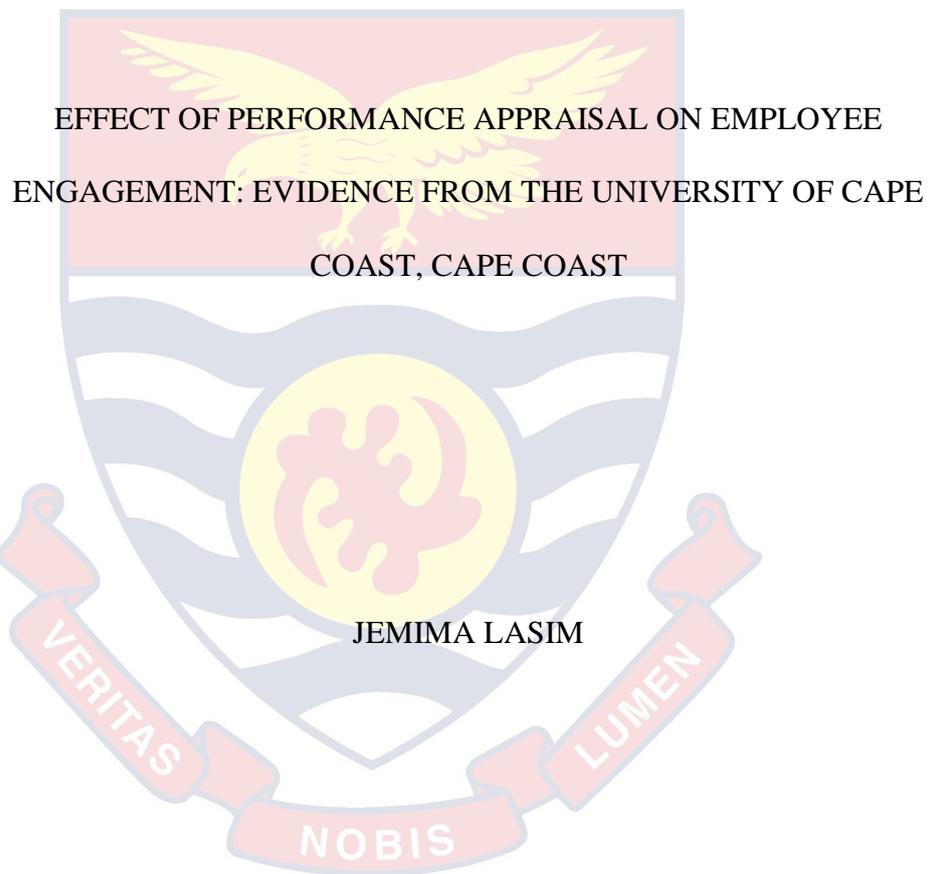


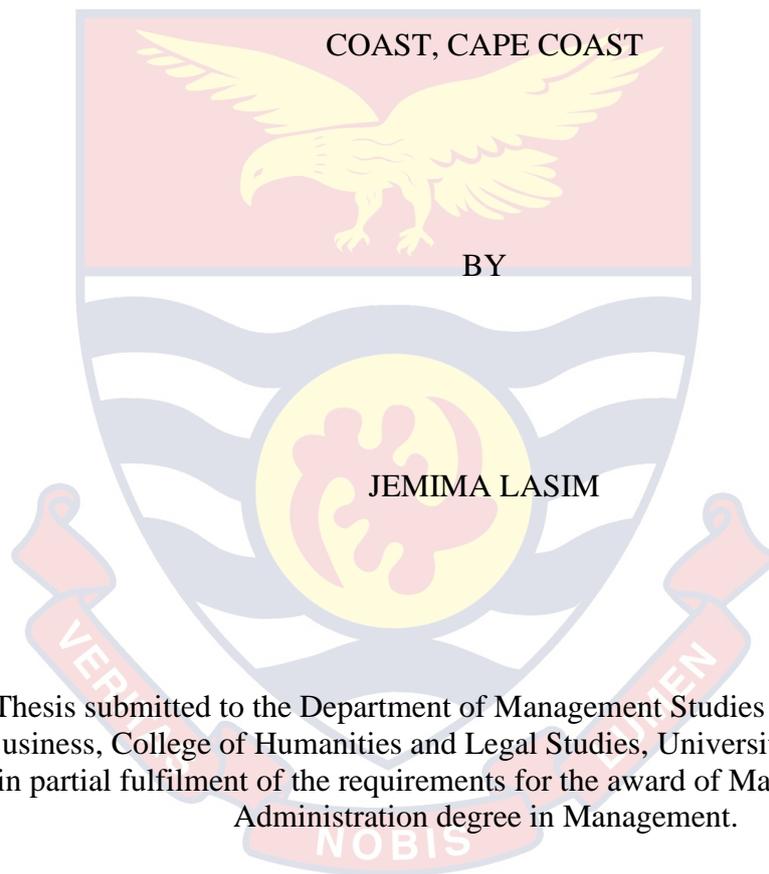
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2020

UNIVERSITY OF CAPE COAST

EFFECT OF PERFORMANCE APPRAISAL ON EMPLOYEE  
ENGAGEMENT: EVIDENCE FROM THE UNIVERSITY OF CAPE



Thesis submitted to the Department of Management Studies of the School of Business, College of Humanities and Legal Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Business Administration degree in Management.

OCTOBER 2020

## DECLARATION

### Candidate's Declaration

I hereby declare that this dissertation 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: .....

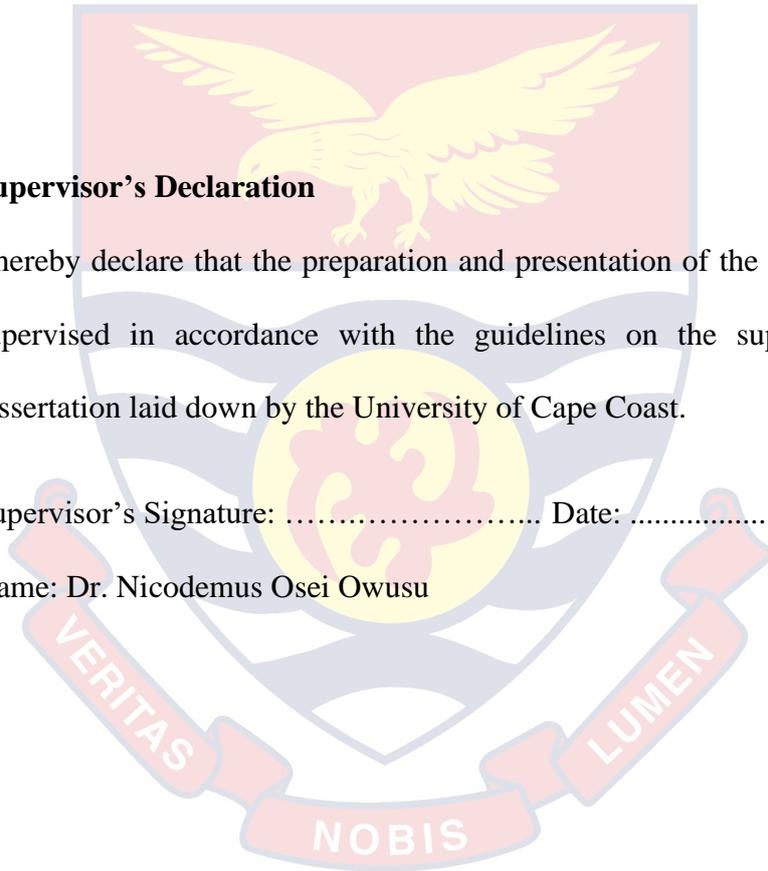
Name: Lasim Jemima

### Supervisor's Declaration

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

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

Name: Dr. Nicodemus Osei Owusu



## ABSTRACT

The thrust of this research was to assess the effects of performance appraisal on employee engagement at the University of Cape Coast. Primary data were gathered from 151 staff of the University of Cape Coast. Data was collected on, performance appraisal (independent variable) and employee engagement (cognitive, behavioural, and affective) considered as dependent variables. The gathered data were analysed using Pearson correlation and simple linear regression analytic techniques. The Pearson correlation analysis showed a positive correlation between performance appraisal and all three dimensions of employee engagement. Further, results from simple linear regression revealed that performance appraisal predicts employee engagement. The study concludes that performance appraisal affects employees' engagement in the University of Cape Coast. The study recommends that for the University of Cape Coast to improve on its performance appraisal to have a positive impact on employee engagement, management should conduct their performance appraisal in an unbiased manner and provide feedback to employees.

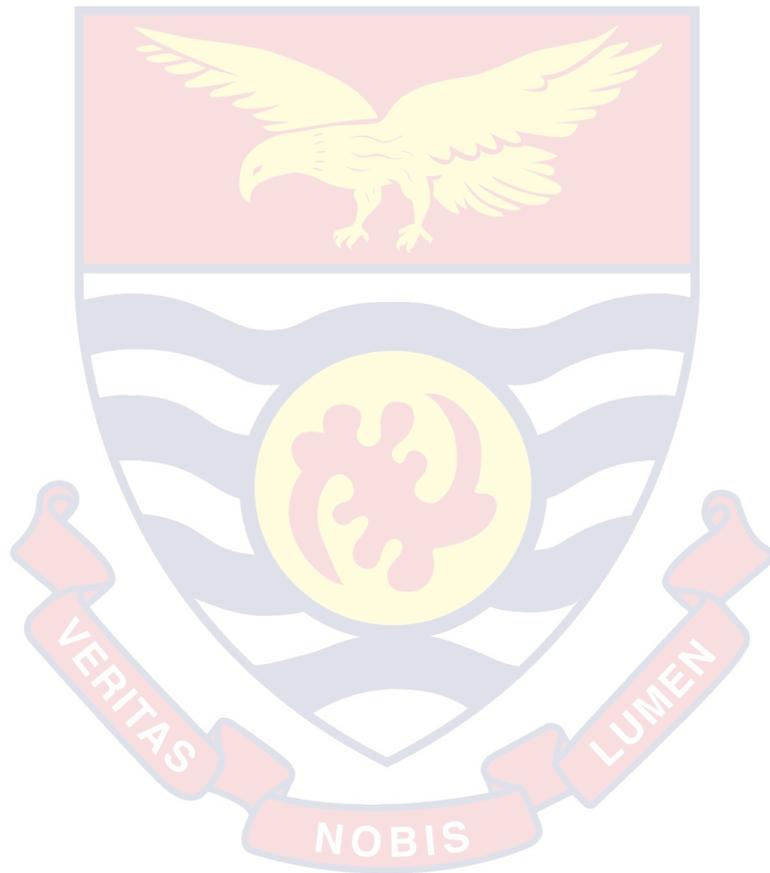
**KEY WORDS**

Employee engagement

Performance appraisal

Performance appraisal system

Performance management



## ACKNOWLEDGMENTS

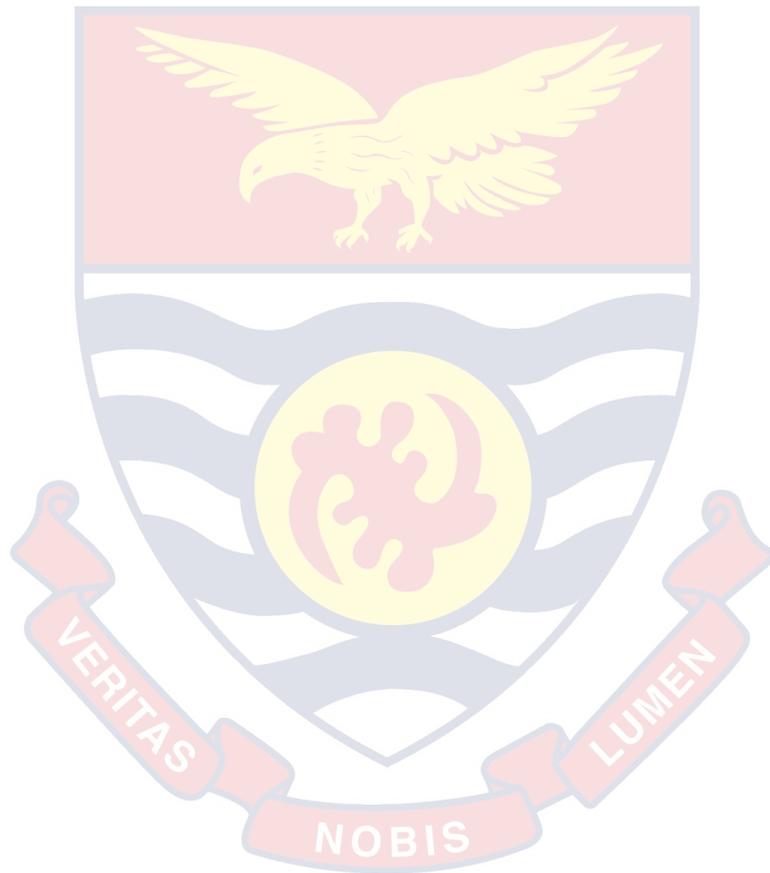
This work was made possible with the kind help of many individuals I desire to recognize. First and foremost, my remarkable thanks go to Dr. Nicodemus Osei Owusu of the Department of Management, UCC who through his contribution and guidance in different ways made this study work a success.

Secondly, I am thankful to my husband and the children for their prayers and support.



## DEDICATION

I dedicate this piece of work to my dear husband, Obed, and my children, Joel-Steele, John-Goodwyn, and Keren-Gladys. It is also to my siblings and friends.



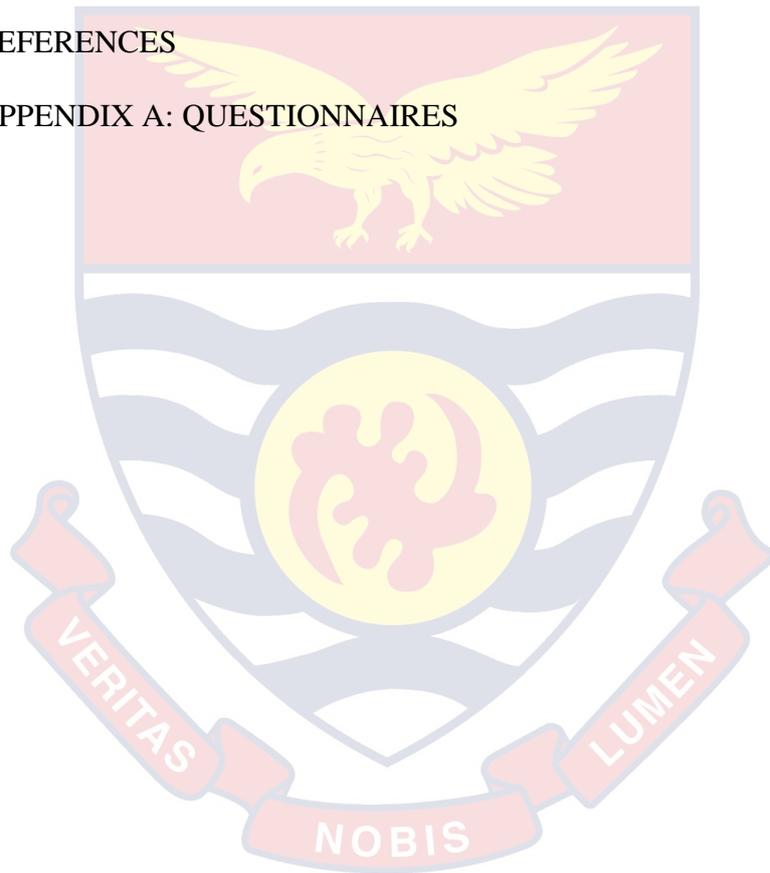
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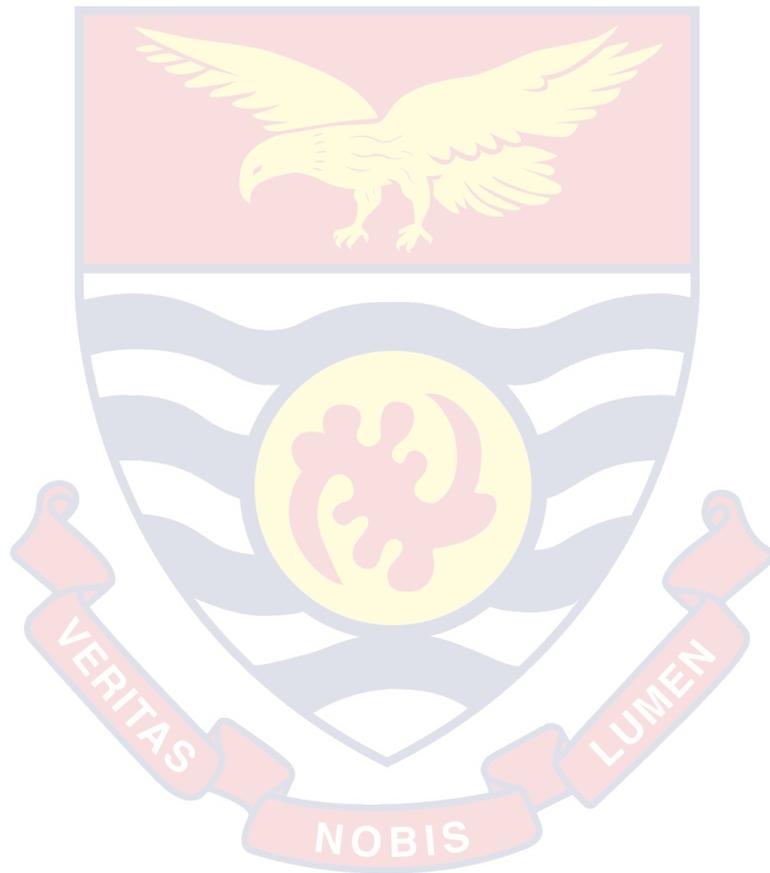


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## CHAPTER ONE

### INTRODUCTION

This section presents the overview of the study which is centered on the relationship established between Performance Appraisal (PA) and Employee Engagement (EE). It includes the background to the study, statement of the problem, the purpose of the study, objectives of the study, significance of the study, delimitation of the study, organisation of the study and the chapter summary.

#### **Background of the Study**

According to Wilkinson, Redman, and Dundon (2017), the goals and objectives of any organisation cannot be achieved without the contributions of the human resource. There is, therefore, the need for an appraisal of the human resource efforts towards organisational effectiveness to ensure the timely achievement of desired organisational goals and objectives. Performance appraisal is considered a core function of HRM practice (Hughes, 2018). It assesses the performance of employees against the performance standards set out for the employee (Dessler, 2013). Globally, organisations and institutions use PA as a tool for; assessing employees, deciding who to promote, determining an increase in salaries as well as providing and receiving feedback.

Managing the performance of employees constitutes an essential part of any organisation. It is very crucial for managers especially when it comes to the appraisal of the employees in the organisation. It is as critical as controlling the finances of an organisation because there appears to be some kind of connection between the finances and the performance of employees in

an organisation (Kurt, 2004). The PA process could have a far-reaching consequence on employees. It has serious implications on their performance and therefore should be organised in a manner that would improve productivity (Shore & Strauss, 2008). For instance, employees can suffer a potentially crippling effect when appraisers discriminate against them in the performance appraisal process. Also, if employees perceive that the appraisal was done unfairly, they may be demoralised which could have debilitating consequences on their work (Gillespie, Walsh, Winefield, Dua & Stough, 2001). The possibility that PA may not be fair is arisen by appraisers making an adverse judgment on employee's work.

Appraisers' predispositions and stereotypical opinions can affect the outcome of appraisal negatively (Shah & Higgins, 2001). Given the potential adverse side effect of the decisions on the performance of a person, performance appraisal must be fair. Appraisers can cause the outcome to be negatively influenced by their bias, prejudice, and stereotypical attitudes. This rapidly growing task requires companies to engage and upgrade their employees (Nicholls-Nixon, 2005). Some of the mechanisms to be implemented by organisations to ensure a fair appraisal process include recruiting of trainable workers, reproofing of existing staff, in-service training in specific fields, training on the job which may include exchange programs.

Mollel, Mulongo and Razia (2017) opined that augmenting the performance of firms is a central concern for management. Devi (2017) discussed the performance appraisal construct as an administrative mechanism that is used to energize communications within organizations, advance excellence in work delivered including encouraging worker responsibility.

According to Samnani and Singh (2014), the concept helps organizations to evaluate the extent of employee's performance as well as the organisation's improvement in the direction of their established objectives.

Performance appraisal provides valuable opportunities to concentrate on work-related activities and priorities, to recognise and address prevailing challenges, and improve performance in the future, thus, improving the organisation's overall efficiency (Dessler, 2013). As such, it should be conducted annually to determine the performance of an employee compared with the specified or assumed requirements of the job. Organization employees must be made aware of what is expected of them and also the parameters that will be used to assess their performance.

It has been argued that the results, measures monitored, facts used, as well as the interactive mechanisms between a supervisor and a worker of performance appraisals could influence workers undesirably. For instance, imbalanced performance analysis can lead to workers being dismissed. Bhowal and Saini (2019) have stressed that the emotional stress of losing one's job emanating from unacceptable performance assessment may lead to indicators concerning lethargy to muscle discomfort complications.

The relationship between an employee's engagement at work and organisational outcomes including those that are performance-based is supported by a rising body of evidence (Simpson, 2009; Robinson 2004). Employees who are well appraised are also more engaged and will be more inclined to remain in their present organisation or job (Bakker et al., 2012; Karatepe & Olugbade, 2009). On the other hand, employees who are not well appraised would also not be engaged which would impact on

performance in the areas of higher absenteeism, lower productivity, and higher turnover, (Selvarasu & Sastry, 2014).

Employee engagement is a constructive force that binds employee either physically, emotionally, or cognitively with their organization (Kahn, 1990; Wellins & Concelman, 2005). It has been suggested that, supervisors should consider the significance of employee engagement in the public sector because it has the potential to improve employee performance, increase job satisfaction and ultimately leading to the achievement of the organisational goals (Ibrahim & Falasi, 2014). For organisational leaders, EE is a critical and significant concern (Seijts & Crim, 2006), since the essential asset of every organisation is employees (Lockwood, 2007). Bhatla (2011) also pointed out that, the concept of employee engagement is one of the most principal concerns of Human Resource (HR) experts and high-ranking executives within the organisation. The concept has created a lot of consideration among numerous HR practitioners and academic scholars through the entire world (Mollel, Mulongo, & Razia, 2017; Sharma & Anupama, 2010). Sharma and Anupama (2010) advanced that the accomplishment or failure of organizations is principally reliant on staff.

Organisations are set up to perform several tasks and use different personnel to achieve their goals. The continuous success of these organisations hinges largely on PA. At the University of Cape Coast (UCC), PA is a regular activity, yet, less importance is attached to this process. It is against this backdrop that this study is being conducted to establish the effect of PA systems on the engagement of the staff of UCC.

## Statement of the Problem

Performance appraisal, a core function of human resource (HR) development (Hughes, 2019), is defined as an evaluation of past and current performance of an employee in relation to his/her predetermined performance standards (Dessler, 2013). Mondy and Martocchio (2016) suggests it is the formal way of evaluating the performance of an individual or team.

According to Wilkinson, Redman, and Dundon (2017) no organisation can achieve its goals and objectives without the contributions of HR. In order to ensure that the defined targets and objectives are accomplished at the right time with the desired outcomes, HR actions towards organizational effectiveness are assessed. The PA of employees or a team is carried out as part of an organization's performance management system. Feedback is critical in the entire PA process due to the perception and emotion of the employees before, during and after the exercise. Employee's perception is therefore imperative in determining if the PA process is procedurally right, ethical, just and or fair (Hughes, 2019). This has many consequences on the employees' engagement, their turnover intention, commitment, effectiveness, job satisfaction, and the overall organization performance among others.

Previous researchers suggested that PA significantly increases the levels of EE in an organisation (Shin, Jeong, & Bae, 2016). Scarce HR practices in Ghanaian sectors manifested in incessant industrial actions, high employee turnover, low employee engagement, and poor performance (Kumi-Kyereme, Person, & Boachie-Mensah, 2012) has been reported. The PA as a core HR management functions in industries in Ghana has been described as

weak and riddled with a number of unethical practices (Kumi-Kyereme, Person, & Boachie-Mensah, 2012; Lem, 2011; Abugre, 2014; Hussein, 2016).

The decreasing level of EE and increasing rate of employee turnover are seen as the outcome of the perception of employees that the PA system is unjust and/or unethical with low or lack of PA feedback (Hughes, 2019). The continuation of such a pattern will improve the intention of employee turnover and the performance of the organisation would be nose-diving and ultimately have a serious effect on the organization.

The effect of PA on employee productivity, work satisfaction and organizational productivity has been investigated in previous studies, without explaining the influence of the PA mechanism on EE (Kihama & Wainaina, 2019; Ajibola, Mukulu, & Simiyu, 2019). To bridge this gap, this study was conducted to unravel the effect of PA on EE among employees a tertiary institution. Thus, the study investigated the influence of PA on EE in UCC, Ghana.

### **Purpose of the Study**

This research seeks to assess the effect of PA on employee engagement at the UCC.

### **Research Objectives**

This study specifically sought to achieve the following objectives;

1. To assess the effect of PA on Cognitive, Behavioural, and Affective Engagement of the staff at UCC.
2. To assess the influence of PA on Behavioural Engagement (BE) of employees at UCC.

3. To examine the influence of PA on affective engagement of employee at UCC.
4. To examine the influence of PA on cognitive engagement of employee at UCC.

### **Research Questions**

1. What is the effect of PA on Cognitive, Behavioural, and Affective Engagement of the staff at UCC?
2. What relationship exists between PA and Behavioural Engagement (BE) of employees at UCC?
3. To what extent does PA influence on Affective Engagement (AE) of employees at UCC?
4. What is the relationship between PA and Cognitive Engagement (CE) of employees at UCC?

### **Significance of the Study**

This research would allow staff of the University to comprehend and appreciate the performance appraisal system as well as highlighting the significance of an objective, systematic, and effective performance appraisal. Furthermore, the study findings would add to the previous knowledge of literature relating to performance appraisal and employee engagement which is more likely to assist management of the university have a broader understanding of the practices of HRM in the University.

Additionally, this research would provide useful information to the Directorate of Human Resource of the University on suggestions about regulations and guidelines regarding PA work and consequently, develop the necessary initiatives to address the unfair treatment of workers relating to

performance appraisal. Lastly, the result of this research work would recommend important techniques to improve performance appraisal at the University.

### **Delimitation**

The research was conducted at UCC. The research is limited to only the senior and junior staff of the university. The focus on PA and its effects on EE and was limited to the dimension of employee engagement; behavioral engagement, cognitive engagement, and affective engagement.

### **Limitations**

The first constraint of this particular research relates to the utilization of self-reported data. It has been submitted previously that common method biases linked to self-reported data, numerous of which might influence the research results (Podsakoff, MacKenzie, Lee & Podsakoff, 2003).

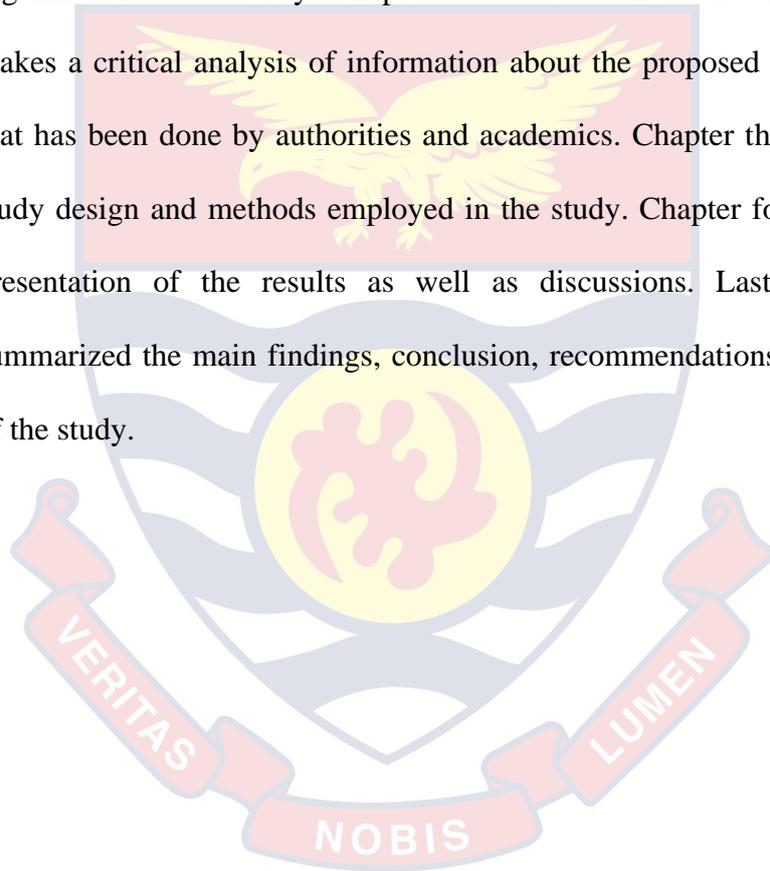
This study researched the effect of PA on EE at UCC with the views from sampled respondents, which is a small representation of all the employees in the educational sector. This can restrict the conclusions that can be drawn from this research, as their views may not be applied to all the employees in the universities in Ghana.

Also, with hindsight, a mixed method (that is, both quantitative and qualitative) could have been adopted with more interviews conducted, which would have provided an in-depth understanding of issues. Besides, using the qualitative method would have added to the weight of materials relating to PA and EE. Although this would have been very time consuming, interviewing others in higher positions, like the senior employees, would also have been useful. This would have helped to understand the rationale behind the

elements of PA and EE and know the links between these HR practices and employees' engagement and how they could be improved.

### **Organization to the Study**

This research was structured into five chapters. Chapter one focused on the background of the study, problem statement, objectives, research questions, the significance of the study, delimitation, limitation, and organization of the study. Chapter two featured the literature review, which makes a critical analysis of information about the proposed topic of research that has been done by authorities and academics. Chapter three looked at the study design and methods employed in the study. Chapter four contained the presentation of the results as well as discussions. Lastly, chapter five summarized the main findings, conclusion, recommendations, and limitations of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### **Introduction**

The previous chapter introduced the actual focus and direction which had drawn the researchers' attention to the study. Moreover, this chapter focused on relevant concepts as well as the theories related to this current study. To appreciate the current study fully, some empirical researches were reviewed to underscore the concepts and framework for the study. Also, social exchange theory, employee engagement, factors determining employee engagement, empirical review, and theoretical discussion of employee engagement were discussed. Finally, empirical studies on performance appraisal, performance appraisal methods, as well as the purpose of performance appraisal, were also reviewed.

#### **Theories Underpinning the Study**

An extensive scope of theories has been utilized to clarify the relationship between performance appraisal (PA) and the concept of employee engagement (EE). Various scholars clarify this relationship from various hypothetical points of view. In this section, the social exchange theory was the theory that underpinned the study. The next section described the details of the theory concerning the variables of the study.

#### ***Social Exchange Theory***

An important theory explaining the work environment and the attitudes of employees is the social exchange theory (SET) (DeConinck, 2010). At first, SET was used basically to explain humans' interactive relationships in behaviours and attitudes (DeConinck, 2010). However, the concept was

extended such that, SET could be seen as the foundation of the relationship between organisation with its employees (Kataria, Rastogi, & Garg, 2013). The theory argues that commitments are created by successive interactions among parties in an atmosphere of reciprocal interdependence. According to the SET concept, with time, relationships grow to commitment, trust, and reciprocal obligations (Cropanzano & Mitchell, 2005), and this will continue to exist as long as the parties abide by the tenets of exchange.

These tenets of exchange ordinarily involve repayment or reciprocity rules such that one party's actions contribute to the other party's reaction or acts. For example, when employees in an organisation receive socio-emotional and economic support, they may feel obligated to reciprocate (Cropanzano & Mitchell 2005). Thus, the tenet of reciprocity is necessary to understand discretionary behaviour in an organisation (Kataria, Rastogi, & Garg, 2013). This is in a way suggestive that, employees perceive satisfaction with HR activities such as PA as an organisational commitment to them, which is positively reciprocated to the organization in their behaviour and eventually make them engage (Kataria, Rastogi, & Garg, 2013). According to SET theory, relationships are built around mutual obligations. Social exchange theory allows individuals to engage in mutually dependent relationships by establishing commitments between those involved in the exchange (Blau, 1964). By exploring employee and organisational relationships, SET provides a foundation for identifying the level of engagement, commitment, and job satisfaction in the organisation (Ariani, 2013).

The theory is founded on an agreement of implicit nature between the employer and the employee, an agreement in a study of organisational behaviour which is known as psychological contract (Newman, Thanacoody & Hui, 2010). For example, if the organisation provides certain resources (e.g. opportunities for personal development, job security, recognition, decent salary) to their employees, they feel obliged and motivated to repay the organisation. Saks (2006) argues, following this lead, that a way for employees to repay their organisation is by being engaged. Thus, in response to the resources they receive from their organization, employees will engage themselves to varying degrees. This falls in line with Kahn's (1990) definition of engagement, that suggests that employees feel obligated to put themselves more fully into their job as repayment for the resources they receive from their organisation.

### **Conceptual Review**

#### ***Employee engagement***

The term engagement in human resource management has been used interchangeably to mean: employee, work, personal, or job engagement (Welch, 2011). Employee engagement has been differently defined by different researchers. For example, Ajibola, Mukulu, & Simiyu (2019) refers to it as, employees that are attracted, inspired, committed, and fascinated with their job. These employees, according to Ajibola, Mukulu & Simiyu (2019), are concern about the organisation's future and are willing to put out energies to ensure its growth. It is the attitudinal commitment of an employee to his or her work and, organisation, the willingness to work in the best interest of the

organisation, and the ability to make discretionary attempts to achieve organisational goals and objectives (Sundaray, 2011).

Harter & Schmidt (2008) defined it as the satisfaction, contribution, and enthusiasm an individual put in his/her job. Bakker (2011) posits that engagement in the work environment among workers and business pioneers is central to the accomplishment of a business. The employee engagement concept is expressed by Scheufeli and Bakker (2008) as a mental state where workers feel a personal stake in the prosperity of the organisation and work exclusively to meet the organisational targets.

A worker in an organisation could be engaged, not engaged, or disengaged (Chandani, Mehta, Mall & Khokhar, 2016). Engaged workers are the ones who strive for the goals of the organisation with zeal. A non-engaged worker is one seen as working without zeal and commitment to the goal of the organisation. Disengaged workers are the ones who are not happy with their jobs and acts out of their unhappiness. Kahn (1990) asserts a three-dimensional construct where employees can be physically, emotionally (affectively), and cognitively engaged. Accordingly, Kahn describes cognitive engagement as employees in the organisation who are reasonably conscious of their role and responsibility; emotional (affective) engagement as those emotionally connected to others and physically engagement as those employees who physically express their engagement, such as, performing extra-role.

Later, Macey and Schneider (2008) conceptualised a model that suggests a more comprehensive articulation of the construct, employee engagement. Their model described engagement as a repackaging of other

constructs, that cannot individually accommodate the complexity of engagement, in other words, an “aggregate multi-dimensional construct”. Their model comprises, behavioural engagement, trait engagement (comprising, dispositional personal features), and psychological state engagement (i.e. affective satisfaction, commitment, and involvement). This model is a departure from previous models, for example, Macey and Schneider combines affective and cognitive dimensions of engagement into a psychological state engagement.

Theoretically, Kahn (1990) argues that, synergistic effects of the various engagement are more beneficiary, however, it is possible to have one engaged on one dimension (affective or cognitive) and not the other. Previous research had pointed out some level of ambiguity in the affective and cognitive engagement. For example, affective arguably being the emotional manifestations of cognitions. Despite this seeming fusion, researchers are interested in distinguishing the scope of the different dimensions of engagement as well as defining the existence of a directional sequence. Hence, the need to divorce these aspects of engagement. Cognitive engagement for example has been hypothesized as an antecedent of affective engagement, which could also mean that different antecedents act as diverse triggers for cognitive and affective engagements (Harter & Schmidt, 2008).

Accordingly, separate constructs for affective and cognitive, together with behavioural engagement were used in this research. In effect, for this study, employee engagement is conceptualized as a three-dimensional construct in which employees are cognitively, behaviourally, and affectively engaged. This study conceptualised both the Kahn’s, and Macey and

Schneider's models. This current study separated the cognitive and affective components, and treated them as different entities, consistent with Kahn (1990) conceptualization of engagement, and used Macey and Schneider (2008) notion of state and behavioural engagement.

## **Types of Employee Engagement**

### *Cognitive engagement*

Cognitive engagement refers to employees who are cognitively alert and contextually aware of their responsibilities and the overall organisational goals and objectives (Macey & Schneider, 2008). Accordingly, Kahn (1990) posits that, cognitive engagement deals in the concept of intellectual commitment, awareness, a sense of heightened interest and perception, and rational engagement employees have towards their organisation. Khan (1990) argued that cognitive engagement is shown through individual drives put into rational efforts. Cognitive engagement as intellectual commitment is described as understanding the goal and clarity of role (Macey & Schneider, 2008); understanding the objectives, successes, and failures of the organisation (Macey & Schneider, 2008).

Largely, Cognitive engagement refers to an employee's understanding of his or her functions for the goals and objectives of the organisation. If individuals perceive they are contributing effectively to the organisational objectives and goals, they will be further inclined to work at a higher level. This arguably implies that cognitive engagement is central to the performance and retention of employees.

### *Affective Engagement*

The term “affective” refers to the instinctive reaction to stimulation. Kahn (1990) refers affective engagement as the feelings an individual attaches to his/her organisation. Macey & Schneider (2008) refers affective engagement as “a new blend in old wines with distinct characteristics and feelings”, and mostly seen in terms of trust and perceived organisational support. It describes the perception of employees about the organisation, its leaders, and the condition of work; and emotional connections they have with co-workers and managers (Macey & Schneider, 2008). Consequently, an individual’s level of affective engagement is influenced by increased trust in management.

Affective engagement is seen as a multi-dimensional construct encompassing related constructs that are focused on employees’ associations with their roles at work. Conceptually, affective engagement overlaps with organisational commitment (Corporate Leadership Council, 2004); job involvement; and job satisfaction (Macey & Schneider, 2008). Organisational commitment is the energy an employee derives by association with the organisation. This is described by, acceptance, strong belief and confidence in the organisation’s values and goals; preparedness to invest more energy into the organisation; and a willingness to continue to hold allegiance to the organisation (Ajibola et al., 2019). It has been widely accepted that organisational commitment is associated with the needed employee outcome.

It is the opinion of Kahn (1990) that, engagement is focused on the behavioural and psychological experiences of job, and these experiences influence the level of employee presence or absence in work and productivity.

Whiles affective engagement may overlap with other constructs, this current research sees it as a unique and distinct construct, and different from other constructs like job commitment, job involvement, and organisational commitment. It is further seen as post cognitive (occurring after cognition) and preceding behavioural engagement.

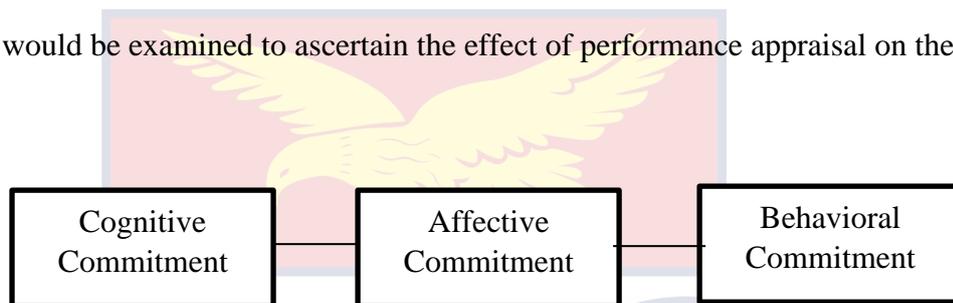
### *Behavioural engagement*

Behavioural engagement according to Kahn (1990) is the discretionary effort in the form of cognitive vigilance, energy, and extra time that engaged employees to bring to their work as well as how long they stay in their organisation. In the view of Kahn, engaged employees are those able to adapt, initiate, and are responsive to changing circumstances in the organisation. He further argued that behavioural engagement describes how effective workers competently and vigilantly express themselves in their work roles and are “psychologically present”, rather than the idea of going beyond expectations.

Behavioural engagement is described by Macey & Schneider (2008) as behaviour adapted to achieve the goals of an organisational. It is considered as directly observable employee behaviours in the context of work such as proactive and innovative behaviours, and can perform beyond expectations. Macey & Schneider's definition is a clear departure from previous definitions that view behavioural engagement as efforts from a specific frame of reference. According to Macey & Schneider, it is common to measure behavioural engagement in terms of energy, brainpower, extra time, intensity, or duration.

Shuck and Reio (2014) posited that behavioural engagement is a relationship that affects the responsibility of people by giving an individual a feeling of convictions, information, and pride to the organisation. Summarily, the construct of behavioural engagement is very useful and of direct benefit to the organisation. This research, therefore, used the behavioural engagement as a core dimension of engagement construct.

Figure 1: below is the proposed dimensions of employee engagement that would be examined to ascertain the effect of performance appraisal on them.



*Figure 1:* Dimension of employee engagement

### **Performance Appraisal**

A substantial number of researchers have come out with different definitions for performance appraisal (PA). It has been described as a structured system facilitating the evaluation of the performance of past and present employees and also identifies the potentials of employees for further development and progression within the career ladder of the organisation (Igbojekwe, Ugo-Okoro, & Agbonye, 2015). Armstrong and Taylor (2014) define PA as a structured process that involves performance expectations agreement and appraising to see how those expectations were achieved.

Mondy and Martocchio (2016) describe it as a formal system for evaluating and reviewing the performance of an individual or a team. It includes goal setting, evaluating an individual performance to set goals, as

well as giving feedback to the individual on his or her performance for purposes of helping to improve or build on the performance (Dessler, 2013). It sets the platform to recognise and reward employee's excellence by comparing an employees' achievement with the objectives, vision, and mission of the organisation.

According to Cheng (2014), PA is the most critical HRM function in an organisation because it helps provide essential policies that are central to employee activities and performance. The most important purpose of PA in an organisation is to assist in reaching decisions on training requirements, promotions, salary, conveying feedback, and rewarding employees for good performance (Cheng, 2014). Notwithstanding an excellent appraisal scheme being estimated to make available relevant information to workers about themselves and their progress at work, the trustworthiness and soundness of the system is still a key issue for organisations (Brown & Redman, 2017). Brown and Redman (2017) asserts that appraisee is more likely to accept the ratings of their appraisers if they consider them as credible.

An effective PA system in an organisation measures an important element of the effectiveness of HRM of that organisation. Thus, an effective PA process allows the employee to know his or her performance within the period and what is expected of him or her in terms of future commitment towards achieving the organisational goals. Previous authors had recognised five main consequences of an effective PA system including, boosting employee performance, improving motivation, decreasing employee turnover, linking payments and employee performance, and instituting fairness among workers (Rao, 2004).

An effective PA system also provides valuable management and supervisors more information to make decisions on issues like promotion and employee enhancement (Nurse, 2005). In contrast, Rao (2004) points out that ineffective/weak parts of employee performance are brought to bear through an effective PA scheme. Effective PA process can link the past, present, and future employee performance. The effectiveness of an organisational HRM can be achieved by implementing an acceptable appraisal method in assessing employee performance (Boachie-Mensah & Seidu, 2012). Employees will either be motivated or demotivated to perform based on the outcome/feedback of the PA process.

Jawahar (2007) suggests positive feedback promotes satisfaction and commitment towards the organisation. Boachie-Mensah and Seidu (2012) conclude that workers are more likely to accept and add implicitly to the PA system when the system is seen as a way of personal development, an opportunity to display abilities and skills, as well as the chance to establish a relationship with others.

Despite the several purposes of the PA system, Farndale and Kelliher (2013) argued more critical roles for the system than just being considered as a developmental approach. This calls for a departure of using it to identify future potentials, plan careers and allocate rewards, improving current performance, etc. to use it as an effective vehicle to identify the strength and weaknesses of employees, and the way of using the strength to overcome the organisational weaknesses (Farndale & Kelliher, 2013).

## **Empirical Review**

### **Influence of Performance Appraisal on Employee Engagement**

Several empirical studies have been done concerning employees' perception of the PA system and its consequence on their engagement. Wagner and Harter (2006), for example found that employees were more likely to stay at their company and recommend the company as a good place to work if their managers frequently check in with them. Therefore, conducting PA and receiving positive feedback makes the employee feel that managers value their efforts, and thereby increasing their level of engagement. (Selvarasu & Sastry, 2014). In addition, Gruman & Saks (2011) opined that engagement is greater when employees feel that the appraisal and feedback were provided in a fair manner.

In the view of Selvarasu & Sastry (2014), fairness and trust are the basis for employees to act and feel engaged. Maslach and Leiter (2008) for instance, established that fairness correlated with engagement. In their study to find out how engagement changed over time, Maslach and Leiter (2008) conducted a longitudinal study in which participants completed the survey instrument at two different times with a one year interval. Their findings showed that those who perceived inconsistency in the area of fairness reported disengagement, whereas those without this inconsistency experienced engagement. They therefore concluded that, employees' perceptions of fairness in the workplace determined whether they changed toward engagement or disengagement at a later time (Maslach & Leither, 2008).

Saeed and Shahbaz (2011) also conducted a study on employees' perceptions about the effectiveness of PA in Pakistan. 137 responses were

completed and used for data analysis (representing 91.33% of response rate) out of a total of 150 questionnaires distributed. The finding revealed that the employees' perception about the effectiveness of PA was high with a mean of 4.02 and a standard deviation of 0.515 and the level of employee engagement was also high with a mean of 4.12 and a standard deviation of 0.846. The finding indicated that the sampled employees were satisfied with the existing PA system thus increased employee engagement and to a large extent results in an organisation engagement.

The concept of PA according to Samnani and Singh (2014) denotes the crucial course of action within a wider range of performance, which brings about activities geared towards developing worker's efficiency. According to the organisational justice concept, workers will react to views regarding fairness in the PA process (Saks, 2006; Ghosh, Rai & Sinha, 2014; and He, Zhu & Zheng, 2014). This means that when workers trust the fairness of the appraisal process, they are encouraged to engage effectively in their job. In contrast, when injustices are recognised in regards to the appraisal process, they are likely to react negatively. Some intellectuals and experts (Gruman & Saks, 2011; Kondrasuk, 2012) have discussed the usefulness of the PA as a valuable tool to bring about workers and managerial performance.

Several researchers highlighted many predictors of employee engagement (Devi, 2017; Shabbir, Aslam & Ali, 2016;), however, Mollel, Mulongo and Razia (2017) assert PA is the most significant predictor of employee engagement. Other researchers including, Gruman & Saks (2011), and Kondrasuk (2012) assert that a constructive connection exists between PA and employee engagement. According to Nurse (2005), findings from PA

provide useful information to managers that would guide future decisions regarding employees' development. For example, weaknesses identified through the PA process provide managers an excellent opportunity to develop training programs that will help revive those weaknesses.

In related research to determine the effect of HRM practices, such as, employee development, employee communications, and recognitions and rewards on employee engagement, Alzyoud (2018) used a sample of 151 workers from the manufacturing industry in Bahrain. The study adopted a quantitative approach analysing the data using correlation and regression analysis. The findings recorded a significant association between employee engagement and those HRM practices. The study, therefore, recommended the development of proper and well-structured HRM policies to attain high employee engagement. Li and Frenkel (2017) conducted a similar study using 54 supervisors and 298 employees at a luxury Chinese hotel to find their perceptions of employees on HRM practices and work engagement. Their findings showed positive and significant supervisor perceptions of HRM practices and work engagement when the supervisor and employee share the same 'hukuo' status.

In general, PA is not only one of the most important HR management practices that generate critical decisions central to various HR actions and outcomes, but also a tool to enhance employee engagement.

### ***Performance Appraisal and Behavioural Engagement***

The social exchange theory holds that when employers and employees accept give-and-take procedures, the two parties will have a more believing and trustworthy relationship. This stems from the reason that social exchange

includes activities that depend on satisfying responses related to others that may offer jointly and satisfying dealings and associations (Cropanzano & Mitchell 2005). Building on the SET, Saks (2006) argued that engagement of employees relates to a great level of associations regarding work in an organisation that is characterized by a job-related positive mental condition (Nimon, Shuck, & Zigarmi, 2016).

Shuck and Reio (2013), argues that behavioural engagement is the most obvious aspect of employee engagement. They hold the view that behavioural engagement construct can be interpreted as improved levels of strength engaged in for the organisational objectives. Relying on the organisational justice concept, workers will react to views regarding fairness in the workplace (Ghosh, Rai & Sinha, 2014; He, Zhu & Zheng, 2014). This means that when workers trust in the fairness and justice of the appraisal process, there is a likelihood of them been more engaged. It has been advanced that while performance appraisal contributes to giving workers the necessary training for improved performance, worker's constructive behaviour towards the work will improve.

### ***Performance Appraisal and Affective Engagement***

Performance appraisal is discussed as a mechanism used to make available important information relating to handling worker's relationships. Erdogan (2002) argued that the concept has comprehensive inferences for behaviours and characters in organisation such as universities. Responses to performance appraisal are understood to significantly impact the usefulness and the feasibility of the scheme (Jawahar, 2007). Shuck, Reio, and Rocco (2011) described affective engagement as the relationship and sense of

belongingness of an individual to his/her work. Affective engagement stresses the passionate connection workers have towards their job that is related to sensitive qualities of engagement (Kahn, 1990).

### *Performance Appraisal and Cognitive Engagement*

Cognitive evaluation theory (Deci & Ryan, 1985) maintains that, once HRM activities provide positive feedback concerning the worker's capability to their work performance, the worker's inherent drive is improved. The theory argues that once individuals are inherently enthused about the response from the organisation, it gives them the sense that they are capable of. Building on this theory, Mollé, Mulongo and Razia (2017) described the performance appraisal construct as an assessment of the performance of workers as a way of monitoring their performance.

Researchers (Murphy & Cleveland, 1991; Kahn, 1990) from different areas examined performance appraisal intending to remedy prior recognised problems and come up with a way to achieve a planned result, such as employee engagement. Based on this notion, Feldman (1981) investigated performance appraisal from the cognitive behaviour perspective considering individuals engaged in the appraisal activities. Kahn's (1990) posit that to appreciate the cognitive behaviour vis-à-vis engagement, the cognitive engagement construct should be deduced using different aspects of a job. Kahn (1990) further argued that cognitively engaged workers are inclined to be psychologically cautious, concentrated, and also engaged in their work.

Similarly, Shuck and Reio (2013) postulate that cognitive engagement shows the extent to which workers assess their place of work and their responsibilities. Once a worker engages in an appraisal process, the worker

ascertains the degree of positive or negative effects, which finally impacts behaviour. Besides, Shuck et al., (2011) piloted a survey regarding employee engagement concept as worker's cognitive, emotional, and behavioural feelings directed toward anticipated administrative results. They documented that, employees who worked in organisations where job requirements were consistent with benefits and principles would be motivated thereby increasing their level of engagement.

### ***Performance Appraisal and all three dimensions of Employee Engagement***

Latham, Almost, Mann, and Moore (2005) have established that workers can also work and express themselves cognitively, behaviourally, and affectively during role executions, thus, demonstrating engagement when they regard performance appraisals as fair. Cawe (2006) studying variables affecting employee engagement reported that PA, commitment, directing and managing, information distribution, and institutional image, were significant variables affecting the employee engagement.

### **Conceptual Framework**

The following framework provides a diagrammatic illustration of the relationship between performance appraisal and employee engagement of the study.

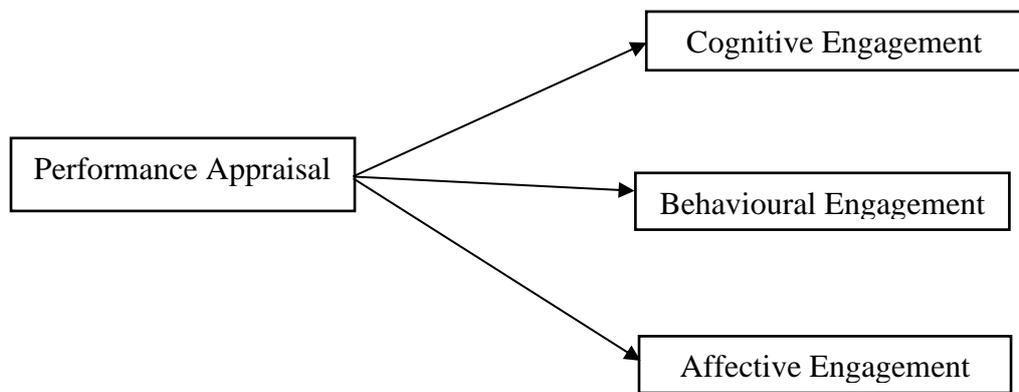


Figure 2: Conceptual framework for the Study

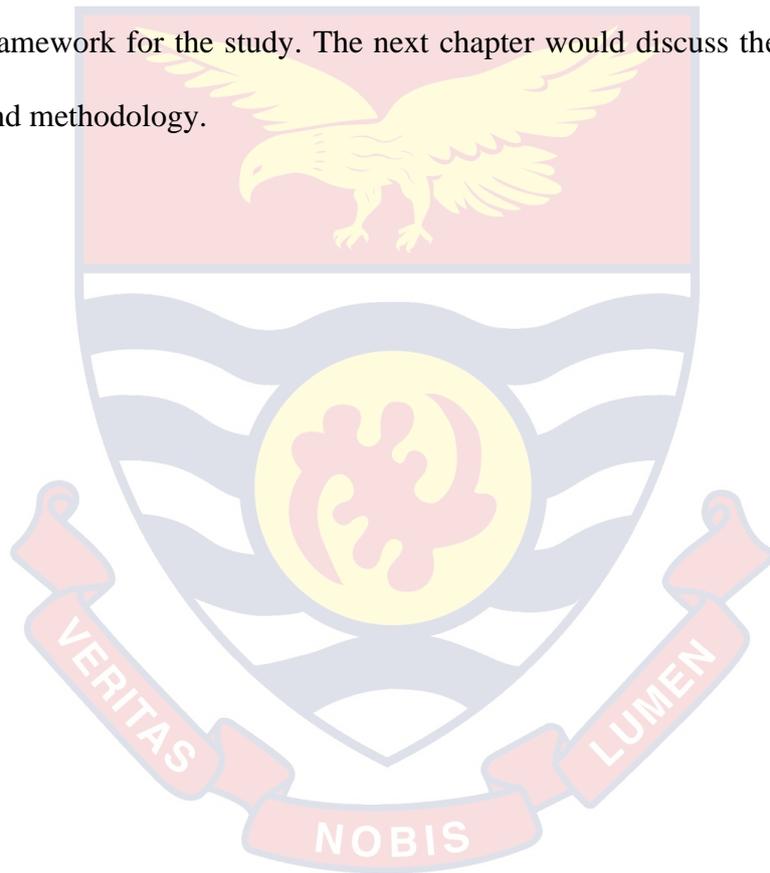
Source: Field Survey, (2020)

The framework above depicts the connection that exists between an independent variable (performance appraisal) and the dependent variable (employee engagement). It is conceptualized that the performance appraisal system in UCC affects employees' engagement formed based on the SET. Social exchange theory posits that workplace relationships grow into trust, loyalty, and mutual commitments as long as the involved parties comply with the rules of reciprocity or repayment.

A good performance appraisal system would influence the cognitive, affective, and behavioural engagement of employees positively. From the framework, the researcher believes that employees' engagement can be directly affected by the independent variable which can lead to either low engagement or high engagement. It is important to note that when an employee is dissatisfied with performance appraisal results, he or she may respond to the imbalance by opting for several actions that may lead to low engagement and hence failure to achieve personal and organisational goals and objectives.

## Chapter Summary

In summary, the main thrust of this chapter was to review the related literature on PA and employee engagement. Theories underpinning the study—job demand resource model and social exchange theory—were discussed. The chapter also empirically and theoretically discussed employee engagement (cognitive, affective, behavioral), and performance appraisal and its methods. The chapter concluded with the development of a conceptual framework for the study. The next chapter would discuss the research design and methodology.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The previous chapter focused on the theoretical basis which guarded the study in assessing the effect of performance appraisal on employee engagement at UCC. Based on the theoretical and empirical evidence in chapter two, this chapter discusses the research methods to examine the research objectives. It presented the research design, research approach, study area, population, sampling procedure, data collection instruments and procedures, and data processing and analysis. The research paradigm adopted for the study was the post-positive approach. This is because, it considers natural phenomena and its properties and relations, and interpret reasons through logical observations (Johnson & Onwuegbuzie, 2004).

#### Research Design

A research design expresses the mutual efforts of the major parts of the research project in finding the solution to the research question (Orodho, 2003). In the conduct of research, Creswell (2010) argues that consideration should be given to the philosophical worldviews, the research approach relevant to the worldviews and the research methodology and procedures. The research design employed in this study was an exploratory case study approach. Robson (2002) identified an exploratory case study as a research approach that requires an empirical analysis of a specific contemporary phenomenon using various sources of evidence within its real-life context. In effect, an exploratory case study approach involves data collection and or

examining a particular problem, issue or concern within an organisational context.

In the view of Yin (2003), case study research design explores a contemporary phenomenon within a real-life context where the boundaries between the phenomenon and the context are not apparent. The choice of exploratory case study research design in this research was because it allowed the researcher to examine the issue under discussion (i.e. PA and its influence on employee engagement) within the organisation in a real-world situation. Yin (2003) also argues that case studies are the preferred strategy when ‘why’ and ‘how’ questions are asked about a modern-day incident because they are concerned with providing credible representations of reality and so give the reader a sense of being there. Also, using an exploratory case study as a research methodology affords the researcher the use of multiple data collection methods to explore the research questions. This reflects positively on the research validation and triangulation. Consequently, the results and findings of the research can be generalised due to its possible accuracy (Yin, 2003).

### **Research Approach**

Sekaran and Bougie (2016) postulated that, the epistemological underpinning of a quantitative motif holds that there exist definable and quantifiable social facts. The study therefore employed the quantitative research approach based on the nature of the study purpose under consideration, specific objectives, hypotheses and the nature of the primary data to be collected and analysed. Creswell (2014) asserted that quantitative approach deals with explanation of phenomena through the collection of numerical data analysed by mathematically based methods.

Typically, this method starts with data collection based on a hypothesis or theory and is accompanied by the use of descriptive or inferential statistics (Tashakkori & Teddlie, 2010). Quantitative methods are often described as deductive in nature, because inferences from tests of statistical hypotheses lead to general inferences about population characteristics. They are also characterized as assuming that there is a single “truth” that exists, independent of human perception (Lincoln, Lynham & Guba, 2011). Further, the findings from quantitative research can be predictive, explanatory, and confirming (Williams, 2007 as cited in Bernard & Bernard, 2012).

### **Study Area**

The University of Cape Coast is one of the public collegiate research universities in Ghana located in the colonial city of Cape Coast. The university is located on a hill overlooking the Atlantic Ocean, making it one of the rare sea front universities in the world. The government of Ghana established the university in 1962, after recognizing the gap and need for highly skilled and qualified human resources to man the educational sector. The university at its establishment was equipped and mandated to train graduate teachers for teacher training colleges and technical institutions. Currently, the university has added other disciplines to its core mandate including the training of doctors and other allied health professions, as well as, administrators, physicists, agriculturalists, education planners.

The university is five kilometers west of Cape Coast, and operates on two campuses, the Northern campus and the Southern campus. The University is organized into five (5) Colleges headed by Provosts, namely: College of Health and Allied Sciences, College of Agricultural and Natural Sciences;

College of Humanities and Legal Studies, College of Distance Education, and eighteen (18) Faculties/Schools headed by Deans. The University also has eleven (11) Directorates.

### **Population**

The target population was the staff working at the College of Humanities and Legal studies at the University of Cape Coast regardless of their religion, language and other socio-demographic backgrounds. Both males and females with permanent employment at the university were included. According to the Directorate of Human Resource of the University of Cape Coast, the staff constitutes senior staff and junior staff. Of which the total number of senior and junior staff at the College is two hundred and seventy (270).

### **Sampling Procedure**

The sample size is the number observations that constitute it. The sample size is an essential aspect of any empirical study with the aim of making inferences from a sample about the population from which the sample was taking from. In this study, the researcher used the Krejcie and Morgan (1970) sample determination table which pegs the sample at 159 staff constituting both senior and junior staff at the College of Humanities and Legal studies. There are basically two types of sampling methods, thus, probability sampling and non-probability sampling. This study used simple random sampling technique which is an example of probability sampling method. This technique affords every observation in the target population an equal chance of being selected to be of the sample (Oakshott, 1998). The

choice of this technique was to avoid the occurrence of any bias in the chosen sample of the population.

### **Data Collection Instruments**

The data for this was generated from both primary and secondary sources. The main primary data collection method used was a questionnaire and that of the secondary data was obtained using a documentary review. The documentary review on existing documents on performance appraisal was analyzed to identify gaps that could be bridged by the study or evidence that could support or contradict the findings. The data were collected using a self-administered questionnaire with structured questions derived from multiple sources. The use of the questionnaire survey approach was driven by the study objectives, the type of data to be collected, and the availability of time for the study (Ogah, 2013).

This method was considered appropriate for this research because the variables studied were those that could not have been observed but could only be obtained by finding the respondent's views, opinions, and feelings (Ogah, 2013). Also, the instrument had the advantage of saving time since the respondent had to only tick from predetermined ideas in their views. Further, many respondents could fill the questionnaire without the presence of the researcher. Filling the questionnaire without the presence of the researcher afforded the respondents the opportunity to objectively answer the questions without fear of being victimized. Consequently, in-depth and reliable data were generated in a short time from many respondents. This survey method was used for all respondents selected for this study.

The questionnaire was a composite survey comprised of: demographic questions, questions to measure cognitive, affective, and behavioural engagement; and performance appraisal. The questionnaire on cognitive engagement was adapted from Sawyer's (1992) goal and process clarity and Spector's (1985) job satisfaction survey thus, communication subscale. The questionnaire on affective engagement was adapted from Meyer, Allen and Gellatly's (1990) affective, normative, and continuance commitment as well as Becker, Eveleth and Gilbert's (1996) supervisor-related commitment.

The questionnaire on behavioural engagement was adapted from organisational citizenship behaviour by Smith, Organ and Near (1993); Chinese organisational citizenship behaviour by Farh, Earley and Lin (1997); and Michigan organisational assessment questionnaire (intent to turnover subscales) by Cammann, Fishman, and Jenkins (1979). Apart from the statements that assessed the dimensions of employee engagement and demographic items, questions that assessed the effectiveness and employees' perception of the PA system at UCC were included. A Likert-scale response with the continuum: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree were used.

### **Pre-Test**

A pre-test of the research questionnaire was done at the university community in the University of education, Winneba. This institution was selected for the pre-testing because it has similar structure employees like the one university community in the University of Cape Coast. This process was aimed at testing the strength and accuracy of the questionnaire to be used for the study. In other words, this was to help in assessing the clarity of the

questions to the respondents and to elicit their understanding regarding answering questions. Questionnaires were administered and after receiving them back, it was realized that the questionnaires did not need any significant changes.

### **Validity and Reliability**

Validity and reliability indicate how best the instrument used in the study best measures the parameters it is meant to measure, and it is the measure of accuracy in terms of results attained in the study (Cook & Campbell, 1979). Research validity refers to the extent to which the research instruments measure what they intend to measure. Thus, the extent to which the selected tool measures the intended research objectives (Cook & Campbell, 1979).

A number of strategies were taken to validate the content of the questionnaire. The researcher read the questionnaires and the appropriate corrections were made before it was administered to the respondents. Peer review was also of immense importance. These were done to address face validity. Further, content validity was enhanced by giving the questionnaires to experienced experts in the field to go through before administering it to the respondents. The views of these experts to add or drop certain items from the questionnaire were taken to consideration. To enhance clarity and ensure that the instrument is entirely applicable, domains and sub-domains were manipulated and reconstructed with minor language adjustments.

With regards to reliability, it can be seen as the extent to which the application of a scale produces consistent results if repeated measures are taken (Vadlin, Åslund, & Nilsson, 2015). Internal consistency is measured

using Cronbach’s alpha test, which involves testing the extent to which items are inter-correlated (i.e. homogeneity of variables) and the extent to which they correlate with overall scale findings (Beck, Coffey, Foy, Keane, & Blanchard, 2009). In terms of observation, reliability refers to the same inferences or activities of intra-observation (one observation at different time) and inter-observation (more than one observation) (Beck, Coffey, Foy, Keane, & Blanchard, 2009).

The Cronbach’s coefficient alpha ( $\alpha$ ) was used in this study to determine the reliability of items in the questionnaire. The value of Cronbach’s alpha ranged from 0 to 1 with a better reliability when the value of  $\alpha$  approaches 1. This study, therefore, met the minimum threshold for all the variables that were considered as shown in Table 1 below:

**Table 1: Cronbach Alpha values for the variables**

<b>Variable</b>	<b>Items Retained</b>	<b>Alpha value</b>
Performance Appraisal	6	0.710
Behavioural Engagement	7	0.783
Affective Engagement	9	0.701
Cognitive Engagement	10	0.824

### **Data Collection Procedures**

The researcher requested consent from the Directorate of Human Resource, University of Cape Coast. After, an introductory letter from the Department of Management, University of Cape Coast, was obtained. Thereafter, permission was sought from the College of Humanities and Legal studies. Respondents were given the full assurance that the study was for

academic purposes and that their responses would be treated with the utmost confidentiality. The researcher administered the questionnaire to the respondents and same was completed by the respondents and returned to the researcher at the spot and were subsequently checked for any missing information.

### **Data Processing and Analysis**

The data collected were checked for errors, coded, and then entered into the Statistical Package for Social Scientists (SPSS) version 22.0 for analysis. The variables were described using frequencies and percentages of the responses. The data were manipulated using Pearson correlation and regression analysis. The sample characteristics were described using descriptive statistics; Pearson's correlation coefficient ( $r$ ) was used to find the relationship between performance appraisal and the dimensions of employee engagement. This measured the strength and direction of the relationship between the dependent and independent variables. Furthermore, a single linear regression analysis was used to determine the effect of performance appraisal (independent variable) on employee engagement (dependent variable).

### **Ethical Considerations**

The researchers employed every effort to avoid possible violations of ethical principles. The fundamental ethical considerations for research are, respondents being fully aware of the research's goals, methods, risks and benefits, giving voluntary consent and retaining the right of withdrawal, as well as ensuring confidentiality for the participants (Edginton, Enarson, Zachariah, Reid, Satyanarayana, Bissell, & Harries, 2012).

Two ethical issues were taken into serious consideration for this research. The researcher took the responsibility to secure the actual permission and interest of all those involved in the study. The researcher sought consent from the respondents. A commitment was made not to misuse any of the information collected so as to maintain certain moral responsibilities towards the respondents. There was also a commitment to protect the rights of people as well as their sensitivity and privacy (Bryman, 2012). The objective of the study was explained to the respondents as well as the benefit the institution would derive if the research was successfully conducted. The participants were assured that the information they provided would be used only for this study. The respondents' names and identities were anonymized.

### **Chapter Summary**

This chapter gave details of the study design and methodology. The research design, study area, population, sampling procedure, data collection instruments and procedures, and data processing and analysis were discussed. Ethical considerations, as well as measures of ensuring the validity and reliability, were adequately explained. The next chapter focuses on data analysis and finding.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

Based on the methodological approach and means to meet the objectives of the study, this chapter contains data analysis and the findings of the research. It starts with an analysis of the demographic characteristics, followed by analysis based on the research questions/objectives. Demographic characteristics were analyzed descriptively using frequencies. Pearson correlation was done to establish the relationship between performance appraisal and the variables (behavioural engagement, affective engagement, and cognitive engagement). Finally, a simple linear regression analysis was conducted to determine whether PA influences employee engagement.

#### Response Rate

A total of one hundred and fifty-nine (159) usable responses were obtained from the staff, resulting in an overall response rate of approximately 95.0%, as eight (8) of the junior staff could not help the process.

**Table 2: Responses from the questionnaires**

	Frequency	Percentage
Response	151	95.0
Non-Response	8	5.0
Total	159	100

#### Sample Characteristics

Socio-demographic data collected and descriptively analysed included gender, age, highest educational level, and the number of years worked at UCC, as shown in Table 3 below. Female respondents constituted the highest

percentage (51.7%). The respondents' ages were widely distributed ranging from below 19 years to 59 years. Greater percentages (78.1%) of the respondents were between the ages of 20 and 49 years, with most (35.1%) of the respondents in the 30-39 years age group. 49% of the respondents had a first degree or higher. Also, about 38% of the respondents were junior staff and the remaining 62% were the senior staff. Further, 66% of the respondents had over 5 years of working experience at the University, suggesting that they were fairly abreast of PA processes in the University.

**Table 3: Sample characteristics of respondents**

CHARACTERISTIC	FREQUENCY (151)	%
<b>Sex</b>		
Male	73	48.3
Female	78	51.7
<b>Age (years)</b>		
19 and below	7	4.6
20-29	28	18.5
30-39	53	35.1
40-49	37	24.5
50-59	26	17.2
<b>Highest Educational level</b>		
SHS	57	37.7
Diploma	20	13.2
First Degree	42	27.8
Second Degree	32	21.2
<b>Category</b>		
Junior Staff	57	37.7
Senior Staff	94	62.3

### Descriptive Statistics and Correlation of Study Variables

Descriptive summary of the responses and Correlations for the study variables, Performance Appraisal (PA), Behavioural Engagement (BE), Affective Engagement (AE) and Cognitive Engagement (CE) is presented in Table 4 below.

**Table 4: Descriptive Statistics and Correlations for Study Variables**

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	1	2	3	4
1. PA	151	3.08	.499	1	.826**	.343**	.381**
2. BE	151	3.24	.715	.826**	1	.484**	.285**
3. AE	151	3.02	.492	.343**	.484**	1	.249**
4. CE	151	4.04	.488	.381**	.285**	.249**	1

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

Source: Field work, (2020)

### Performance Appraisal and all dimensions of Employee engagement

#### Objective One: Analysing the Influence of PA on All the Three Dimensions of Employees' Engagement Combined

In line with the final study objective (i.e. objective Four), the study intended to examine the overall relationship between PA on one side and all the three dimensions of the employees' engagement combined on the other. In view of this, Pearson's Correlation analysis was performed to use the coefficient to determine the statistical value of the strength of a *linear* relationship between these two. Accordingly, Table 5 below indicates the result.

**Table 5: Correlation between PA and the three dimensions of Engagement combined**

	1	2	3	4
1. PA	1	.826**	.381**	.826**
2. BE	.826**	1	.484**	.285**
3. AE	.343**	.484**	1	.249**
4. CE	.381**	.285**	.249**	1

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

Source: Field work, (2020)

From Table 5, the value of Pearson’s correlations given in the table depicts significant correlation coefficients of 0.343; 0.381 and 0.826 for Affective, Cognitive and Behavioural engagement respectively. All these indicate that there are positive relations between PA and all the combined three dimensions of engagement. Table 6 below further gives the extent of the relationship between Employee Performance Appraisal and all the dimensions combined.

**Table 6: ANOVA Table on the Relationship between Employee PA and Three Dimensions of Engagement Combined**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	84.235	3	28.078	91.845	.000 <sup>b</sup>
	Residual	59.920	148	.306		
	Total	144.155	151			

**A. Dependent Variable: Performance Appraisal**

**B. Predictors: (Constant), Affective Engagement, Cognitive Engagement, Behavioural Engagement**

Source: Fieldwork, (2020)

This positive connection between these variables (independent variables and the dependent variable) is confirmed by the ANOVA F-test result which also showed a significant outcome (F-value =91.845, N=151, p=0.000) as it can be seen in table 6 above.

### Multiple Regression Analysis

To determine the relationship between the dependent variable and independent variables (predictors), a multiple regression model was carried out. Thus, a multiple regression analysis was done to test the relationship between the various variables of the study which comprises the three engagement components namely: Affective/Emotional, Cognitive and Behavioural engagement and PA. The results of the analysis in terms of the various components of engagement relations with PA have been presented in Table 7 below.

**Table 7: Model Summary of PA's relations with three dimensions of Engagement**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.764 <sup>a</sup>	0.584	0.578		0.553

**a. Predictors: (Constant), Behavioural, Cognitive, Affective Engagement**

Source: Fieldwork, (2020)

From Table 7 above one can deduce that the overall coefficient of determination R square is 0.584 and R is 0.764 at 0.05 significant levels. The conclusion here is that 76.4 % of the changes in the response to PA can be explained by the three dimensions of employee engagement while the rest of 23.6% were unexplained or were not considered in this study. The extent of

the relations in the context of this engagement is far more than all the relations the PA has with the individual component separately. The overall outcome of this study is interesting and significant in the sense that one might argue that it is not PA ratings or behaviours that influence employee engagement, but rather the participation of employees in the workplace that affects their view of the PA process and the ratings they earn from their managers. Although this notion cannot be disproved by the evidence from this analysis, such an inference would not be deductively backed by organizational justice and leader-member exchange, which is backed by Social Exchange Theory (SET) research.

The SET states that among managers and their subordinates there is social reciprocity that significantly determines employee attitudes and workplace productivity (Gerstner & Day, 1997; Shweta & Srirang, 2013). From SET theory, it can be deduced that it is the perception of employees' relationship with their leaders and the honesty of these leaders in administering the PA process that affects their workplace engagement and levels of engagement of employees. Thus, based on the literature it can be argued that the relation between PA and the three dimensions of employee engagement is significant as it confirms the credibility of the study.

### **Performance Appraisal and Behavioural Engagement**

#### ***Objective Two: Assessing the Influence of PA on Behavioural Engagement of employees at the University of Cape Coast?***

In line with objective two of this study, a Pearson's Correlation was performed to determine the statistical value of the strength of a *linear*

relationship between one of the theoretical dimensions of employee engagement (Behavioural) and PA. Table 8 below indicates the result.

**Table 8: Correlation between Employee PA and Behavioural Engagement**

	Performance Appraisal	Behavioural Engagement
Performance	1	.826**
Appraisal		
Behavioral Engagement	.826**	1

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

Source: Fieldwork, (2020)

From Table 8 it can be noted that the value of Pearson correlations given in the table shows that the correlation coefficient is 0.826 and this demonstrates that PA has a positive correlation with behavioural engagement. This positive connection between the two variables (independent and the dependent) is confirmed by the t-test result which also showed a significant outcome (t-value =5.210, N=151, p=0.000) as can be seen below.

**Table 9: T-value on the relationship between employee PA and Behavioural Engagement**

Model		Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	1.056	0.203		5.210	0.000
	Behavioural Engagement	0.723	0.067	0.826	10.814	0.000

**A. Dependent Variable: Behavioural Engagement**

Source: Fieldwork, (2020)

To determine the extent of PA’s influence on Behavioural Engagement, simple linear regression was also carried out and the results had been depicted in Table 10 below.

**Table 10: Model Summary of PA’s influence on Behavioural Engagement**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826 <sup>a</sup>	.371	.368	.677

**a. Predictors: (Constant), Performance Appraisal**

**b. Dependent Variable: Behavioural Engagement**

Source: Fieldwork (2020)

Table 10 above depicts that the coefficient of determination R square is 0.371 and R is 0.826 at 0.05 significant levels. The suggestion here is that 82.6 % of the changes in the response to employee Behavioural Engagement can be explained by PA systems, while the rest of 17.4% was explained by other variables that are not part of this study. This engagement is far more than the cognitive engagement that is influenced by PA activities. The presumption here is that PA activities are more influential in the context of behavioural engagement since almost 83% of employee engagement can be attributed to the important roles played by PA.

From the literature, it can be said that this is not surprising because behavioural engagement is the physical manifestation of the cognitive and emotional engagement combination, and it can be understood as increased levels of effort directed toward organisational goals (Macey & Schneider, 2008; Shuck & Wollard, 2010). Put it differently, behavioural engagement is the broadening of an employee’s available resources displayed overtly. These employees are those who due to PA activities are more engaged and when

they work, they push themselves beyond what is expected of them and they work harder than is expected to help their organisation to be successful.

This is consistent with the study by Moradi, ToluieAshlaghi, & Shahbaz Moradi (2011) who also conducted a study on employees' perceptions about performance appraisal on engagement in Pakistan. In the study, 151 responses were completed and used for data analysis (representing 94.96% of response rate) out of a total of 159 questionnaires distributed. The finding revealed that the employees' perception about performance appraisal was high with a mean of 4.02 and a standard deviation of 0.515 and the level of employee engagement was also high with a mean of 4.12 and a standard deviation of 0.846. The finding indicated that the sampled employees were satisfied with the existing performance appraisal system thus increased organisational engagement.

### **Performance Appraisal and Affective engagement**

#### **Objective Three: Examining the influence of PA on Affective Engagement**

To achieve objective three of this study, the statistical value of the strength of a *linear* relationship between one of the theoretical dimensions of employee engagement (emotional/affective) and PA was conducted by the use of a Pearson's Correlation analysis. Table 11 below indicates the result.

**Table 11: Correlation between PA and Affective Engagement**

	PA	AE
1. PA	1	.343**
2. AE	.343**	1

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

Source: Fieldwork, (2020)

From table 11 it can be realised that the value of Pearson correlations given in the table shows the correlation coefficient of 0.343 which is significant at 0.05. This demonstrates that PA has a positive correlation with affective engagement. This positive connection between the two variables (independent and the dependent) is confirmed by the t-test result which also showed a significant outcome (t-value =8.966, N=151, p=0.000) as it can be seen in Table 12 below.

**Table 12: T-Value on the Relationship between Employee PA and Affective Engagement**

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.	
	B	Std. Error				
1	(Constant)	1.295	0.144	8.966	0.000	
	Affective Engagement	0.615	0.045	0.826	13.708	0.000

**A. Dependent Variable: Affective Engagement**

Source: Fieldwork, (2020)

In assessing the extent of PA’s influence on Emotional Engagement, a simple linear regression was also performed and the results were depicted in Table 13 below.

**Table 13: Model Summary of PA’s influence on Affective Engagement**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.343 <sup>a</sup>	.487	.484	.611

**a. Predictors: (Constant), Performance Appraisal**

**b. Dependent Variable: Affective Engagement**

Source: Fieldwork, (2020)

From Table 13 above it is clear that the coefficient of determination R square is 0.487 and R is 0.343 at 0.05 significant levels. The conclusion here is that 34.3 % of the changes in the response to employee Affective Engagement can be explained by PA activities, while the rest of only 65.7% was explained by other variables that are not part of this study. This engagement is far more than both the cognitive and behavioural engagement that is influenced by PA activities. At least almost 35% of the changes in emotional engagement is caused by PA activities. Based on the literature, it can be argued that this high value of Emotional engagement would mean that the employees at University of Cape Coast are emotionally engaged with their work. This has the potential to make them invest personal resources such as pride, trust, and knowledge in it (Rich et al., 2010).

According to Rich et al., (2010), the investment of such resources may seem trivial at first glance; however, consider the work of appreciative employees who fully trust their work environment, this engagement will increase in the end. Such positive emotions of pride and trust stem from appraisals made about the environment during the previous stage when it could be realized that the work is meaningful, safe and there are available resources to complete tasks. Accordingly, employees who were emotionally engaged in their work answer affirmatively to questions such as “I feel a strong sense of belonging and identify with my organisation” and “I am proud to work here (Robertson, Birch, & Cooper, 2012).

## Performance Appraisal and Cognitive Engagement

### *Research Objective four: Examining the influence of PA on Cognitive Engagement of employees at the University of Cape Coast?*

To meet research objective four, Pearson’s Correlation was performed. Correlation measures the relationship/association between two variables. It shows both the degree and direction of the relationship between the variables without assigning causality or implying that one is causing the other (Pepper, Gore, & Crossman, 2013). Thus, to determine the statistical measure of the strength of a *linear* relationship between one of the theoretical dimensions of employee engagement (Cognitive) and PA, correlation analysis was performed. Table 14 below indicates the result.

**Table 14: Correlation between Employee PA and Cognitive Engagement**

	Performance Appraisal	Cognitive Engagement
Performance Appraisal	1	.381**
Cognitive Engagement	.381**	1

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

Source: Fieldwork, (2020)

From table 14, it can be seen that the Pearson correlation coefficient value of ( $r = 0.381$   $N=151$ ,  $p < 0.000$ ) confirms that there is a positive linear correlation between the two variables (PA and Cognitive Engagement). Thus, it can be said that there is very strong evidence to believe that both variables are positively related. This positive connection between the two variables (independent and the dependent) is confirmed by the t-test result which also

showed a significant outcome (t-value =16.139, N=151, p=0.000) as can be seen table 15 below.

**Table 15: T-Value on the Relationship between Employee PA and Cognitive Engagement**

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error			
1	(Constant)	2.604	0.161	16.139	0.000
	Cognitive Engagement	0.212	0.055	3.863	0.000

**A. Dependent Variable: Cognitive Engagement**

Source: Fieldwork, (2020)

To determine the extent of PA’s influence on Cognitive Engagement, simple linear regression was also carried out and the results had been depicted in Table 16 below.

**Table 16: Model Summary of PA’s influence on Cognitive Engagement**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.381 <sup>a</sup>	.145	.139	0.452

**a. Predictors: (Constant), Performance Appraisal**

**b. Dependent Variable: Cognitive Engagement**

Source: Field Work, (2020)

Table 16 above shows that the coefficient of determination R square is 0.381 and R is 0.145at 0.05 significant levels. The coefficient of determination implies that 38.1% of the changes in the response to employee cognitive engagement can be explained by PA systems, while the rest of 61.9% was

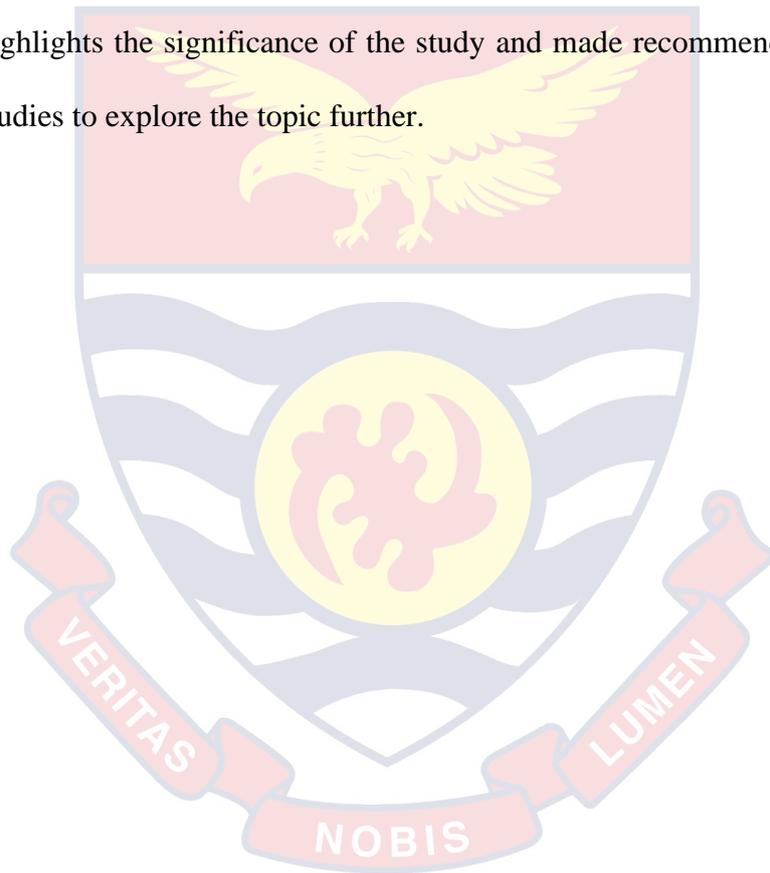
explained by other variables that are not part of this study. The inference here is that PA systems are significant factors that play important roles in improving staffs' cognitive engagement although other factors are far better in influencing it. Based on the argument made by Kahn (1990), it can be said that this positive cognitive engagement implies that the employees appraise their workplace climate as well as the tasks they are involved in positively.

This can be attributed to the fact that the employees have sufficient levels of resources to complete their work. Also, considering the views of Khan (1990), it is right to suggest that the levels of cognitive engagement could emanate from an employee's appraisal of whether their work is meaningful, safe (physically, emotionally, and psychologically). Thus, these employees do not experience negative work circumstances (i.e., a negative workplace climate) and therefore do not develop a downward spiral of emotions which could result in a narrowing of resources that end in feelings of loneliness, ostracism, and burnout (Fredrickson & Joiner, 2002; Maslach et al., 2001).

This finding is therefore significant because it is in support of a study by Vance (2006) who reported that performance appraisal has a positive influence on employee engagement as it was meant to engage, align and unite individuals and group effort to constantly improve the execution of the overall organisational mission. Vance (2006) disclosed that performance appraisal provides the basis for identifying and correcting disparities in performance. Thus, from Vance (2006), performance appraisal is activities oriented which contributes to organisational engagement.

## Chapter Summary

The chapter detailed data analysis, findings, and discussion of the results. It covered findings based on the research questions, and analysis of descriptive statistics and hypotheses. Descriptive statistics on Socio-demographic details of respondents were illustrated in this chapter. Hypotheses testing and regression analysis concluded the chapter. The next chapter deals with conclusions based on the objectives of the research. It highlights the significance of the study and made recommendations on future studies to explore the topic further.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Introduction

The previous chapter looked at the findings of the study and discussed them accordingly. This section presents the summary, conclusions, and recommendations for the study. The study sought to find the relationship between performance appraisal and cognitive engagement; the relationship between performance appraisal and behavioural engagement; and performance appraisal and affective engagement. Finally, the influence of performance appraisal on employee engagement was examined.

#### Summary of Study

The purpose of this study was to establish the effect of PA systems in the University of Cape Coast on employee engagement. The following research questions were outlined to guide the research in achieving this purpose:

1. What is the relationship between Performance Appraisal and Cognitive Engagement of employees at the University of Cape Coast?
2. What is the relationship between Performance Appraisal and Behavioural Engagement of employees at the University of Cape Coast?
3. What is the relationship between Performance Appraisal and Affective Engagement of employees at the University of Cape Coast?
4. What is the influence of Performance Appraisal on Cognitive, Behavioural, and Affective Engagement of the staff at the University of Cape Coast?

The simple random sampling technique was used to select the staff to be included in the sample. A total of one hundred and fifty-nine (159) usable responses were obtained from the staff, resulting in an overall response rate of approximately 94.9%, as eight (8) of the staff could not help the process.

A majority (52%) of the respondents were females which closely approximated the 54.3% noted by the Bureau of Labour Statistics (BLS) in 2016, against males (48%). The respondents' ages were widely distributed ranging from below 19 years to 59 years. Greater percentages (78.1%) of the respondents (58%) were between the ages of 20 and 49 years, with most (35.1%) of the respondents in the 30-39 years age group. 49% of the respondents had a first degree or higher. Also, about 38% of the respondents were junior staff and the remaining 62% were the senior staff. Further, 66% of the respondents had over 5 years of working experience in the University suggesting that they are well-informed with PA processes in the University.

### **Performance Appraisal and Cognitive Engagement**

From the results of this study, the null hypothesis that performance appraisal has no influence on cognitive engagement was not statistically supported, signifying that cognitive engagement in this study directly influences performance appraisal at UCC.

### **Performance Appraisal and Behavioural Engagement**

The null hypothesis of the two variables was stated as; there is no relationship between performance and behavioural engagement. The results of this study showed that there was a statistically significant relationship between performance appraisal and behavioural engagement. Hence, the null

hypothesis that performance appraisal has no influence on behavioural engagement was not statistically supported.

### **Performance Appraisal and Affective Engagement**

The hypothesis that no relationship exists between performance appraisal and affective engagement was not statistically supported, indicating that performance appraisal in this study did directly influence affective engagement at UCC.

### **Performance Appraisal influence on Employee Engagement (Behavioural, Affective and Cognitive Engagement)**

The simple linear regression results showed that, the findings of the study explained 67.7% of the variance and that it significantly predicted employee engagement at the University of Cape Coast. This means that Performance Appraisal had a significant effect on Cognitive Engagement, Affective Engagement, and Behavioural Engagement at the University of Cape Coast.

### **Conclusion**

The overall purpose of this study was to investigate the influence of the performance appraisal system in the University of Cape Coast and its effect on employee engagement, focusing on three levels of engagement, cognitive, behavioural and affective engagement.

This study indicates the importance of effective performance appraisal processes in any organisation since it serves as a bedrock to HRM and consequently, leads to high employee engagement. Also, the study indicated that the appraisal process, which primary aim is to monitor the progress of employees and supporting their improvement, can influence employee

engagement if done in a fair environment. Given such atmosphere of fairness, where there are good recognition and remuneration for performance, where employee's promotions are based on their performance, besides, the organization considering the employee's well-being as a priority, the performance appraisal process can have a significant and meaning for employees and which, in turn, result in higher employee engagement. Thus, to have an appraisal process that will lead to employee engagement, the organization must focus on providing fair conditions first.

The findings showed a significant statistical relationship between performance appraisal and employee engagement. There was a significant direct relationship between performance appraisal and cognitive engagement; performance appraisal and behavioural engagement; performance appraisal and affective engagement. A simple linear regression revealed that performance appraisal significantly predicted employee engagement.

### **Recommendations**

The results of this research offer important recommendations for the management of the University of Cape Coast. To start with, the university management, specifically, the Directorate of Human Resource needs to show fairness in their appraisal process. This recommendation is particularly important because the study found few of the respondents questioned the fairness of the University's performance appraisal process. To eliminate this perception, since it has the potential to affect trust in the system, it is necessary to ensure that fairness is upheld in the assessment process so that the required confidence and cooperation will be received by the staff.

Secondly, the University's Directorate of Human Resource needs to provide performance appraisal feedback to employees. A low rate of feedback was identified in this study, which can affect some of the objectives of setting up appraisals. Failure to give feedback can reduce the interest of employees in the appraisal process. There is, therefore, the need for regular feedback to employees on their performance. Although studies have shown that performance appraisal has a characteristic effect on the performance of workers, it is also important to emphasize that more value will be added to the exercise when quality feedback is provided promptly to the employees who took part in the exercise, as a means of making corrections. Corrective measures with definite strengths and weaknesses about the service being rendered should be made including the contribution of the employee to the overall goal of the organization.

### **Suggestions for Further Research**

The researcher trusts that ensuing studies on the performance appraisal system would be extended to cover other staff in other Universities in the country. Also, it is advanced that more investigation regarding the influence of the performance appraisal system on employee engagement is piloted among employees of another organization. This will add to the literature on performance appraisal in the universities and also expand the knowledge base.

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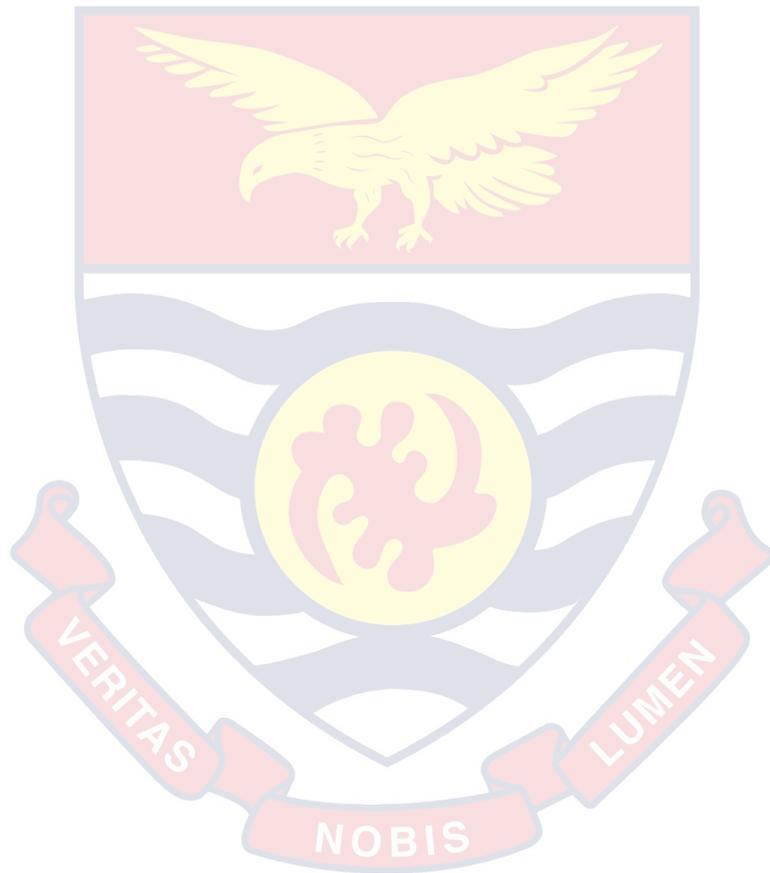
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**APPENDICES**

**APPENDIX A: QUESTIONNAIRES**

**UNIVERSITY OF CAPE COAST  
QUESTIONNAIRE FOR SENIOR AND JUNIOR STAFF**

**TOPIC: PERFORMANCE APPRAISAL AND ITS EFFECT ON  
EMPLOYEE ENGAGEMENT**

Dear Sir/Madam,

My name is Lasim Jemima, a Master of Business Administration (MBA) in Management student of University of Cape Coast. I am conducting a research on the topic, “effect of performance appraisal on employee engagement” in the university of Cape Coast. This survey instrument is to elicit your view on the above topic. Please choose only *one* answer each each question, unless requested otherwise. Please, do not write your name on the questionnaire so as to remain anonymous. This survey is voluntary and you are free to stop at anytime you feel uncomfortable with the survey. If you need to further clarification on this survey, you may please contact me on:

*Email: jemima.lasim@ucc.edu.gh or Mobile: 024 2538474 or 0202843648.*

**SECTION I: BACKGROUND INFORMATION**

<b>GENDER</b>	<b>Tick</b>
<b>Male</b>	
<b>Female</b>	

<b>AGE in years</b>	<b>Tick</b>
Below 20	
20-29	

30-39	
40-49	
50-59	

EDUCATIONAL LEVEL	Tick
SHS	
Diploma	
First Degree	
Second Degree	
Others	

HOW LONG HAVE BEEN WORKING IN UCC?	
Below 2 years	
2 - 4 years	
5 - 9 years	
10 years and above	

*Most of the questions in the following sections consist of Likert-type statements, each with five choices of response from "strongly disagree" to "strongly agree" (1-5). Please tick only one option for each the Statements.*

### Section II: Behavioural Engagement

Statements	SA	A	N	D	SD
During working time, I am energized physically to work					
Time moves faster when I am at work					
I forget everything around me and concentrate on my work during working period					

I feel like going to work whenever I wake up in the morning,					
I am able to work for longer period of time during working period					
It is very difficult for me to detach myself from my work.					
I persevere always at my job, regardless of whether things go well or do not go well.					

### Section III: Affective Engagement

Statements	SA	A	N	D	SD
<b>Affective commitment</b>					
I will love to spend the remainder of my working life in this institution					
I feel this institution's burden is my own burden					
I feel like I am not part of the family of this institution					
I feel no emotional attachment to this institution					
I feel no strong sense of belonging to this institution					
<b>Supervisory Commitment</b>					
I feel very insulted when someone criticizes my supervisor					
I usually say "we" rather than "they" anytime I talk about my supervisor,					
My supervisor's successes are my successes					

It feels like a personal compliment whenever someone praises my supervisor,					
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**Section IV: Cognitive Engagement**

<b>Goal Clarity</b> (indicate the degree of certainty (C) you feel about...)					
<b>Statements</b>	VC	C	N	NC	CN
The expected results of your work					
How your work relates to the overall objectives of your work unit					
The goals and objectives for your job					
your duties and responsibilities					
<b>Job Feedback</b> (indicate the degree of certainty (C) you feel about...)					
The feeling of whether you are performing your job well or poorly					
The opportunity to find out how well you are doing in your job					
The feedback from your supervisor on how well you are doing					
To what extent do you find out how well you are doing on the job as you are working?					
I understand the impact of organizational decisions on my job					
I understand exactly how my job contributes to the goals and objectives of my organization					

**THANK YOU**