

1 An Investigation into Performance Appraisal System as an 2 Effective Tool for Motivation

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6 **Abstract**

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12 **Index terms**— performance appraisal, career planning, effective work, organisational goals.

13 **1 An Investigation into Performance Appraisal System as an 14 Effective Tool for Motivation**

15 Isaac Ampong ? & Chief Supt. Frank Abrokwa ? I.

16 Background of the Study anagers and staff often dread performance appraisal like the plague but -done
17 correctlythey can actually be enjoyable and productive for both parties. Performance appraisal is perceived to
18 be a critical human resource management function in most organisations. In the United States of America,
19 research estimates that over 90% of all large private sector organisations in the country employ some form of
20 systematic employee appraisal and review ??Locher & Teel, 1988). At the same time, the number of public sector
21 organisations employing the formal appraisal process continues to steadily increase (Maroney & Buckley, 1992).

22 In recent years, widespread attention has been paid to the role of the formal appraisal process because of the
23 belief that an effectively designed and implemented appraisal system can provide the employee, the manager,
24 and the organisation with a host of positive benefits. The appraisal process can: provide managers with a useful
25 communication tool for employee goal setting and performance planning; increase employee motivation and
26 productivity; facilitate discussions concerning employee growth and development; provide a solid basis for wage
27 and salary administration; and provide data for a host of human resource decisions (Mohrman Jr, Resnick-West
28 & Lawler, 1989).

29 Education delivery and implementation is devoted to institutions, districts and regions through various agencies
30 of the Ministry of Education, Youth and Sports (MoEYS), one of which is the Ghana Education Service
31 (GES) which implements the basic and senior Secondary School Education components including technical
32 and vocational institutions (Ghana Education Service Act (1995) Act 506). GES is therefore responsible for
33 pre-tertiary education. GES has a procedure for evaluating staff performance.

34 The appraisal of performance has been a major subject of late. There have been public discussions about
35 the future and quality of staff of the Ghana Education Service. The situation calls for the need to establish
36 performance appraisal systems in order to have clearly defined causality between the performance and pay of its
37 personnel. Performance appraisal systems have several other important functions (e.g., career planning, service
38 quality assurance).

39 Moreover, a well-established performance appraisal system should help educators to position or reposition
40 themselves in the organisational setting of the service. Performance appraisal is a process aimed at determining
41 the results of an employee's work, one of its main functions being to offer a justified compensation for his/her
42 efforts. It can be based directly on a particular employee's work results or on his/her activities or competencies
43 and is regarded as the main component of performance management, through which it is also possible to evaluate
44 the effectiveness of an organisation.

45 Performance management is a much broader concept than performance appraisal, its main purpose being to
46 create suitable conditions for management by objective and effective work.

1 AN INVESTIGATION INTO PERFORMANCE APPRAISAL SYSTEM AS AN EFFECTIVE TOOL FOR MOTIVATION

47 Performance management defines, measures and motivates an employee's performance on the job and aims to
48 increase the effectiveness of the company (Hartog, Boselie and Paauwe, 2004).

49 Like many other management tasks, performance appraisal and performance management have a longer history
50 than usually thought. References to performance management ? an 'imperial rater' ? have been found from the
51 era of Wei Dynasty in China from 3 AD (Pratt, 1991). However, in modern times the re-emergence of performance
52 appraisal is related to the Industrial Revolution in the late 18th century, but it gained popularity among managers
53 only before World War I. At first, performance appraisal systems were dominated by quantitative figures of
54 units produced. Thus, initially performance appraisal was directed towards evaluating production workers by
55 setting them work standards. In the middle of the 20th century, the qualitative aspects of performance gained
56 more recognition. However, the qualitative appraisal of employees' performance started from the subjective
57 judgements of the boss. Then the concept of management by objectives offered a meaningful alternative in
58 the form of appraising professionals and managers by achievement of their preset goals. Later on the appraisal
59 by objectives has been criticised as problematic, because evaluated employees tend to lose interest in setting
60 challenging goals in favor of easy-to-achieve goals, due to which organisational development will suffer. This has
61 led to modern multifactor appraisal systems which combine goals and objectives, quantity and quality standards,
62 and key accountability elements (Pratt, 1991).

63 Performance appraisal activities enable determination of whether employees' performance accords with the
64 established objectives and are primarily based not only on the appraisal of employees' work results and activity
65 (behaviour), but also on their competence (skills, abilities and characteristics). Diverse appraisal methods and
66 their combinations are used to analyse employees' performance. During the appraisal process primarily those
67 work results are valued that create preconditions for their improvement in the future and enable differentiation
68 between compensation, rates, thereby, on the one hand, diminishing equalisation and on the other hand, increasing
69 fair compensation. Evaluators often tend to attribute too much importance to the situational circumstances,
70 regardless of whether they evaluate their own activities or the activities of others, especially when the results
71 were not satisfactory. In order to avoid that, more appraisal interviews between the appraiser and the appraised
72 should be used and special computer programs would be useful, enabling most efficient and accurate registration
73 and evaluation of the information obtained during the appraisal (McHale, 2003). The decisions based on
74 evaluation can be backed up by properly documented performance appraisals which can also include additional
75 documentation in the form of a journal, notes, diaries and other materials ??Crawford, 2003).

76 The advantages and disadvantages of various appraisal criteria contribute to their balanced usage. For example,
77 the appraisal systems of several well-known British companies are based on their employees' skills and competence,
78 behavioural traits and outputs from the job. As work is very diverse by its nature and it lacks objective measures
79 in more than one third of cases, it is difficult to establish the exact objectives of the work and make them congruent
80 with individual interests. Therefore, British companies exploit distinct appraisal criteria simultaneously, while
81 increasingly placing value on cooperation (Sisson, 1994).

82 A performance appraisal criterion has to be relevant, reliable and justly measurable, while also closely linked
83 with the objectives of the organisation and its subdivisions. Such criteria are relatively difficult to set and in
84 consequence the best result is achieved through balanced combination of distinct criteria.

85 However, as indicated above, in modern management, performance appraisal is viewed in the broader context
86 of performance management, whereas precision of measurement and accuracy of ratings are accompanied by
87 social and motivational aspects of the appraisal process (Fletcher, 2001). Boyd and Kyle (2004) also stress that
88 one of the antecedents to distributive justice (i.e. the fairness of compensation in the light of an employee's
89 performance) and procedural justice (i.e. the accuracy and suitability of appraisal procedures) of performance
90 appraisal is social justice that defines the nondiscriminatory nature of the process between social groups (no
91 gender, racial or other similar discrimination) (Boyd and Kyle, 2004;Brown and Benson, 2003).

92 Alongside with task performance, which covers job-specific behaviours and an employee's core responsibilities,
93 in the appraisal process more attention has been devoted to non-job specific behaviours, such as cooperation,
94 dedication, enthusiasm and persistence.

95 These aspects form contextual performance, which because of increasing organisational and task complexities,
96 is becoming more and more important (Boyd and Kyle, 2004). The notion of contextual performance is also
97 related to organisational citizenship which incorporates pride of being a member of the organisation. A study by
98 Fletcher and Williams (1996) showed that the characteristics of the performance management system are related
99 to job satisfaction and positive employee attitudes.

100 Performance appraisal and management practices should be regularly reviewed and evaluated, especially in
101 terms of their impact on performance and employee development. The introduction of total quality management
102 and the use of teamwork have rendered unsuitable the traditional appraisal schemes that encourage competition
103 among employees rather than cooperation and integration. Therefore, performance appraisal schemes should
104 take into account the strategic objectives of the organisation (Smith, Hornsby and Shirmeyer, 1996).

105 However, performance appraisal has also been viewed as a "painful annual event" when the manager evaluates
106 the employees' performance; it rarely had close links to the overall mission and program of the organisation that
107 were designed to maximise human effort. Yet, in the ideal case, a performance appraisal system should establish
108 a connection between the organisational and personal goals as well as shape and change organisational culture
109 towards a result-driven climate (Grote, 2000).

110 Performance appraisal ratings might be used during layoffs in order to retain more valuable employees, to
111 determine the quality of training programs, to measure equality of treatment, to manage employees' compensation,
112 and to promote or dismiss them. Thus, appraisal results have a very important role in the human resource
113 management (HRM) activities of the organisation. A well-established appraisal system helps make justified
114 decisions and avoid litigation by terminated employees (Mani, 2002). Thus, the modern appraisal process is an
115 essential part of organisational life, for it helps justify, besides compensation () A differentiation, for example,
116 promotions, demotions, selection validations and terminations (Longenecker and Fink, 1999).

117 A well-established performance appraisal system should render enough information for determining justified
118 compensation. Employees' compensation is a process of rewarding employees with monetary and non-monetary
119 benefits according to the value of their work contribution, thus compensating them for their efforts. The value
120 of work (employee's worth) done during a set time period is determined via performance appraisal, while taking
121 into account the value of other factors.

122 **2 II.**

123 **3 Theoretical Issues a) The Benefits and Purpose of Perfor- 124 mance Appraisals**

125 Performance appraisal has been one of the most hotly debated topics in personnel management circles and,
126 fortunately, has been the subject of much research. Assessments of performance appraisal range from the openly
127 hostile [(Thayer, 1978)] to the generally benign, envisioning well-designed performance appraisals as a tool for
128 correcting worker deficiencies, for motivating employees, as well as for giving feedback (Latham and Wexley,
129 1981).

130 Performance appraisal is being practiced in 90% of the organisations worldwide. Self-appraisal and potential
131 team appraisal also form a part of the performance appraisal processes. To Gabris (1986), performance appraisal
132 serves many purposes within organisations. One very important purpose of performance appraisal is to provide
133 periodic, formal feedback to individual staff members. If supervisors never provide any type of formal feedback
134 to employees, they may never know how well, or how poorly, they are performing. This situation is obviously
135 troublesome for both employees as well as supervisors.

136 A second, and perhaps more debatable, purpose involves management's attempt to control employee behaviour
137 and results (Gabris, 1986). Most performance appraisal instruments are designed around managerial objectives
138 and the types of behaviours that management would prefer to routinise in employees. Instruments based on
139 simple trait measurements clearly illustrate this orientation by encouraging employees to be enthusiastic, loyal,
140 dependable, and team-oriented. Job-related performance-appraisal instruments, such as behaviour observation
141 scales (BOS), are considered more sophisticated than trait-based instruments. These performance appraisal
142 instruments strive to measure highly effective and ineffective behaviours associated with specific job duties. By
143 requiring employees to behave in specific ways as a condition for receiving high performance appraisal scores,
144 management feels it has a tool for controlling employees the way it wants (Latham and Wexley, 1981).

145 Another purpose of performance appraisal is that is used as a tool for managing employee compensation
146 (Heneman, 1992). This is primarily done through linking performance appraisal to merit-pay. If public
147 organisations intend to reward individual employees on some type of performance basis, they need a method
148 for rating, measuring, and scoring work performance in a routine way. Performance appraisal fits this need by
149 providing ostensibly objective measures of worker productivity. However, empirical research does not necessarily
150 support this relationship between performance appraisal and merit incentives (Daley, 1987). Nonetheless, some
151 evidence does exist that merit-pay can work under special circumstances, and can increase general organisational
152 cost effectiveness (Heneman, 1992).

153 The techniques of performance appraisal are varied, but can generally be condensed into three major categories:
154 trait, management by objectives (MBO) formats, and behavioural system formats. Trait formats are intended
155 to evaluate employees based on specific personality traits. MBO formats are intended to evaluate employees on
156 how well they have achieved previously developed work-related goals, while behavioural system formats, such
157 as Behaviour Observation Scales (BOS) are intended to evaluate employees based upon specific work-related
158 behaviours that the organisation deems important and desirable. Each of these performance appraisal techniques
159 has its strengths and weaknesses.

160 Typically, performance appraisal is aimed at reviewing the performance of the employees over a given period
161 of time. It helps management to judge the gap between the actual and the desired performance and also in
162 exercising organisational control. Also, it helps to diagnose the training and development needs of the future and
163 provide information to assist in the human resource (HR) decisions like promotions, transfers etc.

164 Performance appraisals provide clarity of the expectations and responsibilities of the functions to be performed
165 by the employees and help to judge the effectiveness of the other human resource functions of the organisation such
166 as recruitment, selection, training and development. It also helps to reduce the grievances of the employees and
167 also strengthen the relationship and communication between superior-subordinates and management-employees.

168 Performance appraisal is a key tool for meeting the managerial needs of the modern organisation. Daley (1990)
169 examines the entire process of designing a performance appraisal system from determining its organisational

4 B) IMPLEMENTATION OF THE PERFORMANCE APPRAISAL SYSTEM

170 purpose to constructing an objective appraisal instrument for measuring employee performance. According to a
171 survey conducted in India in 2008, the percentage of organisations (out of the total of fifty organisations surveyed)
172 using performance appraisal for the various purposes are as follows: 80% used performance appraisal results for
173 making payroll and compensation decisions; 71% used it for training and development needs; 76% used it to
174 identify the gaps in desired and actual performance and its causes; 42% used it to decide future goals and course
175 of action; 49% used it for promotions, demotions and transfers and 6% used it for other purposes such as job
176 analysis and providing superior support, assistance and counselling (Singh, 2008).

177 Any performance review process is incomplete without the feedback to the employees. The feedback could
178 be given in the review discussion. Review discussions are semi formal, scheduled, periodic interactions -usually
179 bimonthly or quarterly -between a manager and his/her employee. The basic purpose of the review discussion is
180 to analyse the performance of the employee in the past to improve the performance of the employee in future.

181 A review discussion is an opportunity to coach, mentor, learn and understand. The manager encourages his/her
182 employees to critically reflect over progress made on the performance appraisal plan and to develop creative, yet
183 feasible alternatives for problem areas. The manager uses this opportunity to review the performance of the each
184 employee individually and discuss the problems faced by the employees during the course of action. The manager
185 also uses the opportunity to review the solutions tried, and the degree of success achieved in solving the problems
186 faced. It also used to revisit with the employee, his/her annual plan for the remaining time period and develop
187 revised action plans, if necessary.

188 It helps to review discussions, reassure the employees that each one of them has structured opportunities for
189 one to one interaction with the manager once every two or three months during the year. These opportunities
190 are influential as they provide an important chance for performance monitoring or development mentoring. The
191 aim of the performance review discussions is to share perceptions, solve the problem faced during the course of
192 the action, decide on the new goals jointly and provide a feedback to the employee for the past performance i.e.
193 to look at his strengths and weaknesses and also help to chart out a career plan for the employee.

194 The focus of these performance review discussions should not be to judge the employees' past performance;
195 rather it should be to motivate the employee to improve his future performance and reinforce his good behaviour
196 (Singh, 2007).

197 Tznier, Joanis and Murphy ??2000) suggest that organisations generally use performance appraisal for two
198 broad purposes. First, performance appraisals are used in administrative decisions such as promotions, salary
199 allocations, and assignments and secondly, they are used as a tool for employee development processes such
200 as offering feedback, critiquing performance, and setting goals for improvement. With these broad purposes,
201 organisations establish their own often unique performance appraisal systems to evaluate and develop their
202 employees. But, it is often difficult for organisations to evaluate whether their performance appraisal system is
203 accomplishing their desired outcomes.

204 The benefits of performance appraisal are also to establish employee performance plans and communicate
205 these plans to employees at the beginning of the appraisal period. It is also used to evaluate each employee
206 during the appraisal period on the employee's performance plan and recognise and reward employees whose
207 performance so warrants and also assist employees in improving unacceptable performance, reassign, reduce in
208 grade, or remove employees who continue to have unacceptable performance, but only after an opportunity to
209 demonstrate acceptable performance (Tznier, Joanis and Murphy, 2000).

210 It is to provide employees with a sense of their work accomplishments relative to expectations and predefined
211 performance indicators and also support employee development through discussion of assigned opportunities and
212 training. Performance appraisal helps to emphasise an organisation's commitment to continuous improvement
213 and learning and also encourage an appropriate relationship between pay levels and work performance (Tznier,
214 Joanis and Murphy, 2000).

215 4 b) Implementation of the Performance Appraisal System

216 There is no one best way to conduct an appraisal. Some companies develop an appraisal form with space for
217 appraisers to rate appraisees on aspects of their work such as their contribution to the team, role development,
218 effectiveness, etc. The approach will depend on the nature of the business and the people involved. However as
219 a minimum it is helpful to have a form to collect consistent information on the appraisal. This may be in the
220 form of a free dialogue from appraisers with the opportunity for appraisees to reply and comment (Hutchinson
221 and Purcell, 2003).

222 There is a view that the content of appraisal discussions should be confidential to the individual and the
223 appraiser. But increasing pressure to provide information to assess the contribution of people to organisational
224 value makes it desirable that performance data be recorded and stored in such a way that it can be used to feed
225 into indicators of human capital value (Hutchinson and Purcell, 2003).

226 They go on to say that in implementing performance appraisals, both parties (the appraiser and appraisee)
227 should prepare for the meeting beforehand if a successful outcome is to be delivered. The person conducting the
228 meeting or the appraiser should consider how well the individual has performed since the last meeting and also
229 the extent to which any agreed development plans from the last meeting have been implemented. The appraiser
230 should think about the feedback to be given at the meeting and the evidence that will be used to support it and
231 also review the factors that have affected performance both those within and outside the individual's control.

232 The appraiser should consider the points for discussion on the possible actions that can be taken by both
233 parties to develop or improve performance, the possible directions the individual's career might take and the
234 possible objectives for the next review period. The individual or appraisee should consider their achievements
235 during the review period, with examples and evidence, however they must give examples of objectives they were
236 not able to achieve with explanations (Hutchinson and Purcell, 2003).

237 They should report on the most enjoyable part of their job and how they might want to develop the role and
238 also explain any aspect of their work in which improvement is required and how this might be achieved. They
239 should come out with their learning and development needs with arguments to support their case for specific
240 training and the level of support and guidance they require from their managers. They come out with their
241 aspirations for the future both in the current role and in possible future roles and their objectives for the next
242 review period (Hutchinson and Purcell, 2003).

243 In some instances it may be helpful to guide appraisees through a self-assessment process encouraging them
244 to assess and analyse their own performance as a basis for discussion and action. This can improve the quality
245 of the appraisal discussion because individuals feel actively involved in the process and this encourages them to
246 work through the points above beforehand. This can be particularly useful with more junior staff or those not
247 used to appraisals (Hutchinson and Purcell, 2003).

248 However, self assessment can only work if individuals have clear targets and standards against which to assess
249 themselves. It can also only be effective in a climate of trust where individuals believe their appraisers will not
250 take advantage of an open selfassessment (Hutchinson and Purcell, 2003).

251 In a performance appraisal setting, a supervisor must make a cognitive decision on how accurately he or she
252 will complete the performance appraisal process as outlined in the organisation's performance appraisal program.
253 The basis for this decision is the level of importance that the supervisor views in the performance appraisal.
254 If the supervisor views the performance appraisal as extremely important (high valence) it is likely that the
255 supervisor will put forth great effort to complete the performance appraisal accurately. However, if he/she does
256 not value the performance appraisal (low valence) he or she will likely not put forth much effort in completing
257 the performance appraisal accurately ??Higgins, 1997;Vroom, 1964).

258 Small (2007) also says that there are several issues which must be addressed to help the appraisals be an
259 experience that creates positive outcomes for all parties. Prior to any meeting, the appraiser must review the
260 staff member's history thoroughly, recognising the context of their career development, history with the business,
261 and any external issues the appraiser is aware of. The job description and any previously identified strengths or
262 work areas must be reviewed. When setting up a meeting, plenty of notice and issue of an agenda must be given
263 so that the employee can prepare. Both the staff member and their manager should have an equal opportunity
264 to bring information to the appraisal.

265 She goes on to state that appraisals should always be done in a neutral environment, ideally, with a peer
266 manager present for an independent perspective and also the staff member must always be allowed to speak first
267 at sharing their perspective on their role, outlining what they are responsible for and how they have set about
268 achieving what their role requires. This will both demonstrate their understanding and create an environment
269 more conducive to reaching agreement around the path forward.

270 Feedback should be conveyed positively and in an encouraging manner, wherever possible. The manager
271 should be specific in defining issues and behaviours that are barriers to the level of performance required. Staff
272 involvement is important in identifying their role in improving things, where corrective action is required. Actions
273 plans that would be developed should follow the SMART principle: Specific, Measurable, Achievable, Related to
274 outcomes, and Timely. Minutes should be taken to ensure that there is a record of the performance appraisal.
275 These should be documented and signed by all present as a written record of the occasion, with a specific focus
276 on agreed action points ??Small, 2007).

277 According to Murphy and Margulies (2004), the following can be considered as elements of a successful
278 performance appraisal system. There should be clear instructions and training for performance raters.
279 Performance raters should be familiar with the nature and importance of job duties on which employee is being
280 rated and with the employee's actual performance. The performance appraisal system should be job-related and
281 understandable as possible and there should be precautions against improper bias by performance raters. There
282 should be some additional level of review and signature beyond the performance rater.

283 Again, there should be some amount of monitoring to ensure uniform approach or application of the standards
284 in the performance system and the employee should have the right to review and comment. The employee should
285 sign to signify reading of review Year 2020 © 2020 Global Journals

286 5 Global Journal of Management and Business Research

287 Volume XX Issue XVI Version I () A but not necessarily agreement with any rating and should have the right of
288 appeal if the system is oriented toward that. The rating method for the performance appraisal system, numerical
289 and traditional, or collaborative, or some means should be agreed upon to ensure specific and mutual goals
290 (Murphy and Margulies, 2004).

291 6 c) Obstacles/Challenges Encountered in Implementing and 292 Managing Performance Appraisal Systems

293 A large number of managers, human resource professionals, human resource consultants and researchers are
294 recommending companies to get rid of the performance appraisal systems.

295 The main argument given by the researchers is that the system of performance appraisals itself is based on a
296 few wrong assumptions and it fails to fulfill its basic purpose.

297 The first and the foremost argument is the fact that there are discrepancies between the theory and its
298 application. There is often a disconnect between the theory and the practical implementation.

299 Again, performance appraisal is a bitter process for most of the employees which can create emotional pressures
300 and stress for the employees. Performance appraisal is often used as a tool to control the employees by the
301 superiors and this dampens the intrinsic motivation of the employees.

302 The focus of the performance appraisal process is too narrow i.e. it is just used to determine the rewards and
303 punishments for the employees by measuring their past performance. Most of the managers and superiors are not
304 trained enough to carry the processes in the appropriate and the structured manner. This obstructs the genuine
305 feedback, as it includes subjectivity and bias of the raters leading to incorrect and unreliable data regarding the
306 performance of the employees.

307 Performance appraisal process increases the dependency of the employees on their superiors. It can adversely
308 affect the morale of the employees and create dissatisfaction among them, thereby affecting the organisational
309 performance.

310 Even though performance appraisal process encourages accountability and approvals, it also discourages the
311 spirit of creativity and initiative by employees and also demotivates them. Performance appraisals and reviews
312 are often time consuming, with faulty methods to measure performances and generating false results and the
313 decisions taken can be politically influenced (Singh, 2007).

314 In another similar vein, the identification of the appraisal criteria is one of the biggest problems faced by
315 the top management. The performance data to be considered for evaluation should be carefully selected. Top
316 management should choose the raters or the evaluators carefully. They should have the required expertise and
317 the knowledge to decide the criteria accurately. They should have the experience and the necessary training
318 to carry out the appraisal process objectively. For the purpose of evaluation, the criteria selected should be in
319 quantifiable or measurable terms (Singh, 2007).

320 The focus of the system should be on the development of the employees of the organisation. Many errors
321 based on the personal bias like stereotyping, halo effect (i.e. one trait influencing the evaluator's rating for all
322 other traits) etc. may creep in the appraisal process. Therefore the rater should exercise objectivity and fairness
323 in evaluating and rating the performance of the employees. The purpose of the performance appraisal process is
324 to judge the performance of the employees rather than the personality of the employees (Singh, 2007).

325 The appraisal process may face resistance from the employees and the trade unions for the fear of negative
326 ratings and so the employees should be communicated to and the purpose and the process of appraisal should be
327 clearly explained to them. The standards should be clearly communicated and every employee should be made
328 aware of his/her expectations (Singh, 2007).

329 McNay ??1997) says that performance appraisal does not enhance team work; it is time-consuming and difficult
330 to administer and record and unsystematic appraisals might bring forth more negative than positive results. He
331 goes on to say that performance appraisal brings about frequent changes, excessive competition and conflicts. It
332 impairs the work climate and diminishes cooperation between colleagues.

333 The need to prove oneself all the time can cause burnout and also increases the possibility of being trapped by
334 numerous tasks. It sometimes leads to Social Darwinism. This implies that only the strongest will survive. The
335 criteria used to measure efficiency are limited and fail to consider the staff's contribution to the development of
336 the organisation (Mylonas, 2004).

337 Several other problems have been related to the implementation of performance appraisal. Performance
338 appraisal system is not considered as an ongoing yearly cycle process, but as a mechanistic once a year obligation
339 ("filling of a form"). At times, there is lack of dialogue between the appraiser and the appraisee and criteria are
340 not used as they are supposed to and there is a lack of specific objectives and agreed targets to be achieved,
341 either in departmental or individual level (Mylonas, 2004).

342 Again, he states that appraisers seem reluctant to fairly evaluate employees, so as to avoid negative reactions
343 and conflicts. Employees themselves are not willing to accept criticism and comparison with their colleagues.
344 There is a perception, among some employees, that appraisers are unable to appraise in a fair manner.

345 In certain instances, both appraisers and appraisees are not trained to a satisfactory extent to engage themselves
346 in fairly perfect performance appraisals. There is also external interference and influences (Mylonas, 2004). He
347 states that the system is quite vulnerable to problems related to human nature, such as subjectivity, and to
348 pressures related to family and other relationships. There is a tendency for appraisers to appraise in a more
349 lenient manner in the case where promotions are imminent.

350 The problems associated with the design, implementation, and operation of formal performance appraisal
351 systems are well documented, and they continue to frustrate both academics and practitioners alike. Researchers
352 have concluded that there is no such thing as an "ideal" appraisal format and system. Every organisation must

353 design an appraisal instrument and process that supports the organisational goals that it wishes to accomplish
354 (Greenberg, 1986). In addition, participant acceptance of an organisation's performance appraisal system is
355 perceived to be a critical factor in appraisal effectiveness (Ash, 1994). Further research suggests that having a
356 technically sound appraisal system and procedure is no guarantee that an organisation's appraisal process will
357 be effective (Wright, 1985).

358 Managers and subordinates must have a shared perception of the purposes and functions of the process and
359 the belief that the appraisal process is useful to them on an individual basis ??Maroney and Buckley, 1992).
360 To this end, an effective appraisal system is one that satisfies the needs of the parties involved in the process
361 (Lawler, Mohrman and Resnick-West, 1984). In addition, an effective appraisal system requires that managers
362 not only have the skills necessary to conduct the appraisals, but also the willingness to do so ??Longenecker and
363 Goff, 1990). Greenberg (1986) in a research has found that employees react more favourably to the appraisal
364 process when it satisfied their needs and included an opportunity to state their position; when factors on which
365 they were being evaluated were job-related; and when objectives and plans were discussed openly. Managers and
366 subordinates do not always agree on what constitutes an effective appraisal. When managers and subordinates
367 have a shared understanding of the purpose of the appraisal as well as each party's role in the appraisal, the
368 subordinate's acceptance of the appraisal is increased (Longenecker, Liverpool & Wilson, 1988).

369 Research and organisational practice suggest, however, that managers and subordinates have different needs
370 and expectations regarding the appraisal event.

371 Research strongly indicates that the manager's (rater) purpose, intentions, and perceptions of the rating
372 process may differ significantly from those of the subordinate (ratee) (Bernardin and Beatty, 1984). In a recent
373 study conducted in a medium-sized organisation, researchers found that managers and subordinates differed
374 significantly in their perceptions of both the role and effectiveness of the appraisal process on such key issues
375 as: the purpose of the appraisal process; the level of fairness; the link between pay and performance; honesty
376 of communication; completeness of feedback; means to improve the manager-subordinate relationship; and the
377 extent to which an appraisal lets subordinates know where they stand (Longenecker, Gioia, & Sims, 1987).

378 **7 d) Effective Performance Appraisal System**

379 Aside from formal traditional (annual, sixmonthly, quarterly, or monthly) performance appraisals, there are
380 many different methods of performance evaluation. The use of any of these methods depends on the purpose
381 of the evaluation, the individual, the assessor, and the environment. The formal annual performance appraisal
382 is generally the over-riding instrument which gathers together and reviews all other performance data for the
383 previous year ??Gillen, 2007).

384 Performance appraisals should be positive experiences. The appraisal process provides the platform for
385 development and motivation, so organisations should foster a feeling that performance appraisals are positive
386 opportunities, in order to get the best out of the people and the process. In certain organisations, performance
387 appraisals are widely regarded as something rather less welcoming which provides a basis only on which to
388 develop fear and resentment. Staff performance appraisal should never be used to handle matters of discipline or
389 admonishment ??Cash, 1993).

390 Gillen ??2007) argued that regular informal oneto-one review meetings greatly reduce the pressure and time
391 required for the annual formal appraisal meeting. The holding of informal reviews every month is ideal for all
392 staff as there are several benefits of reviewing frequently and informally.

393 The manager is better informed and more upto-date with his or her people's activities (and more in touch
394 with what lies beyond, e.g., customers, suppliers, competitors, markets, etc). Difficult issues can be identified,
395 discussed and resolved quickly, before they become more serious. Help can be given more readily people rarely
396 ask unless they see a good opportunity to do so -the regular informal review provides just this.

397 Assignments, tasks and objectives can be agreed completed and reviewed quickly -leaving actions more than a
398 few weeks reduces completion rates significantly for all but the most senior and experienced people. Objectives,
399 direction, and purpose is more up-to-date and modern organisations demand more flexibility than a single annual
400 review allows priorities often change through the year, so people need to be re-directed and re-focused. Training
401 and The 'fear factor', often associated by many with formal appraisals, is greatly reduced because people become
402 more comfortable with the review process. Relationships and mutual understanding develop more quickly with
403 greater frequency of meetings between manager and staff member. Staff members thus can be better prepared for
404 the formal appraisal, giving better results, and saving management's time. Frequent review meetings increase the
405 reliability of notes and performance data, and reduce the chances of overlooking things at the formal appraisal
(Gillen, 2007).

406 To Capko (2003) performance evaluations provide employers with an opportunity to assess their employees'
407 contributions to the organisation, which are essential to developing a powerful work team. The primary goals of
408 a performance evaluation system are to provide an equitable measurement of an employee's contribution to the
409 workforce, produce accurate appraisal documentation to protect both the employee and employer, and obtain a
410 high level of quality and quantity in the work produced.

411 Performance evaluations should be conducted fairly, consistently and objectively to protect employees' interests
412 and to protect organisations from legal liability. One way to ensure consistency is to use a standard evaluation
413 form for each evaluation. The form should focus only on the essential job performance areas. Limiting these

7 D) EFFECTIVE PERFORMANCE APPRAISAL SYSTEM

415 areas of focus makes the assessment more meaningful and relevant and allows the employer and the employee to
416 address the issues that matter most. Every detail of an employee's performance in an evaluation should not be
417 covered in the form (Capko, 2003).

418 For most staff positions, the job performance areas that should be included on a performance evaluation form
419 are job knowledge and skills, quality of work, quantity of work, work habits and attitude. In each area, the
420 appraiser should have a range of descriptors to choose from (e.g., far below requirements, below requirements,
421 meets requirements, exceeds requirements, far exceeds requirements). It is often important that the appraiser
422 also have space on the form to provide the reasoning behind his or her rating depending upon the specificity of
423 the descriptors (Capko, 2003).

424 Performance evaluations for those in management positions should assess more than just the essential job
425 performance areas. They should also assess the employee's people skills, ability to motivate and provide direction,
426 overall communication skills and ability to build teams and solve problems. Standard performance measures,
427 which allow employers to evaluate an employee's job performance objectively, can cut down on the amount of
428 time and stress involved in filling out the evaluation form. Although developing these measures can be one of
429 the more timeconsuming parts of creating a performance evaluation system, it is also one of the most powerful
430 (Capko, 2003).

431 A current job description for each position is the first step toward creating standard performance measures,
432 which are essentially specific quantity and quality goals attached to the tasks listed in a job description. A
433 job description alone can serve as a measurement tool during an evaluation if, for example, employers assessing
434 whether an employee's skills match the requirements of the position. Standard performance measures however
435 take the job description one step further. Standard performance measures can even objectively measure some
436 of the more subjective job performance areas, such as work habits. For example, employers can establish an
437 objective measure for attendance by defining the acceptable number of times an employee can be tardy or absent
438 during a specific time frame (Capko, 2003).

439 However, standard performance measures do not always work for other subjective areas, such as attitude. In
440 these cases, it is still important to be as objective as possible in evaluation of employees. An attempt should not
441 be made to describe attitude, however, the employee's behaviour, which is what conveys the attitude, and the
442 consequences of that behaviour for the practice should be described (Capko, 2003).

443 Employers must not make the common error of glossing over an employee's deficiencies and focusing only on his
444 or her strengths. It is by understanding their weaknesses that employees can take ownership of their performance
445 and role in the practice. When employees are given the support they need to make improvements in these areas,
446 they learn to take pride in their work and are willing to take on new challenges with confidence (Capko, 2003).

447 Again, when areas where improvement is needed are addressed, it helps employers to outline their expectations
448 for improvement and how they can help employees meet them. For example, if an employee is speaking harshly
449 with other employees and does not seem tolerant with customers or clients, the employee must be given some
450 examples of his or her behaviour and some suggestions to resolve the problem, such as role-playing sessions or
451 a communication skills/customer-service workshop or seminar. The boundaries must be defined by letting the
452 employee know what is acceptable and what will not be tolerated, and then establishing a plan for monitoring
453 performance and re-evaluating the employee (Capko, 2003).

454 The employee must be encouraged to give you some non-defensive feedback after the results of the evaluation
455 have been discussed. The employee must be asked whether he or she agrees with the assessment, and/or
456 suggestions for improvement must be invited. This should lead to an open exchange of information that will
457 allow the employer and the employee to better understand each other's perspective (Capko, 2003).

458 In some cases, even after a thorough performance evaluation and a discussion of expected improvements,
459 an employee will continue to perform poorly. Employers need to be prepared to handle such a situation by
460 having well-defined, written disciplinary and termination procedures in place. These procedures should outline
461 the actions that will be taken when performance deteriorates -a verbal warning, a written warning if there is no
462 improvement or a recurrence, and termination if the situation is not ultimately resolved.

463 The employer just need to decide when to conduct the performance evaluations once he/she have built their
464 performance evaluation system -the evaluation form, the performance measures, the feedback guidelines and the
465 disciplinary procedures. Some employers do all employee evaluations at the same time of year, while others
466 conduct them within thirty days of each employee's anniversary of employment. However when employers decide
467 to schedule the evaluations, they must ensure that each appraiser consistently meets the deadline. Ignoring
468 employees' overdue evaluations will make them feel devalued and may hurt morale and performance (Capko,
469 2003).

470 A performance evaluation system should be a key component of an organisation's structure. When
471 implemented effectively, it ensures fairness and accountability, promotes growth and development and encourages
472 a sense of pride in your employees' contributions to the practice. Other means of implementing an effective
473 performance appraisal system establishing performance standards which will be used to as the base to compare
474 the actual performance of the employees (Capko, 2003).

475 This step requires setting the criteria to judge the performance of the employees as successful or unsuccessful
476 and the degrees of their contribution to the organisational goals and objectives. The standards set should be clear,

477 easily understandable and in measurable terms. In case the performance of the employee cannot be measured,
478 great care should be taken to describe the standards (Singh, 2007).

479 Once set, it is the responsibility of the management to communicate the standards to all the employees of the
480 organisation. Employees should be informed and the standards should be clearly explained to them. This will
481 help them to understand their roles and to know what exactly is expected from them. The standards should also
482 be communicated to the appraisers or the evaluators and if required, the standards can also be modified at this
483 stage itself according to the relevant feedback from the employees or the evaluators (Singh, 2007).

484 The most difficult part of the performance appraisal process is measuring the actual performance of the
485 employees that is the work done by the employees during the specified period of time. It is a continuous process
486 which involves monitoring the performance throughout the year. This stage requires the careful selection of the
487 appropriate techniques of measurement, taking care that personal bias does not affect the outcome of the process
488 and providing assistance rather than interfering in an employees work. The actual performance is compared
489 with the desired or the standard performance. The comparison tells the deviations in the performance of the
490 employees from the standards set. The result can show the actual performance being more than the desired
491 performance or, the actual performance being less than the desired performance depicting a negative deviation
492 in the organisational performance. It includes recalling, evaluating and analysis of data related to the employees'
493 performance (Singh, 2007).

494 The result of the appraisal is communicated and discussed with the employees on one-to-one basis. The focus
495 of this discussion is on communication and listening. The results, the problems and the possible solutions are
496 discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive
497 attitude as this can have an effect on the employees' future performance. The purpose of the meeting should be
498 to solve the problems faced and motivate the employees to perform better (Singh, 2007).

499 The last step of the process is to take decisions which can be taken either to improve the performance of
500 the employees, take the required corrective actions, or the related human resource (HR) decisions like rewards,
501 promotions, demotions, transfers, etc (Singh, 2007).

502 **8 e) Conceptual Framework of the Study**

503 Public sector performance appraisals are a significant aspect of making employees more productive and are the
504 "tool of choice" in such performance enhancing efforts (Roberts, 1994). It has been said that "anything worth
505 doing is worth doing well." Given the goals of most appraisal systems, this saying appears to be quite appropriate
506 and, yet, effective appraisals are not assured by a technically sound system alone. Other elements, such as
507 managers' and subordinates' attitudes toward performance appraisals, and expectations also play a significant
508 role in achieving effectiveness of performance appraisal (Daley, 1990).

509 This study should serve as a case study for organisations to assess the effectiveness of their appraisal systems.
510 Organisations must continually look for ways to keep effective management and appraisal behaviour in the
511 forefront of managerial consciousness or the things worth doing will not be done well. Appraisals are no exception.

512 **9 (Reference: Author's Own Construct, 2020)**

513 The literature looked at the benefits and purpose of performance appraisal in organisations and comes out with
514 several of these, among which are correcting deficiencies of workers, motivation, training and development, giving
515 feedback, etc.

516 These benefits and purpose can be affected by how organisations implement their performance appraisals, the
517 obstacles and challenges of the performance appraisal system and the extent to which they can conduct effective
518 performance appraisals. The implementation of a particular kind of performance appraisal system or method
519 would depend on the kind of business. Business critical of the decisions they make use different performance
520 appraisal systems.

521 The obstacles and challenges of the performance appraisals identified were many and varied, for example, there
522 were discrepancies between the theory and its application, a narrow focus and some managers used it a tool to
523 control their workers among others.

524 The study examined that the extent to which organisations could conduct effective performance appraisals
525 depended on the purpose of the evaluation, the individual, the assessor and the environment. The connection
526 that exists between the benefits and purpose of performance appraisals can be a factor for performance appraisal
527 effectiveness and assessment (Anderson, 2002).

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530 **11 A f) Research Design**

531 The research design used in this study was the survey technique. This research design is desirable for the
532 objectives of data collection. The researcher collected both qualitative and quantitative data that was used for
533 the study. The research design tried to assess the performance appraisal systems of the Ghana Education Service.

534 This technique was chosen because of the nature of the research topic which demands the collection of significant
535 amount of data from a meaningful population size in an efficient manner (Ihenacho, 2005).

536 12 g) Research Population

537 The study population is the collection of all elements about which the researcher wish to make some inferences.
538 The population was one hundred and fifty people and they were made up of thirty staff members drawn from
539 the Regional Education Office and one hundred and twenty teachers of the Junior and Senior High Schools in
540 the Kumasi metropolis. The choice of this population for the study was informed by the need to extract relevant
541 information that will guarantee reliable findings and assist the researcher to make appropriate recommendations
542 (Ihenacho, 2005).

543 13 h) Sample

544 A sample of the staff at the Regional Education Offices and teachers of the Ghana Education Service in the
545 Kumasi metropolis was selected for the study. The choice of the sample size was influenced by the following:
546 the confidence needed to have on the data in respect of the total population, the margin of error that can be
547 tolerated; and the type of statistical analyses to be undertaken (Ihenacho, 2005).

548 A sample size of one hundred and twenty was selected and they included twenty staff members of the Regional
549 Education Office and one hundred teachers from selected Junior and Senior High Schools within the Kumasi
550 Metropolis.

551 14 i) Sampling Technique

552 The sampling technique was chosen considering the nature and characteristics of the population elements being
553 studied. The simple random sampling method which is a probability sample in which each population element
554 has a known and equal chance of being included in the sample was used to select the respondents. It helped the
555 researcher to identify and enumerate the finite population.

556 15 j) Data Gathering Instruments

557 The instruments used for the study were questionnaires and interviews.

558 16 k) Structure of Questionnaire

559 The questionnaire is recognised as an important method of quantitative data collection and therefore, attempt
560 was made to design it in a way as to capture accurate data and high response rate. In designing the questionnaire,
561 it was assumed that the respondents who are major stakeholders were sufficiently informed on the subject matter.

562 Questions were asked about performance appraisal planning, monitoring, data management, supervision and
563 budgeting in order to get a sense of if and how the performance appraisal process had been integrated into routine
564 management systems.

565 In constructing the questionnaire in terms of wording and layout, consideration was given to its usefulness as
566 a guide for decision or opinion making. The funneling approach was adopted in designing the overall structure of
567 the questionnaire. This approach involved asking general questions first before gradually restructuring the focus
568 through more specific questions, thereby leaving the most direct questions until the last. This technique is used
569 to reduce elements of bias which could come from asking specific questions up front.

570 Efforts were made to eschew biased wording in the framing of the questionnaire. Cooper and Schindler (2001)
571 observed that strong adjectives can be particularly distorting in the formation of questions. Also, attempts were
572 made not to personalise questions.

573 17 i. Administration of Questionnaire

574 Questionnaires were prepared and administered by the researcher to the respondents used for the study. A
575 total of eighty questionnaires were distributed to the target population elements comprising the teachers, and
576 administrative staff at the Regional Education Office. The questionnaires were distributed to the respondents
577 to fill them out three weeks earlier before these (questionnaires) were collected from them to be used for the
578 analysis.

579 The following steps were taken to improve on the return rates for the distributed questionnaires: questionnaire
580 length was made very limited to elicit ease of response; cover letters were used to dispatch the questionnaires.
581 It is considered a logical vehicle for persuading individuals to respond and repeated visits and phone calls to the
582 respondents though costly, assisted to ensure good response.

583 ii. Interview Schedules Regional Education Offices included in the study sample were contacted prior to the
584 study in order to inform them of the study and ask their agreement to participate in the study. The study
585 protocol was shared with all participating respondents prior to being disseminated.

586 To ensure informed consent, interviewers explained the purpose of the evaluation prior to beginning the
587 interview. Interviewers were provided with Year 2020 © 2020 Global Journals a script describing the study, its

588 purpose and the right of interviewees to decline to be interviewed. After receiving this information interviewees
589 were asked to consent to be interviewed before the interview could be conducted.

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592 **19 A**

593 In all cases, interviewees were assured that the interview was confidential and that no personal information about
594 the interviewee would be conveyed in the report.

595 **20 iii. Structured Interviews**

596 The structured interview is an oral presentation of a written questionnaire. The researcher read out the
597 questions and the interviewees gave their responses. Conscious effort was made to explain further questions
598 which interviewees did not understand. This type of interview was used to increase response rates and improve
599 the quality of answers to the questionnaire items. This kind of interview was challenging as it required a personal
600 sensitivity and adaptability as well as the ability to stay within the bounds of the designed protocol.

601 **21 iv. Unstructured Interviews**

602 An unstructured interview is where the researcher asks as few questions as possible, permitting the interviewee to
603 talk freely, intervening only to refocus the discussion or probe for additional insights into a key area. The questions
604 asked were more openended, with the interviewee providing responses in their own words. The respondents had
605 more control over the conduct of the interview in that they were often allowed to discuss issues as they arise and
606 not necessarily in an order predetermined by the interviewer.

607 The interview ensured a high contact and response rate and also helped clarify certain issues on the topic. The
608 researcher was able to probe for specific meanings of responses made by supplementing respondents' responses
609 with observations of them. A disadvantage was that it took a long period of time to complete.

610 **22 1) Method of Data Collection**

611 Data was collected from both primary and secondary sources. Primary data was collected using interviews and
612 questionnaires. Structured interviews were formalised and involved standardised questions for the respondents
613 (Abdullahi, 2004). Unstructured interviews were undertaken by taking note of responses to a list of questions on
614 the subject matter.

615 Journals, textbooks, handbooks and manuals, review articles and editorials, literature review, informal
616 discussions with experts, colleagues, seminars and conferences as well as published guides were used as sources
617 of secondary data.

618 The importance of consulting secondary sources of data and information was recognised in the study. Hakim
619 (1982) noted the need for researchers to consider the possibility of re-analysing an existing data in order to answer
620 their research questions and meet their research objectives.

621 Data on the Internet were located using search tools. The World Wide Web was searched for information.
622 The convenience of the Web and the extraordinary amount of information to be found on it are compelling
623 reasons for using it as an information source (Cooper and Schindler, 2001). Search engines such as Yahoo
624 (<http://www.yahoo.com>), Google (<http://www.google.com>) and MSN (<http://www.msn.com>) were used to
625 access vast information on performance appraisal that assisted in the study. Other sources of information used
626 include personal or informal discussions with associates and friends in the sector relevant to the study as well as
627 personal documents provided by them. All sources of data, both primary and secondary sources were evaluated
628 to ensure that they are relevant to the research objectives as well as assist the researcher to answer the research
629 questions.

630 **23 m) Methods of Data Analysis**

631 The data resulting from the study could be both quantitative and qualitative and as such, need processing and
632 analysis. The essence is to put the data in contextual form to enable the researcher answer the research questions
633 as well as address the research objectives (Ihenacho, 2005).

634 Consequently, quantitative analysis using simple tables, pie-charts and bar charts were carried out in order
635 to establish the relationships between the various variables. The analysis carried out enabled the researcher
636 establish the relationships between variables and trends in patterns of associations.

637 **24 III.**

638 **25 Results and Discussion**

639 This section attempts to analyse data generated from the study which include quantitative and qualitative
640 information collected from the two groups of respondents. The two groups of respondents were staff of the

25 RESULTS AND DISCUSSION

641 Regional Education Office and teachers of Junior and Senior High Schools in the Kumasi metropolis. The
642 instrument used for generation of the data analysed which is the questionnaire was structured in a way as to
643 elicit as much responses as possible on the subject. The questionnaires were distributed and retrieved from these
644 groups of respondents for analysis.

645 The general distribution pattern of the questionnaires was as follows; twenty (20) questionnaires were
646 distributed to staff at the Regional Education Office and one hundred (100) questionnaires were given to teachers
647 in the Junior and Senior High schools in the Kumasi metropolis. Out of the twenty questionnaires sent to the
648 staff at the Regional Education Office, ten was retrieved while for the one hundred (100) questionnaires sent
649 to the teachers, seventy were retrieved. In all eighty questionnaires were retrieved. The retrieval rate for the
650 questionnaires The section also presents in a comprehensive manner the discussions on the analysis of the data
651 generated from the survey. The objective of discussing the findings from the data analysis is to establish if the
652 findings are supportive to existing knowledge on the subject matter of the research study or provided a new
653 knowledge as well as strategies that could help improve performance appraisal in the Ghana Education Service.
654 Table 1 shows that 52 respondents representing 65% were males while 28 representing 35% were females. It can
655 also be seen that 2 respondents were within the age group of 20-24 years, out of which one (1) was a male and the
656 other one (1) a female.

657 Eight (8) respondents were within the age group of 25-29 years, out of which four (4) were males and the other
658 four (4) females. Fifteen (15) respondents were within the age group of 30-34 years, out of which seven (7) were
659 males and eight (8) were females.

660 Thirteen (13) respondents were within the age group of 35-39 years, out of which nine (9) were males and four
661 (4) were females. Thirty three (33) respondents were within the age group of 40-44 years, out of which twenty
662 three (23) were males and ten (10) were females. Nine (9) respondents were 45 years and above, out of which
663 eight (8) were males and one (1) was a female.

664 In analysing the data, the study revealed that more males were represented than females. It came out that
665 those in the age group 40-44 years were in the majority. This was followed by those in the age group 30-34 years.
666 Following closely were those in the age group 35-39 years. They were followed by those in the age groups, 45
667 years and above, 25-29 and 20-24 years in that order. Figure 1 shows that 25 respondents representing 31.2%
668 said correcting the deficiencies of workers was the reason for conducting performance appraisal in the GES.

669 15 respondents representing 18.8% felt giving feedback on the work done by teachers was the reason for
670 conducting performance appraisals in GES.

671 8 respondents representing 10% said promotion was the reason for conducting performance appraisal in the
672 GES.

673 12 respondents representing 15% felt employee motivation was the reason for conducting performance appraisal
674 in the GES.

675 Another equal number of 12 also representing 15% felt training and development was the reason for conducting
676 performance appraisal in the GES.

677 7 respondents representing 8.8% felt wage and salary administration was the reason for conducting performance
678 appraisal in the GES.

679 One respondent representing 1.2% felt there were other reasons for conducting performance appraisal in GES.

680 In analysis the data presented, the study revealed that correcting deficiencies of workers was the major
681 reason for conducting performance appraisal. When performance appraisal is conducted, it helps to expose
682 the deficiencies and shortcomings of the appraisees. It thus helps them to be aware of these deficiencies and the
683 necessary steps are taken to correct or minimise them. This is confirmed by Latham and Wexley (1981) who
684 have stated performance appraisal can be used for correcting worker deficiencies, among other benefits.

685 Another reason that was also cited by the respondents was giving feedback. The feedback helps the appraiser
686 to know whether his/her performance was acceptable. It helps the appraiser to accept responsibility for their
687 good or bad performance. This is also confirmed by Gabris (1986) in the literature that performance appraisal
688 provide formal feedback to individual staff members.

689 Promotion was also mentioned by group of the respondents as the reason for conducting performance appraisal.
690 Bannister and Balkin (1990) has reported that appraisees seem to have greater acceptance of the appraisal process,
691 and feel more satisfied with it, when the process is directly linked to rewards. Frequent appraisal and feedback
692 sessions help to ensure that employees receive the ongoing, guidance and support and encouragement they need.

693 Employee motivation was in the next in line as one of the reasons for conducting performance appraisal.
694 Performance appraisal can have a profound effect on levels of employee motivation -for better as well as for
695 worse. Performance appraisal provides employees with recognition for their work efforts. If nothing else, the
696 existence of an appraisal program indicates to an employee that the organisation is genuinely interested in their
697 individual performance and development. This alone can have a positive influence on the individual's sense of
698 worth, commitment and belonging.

699 Training and development was also another reason for conducting performance appraisal. Performance
700 appraisal offers an excellent opportunity for a supervisor and subordinate to recognise and agree upon individual
701 training and development needs. Performance appraisal can make the need for training more pressing and
702 relevant by linking it clearly to performance outcomes and future career aspirations. From the point of view of
703 the organisation as a whole, consolidated appraisal data can form a picture of the overall demand for training.

704 It helps appraisers to measure employee performance by examining the extent to which predetermined work
705 objectives have been met.

706 Wage and salary administration was also mentioned as one of the reasons for conducting performance appraisal.
707 Managers and subordinates In analysing the data, the study revealed that performance appraisal results made the
708 workers give off their normal effort. They were not motivated much by the results of the performance appraisal
709 and so they worked as normal as before the appraisal were conducted.

710 However, another said performance appraisal made them give off their best. Some of the employees said
711 performance appraisal helped them to improve their performance and thus work to their utmost capacity.
712 Nemeroff and Wexley (1979) have stated that employees are likely to feel more satisfied with their appraisal
713 results if they have the chance to talk freely and discuss their performance. It is more likely that such employees
714 will be better able to meet future performance goals.

715 Others said the results of performance appraisal made them give up below their normal effort due to how
716 it was conducted. Performance appraisal was not conducted in a positive and friendly environment as some
717 appraisers used it as a means of intimidating their subordinates. This has been confirmed by Greenberg (1986)
718 that employees react more favourably to the appraisal process when it satisfied their needs and included an
719 opportunity to state their position; when factors on which they were being evaluated were job-related; and when
720 objectives and plans were discussed openly. 3 shows that 3 respondents said performance appraisal was conducted
721 once every term. Six respondents said performance appraisal was conducted twice in the term. 6 respondents
722 said performance appraisal was conducted three times in the term. 11 respondents said performance appraisal
723 was conducted once in the academic year. 54 respondents said performance appraisal was conducted as and when
724 it was necessary to do so.

725 In analysing the data, the study revealed that performance appraisal was conducted in the GES as and when
726 it was necessary to do so. The GES undertook appraisal without any laid down time periods. Greenburg (1986)
727 have argued that there is no such thing as an "ideal" appraisal format and system. Every organisation must
728 design an appraisal instrument and process that supports the organisational goals that it wishes to accomplish.
729 Ash (1994) says that participant acceptance of an organisation's performance appraisal system is perceived to be
730 a critical factor in appraisal effectiveness.

731 (Source: Researcher's Field Study, 2020) Figure ??: Notice on the conduct of Performance Appraisal in the
732 Ghana Education Service Figure ?? shows that 33 respondents said they were given notice before the conduct of
733 performance appraisal while 47 respondents said they were not given any notice before the conduct of performance
734 appraisal.

735 In analysing the data, most of the respondents felt that they were not given any notice before the conduct of
736 performance appraisal. Others, however, said they were given notice before the conduct of performance appraisal.
737 Small (2007) says that plenty of notice and issue of an agenda must be given when setting up performance appraisal
738 meetings. This could promote professionalism in the conduct of performance appraisals in the Ghana Education
739 Service. Figure 5 depicts the analysis on the question of timing. 6.1% respondents said one month notice was
740 given before the conduct of performance appraisal while 93.9% respondents said there was no fixed period for
741 the conduct of performance appraisal in the Ghana Education Service.

742 In analysing the data, a very large percentage of the respondents said there was no fixed period for the conduct
743 of performance appraisal in the Ghana Education Service. Others, however, said they were given one month notice
744 before the conduct of performance appraisals. When a period is fixed for conducting performance appraisals in
745 organisations, workers become aware of their responsibilities and commit themselves to their schedules. 6 shows
746 that 43 respondents said the GES have the tools, materials and techniques for conducting performance appraisal
747 while 37 respondents said the GES did not have the tools, materials and techniques for conducting performance
748 appraisal.

749 In analysing, most of the respondents said that the Ghana Education Service had the tools, materials and
750 techniques for conducting performance appraisal.

751 Others also felt that the Ghana Education Service did not have the tools, materials and techniques for
752 conducting performance appraisals. When there are enough tools and materials, it helps officers to conduct
753 effective performance appraisal. Officers and supervisors who have the requisite techniques are able to conduct
754 effective performance appraisals. Table 2 shows that 29 (36.2%) respondents said there were no biases associated
755 with the performance appraisal process. 6 (7.5%) respondents said there was favouritism. 4 (5%) respondents
756 said it was difficult to measure quantitatively the amount of work done. 1 (1.3%) respondent said it sometimes
757 lead to situation where the strongest survive. 4 (5%) respondents said it tended to be discriminatory. 2 (2.5%)
758 respondents said it tended to be mechanistic. 6 (7.5%) respondents said superiors had personal affiliation to a
759 section of the subordinates. 1 (1.3%) respondents said superiors were sometimes subjective in their appraisal
760 of subordinates. 6 (7.5%) respondents said superiors gave some preferential treatment to some subordinates. 5
761 (6.2%) said superiors show some form of nepotism. 4 (5%) respondents said there was a halo effect. 5 (6.2%)
762 respondents said there was some form of leniency in cases where there was some relationship. 1 (1.3%) respondents
763 said there was stereotyping. 6 (7.5%) respondents said there was unfair treatment of some subordinates.

764 In analysing the data, the study revealed that the highly rated biases associated with the performance
765 appraisal process was favouritism, personal affiliation to superiors by some section of the subordinates, preferential
766 treatment given to some subordinates by superiors, and unfair treatment of some subordinates. Superiors were

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767 not very objective in their assessment of appraisees. ??erven (1990) have expressed doubts about the validity
768 and reliability of the performance appraisal process and have even suggested that the process so inherently flawed
769 that it may be impossible to perfect it.

770 Another revelation was that superiors showed some form of nepotism and also were lenient in cases where there
771 was some relationship between them and subordinates. They treated subordinates they knew or were related to
772 in some special way. Singh (2007) have stated that interpersonal relationships can influence the evaluation and
773 the decisions in the performance appraisal process.

774 Other biases that were associated with the performance appraisal process were that it was difficult to measure
775 quantitatively the amount of work done, it tended to be discriminatory and also there was a halo effect.
776 The appraisers did not have a clear cut policy or standard for measuring the process and also displayed acts
777 of discrimination towards the subordinates. They also used the same criteria approach for different people
778 irrespective of their individual efforts and differences. This is given by credence by Türk and Roolaht (2005)
779 who argue that the need to prove oneself all the time can cause burnout and also increases the possibility of
780 being trapped by numerous tasks; and there is a Social Darwinism, that is only the strongest will survive.
781 Figure 7 shows that 14 respondents said the indicators used for measuring performance were not quantifiable
782 in nature. 12 respondents said there was unavailability of job description for employees. 11 respondents said
783 there was lack of accountability. 6 respondents said the objectives were unchallenging, unrealistic and timely
784 reviewed. 16 respondents said the approach towards the process was unprofessional and unstructured approach.
785 18 respondents said there was bias and subjectivity in the ratings given by superiors. 3 respondents said there
786 was lack of complete information.

787 In analysing the data, the study revealed that the major discrepancy in the performance appraisal process in
788 the GES was bias and subjectivity in the ratings given by supervisors. Supervisors displayed certain acts of bias
789 towards some of the appraisers and were very subjective in the ratings they gave to appraisers.

790 Another revelation was that there was an unprofessional and unstructured approach towards the process. The
791 performance appraisal process was not structured in any professional manner. It was done haphazardly in a
792 manner that was convenient to appraisers.

793 The study also revealed that the indicators used for measuring performance were not quantifiable in nature
794 and thus appraisers were very subjective in their ratings. Unavailability of job description for employees was also
795 mentioned as one of the major discrepancies in the performance appraisal process in GES. The GES did not have
796 a clear cut policy on the job description for their works and thus workers especially teachers were made to teach
797 without any job description.

798 Lack of accountability was also mentioned as one of the major discrepancies in the performance appraisal
799 process. Superiors did not take into account the strategic objectives of the organisation. It was viewed as a
800 ritual event where managers evaluate employees' performance that rarely had close links to the overall mission
801 and program of the GES.

802 Another discrepancy that was mentioned by the respondents was that the objectives set by the GES were
803 unchallenging, unrealistically and not timely reviewed. The objective set by the GES did not challenge the
804 workers in any high manner and were not reviewed timeously. They even conducted performance appraisal as
805 and when it was necessary to do so. Figure 8 shows that 24 respondents said one of the major inhibitors of
806 the performance appraisal system in the Ghana Education Service was low employee commitment. An equal
807 number of 24 respondents also said that one of the major inhibitors of the performance appraisal was that it
808 was not directly linked to rewards, training or promotions. 21 respondents said lack of appropriate atmosphere
809 and professional approach was also a major inhibitor of performance appraisal system in the Ghana Education
810 Service. 11 said low management accountability was one of the major inhibitors of the performance appraisal
811 system in Ghana Education Service.

812 In analysing the data, most of the respondents felt the major inhibitor of the performance appraisal was low
813 employee commitment and lack of appropriate atmosphere and professional approach. When there is low employee
814 commitment and lack of appropriate atmosphere and professional approach to issues of appraisal, workers tend
815 to view the appraisal process with disdain and contribute less significantly towards it. Figure 9 shows that 43.8%
816 said the cost associated performance appraisal in the Ghana Education Service was high while 6.2% said it was
817 low. 7.5% said the cost associated with performance appraisal in the Ghana Education Service was sustainable
818 while 30% said it was not sustainable. 12.5% mentioned other reasons.

819 In analysing the data, most of the respondents felt the cost associated with performance appraisal was high.
820 The high cost associated with performance appraisal is a hindrance to the Ghana Education Service in conducting
821 effective performance appraisals. Figure 10 shows that 33.8% of the respondents said performance appraisal
822 was carried out pressurised environment. 31.2% said performance appraisal was carried out under stressful
823 environment. 27.5% said performance appraisal was carried out under intimidating environment. 7.5% said
824 performance appraisal was carried out under hassle-free environment.

825 In analysing the data, the study revealed that performance appraisal was carried out in a pressurised
826 environment. In most instances, staff were not given any notice of the appraisal meetings and even pressurised
827 to fill and submit forms in relatively short period of time.

828 Another section of the respondents mentioned that performance appraisal was conducted in a stressful

829 environment. Performance appraisal was conducted in an environment where the managers dwelt on negatives
830 and always pay particular attention to the weak points of the appraisees.

831 Others also said performance appraisal was carried out in an intimidating environment where the managers
832 wanted to show subordinates that they were more superior to them. A small number of the respondents felt that
833 performance appraisal was conducted in a hassle-free environment. Managers viewed the appraisal process in a
834 much more favourable light and engaged subordinates in a two-way communication. Figure 11 shows that 45
835 respondents said performance appraisal in the Ghana Education Service was laborious. 7 respondents perceived
836 the performance appraisal system was tactile while 22 respondents perceived the system to be strategic.

837 In analysing the data, the study revealed that performance appraisal system was laborious. Appraisers and
838 appraisees expended a lot of time and effort towards the appraisal system in the Ghana Education Service.

839 IV.

840 **26 Conclusion a) Findings of the Study i. Benefits and Purpose 841 of Performance Appraisal**

842 The research work examined the benefits and purpose of the performance appraisal and came out with several
843 of these. Furthermore, the study described the extent to which an effective performance appraisal could be
844 implemented and also the obstacles or challenges that were likely to be encountered in implementing and managing
845 performance systems.

846 The need for this study was therefore imperative, primarily to assess the performance appraisal systems of the
847 Ghana Education Service. Performance appraisal systems existed in the service but were not mostly linked to
848 wage and salary administration, promotions and incentives as means of influencing performance. Performance
849 appraisal was based on staff interviews and filling of statutory forms on an as and when it was necessary basis. The
850 use of existing performance appraisal systems for determining skill gaps and training needs seemed less important
851 to managers of the service. Feedback especially individualised feedback to staff on performance appraisals was
852 almost absent in the Ghana Education Service. Staff meetings were however organised and seemed to cover
853 broader welfare and institutional issues rather than direct performance of appraisees.

854 **27 b) Recommendation**

855 The following recommendations are suggested.

856 **28 c) Policy on Performance Appraisal**

857 The Ghana Education Service did not have a clear cut policy on the conduct of performance appraisal.

858 It is recommended that there should be a clear cut policy on the conduct of performance appraisal in the GES.
859 Performance appraisal should be aligned with the GES mission and organisational culture. Performance appraisal
860 schemes should take into account the strategic objectives of the organisation. There should be proper education
861 on the intents and purposes of the performance appraisal systems. Adequate notice should be communicated to
862 all interested parties before the process is undertaken.

863 **29 d) Time for conducting Performance Appraisal**

864 The Ghana Education Service did not have definite time for conducting performance appraisal.

865 It is recommended that performance appraisals should be made an informal and ongoing activity. Performance
866 appraisal should not be done on an adhoc basis. Managers/officers can increase their appraisal effectiveness by
867 scheduling periodic, informal appraisals with their subordinates on a regular basis. These mini-appraisals will
868 encourage honest communication, give managers/officers an opportunity to monitor employee progress, provide
869 the employee with an ongoing source of feedback, and help address minor problems before they build or snowball.

870 **30 e) Environment for Performance Appraisal**

871 Performance appraisal was conducted in a nonfriendly and non-intimidating and pressurised environment. A
872 both appraisees and appraisers to give their maximum best to the exercise. Performance appraisal should be
873 done in an objective manner. Performance should be measured by using a combination of quantitative and
874 qualitative measures to capture the complexity of the process. The process of assigning ratings should help
875 minimise subjective aspects. It should not lead to a situation where the strongest survive and there should not
876 be a halo effect.

877 **31 f) Feedback**

878 Appraisees were not given immediate and relevant feedback on their performance.

879 It is recommended that appraisees should be given feedback on their performance. Meaningful and accurate
880 evaluation and feedback would help appraisees determine their strengths and weaknesses and take the necessary
881 actions to improve their performance. There should be good communication and information dissemination to
882 appraisees and there should be honest and accurate reporting with individual accountability for end results.

883 **32 g) Training, Promotions and Financial Rewards**

884 Training, promotions and financial rewards are not directly linked to the results of performance appraisal.

885 It is recommended that training, transfers, layoffs, promotions and demotions, should be directly linked to the
886 results of the performance appraisal process as it reveals the strengths and weaknesses of employees. Employee
887 appraisal data should be used for determining any increases in wages and salaries for employees. It should help
888 to diagnose the training and development needs of employees. It should be used for the correct purposes and
889 help to identify the gaps in desired and actual performance and its causes.

890 **33 h) Funds, Materials and Equipment**

891 The Ghana Education Service did not have much funds, materials and equipment to conduct performance
892 appraisal.

893 It is recommended that there should be enough funds, tools, materials and equipment to undertake an effective
894 performance appraisal. The Ghana Education Service should provide all the necessary logistical support to help
895 undertake successful appraisals in the service.

896 **34 i) Skill Training for Managers or Appraisers**

897 The appraisers lacked the training to conduct effective performance appraisal.

898 It is recommended that there should be appraisal skill training for managers or appraisers to enable them
develop specific appraisal skills and confidence that can enable them to effectively evaluate others.

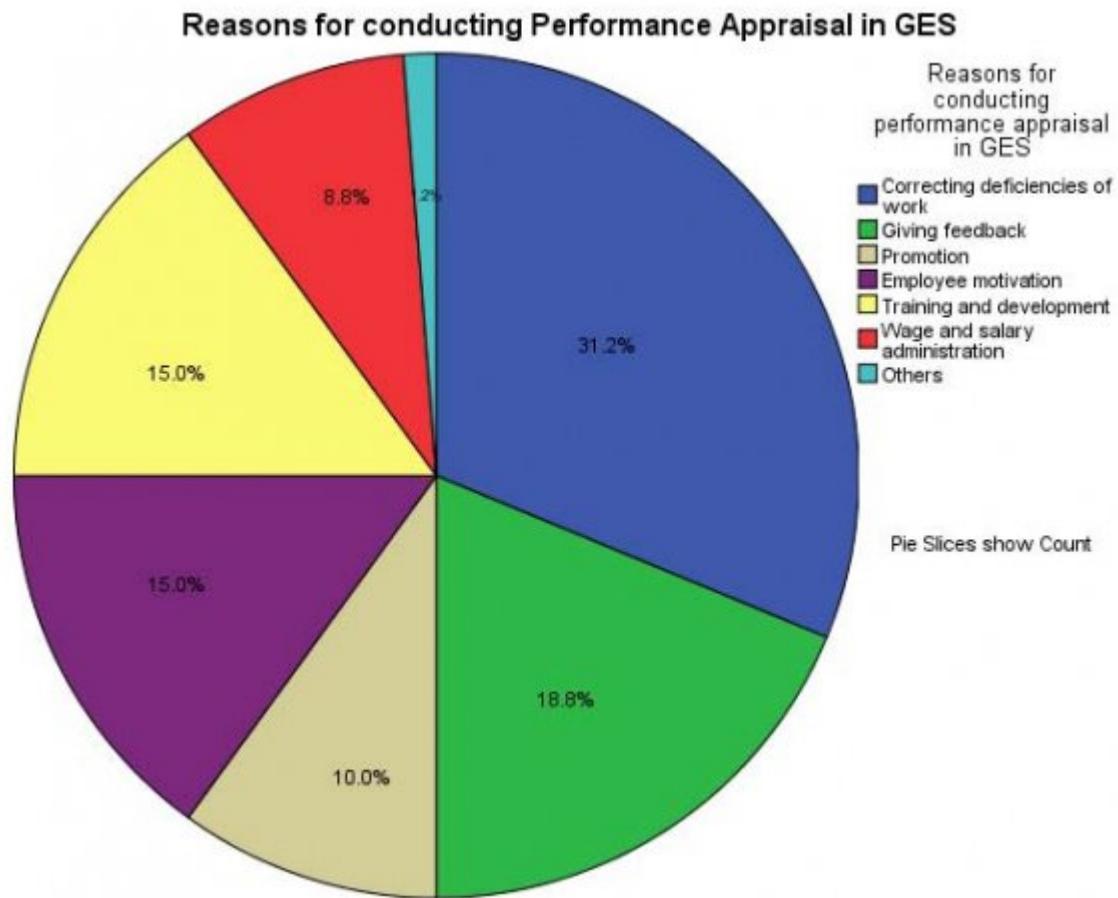


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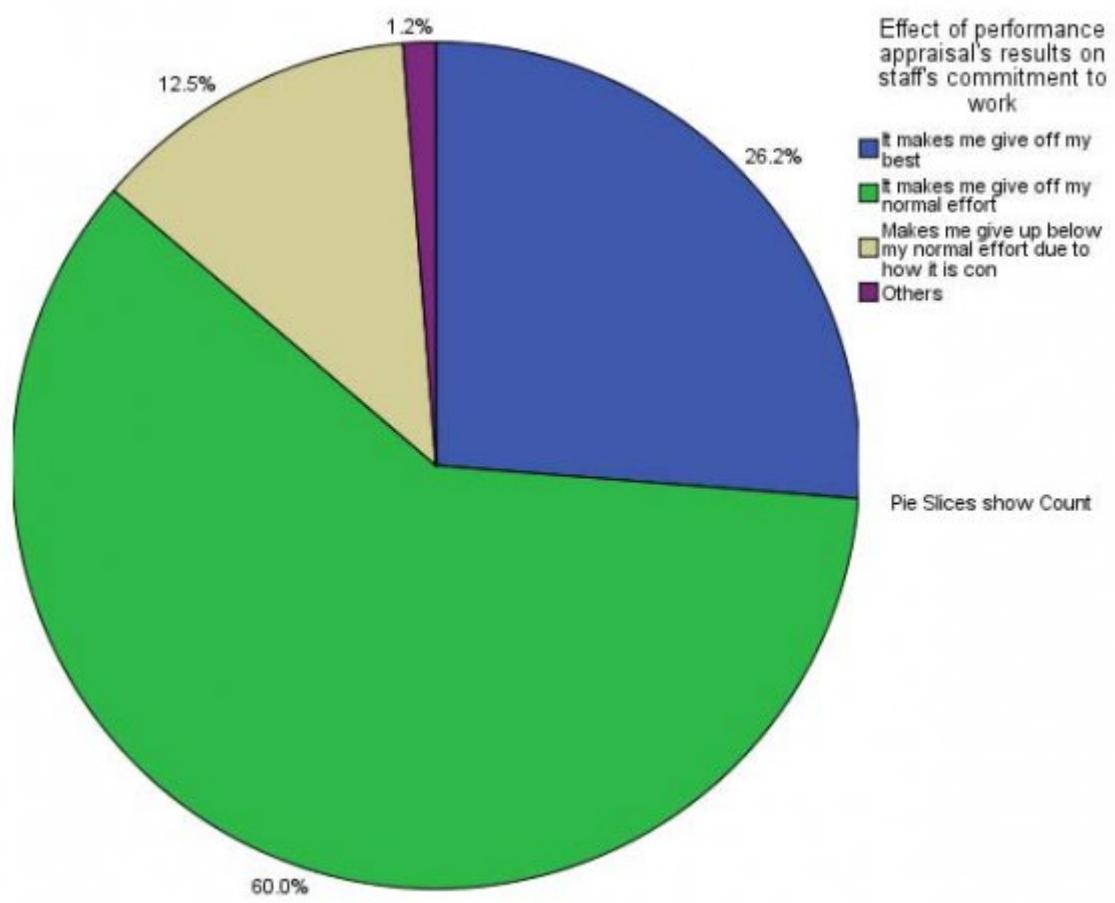


Figure 2:

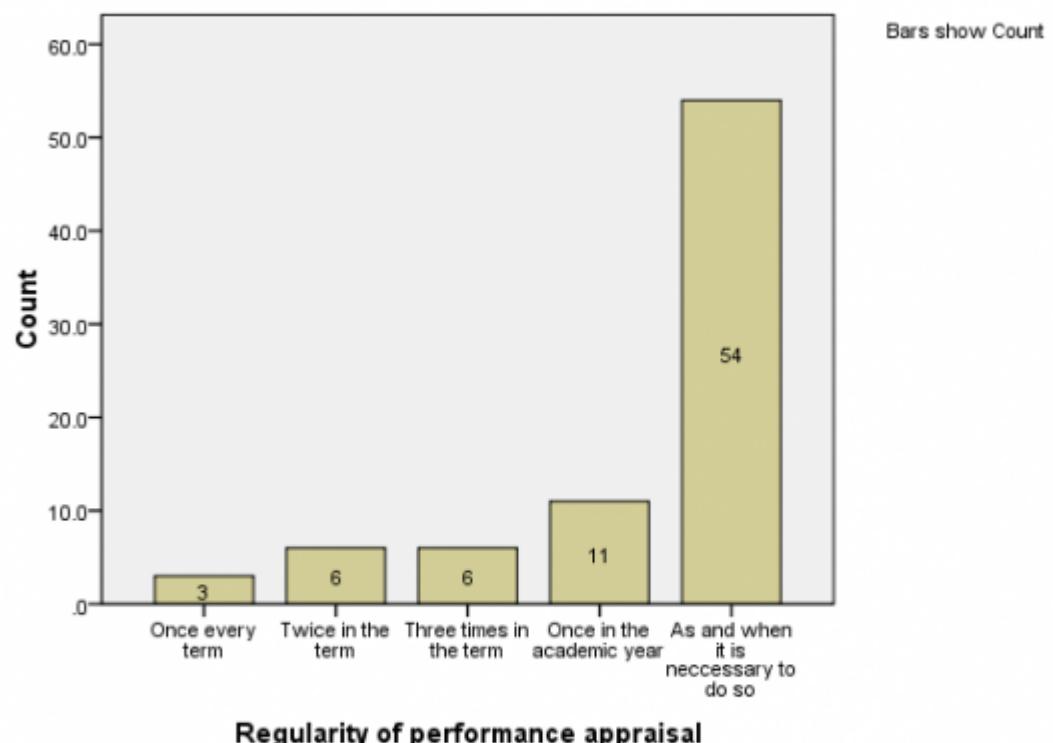
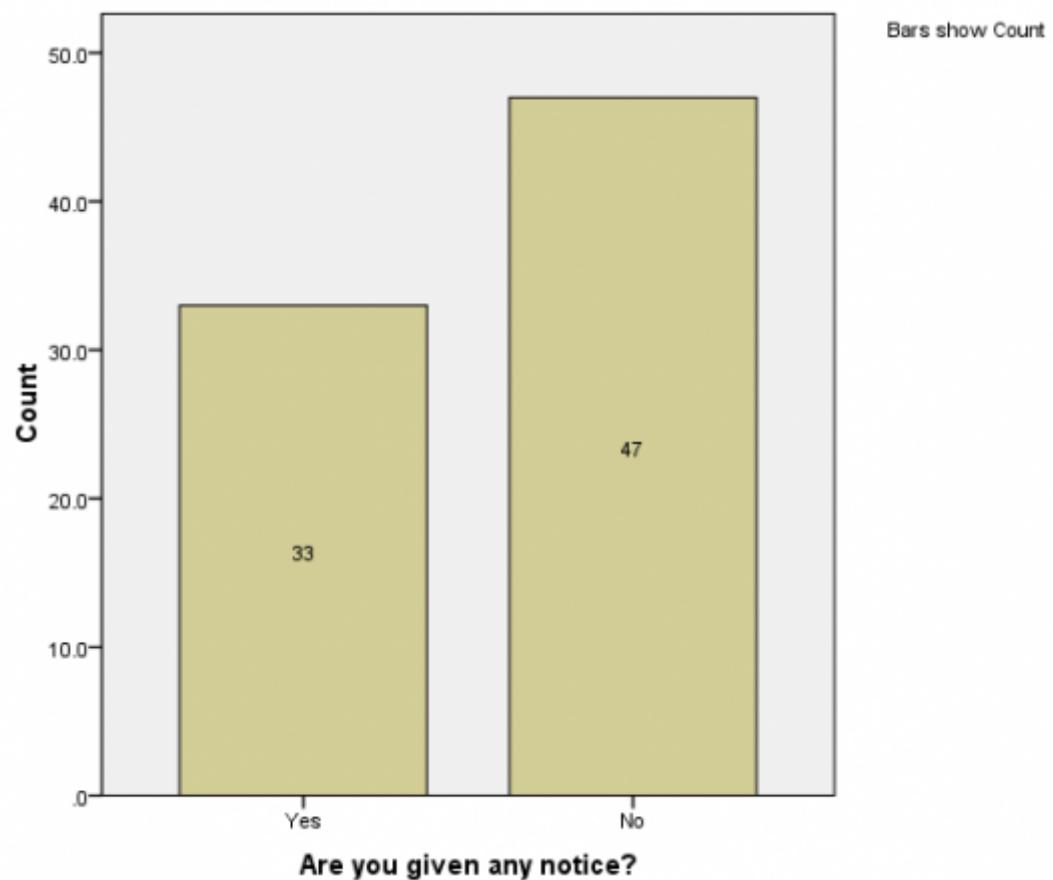
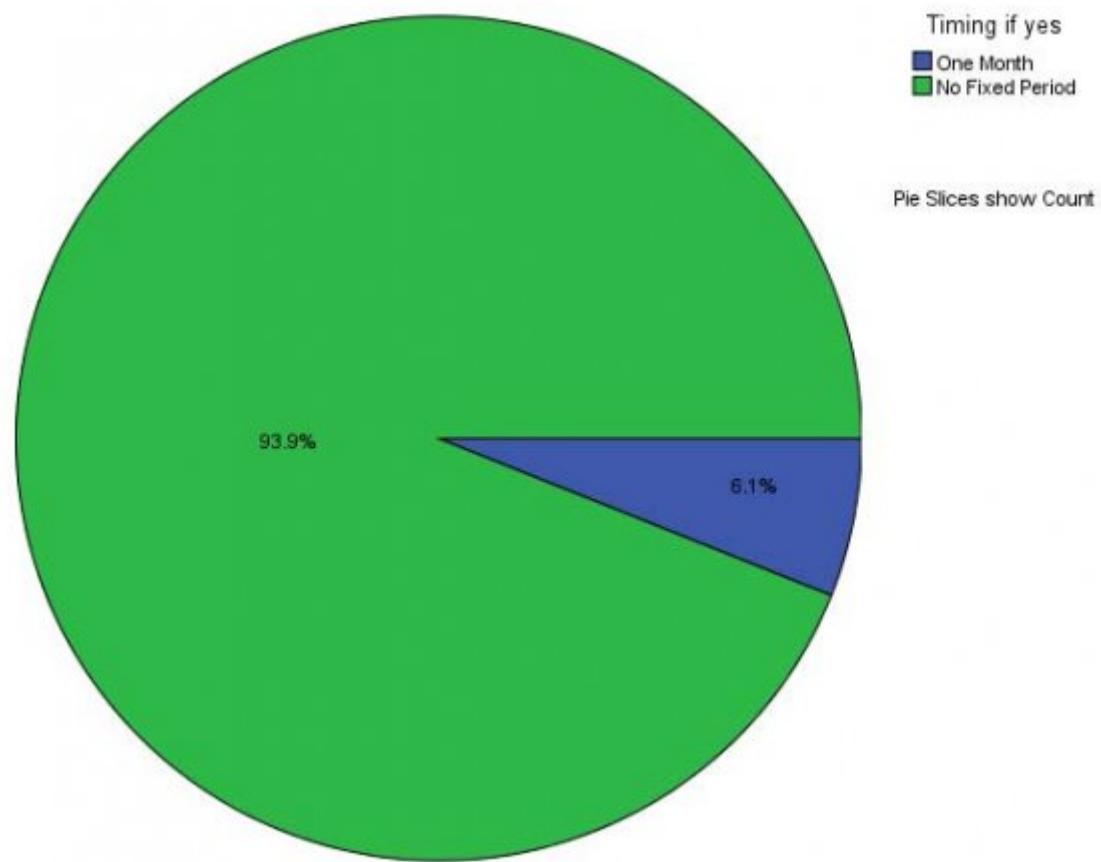


Figure 3: A



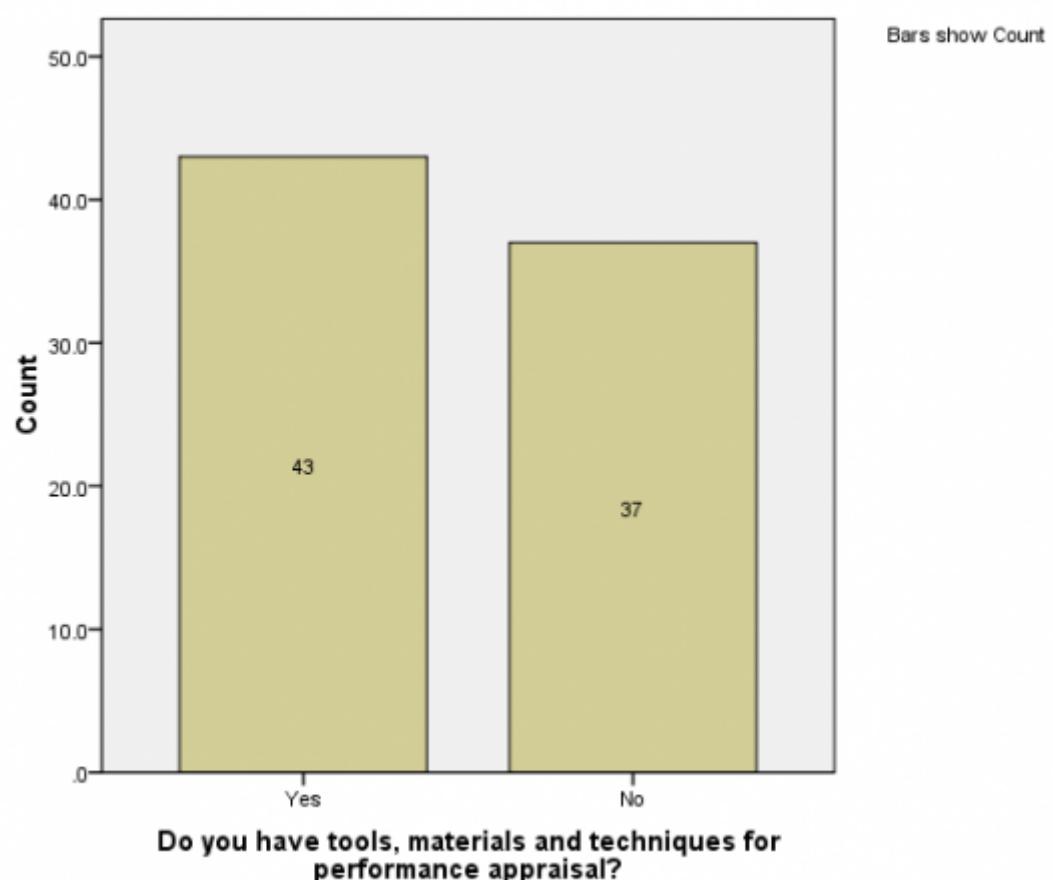
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Figure 4: (Figure 1 :



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Figure 5: Figure 2 :



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Figure 6: Figure 3 :

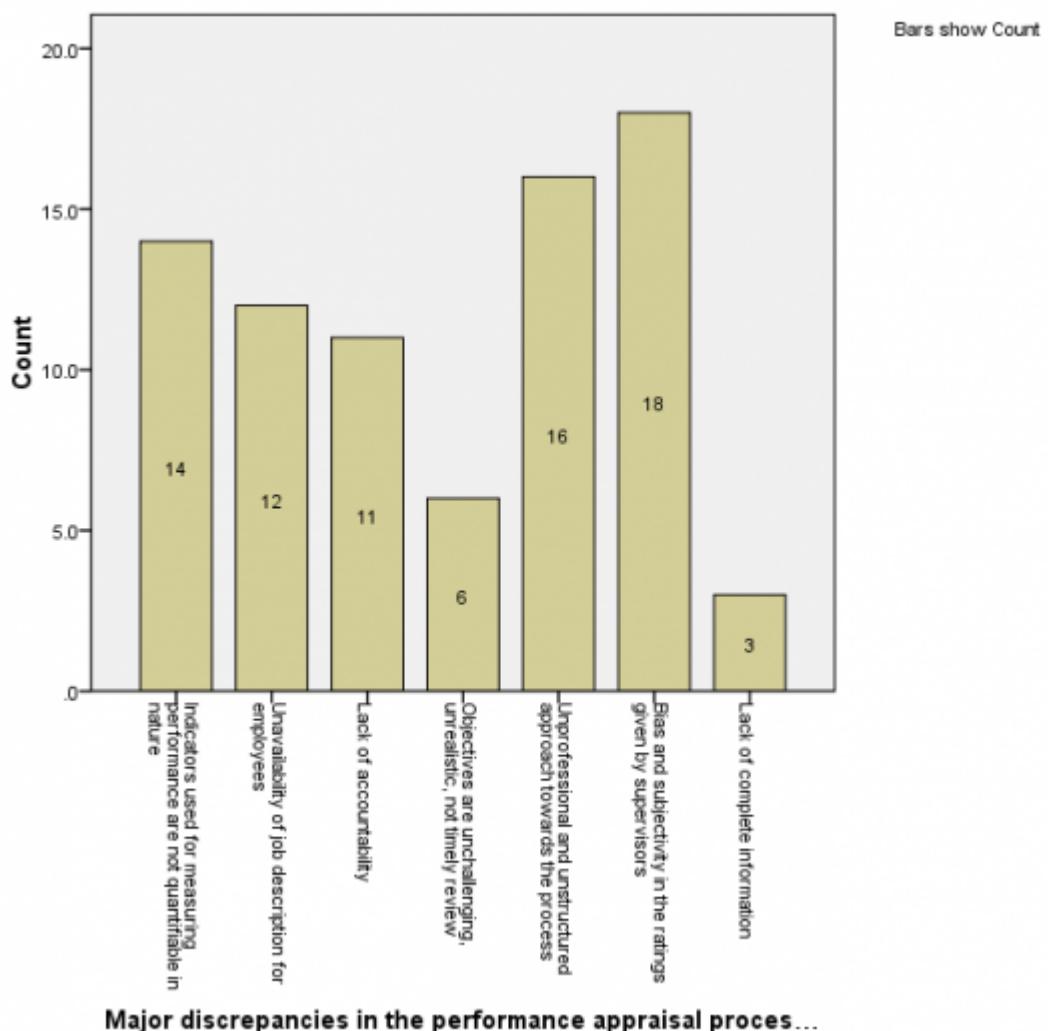
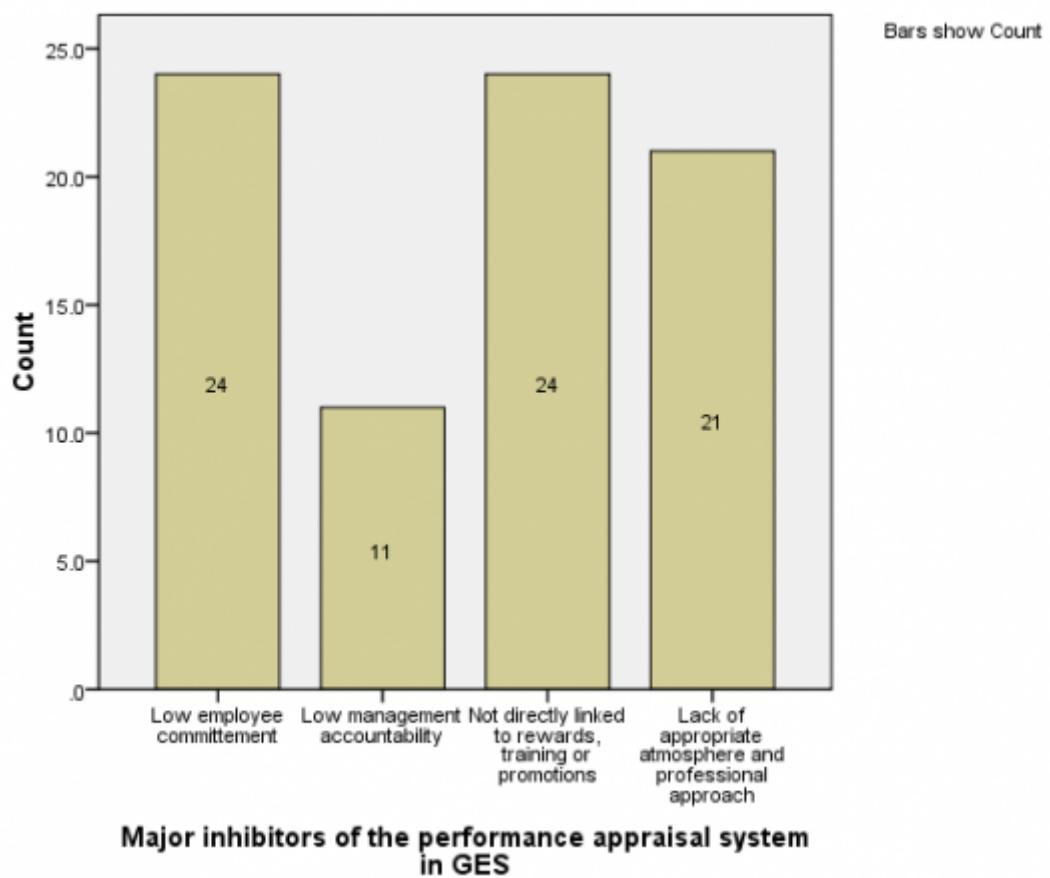
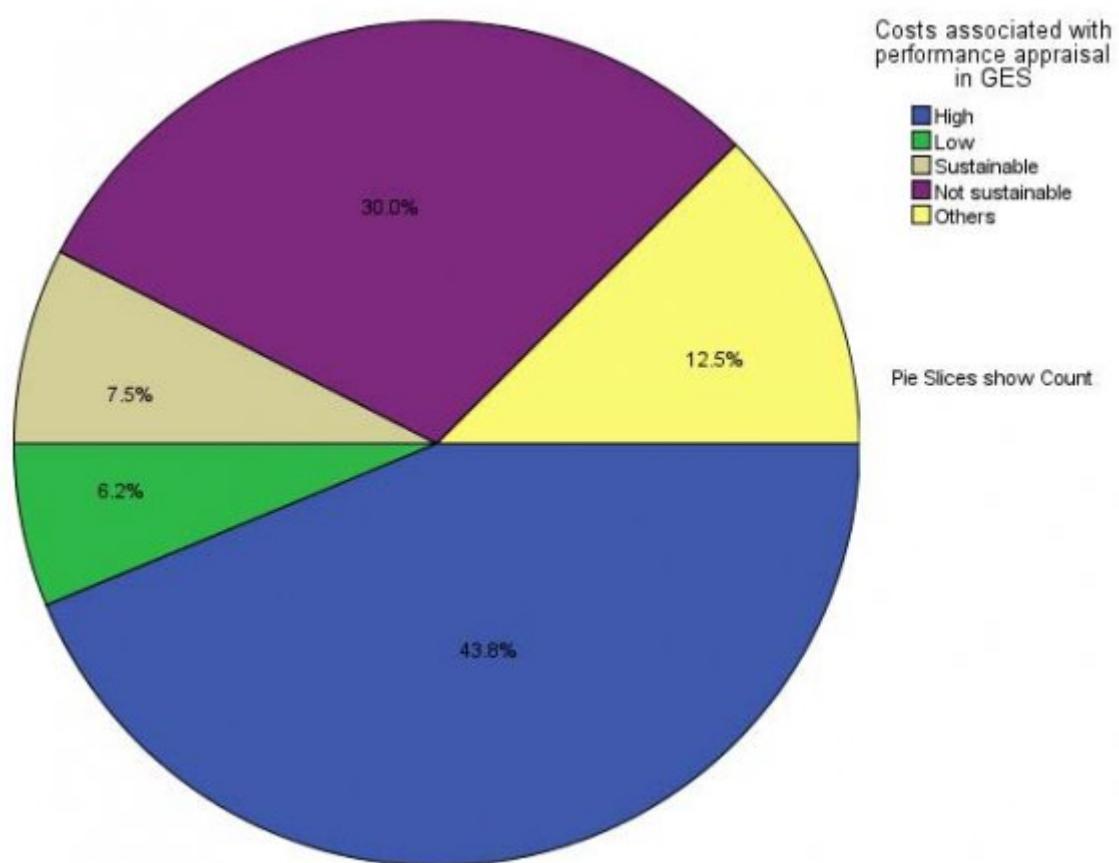


Figure 7: Figure



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Figure 8: Figure 5 :



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Figure 9: Figure 6 :

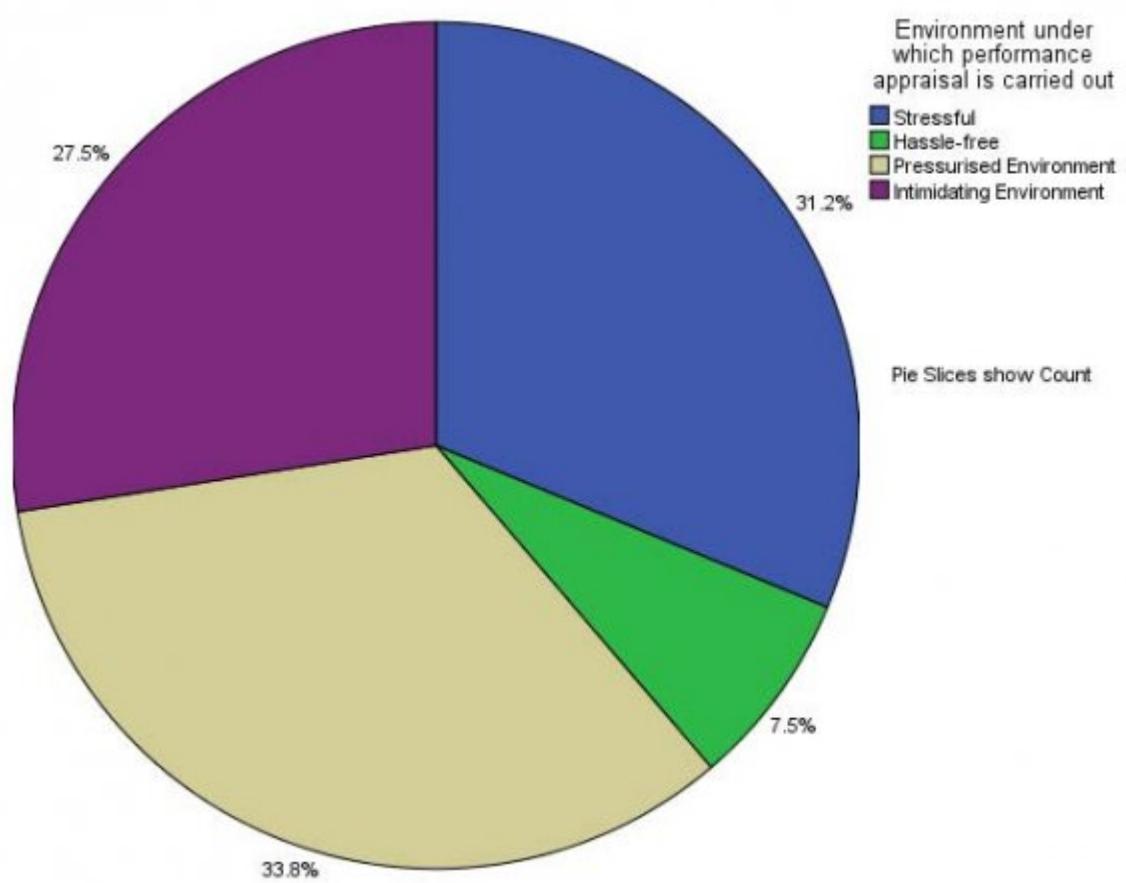


Figure 10: Figure

34 I) SKILL TRAINING FOR MANAGERS OR APPRAISERS

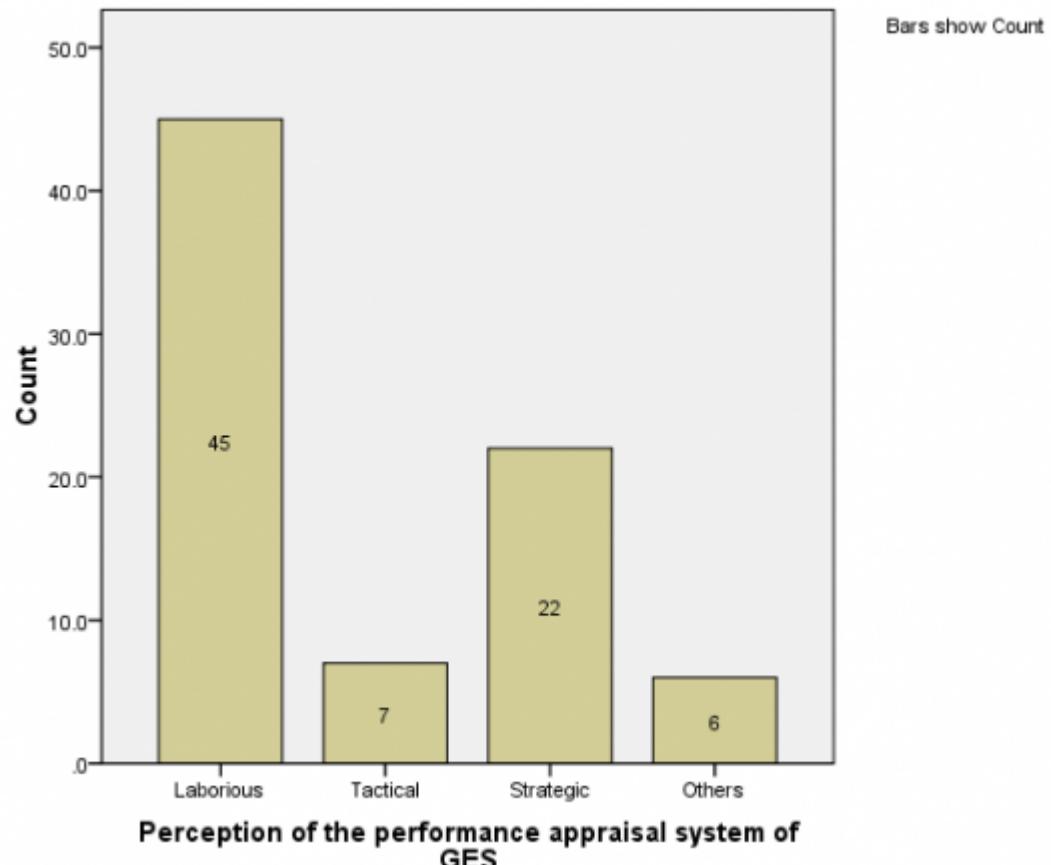


Figure 11: (

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Male	Gender	Female	Total
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Figure 12: Table 1 :

2

Frequency Percent	Cumulative Percent
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Figure 13: Table 2

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