does this method provide feedback from a variety of view points, it also minimizes the problem of bias that is inherent in evaluations. The more appraisers an employee has, the more likely the biases of the raters will tend to cancel one another out and the more their perspectives will combine to give a complete, accurate and honest picture.

Lobdell (1997) has noted that 360-degree appraisal was the most beneficial for a fire department in today's work environment. Lobdell recommends that evaluation should be kept confidential and that training must be conducted for both giving and receiving feedback before the programme is implemented. Also, the programme should be evaluated periodically and modified to meet the changing needs of the organization. He further recommends that the evaluation should be fairly short and that it should be able to be completed in about thirty minutes. The performance on which the employee is being rated should be clearly understood and rated to the position held. There should be a minimum of five to six evaluations to protect anonymity and provide sufficient perspective.

Assessment centre refers to a method to observe and assess objectively the people in action by experts or HR professional with the help of various assessment tools and instruments. Assessment centres simulate the employee's on – the – job environment and facilitates the assessment of their on – the – job performance.

An assessment centre typically involves the use of methods, such as social and informal events, tests and exercises, assignments given to a group of employees to assess their competencies, the job behaviour and potential to take higher responsibilities in the future. Generally, employees are given an assignment similar to the job they would be expected to perform, if promoted. The trained evaluators observe and evaluate employees as they perform the assigned jobs, and are evaluated on job – related characteristics. An assessment centre for performance appraisal of an employment typically includes:

- Social and informal event – Assessment centre has a group of participants and also a few assessors, which gives a chance to the employees to socialize with a variety of people and also to share information and know more about the organization.
- Information sessions – Information sessions are a part of the assessment centres. They provide information to the employees about the organization, their roles and responsibilities
- Assignments – assignments in assessment centres include various tests and exercises which are specially designed to assess the competencies and the potential of the employees. These include various interviews,

psychometric tests and management games. All these assignments are focused at the target job (Edwards & Ewen, 1996)

Edwards and Ewen (1996) have identified the following as the common features of all assessment centres:

- The final result is based on the pass / fail criteria;
- All the activities are carried out to fill the target job;
- Each session lasts from 1 to 5 days;
- The results are based on the assessment of the assessors with less emphasis on self – assessment; and
- Immediate review or feedbacks are not provided to the employees.

Errors associated with performance appraisal

Managers commit mistakes while evaluating employees and their performances. Biases and judgement errors of various kinds may enter the performance appraisal process. Bias here refers to inaccurate distortion of a measurement.

According to Cascio (1992), the errors in the performance appraisal system are: halo error, contrast error, and recency error. The halo error is when a supervisor forms a positive impression of employee's skill in one area and then gives her high ratings across all rating criteria. Humans tend to view some traits of more important than other traits. When a supervisor rates employees with the traits that he deems more important higher in all rating than employees who do not possess those traits, the supervisor is committing the halo effect error.

Contrast error results when several employees are compared to each other rather than to an objective standard of performance. If, say the first two workers are unsatisfactory, while the third is average, the third worker may be rated outstanding because in contrast to the first two, his or her average level of job performance is magnified.

Recency error happens when a supervisor uses recent events to rate the employee. This usually occurs due to a lack of documentation of the employee's performance over the course of the entire performance appraisal period. An employee who performed highly over the course of the appraisal period may be rated low, if the most recent events were negative. It is most likely to occur when appraisals are done only after long periods.

Carrell, Elbert and Hatfield (2000) see problems associated with performance appraisal methods as: supervisory, central tendency, leniency, strictness, and recency

- Supervisory biases are not related to job performance and may stem from personal characteristics, such as age, sex, disability or race.
- Central tendency error occurs when some supervisors tend to rank all employees at about average, regardless of employee's performance. A supervisor who believes in never rating an employee as excellent is demonstrating central tendency error.
- Leniency error is the tendency of a supervisor to rate an employee higher than what his performance warrants. Reasons that a supervisor might do

this could include avoiding confrontations, or feeling that, by giving the employee a high rating, he will work harder to live up to the rating.

- Strictness or severity error is the opposite of leniency error. In severity error, a supervisor tends to rate an employee lower than what her performance warrants. A potential cause of the errors could be the use of unrealistic standards of comparison such as the supervisor rating a new employee against himself. In this scenario, the supervisor forgets that it took time to reach the level of performance that he operates at, and new employee would not have had enough time to develop to the level.
- The recency error occurs when organizations use annual or semi-annual performance appraisals. There may be the tendency for supervisors to remember more about what their employees have done just before the appraisal than in prior months.

Sherman Jr. et al (1996) outline the reasons why appraisals fail as follows:

- Managers lack of information concerning an employees actual performance;
- Standards by which top evaluate an employee are unclear;
- Managers not taking the appraisal seriously;
- Managers unprepared for appraisal review with employees;
- Managers not being honest and sincere during the evaluation;
- Managers lacking the appraisal skills;
- Employees not receiving ongoing appraisal feedback;

- Ineffective discussion of employee development and
- Managers using unclear or ambiguous language in the evaluation process

Stonner and Freeman (1999) argue that, aside from the tendency to judge subordinates, there are a number of other pitfalls that managers must avoid. These are: shifting standards, rater bias, and halo effect.

In shifting standards, some managers rate each subordinate by different standards and expectations. A low performing but motivated employee, for example, might be rated higher than a top performing but seemingly indifferent employee. The appraisal method must be perceived by subordinates as based on uniform and fair standards.

With regard to rater bias, some managers allow their personal biases to distort ratings. These biases may be gross prejudices regarding sex, colour, race or religion as well as personal characteristics, such as age, style of clothing or political view point.

Finally, there is a common tendency known as the halo effect, to rate subordinates high or low on all performance measures based on one of their characteristics. For example an employee who works late constantly might be rated high on productivity and quality of output as well as on motivation. Similarly, an attractive or popular, employee might be given a high overall rating.

Basic tips for review of employees' performance appraisal

Stonner and Freeman (1999) have suggested some basic tips that can be used to review employees' performance appraisal. These are:

- Have a basis for the appraisal. An effective employee appraisal needs to be based on mutually agreed upon goals and objective;
- Suggest that the employee review their own performance before you share your review with them. This provides a good opportunity to make sure you and the employee agree, where possible, on appraisal;
- Be prepared before you sit down with the employee and perform the appraisal. Before the meeting, you need to review the objectives previously set with the employee and need to be able to provide specifics about the employee's work and how well the employee did or did not reach the objectives;
- Block out all interruptions: Allowing phone calls to interrupt your discussion with the employee makes it appear as if you do not care and the appraisal process is not important;
- Listen and interact: A successful appraisal is not a one - way conversation. You must interact with an employee during the appraisal and get their feedback on what you are saying;
- Discuss the balance between work life and personal life. An employee who only focuses on work to the detriment of his personal life will eventually become burned out and will provide less value to your practice; and

- Consider an assessment of your own approach. Conducting effective employee performance appraisals can help improve the efficiency and profitability of your practice and also keep your employees happy and more productive.

Pre-requisites for effective and successful performance appraisal

Edwards and Ewen (1996) have identified the essentials of an effective performance appraisal system as follows:

- Documentation – means continuous rating and documenting the performance. It also helps the evaluators to give a proof and the basis of their ratings;
- Standards / goals – The standards set should be clear, easy to understand, achievable, motivating, time bound and measurable;
- Practical and simple format – The appraisal format should be simple, clear, fair and objective. Long and complicated formats are time – consuming, difficult to understand and do not elicit much useful information;
- Evaluation technique – An appropriate evaluation technique should be selected. The appraisal system should be performance – based and uniform. The criteria for evaluation should be based on observable and measurable characteristics of the behavior of the employee;
- Communication – Communication is an indispensable part of the performance appraisal process. The desired behavior or the expected

results should be communicated to the employees as well as the evaluators. Communication also plays an important role in the review or feedback meeting. An open communication system motivates the appraisal process;

- Feedback – The purpose of feedback should be developmental rather than judgmental. To maintain utility, timely feedback should be provided to the employees, and the manner of giving feedback should be such that it should have a motivating effect on the employee's future performance; and
- Personal bias – The evaluators should be trained to carry out the processes of appraisals without personal bias.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter deals with the methodology used in the study. It focuses on the research design, the study area, the study population, sampling procedures, sources of data, data collection instruments, the fieldwork and data processing and analysis.

Research design

The research design was evaluative in nature since it was meant to assess the effectiveness, deliverance and efficiency of the performance appraisal system in Ghana Education Service from a cross – section of teachers in Public Junior High Schools in the Berekum Municipality.

Study area

The study was conducted in the Berekum Municipality. Berekum Municipality came into existence as a semi – autonomous spatial unit by virtue of the decentralization policy adopted by the government in 1988. Geographically, the Municipality is located in the western part of Ghana in the Brong – Ahafo Region. It shares boundaries with Wenchi Municipality and Jaman South District to the south – east and north – west respectively, Dormaa Municipality to the south and Sunyani Municipality to the east (Figure 1). Berekum is 32km from Sunyani, its regional capital and 437km from Accra, the national capital

respectively. Its total land area constitutes 0.7 percent of the entire 233,588km² of Ghana. Unlike other parts of the country, the topographical attributes of Berekum indicate a fairly flat land. With remarkable variations in weight. An undulating land form can be found in the south, interspersed with a few isolated low hills to the north and north-east. Berekum lies in the semi – equatorial climate zone, which occurs widely in the tropics. Abundant sunshine and rainfall yields a warm and humid weather. Patches of roofed savannah are found in the northern parts of the Municipality, notably Domfete and Abi, off the Berekum – Sampa Road. The rainfall in Berekum Municipality is the double maxima type, with mean annual rainfall ranging between 1275mm – 1544mm from May to June. This is followed by the second rainfall season between September and October. A four – month dry season, which starts from December to March, is also experienced. During this period, trees shed their leaves and appear brown. Very cold and dry conditions, brought about by the Harmattan winds from the north, are also experienced.

Soils in the municipality are mostly forest ochrosols, well – drained soils in the weathering products of immediate, or moderately acidic rocks. The ochrosol soil is the most important soil in the forest zone of Ghana. During the dry season, there is a gradual increase in the level of nitrate and more rapid increase as soon as the rain begins. Crops grown in the Berekum Municipality include rice, maize, plantain, oil palm, coffee, cassava and yam. Decades of continuous cropping, incessant logging and widespread bush fires had led to deterioration in soil fertility leading to reduced average farmer productivity.

Berekum Municipality has roughly about 499kms of roads. There are four main highways in the Municipality. These are; Berekum – Sunyani highway; Berekum – Dormaa Ahenkro – Cote d’Ivoire highway; Berekum – Drobo – Sampa highway; and the Berekum – Seikwa highway. There are about 228 kilometres of feeder roads, most of which are relatively motorable throughout the year and about 81.3km of non – engineered feeder roads. There is about 190 kilometres of trunk roads in the municipality. These are Berekum – Sunyani Highway (32km), Berekum – Dormaa Ahenkro – Cote d’Ivoire highway (46km), Berekum – Drobo – Sampa highway (34km), and Berekum – Seikwa highway (78km).

The population in Berekum Municipality was 93,235 in 2000. The economy of Berekum is characteristic of rural economy, with agricultural being the mainstay of the people. The sector employs 57.8 percent of the working population, with commercial / service and industry employing 37.6 percent and 4.6 percent respectively. As regards farming methods, the majority of the farmers in the municipality still rely on the traditional method, which uses the cutlass and hoe for clearing the bush, Commerce is the booming sector of the municipality, contributing 41.3 percent to income, compared to industry (32.3%) and agriculture (26.4%).

There are several banking and non-banking financial institutions within the municipality, such as the Agricultural Development Bank, Ghana Commercial Bank, SG-SSB, Barclays Bank and several rural banks, including Kaaseman, Wamfie and Baduman Rural Banks, which are well established with enviable records and provide quality banking and client services. Currently, the

Municipality has access to landline telephone services and mobile network telephone services and mobile network telephone services such as MTN, Tigo, Expresso, Airtel and Glo. Postal services are available in only two settlements, namely: Berekum and Jinijini. Berekum has a post office, while Jinijini has a postal agent.

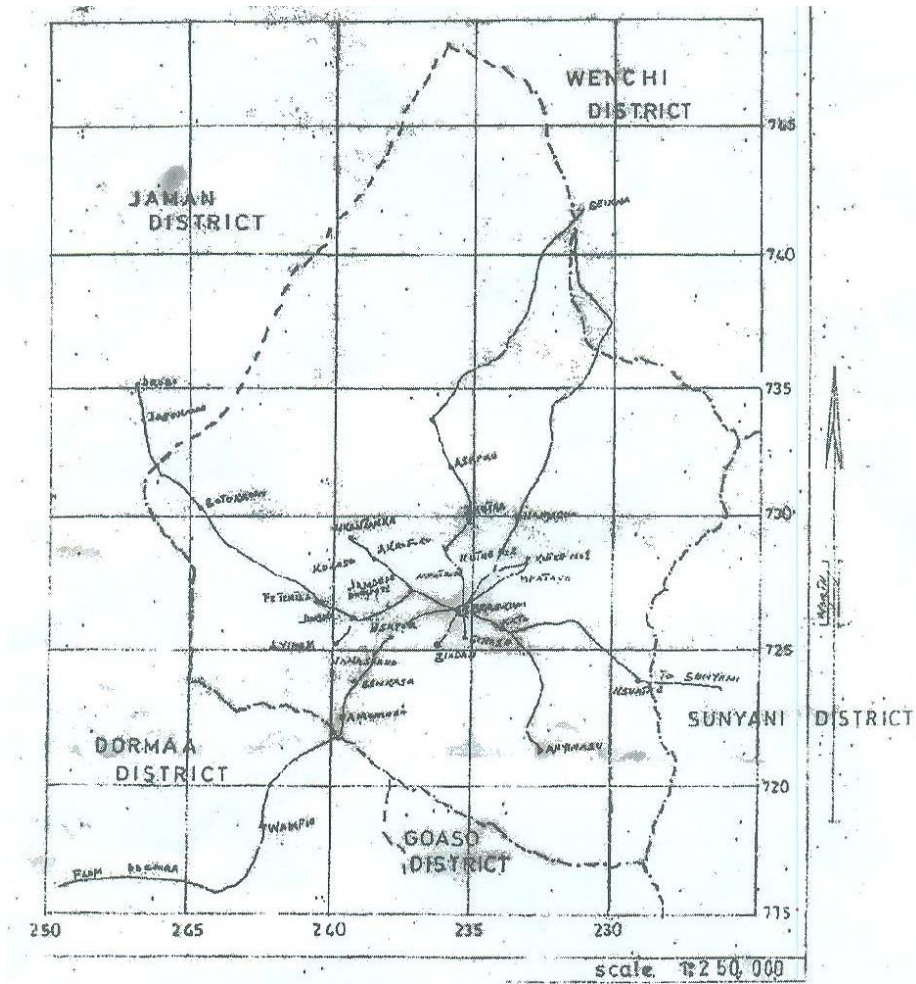


Figure 1: The Map of Berekum Municipality

Source: Town and Country Planning Department, Berekum (2002)

Berekum Municipality is blessed with educational institutions. There are 96 nurseries and kindergartens, 93 public and private primary schools, 74 public and private junior high schools, and eight senior high / technical schools. For tertiary institutions, the municipality is endowed with the College of Education and Berekum Nursing / Midwifery Training College

Study population

The study population was made up of 250 male and female teachers in the public junior high schools in Berekum Municipality. Table 1 provides a distribution of the teachers by circuit.

Table 1: Distribution of teachers by circuit

Circuit	Number	Percent
Biadan	31	12.4
Jinijini North	28	11.2
Jinijini South	30	12.0
Kato	37	14.8
Kutre	31	12.4
Mpatasie	31	12.4
Nsapor	29	11.6
Senase	33	13.2
Total	250	100.0

Source: Fieldwork, 2011

Sampling procedures

The public junior high schools in the Berekum Municipality were grouped into eight circuits or strata and the researcher made use of all the strata. Through simple random sampling three schools were selected from each of the circuits. The researcher picked at least five teachers from each of the schools by using the lottery method from the list of teachers obtained from the schools. There were differences in number of teachers picked since some of the schools had more teachers than the others. At the end, 152 respondents were selected for the study. (Krejcie & Morgan, 1970).

Table 2: Sampling distribution of the respondents

Circuit	School	Number	Percent
Biadan	Berekum Methodist 'A' JHS	6	
	Berekum Methodist 'B' JHS	6	
	Baidan R/C JHS	6	
	Sub-total	18	11.8
Jinijini North	Jinijini R/C JHS	6	
	Jinijini Methodist JHS	5	
	Jinijini SDA JHS	5	
	Sub-total	16	10.5
Jinijini South	Jinijini M/A Presb. JHS	6	
	Jinijini Presby 'A'	5	

Table 2 continued

	Jinijini St. Lucy	6	
	Sub-total	17	11.2
	Kato M/A JHS	12	
Kato	St. Monica 'A'	7	
	St Monica 'B'	7	
	Sub-total	26	17.2
	Berekum M/A KHS	6	
Kutre	Mpatapa M/A JHS	7	
	Kutre No. 2 R/C	6	
	Sub-total	19	12.5
	Jamdede / Adom M/A	7	
Mpatasie	Kotaa M/A JHS	5	
	Mpatasie M/A JHS	9	
	Sub-total	21	13.8
	Berekum Presby 'A'	6	
Nsapor	Berekum Presby 'B'	6	
	Nsapor M/A JHS	5	
	Sub-total	17	10.5
	Bess M/A JHS	6	
Senase	Senase Meth. JHS	7	
	Senase R/C JHS	6	

Table 2 continued

	Sub-total	19	12.5
<hr/>			
Total		152	100.0
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Source: Fieldwork, 2011

Sources of data

The study used both primary and secondary sources of data. Data collected from the fieldwork served as the source of the primary data, while information from management books and existing records constituted the source of secondary data.

Data collection instrument

The questionnaire was the main instrument used in the collection of the field data. It was divided into five sections: Section A dealt with the personal data of the teachers; Section B determined the effectiveness of the performance appraisal system; Section C investigated the practice of the performance appraisal system; Section D examined the impact of the performance appraisal system on training and development; and Section E determined the frequency of performance appraisal and the feedback.

Fieldwork

The fieldwork was started on 4th October, 2011 and took three weeks to complete. Two research assistants were recruited by the researcher to help in the distribution of the questionnaires to the respondents. The distribution of the questionnaires

took five days and the teachers were given one week to complete the questionnaire. However, some of the respondents were not willing to fill or complete the questionnaire, thinking that the feedback would be used against them. Other respondents were looking for gifts before the questionnaires would be completed. At the end, pens and small souvenirs were given out as a form of motivation for them to complete the forms on time. In spite of all the efforts made, some respondents failed to hand over the questionnaire. Out of 152 questionnaires distributed, 142 of them were retrieved, representing 93.4 percent.

Data processing and analysis

After the data had been collected, it was edited, organized and coded. The data was then processed and analyzed by using the Statistical Package for the Social Sciences (SPSS), (Version 10) software. Frequency tables and barcharts were used to present the findings.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The chapter focuses on the presentation and discussion of findings from the data collected from the respondents. It deals with the background characteristics of the respondents, type of performance appraisal system, looks at the practice of performance appraisal, frequency of performance appraisal, analyses the effectiveness of the performance appraisal system in GES, and dilates on the impact of performance appraisal system on training and development.

Background characteristics of the respondents

With regard to the sex of the respondents, the majority (58.5%) of the respondents were males, whilst the remaining 41.5 percent were females. The results in Table 3 show the age distribution of the respondents. As indicated in the table, 53.5 percent were in the 20 – 30 age – group; 21.8 percent were in the 31 – 40 age – group, 19.8 percent were in the 41 – 50 age – group, and 4.9 percent were in the 51 – 60 age - group. This shows that the majority (53.5%) of the teachers were young, whilst a few of them were entering into retirement.

Table 3: Age – Sex distribution of the respondents

Age – Group	Males		Females		Total	
	No .	%	No.	%	No.	%
20 – 30	45	54.2	31	52.5	76	53.5
31 – 40	17	20.5	14	23.7	31	21.8
41 – 50	16	19.3	12	20.4	28	19.8
51 – 60	5	6.0	2	3.4	7	4.9
Total	83	100.0	59	100.0	142	100.0

Source: Fieldwork, 2011

The study sought to find out the educational levels of the respondents. As shown in Figure 2, 20.4 percent of the respondents indicated that they had Cert A, 59.9 percent had Diploma, whilst 19.7 percent had a first degree. This is an indication that the majority (59.9%) of the Junior High School teachers in Berekum Municipality were Diploma holders.

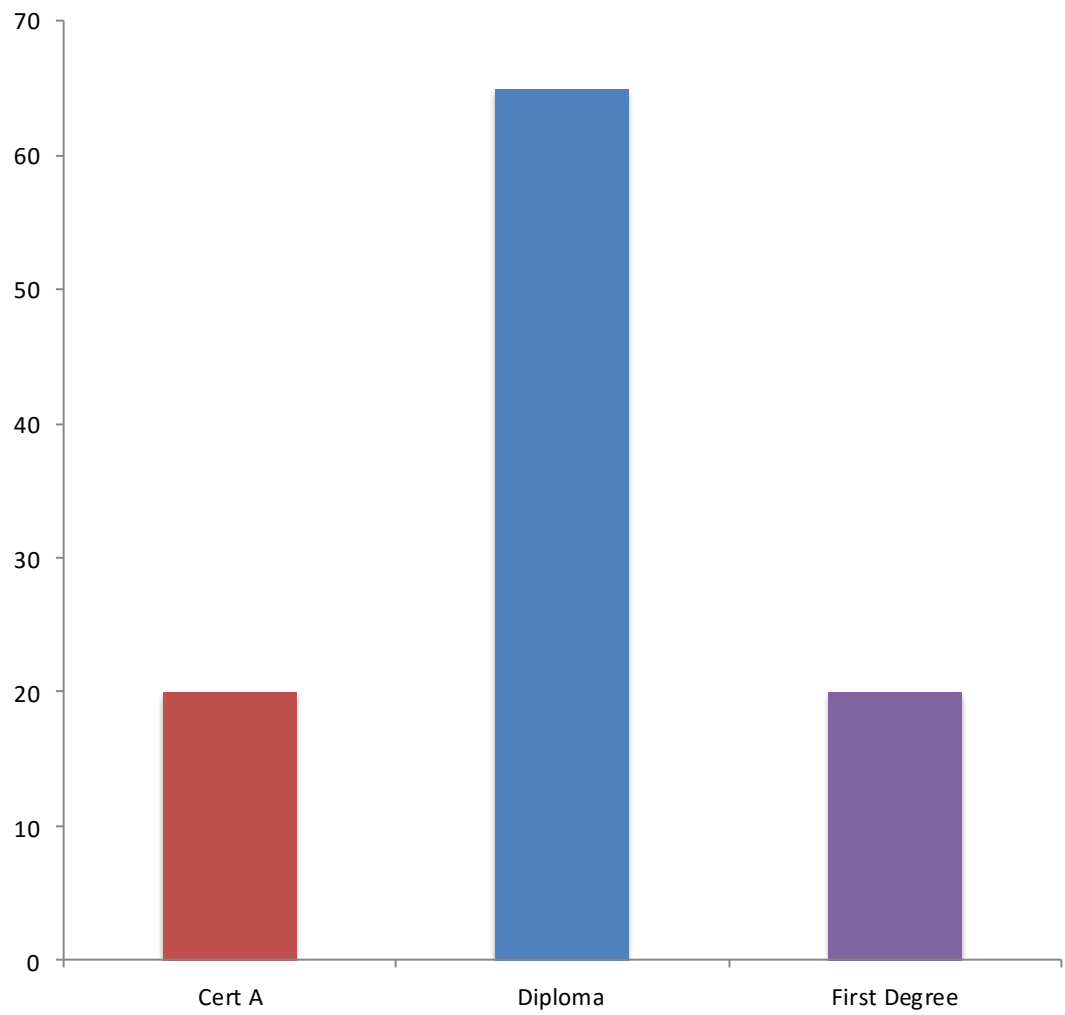


Figure2: Educational level of respondents

Source: Fieldwork, 2011

The respondents were asked about their ranks in the Ghana Education Service. The results in Figure 3 show that 0.7 percent were national service personnel, 4.9 percent were superintendent II, 6.3 percent were superintendent I, 29.6 percent were Senior Superintendent II, 24.6 percent were Senior Superintendent I, 3.5 percent were principal Superintendents, 21.2 percent were Assistant Directors whilst 9.2 percent of them gave no response. This indicates that the majority (54.2%) of the respondents were Senior Superintendents II and I

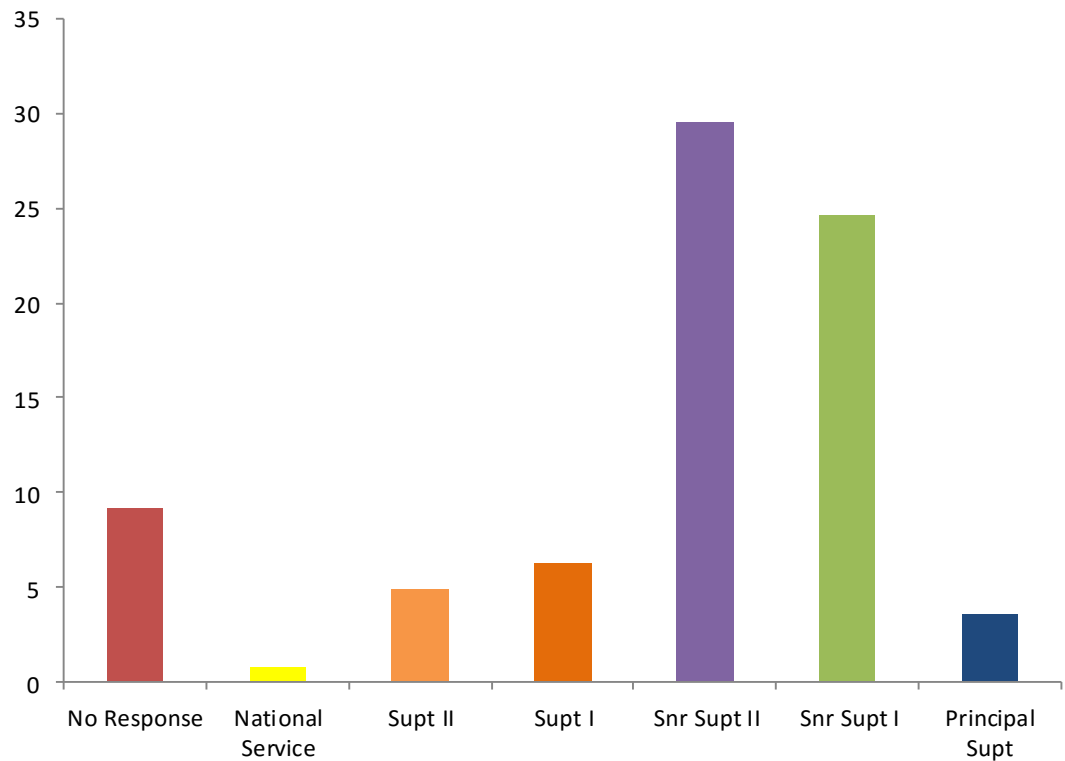


Figure 3: Rank of Respondents

Source: field work, 2011

On the number of years that the teachers had served in Ghana Education Service, the results in Table 4 indicate that, out of the 142 respondents 70.4 percent had served between 1 – 10 years, 18.3 percent had served between 11- 20 years, 8.5 percent had served between 21 – 30 years, and 2.8 percent had served between 31 – 40 years. The findings indicate that the majority (70.4%) of the respondents had served less than 10 years in the Ghana Education Service.

Table 4: Number of years served by the teachers

Years	Number	Percent
1 – 10	100	70.4
11 – 20	26	18.3
21 – 30	12	8.5
31 – 40	4	2.8
Total	142	100.0

Source: Fieldwork, 2011

Practice of performance appraisal

On the issue of the number of the respondents who had been appraised by their headmasters, it came to light that 53.0 percent had not been appraised whilst 47.0 percent had been appraised by their headmasters. This shows that the majority (53%) had not appraised in their schools.

The study sought to find out whether respondents knew the type of performance appraisal system being practised in their schools. The majority (50.7%) said that they had no idea about the type of appraisal, whilst the rest

(49.3%) said that they were aware of the type of performance appraisal system being practised. This shows that the majority of the respondents were not aware of the type of performance appraisal system being used in their schools.

On the issue as to whether heads of schools involved teachers in setting the appraisal standards, 52.0 percent of the respondents confirmed that they were involved in setting the performance appraisal standards, whilst 48.0 percent said that they were not involved. Whilst the results show that the majority of the respondents were involved in the setting of the appraisal standards, a large proportion of the teachers were not involved with the practice of the performance appraisal system.

Respondents were asked to indicate whether they had a clear idea of their jobs. The majority (90.8%) of the respondents said they had an idea as to what their jobs entailed, whilst the rest (9.2%) said that they did not know what exactly their jobs and duties entailed.

The second specific objective of the study was to establish whether the implementation of the performance appraisal system was in line with the laid down procedures of the GES. In this connection, views were sought from the respondents. The results of the study indicated that the majority (63.0%) of the respondents were of the view that the practice of performance appraisal was in line with the laid down procedures of GES, whilst 37.0 percent were of the view that the practice was not in line with the GES system. This demonstrates that the majority of the respondents were aware that the implementation of the

performance appraisal system in their schools was in line with the laid down procedures of GES. The finding supports the view expressed by Chatterjee (1999) that performance appraisal is a systematic evaluation of the employee's job and development. According to him, formal appraisal is a system set up by the organization to regularly and systematically evaluate employee performance. Also, Mullins (2007) has indicated that the process of performance appraisal involves a continuous judgement on the behavior and activities of the staff. It is, therefore, important that members of the organization know their expectations and the yardsticks by which their performance and results will be measured.

Frequency of performance appraisal and feedback

The frequency of the performance appraisal was also of interest to the study. The majority (64.8%) of the respondents said that appraisal was not regularly conducted in the schools, whilst the rest (35.2%) indicated that it was done regularly. When asked about the time of the year that performance appraisal was done, 59.2 percent of the respondents confirmed that it was done at the end of the year, 15.5 percent indicated that it was done at the beginning of the year and in mid – year, 0.7 percent said it was done daily, whilst 7.0 percent claimed they had not been assessed yet (Table 5).

Table 5: Time of the year for performance appraisal

Time of Appraisal	Number	Percent
Daily	1	0.7
At the beginning of year	22	15.5
Mid-year	22	15.5
At the end of year	84	59.2
Not yet assessed	10	7.0
Do not know	3	2.1
Total	142	100.0

Source: Fieldwork, 2011

The study tried to find out whether performance appraisal feedbacks were given after the assessment. The views of the respondents were, therefore, sought on the issue. The results indicated that a little over half (50.7%) confirmed that they received the appraisal feedback, whilst 49.3 percent indicated that they did not receive the appraisal feedback. The results suggest that headmasters should endeavour to give performance appraisal feedbacks to the teachers to let them know their progress and shortcomings. This corroborates the overall objectives of performance appraisal system outlined by Chatterjee (1999). According to him, feedback from a performance appraisal system identifies those subordinates, who deserve higher pay or enrolments and those employees for whom additional training is necessary.

The teachers were further asked whether their heads of schools discussed issues in performance appraisal with them from time to time. The results in Table 6 show that 55.6 percent agreed, 25.4 percent strongly agreed, 16.9 percent disagreed and 2.1 percent strongly disagreed with the suggestion that their headmasters discussed issues in performance appraisal with them. This indicates that the majority of the headmasters discussed issues in the performance appraisal system with their teachers from time to time.

Table 6: Discussion of performance appraisal with the headmaster from time to time

Discussion of Appraisal	Number	Percent
Strongly agree	36	25.4
Agree	79	55.6
Disagree	24	16.9
Strongly disagree	3	2.1
Total	142	100.0

Source: Fieldwork, 2011

Suggestions for an effective performance appraisal system

One of the objectives of the study was to ascertain the effectiveness of the performance appraisal system in the GES. On the issue of whether the performance appraisal system in their schools was effective, the majority (55.6%) of the respondents were of the view that it was not effective, whilst the rest (44.4%) were of the opinion that it was effective.

The study, then, sought suggestions from the respondents for an effective performance appraisal system in their schools. As indicated in Table 7, the main suggestions were that: there should be regular appraisal of the teachers (28.6%); there should be education on performance appraisal for teachers (24.1%); headteachers should regularly assess teachers whilst teaching (20.3%);

Table 7: Suggestions for an effective performance appraisal system in the GES

Suggestion	Number	Percent
Regular appraisal of teachers	38	28.6
There should be education on performance appraisal for teachers	32	24.1
Headteacher needs to regularly assess teacher whilst teaching	27	20.3
Appraisal to be done at the beginning of every academic year	24	18.0
Need for in-service training for teachers and head teachers	7	5.3
Appraisal to be done at the beginning of every term	5	3.7
Total	133*	100.0

*Less than the number of respondents because of non-response

Source: Fieldwork, 2011

appraisal should be done at the beginning of every academic year (18.0%); there was the need for in – service training for teachers and their headteachers (5.3%); and appraisal should be done at the beginning of every term (3.7%).

Impact of performance appraisal on training and development of teachers

The teachers were asked whether they had undergone any training after performance appraisal. To the question, 66.2 percent of 67 of the respondents who said that they had been appraised indicated that they had not undergone any training after the appraisal, whilst the remaining 33.8 percent confirmed they had undergone training. This shows that most of the teachers had not been given training after appraisal for them to correct their shortfalls.

As to whether teachers' skills had been developed through the performance appraisal system, 27.2 percent out of the number of the respondents who had undergone training after appraisal indicated that their skills had not been developed through performance appraisal system whilst 72.8% indicated that their skills had been developed.

Finally, respondents were asked to indicate whether performance appraisal had offered them the opportunity for promotion and salary adjustment. The results indicated that 44.0 percent stated that performance appraisal offered the opportunity for promotion and salary adjustment. This was in line with the assertion by Dessler (2002) that appraisal provides the information upon which promotion and salary decisions are made and the basis upon which to discuss the

employee's performance in the hope of reinforcing desirable behaviours and eliminating undesirable ones.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the study, the conclusions and the recommendations. The main objective of the study was to find out the perceptions of public junior high school teachers in the Berekum Municipality on the performance appraisal system in the Ghana Education Service (GES). The evaluative research design was used to assess the effectiveness of the performance appraisal system in Ghana Education Service. The cluster and simple random sampling techniques were used to select 142 respondents for the study. The questionnaire was the main instrument used in the collection of the field data. The Statistical Package for the Social Sciences (SPSS), (Version 10) software was used to analyse the data. The findings were presented in frequency tables and bar charts.

Summary of the main findings

The main findings of the study were:

1. On the practice of performance appraisal, 47.0 percent of the respondents indicated that they had been appraised by their headteachers whilst 53.0 percent said that they had not been appraised.
2. On the implementation of the performance appraisal system in their schools, the majority (63.0%) of the respondents indicated that the

implementation was in line with the laid down procedures of the GES, whilst 37.0 percent were of the view that the implementation was not in line with the GES System.

3. The majority (64.8%) of the respondents stated that performance appraisal was not regularly conducted in their schools, whilst 35.2 percent indicated that it was done regularly.
4. A little over half (50.7%) of the respondents indicated that they received the appraisal feedbacks, whilst 49.3 percent indicated that they did not receive them.
5. On the effectiveness of the performance appraisal system in their schools, the majority (55.6%) of the respondents were of the view that it was not effective, whilst the rest (44.4%) were of the opinion that it was effective.
6. On the impact of performance appraisal system on training and development, the majority (72.8%) of respondents who had undergone training were of the view that their skills had been developed after performance appraisal.

Conclusions

The following conclusions were drawn from the results of the study:

On the practice of the performance appraisal, most of the public junior high school teachers indicated that they had not been appraised by their headmasters. However, the majority were of the view that the implementation of

the performance appraisal system was in line with the GES system of appraising teachers.

The majority of the respondents intimated that performance appraisal was not regularly conducted in their schools. This shows that the majority of the respondents were not abreast with the performance appraisal system of the GES.

A little over half of the respondents stated that they received the appraisal feedback from their head masters after the performance appraisal had been conducted.

On the effectiveness of the performance appraisal system in their schools, the majority of the respondents were of the view that it was not effective.

Most of the respondents indicated that they had not undergone any training to develop their skills after performance appraisal had been conducted.

Recommendations

The following recommendations are made to improve the performance appraisal system in the Ghana Education Service.

Ghana Education Service

1. The Ghana Education Service must organize workshops on the performance appraisal system on a regular basis to educate the teachers and their head masters on all aspects of the appraisal system in GES.
2. Feedback from the performance appraisal system is a very essential element. The GES must, therefore, enforce that teachers receive feedbacks from their appraisal for them to know their level of performance and also

ask the necessary questions on something they do not understand from their headmasters. This can be done on one – on – one basis, depending on the seriousness of the matter.

3. Appraisal materials, such as books and questionnaires for the performance appraisal, must be made available by the GES to speed up its implementation.

Headmasters

4. The headmasters should do well to involve their teachers in the appraisal system since they would get a better understanding of the whole process. This would help them to appreciate the appraisal system well and also to accept any results from the feedback since they are privy to everything that went on in the process.
5. Headmasters should take measures to ensure that feedback after appraisal is given to the teachers for them to identify their progress and shortcomings in order to improve their performance. This must be done openly without any bias. When this is done, the teachers would appreciate the work and effort of the headmasters.
6. The headmasters should make sure that the appraisal leads to positive results over a period of time. Performance appraisal must be linked to promotion and salary reviews.
7. The headmasters must get all teaching and learning materials needed for the appraisal process from the Berekum Municipal Education Service

since teachers' performance cannot be appraised effectively if they lack the teaching and learning materials in discharging their duties.

Teachers

8. Teachers should cooperate fully with the performance appraisal process. When this happens, the work of their superiors would not be complicated and the feedback will be accepted by all the parties.
9. Teachers must see the appraisal system not as a punishment but as a means to improve standards. This would enable them to give of their best performance since they know that the outcome from the appraisal would serve as a motivation.

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APPENDIX I

QUESTIONNAIRE FOR TEACHERS

The writing of dissertation is part of the requirement for the award of higher degrees at the university of cape coast. As part of the requirement, I am writing on the topic Perception of Public Junior High School Teachers in Berekum Municipality of the Performance Appraisal System in Ghana Education Service.

This questionnaire is to help me get Responses to the issues raised on this above-mention topic and as a colleague teachers, I want to emphasis that this study is purely for academic purposes. Any information provided on this form shall be kept secret and confidential. Please, do not write your name on the form and answers the question as you understand them by ticking the right box

SECTION A: PERSONAL DATA

- 1. School
- 2. Sex: Male Female
- 3. Age:..... Rank:.....
- 4. Number of years served as a teacher:.....
- 5. Level of education: cert. A Diploma
 1st degree -Any other

SECTION B: EFFECTIVENESS OF PERFORMANCE APPRAISAL SYSTEM

6. Is the performance appraisal system in GES effective?

Yes No

7. Are you aware of any policy of performance appraisal system in GES?

Yes No

8. Does your school have performance appraisal system?

Yes No

9. Do you know the types of performance appraisal

Yes No

SECTION C: PRACTICE OF PERFORMANCE APPRAISAL

10. Does your headmaster involve you in the performance appraisal standards?

Fully involved Involved
 Rarely involved Not involved

11. Do you have a clear idea of what your job entails?

Yes No

12. Does your headmaster discuss with you from time to time on your performance?

Strongly agree Agree
 Disagree Strongly disagree

13. Is the implementation of the performance appraisal system in your school in line with the GES system?

Yes No

SECTION D: IMPACT OF PERFORMANCE APPRAISAL SYSTEM ON TRAINING AND DEVELOPMENT.

14. Have you ever undergone any training or workshop after performance appraisal?

Yes No

15. Have your skill been developed through performance appraisal?

Yes No

16. Performance appraisal offers opportunity for promotion and salary adjustment?

Yes No

17. Performance appraisal is a pre-requisite for training and development?

Strongly agree Agree
 Disagree Strongly disagree

SECTION E: FREQUENCY OF THE PERFORMANCE APPRAISAL AND THE FEEDBACK.

18. Is performance appraisal conducted regularly in your school?

Yes No

19. At what time of the year is your performance assessed?

At the beginning

Mid-year

At the end

Other (specify)

20. If performance feedback given after assessment?

Yes

No

21. What should be done to improve and make performance appraisal system more effective?