

UNIVERSITY OF CAPE COAST

**PERFORMANCE APPRAISAL AND EMPLOYEE DEVELOPMENT IN
THE CIVIL SERVICE IN THE GREATER ACCRA METROPOLIS**

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UNIVERSITY OF CAPE COAST

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CIVIL SERVICE IN THE GREATER ACCRA METROPOLIS

BY

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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: Benedict Boadi

Supervisor's Declaration

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

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

Name: Mr. Isaac Kosi

ABSTRACT

The study sought to assess how the Civil Service uses performance appraisal as a tool for employee development. The researcher used data from civil service organizations in the Greater Accra Metropolis.

Stratified sampling technique was used to select the respondents which were grouped into Senior and Junior Staff. 102 staff out of a population of 213 was sampled. The instrument used for gathering data was the questionnaire. The study revealed that the performance appraisal system of the Civil Service was very strategic in nature, thus, key result areas and targets were drawn from the strategic plans of the organization and was based on staff capacity and the resources available. This is helpful for achieving strategic organizational goals and objectives. It also revealed that the major challenges identified are 'performance appraisal being used as an event not a process' and 'lack of feedback.' In addition, the study concluded that as a basis for employee development, performance appraisal feedback or report, is least considered.

Major recommendations made include the need to revise the current goal-based oriented performance appraisal to focus on the future and goals for efficient performance, commit and use the appraisal report as the main basis for developing staff and train appraisers and staff to know the content of the performance appraisal tools and policies.

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My final appreciation goes to my family for their support throughout this course and research. There were times I had to neglect them because of this course but they showed immense understanding.

DEDICATION

Dedicated to my wife, Gertrude Manza Boadi and my daughters
Enuonyam Boadiwaa Boadi and Nkunim Ampofowa Boadi.

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LIST OF ACRONYMS

- ACR - Annual Confidential Report
- BARS - Behaviourally Anchored Rating Scales
- BOS - Behaviour Observation Scales
- CSPIP - Civil Service Performance Improvement Program
- GRS - Graphic Rating Scale
- IBM - International Business Machines
- MBO - Management by Objective
- MDAs - Ministries, Departments and Agencies
- PA - Performance Appraisal
- ProMES – Productivity Measurement and Enhanced System
- SEM - Structural Equation Modeling
- SPSS - Statistical Package for the Social Sciences
- WERS - Workplace Employment Related Survey

CHAPTER ONE

INTRODUCTION

Background to the study

The success of every organization, public or private, depends largely on the availability and quality of well-motivated human resource. To this regard, strategic planners and human resources professionals need to develop collaborative efforts to design strategies and frameworks that are fruitful and creative in a bid to develop the capacity of human resource to meet such need. Research has attested to the fact that organisations that adopt intensive and cohesive human resource processes and systems are those that come out successful (Marquardt, 2004).

Human Resource Management practitioners focus on personnel related areas such as job design, resource planning, recruitment, selection, performance management system, compensations and employee relations. For the success of the organization, one function plays a critical role for the global success of the organization and this is performance evaluation. This has become necessary because the outcome of the process indicates the success of the realization of the other areas in the field of Human Resources. Building block for enhancing performance is creating a performance culture and implementing the performance management process and more specifically a performance appraisal system. Assumptions of corporate management are that this culture makes people (employees) develop their capacity and thus be truly engaged in the business of the organization. (Reid & Hubbell, 2005).

Employee Development is one of the most important functions of Human Resource Management. Employee development consists of the overall growth of the employee which will develop the organization for it to flourish as a result of an increased employee performance (Elena, 2000). As and when employees would be more developed, they would be more satisfied with the job, more committed with the job and the performance would be increased. An increase in employee performance results in a direct increase in organization effectiveness (Champathes, 2006). Employee development activities are very important for the employees. As the activities are performed, it indicates that the organization cares about their employees and wants them to develop (Elena, 2000). Employees at all levels are involved in the developmental activities whether the upper level employees, middle or lower level employees (Kirkpatrick, 2006).

In recent years, performance appraisal systems placed emphasis on employee traits, deficiencies and abilities (Deb, 2006). However, with the development of the employee/organization relations, modern appraisal philosophy emphasizes the present performance and future goals. Modern philosophy also stresses on employee participation in mutually set goals with the supervisor. This has become necessary because people will work harder for goals or objectives that they have participated in setting, share the rewards of their efforts and continue personal growth.

Proponents of the goal setting theory stipulate that goals have a pervasive influence on employee behavior and performance in organizations and management practice (Locke & Latham, 2002). Managers widely accept goal

setting as a means to develop employee capacity and sustain performance (DuBrin, 2012). Based on hundreds of studies, the major findings of goal setting is that individuals who are provided with specific, difficult but attainable goals perform better than those given easy, nonspecific, or no goals at all. At the same time, however, the individuals must have sufficient developed ability, accept the goals, and receive feedback related to performance (Latham, 2003).

Many researchers and reputable sources criticize the importance of the performance appraisal process. They have expressed debates about the authenticity of the process. Some of them, such as Daniels (2000), even called it useless and evil. He could not see how the appraisal develops employees to improve performance and characterizes it as a step of firing process. He suggests that “the best performance appraisal is one that is done every day”.

Another critic, Derven (1990), quoted in Mathis and Jackson (2012), explains that if the manager or supervisor is unskilled or could not give accurate feedback, then the appraisal process will have only a negative effect. As such, the employee does not benefit in any way. Because of this every organization has to make carefully structured process and have to develop managers to focus activities and efforts and enhance business performance by managing the performance of subordinates or employees to improve and develop their capacity. On the other side, some of the defenders, such as Griffin (2012), describe the process as “the most crucial aspect of organizational life”.

According to Kettl (1997), the period between the late 1970s and 1990s witnessed governments around the globe introducing management reforms in the

public sector from the private sector as a way of improving performance. Countries such as New Zealand, in particular, and others such as Australia and the United Kingdom, emerged as the leading proponents of such reforms which became models emulated elsewhere. .

These reforms are based on managerialist belief that there is a body of sound management practice applicable to the private sector that is generic in its scope and thus, directly transferable to the public (Nadeem, Naveed, Zeeshan, Yumna & Qurat-ul-ain, 2013). The benefits gained as a result of implementing and sustaining Performance appraisal system will enhance a shared understanding among staff about the vision, mission, broad objectives and core values of their organization, workers' become clearer about their role and contribution to their organisation's success and they gain better understanding of the concept of programme-based budgeting. Performance appraisal is thus intended to improve rational decision making in management, thereby developing employee capacity for improving employee performance.

Performance appraisal is important for an organization, as it helps organizations to ensure that employees are working hard to contribute to achieving the organization's mission and objectives. Performance appraisal sets expectations for employee performance and motivates employees to work hard in ways that is expected by the organization. Moreover, performance appraisal systems provides a completed and professional management process for organizations to assess the performance results of organizations and employees, identify gaps and develop frameworks for dealing with those gaps by developing

the capacity of employees. Employee performance could be expected, assessed and encouraged. Macky and Johnson (2000) pressed that the importance of performance appraisal system is to continuously improve capacity of employee and thereby enhancing organizational performance, and this is achieved by developing individual employee performance.

Problem Statement

The issue of performance of employees in both Public and Private sectors has dominated discussions in both developed and developing countries. This is as a result of challenging economic conditions (such as global competition, slow economic growth, and economic downturns), organizations are starting to look internally for performance and productivity gains rather than wait for external improvements (e.g., market growth or technological advances) (Boxall and Purcell, 2003; Buchner, 2007).

A number of studies have been conducted on the impact of performance appraisal on employee development. Organizations have been focusing their attention on performance management and more specifically performance appraisal as a way to improve employee performance and productivity (Boxall and Purcell, 2003; Buchner, 2007). However, according to Watson Wyatt Worldwide (2004), very few employees believe that their company's performance appraisal system helps them to develop capacity and thereby improve their performance. This is because employees do not think that the systems establish

clear goals, define realistic and fair performance standards, or generate honest feedback that are necessary for employee development.

Employee development is becoming an increasingly critical and strategic imperative for organizations in the current business environment (Sheri-lynn, Parbudyal, 2007). According to Armstrong and Baron (2005), performance management directs and supports employees to work as effectively and efficiently as possible in line with the needs of the organization. Organizations have certain goals what they want to achieve. However, the employee cannot help achieve these goals without knowing how to get there. Thus, the organization should guide the employees or teams with instructions on how to achieve the goals, what are the job tasks for that and how do they to carry out the job tasks in an effective way.

Pulakos and O'Leary (2011) argued that performance appraisal systems are ineffective because they focus more on administrative processes (i.e., documentation) than on training managers and developing employees on how to engage in effective performance management behaviors (e.g., communicating clear goals and expectations). For example, although managers often provide informal feedback to their subordinates, they are reluctant to document subordinates' low performance because they fear damaging their relationship with them. Similarly, even though employees want guidance, coaching, mentoring and counselling from their managers, they do not want it to be documented for fear that it may adversely affect their pay raises or advancements.

Maund (2001) assessed that employees see a poorly conducted appraisal interview as being worse than not having an interview at all. Ideally, the record of the appraisal process should be written on a special performance appraisal form that is signed by the manager, the employee and often a senior manager. It is good practice to allow the employee to see the completed form and add any comment (s). In the Civil Service, one method used to get feedback is the use of the appraisal system which is done annually, however, there are periodic and mid-year reviews.

The study of Wanjala and Kimutai (2015) indicated that employee performance appraisal can be used to improve current performance, provide feedback, increase motivation, identify training needs, identify potentials, let individuals know what is expected of them, focus on career development, award salary increases, and solve job problems. They further stated that performance appraisals help in a very practical way to manage an organization's staff effectively. They allow one to know; what employees have achieved and can achieve, know what employees' weaknesses are, understand how each employee's role fits into the overall business, compare the efficiency of different staff members, set realistic goals and identify ways business can be expanded or enhanced. They allow staff to; feel valued, understand what is expected of them, understand the business they are involved in, understand their weaknesses, identify their strengths, identify areas they need further training in as well as offer opinions and insights that may improve the business as a whole.

In Ghana, before the 1990's, performance of public service organizations, was assessed through Annual Reports and Financial Statements as audited by the Auditor General's Department. Individual employee performance was assessed through Annual Confidential Reports (ACR). This system of staff appraisal was fraught with problems and abuses that made its credibility and usefulness questionable. (Ayee, 2001). ACRs mostly evaluated personal behavioral traits rather than actual job performance, based on management by objectives principle. A performance contracting system, based on the model of the British 'Next Steps' by which 'Executive Agencies' sign performance contract with their supervising authorities have been in operation in the State-owned Enterprises sub-sector in Ghana for well over a decade. In the Civil Service environment, the Civil Service Performance Improvement Program (CSPIP: 1994-2003) was aimed among other reform initiatives at providing objective basis for monitoring and assessing the performance of civil servants and Civil Service institutions through explicit goal and target setting.

Among the several benefits of performance appraisal to organizations is how it can be used to develop the capacity of employees for efficient productivity. The question therefore is how do organizations, like the Civil Service, use performance appraisal as a tool for employee development?

Objectives of the Study

The general objective of the research was to assess how Civil Service in the Greater Accra Metropolis use performance appraisal as a tool for the development of employees. The specific objectives that guided the study were to:

1. describe how performance appraisal is carried out in the Civil Service
2. examine the challenges associated with the performance appraisal system
3. examine the level of employee satisfaction with the performance appraisal process
4. evaluate how the performance appraisal system is linked to employee development
5. determine how the performance appraisal system can be used to develop the capacity of employees in the Civil Service

Research Questions

To successfully achieve the above mentioned objectives, the following questions were adopted.

1. How is performance appraisal carried out in the Civil Service?
2. What are the challenges associated with the performance appraisal system?
3. What is the level of employee satisfaction with the performance appraisal process?
4. How is the performance appraisal system linked to employee development?

5. How can the performance appraisal system be used to develop the capacity of employees in the Civil Service?

Limitation of the Study

The size of the Civil Service is very broad and as a result, assessing the practice of performance appraisal in the entire service may come with some challenges. However, due to time and financial constraints, the scope of the study is limited to the Accra metropolis, i.e. the conclusions drawn may not be applicable to other sectors.

In addition, the study used samples of the populations to represent the population. The findings and conclusions might have been different if the entire population was used. Also, the study used questionnaires to collect the data for the analysis. Therefore, the data are based on the respondents' views which may not be same in reality.

Delimitation of the Study

The study is delimited as the researcher does not have the opportunity to observe and experience the appraisal process – the planning, progress review, and implementation and decision stages – of the participants which serves as the basis for employee development. In addition, the study was delimited to the assessment of performance appraisal but did not consider factors that accounted for promotions in the Civil Service.

Significance of the Study

First and foremost, the findings of this study are aimed at providing a framework for using performance appraisal as a tool for developing employee capacity. Furthermore, it is also aimed at identifying challenges with the performance appraisal system in the Civil Service and providing suggestive solutions / recommendations for improving the process to enhance employee development. Finally, the findings are aimed at identifying alternative ways of implementing the performance appraisal process in the Civil Service.

Organization of the Rest of the Study

The whole research is organized under five chapters, with each of them dealing with a particular area. The first chapter discussed the introduction, background to the study, statement of the problem, objective of the study as well as the research questions, significance of the study, delimitations and limitations of the study.

Chapter two focused on the various theories, empirical reviews and conceptual framework associated with performance appraisal system. It has also looked at the history and practice of performance appraisal with focus on the Civil Service.

The third chapter highlighted the method used to conduct the research study. It examined the research process which includes the research approach, research design, population, sample and sampling procedure, measurement of variables, as well as data collection, processing and analysis.

The fourth chapter analysed and discussed the results and findings of the study. The results from primary and secondary data is presented and interpreted for easy understanding.

Chapter five provided the summary, conclusion and recommendations, where suggestions were provided for using the performance appraisal process as a tool for employee development.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents a brief overview of the performance appraisal system in the Civil Service, Theoretical perspectives that relates to performance appraisal and employee capacity development, the methods of conducting performance appraisal, evaluating performance in the appraisal process, purpose of conducting performance appraisal and ways of improving employee performance. The chapter also highlights employee development activities, establishes the relationship between employee development and performance, identifies some employee capacity development activities in the Civil Service and challenges associated with employee development.

Theoretical Perspective

The relationship between performance appraisal and employee development can be explained mainly by the Goal Setting, Reinforcement and Expectancy Theory.

Goal-Setting Theory

The Goal Setting Theory was proposed by Edwin Locke in 1968. According to Locke's Goal Setting Theory, critical success factors are often described as long term strategic objectives. Once these are determined, one must

identify what needs to be done to get there, also called key performance indicators or action objectives. These performance measures are essential in assuring that everyone pulls in the same direction and focuses their attention on the right activities (Locke and Latham, 2002). From traditional management by objectives (Odiorne, 1965) and project management emerged the theory of critical success factors (Daniel, 1999). These are the parameters required in order to reach success, or in project management, the deliverables that must be achieved in order for the project to succeed (Gardiner, 2005).

The theory suggests that the individual goals established by employees play an important role in motivating him or her for superior performance and would want to develop his or her capacity to achieve those goals. This is because, the employee keep following their goals. If these goals are achieved, they either improve their performance or modify the goals and make them more realistic (Salaman et al, 2005).

Goal-setting theory assumes that goals affect performance via four mediating mechanisms: effort, persistence, direction, and task strategies. It suggests that an improvement of the action process itself improves performance. For example, individual should be encouraged to set long-range goals and to engage in appropriate planning, feedback seeking, and feedback processing. This perspective assumes that training interventions can be useful in achieving such changes. Additionally, job design interventions can help to improve the action process (Wall, 2004). There is a long tradition within psychology which assumes that feedback has a positive effect on performance.

The basic idea of goal setting as a performance improvement intervention is that setting specific and difficult goals results in better performance than no or 'do-your-best' goals (Locke and Latham, 1990).

Reinforcement Theory

Reinforcement theory emphasizes regulative interventions from outside the individual, particularly positive reinforcement which are used to enhance performance and in turn improve capacity of individuals. Such reinforcements can comprise financial interventions, non-financial interventions such as performance feedback, capacity development, social rewards such as attention and recognition, or a combination of all these types of reinforcements. Meta-analytic findings suggest that such behavior modification interventions have a positive effect on task performance, both in the manufacturing and in the service sector (Stajkovic and Luthans, 2001).

Reinforcement theories focus on observable behavior at the work place rather than needs theories that focus on personal states. Reinforcement theory is a form of operant conditioning and focuses on the environmental factors that contribute to improving performance at the workplace. There are four primary approaches to reinforcement theory: positive reinforcement, negative reinforcement, extinction, and punishment. (Banaji, 2011).

Expectancy Theory

The Expectancy Theory was proposed by Victor Vroom in 1964. This theory is based on the hypothesis that individuals adjust their behavior on the basis of anticipated satisfaction of valued goals set by them. The individuals modify their behaviour in such a way which is most likely to lead them to attain these goals. In such a situation, employees are prepared to attain the necessary competence needed to achieve the set goals and thereby enabling them to have the desired satisfaction. This theory underlies the concept of performance management as it is believed that performance is influenced by the expectations concerning future events (Salaman et al, 2005). The theory also explains that people are motivated by intrinsic and extrinsic outcomes they desire. Hence, they will be motivated if outcome is possible. People will also be motivated if outcome is contingent.

Empirical Study

Studies on Performance Appraisal (PA) over the years indicate that managers recognize performance appraisal systems as a tool for managing rather than a tool for measuring subordinates. According to Macky and Johnson (2000), organisations may use performance appraisal to motivate, direct and more importantly develop subordinates to maximize access to important resources in the organization.

The empirical review in this study covers identified literature relating to the relationship that exists between PA and development of employees and PA satisfaction levels.

Performance appraisal and employee development

In the quest to find relationship between performance appraisal and employee development, Harter, Schmidt, and Hayes (2002) find positive association between development and performance appraisal. In addition, these findings also revealed that, development of employees has positive relationship with retention of employees. Therefore, they recommended that employers need to conduct research on how employees perceive the performance appraisal system and how this affect their attitudinal and behavioural development. Another study by Lee and Bruvold (2003) opine that employees demonstrate higher level of commitment when they perceive that performance appraisal is associative with employee development.

In support of researchers position on importance of employee development as part of performance appraisal system, results of research conducted by WERS in 2004 confirms it. The study focused on testing the impact of performance management system on employees' performance. The study employed Kruskal-Wallis test and Ordered logit regression to test the relationship. The results show positive and significant relationship between employee development aspect of performance appraisal and performance. However, the study finds positive but insignificant relationship between the overall performance

appraisal system and employee performance. Again, Jawahar (2006) contends that satisfaction in performance appraisal is positively associated with job satisfaction and commitment and negatively associated with intention to quit.

Some researchers have argued that performance appraisal should have the tone of employee development (Kirkpatrick, 2006). This developmental appraisal according to the researcher is an ongoing process which should take place during the whole year. This appraisal will determine where the employee fall short or weak area where specific development is required to improve performance of such employees (Kirkpatrick, 2006). When companies invest in perceived developmental activities, it is in the right direction since it will enhance employee performance. The significance of employee development in organizational setting has extensively been recognized. Organization that makes investments in its workforce signals its commitment regarding its approach to its workforce growth. This, in return, engenders motivation and promotes greater teamwork and cooperation. When employees start believing that organizations are sincere to provide development opportunities for them, they will definitely reciprocate (Georgellis and Lange, 2007; Lee and Bruvold, 2003). This also provides the organisation a competitive advantage (Chay et al., 2003). Chay et al (2003) argued that most organisations do not value employee developmental activities. What they are interested only is the achievement of goals and thus whatever means the employee will satisfy the employers is of little concern. In modern business environment, organisations are seeking to fence their competitive

strategies and the best way to do this is by developing and expanding the knowledge asset of their employees (Sheri-lyne and Parbudyal, 2007).

The study of Rahman and Shah (2012) focus on public universities of Khyber Pakhtunkhwa in Pakistan revealed that empirical data from these universities validate the theoretical base regarding performance appraisal and employee development perceptions. The study used 295 responses collected from 16 public universities in the province with about 3500 population for analysis. The study employed Structural Equation Modelling (SEM) to evaluate the model. The quantitative results from the results validate the theoretical base of direct positive association between the variables. The study further revealed that the quality of performance appraisal has significance for promoting individuals' development perceptions. The model employed in conducting analysis in this study is in the right direction because SEM is used in studies that seek to analyse structural relationships of variables.

In banking sector, the study of Nadeem, Naveed, Zeeshan, Yumna & Qurat-ul-ain (2013) focus on to find out the impact of performance appraisal on employee's performance and also analyse how motivation affects the relationship of performance appraisal and employee's performance. These two hypotheses are analysed by using sampling techniques and the study was purely primary study. From the banks of Dera Ghazi Khan, the study selected 150 employees as sample by using simple random sampling technique. Primary data were collect through standard questionnaire. For analysing data, the study applied correlation coefficient through IBM SPSS and Amos Software. The study finds a positive

relationship between performance appraisal and performance of employees. However, this performance was achieved when performance appraisal was geared towards development of employees.

A more recent study in Kenya by Wanjala and Kimutai (2015) focus on workers of ten commercial banks in Trans-Nzoia Country to determine the influence of performance appraisal on these banks in terms of employee development and performance. The study adopted descriptive survey research design. The study used stratified and the simple random sampling techniques with 120 respondents to the questionnaires administered. Data analysis was done through descriptive statistics, specifically use of frequencies and percentages. Data was presented in frequency tables and Chi Square method was used for testing the hypothesis. The findings show that there is a significant relationship between performance appraisal and worker's performance which is appreciated by employees' development.

In sum, employee development is composed of formal education, employee's interactions, job experiences, employee's personality and his/her potential and abilities that help him/her perform effectively in the current or future job in organizations (Nadeem et al, 2013). This can be achieved when it is considered as a balanced collaborative effort between the employer and the employee. These developmental activities should accommodate individual's career needs and goals and the requirements set forth by the organisation.

Performance Appraisal (PA) and Employee level of satisfaction

Performance appraisal is geared towards ensuring high performance or productivity from employees when a set standard is compared with actual productivity. However, satisfaction of employees with regards to performance appraisal system has significant effect on the impact or role the performance appraisal play. Appraisal reactions showed by employers send satisfaction signal to appraisers. According to Keeping and Levy (2000), for performance appraisal to positively influence employee behaviour and also their future development, employees must experience positive appraisal response. This position is also supported by Fletcher (2001) who argued that when employers fail to show positive reaction to appraisal conducted, it may fail as a mechanism for developing and motivating people.

This supposed to mean that when there is dissatisfaction with performance appraisal system, retention of employees becomes difficult. This is evidenced by the study conducted by Poon (2004) who reported that employees decide or develop intention to quit when they are dissatisfied with performance appraisal resulting in reduced job satisfaction. Organisation is bound to loose quality staff with performance appraisals reports are not utilised as expected by employees. Besides, Levy and Williams (2004) added to the discussion by positing that if performance appraisal participants do not perceive the system to be fair, the sources to be credible, and the feedback to be accurate, they are likely to ignore the feedback or reactions received from the employers. In this sense, the purported authority of the appraisal is undermined. Every performance appraisal

has a purpose and a major one is to help in the development of employees. When it comes to level of satisfaction employees have in the appraisal system, the researchers failed to classify the employees in terms where each derive satisfaction. Some of the employees are monetary satisfiers, task or challenge completion satisfiers (Harter, Schmidt, and Hayes, 2002).

Performance Appraisal Processes and Methods

The appraisal activity can be seen as a stimulus response-feedback process. The organisation needs to conduct this activity to evaluate the stimulus (job description) given, the response of the ratees (cognitive, behavioural, affective and psychomotor) and feedbacks which involves trust and responsibilities of the ratees. There are a number of posited methods of performance appraisal in literature. What applies to one organisation may be different in another organisation. Some researchers have taken the pain to categorise the methods employ by organisations in carrying out performance appraisal. Some of the literature classified the methods into traditional and modern methods (Deb, 2006; Randhawa, 2007; Khurana, Khurana and Sharma, 2010). Others classify them into scaling methods, narrative method (Mathis and Jackson 2011), objective methods or performance-oriented methods and judgmental methods (Griffin, 2012; Pride, Hughes and Kapoor, 2012); comparative, rating, narrative and behavioural methods (Bogardus, 2007; Schermerhorn, 2011). Each classification is required for organisational specific characteristics.

According to these authors, traditional methods cover methods focusing on performance-paired or group comparisons, rating scales and reports, questionnaires, a critical/key incident method. Categorisation according to the time factor, more specifically with methods focusing on the past, i.e. on work already performed are all considered to be traditional method. On the other hand, modern appraisal method according to Deb (2006) are those that focus on the future to estimate employee's development potential.

This position of Deb has support from existing literature. These researchers consider the following methods as modern: Management by Objectives, 360 degree feedback, human resource accounting, Assessment Centre, and BARS (Deb, 2006; Randhawa, 2007; Khurana et al, 2010). In addition to the above mentioned methods, Mathis and Jackson (2012) rolled out categories of appraisal methods. They posited that we have Rating methods which include checklists, graphic rating scales and the BARS method. Also, Narrative methods – these are used in cases requiring written or oral appraisal.

In a more critical assessment of performance appraisal methods, Griffin (2012) devoted his attention to identify performance-oriented methods of appraisal. He argued that performance-oriented methods are positioned to evaluate current outputs of the employee and carry out the assessment based on the set standards and actual output. Again, he argued that some performance appraisal methodology are judgmental and these incorporates rating and ranking techniques such as BARS method, rating scales, and employee ranking and comparison.

A study conducted by Kateřina, Andrea, and Gabriela (2013) focused on methods of employee performance appraisal in agricultural organizations in the Czech Republic. The aim of the article is to identify the current state of formal employee appraisal in a sample group of agricultural organizations and to test dependencies between selected qualitative characteristics (Kateřina, Andrea, and Gabriela, 2013). The study employs questionnaire survey to find the performance appraisal methods that are considered important for the agricultural organisations in Czech Republic. The results from this study show that the most universally used methods of employee performance appraisal in agricultural organisations include predefined goal-based performance appraisal, predefined standard outcome-based performance appraisal and appraisal interviews.

According to Baker (1984), performance appraisal system should be made in such a way that the organization can ensure proper accomplishment of goals; at the same time the employee can expect clear and concise work expectations. Knowing what is expected from them is the first step in helping one cope better with the stress usually associated with lack of clear divisions. In his view, for performance appraisal to be effective, Employees should be actively involved in the evaluation and development process, Bosses need to enter performance appraisals with the constructive and helpful attitude, realistic goals must be mutually set and Bosses must be aware, and have knowledge of the employee's job and performance.

Cole (2002) presented the following appraisal process framework. This framework explains how the appraisal process is carried out. First, the appraisal

form is completed by the manager and the employee then a formal interview is explained where a job improvement plan is established which gives three outcomes action agreed, promotion or transfer or salary review. The following appraisal methods have been identified as means to enhance the effectiveness of the performance appraisal process

Management by Objective

Management by objective (MBO) was introduced by Peter Drucker in 1954 which changed a manager's role from being a judge to a helper. Management by objective is an approach where employees are evaluated by how well they accomplish their tasks and objectives which are important to be critical in the successful completion of their job. MBO is a process, which converts organizational objectives into individual objectives. It helps in goal setting, planning, self-review and performance review. Goals are set up between the managers and the employees, which become the standards against which the employee's results will be evaluated. MBO is used in planning process i.e making the action plan for carrying out the assigned goals. It includes identifying the proper activities necessary to accomplish the objectives.

Self-control is another important step in MBO, where a systematic monitoring of performance is done by the individuals so that they get a clearer picture of their performance. (Rudman, 2003) says that it is crucial to have very precise and well defined objectives, this will eradicate scenarios whereby the

appraiser have to appraise performance based on unclear objectives which will in turn will affect motivation.

The advantage of MBO lie in its result oriented emphasis. It assists the management for planning and control functions and is considered as a result oriented approach for performance appraisal, because employees would know exactly what is expected of them and how they will be evaluated and how their evaluation will be based on their success in achieving their goal. MBO clearly defines an employee's goals and objectives to be achieved in the organization. It further explains how this can help develop the capacity of employees.

Although management by objectives has many positive features, its limitations need to be understood. The primary issue that needs to be addressed by the organization is the high level of management commitment and time required to reorient the thinking of employees (Weise and Buckley, 1998).

Graphic Rating Scale (GRS)

GRS is considered as the most popular and oldest of the appraisal systems. GRS is used mainly in evaluating performance based on quantity and quality of work. In this the rating of an employee is done on some specific areas only. The rater has to mark the employee on the basis of certain scale which best describes the employees performance in the organization. GRS helps in analysing employees on a quantitative scale and can help to compare and contrast the employee's behaviour on this scale. There is greater standardization of items so

comparability with other individuals in diverse job categories is possible. (Henderson, 1984)

Behaviourally Anchored Rating Scales (BARS) and Behaviour Observation Scales (BOS)

Behaviourally Anchored Rating Scales (BARS) development involves many steps and many people. From this process, performance dimensions are more clearly defined and are based on more observable behaviors (Weise and Buckley, 1998) This system received special attention in the field of performance appraisal. This method was useful in analyzing the performance on the basis of behavior. BARS, clearly highlights the definite, observable and measurable behaviors done in the job. Behaviorally Anchored Rating Scale was greatly accepted because it made use of specific behaviors which is derived for each job and which would produce relatively reliable and error-free ratings. Behavior Observation Scales (BOS) were then introduced which were intended to improve BARS. (Latham and Wexley, 1977)

Feedback

Feedback is about the effectiveness of an individual's behavior. It has long been recognized as essential for learning and for motivation in performance-oriented organizations (Ilgen et al, 1979). Feedback is considered as an important tool in performance appraisal process. Feedback can be a useful tool for employee

development, especially if it is specific and behaviorally oriented, as well as both problem-oriented and solution-oriented (Rahman and Shah, 2012)

One of the basic purposes of formal appraisal process is the provision of clear and performance based feedback to employees (Wanjala and Kimutai, 2015). Some organizations use feedback as a development tool, while in some organizations it is used for merit evaluation and compensation adjustment. (London and Smither, 1999) Feedback is very essential for the employees because it forms a baseline for the employees which help them to get a review of their past performance and chance to improve their skills for the future. Deb (2006) says that when feedback is considered as a valuable resource, then only the individuals feel motivated to seek it, which helps in reducing uncertainty and provides information relevant to self-evaluations. There is also evidence that performance feedback (if given appropriately) can lead to substantial improvements in future performance.

After gathering the results of the performance, feedback is giving to the employee which gives the worker the chance to improve his or her performance, it is necessary to give feedback which follows a particular framework. First of all, the feedback must focus on the assessment and improvement of the performance, not on the assessment of the performer. It is easy to blame someone for their personality but it is unethical and unprofessional. Moreover, it is likely that the employee does not accept a feedback with the person focus and will rather cause conflict and mistrust among the supervisor and the worker (Cardy and Leonard, 2011).

Secondly, the timing and the frequency of the feedback have to be considered. The feedback has to be provided as soon as possible in order to remain its accuracy and freshness. Furthermore, the quicker the employee receives the feedback, the faster he or she can start improving the performance. The feedback should be frequent due to two reasons. The more often you provide the feedback, the more opportunities there are to discuss and improve the employee's performance. In addition, giving or receiving feedback has to be ordinary and a normal thing at work (Cardy and Leonard, 2011).

Indeed, there is broad evidence that feedback enhances performance and helps develop employees if the feedback is task related. A combination of a goal-setting intervention with a feedback intervention results in better performance than a goal-setting intervention alone (Gungor, 2011). A specific intervention approach which draws on the benefits of goal setting and feedback is the Productivity Measurement and Enhancement System (ProMES) as introduced by (Apperbaum and Armstrong, 2003). ProMES suggests a procedure of how organizational units can improve their productivity by identifying their products, developing indicators, establishing contingencies, and finally putting the system together as a feedback system.

When the feedback is delivered for the first time or it is not done frequently, it is likely that the emotional reactions of an employee will appear. On the other hand, if the feedback belongs to the work routine and is ordinary to the employees, the evaluator affect can play role in the process (Cardy and Leonard, 2011). Before the final delivery of the feedback, the supervisor should be aware

of the evaluator affect which is likely to play a role in the process. Evaluator affect simply means that the evaluator gives a better or worse rating and feedback to the employee based on e.g. the assessor's mood or his personal feelings towards the employee. Fortunately, there are techniques to manage the influence of the evaluator affect. Having a clear criteria and common standards helps the evaluator to follow the rules easier. Moreover, recording the performance with a diary helps to remember the true facts. Other techniques are having an 'open-door policy' at work which means being open minded to the employees' concerns and opinions, self-awareness of the evaluator and the evaluation itself.

The evaluator should also be prepared for the emotional reactions of the employee to the feedback. The person who is receiving the feedback can react in many ways including being surprised, defensive, shocked, angry, or just reject and ignore the feedback (Cardy and Leonard, 2011) In order to prevent the emotional reactions, Cardy and Leonard (2011) have brought up several steps and actions that can be taken to avoid them. Firstly, the evaluator must focus on the performance not on the performer. Secondly, the feedback provided by the supervisor must be relevant and ethical without any discrimination about the age or gender. Moreover, there should not be any surprises for the employee which means the employee should receive the feedback before the annual session. In addition, the supervisor should consciously be aware of his or her body language and eye contact, and listen to the employee.

From the worker's perspective, the employee has to separate him- or herself from the performance because it does not tell who he or she is as a person.

Moreover, the employee should be realistic in the performance expectations because no one is perfect and everyone makes mistakes. The employee should also focus on the future improvement not on the mistakes made in the past which cannot be changed anymore. The worker should also not be surprised and should be aware of his or her emotional tendencies.

360 Degree Performance Appraisal:

360 Degree appraisal is used to describe a comprehensive nature of feedback which is received by an individual through everyone in the job. It is also referred to as 'multi source feedback' or 'multi-rater feedback' (Kettley, 1997) adds that when an individual receives feedback from different sources of the organization, including peers, subordinate staff, customers and themselves, i.e. When a feedback is received from 'all-round' a job, then the process is known as 360 degree appraisal or feedback.

According to London and Smither (1999), The actual amount of empirical evidence on the impact of 360 degree feedback is disappointingly small considering the extent of its use; widespread adoption seems to have reflected faith rather than proven validity'. Even though 360 degree, is not widespread enough it is been used for a lot of purposes. In the view of Fletcher and Bailey (2003), 360 degree feedback gives a great scope to commend and criticize on their sub ordinates performance. It also helps in building up the competency of the organizations framework and objective. It aids in increasing self-awareness as self-assessment corresponds to subordinates perception.

360 degree feedback and development centers are preplanned and are based on prior defined assessment criteria. As developmental centers are present in the organization and are very important as they provide training to the individual employee (Gungor, 2011). Employees can only be developed if they have a desire or motivation to be developed.

Challenges of Performance Appraisal Methods

The appraisal decision nowadays is confronted with a great deal of criticisms and comments from the employees and their unions. Issues such as the ability of the person conducting the appraisal and rating, accuracy of the system, fairness, discrimination, quota system and other aspects (Ahmad and Bujang, 2013). Employee development depends primarily on the individual employee whether employee is willing to participate or not. Employee development also depends upon the organization culture, attitude of top management, and limited opportunities of promotion (Elena, 2000). Organizational Culture also poses a challenge to Employee Development. If organization culture supports employees, it will encourage employees to participate in decision making leading to employee development and improved performance. Top Management attitude is another important factor that influences on employee developmental activities. It depends on the sincerity and commitment of the top management. Limited Opportunities of Promotion also influences employee development. Opportunities for promotion are limited then employees would not participate in the employee developmental activities.

A recent study in Ghana by Arthur (2015) focuses on exploring performance appraisal systems in the Ghanaian public sector polytechnics. The study intends to explore performance appraisal systems in selected polytechnics in Ghana. The objectives of the study among other things are to identify the challenges of performance appraisal and to assess the effectiveness of the performance appraisal systems in the Ghanaian public sector polytechnics. The study adopted mixed approach that is quantitative and qualitative and generated data through semi-structured interviews and structured questionnaires from 185 polytechnics' employees in Ghana. Descriptive statistic was used to analyse the data which included the use of frequencies, percentages and mean. Content analysis was used to analyse exiting literature. The results indicate that the perceptions of the administrative staff concerning the effectiveness of the present performance appraisal systems of the polytechnics were skewed towards dissatisfaction because they lacked essential characteristics of an effective performance appraisal system. The major challenges identified are non-existence of performance measure, ineffective appraisal process and ability of raters in performance appraisal. This is in support of postulations by Ahmad and Bujang (2013).

Performance Measurement

Performance appraisal methods have the purpose of measuring employee performance. There are varied ways of measuring performance of employees. According to Gungor (2011), performance of employees can be measured using

quantity of output, quality of output, timeliness of output, cooperativeness and presence at work. Performance of employees can also be measured using Balanced Scorecard or total quality performance management. This approach connects measures throughout the organisation to translate high level objectives into lower level activities. The employees are expected to go by this measure to monitor their own performance ((Platts and Sobotka, 2010).

Effective performance feedback is timely, specific, behavioural in nature, and presented by a credible source. The goals of performance feedback are to improve individual and team performance, as well as employee engagement, motivation, and job satisfaction (Aguinis, 2009). Performance feedback is effective in changing employee work behaviour and enhances employee job satisfaction and performance (Islam and Rasad, 2006). Apperbaum and Armstrong (2003) pointed that the knowledge bases of coaching provide the company's employees with a new professional outlook that in the long term leads to a higher level of productivity. An individual's attitude towards an issue is factually the vision that he or she form around that entity. Positive attitude affects the productivity of the organization, affects the productivity of the organization, while skills refers to the employee's ability in undertaking the practical tasks.

Evaluating Performance

Growing concerns in organizational development has emphasised that organisations should pay more attention to performance appraisal as it helps improve the current performance, increase the employees' motivation, recognize

the training needs, give feedback to the employees, solve job problems, let employees know what is expected from them, and several other reasons why the organisation can benefit from having control over the employee's performance. (Nickson, 2007)

Before starting to measure the performance, it must be acknowledged that the evaluation must be based on the same internal standards and that there has to be agreed-on criteria for the evaluators and the workers. Having common evaluative standards helps the evaluator compare the results with equivalent scales. (Cardy and Leonard, 2011). Subsequently, the organisation can use three methods to make the employees become aware of the common performance characteristics. (Cardy and Leonard, 2011)

The first method is about involving all workers in order to get their ideas and point of views on the performance management. If the organisation considers all the workers in implementing a new performance management system, the whole organisation will be aware of the common performance standards because the standards have been built upon the employees' suggestions. The second method is training the employees – tell them what should be done and how it should be done. The third technique is to use job aids. Job aids can be either signs, reminder sheets or other items that can help the employees remember the performance standards. Moreover, job aids can also be performance criteria or examples of performance.

When the common performance standards and agreed-on criteria have been developed, organisations can choose the way of appraisal. The most

traditional way of appraisal is the top-down approach where the manager measures the employee's performance. (Nickson, 2007) However, if the organisation seeks for another approach that may be more innovative and offers a bigger possibility for development, has brought up several other approaches by various authors which can be used to measure performance.

The first approach according to Nickson (2007), is 'self-appraisal' which means the employee measures his or her performance by himself and the appraisal is later discussed with the manager in order to come up with a plan for improvement. If the employee is critical enough and is able to measure well his or her performance, he or she can offer a different perspective to the manager. Another way to measure employee's performance is by letting the fellow team members or colleagues to provide the assessment of performance which is called 'peer appraisals'. If the organisation wishes to measure the managers' performance, 'upward appraisal' can be applied. Through this approach the managers' performance will be measured by their staff. (Nickson, 2007,)

Redman (2006, in Nickson, 2007) points out that customers are more and more important in the performance appraisal process, especially in the hospitality industry, since they can give feedback to the organisation about the customer service was, how satisfied they were with the overall service and what could be improved. Thus, Redman (2006, in Nickson, 2007) has brought up three different performance appraisal ways in order to gain a better overview from the customer's perspective. The first method is gathering customer's feedback through surveys via telephone, post, face-to face interview or via e-mail. The

second technique is to have certain surveillance over the employees in order to observe and evaluate their performance. The last method concerning the customer's point of view is 'mystery' shopping. Mystery shoppers are hired to observe and record their experience with the organisation. They visit the organisation randomly and play to be normal customers while evaluating the service and employee's performance. After the 'mystery' shopping has been done, the hired evaluators report back to the company about their findings.

Purpose of Performance Appraisal

According to Wiese and Buckley (1998), a formal performance appraisal system serves as an asset in conducting formal decision process within the organization .It also helps employees, in developing their career and increasing their commitment towards their organization. Murphy and Cleveland (1995) add that it is always advantageous to use a formal appraisal system in the organization. Performance appraisal provides information that is relevant for many personnel decisions, like increments in salaries; it introduces scope for promotion, transfers, and training and development programs, as well as for employee development and performance feedback. Huber (1980) is also of the same opinion that millions of public and private employees have their performance appraised in order to determine salary, promotions, tenure, layoffs and development potential.

The most known purpose of performance appraisal is to improve performance of individuals. Additionally, there are also a variety of other declared

purposes and desired benefits for appraisal, including: Improving motivation and morale of the employees, clarifying the expectations and reducing the ambiguity about performance, determining rewards, identifying training and development opportunities, improving communication, selecting people for promotion, managing career growths, counselling, discipline, planning remedial actions and setting goals and targets. (Bratton and Gold, 2003).

However, according to Armstrong (2006), there is rise in more harder and judgmental forms of performance appraisal than softer and developmental approaches. Therefore there has been a shift in performance appraisal away from using it for career planning and identifying future potential and increased use of it for improving current performance and allocating rewards. (Redman, 2006). Performance appraisal can be used as an effective tool to improve employees' job performance by identifying strengths and weaknesses of the employees and determining how their strengths can be best utilized within the organization and overcome weakness over the period of time.

Murphy and Cleveland (1995) studied how performance appraisal is used in organization. They compared 'between individual' and 'within-individual' performances. The 'between individual' performances was able to provide information to make decisions regarding promotion, retention and salary issues. The 'within individual' performances was useful in identifying the training and development needs which includes performance feedback, identifying the strengths and weaknesses of employees as well as determining transfers. Another use of performance appraisal was found out through this study was that of '

system maintenance' which was used to identify the organizational goals and objectives, to analyze the organizational training needs and to improve the personnel planning system of the organization. Finally, documentation purposes are to meet the legal requirements by documenting personnel decisions and conducting validation research on the performance appraisal tools.

Bowles and Coates (1993) conducted a postal survey of 250 West Midland companies in June 1992, where the organizations were asked questions pertaining to the use of Performance management in the organization. These questions included the perceived function of PA in the management of work, its strengths and weaknesses, the role of commitment in the management of work. Through their survey they found out that PA was beneficial in developing the communication between employer and employee and useful in defining performance expectations and Identification of training needs.

According to Redman (2006), in an important study in the field of employee's performance appraisal program on National Health Service Trust hospital (UK), the effectiveness of performance appraisal in public sector. Their research was mainly to check in what context does performance appraisal hold an upper hand in proving its worth in the public sector. The results however were pretty surprising. The results obtained showed that performance appraisal was considered as 'organizational virus'.

Nelson (2000) adds that PA largely helps the employee to have a focused and fixed approach towards the target goal. He elaborates that appraisal system acts like a boosting factor for the employee to do his job well. It recognizes the

employee's capabilities in order to achieve the given objective and function. It also helps in knowing the shortcomings of the employees and acts like an important element, for career development and planning.

Improving Performance

According to Cardy and Leonard (2011), if an organisation aims to improve the employee's performance, the results got from measuring the performance should be analysed and dealt with. After analysing the performance, setting a diagnosis, evaluating the performance and giving feedback to the employee, a solution for the improvement should be found. The more accurate the diagnosis is, the easier it is to improve the performance. Once the cause of the performance has been identified, it is easier to find a solution since the problem source has been discovered and one can focus on a certain area when searching for a way to improve the performance.

Cardy and Leonard (2011) have come up with a formula which states that performance is built up on three factors: ability, motivation and system. In other words, performance can be a result of either the person or the system or both. Once the manager knows what the problem source is, it is easier for him or her to look for a solution. For instance, if a manager discovers that the cause of the performance is the poor equipment, he or she knows that new and better equipment must be bought. On the other hand, if the performance cause lies within the person or cannot be seen clearly, the supervisor should go back to the first step of influencing factors where an answer might be found.

Employee Capacity Developmental Systems

In developing the capacity of employees in an organization to enhance performance, the following activities are needed as variable and can be adopted by the organization.

Coaching is an important activity for the employee development. Coaching is not formal. It involves treating employees as a personal partner in achieving both personal and organizational goals. Therefore, we can solve personal problems of the employees by providing coaching (Agarwal, 2006). When problems are resolved, this lead to increase in organizational performance as employees would be able to achieve organizational goals. When individuals are allowed to take the responsibility, they are treated as a partner to achieve personal and organizational goals. As goals are achieved, the performance is enhanced (Agarwal, 2006).

Developmental appraisal is an ongoing process for the employee development during the whole year. Basically, it is a compulsory part of the Performance management. This appraisal will determine the weak area of employee where employee development is required in order to improve the employee performance (Kirkpatrick, 2006).

Investment in perceived developmental activities of the employee is important in order to increase the employee performance as it provides the organization as a competitive advantage (Chay et al., 2003). Training is the permanent change in behavior. Employee should be taught how to do a particular task? Development is a long term process (Leibowitz, 1981).

Relationship between Employee Development and Employee Performance

This model explains the relationship between employee development and employee performance. Employee performance is a dependent variable and Employee development is independent variable. (Pultar and Rabitsch, 2011).

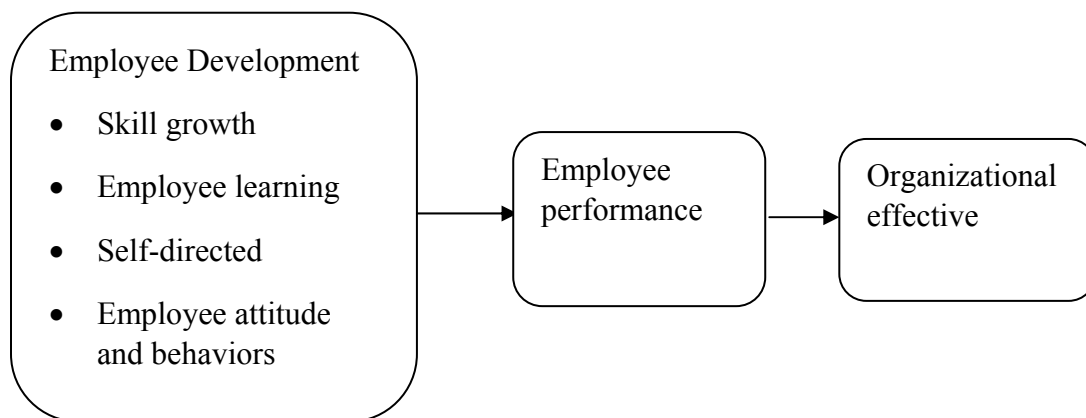


Figure 1: Employee development and employee performance

Skill Growth

It means to increase in the skill inventory level of an employee. The skill growth is possible through training and coaching. The skill level will effect on the employee performance. Employee performance will affect the organizational effectiveness.

Employee Learning

Employee learning explains the process of acquiring knowledge through curiosity to learn. It is a mind-set who has anxiety to get information. Employee learning will increase the abilities and competency of the employee (Dixon 1999).

The abilities and competencies are helpful in employee performance and productivity.

Self-Directed

Employee development also depends upon the individual employee, how much curiosity to learn and how to learn to develop one's self. As and when individual employee wants to learn, he would learn more and more, he would participate in many other activities such as attend seminars, workshops and others training sessions, either on the job or off the job. This indeed would lead to employee development, and employee development would lead to increase in employee performance (Elena, 2000).

Employee Attitude and Behavior

Employee attitude and behavior refers to the responsiveness of an employee. When employee is nominated in different workshops, and training sessions, the employee attitude and behavior will determine the seriousness in training and development programs. The responsive employee will learn different skills which will increase the employee performance. Employee performance will affect the organizational productivity.

Employee Performance

Employee Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect the organizational effectiveness.

Organizational Effectiveness

Organizational effectiveness refers to the achievement of overall organizational goals (Milkovich et al, 2004). Employee development leads to employee performance. Individual Performance of an employee will lead to the organizational effectiveness.

Employee Capacity Development in the Civil Service

Over the years, capacity development in the Civil Service focuses more on skills development and less on attitudinal-focused development. There is the need for a pragmatic approach to training and development so as to develop the public servants for improved service delivery. The government has to invest in civil service in order to:

1. Develop skills for customer oriented Civil Service
2. Improve the standards of service delivery
3. Equip managers with necessary skills to handle new and additional responsibilities
4. Adapt to new technologies and new working techniques, methods and practices

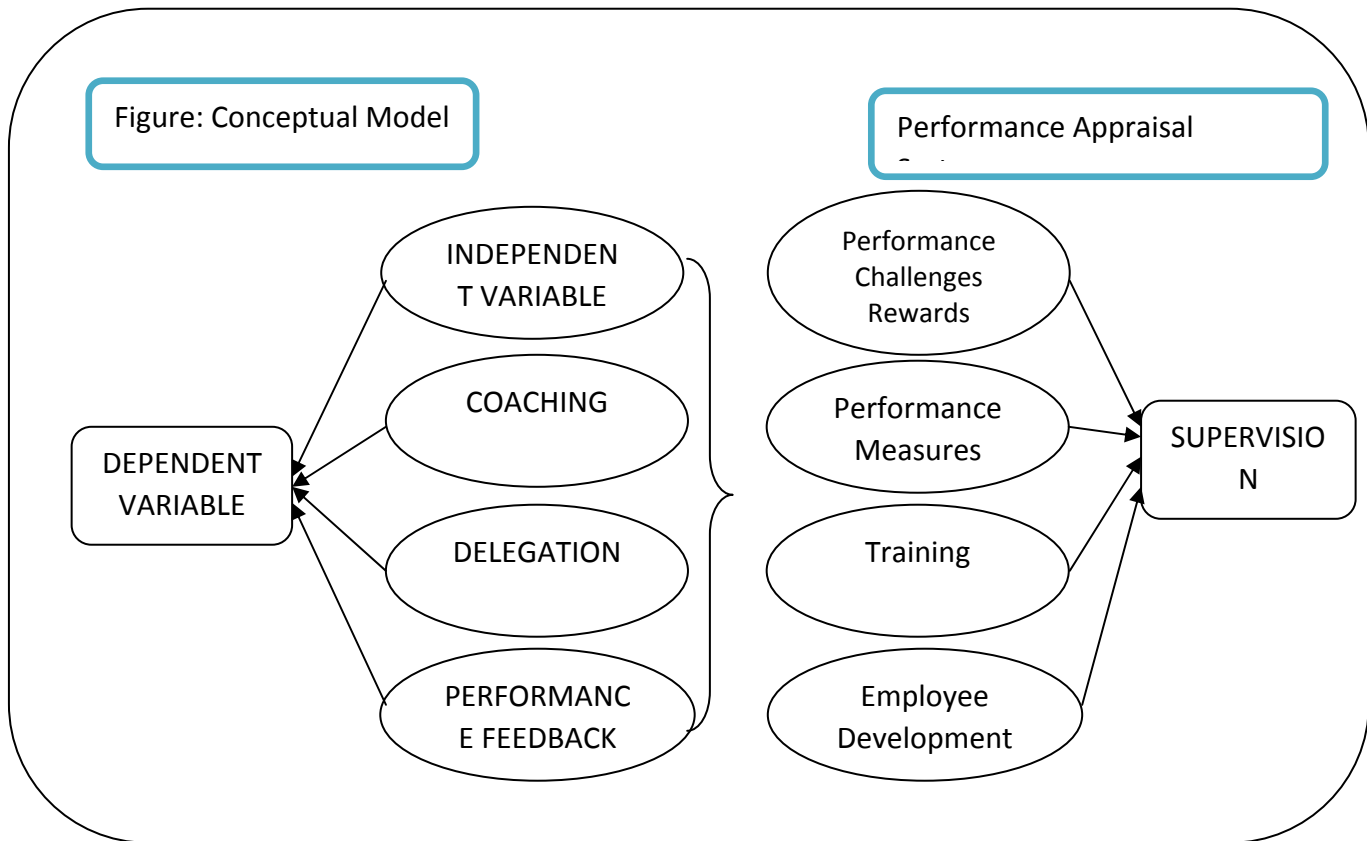
Despite the limitations and constraints in the Civil Service, it still remains the service for carrying out government business and it therefore plays a significant role in the achievement of government goals and objectives (Fourth Pan African Public Service Ministers, 2003). The Civil Service must create an appropriate environment for the efficient and effective performance of the public service organisations since it is the mother of the public service, as well as the private and non-governmental organisations. There is therefore the need to continuously seek new and better ways to build the capacity of the Civil Service for the achievement of developmental goals.

Efforts at capacity development involve investments in human capital, institution building and process improvement. The broad objectives of the various initiatives should be the development of human and material resource to analyze, plan, implement and monitor programmes, which have a positive impact on national development. These efforts should be initiated to create the framework for the identification and analysis of problems and the formulation and implementation of solutions to enhance sustainable human development. (Fourth Pan African Public Service Ministers, 2003).

The purposes of human resource capacity building efforts are to raise the level of performance of the civil sector to cope with the rising and ever-changing demands of the economy and the population. It was reported at the Forth Pan African Conference of Civil Service Ministers in 2003, that specific provisions for training and personnel management have not only resulted in the enhancement of human resource capacity building – in terms of an increase in the civil servants

trained – but training has also change the orientation of bureaucrats, apart from raising the level of awareness among civil servants for self-development. Other capacity-development efforts to enhance human capital development in the Civil Service include induction courses for newly recruited officers, and seminars/workshops for the exchange of information and experience.

Conceptual framework



Source: Adopted from Mooney, 2009.

Summary of Literature Review

An employee is a valuable resource (asset) of the organization. The success or failure of the organization depends on employee performance. Therefore, organizations are investing huge amount of money on employee development. According to Mooney (2009), the study posited that performance is not only related to results but it also relates with activities and behaviors of employees that they adopted to achieve their given goals. Therefore, goal-based performance oriented appraisal should move along with standard-based performance appraisal.

Finally, development through the performance evaluation system with the intention that performance is being evaluated for the development of employees than to compensate employees leads to increase performance of employees.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the methods adopted to gather data for the research work. It gives full details of how data was collected and processed as well as highlighting the research design, target population, sample and sampling procedure, variables used, development of instrument, data collection and analysis.

Study design

Research design is the strategy and a guide for framework in developing and implementing structures among the study variables so as to address the study objectives (Kothari, 2004). The author explained that in order to generate maximal information in assessing the research objective, choice and effectiveness of the research design are keys. Thus, the research design provides for the basis for collecting relevant data with minimal cost and effort. Research design is the general strategy develops in order to address the research problem. It can be categorised into exploratory, descriptive and causal (Bui, 2009).

The study adopted the descriptive design. The rationale for selecting this design was to allow the researcher to identify how performance appraisal could be used to develop the capacity of staff in the Civil Service. Furthermore, this design was important for the study because it enabled the researcher to describe precisely the appraisal process with intense accuracy and how the entire process could be

used for employee development. This view is supported by Best and Kahn (1993) who stated that descriptive research deals with relation among non-manipulative variables, since the events or conditions have already occurred. Even though the descriptive research design has its challenges such as being susceptible to distortion of information, particular attention will be given to safeguard the data from the influence of bias either from the researcher or the respondents.

The survey method of descriptive design was adopted. A survey is a means of questioning a respondent via a collection of questions and instruction for both the respondent and the interviewers (Cooper and Schindler, 2001). A structured questionnaire was therefore designed to collect the data. Respondents will be made to answer questions on how performance appraisal is conducted in the service, the challenges and ways of improving it to develop the capacity of employees.

Population

A population has been defined as a complete group of entities sharing some common set of characteristics (Zikmund, 1997). Drawing from this definition, the population for the current study specifically include Ministry of Local Government and Rural Development; Ministry of Fisheries and Aquaculture Development; Management Services Department; and Ghana Refugee Board all in the Accra Metropolis. Senior and junior staff of these institutions will be considered for this study. The study population according to Table 1 is 213 (all junior and senior staff).

Table 1: Sample size for each strata

STRATA	POPULATION	SAMPLE SIZE	SAMPLE
Senior Staff	110	$110/213*102$	53
Junior Staff	103	$103/213*102$	49
TOTAL	213		102

Source: Field Work (2015)

Sample and Sampling Procedure

The term sampling is a popular concept in research. Sampling techniques are often employed when the study cannot cover the whole study population and sample can be taken to represent the entire population. When sampling is used a sampling frame is constructed to define the focus area of the population (Cohen, Manion and Morrison, 2007). The authors explained that cost and time constraints often make sampling unavoidable in most research.

Similar to most studies in literature, the present study employs sampling other than census. In a pure quantitative study, sampling study can be generalised and possibly replicated by future researchers. To be able to replicate and generalise sampling results, the sampling size and techniques should not be arbitrarily determined. To avoid the arbitrariness, the study relies on scientific means to estimate the sampling size. Kretchi and Morgan (1970) provide a scientific basis for determining the appropriate sampling size. Through their table, a population of 213 requires sampling size of 102 (Krejcie and Morgan, 1970;

www.surveysystem.com). Drawing from these empirical justifications, this study employs sampling size of 102. However, response rate from the 102 is 81.

The study used stratified sampling technique to choose the samples. Kothari (2004, p.16) explained that stratified sampling is useful when the population under study and study interest do not constitute homogeneous group. Since the population is grouped into senior and junior staff, these categories form the strata. Kothari (2004) asserts that when stratified technique is used representative should be obtained. Therefore the study allocated the sample size proportionately among the strata. The proportionate allocation is shown in Table 1. The sample is obtained from the total distribution of the population as depicted in Table 2. The information in Table 2 represent the general distribution of senior and junior staff in selected MDAs.

Table 2: Distribution of senior and junior staff in selected MDAs

No.	MDA	Senior Staff	Junior Staff	Total
1.	Ministry of Local Government and Rural Development	42	34	76
2.	Ministry of Fisheries and Aquaculture Development	36	33	69
3.	Management Services Department	24	28	52
4.	Ghana Refugee Board	8	8	16
	Total	110	103	213

Source: Computed from Staff list of the MDAs (2015).

Sources of data

The study uses mainly primary data with few secondary data from documentary review. The appropriate primary data was collected through field survey with responses from senior and junior staff of selected MDAs. The primary data were collected through questionnaires administration. Secondary data are also gathered used for the study. The secondary data are gathered through relevant books, journals, and periodicals.

Study instruments

Study instruments are the research tools which are used to collect relevant data for research. It has been argued that the validity and reliability of research findings partly depend on the use of appropriate research instrument (Anlo, 2012). Kothari (2004) explained that the choice of relevant study instrument is determined by the nature and type of data required for the study and the study objectives. Considering the specific objectives of the study, the present study uses questionnaires in the data collection.

Questionnaire is one of the most commonly used study instruments in literature for primary studies. According to Anlo (2012), questionnaire is a data collection tool that provides complete set of standardised questions to solicit research data from known respondents for the purposes of achieving the research objectives. It has been explained that this tool has been widely used by researchers, private individuals, private and public organisations and even by governments (Kothari, 2004).

There is no strict means to design questionnaire. It may be designed in a form of closed ended questions, opened ended and contingency (Kothari, 2004). This study adopts all these three features. With the close ended questions, respondents are limited to choose from some categories of responses provided on the questionnaires while the open ended questions provide the respondents with the opportunities to supply their own answers in detailed. This type of questions requires that respondents provide responses to subsequent questions only if specific responses have already been provided.

The questionnaire has been designed in five sections. The first section solicits for information on preliminary issues while the remaining four sections cover the specific study objectives. The questionnaire had a total of twenty (20) questions – five (5) open ended, and fifteen (15) closed ended. Despite the fact that the researcher's bias came to play in the line of questioning, utmost care was taken to avoid the situation where the researcher influenced the type of responses that was provided by the respondents. According to Kothari (2004) there is no special way to administer questionnaire. It can be administered through face-to-face, post or email either through the author or the author's representative. The present study administers the questionnaires by mails and face-to-face. Since the research is conducted in a formal organisation where literacy rate is high, it is believed that mailing questionnaire is effective.

Pre-Test

Pre-test of the questionnaires was done with ten (10) Civil Servants: Five (5) Senior and Five (5) Junior Staff from the Management Services Department (MSD) of the Office of the Head of Civil Service (OHCS). The purpose of the pre-test was to remove ambiguities, and unnecessary items in the questionnaire. Pre-testing of the questionnaire helped unearth the face and content validity and reliability of the questions in measuring what was intended. The participants in the pre-test were given the opportunity to seek clarity where necessary and they gave their suggestions. Following the pre-testing some uncomfortable questions which did not have any adverse effect on the overall outcome of the study were removed or modified.

Ethical Consideration

Informed consent was be obtained from respondents after explaining to them the objectives of the study. The various questions on the questionnaires are reviewed to avoid ethical misconducts. The respondents were assured that the responses were going to be used solely for academic purpose. All respondents are assured of confidentiality, non-disclosure and anonymity.

Data Collection Procedure

Techniques identified by Isaac and Michael (1995), was used to enhance the response rate which include a) make the questionnaire clear, state the importance of the instrument, make it look professional, and personalise

introductory letter and b) Send a follow up letter to non-responsive respondents. An introductory letter was received from the Department of Management Studies and also the Office of the Head of Civil Service which provided authority for the data collection exercise. The letters explained the purpose and instruction for completing the questionnaire. The questionnaires were hand delivered to the respondents to complete. A week interval was given to the respondents to complete the questionnaire. Follow up exercises were conducted to remind the respondents and provided assistance in explaining portions of the questionnaire for the respondents.

Data Analysis

The data analysis exercise commenced with field editing of questionnaire, this checked the appropriateness, consistency and accuracy of the information provided by respondents. Primary data obtained from questionnaire were analysed with SPSS (Version 22.0). The SPSS software was used to breakdown the raw data that were collected from the field into simpler quantitative and tabular forms for easy understanding and assimilation. The software was used to generate the diagrams from tables needed for the analysis.

Summary

This chapter has discussed the extent of the research methodology for the study. The approach and design for the study as well as the bases for the choice have been discussed. The methodology chapter has also discussed among others

the study population, sampling size and sampling techniques, sources of data, instrument and data analysis. The main data source for the study has been revealed as primary and these data are collected through questionnaire administration.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter of the study presents results of the study. It analyses the data and discusses the extent to which the study objectives have been met. The discussions in this chapter basically centre on explaining the findings, comparing the findings with both theoretical and empirical evidences and finally the relevant implications. The chapter specifically presents the descriptive analysis to discuss among others assessment of the study objectives in line with reviewed empirical positions.

Descriptive Analysis

The researcher assessed performance appraisal methods and their effectiveness in the Civil Service. The study did not seek to establish any effect or relationship between performance appraisal and employee development. The reason has to do with the results from performance appraisal frameworks and empirical position with regards to significant impact on the development of employee. Descriptive statistics does not only reveal possible statistical inconsistency but also provide the basis for effective assessment from the respondents.

Frequency distribution table was used to analyse the bio data of respondents in order to establish the validity of their response in relation to the study objectives. For effective and reliability of response, the level of education, rank in the organisation, years in service are paramount and form a

basis for objective assessment (Ahmad and Bujang, 2013). Tables 3 to 6 present the descriptive statistics and frequencies of the respondents.

Table 3: Age distribution of respondents

	Frequency	Valid Percent
20 -30 yrs.	17	21.0
31 - 40 yrs.	26	32.1
41-50 yrs.	17	21.0
50 = above	21	25.9
Total	81	100.0

Source: Field Data (2015).

The age distribution of the respondents is expected to be lopsided towards those in the middle age. Respondents within that age group provide critical and objective assessment to issues that affect them one way or the other. From Table 3, it is evident that majority of the respondents who are between the ages of 31-40 constitutes 32.1 percent. Ages 30 and above usually constitute ideal working age with reasonable work experience. Hence, 79 percent of the entire respondents in the Civil Service departments are in the ideal age category that can provide a fair and objective assessment of performance appraisal in their respective departments.

Table 4: Qualification of respondents

	Frequency	Valid Percent
Masters	3	3.7
First Degree	30	37.0
HND	15	18.5
GCE O/A Level	27	33.3
ICHRM	6	7.4
Total	81	100.0

Source: Field Data (2015).

In the selected Civil Service departments in Ghana, total respondents of 81 were received. Out of this 37 percent of the respondents hold first degree in varied disciplines followed by GCE O/A Level. Although, we had master's degree and others that have chartered in special disciplines, yet they constitute a small i.e. 11.1 percent. Uneven distribution of respondents' qualification is essential for the objective assessment of the study outcomes.

Table 5: Rank distribution of respondents

	Frequency	Valid Percent
Junior Staff	40	49.4
Senior Staff	41	50.6
Total	81	100.0

Source: Field Data (2015).

Table 6: Length of service of respondents

	Frequency	Valid Percent
0 - 5 yrs.	44	54.3
5 - 10 yrs.	10	12.3
10 - 15 yrs.	12	14.8
Above 15 yrs.	15	18.5
Total	81	100.0

Source: Field Data (2015).

From Table 5, it shows that the greater number of respondents from the Junior and Senior staff is almost at par. Senior staff in the Civil Service being studied constitute 50.4 percent of the 81 respondents. Junior staff on the other hand represent 49.4 percent. This commensurate with 48.1 percent of those with at least first degree as qualification. Besides, from 1 to over 15 years in service, the results show response from each of the category with the highest being those who have been in service for up to five (5) years having 54.3 percent. Overall, the table confirms the diversity of respondents which provide high confidence for the response provided. Their characteristics provided a balance view of their response in relation to the objectives being considered in this study.

Analysis of Study Objectives

It has been established from Table 3 that the respondents are all qualified and competent enough to give critical assessment of performance appraisal and employee development in the Civil Service. The objectives of

this study are to assess how performance appraisal is carried out in the Civil Service; examine the challenges associated with performance appraisal system; examine the level of employee satisfaction with the performance appraisal process; and to evaluate how the performance appraisal system is linked to employee development. The discussion of the results will be based on each objective to help provide a good assessment and to achieve the study objective.

Performance Appraisal in the Civil Service

For every institution to achieve maximum productivity and convenient working environment, frequent assessment of how employees perform with promotion and employee development in mind boosts achievement. From top to lower level, managers of institutions should periodically carry out performance appraisal as means of ensuring that everyone is moving in the same direction and focuses their attention on the right activities (Locke and Latham, 2002). The method used to carry out the performance appraisal has an impact on the results. The study assessed how the Civil Service in Ghana carries out performance appraisal. Table 7 to Table 9 presents response from 81 persons in the Civil Service in Ghana.

Table7: Monitoring Performance

	Frequency	Valid Percent
Supervisor Observes work process daily	15	18.5
Supervisor reviews output after completion	14	17.3
After submission of reports	21	25.9
Supervisor reviews after each phase / stage of assignment	31	38.3
Total	81	100.0

Source: Field Data (2015).

Table 8: Consideration for setting performance targets

	Frequency	Valid Percent
Resources	11	13.6
Capacity of Employees	17	21.0
Resources and Capacity of Employees	49	60.5
None consideration	4	4.9
Total	81	100.0

Source: Field Data (2015).

Table 9: Frequency of Employee Performance Appraisal

	Frequency	Valid Percent
Semi - Annually	24	29.6
annually	42	51.9
after a particular project / assignment	15	18.5
Total	81	100.0

Source: Field Data (2015).

According to Deb (2006), the full effect of performance appraisal materialise when the staff is aware of existence of such system. From Table 7 above, it is evident that 74.1 percent of staff in the selected MDAs are aware of existence of performance appraisal system. There are many alternatives available to monitoring performance of staff at work place. According to Schermerhorn (2011), monitoring of performance can be done on daily basis, at each stage of work completion and or at the completion of the job at hand. From Table 8, 43.2 percent of the supervisors assess or reviews performance of work after the work is completed or report submitted. Besides, 38.3 percent of the respondents indicated that performance is monitored in stages of job done. Since greater percent of the respondent showed that performance appraisal is done at the completion of the job assigned, it supports what Katrina, et al (2013) calls 'goal-based performance appraisal', Griffin (2012) has earlier indicated that goal based performance appraisal is historical in nature. Historical in the sense that measurement of performance is done from work already completed. From the discussion above, we find that performance

appraisal system in the Civil Service uses goal-based performance appraisal method hence confirming the Goal Setting Theory (Locke and Latham, 1990)

Empirically, it has been established that appraisal system goes through four main phases: performance planning, progress reviews, review and appraisal and decision-making phase (Mathis and Jackson, 2011). The performance appraisal system begins with setting of key result areas which are drawn from the strategic goals and objectives of the organization. From Table 9, 60.5 percent of the respondents indicate that targets are sets in the Civil Service by considering resources available and the capacity of the staff. It is often ideal to conduct mid-year assessment or evaluation. However, in the Civil Service, 51.9 percent of the respondents indicate that performance appraisal is conducted annually as shown in Table 10. Afterwards, decision is then taken and feedback given. It also indicated that the documented mid-year review where staff have the opportunity to revise their targets based on factors such as level of accomplishment, resources provided and competency requirements.

In sum, basic structures and processes require for effective performance appraisal system to thrive in an organisation exist in the Civil Service.

Challenges associated with the Performance Appraisal System

Performance appraisal system is not free from challenges or cannot be undertaken without challenges (Nickson, 2007). Institutions face challenges in establishing or carrying out performance appraisal. Some of the challenges include lack of feedback (Cardy and Leonard, 2011), voluminous questions

and considering the exercise as an event other than a process (Bratton and Gold, 2003). The second objective of this study is to examine these challenges to determine if they exist in the Civil Service in Ghana as depicted in Table 10 and 11.

Table 10: Challenges of performance appraisal

	Frequency	Valid Percent
Voluminous questions	7	8.6
Used as an event not a process	44	54.3
Lack of feedback	30	37.0
Total	81	100.0

Source: Field Data (2015).

Table 11: Addressing the Challenges of Performance Appraisal

	Frequency	Valid Percent
Change of attitude by supervisors and subordinates to the process	14	17.3
Training on the content and importance appraisal	31	38.3
Proper supervision	24	29.6
Effective feedback on the outcome of the process	11	13.6
Should be a participatory approach	1	1.2
Total	81	100.0

Source: Field Data (2015).

From Table 10 and 11, three (3) common challenges identified in literature selected for the study. Two out of the three show some level of significance with performance appraisal being used as an event rather than a process that has end results of change. Out of the three, the challenge of using performance appraisal as event other than a process scored 54.3 percent followed by lack of feedback scoring 37 percent. In the Civil Service, performance appraisal is plagued with some problems despite its existence. This position supports the findings of Arthur (2015) who finds similar and more challenges in the Polytechnics in Ghana. Just as Elena (2000) says performance appraisal should be in such a way that it focus on the development of the employee other than pattern it as an event. In the case of using it as development tool for employees, there should be a process and the process for evaluating the employees should be followed. The results reaffirm the position in literature that the observation of Cardy and Leonard (2011) and Nickson (2007) that there exist challenges in the implementation of performance appraisal system. Civil Service in Ghana is of no exception. The major challenge identified is the use of the performance appraisal system as an event other than a process seconded by lack of feedback.

Level of employee satisfaction with the performance appraisal process

Performance appraisal is carried out with a purpose in mind. Some of the purposes include, using appraisal for promotion, for employee development, to provide justification for effective decision making. According to the expectancy theory by Vroom (1964), individual employee adjusts their behaviour on the basis of anticipated satisfaction of valued goals set by them.

This means that when employees are satisfied with performance appraisal process with a benefit in sight, it will motivate them towards increasing productivity (Salaman et al, 2005). The study examined the level of satisfaction with performance appraisal in the civil sector in Ghana. Evidence from the field is shown in Table 12 to 14.

Table 12: Fairness of Performance planning stage

	Frequency	Valid Percent
Very Fair	15	18.5
Fair	58	71.6
Undecided	8	9.9
Total	81	100.0

Source: Field Data (2015).

Table 13: Perception of Effectiveness of Appraisal Method

	Frequency	Valid Percent
Very Effective	15	18.5
Effective	37	45.7
Neutral	21	25.9
Ineffective	8	9.9
Total	81	100.0

Source: Field Data (2015).

Table 14: Level of satisfaction of the appraisal system

	Frequency	Valid Percent
Very satisfied	20	24.7
Satisfied	41	50.6
Neutral	9	11.1
Dissatisfied	10	12.3
Very Dissatisfied	1	1.2
Total	81	100.0

Source: Field Data (2015).

From table 12, the study examined the fairness component of performance appraisal planning stage. Out of the 81 respondents, 71.6 percent indicated that performance appraisal system is fair. This supports empirical position on the fairness of performance appraisal in the public service (Levy and William, 2004). Though the study did not pinpoint the performance appraisal method employed by the civil service, it sought the opinion of the respondents on the effectiveness of the existing system. From Table 13, 45.7 percent of the respondent indicated that the existing performance appraisal in the public service is effective. Since the system is fair and operate effectively, the employed are satisfied with it. Table 14 indicate 50.6 percent of the respondents being satisfied; 24.7 percent indicate very satisfied with the existing appraisal system whereas 13.5 percent indicate dissatisfied with the system. I can conclude that Civil Service appraisal system and its guiding policies suit the structures and also accepted by the staff. According to Griffin

(2012), if employees are satisfied with performance appraisal, it increase employee retention and their decision to quit is minimised entirely.

Therefore, majority of the employees in the Civil Service are satisfied with the existing performance appraisal system though the challenges and low dissatisfaction content needs to be considered to ensure a complete and comprehensive performance appraisal endorsed by all. According to Bratton and Gold (2003), firms can add more value to the appraisal system by improving motivation and morale of the employees, clarifying the expectations and reducing the ambiguity about performance, determining rewards, identifying training and development opportunities, improving communication, selecting people for promotion, managing career growths, counselling, discipline, planning remedial actions and setting goals and targets are all means of ensuring total satisfaction. All the facets of performance appraisal posited by Bratton and Gold (2003) leads to developing the employee for future increased productivity.

Relationship between Performance Appraisal and Employee Development

Empirically, performance appraisal has been established as having a significant relationship with the development of employees Wright, Gardner, Mounihan (2003). The study by Dechev (2010) established a relationship between employer satisfaction and business performance results using performance appraisal system. However, performance of the organisation means existing performance appraisal has impact on the development of the employee. It is the objective of the study to evaluate the how performance

appraisal processes linked to employee development in the Civil Service in Ghana.

Table 15: Identifying capacity gaps

	Frequency	Valid Percent
Through discussion with Supervisor	51	63.0
Demonstrated by the outputs	30	37.0
Total	81	100.0

Source: Field Data (2015).

Table 16: Method for bridging capacity gaps

	Frequency	Valid Percent
Supervision	29	35.8
Training	21	25.9
Counselling	7	8.6
Participation and Delegation	24	29.6
Total	81	100.0

Source: Field Data (2015).

From literature, it was evident that for development of employees to take place, organisations need to identify capacity gaps in their employees (Kirkpatrick, 2006). However, this study find that capacity gaps in the Civil Service are identified when supervisors meet their subordinates in a forum or conference. From Table 15, 63 percent of the respondent proved this to be

true. From the results, development needs of Civil Servants and the basis for developing the staff in the Civil Service do stem from feedback of performance appraisal.

From Table 16, four components or methods are selected for the study. Out of the four methods, supervision of employees as a method of developing them to bridge the gap ascertains the highest mark of 35.8 percent. On the job training and development i.e. participation and delegation has 29 percent of the total response as method employ in the service. Actual training organise for civil servant as a development methods ascertain 25.9 percent. The question that arise, how effective is the development method employed in the civil service?

Table 17: Basis for the employee development method

	Frequency	Valid Percent
Valid Feedback from appraisal	24	29.6
Training Needs Assessment	32	39.5
Scheme of Service Requirement	25	30.9
Total	81	100.0

Source: Field Data (2015).

Table 18: Effectiveness of employee development method

		Frequency	Valid Percent
Valid	very effective	8	9.9
	effective	23	28.4
	neutral	15	18.5
	ineffective	17	21.0
	very ineffective	18	22.2
	Total	81	100.0

Source: Field Data (2015).

From Table 17, the study indicated that 39.5 percent of the respondents constituting the highest indicate that the service has a special exercise called ‘training needs assessment’ used as a basis for developing civil servants. Feedback from performance appraisal is the least amongst the components (29.6 percent). Moreover for departments in the Civil Service to bridge the identified gaps, appropriate methodology that suits the service is required.

It is expected that majority of the respondent are satisfied with appraisal system culminating 50.6 percent of the response in Table 14, then development component of the appraisal should have positive or direct effect. However, from Table 18, the study seeks to determine the effectiveness of development methods employed by the service. The study found that 28.4 percent of the respondents indicate that the development method is effective. This preliminary position is in support of the study by Harter, et al (2002) that find positive association between development and performance appraisal. In addition, these findings also revealed that, development of employees has

positive relationship with retention of employees. Upon further investigation, combination of responses (effective and very effective) summed up to 38.3 percent. On the other hand, combination of responses (ineffective and very ineffective) also summed up to 43.2 percent. From this comparison, the study can conclude that the development method adopted by civil service is ineffective. Civil Service in Ghana do not use appraisal feedback as a major basis for determining development needs and method required.

Conclusion

In conclusion, the analysis of the results of the study indicate that performance appraisal exist in the Civil Service in Ghana. However, further analysis show that employees are satisfied with the appraisal system that exist and thus supervision is the main development tool used by the service. The study also find that feedback from performance appraisal constitute the least input for employee development. According to Griffin (2012), performance appraisal reveals the weaknesses and strength in the skills and productivity of the employees. Therefore, Civil Service departments in should consider appraisal feedback as a major document for developing servants to give out their best. The results also encourage supervisors to undertake effective delegation of duties and on the job training to equip the employees for high performance rating. The researcher can conclude that there is a relationship between performance appraisal and employee development. This study confirms the expectancy theory. The study result also confirms the reinforcement theory discussed in chapter 2 of this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter discusses the summary of the study, conclusions drawn from the major finding and the appropriate recommendations. The chapter is specifically presented in five sections. The section one of this chapter covers the summary of the study and the key results of the study. The conclusions from the key findings are discussed in section two. The recommendations in respect of the various key findings have also been presented in the third section. The fourth section discusses the various suggestions for further studies. The last section discusses the limitations of the study.

Summary

The focus of the study was to assess the performance appraisal and employee development in the Civil Service in Ghana. The study used survey design to collect and examine the sample data collected using questionnaire. The questionnaires are designed in five sections: preliminary section, how performance appraisal is carried out in the Civil Service, the challenges of performance appraisal that face the Civil Service, level of employee satisfaction in relation to performance appraisal, and the link that exist between performance appraisal and employee development.

The first objective of the study is to describe how performance appraisal is carried out in the Civil Service and the key findings are:

1. Majority of the respondents, 74.1 percent believe that Civil Service has performance appraisal system in place. This implies that only 25.9 percent could not believe this exist.
2. It was also revealed that 43.2 percent of the supervisors conduct performance appraisal after the work is completed or report submitted whereas 38.3 percent of the respondents indicated that performance is monitored in stages of job done. Only 18.5 percent of the respondents indicated that performance is monitored on daily basis.
3. With regards to target system in the Civil Service, 60.5 percent of the respondents indicate that targets are sets in the Civil Service by considering resources available and the capacity of the staff. The remaining 39.5 percent is shared among other considerations for setting targets.
4. On the regularity of performance appraisal, 51.9 percent of the respondents indicate that performance appraisal is conducted annually. However, 29.6 percent also indicated that mid-year review is conducted semi-annually. On the other hand, only 18.5 percent of the respondent showed that performance appraisal do not have a pattern but based on when a project or work assigned is completed.

The second objective examined the challenges associated with the performance appraisal system in the Civil Service. The study revealed that -

1. The challenge of using performance appraisal as event other than a process scored 54.3 percent followed by lack of feedback scoring 37 percent. Besides, voluminous questions as a challenge to effective performance appraisal scored 8.7 percent.
2. Suggestions were sought from the respondents as to how the challenges identified can be addressed. 38.3 percent of respondents suggested that appraisers and staff should be trained on the content and importance of performance appraisal with 29.6 percent indicating that proper supervision is the means of addressing the challenges. The remaining 32.1 percent shared among other three proposed means of addressing the challenges.

The third objective examined the level of employee satisfaction with the performance appraisal process in the Civil Service and the results revealed that:

1. Majority (71.6 percent) of the respondents believe that performance appraisal system is fair whereas 18.5 percent showed that it is very fair. This implies that only 9.9 percent are either undecided or see the system as not fair.
2. The civil servants consider the appraisal system to be effective and are satisfied with it. From the respondents, 45.7 percent indicated that the existing performance appraisal in the public service is effective. Also, 18.5 percent reaffirm their stance as very effective. This implies that more than 60 percent of the respondents consider the performance appraisal system to be effective. Second majority

(25.9 percent) remained neutral revealing only 9.9 percent of the respondents consider the system to be ineffective.

3. More than 75 percent of the respondents are satisfied with the performance appraisal system currently existing in the Civil Service and only 13.5 percent of the respondent are dissatisfied with the system.

The fourth objective considered how the performance appraisal system is linked to employee development in the Civil Service. The findings are summarised below.

1. This study found that capacity gaps in the Civil Service are identified when supervisors meet their subordinates in a forum or conference and 63 percent of the respondent prove this to be true.
2. From the results, development needs of Civil Servants and the basis for developing the staff in the Civil Service do not stem from feedback of performance appraisal. Thus, 39.5 percent of the respondents constituting the highest score indicate that the sector has a special exercise called 'training needs assessment' use as a basis for developing civil servants.
3. The study also revealed that out of the four methods, supervision of employees as a method of developing them to bridge the gap ascertain the highest mark of 35.8 percent. Again, on the job training and development i.e. participation and delegation has 29 percent of the total response as method employ in the service. Actual training organise for civil servant as a development methods

ascertain 25.9 percent. This presuppose that a formalised staff development plan does not exist in the Civil Service.

4. Furthermore, a combination of responses (effective and very effective) to determine the effectiveness of the methods highlighted in point 3 above summed up to 38.3 percent. On the other hand, combination of responses (ineffective and very ineffective) to determine the ineffectiveness of the methods discussed in point 3 above also summed up to 43.2 percent. This implies that, methods used in the Civil Service as a means of bridging the employees' performance gaps is ineffective and needs to be revised.

Conclusion

Notwithstanding the fact that performance appraisal system exists in the Civil Service, employees are appraised based on target or standard set. The study concludes on the first objective that the process for carrying out performance appraisal is effective. The target is set based on the staff capacity and the resources available. Also, the study concluded that Civil Service performance appraisal system is goal-based or historical in nature and thus it is conducted annually.

On the second objective, the findings showed that two out of the three selected challenges for assessment was predominant. The major challenges identified are 'performance appraisal being used as an event not a process' and 'lack of feedback.' Thus, performance appraisal in the Civil Services is also faced with challenges.

With regards to the third objective seeking out employees' level of satisfaction with performance appraisal system, the study concluded that performance appraisal in the Civil Service is fair, satisfactory and effective. This implies that reports that emanates from appraisal goes down well with employees.

Finally, the study concluded that as a basis for employee development, performance appraisal feedback or report is least considered. Besides, Civil Service has what it's called 'performance need assessment' which form the basis of determining the development needs of its staff. Therefore, since performance appraisal feedback was not used mainly as basis for development, the methods adopted for bridging the performance gap were found to be ineffective.

Recommendations

From the key findings and conclusions from the study, the following recommendations are put forth. It is recommended that the Civil Service should:

1. Revise the current goal-based oriented performance appraisal which is historical and not forward looking and adopt developmental appraisal which looks into the future and goals of the service in order to develop the civil servants for efficient performance.
2. Commit and use the appraisal report as the main basis for developing the staff. If the performance appraisal policies are not

implemented to the full, the civil servants will only see it an event with no effect.

3. Train the appraisers and the staff to know the content of the performance appraisal tools and policies

Suggestions for further study

This study only assessed the performance appraisal system of selected Civil Service departments. It is recommended that future studies focus on establishing relationship or impact of performance appraisal on performance of civil servants with development of employees as control variable. Finally, future studies should be initiated to focus on promotions achieved by employees in the Civil Service and relate it to which of these promotions is as a result of performance evaluation and not academics.

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APPENDIX: QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE FOR SENIOR AND JUNIOR STAFF

PERFORMANCE APPRAISAL AND EMPLOYEE DEVELOPMENT

IN THE CIVIL SERVICE

You are kindly requested to indicate your opinion by ticking one of the responses and also providing answers where necessary. Thank you for taking time of your busy schedule to respond to the questions.

SECTION A: PERSONAL DATA

1. Age: (a) 20 – 30yrs [] (b) 31 – 40yrs[] (c) 41 - 50yrs []
 (d) 50+ []
2. Qualification:
 (a) Masters [] (c) HND [] (e) Professional
- (b) first degree [] (d) GCE O/A level []
- (f)other (specify):.....
3. Rank: (a)senior staff [] (b)junior staff []
4. Length of time spent in the service:
 (a) 0 -5yrs [] (b) 5-10yrs [] (c) 10-15yrs [] (d) above 15yrs []

SECTION B: PERFORMANCE APPRAISAL PROCESS

5. Are you aware of the objectives the organization wish to achieve over a given period? (a) Yes [] (b) No []
6. What method is used to set employee targets/objectives?
 (a) Supervisor and subordinate meet to set targets []

- (b) Supervisor alone sets target for subordinate []
- (c) Management sets target for individual employees []
- (d) Other (please specify):

7. Why is this method in question 6 used?.

.....

8. How is monitoring of performance conducted?

.....

9. Which of these is considered in setting performance targets for employees?

- (a) Resources []
- (b) Capacity of Employees []
- (c) Resources and Capacity of employees []
- (d) None of the above []

10. What is the frequency of employee appraisal systems?

- (a) semi annually [] (c) after a particular project / assignment []
- (b) annually [] (d) other (please specify)

11. Kindly explain the frequency of employee appraisal systems in question

10?

.....

.....

SECTION C: CHALLENGES OF PERFORMANCE APPRAISAL PROCESS

12. What is your main challenge in the performance appraisal process?

.....

13. What do you think is the cause of this challenge?

.....

14. How can this challenge be addressed?

.....

SECTION D: LEVEL OF EMPLOYEE SATISFACTION

15. How would you rate the fairness of your supervisor in evaluating the performance of subordinates? (Please tick \surd where appropriate)

	<i>Issue</i>	<i>Very fair</i>	<i>Fair</i>	<i>Undecided</i>	<i>Unfair</i>	<i>Very Unfair</i>
i	Performance planning					
ii	Progress review					
Iii	Appraisal					
iv	Decision making					

16. How would you rank the effectiveness of the appraisal method?

- (a) very effective [] (d) ineffective []

22. How are capacity gaps identified?
- (a) through discussion with supervisor []
 - (b) evident from difficulty with the performance of duties []
 - (c) demonstrated by the outputs []
 - (d) other (specify)
23. What employee development method is usually applied to bridge capacity gap?
- (a) Mentoring / coaching []
 - (b) supervision []
 - (c) training []
 - (d) counseling []
 - (e) participation and delegation []
 - (f) other (please specify)
24. Which employee development method do you consider appropriate in bridging capacity gaps?
- (a) Mentoring / coaching []
 - (b) supervision []
 - (c) training []
 - (d) counseling []
 - (e) participation and delegation []
 - (f) other (please specify)