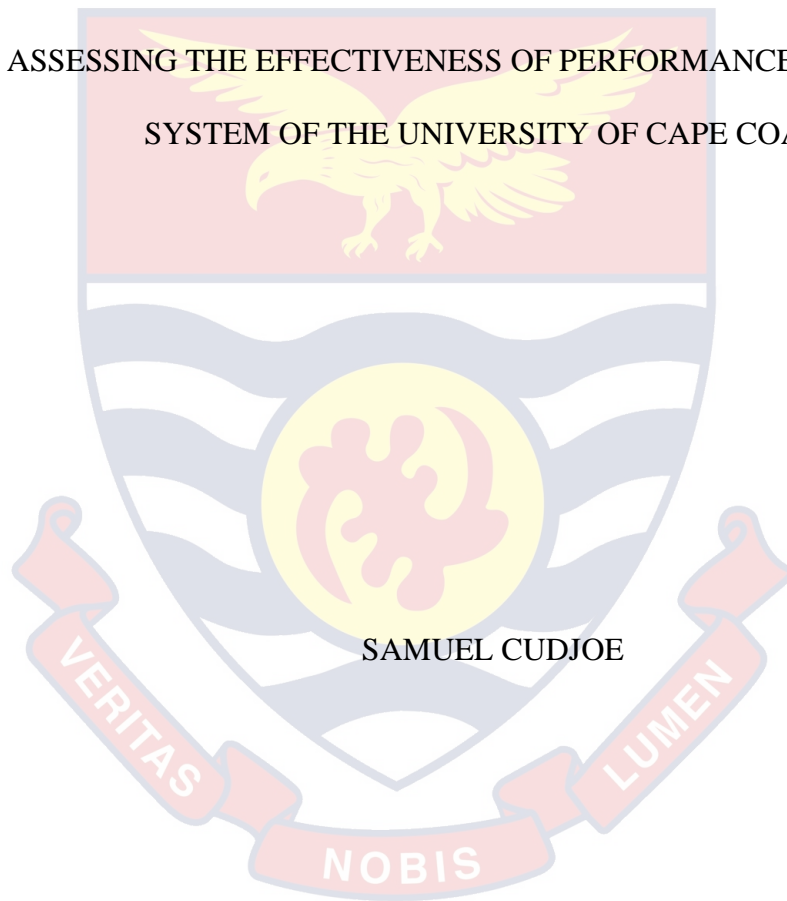


UNIVERSITY OF CAPE COAST

ASSESSING THE EFFECTIVENESS OF PERFORMANCE APPRAISAL
SYSTEM OF THE UNIVERSITY OF CAPE COAST



2021

UNIVERSITY OF CAPE COAST

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SYSTEM OF THE UNIVERSITY OF CAPE COAST

BY
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Thesis submitted to the Department of Human Resource Management, School of
Business, College of Humanities and Legal Studies, University of Cape Coast, in
partial fulfilment of the requirements for the award of Master of Commerce
Degree in Human Resource Management.

JUNE 2021

DECLARATION

Candidate's Declaration

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

Candidate's signature: Date

Name: Samuel Cudjoe

Supervisor's Declaration

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

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Date:.....

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I dedicate this work to my parents, Mr. Kojo Amoah (late) and Margret Akua Bomo as well as my two children, Valentina Esi Bomo Cudjoe and Bright Benedict Jojo Cudjoe. I would like to express my profound gratitude to my supervisors, Dr. (Mrs) Elizabeth Cornelia Annan-Prah and Dr. Rebecca Dei Mensah both at the Department of Human Resource Management for their professional guidance throughout my work. I am also grateful to Pro Vice Chancellor, Prof. Dora F. Edu-Buandoh, Prof. David Kofi Essumang, Prof. Kofi Tsivanyo Yiboe, Rev. Dr. Anthony K. Nkyi and Dr. William K. Gyasi for their motivation, encouragement and advice to complete my work on time.

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ABSTRACT

The study aimed to examine the effectiveness of the appraisal system of the University of Cape Coast. In order to achieve this purpose, a mixed method research design was employed to enable the researcher to combine the strengths of qualitative and quantitative techniques to arrive at its findings as well as improve the validity of the results by using each method to validate the data obtained from both sources. Within the context of a cross-sectional survey, 300 staff from the University were sampled from a target of 1304, but 93.3 percent of the respondents were successfully engaged. Questionnaire was used to solicit data from the senior staff and interview guides were used to collect data from the College Registrars. Statistical tools used to analyse the data collected included descriptive tools and inferential statistic like Independent-sample t-test, Mann Whitney U test, and Pearson's Chi-Square tests. The results were presented in tables. The study found that the performance appraisal system involved a participatory component in determining performance standards and also used multiple methods of performance assessment and feedback loops. It was also found that the system was useful for identification and building of capacity needs for most of the staff, in addition to improving the performance of staff and streamlining promotion opportunities. Moreover, the staff generally held positive perceptions about the conduct and manner of the appraisal system. The study recommended creating multiple committees at the departmental levels to handle the feedback and discussions of appraisal results, and paying more attention to building the capacity of non-teaching staff through the appraisal system.

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CHAPTER ONE

INTRODUCTION

The human resource department's commitment to an organization includes performance assessment. An accurate and objective assessment can not only help workers with their behaviour and work efficiency, but it can also encourage them to contribute more to the company. It allows for more consistent comparisons against job performance standards and offers a large degree of satisfaction for both the employee and the reviewer. However, Gao and Banerji (2015) argue that organisational efforts through performance appraisal can only motivate employees to achieve the intended aims, if the efforts are considered as effective in achieving the expected outcomes.

The aim of this study is to determine the efficacy of the University of Cape Coast's (UCC) performance assessment system in achieving the desired outcomes, such as performance and career growth of senior staff. This chapter covers the study's context, problem statement, research priorities, and research questions. It also explains the study's meaning and boundaries.

Background to the Study

In human culture, including business organizations, performance evaluation seems to be unavoidable and universal (DeNisi & Murphy, 2017). People automatically, informally, and arbitrarily assess the job success of others, including subordinates, in the absence of a well-structured assessment framework (Mullins, 2007). According to Kamensky (2005), the significance of the performance appraisal system stems from the pivotal role that its application plays

in measuring both the quality and quantum of the individual employee's contribution to the achievement of the organisational goal in terms of innovative contributions, knowledge, experience and physical strength. Byars and Rue (2006) posit that the concept of performance appraisal system becomes even more prominent to organisational management and leadership when it comes to the need to create competitive advantage for an organisation, through innovation, cost-leadership and sophisticated recruitment.

Similarly, Armstrong (2012) noted that an employee performance appraisal is given to ensure that an individual is operating and functioning at a satisfactory level within an organisation. These evaluations in Islami, Mulolli and Mustafa (2018) opinion grants employees the opportunity to assess whether they have accomplished the tasks and objectives set by the organisation. Bhattacharyya (2011) also posits that performance appraisals also provide employees and managers with opportunities to discuss areas in which employees excel and those in which employees need improvement. One of the critical functions of performance appraisal system according to Lu and Wei (2019) is to identify the capacity gaps of employees and set the pace for the career development path of workers (Leontiev, 2012). As a result, Li (2015) suggests that performance appraisal system should be structured in a way that identifies the skills and capacity gaps of employees and also makes provision to address such gaps through training and development programmes.

Further, Li (2018) asserts that targeting training and development programmes to the skills and capacity gaps of employees helps to improve the

achievement towards their career development goals. It also helps to motivate employees to build their career development path around business organisations. Bhattacharyya (2011) therefore indicates that; the main purpose of performance appraisals is to enhance employee performance to improve productivity. According to Dutta and Singh (2004), performance appraisal is measured by two approaches which are traditional and modern approaches. Traditionally, performance appraisal has been used as just an avenue for determining and justifying the salaries of employees (Idowu, 2017). Then, it began to be used as a tool for determining rewards such as a rise in the pay and punishments like a cut in the pay for the past performance of the employees (Maghsoodi, Abouhamzeh, Khalilzadeh & Zavadskas, 2018).

This was a backwards-looking strategy, focusing solely on the employees' previous results (Maghsoodi et al., 2018). That is, over a certain period of time in the past. It failed to take into account the developmental dimensions of employee success (Heywood, Jirjahn & Struewing, 2017). According to Kamensky (2005), the conventional approach's primary concern is to assess the organization's overall success based on the past performance of its employees. One of the components of performance appraisal is to effectively supervise or coaching employees in an organisation. The effectiveness to which tasks are accomplished is used to guide and monitor the performance of employees. Li (2015) reports that the desire and efforts employees demonstrate to undertake their roles and duties help drive their performance upwards.

Performance appraisal system, therefore, acts as a monitoring mechanism to track the performance levels of employees in relation to how assigned tasks are accomplished (Rosen, Kacmar & Hochwarter, 2017). However, Gao and Banerji (2015) chronicle that the process through which performance appraisal system could cause improvement in employee performance or contribute significantly towards the achievement of any organisational development goal is partly theoretically explained through expectancy theory. Thus, the employees should be motivated by the rewards attached to performance improvement. With the expectancy theory, Vroom (1964) hypothesises that in order for an employee to be motivated to increase performance, performance and motivation must be linked. The theory is based on the belief that employee effort will lead to enhanced performance.

Vroom (1964) further explained that employees are motivated to increase job performance when they place high valence on the rewards attached to performance such as remuneration and promotion. This theory, therefore, lays the foundation for business organisations to attach financial rewards and job promotions to performance appraisal scores (Gao & Banerji, 2015). On the other hand, Friedrichs (2011) noted that for such rewards to be effective in promoting performance, it must be equitably applied to all employees as underpinned in equity theory. This is because when employees observed biasness in rewards and punishment, it turns to have a negative impact on their perception of management and consequently their job performance (Chen, 2008). According to Deeproose (2006), tying appraisal results to rewards may lead to the perception that

performance is rewarded. On the other hand, employees may be motivated by praises, acknowledgement from authority, bonuses, annual pay raises and promotions (Mullins, 2007).

According to Friedrichs (2011), performance appraisals are more successful when organizations link them to reward decisions and the termination of poor performers. For these reasons, Deeproose (2006) such decisions may influence positive or negative behaviour from employees. Positive behaviour means presenting a positive response when an employee illustrates a positive and necessary attitude. This will increase the probability for an outstanding behaviour to occur more frequently (Chen, 2008). According to Friedrichs (2011), rewarding is a positive fortification strategy, but is necessary, if the employee's performance improves. Negative fortification, on the other hand, explains that the positive consequence should be removed so as to lower the possibility for occurrence of an undesired behaviour (Mullins, 2007). As a result, Friedrichs (2011) suggests that rewards attached to performance appraisal scores should be made more adjustable to reflect positive and negative fortification or increase and decrease performance levels.

Despite recent advancements in improving and enhancing performance systems, Mullins (2007) argues that performance appraisal systems are not consistently effective because of the perceptions related to its implementation which is seen in the process. Koppich and Showalter (2008) posit that the effectiveness of performance appraisal system in achieving its intended objectives largely depends on the perceptions of the employees about the entire process. This

is underpinned by equity theory which explains that the perceptions of employees about the fairness of the performance appraisal system are critical in boosting their commitment and morale towards the inherent goals of the performance management system (Dessler, 2008). Accordingly, Kamensky (2005) opined that performance appraisal system should be organised through pre-set standards and criteria as well as objectively verifiable and measurable targets as suggested by Abdulkadir, Isiaka and Adedoyin (2012).

In addition, Byars and Rue (2006) indicate that supervisors or appraisers should appear or be considered as objective and non-biased in the performance appraisal process. Dutta and Singh (2004) emphasise that for performance appraisal system to be effective in enhancing the performance and career development of employees, workers must see clear and direct connections between the appraisal scores and career advancement opportunities such as job promotions, salary adjustments and staff development as opined by the expectancy theory. Such direct linkages in Iqbal, Akbar, Budhwar and Shah (2019) opinion help to motivate employees to strive to improve their appraisal scores by improving the quality of their job outputs and increasing the quantum of job tasks executed with a particular time frame.

According to Armstrong (2012), enhancing the effectiveness of performance appraisal system could be used to achieve several organisational development goals such as improving competitiveness and performance. Performance appraisal has also been acknowledged in African countries, including Gabon, South Africa, Zimbabwe, Kenya and Zambia, Mozambique

(Ahuja, Padhy & Srivastava, 2018). As a result, Ahuja et al., observed that tremendous efforts are being made by African governments to reform the public or civil service and adapt to the realities of social and economic development. Similarly, Aryee (2001) noted that for African countries that have adopted staff performance evaluation, it has become a tool for strategic visioning and planning, and also for day-to-day management of services and institutions. It has also become a major concern and a priority in Africa, not only because it helps to plan the results to be achieved, but primarily to match performance and evaluation with global strategies (Analoui & Fell, 2002).

Ghana introduced performance assessment systems in both public and private organizations in the mid-1990s, according to Adei and Boachie-Danquah (2003), as part of the reorganization of its administrative structure and to boost the ability of the core Civil Service. In all civil service organizations, the Ministry of Public Sector Reform and the Office of the Chief of Civil Service introduced a new performance management framework (Ministry of Public Sector Reform, 2006). UCC, as one of Ghana's public universities, uses a performance assessment method to assess the work performance of its workers. The University's vision, according to the UCC (2018) (Strategic Plan for 2018-2022), is to "be a globally recognized university that is well positioned for transformative teaching, science, outreach, and professional growth..

'UCC is an equal opportunity, ideally positioned to deliver quality education through the provision of comprehensive, liberal, and technical programs that challenge learners to be imaginative, innovative, and responsible

citizens,' according to its mission statement. The University's core values are premised on excellence, empowerment, equal opportunities and ethical behaviour. To pursue its mission, vision and core values, UCC adopts a performance appraisals system to measure the performance of its employees to help in making vital administrative and developmental decisions. The aim of this analysis is to determine how successful the performance assessment method is at providing the desired results, such as performance and career growth goals, to senior University staff.

Based on the vision and mission statements, UCC adopts performance appraisal system to periodically assess the performance levels of its employees and to identify capacity gaps for onward improvement to achieve organisational effectiveness (Directorate of Human Resource Management [UCC], 2018). The performance appraisal system for UCC was adopted with the aim of encouraging performance by rewarding employees with high appraisal scores and to build the capacity of workers with low scores. As a result, the performance appraisal system was designed to have both retrospective and futuristic assessments to identify the skills and capacity gaps, and training and development programmes required to subsequently improve the job performance of employees (UCC, 2018). The management of the University attaches promotion, salary adjustments, and staff training and development programmes to the performance appraisal scores to motivate employees to achieve the associated outcomes such as increased job performance and career development goals (UCC, 2018).

Problem Statement

Organizations must assess their employees' job performance and overall commitment to the company on a regular basis or at a predetermined time of the year (Sajuyigbe, 2017). According to Idowu (2017), the aim of such a review is to assess the employee's abilities, accomplishments, and development (or lack thereof). The advantages of such processes include providing adequate input on employees' success, serving as a foundation for improving or adjusting behavior toward more productive working habits, and providing data to managers from which they can judge potential job assignments and compensation (Mosoti, 2017). According to Kwao (2019), the performance assessment principle is not only essential for successful management, but it also gives workers a reason, evaluates results, ensures transparency, and fosters collaboration as the basis of a performance culture.

In spite of these benefits, performance appraisal is frost with many challenges across public and private institutions (Kyeremeh & Pimpong, 2018). As an annual rite of passage in most organizations, Swai (2018) observed that the process triggers dread and apprehension in the most experienced, battle-hardened manager. Similarly, Offei, Kusi and Mensah (2019) found that employees on the receiving end of appraisals do not always look forward to them. Research findings of Mosoti (2017) shows that 89% of employees in public organizations and 95% of employees in private organizations dislike performance appraisal. In line with these assessment, Ahenkan, Tenakwah and Bawole (2018) found that most

employees believe the appraisal process is bias because it is not rated on an objective criterion.

On the other hand, Dauda (2018) observed that in most public institutions across Africa, managers do not obey specified policies and procedures in the evaluation process, and as a result, workers claim that they do not practice what the organization preaches. Tobias (2019) argues that such open inconsistency breeds disappointment, mistrust, and skepticism among their subordinates. Furthermore, it lowers employee morale and organizational citizenship behaviors that support lively, efficient, and safe workplaces. On the other hand, Prasad, Rao and Vaidya (2019) noted that most manager fail to provide a feedback to employees which for an ongoing process is the lifeblood of the performance appraisal process. Such failures in the feedback process has been attributed to poor communication channels in most organizations (Ndevu, 2019). This further makes it difficult for employees to report errors in the feedback process.

Such failures and challenges in performance appraisal processes have been reported across many organizations globally of which UCC is no exception (Adu, 2016). Unofficial interaction with different staff across different departments and faculties revealed that most of the staff share a common dislike for the appraisal process of UCC. Most of the staff complained of never getting a feedback of their appraisal after having worked for over ten years. Some staff also complained of the assessment not reflecting in their promotion interviews. Other also attributed delays in their promotion and appointment to higher ranks to inefficiencies in the appraisal process. The issue of hypocrisy and favoritism was the most common

concern among the staff as most of them believed that managers or supervisors pass favorite comments for people they like and the opposite for staff they deem contentious.

To affirm these concerns, empirical evidences from the paucity of research on the appraisal processes in UCC and other similar institutions in Ghana confirms these concerns. Tobias (2019) found that majority of staff do not have faith in the appraisal process and management do not provide any feedback on the outcome of the process. Similarly, Segbenya and Ahiatrogah (2018) noted that most staff are not comfortable with the timing of the appraisal processes as it does not coincide with when promotion and appointments are due. Others (Mensah & Mensah, 2018; Bosomtwi-Amoah, Afful-Arthur & Martin-Yeboah, 2018) also revealed varying concerns with the performance and appraisal processes in most private and public universities across Ghana. It is for these reasons that this study sought to examine the effectiveness of the performance appraisal processes in UCC and make appropriate recommendations based on the research findings for management perusal.

Purpose of the Study

The general research objective of the study was to assess the effectiveness of the performance appraisal system in delivering the associated outcomes to senior staff of UCC.

Research Objectives

The specific research objectives were as follows:

1. Examine the process of the performance appraisal system in UCC.
2. Analyse the use of performance appraisals in UCC.
3. Examine the perceptions of senior staff on the performance appraisal system of UCC.

Research Questions

The study sought to find answers to the following research questions:

1. What is the process of performance appraisal system in UCC?
2. How useful is performance appraisal in UCC?
3. What are the perceptions of senior staff on the performance appraisal system of UCC?

Significance of the Study

Assessing the effectiveness of performance appraisal system in delivering associated outcomes to senior staff of UCC is imperative, considering the time and resources the management of the institution advance to its course. The assessment of the effectiveness of the performance appraisal system will inform the management of the University whether it is still worthwhile to continue to advance the time and resources to conduct the process in the existing format. The findings of the study are expected to inform the management of the University about the necessary changes to be made in the employee performance appraisal process to enhance its effectiveness.

This could be ascertained through the assessment of the perceptions of employees on the appraisal system as well as the effectiveness of the performance appraisal system in delivering the associated outcomes such as increased job performance and career development goals. The findings of the study are also expected to contribute to the body of knowledge and literature about the effectiveness of performance appraisal system. The findings of the study are again expected to serve as the basis or foundation for further studies in employee performance appraisal system.

Delimitation of the Study

The study sought to concentrate on senior staff of the University of Cape Coast. The senior staff of the University comprised both academics and non-academics. Academic senior staff comprises teaching associates, senior teaching associates, principal teaching associates and chief teaching associates. The non-academic senior staff of the study comprises administrative assistants, senior administrative assistants, principal administrative assistants, and chief administrative assistants. The senior staff category of employees was selected because of the critical and double roles they play in the institution. Thus, they are the middle level staff that supervise the activities of the junior staff as well as provide support to their superiors or senior members to manage the University.

Limitation of the Study

Since the study is limited to only UCC, the results may not be a direct representation of the situation with appraisal performance in all the public

universities in Ghana. Further, questionnaires were used to collect data for the study, it is possible that some of the respondents may not provide the right answers for fear of management reaction. Others may not take time to respond to follow the instruction or read through the questions thoroughly. These challenges may limit the validity of the results. However, the research will do everything possible to make the respondents understand the requirements of the questions and the need to answer each question as honest possible.

Definition of Terms

Performance appraisal system is defined under the study as the systematic process of evaluating the standard of a worker's performance in an integral part of performance management (Bhattacharyya, 2011).

Effectiveness of employee performance appraisal system under this study constitutes the extent to which the appraisal system motivates employees to alter their actions towards the goals of the performance measurement system such as staff development, increasing performance and linking performance appraisal scores towards the achievement of employees' career development goals in the university.

Increasing employees' performance comprises upward adjustment of both the qualitative and quantitative characteristics of one's job output. Some of the elements for measuring increased performance are time and cost savings on executing particular tasks, punctuality and regularity to work, and employees' ability to handle additional responsibilities, which hitherto, they were not able to do.

The assessment of the staff development aspect of the effectiveness of the appraisal system includes the capacity gaps identified through the performance management process and the training programmes organised for employees to boost their capacity.

Organization of the Study

The research is divided into five parts. The first chapter covers the basics. It concentrates on the study's context, problem statement, research priorities, research questions, and significance. The literature review is covered in Chapter 2. The theoretical and conceptual constructs describing performance appraisal systems, the principle of performance appraisal systems, assessing the efficacy of a performance appraisal system, and challenges associated with performance appraisal systems were some of the topics covered in this chapter. The technique is discussed in the third chapter. The study population, sample and sampling methods, research instrument, data collection process, ethical considerations, and data analysis are all covered in this chapter. The findings and discussion are covered in Chapter 4. The research goals will be used to organize the chapter. The study's overview, findings, and recommendations are covered in the fifth chapter.

Chapter Summary

The context to the study, problem statement, study goals, research questions, study delimitation, and description of key words relevant to this study were all presented in this chapter.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Theoretical, philosophical, and analytical reviews on performance assessment are presented in this chapter. It reviews literature on the concept, importance, functions and process of performance appraisal. It also looks at perception of performance appraisal, challenges of performance appraisal, and measuring effective performance appraisal. The chapter again presents a conceptual framework for analysing the effectiveness of performance appraisal in motivating staff to increase their performance and achieve employee and organisational objectives.

Theoretical Review

This study was guided by equity and expectancy theory.

Equity Theory

John Stacey Adams proposed the equity principle in 1965, which states that happiness is dependent on a person's understanding of justice. It illustrates how an employee evaluates the fairness of management's decision-making process. Individuals judge the fairness of their care based on how people like them are handled, according to the equity principle. Employees allow social similarities to those in the organization that are in similar positions (Bhattacharyya, 2011). Employees become demotivated, both in terms of their work and their boss, if they believe their inputs exceed their outputs. Employees

are likely to respond in a variety of ways, including demotivation, decreased effort, dissatisfaction, or resignation.

According to equity theory, motivation is a feature of an employee's comparison of his or her benefits and contributions to those of other employees. Employees in relationships are driven by a sense of justice based on social contrast, according to equity theory, which is why not all incentive can perform as expected (Lawler, 2012). It's possible that if the payout isn't fair and equal, it'll have negative implications. Employees face inequity in perceived fairness (procedural, distributive, or interactional) due to the distribution of extrinsic and intrinsic incentives in relation to their inputs, according to Leontiev (2012), which is likely to trigger frustration and a sense of unmet needs. As a result, in equity theory, motivational results are decided by the recipient's view of the incentives in context and in terms of justice.

The theory focused on management's use of equal metrics to evaluate the efficacy of performance evaluation systems in striking a balance between an employee's input and output at work. This type of evaluation increases employee perceptions of the appraisal system and leads to better employee outcomes. Further, when employees feel they have been fairly assessed, their loyalty to the organisations increases as well as their innovativeness. These attributes of equity theory is an important philosophical paradigm that improves managements leadership skills and control of employees.

Expectancy Theory

Victor Vroom proposed the expectation principle in 1964. Vroom, who claimed that people are inspired to do something in order to accomplish certain goals because they believe that certain acts on their part would help them get there. The theory is founded on the premise that an individual's behavior is the outcome of his decisions about an alternative course of action, and is linked to psychological events that occur concurrently with the behavior (Vroom, 1964). This implies that a person chooses a certain behavior over others in the hopes of achieving the desired results. People will be motivated to the degree that they can perceive ties between effort, success, and available rewards, according to Vroom. In other words, if there is a clear correlation between success and incentives, workers would be encouraged to improve their performance.

As a result, the seriousness or commitment employees attach to the performance appraisal process is in relation to their level of satisfaction attached to the reward at the end of the process (Vroom, 1964). According to the expectancy aspect of the theory, a staff's conviction on whether or not a specific job output is attainable is highly dependent on the institution's ability to create a merit-based and transparent evaluation process that can be trusted by its employees (Shrivastava & Purang, 2011). An employee who feels that achieving a high standard of success will help him or her obtain gratifying benefits will put a high value on doing well (Sudin, 2011). The study adopted Vroom's (1964) expectancy theory to explain why a senior staff of UCC performs or is motivated to do so according to the expected result of the work done.

The causality between expectancy theory and equity theory is to indicate to management and employee the need for everyone to play their role for the productivity of the organisation. It means that management should design policies and systems to meet employee's expectations since they were hired based on the value of their contribution to the organisation. If management expect performance and loyalty from employees, management should institute fair measures when assessing the extent to which employees have met set standards. Therefore, the sum of the tenet of the two theories underscores the fact that performance appraisal systems should be fair and present a true reflection of employee's performance. when employees notice this, it improves not only their perception of the appraisal system but also the competence of management's leadership.

Concept of Performance Appraisal System

Performance appraisal is a separate, but central subset of the overall performance management system (PAS) (Lawler, 2012). According to Toppo and Prusty (2012), PMS is a critical tool that helps organizations succeed by training their workers in ways that meet both individual and organizational goals. Employee success targets are aligned with the corporate goals of PAS. It ensures that an employee's performance standards are clear, and it strengthens the relation between pay and performance. (Patro, 2019). As a performance-monitoring system, Ramchandani and Aggarwal (2018) argued that PAS forces employees to work harder and causes managers to exert efforts that put increased pressure on them to produce added results. Thus, performance appraisal becomes necessary in continuously reviewing the job related task accomplishments or failures (through

the use of performance measures or indicators) of the employees within an organisation.

Performance appraisal enables business organisations to track the performance progress of workers in a particular period of time (Bostan & Jemna, 2019). Performance appraisal is described as a systematic assessment or evaluation of work performance or how well workers are performing their jobs. It is important to remember that performance appraisal is not a one-time occurrence, such as filling out a standard review form, but rather an ongoing method (Bhattacharyya, 2011). The modern approach to performance appraisal was established in the 1950s, when performance appraisal was recognized as a complete method in and of itself (Rothaermel, 2012). The performance assessment method became more systematic and standardized as a result of the new approach to performance improvement. As a result, performance assessment is now used to distinguish better-performing workers from others, as well as to recognize employees' training requirements, career growth paths, incentives and bonuses, and promotions to higher ranks. 2012) (Armstrong) (Armstrong, 2012) (Armstrong, 2012).

It has also become a regular and ongoing practice in businesses, with the results being used to make various human resource decisions such as promotions, demotions, transfers, incentive outcomes, and training and growth (Lamarca & Ambat, 2018). According to Vainieri and Nuti (2011), performance assessment is the method of gathering, analyzing, and documenting details about an employee's relative value. According to them, performance analysis is a systematic, periodic,

and unbiased assessment of an employee's excellence in matters relating to his or her current job and prospects for a better job. Similarly, Rothaermel (2012) describes performance assessment as a mechanism by which managers judge and evaluate the performance or contribution of subordinates over a period of time. This suggests that appraisal activities, as an on-going process, focuses on connecting organisational functions and staff improvements, aside simply salary adjustment and/or disciplinary actions.

Performance assessment, according to Lawler (2012), is the method of evaluating and recording staff performance in order to make observations about them that lead to decisions. Performance assessment, according to Brewster and Mayrhofer (2012), is conducted to determine how effective an employee is and whether the employee can continue to succeed in the future to help the organization achieve its objectives. These perspectives are backed up by Mahoney and Kor (2015) and Gao and Banerji (2015), who relate performance assessment to organizational goals. The authors point out that the evaluation of employee performance is done in relation to pre-determined parameters and organizational goals.

From the definitions, the working definition for performance appraisal is that it is a formal systematic process of evaluating the standard of a worker's performance with the aim of improving their performance through shaping the important dimensions of employees, and achieving the organisational objectives. According to Bhattacharyya (2012), performance appraisals are usually done once a year, with the interview providing input to staff, counseling and improving

them, and communicating and reviewing pay, work status, and disciplinary decisions.

Importance of Performance Appraisal System

Most employers struggle with performance appraisal schemes, and many workers despise them (Armstrong, 2012). Several scholars have suggested a broad variety of answers to the value and nature of performance appraisals, making them indispensable resources. Performance assessment, according to Bhattacharyya (2012), is an integral part of the human resource management process and a factor in assessing the important dimensions of employee and organizational effectiveness for success. When done correctly, the assessment phase strengthens a person's sense of personal value while also assisting in the development of his or her goals. Accurate appraisals are critical for evaluating recruitment, selection, and training procedures, according to Brown, Haytt, and Benson (2010).

Via the feedback process, a performance evaluation system may also boost employee morale. It can assess working conditions and increase employee productivity by focusing on the positive aspects and changing the negative aspects.

Furthermore, employee assessment may increase management efficiency by encouraging managers to pay more attention to and evaluate individual workers (Cheng, 2014). According to Ahenkan et al., (2018), performance appraisal policy objectives are better understood in terms of potential benefits, which include growing incentive to perform efficiently, increasing staff self-

esteem, gaining new insight into employees and managers, awarding incentives on a reasonable and credible basis, and developing useful contact among appraisal participants. Performance appraisals help to allow the organisation to report on the employees' rates of growth, their competencies and potentials (Bekele *et al.*, 2014). Thus, the absence of an effective performance appraisal is a fundamental cause of low output of staff to work.

Functions of Performance Appraisal

Furthermore, employee assessment may increase management efficiency by encouraging managers to pay more attention to and evaluate individual workers (Cheng, 2014). According to Ahenkan et al., (2018), performance appraisal policy objectives are better understood in terms of potential benefits, which include growing incentive to perform efficiently, increasing staff self-esteem, gaining new insight into employees and managers, awarding incentives on a reasonable and credible basis, and developing useful contact among appraisal participants. They are completed on a daily basis and serve as a record of an employee's success, ability, and growth needs (Bekele, Shigutu & Tensay, 2014). The evaluative and developmental roles of the performance assessment mechanism are typical (Lawler, 2012). The method of determining and justifying employee compensation is part of the evaluative feature.

It includes decisions on promotions and terminations, as well as acknowledgment of individual success, both good and bad. These are linked to the expectancy theory and the equity theory, which relates effort and performance to the type of rewards available. Providing feedback, recognizing strengths and

weaknesses, assessing the need for preparation, and determining transfers are all part of the developmental function (Armstrong, 2012). According to Fakharyan, Jalilvand, Dini, and Dehafarin (2012), performance assessment serves two functions in organizations: the first is to make strategic decisions regarding workers (compensation, promotion, firing, downsizing, layoffs, and so on), and the second is to recognize and schedule employees' growth opportunities (identify strengths or areas for growth, coach, develop career, etc.).

According to Neha and Himanshu (2015), a performance assessment system benefits not only workers, but also managers and management of a company. This is premised on the reason that it identifies ineffective performers for developmental programmes or other personnel actions, evaluates both the employee's performance and the potential for development. In the hands of management, performance assessment may be a valuable method for orienting newly hired employees as well as improving the job performance of below-average employees. It's also one of the most significant prerequisites for effective company and human resource management (Mahoney & Kor, 2015). The overall aim of performance appraisal is to maintain higher performance by encouraging workers' engagement, which is based on their experiences in the workplace, such as the current compensation structure and organizational rules and regulations.

Ahmad and Bujang (2013) also claim that the aim of a performance assessment method is to improve the organization's business results by ensuring that employees' everyday activities directly contribute to both their team's and the organization's objectives. According to Fakharyan et al. (2012), a performance

assessment serves two objectives. To begin with, performance assessment serves an administrative role by providing managers with the details they need to make remuneration, promotion, and dismissal decisions, as well as assisting workers in comprehending and accepting the rationale for these decisions. Second, appraisals may be used to recognize and schedule future training and other changes that workers need.

The authors warn that an ideal performance assessment should be a joint effort between subordinates and supervisors, with agreed-upon tasks and targets and improvement strategies in place to ensure that subordinates will meet those goals (Brewster & Mayrhofer, 2012). Chen (2014) backs this up by stating that a successful assessment system is designed to encourage employees to come to work consistently and on time, as well as to offer their best effort. Dessler (2011) also identifies three factors for evaluating results. To begin with, appraisals provide useful information on which promotions and/or pay increases to pursue. Second, the evaluation process is a great way to evaluate results and reinforce good work while also correcting any flaws that may exist.

Finally, appraisals are a valuable career-planning tool because they enable you to compare your plans to your demonstrated strengths and weaknesses. Performance, potential, and incentives are the three key uses for performance assessment, according to Brewster and Mayrhofer (2012). This means that organizations may not only want to evaluate past success, but also want to use the evaluation method to determine potential for future positions and assign incentives.

Process of Performance Appraisal

The method of evaluating an employee's current and/or past performance in relation to his or her performance expectations with the goal of improving performance, adding value to the organization, and assisting in the achievement of objectives (Schraeder, Becton & Portis, 2007). Regular appraisals include a holistic view of each employee's success, ability, and growth needs. The evaluative component of performance appraisal aids in making decisions on resource allocation, rewarding and empowering workers, correcting poor performance, and providing feedback to specific employees (Lawler, 2012). It supports recruiting, selection, training, and growth decisions. Pay raises, bonuses, promotions, and work rotation are all contingent on an accurate assessment of employees' success (Brewster & Mayrhofer, 2012).

Some scholars have established some distinct phases of performance assessment. The assessment method in terms of evaluating individual performance against defined performance goals set by the organization, according to Vainieri and Nuti (2011). Since an assessment method may not be able to successfully serve all of a company's goals, management should prioritize the activities it feels are most essential and reasonably achievable. The next step in the assessment process is to define performance metrics or requirements and communicate these objectives to the affected employees. The work is then completed, and the supervisor evaluates the results. The appraiser and the employee assess job performance and test it against defined performance criteria at the end of the evaluation period.

This evaluation aids in determining how well workers have followed these criteria, determining the causes of failures, and formulating a strategy to address the issues. Tasks are set for the next assessment time at this meeting, and the cycle begins again. According to Cole (2009), performance evaluation begins with the completion of an adequate assessment method. The preparatory stage is followed by a meeting in which the manager converses with the employee and reviews progress. The meeting ends with the employee taking some sort of agreed-upon action, either alone or with his or her boss. The action usually takes the form of a career development plan, a promotion or move to another role, or a pay raise. Gupta (2005) also identified six stages of performance appraisal process which are setting performance standards, relaying the standards, measuring performance, analysing the actual with the standards, discussing the appraisal and taking corrective actions.

These appraisal processes are supported by Decenzo and Robbins (2002). The processes end with not only a corrective measure, but also a reward system in terms of promotion or salary review. According to Vainieri and Nuti (2011), the assessment method may be viewed as an opportunity to take a broad view of job content and accomplishments, as well as settle on next-period goals, but it can also be used to detect weak output early on. In a nutshell, performance analysis is a method of providing workers with reviews. Employees' results, as well as their capacity for advancement, are assessed during performance appraisals. An appraisal's main goals are to evaluate results, define training needs, set and agree

on potential priorities and standards, and make it easier to achieve these goals (Brewster & Mayrhofer, 2012).

Abdulkadir et al. (2012) suggest that the intent and scope of the assessment be made transparent to both the appraiser and the appraised, and that performance appraisal be viewed as a power sharing exercise to ensure a positive interpretation of the method. According to the writers, performance evaluation must be a collaborative and productive process that includes feedback from both employees and superiors. Similarly, the assessment system should emphasize employees' achievements and successes rather than their flaws and shortcomings, and should contribute to a roadmap for the individual's future growth and advancement. Top management should be completely committed to the principle of performance assessment, according to Abdulkadir et al., and ensure that union leaders and other members of staff are consulted.

It's also important to identify preparation needs and set aside time to address job quality and financial concerns. Employees are expected to renew their interest in becoming a part of the organization now and in the future, according to Bekele et al. (2014), and to feel taken seriously as individuals. Finally, managers should feel more at ease when evaluating employee results and be genuinely concerned about their needs and objectives.

Perception of Satisfaction with Performance Appraisal System

Employees are the ones who receive performance appraisals, and their perceptions and experiences with the system or process have an effect on it. Satisfaction with the performance assessment procedure, according to Shrivastava

and Purang (2011), is contingent on whether those being appraised believe it is morally justified. Employee consultation, according to the authors, is important because it increases device ownership and efficacy. According to Swiercz, Bryan, Eagle, Bizzotto, and Renn (2012), employees' level of outcome is influenced by their expectations, which affect the way they think, feel, and act. The majority of workers have mixed emotions about performance evaluations. While some workers believe that performance assessment is riddled with prejudices and often fails to achieve its goals, others see it as a way to justify their work.

Biases, subjectivity, and different types of judgment errors, according to Selvarajan and Cloninger (2012), can have a negative impact on the performance assessment process. Subjective metrics, according to them, are those that cannot be quantified and rely heavily on the judgment of an analyst or appraiser. According to Rahman and Shah (2012), subjective metrics have the ability to impact the standard of employee performance appraisals because they can be affected by bias or exaggeration as a result of emotion. Employees who think the assessment system is skewed or that there is a misunderstanding between them and their employers are more likely to be unhappy with their jobs, which can lead to negative consequences. According to Brewster and Mayrhofer (2012), assigned objectives in a performance assessment framework should be precise, observable, attainable, practical, and time-bound for both superiors and employees.

When assessing workers and their results, managers are prone to making mistakes (Dessler, 2011). Employees, on the other hand, can interpret these prejudices as unfairly interpreting their own results. Employee expectations of the

fairness of the performance evaluation scheme, according to Obisi (2011), are quite relevant requirements. Employees' expectations of fairness in appraisals have a significant influence on employee satisfaction with evaluation systems as well as judgments of the efficacy and usefulness of performance appraisal systems for managers and organizations, according to him. Employees would be extremely dissatisfied with the performance assessment process if they believed the method was biased, insignificant, or political, according to his research. Employees believed the performance assessment method was neither reliable nor equitable, according to Abdulkadir, Isiaka, and Adedoyin (2012), posing a major problem for managers and leaders in organizations.

According to the anticipation hypothesis, frustration with the evaluation process and the inability of performance evaluations to improve how people function has often been related to lower organizational engagement and increased intentions to leave, according to Mustapha and Daud (2012). According to Fakharyan et al. (2012), if workers are pleased with the performance management system's implementation, they will view it positively and make every effort to carry out the roles and duties assigned to them efficiently and effectively, making the organization to which they belong more productive and competitive. According to the writers, organizations need to know how workers who administer appraisals, as well as those who are appraised, view the performance evaluation method in order for it to be implemented effectively.

Mustapha and Daud go on to say that the effectiveness of a performance evaluation method could be determined by employee loyalty, perceptions of fairness, and reactions to key aspects of the appraisal process.

Karimi, Malik, and Hussain (2011) believe that the intent of performance appraisal influences rating processes and results, and that employee attitudes can differ based on how the appraisal is used. Various aspects of the performance assessment method and process are influenced by perceptions of fairness and accuracy, appraisal objects, appraisal interview behavior, and appraisal satisfaction. Employees who believe they understand an organization's evaluation processes are more likely to favor essential organizational variables in the future, according to Karimi et al.

Employees with these traits are often more supportive of and favoring of the appraisal method and its feedback, have higher work satisfaction, and are more committed to the organization. As a result, Lawler, Benson, and McDermott (2012) recommend that performance appraisals be performed more regularly and that workers be given the ability to challenge their reviews in order to ensure that employees have a positive attitude toward performance appraisal systems. They also believe that managers should have a better understanding of the assessment process, that the organizational climate should be cooperative rather than competitive, and that the organization's strategy should address weaknesses as well as strengths.

The performance reward contingency, according to Fakharyan, Jalilvand, Dini, and Dehafarin (2012), can moderate the relationship between perceived evaluative use and feelings about the evaluation, so that employees who obtain positive outcomes would be satisfied with evaluative performance appraisal use and vice versa. Employee impressions of the politics of performance assessment are also negatively linked to work performance and positively related to turnover intention, according to Kumari and Malhotra (2012). This, according to them, is the primary explanation why workers stop adopting performance appraisal programs. According to Lawler Benson and McDermott (2012), the interpretation of a performance assessment system is linked to the feedback it provides. Employees who believe the organization is attempting to meet their needs may feel a sense of obligation to contribute to the organization through high job results, according to the study.

According to Lawler et al. (2012), the feeling that is offered to an employee in connection with a performance assessment has a significant impact on the level of respect that he/she grants himself and has a significant impact on his potential performance. Lawler (2012), on the other hand, claims that the feedback's success is contingent on the process's acceptance. According to him, the source of the feedback must be viewed as trustworthy, truthful, accurate, objective, and properly motivated by the recipient. The degree to which subordinates are pleased with the process and the feedback they have received is measured by their satisfaction with the performance assessment.

According to Grigoroudis and Zopounidis (2011), performance assessment increases employees' sense of value and knowledge of themselves as members of the organizational team, causing them to become more dedicated to the organization. A fundamental problem with performance evaluation, according to Ahmad and Bujang (2013), is the conflict between the assessment and motivational roles of the appraisal process, which is related to other aspects of the situation, such as consistency of assessment, communication, implication for rewards, and the personal agenda of the participants. According to Kumari and Malhotra (2012), performance assessment practices have the ability to enhance employees' perceptions of being respected by the organization, which is critical for affective organizational commitment and improved performance.

Challenges associated with Performance Appraisal System

Employee motivation, attitude and behavior growth, communicating organizational goals, and cultivating positive relationships between management and employees all benefit from performance appraisals. Although performance appraisals are important for managing employee and organisational performance, they are associated with some challenges in their implementation. Since it requires multiple workers, the performance assessment process is often complicated, and selecting parameters for evaluating method effectiveness is also challenging (Abdulkadir et al., 2012). Practitioners find it difficult to assess their assessment method because of these issues. The leniency or harshness error, central tendency error, personal bias error, and comparison error are all problems that appraisers face.

Rating managers should, in theory, be entirely impartial in their evaluations of employees (Fakharyan et al., 2012). When supervisors allow individual differences such as age, religion, seniority, sex, appearance, or other subjective classification to influence the ranking they offer to employees, this is known as personal bias in performance appraisals (Lawler, 2012). According to Gao and Banerji (2015), this challenge is not only harmful to employee morale, but it is also illegal and can result in expensive legal issues. As a result, Gao and Banerji suggest that this issue can be solved by having higher-level supervisors review the performance assessment. Managers must be careful not to make rating mistakes when performing performance appraisals.

Central tendency is a common error that occurs when employees are incorrectly rated near the average or middle of the scale (Lawler *et al.*, 2012). Some rating scale systems can promote this activity by requiring the evaluator to justify extremely high and extremely low ratings in writing. As a result, some raters offer only average ratings to prevent potential criticism. Employees do not always complain about this since these scores appear to cluster in the completely satisfactory category (Fakharyan et al., 2012). Some performance evaluations are focused on the whole assessment span, rather than only the last month, which may lead to recent behavior bias (Leontiev, 2012).

The subordinate's performance may be excellent during the year (if the assessment is performed annually), but it may deteriorate in the final month. The rater judges the subordinate based on the previous month's results and ignores the subordinate's excellent eleven-month performance. According to Lawler et al.

(2012), it is common for a rater to recall recent behavior more vividly than actions from the past. As a result, Leontiev (2012) suggests that keeping performance records during the assessment process will help prevent the issue of recent behavior bias. Another possible flaw in performance evaluations is their lack of objectivity. Commonly used variables like behaviors, commitment, and personality, for example, are difficult to quantify using the rating scale system (Breuer, Nieken & Sliwka, 2013).

These variables may or may not have any bearing on an employee's job performance. While there will always be some subjectivity in assessment processes, Migiro and Taderera (2010) argue that employee appraisal should be focused solely on personal attributes, which may put the evaluator and the organization in an untenable role in terms of employee equal employment opportunity guidelines. Fairness in performance appraisal is linked to the problem of recent behavior bias, and it is a more complex phenomenon than other performance appraisal reactions. This is because the organization's fairness has an impact on determining how employees respond to performance appraisals (Decramer, Smolders & Vanderstraeten, 2013). According to the writers, a successful assessment method is extremely sensitive to issues of justice and fairness.

To this end, appraisal equity may be interpreted in four ways: fairness with performance scores, fairness with the appraisal method, procedural justice, and distributive justice, to name a few (Annan-Prah, 2011). One of the major obstacles in performance assessment implementation, according to Kehoe and

Wright (2013), is appraiser inexperience. This is particularly true for new business owners or managers who are introducing an assessment method for the first time, as they may be unfamiliar with the procedure, causing awkwardness during the evaluation. Employee resistance in an appraiser process, which may make workers nervous, is related to appraiser inexperience. Such appraisers may dislike the close inspection or regard the whole process as a negative endeavor.

Decramer et al. (2013) recommend following and using a standardised assessment format for any employee, as well as providing appraisal instructions to workers ahead of time so that they have a clear understanding of what to expect in order to address these challenges. Performance assessment mechanisms may also be problematic if they are not related to incentives or based on growth. An employee who performed exceptionally well during the assessment period and was recognized during the evaluation may be entitled to any compensation, monetary or otherwise. If this is not the case, it will lead to dissatisfaction and decreased productivity, as the employee may believe that making an extra effort is pointless if it is not adequately compensated (Lawler et al., 2012). Karimi et al. (2011) also discuss the difficulties of not concentrating on emerging needs when evaluating results. If there are negative points in the analysis, the employee will believe that the object of the assessment is to point out just what is incorrect. If the result of the performance assessment is negative, reviewers should work with the employee to create an action plan. According to Chen (2014), each assessment should clearly represent an employee's success rather than a supervisor's prejudices. However, this is difficult to do flawlessly since most raters make

mistakes, either deliberately or inadvertently. According to Chen, raters must be conscious of these prejudices in order to minimize or remove their effect on appraisals.

Measuring the Effectiveness of Performance Appraisal System

The process of guiding, assessing, and rewarding individual success is crucial because it sends a clear message to employees about what is necessary and respected in the organization. As a result, determining whether performance assessment programs are successful is an integral part of the implementation and management process. When used correctly, effective performance appraisals can significantly contribute to employee satisfaction and motivation (Brown et al., 2010). There are several concepts that are used to develop performance appraisals; however, the key principles that are used to develop successful performance appraisals are discussed in the following section. Setting specific and attainable targets and performance expectations is the first principle for determining the efficacy of a performance assessment system (Brewster & Mayrhofer, 2012).

According to Bhattacharyya (2011), setting targets, determining how to quantify milestones, and offering frequent progress reviews are all part of a properly defined performance evaluation. Brewster and Mayrhofer (2012), on the other hand, believe that setting employee targets should be linked to the organization's strategic goals. Both workers (subordinates) and superiors (managers) are required to carry out and approve this activity, and it should be conveyed to the appropriate people. Managers who are committed to planning for

optimal results understand that one of their primary obligations is to remove roadblocks to good performance and have sufficient support to complete tasks correctly and on time. Performance criteria (standards) must also be comprehensible, measurable, and rational.

A norm is a definition of what constitutes competent performance for a specific employee task (Armstrong, 2012). It details what needs to be done and how it should be done. To reduce subjectivity in the performance assessment process, standards of practice are important. Measurement standards are included in each standard. Armstrong claims that in order for a quality to be met, all of an organization's specified requirements must be met. While a metric remains relatively constant over time, measurement standards can be updated more regularly to reflect advances in scientific expertise and practice expectations (Chen, 2014). The availability of feedback is the second principle for determining the efficacy of a performance assessment method.

The importance of providing input in the performance assessment method cannot be overstated. Feedback refers to how members of an organization respond to how feedback is generated, embraced, and used during structured performance assessment processes (Dessler, 2011). This is a clear line of contact between the boss and the employee. It boosts productivity and aids decision-making within the organization. The employee is guided to the organization's mission and goals by the feedback. Fakharyan et al. (2012) advocate for the use of the 360-degree feedback method, which entails an assessment and feedback from a variety of groups within the workplace, including colleagues, supervisors, managers, and

even customers. The significance is to achieve a wider assessment that encompasses all facets of the staff's working relationships, including how they interact with their supervisors, colleagues, and strangers, such as customers. (Chen et al., 2014).

Monitoring and follow-up action should be a standard function of every successful performance framework (Dessler, 2011). This is a critical step in getting accurate input from all section/department heads so that any results can be integrated into the framework. Furthermore, the assessment should be reviewed on a regular basis and, if appropriate, updated to suit the organization's evolving environmental influences (Grigoroudis & Zopounidis, 2011). However, according to Lawler (2012), addressing an employee's progress and areas for improvement gives managers the ability to be understanding and constructive while also guiding the employee to improved results. An agreed-upon collection of competencies, accurate duty statements, and consistent standards of conduct are the foundations of the third successful and equitable performance assessment process.

According to Neha and Himanshu (2015), the first step in the assessment process is to establish a competency, which is a collection of complementary skills, expertise, and attitudes that enable supervisors to objectively assess employee efficiency. The application of the expertise and skills required to conduct the job is referred to as competency. Supervisory competency is measured by their occupation, management position, and the duties of their unit within the organization (Sudin, 2011). Another essential concept of performance

assessment is that both the appraiser and the appraised should adhere to consistent ethical standards like trust and transparency. This necessitates a candid discussion of what happened, how appraisees can boost their results, the help they need from their managers to do so, and their future career goals (Schraeder Becton & Portis, 2007).

The appraiser should be objective in his or her evaluation of the employee in question. Since performance evaluations are conducted by individuals, there will always be some element of subjectivity, personal preferences, and prejudice present, which will distort the evaluation method. According to Sudin (2011), ranking employees produces results that can provide a strong indicator of how incentives are related to success. However, according to Lawler (2012), poor performance assessment results can have a negative effect on workers, particularly if such results are not handled pro-actively and in a constructive manner. This point is consistent with the expectancy and equity theories, both of which advocate for justice in the performance assessment and compensation systems.

Empirical Review

Adofo (2011) conducted a study in selected senior high schools in Ghana's Kwahu-South District to assess the performance assessment framework and its effect on employee performance. The study's overall goal was to assess the Ghana Education Service's performance assessment scheme. The case study was chosen as the research design because it was most suitable for achieving the study's goals. The study's population was 195 people, and a non-random (judgmental) sampling

approach was used to pick a sample size of 100 people. Data was collected through interviews and questionnaire administration. Tables, bar charts, and pie charts were used to analyze the results. One of the study's key findings was that the Ghana Education Service lacked a consistent policy on how to execute performance appraisals.

This had resulted in a low level of dedication on the part of both appraisers and appraisees in the execution of performance appraisals. In order to enhance the conduct of performance assessment in the Ghana Education Service, it was proposed that a specific policy be developed. It was also suggested that funds be set aside for conducting performance evaluations in schools. Farrell (2013) investigated the feasibility of a performance assessment method in an Irish consumer services organization. The aim of the study was to look at the efficacy of performance appraisals from the perspective of employees. The study used a survey approach, with workers filling out self-administered questionnaires to gauge their feelings about the performance assessment method and how good they thought it was.

The surveys were distributed to a total of 72 employees at the company, with 60 completed surveys (83 percent) being returned. The study's results showed that while workers were generally satisfied with having to complete performance appraisals, more work needed to be done to improve the system and make it more competitive and satisfying. A few aspects of the framework were restricting the appraisal's efficacy, and the organization was also lacking certain critical elements that are needed in an effective performance appraisal.

Bintu (2014) investigated the efficacy of the Kwame Nkrumah University of Technology's performance assessment scheme (KNUST). The study's aim was to determine how workers felt about KNUST's performance evaluation system, as well as the system's goals, effectiveness, and challenges. The research was descriptive, using both primary and secondary sources of information. Data was collected from all KNUST employees through questionnaires, interviews, and observations, and analyzed using SPSS version 20. KNUST had a performance assessment framework in place for both junior and senior staff and senior members, according to the report. The study's findings revealed that key performance criteria were established in large part in collaboration with subordinates and appraisers.

It was also discovered that the majority of employees believed their success was reflected in their reviews. Furthermore, the majority of employees thought the assessment method was useful and that the appraisal process was not a waste of time. The method was said to have aided in recognizing systemic factors that were impeding successful results. Low feedback rate and a lack of sufficient resources were described as major challenges. The study concluded that it is critical to preserve fairness in the assessment process in order to gain the requisite confidence and cooperation from employees. It was also suggested that daily input be provided, as failure to do so could impact staff involvement in the process.

Employee satisfaction was classified as the most critical reaction to performance assessment systems by Frimpomaa (2014). The aim was to compare

and contrast observations (i.e., how managers and supervisors interact with workers and make decisions based on performance assessment results) with current literature theories. The study was focused on questionnaires provided to a group of 120 Vodafone Ghana employees (Accra - Head Office and Kumasi - Adum). The respondents were asked both open-ended and closed-ended questions, with the latter requiring them to provide responses based on the researcher's choices. The data analyzed with the SPSS program revealed that employees clearly understood the parameters used for evaluation assessment and that employees were encouraged to discuss their results before signing the assessment sheet.

The study's findings also indicated that appraisers may lack direct or appropriate knowledge of employee work specifications in order to provide a thorough evaluation, and that the type of appraisal system in place gave the appraiser a greater control over the final results. As a result, it was suggested that management hire appraisers who are well-positioned and knowledgeable about the job, or better yet, provide appraisers with some preparation before they conduct the appraisal. Employees who were dissatisfied with their performance should be able to obtain recourse via a review process or committee, according to management.

Lessons Learnt

The issues of performance appraisal is closely linked to employee motivation, satisfaction and performance. Employee perceive the appraisal process as a very important reflection of their capacity to fulfil tasks and

responsibilities besides the awareness that management is keeping track of their performance. However, the empirical evidences have shown strong dissatisfaction among employees on how the appraisal processes are being handled in terms of fairness, timeliness and biasness. Further, in most institutions, the feedback system has not been taken serious by management as most employees indicated they are left in the dark on the outcome of their assessments. The issue of job specification also reveals that employees are not certain with the scope of the performance appraisal in terms of being limited to assigned tasks. Nonetheless, the empirical evidences have proven that employees in similar institutions have concerns with the performance appraisal process and need to be addressed.

Conceptual Framework

The frame work in figure 1 will guide the rest of the study based on evidences from the literature review and the research objectives. The assertion is that performance appraisal systems are designed to evaluate performance of the employees. This includes standard assessment of previous employee performance based on achievement and contributions that can be measured on a standard scale. This scale must exhibit fairness in all aspects of the appraisal processes especially during corrective action stage where rewards and punishment are implemented. When such fairness is used in the appraisal process, employees derive a satisfactory impression of the appraisal process as such expect that every other employee will be appraised through the same process. Rewards and punishment will be awarded where and when necessary to any employee who deserve it. Such

outcomes result in job satisfaction, commitment and by extension increase in performance.



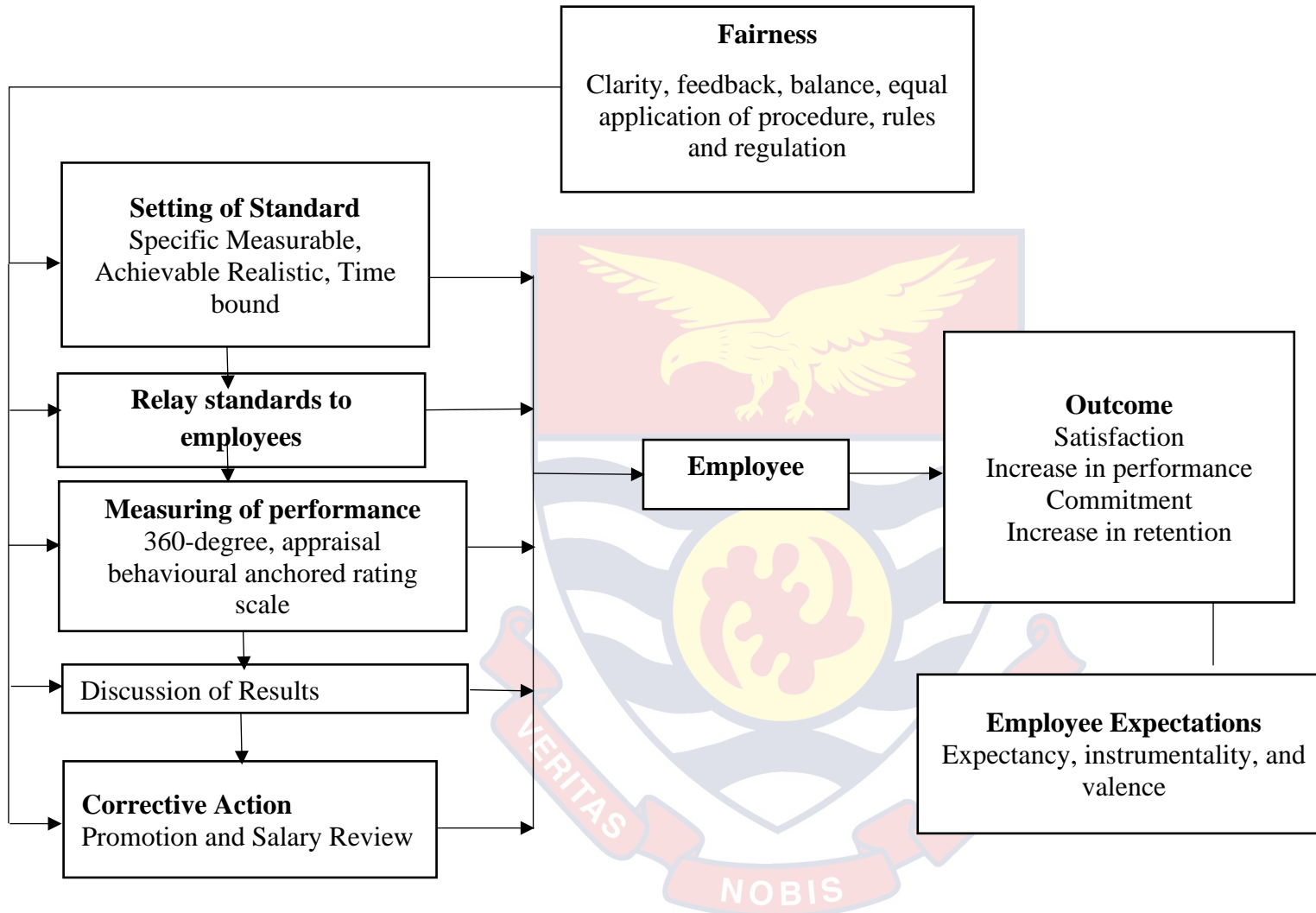
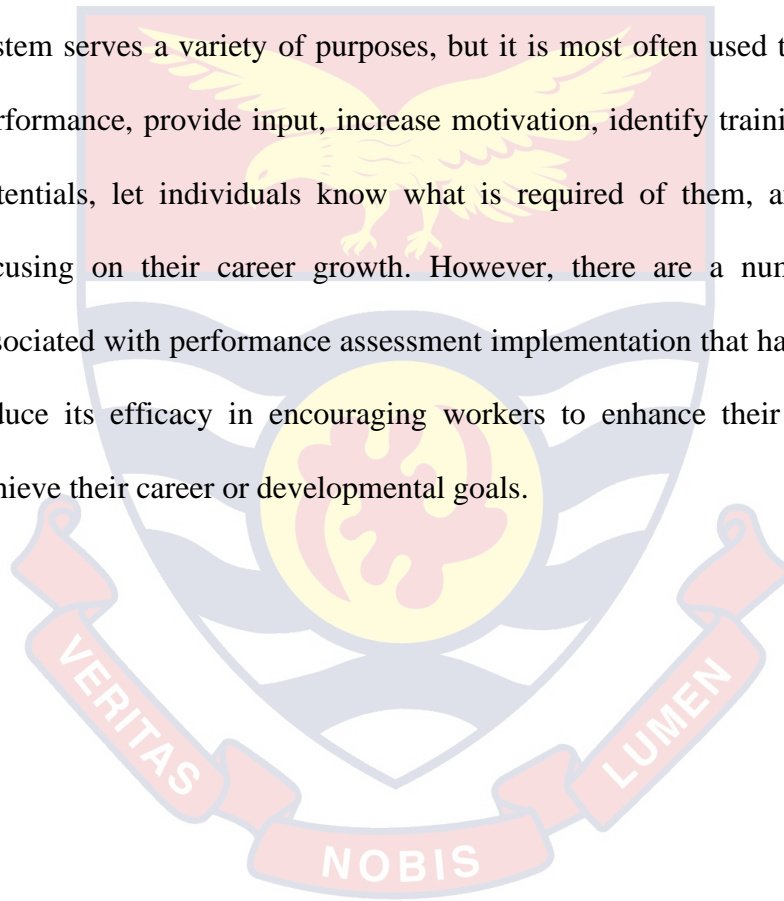


Figure 1: Conceptual Framework. Source: Author's construct (2018)

Chapter Summary

Performance assessment is characterized as the process of defining, assessing, and improving the job performance of employees in an organization in order to more effectively achieve the organization's goals and objectives. This is accomplished while also benefiting workers in terms of appreciation, feedback, meeting job needs, and providing career guidance. A performance assessment system serves a variety of purposes, but it is most often used to enhance current performance, provide input, increase motivation, identify training needs, identify potentials, let individuals know what is required of them, and assist them in focusing on their career growth. However, there are a number of problems associated with performance assessment implementation that have the potential to reduce its efficacy in encouraging workers to enhance their performance and achieve their career or developmental goals.



CHAPTER THREE

RESEARCH METHOD

Introduction

The study uses various methods and instruments to gather and analyze data in relation to each research goal in order to assess the efficacy of performance assessment at the University of Cape Coast. This includes the research method, research design, target population, sample and sampling technique, research instrument, data collection procedure, data collection problems, data processing and analysis, and data processing and analysis.

Research Approach

For gathering, evaluating, and incorporating both quantitative and qualitative data, this study used a mixed research approach. According to Myers and Powers (2017), this form of study allows the researcher to gain a greater understanding of the research issue than either quantitative or qualitative methods alone. For this study, the quantitative data was taken from interaction with senior staff of the various faculties and units of the University whilst the qualitative based on data collect from the heads of the various departments.

Further, with the quantitative aspect, questionnaire was the chosen instrument for data collection, it involved questions that brings out the concerns of the senior staff with regards to the appraisal processes. Derrick and White (2017) observed that this method is well adapted for gathering quantitative data and has been used to quantify behaviors, behavior observation checklists, and performance instruments, echoing the importance of these choices. The statistical

analysis of scores obtained on instruments in order to answer research questions or test theories is what this form of data analysis entails.

In order to obtain in-depth information from the Heads of Departments at UCC, an interview guide was used. Similarly, Johnson and Christensen (2019) stated that qualitative data (words, text, or behaviors) is usually analyzed by grouping it into knowledge categories and presenting the variety of ideas gathered during data collection. Mixed method research and data is more suitable for this analysis since it is simpler to achieve a greater scope and depth of understanding and corroboration by combining both quantitative and qualitative research and data, thus offsetting the shortcomings inherent in using each methodology separately.

According to Gibson (2017), another benefit of performing mixed methods research is the probability of triangulation. This entails examining the same phenomenon using a variety of approaches and data sources. According to Johnson and Christensen (2019), triangulation helps researchers to more precisely classify aspects of a phenomenon by approaching it from various perspectives and using various methods and techniques. According to Johnson and Christensen, effective triangulation necessitates a thorough examination of the types of information given by each system, as well as its strengths and weaknesses. Different researchers believe that mixed method approach is suited for different instances. Leavy (2017) noted that it is suited for instances when the researcher wants to validate or corroborate the results obtained from other methods.

According to Yokotani, Takagi, and Wakashima (2018), it is acceptable when a researcher needs to verify or corroborate the findings of other methods. Yokotani et al. also said that it is appropriate for when a researcher needs to keep looking at a study issue from multiple perspectives in order to explain unexpected results and/or possible inconsistencies. It allows the researcher to elaborate, clarify, or draw on observations from other approaches for the purposes of this analysis. Furthermore, the researcher was able to develop a good understanding of the theories in relation to the phenomenon of adolescent vocational choices. Finally, the researcher was able to generalize findings from both the qualitative and quantitative research.

Research Design

A convergent parallel design was used to direct the analysis, based on the mixed approach and the requirements of the research objectives. This research design allows for the collection and study of both qualitative and quantitative data at the same time (Tasseff, Tavernier, Watkins & Neill, 2018). As a result, an interactive approach could be used, in which data collection and analysis processes are changed as a result of repetition. In addition, convergent parallel design ensures that preliminary quantitative findings can influence the focus and types of qualitative data collected, and vice versa (Timurkutluk & Chowdhury, 2018). As a result, both qualitative and quantitative data are collected simultaneously, and preparation for integration continues after the data collection process is completed. However, as shown in figure 1, the two types of data are

evaluated separately before being combined (Kuss, Harkin, Kanjo & Billieux, 2018).

For the purposes of this analysis, convergent parallel design enabled the researcher to obtain different but complementary data in order to better understand or gain a full understanding of the research issue. The parallel design, according to Donovan, Wakefield, Russell, Hetherington, and Cohn (2019), ensures that the researcher can obtain and analyze two separate strands of quantitative and qualitative data at the same time and in a single step. Nonetheless, while both quantitative and qualitative approaches are given equal weight, data analysis is held separate, overall interpretation findings are mixed, and the researcher can look for overlap, divergence, inconsistencies, or relationships between two sources of data (Kuss, Harkin, Kanjo, & Billieux) (2018).

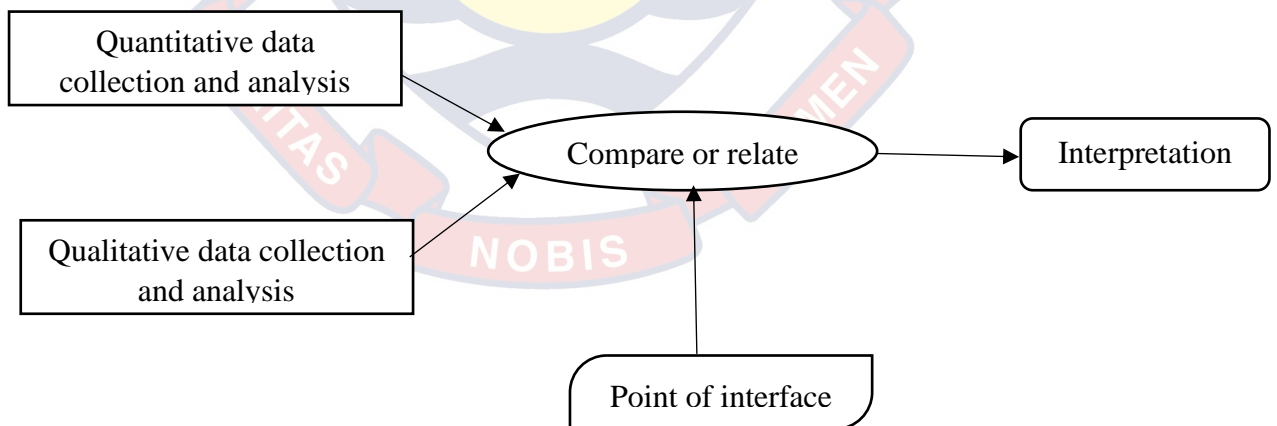


Figure 2: Concept of Convergent Research Design. Source: Feldon and Kafai (2008)

Convergent Research Design is a four-step process that includes gathering both types of data at the same time, evaluating the two data sets separately,

combining the findings, and interpreting the combined results. A flowchart, like the one shown in figure 2, helps to illustrate the four phases (Vossler & Holladay, 2018). As can be seen, data is gathered from a single source or several sources, such as a survey, an interview, or a single survey. The two forms of data are collected in the order of survey, focus group, and one-on-one interview. In the results or discussion section, or in a summary table, a side-by-side comparison of the data analysis strategies is made. The quantitative or qualitative results are then introduced, accompanied by qualitative or quantitative results, and finally comments that explain how qualitative or quantitative results validate or refute quantitative or qualitative results.

When analyzing the combined findings, the researcher looks for correlation and convergence, as well as how to treat discrepancies, the study's weaknesses, and how to revisit the two types of data if appropriate. The need for both quantitative and qualitative expertise in the study, the implications of using different samples and sample sizes when combining two data sets, how to integrate two types of data, and how to deal with the situation where quantitative and qualitative findings contradict each other are some of the challenges with convergent parallel design (Donovan, 2019).

Study Area

The University of Cape Coast began as a university college in 1962. Under the name University of Cape Coast, it became a full and independent university in 1971. (UCC). Since then, an Act of Parliament – the University of Cape Coast Act, 1971 (Act 390) and later the University of Cape Coast Law, 1992

– has granted the University the authority to award its own degrees, diplomas, and certificates (PNDC Law 278). As a result, UCC arose from the need to educate and train highly qualified and professional personnel in the field of education. The University's mission is to become a globally recognized university with a strong role (UCC, 2009). Its mission is to provide a high-quality education by offering extensive, liberal, and technical programs that encourage students to be imaginative, inventive, and morally responsible people.

UCC currently has a total student body of 74,720 students. Agriculture and Natural Sciences, Distance Education, Education Studies, Humanities and Legal Studies, Health and Allied Sciences, and School of Graduate Studies and Research are the six colleges that make up the University of Cape Coast. Each college has its own set of schools and departments. The University Council is the university's governance system's administrative body. It is in charge of the University's administration as well as the management of its finances. The University's relationship with outside bodies is overseen by the Council. In carrying out its responsibilities, the Council is in charge of appointing or nominating members to various committees.

Population

The study population comprised all senior staff at UCC and College Registrars. Records from the Directorate of Human Resource (DHR) show that there is a total of 1,310 Senior Staff and 6 College Registrars. The total study population is, therefore, 1310 in addition to the six college heads. This comprised 500 teaching and 810 non-teaching senior staff.

Table 1: Distribution of Senior Staff Population by Status and Colleges

College	Teaching	Non-Teaching	Total
Humanities and Legal Studies	146	97	243
Agriculture and Natural Sciences	81	51	132
Health and Allied Sciences	54	32	86
Education Studies	105	66	171
Distance Education	13	37	50
Others*	101	527	628
Total	500	810	1,310

Source: UCC DHR, (2018)

Others comprises college registrars, senior staff under central administration and other offices

Sample

The study used the sample size formula for a finite population by Yamane (1967) to calculate for the sample size. The formula is stated as:

$$n = \frac{N}{(1 + N(e^2))}$$

Where

n = required sample size, N = population (1,304), e = confidence level (0.05)

by substitution,

$$n = \frac{1,310}{(1 + 1310(0.05^2))}$$

$$n = \frac{1,310}{(1 + 1310(0.05^2))}$$

$$n = \frac{1,310}{(1 + 3.275)}$$

$$n = \frac{1,310}{4.275}$$

$$n = 306$$

The estimated sample size through the formula was 306. This comprised 300 senior staff and six management staff (College Registrars). Stratified random sampling was used to sample the senior staff respondents for the study. Creswell (2012) defines stratified random sampling as the process of randomly sampling respondents from well-demarcated strata in a population. Thus, the population were organised under teaching and non-teaching strata.

Sampling Procedure

Random sampling was used to sample respondents from each stratum. The study adopted the random sampling because the researcher wanted to give each member in a particular stratum an equal chance of getting selection into the sample. The lottery method was used in the sampling process. With the lottery method, the list of all senior staff was obtained from the DHR at UCC. The names were organised under teaching and non-teaching. The names for a particular stratum were written on equally-sized papers and folded into a bowl. The papers were shuffled. The first draw was made without replacement. The name of the selected respondent was noted. The process was repeated until the sample size for the stratum was reached. The process was repeated for the other stratum.

Proportionate sampling was used to determine the sample size for each stratum. Details of the samples for the two categories of respondents are presented in Table 2.

Table 2: Distribution of sampled Senior Staff by status and colleges

College	Teaching	Non-Teaching	Total
Humanities and Legal Studies	27	38	65
Agriculture and Natural Sciences	16	29	45
Health and Allied Sciences	16	15	31
Education Studies	33	17	50
Distance Education	7	13	20
Others*	16	73	89
Total	115	185	306

Source: UCC DHR, (2018)

Others comprises senior staff under Central Administration and other offices

Six management staff were purposively sampled for the study. Thus, the College Registrars were purposively sampled for the study. This was due to their direct supervision of performance appraisal processes under the various colleges. Under the Central Administration, the Human Resource Director was sampled for the study.

Research Instruments

The data was collected using a questionnaire and an interview guide. The questionnaire was used to gather data from senior staff, while the interview guide was used to obtain more detailed information from UCC Department Heads.

There were five parts of the questionnaire. The first section dealt with the respondents' personal backgrounds. Age, sex, and classification were all factors considered in this portion. The second section focused on how performance appraisals are used at UCC. Some of the issues considered under the section were importance of performance appraisal in UCC, and relationship between performance appraisal and promotion. The third section focused on the perceptions of senior staff on the performance appraisal system.

Some of the questions considered under the section were fairness of the appraisal system, professionalism of supervisors in conducting appraisal, and satisfaction with the appraisal process. Section four was on how the performance appraisal system motivates senior staff to increase job performance. The questions captured under this section included motivated to be punctual and regular at work, increase number of job tasks, and reduce wastage in task execution. The fifth segment looked at how successful the performance appraisal method is at ensuring that employee and organizational objectives are met. The effectiveness of using performance appraisal to identify worker capacity needs and the effectiveness of using performance appraisal to create worker capacity are two of the questions posed in this section.

The interview guide looked at the uses of performance appraisals in UCC, how the performance appraisal system motivates senior staff to increase job performance, and effectiveness of the performance appraisal system in ensuring the achievement of employee and organisational goals. Others were goals for the

performance appraisal system of the university, and feedback from the performance appraisal system.

Data Collection Process

The researcher filed a report with UCC's Department of Human Resources. To the Directorate, the researcher introduced himself and the study's intent. The aim was to seek the consent of the management of the university to carry out the data collection exercise. After securing the consent of the management of the University, the researcher proceeded to identify the sampled senior staff to interview them. The researcher introduced himself to the respondents and secure their consent of participation before engaging them for the study. After securing their consent to participate in the study, the researcher gave them the questionnaire and ask them to indicate the time within which they can use to administer the instrument. The stated times were recorded against their names. Subsequent visits were made based on the stated times to retrieve the administered questionnaire. Appointment were scheduled with the College Registrars and the Director of Human Resource for the interviews. Their consent was sought before conducting the interviews.

Data Analysis

The data were cleaned to check all inconsistencies. The questionnaires will be given special identification numbers to avoid double entry. For processing, the data from the questionnaire was entered into Statistical Product for Service Solutions version 21. The questionnaire's quantitative data was analyzed using

descriptive statistics like frequencies, percentages, and means. Alternatively, qualitative data was transcribed, edited for grammatical errors, and analyzed thematically. The qualitative data was analyzed using content analysis.

Ethical Consideration

Ensure the privacy of respondents and the confidentiality of answers are two ethical concerns to be discussed as part of the report. As a result, the researcher did not gather information about the respondents' personal identities. Other ethical considerations for the research include allowing respondents enough time to administer the instrument in order to prevent unnecessary interference with their work. The UCC Institutional Review Board was also consulted for ethical approval of the report. To make data collection easier, the Department sent an introductory letter.

Pilot Test

The research instruments were pre-tested at the University of Education Winneba. The aim for the pre-testing is to enhance the validity and reliability of the questions for the study. The pre-testing exercise were used to monitor the length of time to for the administration of the research instrument, the order and adequacy of questions. About 20 questionnaires and two (2) interview guides were administered during the pre-testing exercise. It can be observed from table 3 that the questions describing the first research objectives were 67.7% reliable and the KMO values shows that they account for about 69.2% of the variations in process of the performance appraisal system at university of Winneba. Further,

the ANOVA results shows that there were significant variations in the response and the variables did not linearly predict each other. Details of the other two objectives as shown in table 3.

Table 3: Reliability of research Objectives

Research Objective	Cronbach's Alpha	Reliability (%)	KMO /	ANOVA	
			Bartlett's Test	F-Statistic	Sig-Value
The process of the performance appraisal system by Wenniba.	0.677	67.7	0.69/1251.341	39.186	0.00
The use of performance appraisals in Wenniba.	0.668	66.8%	0.628 /1087.691	94.465	0.00
The perceptions of senior staff on the performance appraisal system of Wenniba.	0.794	79.4%	0.797 / 638.788	77.467	0.00

Source: Field Survey Data, (2020)

Chapter Summary

The methods and activities used to arrive at the results were the subject of this chapter. The research design, the study population, the sample and sampling method, and data analysis were all covered. For this analysis, a mixed method research design was used. The study had a population of 1,304 people and a sample size of 306 people. The data was collected using a questionnaire and an interview guide. The quantitative data was analyzed using descriptive statistics such as frequencies, percentages, and means, as well as medians. The data was

also analyzed for inferential effects using the independent-sample t test, Mann Whitney U test, and Pearson's Chi-square test of association. In order to analyze the qualitative data, thematic analysis was used.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter discusses the results of the study pertaining to the effectiveness of the performance appraisal system in delivering the associated outcomes to senior staff of UCC. A total of 280 teaching and non-teaching staff were covered for the survey, and this forms about 93.3 percent of the targeted sample size. The reason was that some of the returned questionnaires were incomplete, whereas others were not returned. The demographic characteristics of the respondents are described and this is followed by the presentation and discussion of the specific objectives.

Demographic Characteristics of Respondents

The demographic characteristics of the respondents were examined as a precursor to analysing the responses directly related to the study objectives. The purposes of this section was to put the responses into context, and to explain into detail either for the purpose of replication or comparison, the sources of responses analysed to fulfil the objectives. The demographic background of the senior staff and college registrars, included in the study is examined. Table 4 analyses the rank of senior staff by their rank. It is shown that 70.7 percent of the sampled staff were males and 29.3 percent were females. There were more (n = 108) administrative assistants in the sample than any other rank, forming 38.6 percent of the total respondents. Males formed the majority in all the ranks except within

the ranks of Chief Administrative Assistant where the study captured equal proportion of males to females.

The chi-square test showed that at an alpha of 0.05, there was no statistically significant association between the gender of the respondents and their ranks (Chi-square = 2.188; df = 3; p-value = 0.534). Thus, this suggested equal opportunities for male and female workers at U.C.C in promotions and employment. Further, with regards to the distribution of senior staff across the colleges, there were more teaching staff than non-teaching staff in the sample. This was reflective of the sample size distribution as targeted by the study. There were more respondents from the central administration and other offices than any other College in a sample. The teaching staff formed 70.7 percent of the total sample and the non-teaching staff formed 29.3 percent. The Pearson's chi-square showed statistically significant association between the colleges and number of teaching and non-teaching staff, at an alpha of 0.05 (Chi-square = 28.135; df = 5; p-value = 0.000).

This showed that there was a significantly higher number of non-teaching staff are the University of Cape Coast than teaching staff. In addition, the ages and working experience of the respondents are analysed. As an antecedent, the distribution of ages and work experience were tested for normality. The statistics revealed that the ages of the respondents were normally distributed giving the skewness statistic 0.158 (std error = 0.146), whereas the distribution of work experience was not normally distributed giving a skewness statistic of 1.075 (std error = 0.146). Therefore, the average for the ages was better represented by the

mean whereas the average of work experience was best represented by the median. It was, therefore, determined that the average age for the teaching staff was 41.40 years and that of the non-teaching staff was 42.55 years. This showed that on average and non-teaching staff were slightly older and the teaching staff by an average margin of about one year.

The Independent sample t-test however indicated there was no statistically significant difference between the ages of the teaching staff and non-teaching staff at an alpha of 0.05 ($F = 0.002$; sig. = 0.964); ($t = -1.414$; sig. = 0.0158); $df = 278$). The average working experience of the respondents, represented by the median, was 10 years for the teaching staff and 9.5 for the non-teaching staff. The observed distribution left shows that the teaching staff had slightly longer tenure served than the non-teaching staff. The Mann Whitney U test, however, showed no statistically significant difference in the work experience of the teaching and non-teaching staff, at an alpha of 0.05 ($U = 9026.0$; $z = -0.491$; $p\text{-value} = 0.624$). It was therefore found that the teaching and non-teaching staff had similar ages and working experience. Overall, the sample of respondents had an average age of 42 years and an average working experience of 10 years.

Table 4: Demographic Information of Respondents

Demographic Group	Information	Frequency	Percent	Mean	Total	
Ranks	AA	Male	135	71.8		188
		Female	53	28.2		188
	SAA	Male	32	71.1		45
		Female	13	28.9		45
	PAA	Male	26	70.3		37
		Female	11	29.7		37
CAA	Male	5	50.0	10		
	Female	5	50.0	10		
Chi-square	2.188	df	3	p-value	0.534	
Age Group	Male	Teaching	110	39.3	41.40	280
	Female	Non-Teaching	170	60.7	42.55	280
Work Experience	Male	Teaching	110	39.3	10.0	280
	Female	Non-Teaching	170	60.7	9.5	280
College	Humanities and Legal Studies	Teaching	135	71.8		62
		Non-Teaching	37	59.7		62
	Agriculture and Natural Sciences	Teaching	13	29.5		45
		Non-Teaching	31	70.5		45
	Health and Allied Sciences	Teaching	16	50		32
		Non-Teaching	16	50		32
	Education Studies	Teaching	31	67.4		46
		Non-Teaching	15	32.6		46
Distance Education	Teaching	7	43.8	16		

Table 4 continued

		Non-Teaching	9	56.3	16
	Others	Teaching	18	22.5	80
Chi-square	28.135	Non-Teaching	62	77.5	80
		df	5		P-value 0.00

Source: Field Survey (2019)

Note: AA =Administrative Assistant, SAA = Senior Administrative, PAA = Principal Administrative, CAA = Chief Administrative.



Process of the Performance Appraisal System of the University of Cape Coast

The first goal was to look at the University of Cape Coast's performance assessment scheme. Setting performance expectations, relaying the standards, evaluating performance, analyzing the actual with the standards, discussing the assessment, and taking corrective measures were all done in accordance with Gupta's (2006) six stages of performance appraisal. From the perspectives of teaching and non-teaching personnel, as well as College registrars, the mechanism involved in each of the steps to analyze.

The registrars of the colleges of Humanities and Legal Studies, Agriculture and Natural Sciences and Health and Allied Sciences opined that:

“We try to involve all stakeholders in setting the standards of performance for both the teaching and non-teaching staff. We not only set a committee to set performance standards, but we also consider the opinions of the one being appraised. There are representative bodies of teaching and non-teaching staff and they are brought on board also give their opinions regarding what they have received from those they represent. We also take into consideration the national and global standards for the academia, especially of Higher Education, because it will be necessary for the University to achieve higher ratings on the global Arena” - College Registrar 1 (Interview date: 11/03/2019).

“In order to set the performance standards, several things must be considered and that will require a comprehensive pool of various stakeholders. First, the need to consider the infrastructure and what can be done with it. Therefore, all performance standards are set within the limits of what can be supported by the physical infrastructure. In order to do this, committees are set at the college levels and their responsibility will be to assess the state of infrastructure from different stakeholders and set realistic goals within what can be supported by the University” - College Registrar 2 (Interview date: 13/03/2019).

The responses showed that a participatory approach is attempted at the college-level to set committees and also to consider the opinions of the stakeholders. It was also depicted that the performance standards are set leaving the confines and limitations of the available infrastructure to the teaching and non-teaching staff. This is healed attempt to make the performance standards activated as possible. However, the standards are not all internalised, but also influenced by the international standards in the academia. This practice is supported by Roberts (2003) who indicated that a participatory approach encourages fairness and completeness in setting performance standards for employees.

The next step in the performance appraisal process is to relay the standard to employees. With regard to this question as to the processes involved in relaying performance standards to employees, the College Registrars answered as follows:

“As I indicated earlier there are representatives of the teaching and non-teaching staff on the appraisal committees. I know that is done in this college and I presume that, that is the same in all the colleges throughout the University. So it is through these representatives that the teaching and non-teaching staff get to know of the performance standards required of them. There are circulars sent around and they may contain some of these performance standards to draw their attention to the conformance of these performance standards either directly or indirectly” - College Registrar 1 (Interview date: 11/03/2019).

“Two methods are often used. The first is that we try to send circulars or notifications through the internet - that is the email of the staff - which will carry along the resolutions of the committees in terms of scheduling of the appraisals and also the performance standards and it may include some of the changes that have been incorporated since the last time the previous standards, because it is quite evident that the international standards keep changing or they keep improving and the University also updates its infrastructure, so

we expect them to work with what has been provided” - College Registrar 2 (Interview date: 13/03/2019).

This indicates that using indirect approach to relay the performance standards to the teaching and non-teaching staff was common and also the direct approach through emails and circulars was employed. However, the emails or circulars have broader goals and the relaying of the performance standards may be shrouded within these goals. It is possible that some staff may not be able to clearly identify them as the performance standards. The use of direct and indirect method to release such information is common in organisation. By the use of the two methods the committee ensures that, one way or the other, the staff will receive notification of the performance standards. This is supported by Decenzo and Robbins (2002) who wrote in support of using multiple channels of providing information to employees.

The next step of the appraisal is to measure the performance of the staff (Gupta, 2005). To analyse this, the College Registrars were asked how they measure the performance of the teaching and non-teaching staff. The responses that were obtained are as follows:

“Measuring the performance forms the crux of the performance appraisal, because it is by that, that we are able to achieve the goals of the appraisal. In doing this, we try to use multiple methods. So for an individual, it is possible that multiple methods will be used to measure his or her performance based on the objective of the appraisal. For example, if the appraisal is to investigate a

complaint that has been made against the person, the mix of measurement methods may be different from if the purpose is to review the person for a promotion. We might use multiple sources just to cross-check and see if our speculations are right before we attend to a particular matter. So we may use peer reviews, assessment by students and users, and it can even be a self-appraisal, but in the end they will be pooled together and the results will be compared to see if there's some kind of conformity among them” - College Registrar 1 (Interview date: 11/03/2019).

“We don't rely on one method for every person. They may change according to the rank of the person or the matter at hand. So the purpose of reviewing or appraising the staff may not always be the same across-board. If for a year or a certain period of time the purpose of the appraisal is on how social relations at work affect the performance of the staff, then it is possible that, for that period of time, the methods may be more inclined towards peer reviews and students or end-user reviews. If it is more of a query, then the method may be more of a direct interview with the departmental heads or the College Registrars or people higher up the ranks of the person being appraised” - College Registrar 2 (Interview date: 13/03/2019).

The results show that the measurement of performance of the staff during appraisals at the University of Cape Coast does not conform to the single pattern either for every individual or for every station of appraisal. This review that the purpose and goals of the appraisals change according to the pertaining circumstances at the time. As it was indicated that over some period of time, social relations may be the focus of the appraisals, and how they affect the work of the staff. This is also indicating that certain times this objective may change and that will require a change in the methods of measuring the performance of staff. However, generally, peer reviews, self-assessment, students' reviews, and direct interviews were indicated as some of the methods for measuring the performance of the staff.

Using multiple methods of measurement also known as triangulation is supported in literature. For example, Rahman and Shah (2012) indicated that subjective measurements distort the results of the appraisal. Therefore, by multiple sources, it is more likely that a rather more realistic assessment can be made.

The processes of measuring the performance of staff were also analysed from the perspective of the senior staff. In Table 5, the probationary period of the respondents is analysed. This is to indicate whether the appraisal methods are used at the probationary periods as well. It was found that the distribution of the probation tenure of staff was normally distributed, given a margin of error of 0.05 (skewness = 0.410). The average probation tenure for the staff was four months. There were observed differences in the tenure of the non-teaching and teaching

staff, whereby the teaching staff had an average tenure of 3.92 months and the average for the non-teaching was 4.55 months. The Independent sample t-test showed that this difference was statistically significant at an alpha 0.05. Therefore, it was revealed that the non-teaching staff had a longer probationary tenure than the teaching staff.

Table 5: Probationary Period of Staff

Staff	Frequency	Percentage	Mean	Std. Error
Teaching	110	39.3	3.92	0.170
Non-teaching	170	60.7	4.55	0.161
Total	280	100.0	4.00	0.120

Skewness = 0.410; F = 9.714 (sig. = 0.002); t = -2.685 (sig. = 0.008); df = 258.407

Source: Field Survey (2019).

Table 6 shows the proportion of probationary staff that were appraised at the end of their probationary tenure. It was found that the majority (85.7%) of the respondents were appraised at the end of their probationary tenure. This was true for both the teaching (81.8%) and non-teaching staff (88.2%). There was no statistically significant association between the staffs' designations and the exception of an appraisal after their probationary tenure, at an alpha of 0.05 (Chi-square = 2.246; df = 1; p-value = 0.134). This indicated irrespective of an employee's designation as teaching or non-teaching staff, there is a high likelihood that they will be appraised at the end of their probationary period. Appraisals at the end of probationary periods is supported in literature. For example, several studies have indicated the necessity of appraisal in order to

determine an employee’s suitability to move on to full tenure (Armstrong, 2012; Bekele *et al.*, 2014; Fakharyan *et al.*, 2012).

Table 6: Probationary Staff who get Reviewed

Staff	Reviewed		Not reviewed		Total
	Number	Percentage	Number	Percentage	
Teaching	90	81.8	20	18.2	110
Non-teaching	150	88.2	20	11.8	170
Total	240	85.7	40	14.3	280

Chi-square = 2.246; df = 1; p-value = 0.134

Source: Field Survey (2019).

Table 7 shows the appraisal methods are used at the University of Cape Coast for probationary staff. From the results, supervisor’s assessment and peer-reviewed stood out as the most common performance measurement methods probationary employees. The method that is least used is self-appraisal. For the probationary teaching staff, the frequently used methods were supervisors assessment and peer review, whereas for the probationary non-teaching staff the supervisor’s assessment, as well as end-user or student’s assessment, were most commonly employed. This was in line with earlier assertions by the College Registrars that multiple methods are used in appraising the staff and also that the methods may differ according to the circumstances, such as the ranks or the designation of the employees being assessed.

Table 7: Appraisal Methods for Probationary Staff

Methods	Designation				Total
	Teaching		Non-teaching		
	Number	Percentage	Number	Percentage	
Self-Appraisal	19	13.7	37	14.7	56
Peer Review	38	27.3	170	11.8	98
Supervisor's Assessment	42	30.2	20	18.2	107
Interview with dept. head	27	19.4	170	11.8	60
End user/ Students	13	9.4	20	18.2	69
	139	100	251	100	390

Source: Field Survey (2019). *Multiple responses: Sample size = 240

Table 8 details the interval of appraisals for the staff according to their ranks. The results showed that the most common interval for appraisal was scheduled at once a year followed by twice a year. This was the case throughout the ranks of staff captured in the study. Accordingly, there was no statistically significant association between the interval of appraisal and the ranks of the staff, at an alpha of 0.05 (Chi-square = 11.216; df = 9; p-value = 0.261). According to Chen (2008), the frequency of appraisals is not uniform across all organisations, but determined by the objectives and the type of organisation. However, an appraisal at the end of every calendar year or business section is practiced by many organisations. Given that a small section of the respondents (5.4%) noted their experience with irregular appraisals, it was deduced that in certain cases the appraisals did not follow irregular pattern, as noted by once or twice a year and once a semester.

Table 8: Interval of Appraisal of Staff

Interval	Number	AA	Number	SAA	Number	PAA	Number	CAA	Total
Once per year	83	44.1	21	46.7	21	56.8		3(30.0)	128(45.7)
Twice per year	74	39.4	16	35.6	13	35.1		3(30.0)	106(37.9)
Once per semester	19	10.1	7	15.6	3	8.1		2(20.0)	31(11.1)
Irregular	12	6.4	1	2.2				2(20.0)	15(5.4)
Total	188	100	45	100	37	100	10	100	280

Chi-square = 11.216; df = 9; p-value = 0.261

Source: Field Survey (2019)



In Table 9, the appraisal methods that are used for the regular staff are detailed, according to their designations. The appraisal methods identified were fairly evenly distributed in terms of frequency of use, as indicated by the multiple responses. However, the use of students and end-user assessment of the non-teaching staff was not as popular as compared to its frequency of use among the teaching staff. This was in line with the methods that were used for the probationary staff and also conformed to the methods that were mentioned by the College Registrars. Therefore, it was shown that these methods were the popular methods that are used by the University of Cape Coast in measuring the performance of its staff during appraisals, and these methods are supported in literature (Deeprise, 2006).

Table 9: Appraisal Methods for Regular Staff

Methods	Designation				Total
	Teaching		Non-teaching		
	Number	Percentage	Number	Percentage	
Self-appraisal	43	21.7	67	29.0	110
Peer review	44	22.2	85	36.8	129
Interview with dept. head	40	20.2	59	25.5	99
End user/ Students	71	35.9	20	8.7	91
Total	198	100.0	231	100.0	429(100.0)

Source: Field Survey (2019) *Multiple responses: Sample size = 240

Discussing the appraisal results with employees and taking corrective actions the last final steps of the appraisal process, according to Gupta (2005). In order to assess the step, the college registrars were asked of how they

provide feedback to the employees, regarding the results of the appraisal and their resolutions. The responses obtained are as follows:

“What we try to do is to let them understand the processes so that there will be no grievances. The very effective way of doing this is usually through personal interviews. The staff are, however, so many that it would take a long time to interview each and every one of them, as there is pressure on the time for other things to be done in the semester. So not all the staff are invited to be interviewed. We select the staff whose performance highly deviates from the standards. For the others, private emails containing their results and reports concerning the appraisals are sent to them.

If any of them have any grievances or would like to respond to the results, they can call for an interview or meeting with the committee within a specified time, other than that, it is assumed that they will adhere to the results and the corrective actions, with the resolutions that have been presented to them. And it's expected of them because at the next appraisal those issues will come up as to whether they have been corrected or not” - College Registrar 1 (Interview date: 11/03/2019).

“The feedback is very important so we try to get the feedback to employees in time for them to effect the corrective actions, if any, or to continue with their good work, if that is the case. With respect to the discussion with the employees, it would have been

ideal to have discussed all the results with each and every single one of them, but then most cases we can't. We give engage the staff in discussions when there are some special incidents or there's a special query that must be investigated further. But any of them that get the report can also get back to us and to discuss any issues that they may not understand. But that shouldn't take forever for them to get to us" - College Registrar 2 (Interview date: 13/03/2019).

Table 11 analyses the results of the appraisal, the feedback channels, and the contents of the feedback from the perspective of the staff. It was found that 70.7 percent of the responses in the multiple response table indicated that employees often receive the feedback through written reports. Remaining responses pointed to several reports. Just confirmed with the College Registrar indication that verbal and written reports are used to provide personalised feedback to the staff. Moreover, the report usually contained the resolutions of the committee (28%), the recommendations for future actions (25%), and commendations of the staff (22.5%). The less frequently contents included the next appraisal schedule (17%) and cautions (7.5%). The channel's feedback and the contents of the feedback indicated by the respondents are formed to the popular practices in literature (Dessler, 2011; Grigoroudis & Zopounidis, 2011).

Table 10: Format and Content of Feedback

Content	Written		Verbal		Total
	Number	Percentage	Number	Percentage	
Cautions	21	6.2	28	8.8	49
Commendations	88	26.0	60	18.8	148
Recommended future actions	83	24.6	81	25.4	164
Resolution of the committee	93	27.5	91	28.5	184
Next appraisal schedule	53	15.7	59	18.5	112
Total	339	70.7	319	29.3	657

Source; Field Survey (2019). *Multiple responses: Sample size = 280

Effective use of Performance Appraisals at the University of Cape Coast

The study also aimed to analyse the effective use of performance appraisals at the University of Cape Coast. Table 11 details response of the staff with regard to the effective use of appraisals to identify their capacity needs. Generally, a higher percentage of the respondents agreed (46.8%) that the appraisals effectively identified their capacity needs, in comparison to those who were undecided (17.9%) or disagreed (35.4%). This was the case for the teaching and non-teaching staff, where 48.2 percent of the teaching staff agreed, and 45.9 percent of the non-teaching staff also agreed to this assertion. The Pearson's chi-square test revealed a statistically significant association between the responses and the designation of staff as teaching or non-teaching staff, at an alpha 0.05 (Chi-square = 10.076; df = 2; p-value =

0.006). Ahmad and Bujang (2013) support the view that appraisals can help identify capacity needs, and that seemed to be the case of the University of Cape Coast.

Table 11: Identify Capacity Needs through Staff Appraisal

Response	Teaching		Non-teaching		Total
	Number	percentage	Number	Percentage	
Agree	53	48.2	78	45.9	131
Undecided	28	25.5	22	12.9	50
Disagree	29	26.4	70	41.2	99
Total	110	100.0	170	100.0	280

Chi-square = 10.076; df = 2; p-value = 0.006

Source: Fieldwork, (2019)

Table 12 details response of the staff with regard to the effective use of appraisals to identify their capacity needs. Generally, a higher percentage of the respondents disagreed (45.7%) that the appraisals effectively built their capacity needs, in comparison to those who were undecided (17.9%) or agreed (36.4%). This was the case for the non-teaching staff, where 51.8 percent disagreed, but for the teaching staff a higher percentage agreed that appraisals helped build their capacity needs (38.2%), while 36.4 percent disagreed.

The Pearson's chi-square test revealed a statistically significant association between the responses and the designation of staff as teaching or non-teaching staff, at an alpha 0.05 (Chi-square = 9.474; df = 2; p-value = 0.009). Therefore, for the teaching staff, appraisals were useful in the manner of building capacity needs, but not for the non-teaching staff. Armstrong (2012) noted that appraisals can help build capacity needs, and that seemed to be the case for teaching staff of the University of Cape Coast, but not for the majority of the non-teaching staff.

Table 12: Building Capacity Needs through Performance Appraisal

Response	Teaching		Non-teaching		Total
	Number	Percentage	Number	Percentage	
Agree	42	38.2	60	35.3	102
Undecided	28	25.5	22	12.9	50
Disagree	40	36.4	88	51.8	128
Total	110	100.0	170	100.0	280

Chi-square = 9.474; df = 2; p-value = 0.009

Source: Field Survey (2019)

Table 13 focuses on the response of the staff with regard to the effective use of appraisals to improve their long-term performance. The overall responses showed that a higher percentage of the respondents agreed (44.2%) that the appraisals effectively helped to improve their long-term performance, in comparison to those who were undecided (22.9%) or disagreed (32.5%). This was the case for the teaching and non-teaching staff, where 50.9 percent of the teaching staff agreed, and 40.6 percent of the non-teaching staff also agreed to this assertion. The Pearson's chi-square test revealed no statistically significant association between the responses and the designation of staff as teaching or non-teaching staff, at an alpha 0.05 (Chi-square = 3.066; df = 2; p-value = 0.216).

Therefore, the teaching and non-teaching staff were of the same accord that performance appraisal could be effectively linked to their long-term performance improvement. Vainieri and Nuti (2011) indicated that appraisals can help improve long-term performance of staff, and that seemed to be the case of the University of Cape Coast.

Table 13: Improving Long Term Staff Performance through Appraisals

Response	Teaching		Non-teaching		Total
	Number	Percentage	Number	Percentage	
Agree	56	50.9	69	40.6	125
Undecided	21	19.1	43	25.3	64
Disagree	33	30.0	58	34.1	91
Total	110	100.0	170	100.0	280

Chi-square = 3.066; df = 2; p-value = 0.216

Source: Field Survey (2019)

The College Registrars were asked to comment on the effectiveness of performance appraisals of the University of Cape Coast in improving the performance of the staff. The responses they gave are as follows:

“Well, we have to perform performance appraisals in order to know how the staff are doing. Other than that, we will not be able to know whether they are achieving their performance goals or not. Over the years we have seen that performance appraisals keep the staff on their toes, at the tip of their toes, I mean, and I can also personally say that it has helped me, and I know that it has also many other employees to improve their performance and even get promotions”- College Registrar 1 (Interview date: 11/03/2019).

“Has it helped improve the performance of staff? Of course it has helped. If you don't accept people, they will never improve, and wouldn't know what to do with them. For example, if someone is up for a promotion and how do you know the person is suitable without a proper appraisal? Just like the way you are a student

and you are assessed so that we can improve the shortfalls” -
College Registrar 2 (Interview date: 13/03/2019).

Table 14 presents the response of the staff with regard to the effective use of appraisals to streamline promotion opportunities at the University of Cape Coast. There was one non-response, which brought the valid number of responses for this analysis to 279. Generally, a higher percentage of the respondents agreed (44.5%) that the appraisals effectively identified their capacity needs, in comparison to those who were undecided (19.7%) or disagreed (35.8%). This was the case for the Administrative Assistants (42.0%), Senior Administrative Assistants (42.2%), and the Principal Administrative Assistants (44.4%). All the Chief Administrative Assistants agreed that appraisals effectively helped to streamline promotion opportunities.

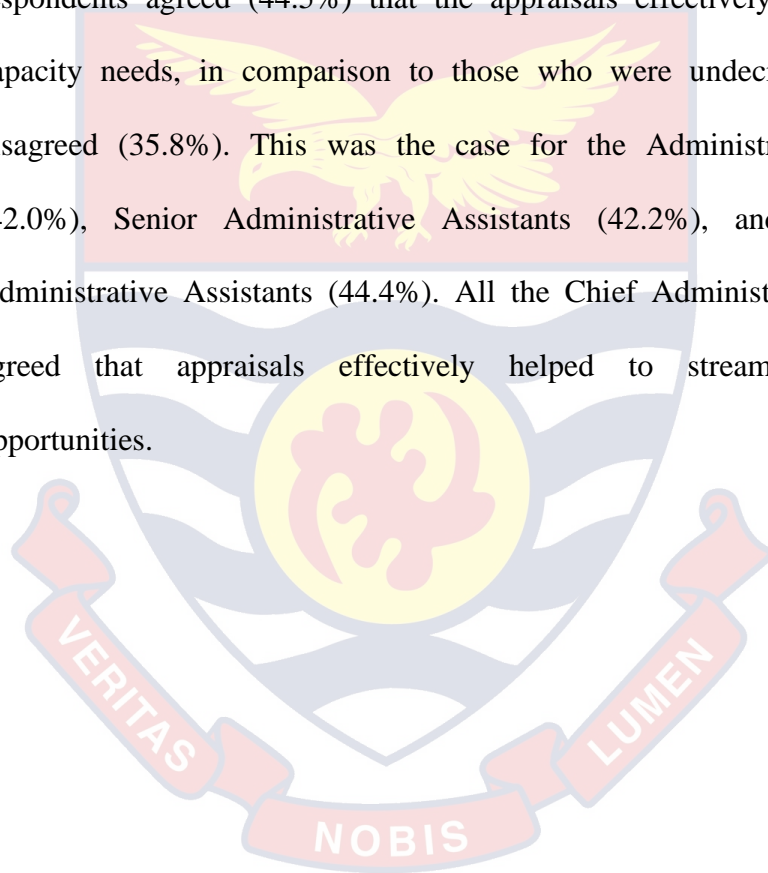
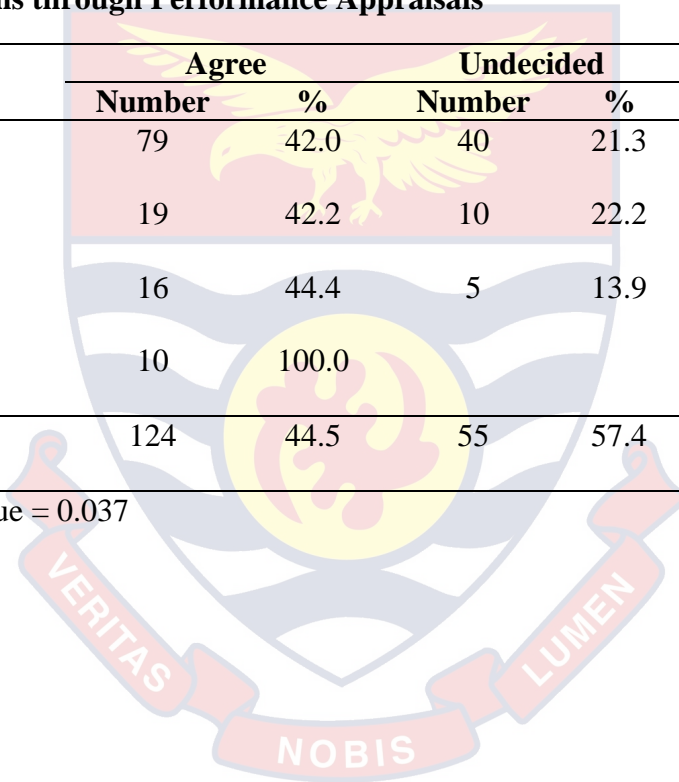


Table 14: Streamlining Promotions through Performance Appraisals

Rank	Agree		Undecided		Disagree		Total
	Number	%	Number	%	Number	%	
Administrative Assistant	79	42.0	40	21.3	69	36.7	188
Senior Administrative Assistant	19	42.2	10	22.2	16	35.6	45
Principal Administrative Assistant	16	44.4	5	13.9	15	41.7	36
Chief Administrative Assistant	10	100.0					100
Total	124	44.5	55	57.4	100	35.8	279

Chi-square = 13.432; df = 6; p-value = 0.037

Source; Field Survey (2019)



The results showed a pattern where the number of staff agreeing to appraisals' usefulness in streamlining promotion increased, as they moved up the ranks. This pattern was confirmed as statistically significant through the Pearson's chi-square test, at an alpha 0.05 (Chi-square = 13.432; df = 6; p-value = 0.037). Mahoney and Kor (2015) established that appraisals can help improve the long-term performance of staff, and that seemed to be the case of the University of Cape Coast, especially for those with higher ranks. The senior staff and the College Registrars also agreed that the performance appraisal helped to streamline promotions, as indicated in their responses.

Senior staff's perception of University of Cape Coast's performance appraisal system

The final objective of the study was to analyse the perception of senior staff of the performance appraisal system of the University of Cape Coast. Table 15 details response of teaching and non-teaching senior staff of U.C.C with regard to their perception of the fairness of the University's performance appraisal system.

Table 15: Fairness of Performance Appraisal System

Response	Teaching		Non-Teaching		Total
	Number	Percentage	Number	Percentage	
Agree	69	62.7	111	65.3	180
Undecided	30	27.3	36	21.2	66
Disagree	11	10.0	23	13.5	34
Total	110	100.0	170	100.0	280

Chi-square = 1.807; df = 2; p-value = 0.405

Source: Field Survey (2019)

The omnibus results indicated that a higher percentage of the respondents agreed (64.3%) that the appraisal system is fair to all staff, in comparison to those who were undecided (23.6%) or disagreed (12.1%). The teaching and non-teaching staff, confirmed this pattern of response where 62.7 percent of the teaching staff agreed, and 65.3 percent of the non-teaching staff agreed to this assertion. The Pearson's chi-square test revealed that there was no statistically significant association between the responses and the designation of staff as teaching or non-teaching staff about fairness in the performance appraisal system, at an alpha 0.05 (Chi-square = 1.807; df = 2; p-value = 0.405). The overriding perception of the senior staff was that the appraisal system of the University is fair. Bhattacharyya (2012) asserted that appraisals need to be fair in order to yield the expected outcomes, and that seemed to be the case of the University of Cape Coast.

Table 16 is a cross tabulation on the participatory assessment of the appraisal system of the University, by teaching and non-teaching senior staff. The responses indicated that the majority of the respondents (81.1%) agreed that the appraisal system is participatory.

Table 16: Participatory Component of UCC's Appraisal System

Response	Teaching		Non-Teaching		Total
	Number	Percentage	Number	Percentage	
Agree	85	77.3	142	83.5	227
Undecided	13	11.8	20	11.8	33
Disagree	12	10.9	8	4.7	20
Total	110	100.0	170	100.0	280

Chi-square = 3.921; df = 2; p-value = 0.141
Source: Field Survey (2019)

Similarly, the majority of the teaching (77.3%) and non-teaching staff (83.5%) shared the same view that the appraisal system is participatory. The Pearson's chi-square test revealed no statistically significant association between the responses and the designation of staff as teaching or non-teaching staff, at an alpha 0.05 (Chi-square = 3.921; df = 2; p-value = 0.141). The overriding perception of the senior staff was that the appraisal system of the University is participatory to all staff. Neha and Himanshu (2015) support that appraisals to be participatory in order to yield the expected outcomes, and that was the general perception held by the teaching and non-teaching senior staff of the University of Cape Coast.

Table 17 shows the perception of staff regarding the professional standards held during the appraisal of the University. The responses indicated that the majority of the respondents (89.3%) agreed that the appraisal system is highly professional. Similarly, the majority of the teaching (90.9%) and non-teaching staff (88.2%) shared the same view that the appraisal system is highly professional in its conduct. The Pearson's chi-square test revealed no statistically significant association between the responses and the designation of staff as teaching or non-teaching staff, at an alpha 0.05 (Chi-square = 0.499; df = 2; p-value = 0.779).

Table 17: High Professionalism during Appraisals

Response	Teaching		Non-teaching		Total
	Number	Percentage	Number	Percentage	
Agree	100	90.9	150	88.2	250.3
Undecided	4	3.6	8	4.7	12
Disagree	6	5.5	12	7.1	18
Total	110	100.0	170	100.0	280

Chi-square = 0.499; df = 2; p-value = 0.779

Source: Fieldwork, (2019)

The most-held perception of the senior staff was that the appraisal system of the University upholds high professional standards. The literature (Bekele *et al.*, 2014; Fakharyan *et al.*, 2012) supports that appraisals to exhibit high professional ethics in order to yield the expected outcomes, and that was the general perception held by the teaching and non-teaching senior staff of the University of Cape Coast.

Table 18 presents the perception of staff on the realistic nature of the performance goals set for appraisals at the University of Cape Coast. It was found that most of the respondents (89.6%) agreed that the appraisal system had realistic goals. Likewise, most of the teaching (89.1%) and non-teaching staff (90%) agreed that the appraisal system had realistic goals. The Pearson's chi-square test revealed no statistically significant association between the responses and the designation of staff as teaching or non-teaching staff, at an alpha 0.05 (Chi-square = 0.888; df = 2; p-value = 0.641). The general perception of the senior staff was that the appraisal system of the University had realistic goals. The literature (Boachie-Mensah & Seidu, 2012; Bekele *et al.*, 2014) supports that appraisals to maintain realistic goals for applicable results to be attained, and that was the general perception held by the teaching and non-teaching senior staff of the University of Cape Coast.

Table 18: Realistic Goals of UCC’s Appraisal System

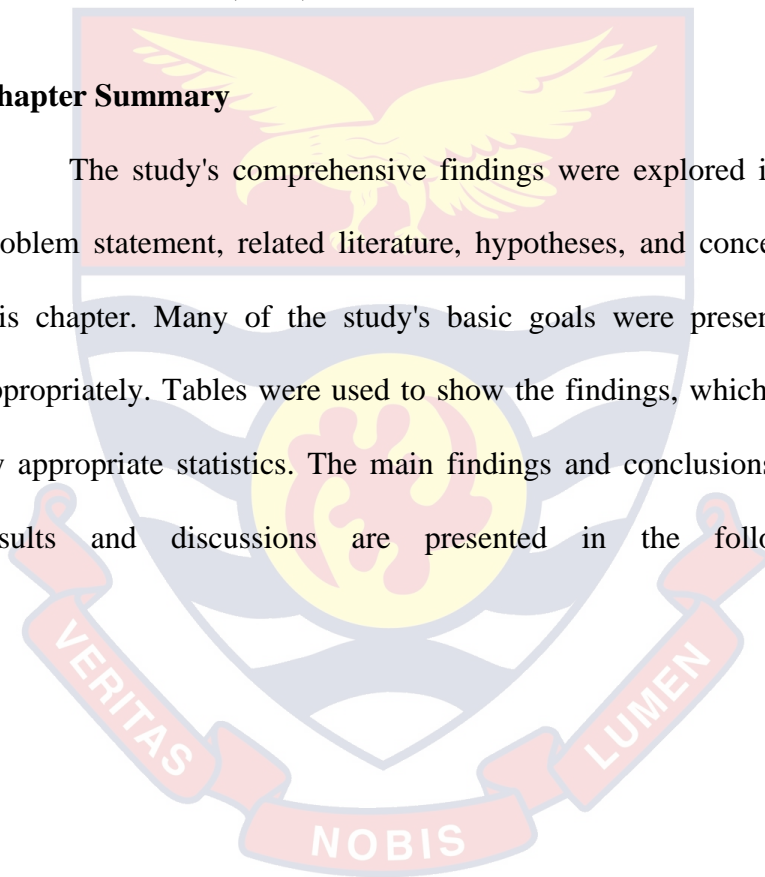
Response	Teaching		Non-teaching		Total
	Number	Percentage	Number	Percentage	
Agree	98	89.1	153	90.0	251
Undecided	3	2.7	7	4.1	10
Disagree	9	8.2	10	5.9	19
Total	110	100.0	170	100.0	280

Chi-square = 0.888; df = 2; p-value = 0.641

Source: Fieldwork, (2019)

Chapter Summary

The study's comprehensive findings were explored in relation to the problem statement, related literature, hypotheses, and conceptual context in this chapter. Many of the study's basic goals were presented and labeled appropriately. Tables were used to show the findings, which were backed up by appropriate statistics. The main findings and conclusions taken from the results and discussions are presented in the following sections.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Over view of the Study

The study aimed to examine the effectiveness of the appraisal system of the University of Cape Coast. In order to achieve this purpose, a mixed method research design was employed to enable the researcher to combine the strengths of qualitative and quantitative techniques to arrive at its findings as well as improve the validity of the results by using each method to validate the data obtained from both sources. Within the context of a cross-sectional survey, 300 staff from the University were sampled from a target of 1,304, but 93.3 percent of the respondents were successfully engaged. Questionnaire was used to solicit data from the senior staff and interview guides were used to collect data from the College Registrars. Statistical tools used to analyse the data collected included descriptive tools and inferential statistic like Independent-sample t-test, Mann Whitney U test, and Pearson's Chi-Square tests. The results were presented in tables.

There is significant variation in the number of males and females across the various ranks of staff. However, among each gender, the number of staff in each rank was not statistically different. Similarly, the number of teaching and non-teaching staff in the various colleges were the same among each category of staff but different between the two categories. On the other hand, the probationary period for staff was normally distributed among teaching and non-teaching staff. However, the mean probationary period for the none-teaching staff was higher

than that of the teaching staff. Conversely, the probationary period of reviewed staff did not differ significantly between the teaching and non-teaching staff.

The chi-square results further revealed that the interval of appraisal of staff for the different ranks did not differ significantly among each rank and between ranks. The identity capacity needs through teaching and non-teaching staff appraisal differed significantly among those who agreed, were undecided and those who disagreed. On the contrary, improving long term staff performance through appraisal of teaching and non-teaching staff did not differ significantly among those who agreed, were undecided and those who disagreed.

In terms of staff's perception of university cape coast's performance appraisal system, there was no significant variation among both teaching and non-teaching staff who agreed the system was fair, were undecided and those who disagreed to its fairness. Also, with regards to staff participation in the appraisal system, there was no significant difference among the teaching and non-teaching staff who agreed to participating, were undecided and disagreed to participation. For the level of professionalism during the appraisal system, there were no significant difference between teaching and non-teaching staff who agreed to high professionalism, were undecided and those who disagreed to high professionalism. Finally, in terms of the realistic goals of the appraisal system, there were no significant difference between the teaching and non-teaching staff who agreed to it having realistic goals, those undecided and those who disagreed to it having realistic goals.

Summary of Research Findings

The first objective was to examine the process of the performance appraisal system by UCC, and the major findings were that:

1. A participatory approach to setting performance standards is attempted at the college-level to set committees and also to consider the opinions of the stakeholders;
2. Direct and indirect methods were used to relay the performance standards to the teaching and non-teaching staff. Generally, peer reviews, self-assessment, students' reviews, and direct interviews were used, at an interval of once to twice a year.
3. The feedback channels were either written or verbal, and they contained mostly the resolutions of the committee and the recommendations for future actions.

The second objective was to analyse the use of performance appraisals in UCC, and the major findings were that:

1. Appraisals were effectively used to identify capacity needs for all staff;
2. Appraisals were effectively used to build capacity needs, especially for the teaching staff;
3. Appraisals were effectively used to help improve the long-term performance of staff;
4. Appraisals were effectively used to streamline promotions, especially for those higher up the ranks;

The final objective examined the perceptions of senior staff on the performance appraisal system of UCC, and it was found that:

1. The senior staff perceive the appraisal system as fair;
2. The senior staff perceive the appraisal system as participatory;
3. The senior staff perceive the appraisal system as highly professional;
4. The senior staff perceive the appraisal system to have realistic goals.

Conclusions

The study concluded that the performance appraisal system conformed to the six-step process identified by Gupta (2005). The approach involved a participatory component in determining performance standards and also used multiple methods of performance assessment and feedback loops. In terms of the usefulness of the appraisal system, it was concluded that the system was useful for identification and building of capacity needs for most of the staff, in addition to improving the performance of staff and streamlining promotion opportunities. Lastly, the staff generally held positive perceptions about the conduct and manner of the appraisal system.

Recommendations

The following recommendations were deduced from the findings and conclusions of the study:

Multiple committees can be created at the departmental levels to handle the feedback and discussions of appraisal results. This will provide a deeper understanding of the results and allow for in-depth review of the staff

performance. Also, the appraisal assessment could be handled at the department level to ensure that staff are truly assessed based on the tasks they were assigned. After this, a detailed report could be compiled and forwarded to higher management for further decision. With this approach it will mean that the assessor and the assessed are familiar with each other and can confirm what each one did.

The effectiveness of appraisal system to streamline promotion opportunities for staff with lower ranks should be addressed, as the pattern of results showed that those with higher ranks were more in agreement with this use of the appraisal system. Also, other incentives and rewards could be made available for outstanding staff, this will motivate other staff to put in their best and become more committed to their assigned tasks. Such a move will also create a competition among the staff and increase their full participation in the performance appraisal process.

Particular attention should be given to the effectiveness of appraisal system in capacity building for the non-teaching staff, as the majority were not in agreement that the appraisal system helped to develop their capacity. This makes the feedback system very important because once the staff become aware of the outcome of the assessment, they develop a good sense of how much effort they should put in to improve themselves.

Suggestions for Further Studies

Future studies can focus on how to use appraisals to streamline promotion opportunities for senior staff with lower ranks. Further studies can also be conducted on the dynamics of using appraisals to build the capacity of non-

teaching staff at the University. Lastly, this study can also be extended to the junior staff to get a more comprehensive perspective of the effectiveness of the appraisal system of the University. And how they deal with possible gender bias issues in coaching. A deeper study into other selection criteria that could be more inclusive than the current system can be of value.



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APPENDIX

APPENDIX A: QUESTIONNAIRE FOR STAFF

Dear Sir/Madam,

The aim of this survey is to evaluate the efficacy of the University of Cape Coast's performance assessment method. It is divided into four sections: respondents' backgrounds, UCC's use of performance appraisals, senior staff's views of the performance appraisal system, and how the performance appraisal system motivates senior staff to improve job performance. This is in partial fulfillment of the University of Cape Coast's Master's Degree requirements. As a result, any information provided will be treated with the utmost secrecy.

Instruction: You are kindly entreated to tick (✓) the appropriate response for each of the following questions.

Section I: Background characteristics of respondents

1. Gender: [1] Male [2] Female
2. Age (years).....
3. Designation [1] Teaching staff [2] Non-teaching staff
4. Rank: [1] Administrative Assistant [2] Senior Administrative Assistant
[3] Principal Administrative Assistant [4] Chief Administrative Assistant
5. Number of years working with the Institute.....

Section 2: Performance appraisal processes

6. Were you given probationary reviews? [1] Yes [2] No
7. What methods were used

[1] Self-appraisal [2] Peer appraisal [3] In-depth interview with superiors [4] Student/ End-user assessment [5] Others, specify

8. How often are you reviewed as a regular staff member?

[1] Once a year [2] twice a year [3] once a semester [4] irregular [5] others, specify

9. What methods were used

[1] Self-appraisal [2] Peer appraisal [3] In-depth interview with superiors [4] Student/ End-user assessment [5] Others, specify

10. How did you get the feedback?

[1] Formal written report [2] Formal verbal interviews [1] Informal written report [2] Informal verbal interviews

11. What did the report contain

[1] Cautionary areas [2] Commendation [3] Recommended future actions [4] The next possible appraisal [5] Others, specify

Section 3: Effective use of performance appraisal system

12. How will you describe the level of agreement that the performance appraisal system effectively helps in the listed, Using 1 = agree, 2 = undecided, 3 = disagree

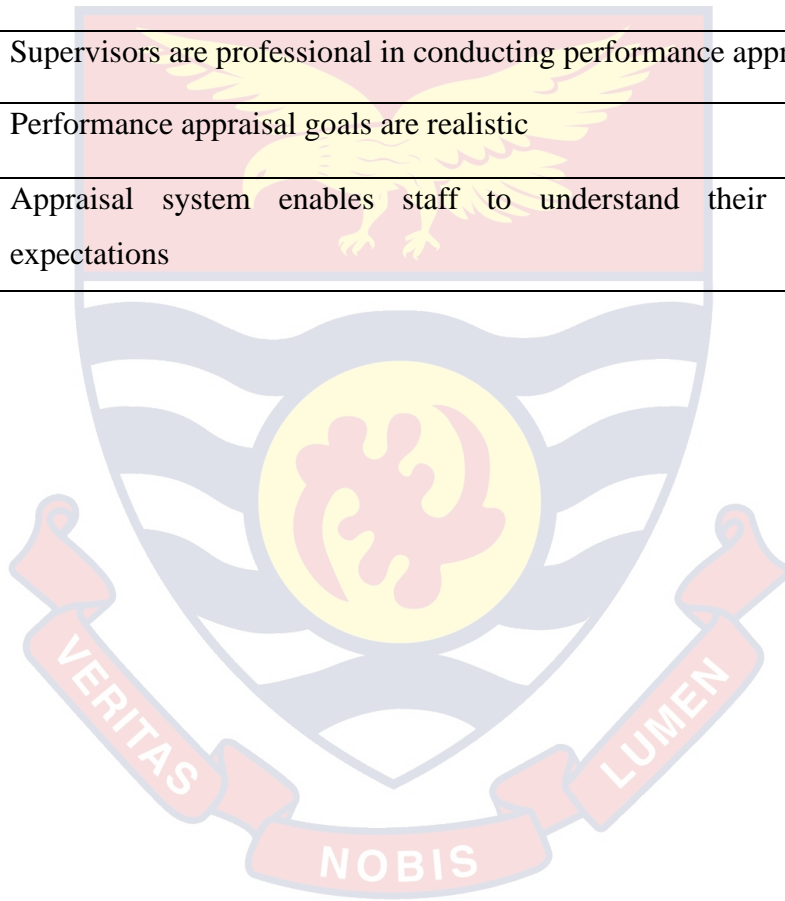
Effectiveness	1	2	3
Identify the capacity needs of workers			
Build the capacity needs of workers			
Increase performance of employees			
Streamline promotion processes			

Section 4: Perception of staff on performance appraisal system in UCC

13. How do you agree to the following about the performance appraisal system in

UCC? Using 1 = agree, 2 = undecided; 3 = disagree

Perception	1	2	3
Performance appraisal system is fair			
Performance appraisal process is participatory			
Supervisors are professional in conducting performance appraisal			
Performance appraisal goals are realistic			
Appraisal system enables staff to understand their work expectations			



APPENDIX B: INTERVIEW GUIDE FOR COLLEGE REGISTRARS

Dear Sir/Madam,

This interview guide is designed to assess the effectiveness of performance appraisal system of the University of Cape Coast. This is in partial fulfilment for the award of a Masters Degree at the University of Cape Coast. As a result, any information given would be treated with utmost confidentiality.

1. How does the University set performance standards for the appraisal system?

.....
.....
.....

2. How are the standards relayed to the staff?

.....
.....
.....

3. By what methods are staff performance measured?

.....
.....
.....

4. How does the staff get feedback on their appraisal results?

.....
.....
.....

Are the results discussed with the staff personally, if not what is the process adopted?

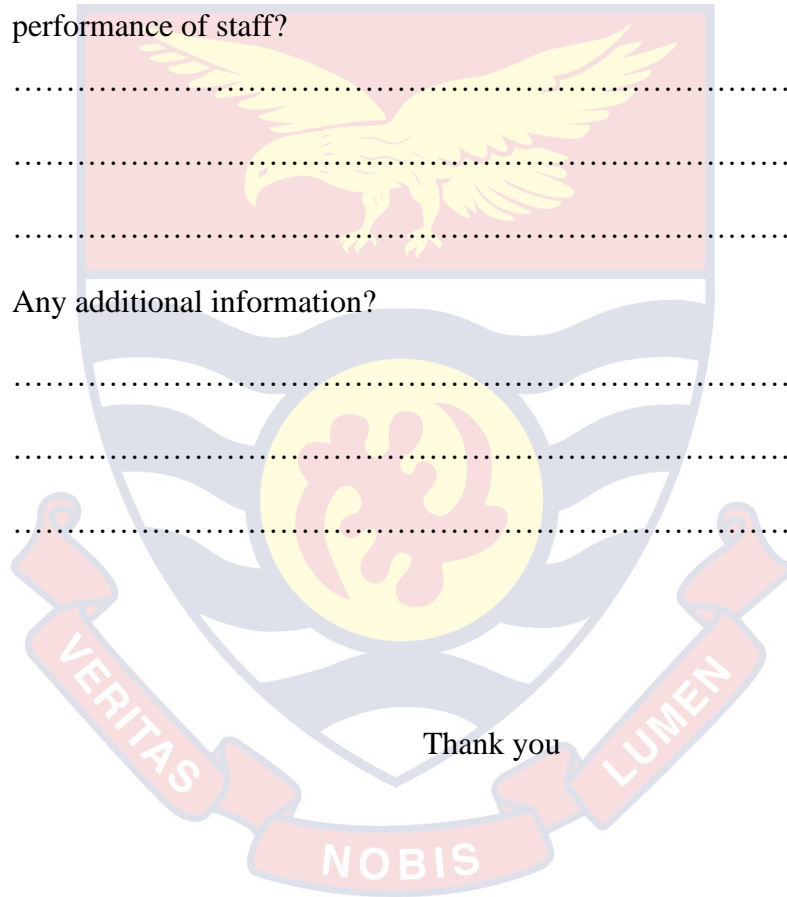
.....
.....
.....

5. How effective has the performance appraisal system been in improving the performance of staff?

.....
.....
.....

6. Any additional information?

.....
.....
.....



Thank you