

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT, KUMASI

PERCEPTIONS OF TEACHERS ON PERFORMANCE APPRAISAL AT  
KWABRE EAST MUNICIPALITY



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The logo of the University of Education, Winneba, is a circular emblem. It features a central torch with a flame, set against a background of a sunburst. The emblem is surrounded by a blue border containing the text 'UNIVERSITY OF EDUCATION, WINNEBA' and 'EDUCATION FOR SERVICE'.

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Studies, Akenten Appiah-Menka University of Skills Training and  
Entrepreneurial Development, in partial fulfilment of the requirements for  
award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2021

## DECLARATION

### STUDENT'S DECLARATION

I, GREGORY AMOAH, declare that this dissertation, with the exception of quotations and references contained in published works, which have been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE.....

DATE.....

### SUPERVISOR'S DECLARATION

I hereby declare that, the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by Akenten Appiah-Menka University of Skills Training And Entrepreneurial Development.

NAME OF SUPERVISOR: DR. PHILIP OTI-AGYEN

SIGNATURE.....

DATE.....

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## **DEDICATION**

To my wife, Rita Boadu.



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## ABSTRACT

The study was conducted to investigate perception of teachers on performance appraisal in Junior High School at Kwabre East Municipality. This was necessitated by the important role the performance appraisal had played and continues to play in the success of schools. The objectives of the study were to identify performance appraisal methods that exist within junior high schools in Kwabre East Municipality, find out challenges associated with performance appraisal within junior high schools in Kwabre East Municipality and to investigate the effects of performance appraisal feedback on commitment of teachers within junior high schools in Kwabre East Municipality. Descriptive survey design was used for the study. The research population comprised 90 junior high school teachers. Census sampling technique was used to include 90 respondents for the study. Questionnaire with closed and opened ended items were used for data collection. Descriptive statistics such as frequencies, percentages and mean were used to analyse data for the study. The Cronbach alpha coefficient was estimated as 0.78 for the study. The study revealed that heads of schools organized performance appraisal once every year. Most teachers adopted the usage of the modern methods of performance appraisal with ranking and grading. Lack of training and lack of knowledge on the side of appraisers were some of the hindrances of performance appraisal. Performance appraisal feedback ensured a positive attitude towards work. It is recommended that headteachers should engage in frequent evaluation of teachers' performance. This would help in supporting human resource activities such as promotion, salary administration and identification of strengths and weakness of teachers.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Appraising teacher performance in schools is a huge task. It is often not noticed but always inevitable aspect in the supervisory process. Educational researchers regard teacher appraisal as an important vehicle for promoting educational quality (Zhang, 2017; Hallinger, Heck & Murphy, 2014; Debrah 2016) which is believed to have the potential to facilitate teachers' professional development and to stimulate instructional improvement. However, critics of teacher appraisal regard it as a mechanical and meaningless exercise (Darling -ammond, 2015). Teacher appraisal becomes a perfunctory ritual activity that is disjointed from the process of teaching improvement and teachers' professional development (Zhang, 2017). However, the head teachers (principals) and heads of academic departments are increasingly playing leading roles in the appraisal of teachers (Odhiambo, 2015) and similar cases replicate in most developing countries.

The reasons for measuring performance are to obtain information as to whether the target set has been achieved by the designated worker (teacher) and to what extent. Information obtained on whether target set has been achieved must be aligned at every level of the organization, and performance appraisal encourages this behavior. From a different perspective, Bolman and Deal (2017) suggest that performance evaluation ensures a responsible, serious, and well-managed image. Its widespread use persists largely for symbolic reasons. An important goal of every school, is the improvement of teacher job performance. It is generally accepted that performance appraisal is a necessary part of a successful performance improvement method in institutions (schools). Performance appraisal allows headteachers to inform their staff about their

rates of growth, their competencies, and their potentials. It enables teachers to be intentional in creating their individual developmental goals to help in their personal growth. The researcher is of the view on the foregoing that there is little disagreement that if performance appraisal is done well, it serves a very useful role in reconciling the needs of the individual employee or teacher and the needs of the schools. If used well, performance appraisal is an influential tool that organizations have to organize and coordinate the power of every teacher of the schools towards the achievement of its set goals (Grote, 2016). It can focus each teacher's mind on the organization's mission, vision, and core values. The challenges associated with the design, implementation, and functional use of appraisal systems are well documented, and they continue to be frustrating to both academics and practitioners (Grote, 2016). In another study, it was reported that many companies are not satisfied with their performance appraisal systems and procedures (Odhiambo, 2015). This study therefore sought to investigate teachers' perceptions of performance appraisal.

## **1.2 Statement of the Problem**

Formal appraisal system is needed to reduce certainties of bias and wrong (Brown, 2017). Performance appraisals are an important piece of process by which the school attempts to direct themselves and have been considered as a key component in the successes of schools for most of the twentieth century (Grote, 2016).

In the assessment of job performance of teachers in schools, researchers like Zhang (2017), Grote (2016) and Debrah (2016) have raised a concern as to whether or not commitment is a reasonable expectation employers hold for their teachers in today's work environment where changes in leadership and organizational focus may occur rapidly. Brown (2017) stated that the old employment contract of lifetime employment

in exchange for loyalty is gone. Unfortunately for many institutions, commitment fled with the old employment contract of lifetime employment. The notions concerning the lack of commitment among teachers today has served as a catalyst for further study of teacher commitment (Darling-Hammond, 2015). Most schools, the world over are under constant pressure to evaluate their teachers within the stipulated terms in the year (Brown, 2017). Majority of Ghanaian teachers in basic schools are uncertain about the usage of formal performance appraisal systems in schools. This in turn leads to a core number of teachers who are less committed to the values, and goals of the institution; and hence perform abysmally (Debrah, 2016). Carrel (2015) identifies some of the factors causing decline in commitment of basic school teachers in Ghana. Carrel outlines failure to provide the necessary customized appraisal systems and motivation to these teachers by the concerned agents. Carrel further says that in most cases, the public basic school teachers have been used as a tool of production that may only come to the picture during analysis of the final examination results. While this is the case, the Ghana government on the other hand, has constantly increased its budget allocation to the ministry of education. Aikins (2010) looked into factors affecting commitment of public-school teachers where he postulated that monetary reward and leadership style are some of the major factors that affect commitment of teachers. He further said that there is need for head teachers of all public schools to undergo training through seminars and workshops in order to equip them with relevant skills pertaining evaluation system.

Aquinis (2019) did a work in trying to show the effects of teacher appraisal on performance of teachers. He argues that the appraisal systems should not be used by head teachers to discriminate against teachers on basis of age, gender, ethnicity political affiliations among others. Otoo (2015) recommends that teachers should be

informed of the appraisal tools and the content of the tools and more feedback and involvement of teachers be done promptly. He further said that there is need to put up a better policy on performance appraisal of teachers in Ghana. Literature search indicate that past approaches to performance appraisal in basic schools have had limited and confused purposes and their contribution to enhanced institutional performance and quality has been minimal (Owusu-Addo, Kuranchie, & Nanyele, 2018).

An interaction with some teachers in the study area indicated that some teachers have been displeased with the way some supervisors conduct performance appraisals as they use performance appraisals to victimize teachers who are not in their good books by giving low scores leading to teacher apathy towards performance appraisal.

The process of assessing performance appraisal is very important in enhancing teacher performance; therefore, this study seeks to investigate perception of teachers on performance appraisal at Kwabre East Municipality.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate perception of teachers on performance appraisal at Kwabre East Municipality.

### **1.4 Objectives of the Study**

The following objectives could be drawn from the research problem of the study.

1. to identify the performance appraisal methods that exist within JHS in the Kwabre East Municipality.
2. to find out challenges associated with performance appraisal within JHS in the Kwabre East Municipality.



3. to establish the effects of performance appraisal feedback on commitment of teachers within JHS in the Kwabre East Municipality.

### **1.5 Research Questions**

1. What performance appraisal methods exist within JHS in the Kwabre East Municipality?
2. What challenges are associated with performance appraisal within JHS in the Kwabre East Municipality?
3. What are the effects of performance appraisal feedback on commitment of teachers within JHS in the Kwabre East Municipality?

### **1.6 Significance of the Study**

The information gathered may help the teachers and heads in the training of teachers on the importance of performance appraisal. The heads may be able to identify whether the performance appraisal is effective or not and take the necessary action. The teachers can also make the necessary suggestions on how the performance appraisals systems can be improved and structured to motivate teachers to perform effectively thus improve the quality of education in public junior high schools.

The study is significant in that the findings may benefit the Ministry of Education (MoE), the, teachers, and teacher educators in various ways. The MoE is hard pressed to improve the quality of teaching and learning in our schools. This can only happen through effectiveness of teachers, which relies on effective performance appraisal.

The study findings may help the Ministry by pointing to the weaknesses of the current approach to teacher appraisal in the country, and suggesting possible remedies.

Teachers, like all other Teachers, need to appreciate the role of appraisal as positive tool towards job improvement and career advancement.

The study may also add to the existing body of research on teachers' performance appraisal and effectiveness.

### **1.7 Delimitations of the Study**

This study was conducted among Junior High School teachers in the Kwabre East Municipal of the Ashanti Region. Areas such as, performance appraisal methods that exists within JHS, challenges of performance appraisal and the effects of performance appraisal feedback on commitment of teachers within Junior High School were covered. The study was delimited to teachers. Only junior high schools were used for the study.

### **1.8 Limitations of the Study**

The researcher used questionnaire to collect data for the study. The use of questionnaire to collect data for the study did not allow the researcher to probe further for detail explanation. This was likely to affect the validity of the findings. The findings of the study could not generalized be limited to JHS teachers in other Municipalities.

### **1.9. Organization of the Study**

This study is organized into five chapters. The First Chapter which is the introduction talks about the background of the study, problem statement, purpose, objectives, deduced research questions significance and scope of the study. Chapter Two describes a review of previously related research works on teacher absenteeism and the theories in connection with the research would be analyzed. Also, any

reoccurring themes from the research are discussed. Chapter Three discusses data availability and analysis. This Chapter also explains the method used to gather research findings. Chapter Four presents the results and discussion of the research findings from the analysis of the data collected. Chapter Five gives a summary of findings, the conclusions and recommendations from the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

Today, most organizations attempt to develop the outlook and performance of its Teachers by using multiple and complex training and educational programs. In comparison to this, several academicians, researchers and professionals hold that the personality of Teachers is generally developed when they learn several dimensions of job while working. Similarly, it is also believed that proper development of the personality of a Teacher by exercising on the job will be more useful when the organization simultaneously gets related feedback through a systematic method of performance appraisal. Performance appraisal is a process of obtaining, analyzing and recording information about the relative worth of a teacher. It is a systematic, periodic and an impartial rating of a Teacher's excellence in matters pertaining to his present job and his potential for a better job. A good appraisal system provides right feedback about the performance of a Teacher. In spite of dislike by several Teachers, performance appraisal has become an inescapable feature. It imparts benefits not only to the Teachers but also on supervisors and management, (Sanjeev Kumar Saxena-Jodhpur, 2011).

#### 2.1 The Concept of Performance Appraisal

Teacher appraisal which is also known Appraisal as Performance appraisal is a process designed to evaluate, manage and ultimately improve Teacher performance. It should allow employer and Teacher to openly discuss the expectations of the organization and the of achievements of the Teacher. That is, the primary emphasis is on future development the Teacher within the objectives of the organization. There is

no universally accepted model of performance appraisal. However, more often than not this process is designed around the following elements: setting performance goals and objectives; measurement of performance against those goals and objectives; feedback of results; amendments to goals and objectives. Performance appraisal systems can provide organizations with valuable information to assist in the developments of organizational strategies and planning. The information gained from this process can assist: in identifying and developing future management potential; in increasing performance and overall productivity; it works towards identifying strengths and managing weaknesses; in providing clarity to Teachers about an organization's expectations regarding performance levels; in providing an opportunity to audit and evaluate current human resources and identify areas for future development. Managers may conduct appraisals primarily to affect Teacher input through the feedback process, or justify some sort of human resource action (termination, transfer, promotion etc.). Jawroski and Kohli (2009) identify other benefits that can be obtained from performance appraisals. Among these benefits are increase in role clarity, performance, and job satisfaction. Given the positive returns obtained from performance appraisals, one could reasonably expect that organizations would devote considerable resource to the appraisal.

According to Brown (2017) new industrial type of techniques such as, performance-based evaluations and the introduction of market type consumerism in education with emphasis on customer choice should be embraced in the teaching profession. According to Garry (2012) performance current or Appraisal means evaluating a Teacher's performance to the person's performance standard. Appraisals involve: setting work standards, assessing the Teacher's actual performance relative to these standards and proving feedback to the Teacher with the aim of motivating that

person to eliminate deficiencies or to continue to perform above par. Performance appraisal was a method of evaluating Teacher behavior at the workplace. It included both quantitative and qualitative analysis. This includes, an organization's evaluation of individual's level performance and a review of how well a Teacher was carrying out the tasks associated with his job. It was therefore systematic and objective way of judging the relative worth or ability of a Teacher in performing his task.

Brown (2017) stated that modern appraisal systems increasingly seek to incorporate objective -setting measurements of results and potential for performance improvement. Appraisals were therefore designed around targets set for each Teacher. However, a balance must be struck so as not to lose the personality traits altogether. Some of the ways of striking a balance include - behavior -based generic tasks, performance indicators, standards in the annual appraisal, developing value statements for the school, assessment of whether the code of conduct had been adhered to and developing and including a set of desired core competencies in the appraisal.

Teacher appraisals helps to identify those who are performing their assigned tasks well and those who are not and the reasons for such performance. Other reasons/purposes for appraisal include-: Identification of individual's current level of job performance, identification of individual's strength and weaknesses and a basis for rewarding Teachers in relation to their contribution to the organization's goals. It motivates individuals and also helps them identify training and development needs. It also provides information for succession planning, enables counseling and coaching of individuals and helps control their behavior of both the individual and their supervisor. Finally, it improves internal communication, sets performance goals and assesses potential for promotion.

## 2.2 Historical Overview

The history of Performance Appraisal is quite brief. Its roots in the early 20th century can be traced to Taylor's Pioneering Time and Motion studies. As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the World War II- not more than 60 years ago. Yet in a broader sense, the practice of appraisal is a very ancient art. In the scale of things historical, it might well lay claim to being the world's second oldest profession. Dulewicz, (2009) noted that there is a basic human tendency to make judgment about those one is working with as well as about oneself. Appraisal it seems, is both inevitable and universal. In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others including subordinates, naturally, informally and arbitrarily. The human inclination to judge can create serious motivational, ethical and legal problems in the workplace. Without a structured appraisal system, there is little chance of ensuring that the judgment made will be lawful, fair, defensible and accurate.

Performance appraisal systems began as simple methods of income justification. Thus, appraisal was used to decide whether or not the salary or wage of an individual Teacher was justified. The process was firmly linked to material outcomes. If a teacher's performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order. Little considerations if any were given to the developmental possibilities of appraisal. It was felt that a cut in pay or a rise should provide the only impetus for a Teacher to either improve or continue to perform well. These observations were confirmed in empirical studies. Pay rates were important, yes, but they were not the only element that had an impact on Teacher performance. As a result,

the traditional emphasis on reward outcomes was progressively rejected. In the 1950s in the United States, the potential usefulness of appraisal as a tool for motivation and development was gradually recognized. The general model of performance appraisal as it is known today began from that time. In the view of Apekey (2006), performance appraisal in contemporary times gives supervisors and Teachers the opportunity to review the performance of the latter against set performance standards. This is to help identify their strengths and weaknesses in order to enable the supervisors design or recommend a specific programme that will help Teachers improve upon their performance.

#### **2.4 Performance Appraisal and Reward Decisions**

In the arena of human resource management (HRM), performance appraisal and reward decisions have been shown to be critical to performance management systems and tend to influence a variety of Teacher attitudes such as job performance, commitment to the organization and tenure intent (Holbrook, 2009; Schuler & Huber, 2003). In a broad sense, in both of these functions, the role of organizational justice principles or fairness has been emphasized by several authors (Folger, Konovsky & Cropanzano, 2002; Taylor, Tracy, Renard, Harrison & Carroll, 2005). While distributive justice principles are closely associated with reward distributions, the procedural justice principles of due process are closely associated with performance appraisal practices.

Further, effective performance appraisal practices are instrumental to administrative decisions organizations make such as merit pay allocations or promotions (Fletcher, 2001). Thus, one can conceptualize performance appraisal and reward distribution decisions as two critical aspects of performance management systems.



Past research on reward distribution practices across cultures seem to indicate that individualistic cultures adhere to the equity norms more than collectivist cultures (Ahmad, 2004; Berman, Murphy-Berman & Singh, 2005; Kim, Park, & Suzuki, 2000). Similarly, prior studies (Ramamoorthy & Carroll, 2008; Entekin & Chung, 2001) have shown that Teacher attitudes towards performance appraisals (e.g., formal versus informal appraisals; level of control in the appraisal process) vary as a function of individualistic versus collectivistic orientations of Teachers. However, cross-cultural research seems to indicate that significant cultural differences seem to exist across cultures in terms of managers' view of subordinates and their performance (DeVoe & Iyengar, 2004), perceptions of performance management (Woods, 2003), level of differentiation between low and high performers (Shibata, 2002), and preferences for formal versus informal appraisal systems (Ramamoorthy & Carroll, 2008). As justice perceptions appear to be norm-based, an understanding of people's perceptions of fairness in organizations across cultures requires considering the prevailing cultural standards and norms (Greenberg, 2001).

An effective performance management system presupposes an effective performance appraisal system (PAS) that measures individual performance accurately and rewards Teachers based on their performance (Ahmad, 2004; Fletcher, 2001). Thus, performance appraisal systems should be instrumental to effective reward system thus resulting in an effective performance management system. Taylor, et al., (2005) tested the due process metaphor with the incorporation of procedural justice principles in the PAS and found that due process principles resulted in more positive attitudes such as perceived fairness, intent to remain with the organization, accuracy of performance appraisal and positive attitudes about the managers (raters).

Similarly, Holbrook (1999) also reported that procedural justice principles in performance appraisal systems resulted in positive Teacher attitudes such as satisfaction with the system among the Teachers. Hofstede (2000) introduced the individualism-collectivism (IC) variable as a cultural level variable to the international management literature and suggested that management practices differ across cultures. In individualistic societies, an individual's identity and individual interests are paramount whereas in collectivist societies an individual's identity is submerged in the group (Ramamoorthy & Carroll, 2008). Also, in these societies group interests and goals are paramount to individual goals and interests. Further, in individualistic societies competitiveness is the norm whereas in collectivist societies cooperation is the norm.

In terms of distributive justice norms, individualistic societies endorse equity norms in reward allocation and collectivist societies endorse equality norms in reward allocations (Ahmad, 2004; Gomez-Mejia & Wellbourne, 2001; Parkes, et al., 2001). One aspect of equity theory suggests that rewards should be proportional to the individuals' effort and/or performance, commonly called as pay-for-performance although this has been interchangeably used with equity or distributive justice. Individualists\* preference for equity in the distribution of rewards is generally attributed to a concern with promoting productivity and task achievement, while collectivists\* preference for equality is attributed to a concern with maintaining group harmony. Collectivistic cultures are less concerned with individual standing or the amount that each individual receives than members of individualistic cultures. The due process metaphor in PAS encompasses three essential principles (Folger, et al., 2002; Taylor et al., 2005). The first principle of adequate notice suggests that how, when, and against what standards individuals are to be evaluated be published and communicated well in advance. The second principle of fair hearing suggests that Teachers be given the opportunity to participate in the formal

review meeting in which a Teacher is informed of a tentative evaluation and how it was derived with an opportunity to provide rebuttal evidence. The third principle of judgment based on evidence requires that managers apply the performance standards consistently across teachers without any bias or prejudice. The fourth principle stipulates that one should provide teachers control over the performance appraisal process and opportunity for input into the process. Since several employment decisions such as termination or promotion or pay decisions are made on the basis of such formal appraisal systems, adherence to due process principles of procedural justice may be quite critical to performance management, at least, in individualistic cultures that emphasize individual rights and achievements. Available evidence seems to indicate that formal appraisal systems consisting of due process may be more characteristic of individualistic societies than collectivist societies.

Performance appraisal practices in collectivist societies tend to be informal and may include peer group members providing feedback and adherence to group norms (Parkes, et al., 2001; Robbins, 2002). Generally speaking, organizational justice refers to perceived fairness in the workplace and comprises of distributive, procedural, and interactional justice (Greenberg, 2000). Distributive justice perception is concerned with the perceived fairness of the outcome grounded in Adam's (2013) equity theory. Although Adam's equity theory is concerned with an evaluation of one's own inputs with outcomes with that of a comparison other, distributive justice may also involve an evaluation of one's own performance or effort and the associated rewards without any specific reference to comparison others. Procedural justice is based on dispute resolution models (Thibaut & Walker, 2016) and is concerned with the fairness of the procedures used in the distribution of the outcome. This dimension of justice is concerned with the processes used by organizations to allocate rewards and may consist of adequate notice

about performance for expectations, clear communications of these standards, involvement of the supervisors and subordinates in the setting of performance standards, periodic review of task accomplishment, accurate performance feedback, and an opportunity to resolve grievances with the supervisors.

## **2.5 The Performance Appraisal Process**

According to Timbu (2003), the performance appraisal process consists of six inter-related steps as follows:

Establishing performance standard

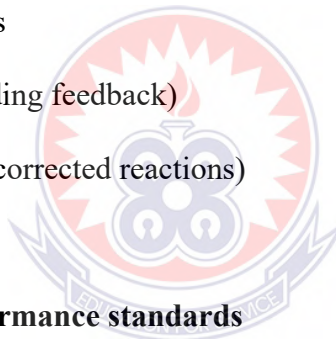
Communicating standards and expectations

Measuring the actual performance

Comparing with standards

Discussing results (providing feedback)

Decision making (taking corrected reactions)



### **2.5.1. Establishing performance standards**

The first step in the process of performance appraisal is the setting up of the standards which will be used as the base to compare the actual performance of the teachers. This step requires setting the criteria to judge the performance of the Teachers as successful or unsuccessful and the degrees of their contribution to the organizational goals and objectives. The standards set should be clear, easily understandable and in measurable terms. In case the performance of the Teachers cannot be measured, great care should be taken to describe the standards. (Thibaut & Walker, 2016)

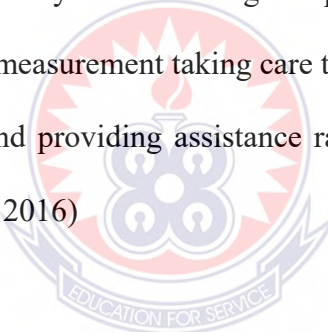
### **2.5.2. Communicating the standards**

Once set, it is the responsibility of the management to communicate the standards to all the teachers of the school. The teachers should be informed and the standards should

be clearly explained to them. This will help them to understand their roles and to know what exactly is expected from them. The standards should also be communicated to the appraisers or evaluators and if required, the standards can also be modified at this stage itself according to the relevant feedback from the Teachers or the evaluators. (Thibaut & Walker, 2016)

### **2.5.3. Measuring the actual performance**

The most difficult part of the performance appraisal process is measuring the actual performance of the Teachers that is, the work done by the teachers during the specified period of time. It is a continuous process which involves monitoring the performance throughout the year. This stage requires the careful selection of the appropriate techniques of measurement taking care that personal bias does not affect the outcome of the process and providing assistance rather than interfering in a teacher's work. (Thibaut & Walker, 2016)



### **2.5.4. Comparing the actual with the desired performance**

The actual performance is compared with the desired or the standard performance. The comparison tells the deviations in the performance of the Teachers from the standards set. The result can show the actual performance more than the desired performance or if the actual performance is less than the desired performance, it depicts a negative deviation in the organizational performance. It includes recalling, evaluating and analysis of data related to the teacher's performance. (Thibaut & Walker, 2016)

### **2.5.5. Discussing results**

The results of the appraisal teachers one-on are communicated and discussed with the on one basis. The focus of this discussion is on communication and listening. The

results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the teacher's future performance. The purpose of the meeting should be to solve the problems faced and motivate the Teachers to perform better.

#### **2.5.6 Decision making**

The last step of the process is to take decisions which can either improve performance of the Teachers, take the required corrective actions or the related HR decisions such as rewards, promotions, demotions, transfers etc. The above steps provide a framework for the study to evaluate the performance appraisal system on the teachers of the Ghana Education Service. (Thibaut & Walker, 2016).

#### **2.6. Effective performance appraisal process.**

In order that performance appraisal system can achieve its intended purpose, steps must be taken to ensure that all the pre-requisites that make it effective are adhered to. Firstly, clear performance criteria must be set. Longenecker (2015) intimated that appraising Teacher performance is destined to fail without having clearly established performance criteria by which to judge their performance. If ambiguity surrounds the job description, goals, traits or behaviors that will be the basis for the evaluation, the process is bound to fail.

Communication is an important part of the PA process. An effective two-way communication which outlines the desired behaviour or the expected results should be communicated to the teachers as well as the evaluators. An effective performance appraisal standard should be related to the strategic objectives of the organization. The standard should include the whole range of the Teacher's responsibilities. Performance

appraisal must also meet certain legal requirements such as reliability, fairness and validity since they constitute one basis for HRM actions, (Apekey, 2006).

According to Debrah, (2004) in most Ghanaian organisations, performance appraisals are based on supervisory ratings and this encourages subjectivity in the performance appraisal process, thus, an appropriate rating instrument must support the appraisal process. The instrument should be tailored to capture critical desired behaviour and outcomes with corresponding meaningful performance standards and metrics, (Longenecker, 2015).

Continuously noting and documenting the performance of a Teacher is also important for effective performance appraisal. Managers are expected to monitor Teacher's performance on an ongoing basis in order to be in a position to know what the subordinates are actually doing. Longenecker, (2015) points out that, to increase the effectiveness of the evaluation process, regular performance feedback is needed.

Also, according to Armstrong, (2006) feedback should be based on factual evidence and should be presented in a manner that enables individuals to recognize and accept its factual nature. The purpose of the feedback should be developmental rather than judgmental. Longenecker, (2015) notes that teachers want ongoing performance feedback to reinforce appropriate actions and to be in a position to make adjustments when their performance need improvement. People are more likely to work to improve their performance and develop their skills if they feel empowered by the process, (Armstrong, 2006). Also, according to PiggotIrvine (2003), effectiveness occurs when appraisal interactions are non-controlling, nondefensive, supportive, educative and yet confidential. Effectiveness is also linked to appraisal processes and information that have clarity, objectivity, high integrity and where deep development is a goal. It is imperative therefore for every organization to ensure that appraisers and appraisees agree on realistic

targets. Besides, the criteria for review performance must be based on teachers' actual performance and must be devoid of non-performance related characteristics. This, to a large extent will help Teachers perceive the performance appraisal process as a fair one and invariably be satisfied with.

## **2.7. Performance appraisal methods**

Teacher appraisal systems help managers evaluate teacher job performance and develop a fair system of pay increases and promotions. Appraisals in turn can help staff members improve performance, and assist companies in devising or reorganizing job functions to better fit the position or the Teacher. In addition, Teacher appraisals may reveal outdated or inefficient business practices. Effective Teacher appraisal systems incorporate goals to help improve the employer as well as the Teacher, through the application of appropriate and timely feedback and training.

### **2.7.1. Ranking methods**

According to Wayne (2014), simple ranking requires that a rater orders all teachers from highest to lowest, from best teacher to worst teacher etc. Alternative ranking requires that a rater initially lists all teachers on a sheet of paper alternating them from the top to the bottom of the list until all Teachers have been ranked. Grobler et al (2004) also postulated that, the ranking method is comparative, thus, supervisors or other raters judge Teachers' performances in relation to each other instead of against an absolute standard. Supervisors usually rank their teachers from effective to least effective in total job performance. According to Grobler et al, (2004) the advantages of ranking method are that it is easy to complete and also ranking completely avoids problems of central tendency or leniency. Again, they found some challenges with the ranking method. According to them, the method is seldom developmental since Teachers do not



receive feedback about performance strengths and weaknesses or any future directions. Grobler et al also pointed out that when ranking is used, there is no common standard of performance by which to compare Teachers from various departments because Teachers in each department are compared only with one another.

### **2.7.2 Trait-Focused Performance Appraisal**

William (2013) discusses trait-rating whereby the centre piece of appraisal is a list of personality such as problem-solving ability, co-operation, dependability and punctuality. Supervisors rate Teachers by indicating specific traits each teacher exhibits. Most trait-focused systems use a simple checklist with ratings or similar options. This system is traditionally popular with customer service departments. These types of evaluations are subject to the supervisor's personal bias, and the majority of teachers end up with marks which limits this reliability and accuracy.

### **2.7.3 360 degrees feedback**

According to Ward (1995), 360 degrees feedback is the systematic collection and feedback of performance data on an individual or group derived from a number of the stakeholders on their performance. 360 degrees which is also called multi-source assessment or multi-rater feedback generates its performance data on individual from their peers (team members or colleagues in other parts of the organization), supervisors (those one reports to), subordinates (those who report to the individual), customers, self and team. Also, according to Mathias and Jackson (2004), 360 degrees feedback recognizes that the manager is no longer the sole source of performance appraisal information. Instead, various colleagues and constituencies supply feedback about the Teacher to manager, thus, allowing the manager to obtain input from a variety of sources. Mathias and Jackson (2004) again postulate that, the sole purpose of 360 degrees

feedback is not to increase reliability by soliciting like-minded views but rather to capture the various evaluations of the individual Teachers' different roles.

#### **2.7.4 Essay method**

Wayne (2014) observed that the narrative essay is the simplest type of absolute rating system. Here a rater describes in writing, a teacher's strengths, weaknesses and potentials together with suggestions for improvement. If essays are done very well, they have the tendency to provide detailed feedback to subordinates regarding their performance.

Notwithstanding, comparisons across individuals, groups or departments are almost impossible since different essays touch on different aspects of each teacher's performance. It then becomes difficult to use essay information for personnel decisions since subordinates are not compared objectively and ranked relative to each other. According to Mathias and Jackson, (2004), the 24 format allows the rater more flexibility than other methods do and this makes appraisers often combine the essay with other methods. According to them, one challenge with the method is that, the effectiveness of the essay approach depends on the supervisor's ability to write. Some supervisors do not express themselves well in writing resulting in a poor description of Teacher performance.

#### **2.7.5 Critical incident method**

Sudhir (2001) indicates that a critical incident means a significant act by a teacher exceeding or failing, any of the requirements of his job. It denotes an exceptional behaviour of a teacher at work, for example, resisted the implementation of charge and refused to help a fellow worker to accept the management decisions. This method requires every supervisor to record all such significant incidents in each teacher's behavior which indicates effective or successful action and those which show ineffective

or poor behaviour. Torrington and Hall (1995) also upheld the method with the view that it looks at behaviors and that a list of critical incidents on a given Teacher provides a rich set of examples from which the teacher can be shown which of their behaviors are desirable and which ones call for improvement.

With the challenges concerning the critical incident method, Torrington and Hall (1995) argued that using this method is quite time consuming and burdensome since appraisers are required to write these incidents down regularly. They also argued that the method faces the same challenges as the essay since these do not lend themselves to quantification.

According to Mathis and Jackson (2004), in this method, the manager keeps a written record of both highly favorable and unfavorable actions in at teacher's performance during the entire rating period. According to them, when a "critical incident" involving a teacher occurs, the manager writes it down. They also saw the method as having challenges since producing daily or weekly manager written remarks about each Teacher's performance takes considerable time. Again, they observed that Teachers may become overly concerned about what their superiors write and begin to fear the manager's "black books".

#### **2.7.6 Behaviourally anchored rating scale (BARS)**

BARS were developed as a response to the shortcomings of the graphic scale approach. According to Harris (1997), the major aim of BARS is to provide a set of scales that is defined in a precise behavioral manner.

According to Wayne, (2014), BARS method has received considerable attention by academics in recent years. Wayne maintains that, these scales combine major elements from the critical incident and graphic rating scale approaches in that the appraiser rates

the Teacher based on items along a continuum but the points are examples of actual behavior on the job rather than general descriptions or traits.

Grobler et al (2004) also stressed that BARS are significant because they have clear standards as the critical incidents along the scale help to clarify what is meant by extremely good performance, average performance etc. According to Mathias and Jackson (2004), BARS compare what the Teacher does with possible behaviors that might be shown on the job. Harris on the other hand, argued that the development of BARS is time consuming than the other methods. Wayne also argued that BARS require considerable efforts to develop, yet there is little research evidence to support the superiority of BARS over the other types of rating systems.

A behaviourally anchored rating scale combines the benefits of narratives, critical incidents, and quantified scales, by anchoring a rating scale with specific examples of behavioral activities for good or bad performance. Its supporters say it gives more equitable appraisal than do the other tools we discussed. Although BARS scales still present performance on a continuum; they provide specific behavioral anchors to help clarify the meaning of the performance dimensions and help calibrate the raters' definitions of what constitutes good and poor performance. Some supporters of behaviorally focused scales also claimed that they would remove unnecessary subjectivity (Latham & Wexley, 1977). BARS is judged from a set of scales- one scale describes each job dimension, or broad types of duties, responsibilities, or activities of a job.

Placed on a scale are a set of statements clarifying of worker behaviour on the particular job dimension. Rating dimension would vary according to the nature of the job- between six and nine seems quite common. For example, one British study identified seven: Supervision of operators, scheduling and planning, technical troubleshooting,

handling men, communications, administrative problems of wiring wire and dealing with other departments. BARS system has got substantial advantage it has some draw back as well such as time consuming and expensive. Some of them have identified ten dimensions of performance. They are interpersonal relationships, organizing and planning, reactions to problems, reliability, communicating, adaptability, growth, productivity, quality of work and teaching.

### **2.7.7 Management by objectives (MBO)**

In the opinion of Torrington and Hall, (1995), MBO is a process that converts organization objectives into individual objectives. It can be said to consist of four steps: goal setting, action planning, self-control and periodic reviews. They observed that, in goal setting, the organization's overall objectives are set. At the individual level the manager and subordinates jointly identify those goals that are critical for the subordinate to achieve in order to fulfill the requirements of the job as determined in the job analysis. These goals are agreed upon and then become the standards by which the Teacher's results will be evaluated.

According to Werther and Wehrich, (2014), the heart of MBO consists of goals that are objectively measurable and mutually agreed on by managers and Teachers. In action planning, the means are determined for achieving the ends established in goal setting, thus, realistic plans are developed to attain the objectives.

According to Mathias and Jackson, (2004), MBO specifies the performance goals that an individual and his manager agree to try to attain within an appropriate length of time. They again emphasized that MBO should not be a disguised means for a superior to dictate the objectives of individual managers or Teachers. They observed that the MBO process seems to be most useful with managerial personnel and Teachers who have a fairly wide range of flexibility and control over their jobs.

## **2.8 Purpose of performance appraisal**

Performance appraisal is the process of evaluating how well teachers perform their jobs when compared to a set of standards and then communicating that information to those Teachers. PA is widely used for administering wages and salaries giving performance feedback and identifying individual teacher's strengths and weaknesses, (Mathias & Jackson, 2004).

According to them, PA can be a primary source of information and feedback for Teachers which are often key to their future development. In the process of identifying Teacher strengths and weaknesses, potentials and training needs through PA feedback, supervisors can inform Teachers about their progress, discuss what areas they need to develop and identify development plans. The manager's role in such a situation parallel that of a coach. A coach rewards good performance with recognition, explains what improvement is necessary and shows teachers how to improve. After all, people do not always know where and how to improve and managers should not expect improvement if they are unwilling to explain where and how improvement can occur.

Noe, Hollenbeck, Gerhart and Wright, (1996) noted that, organizations use performance appraisal in many administrative decisions: salary administration (pay rise), promotions, retentions, termination, layoffs and recognition of individual performances. Again, the purposes of an effective appraisal system are to link Teacher activities with the organization's strategic goals, furnish valid and useful information for making administrative decisions about Teachers and provide teachers with useful developmental feedback.

Moreover, in some organizations, PA and Performance Management systems are treated as unnecessary or routine job. But the evaluation of teacher's job performance is

vital human resource function and of critical importance to the organization. In work organizations, performance measurement typically takes place in the form of formal performance appraisals which measure worker performance in comparison to certain predetermined standards. Performance appraisals serve many purposes for the individual worker, for the worker's supervisor and the whole organization, (Cleaveland, Murphy & Williams, 1989). They noted that, for the worker, performance appraisal serves as a means of reinforcement, career advancement, information about work goal attainment and a source of feedback to improve performance.

For the supervisor, performance appraisal serves as a basis for making personnel decisions, assessment of workers' goal attainment, opportunity to provide constructive feedback to workers and an opportunity to interact with subordinates.

Also, for the organization, performance appraisal helps in the assessment of productivity of individuals and work units, validation of personnel selection and placement methods, means for recognizing and motivating workers, source of information for training needs and an evaluation of the effectiveness of organizational interventions. How performance appraisal is used has been shown to influence rating behaviour and outcomes and to be an important predictor of Teacher attitudes toward their supervisor, the job and the appraisal process, (Jordan & Nasis, 1992). Shanafleur, (2011) noted that, PA serves certain purposes. According to him, PA helps in career development which provides an opportunity for discussions of career objectives and the creation of a strategic design to maximize career potential. It also provides an opportunity for career counseling, succession planning, training needs as well as develops individual abilities. He again emphasized that performance appraisal helps provide feedback which is encouraged in both directions as such, teachers are encouraged to prepare ratings of the supervision. Also, performance appraisal provides a performance history which is not dependent upon

human memory and which may be useful in the full range of personnel decisions including compensation decision making. It also reviews past and present performance, identify strengths and weaknesses.

Patterson, (1987) observed that probably no other organizational function strikes as much terror in the hearts of extension agents as the annual performance appraisal. Also, as per him, PA documents criteria used to allocate organizational rewards, form a basis for personnel decisions including salary (merit) increases and disciplinary actions as well as provide the opportunity for organizational diagnosis and development.

## **2.9 Who should evaluate performance?**

The most basic requirement for any rater is to adequately observe the job performance over a reasonable period of time. Performance could then be evaluated by any of the following:

### **2.9.1. The immediate supervisor**

Wayne (2014) stresses that if appraisal is done at all, it will perhaps be done by this person. Besides, the immediate supervisor is obviously the best in terms of relating the individual's performance to departmental and organizational objectives.

### **2.9.2. Peers**

Peers can provide a perspective on performance that is entirely different from that of the immediate supervisors. Bruce et al (2001) observed that people at the same level appraise their peers so that each Teacher can use their expert knowledge of the appraisee's role and responsibilities to give an authoritative opinion on their skills.

### **2.9.3. Self-appraisals**

According to Field and Holley (1982), self-appraisals tend to be more lenient, less variable and more biased and show less agreement with the judgment of others.



Shore and Thornton, (1986) also maintain that since teachers tend to give themselves high or more marks than their supervisors do, self-appraisals are perhaps more appropriate for counseling and development than for personnel decisions.

#### **2.9.4. Customer or client evaluations**

In the view of Grobler et al, (2004) in some instances, the consumers of an individual's or organization's services can provide a unique perspective on job performance, Although the client's objectives cannot be expected to correspond completely with the organization's objectives, the information they provide can be useful for personnel decisions such as promotion, transfer and the need for training.

### **2.10. Challenges of performance appraisal**

Performance appraisal is one of the oldest management tools available, and the problems associated with it are equally well established (Michel Beer, 1987). Different scholars have suggested the possible sources of performance appraisal problems. Accordingly, there are three major sources of problems in performance evaluation.

#### **2.10.1 System Design and Operating Problems**

According to Michael Beer (1987) many of the problems in performance appraisal stem from the appraisal system itself, the objectives it is intended to serve, the administrative system in which it is embedded, and the forms and procedures that make up the system. The performance system can be blamed if the criteria for evaluation are poor, the technique used is cumbersome, or the system is more form than substance. If the criteria used focuses solely on activities rather than output, (results) or on personality traits rather than performance, the evaluation may not be well received (Junlin & Guoqing, 2006). As Henderson (1984) cited in Deborah and Kleiner (1997), performance appraisal system is not generic or easily passed from one company

to another; their design and administration must be tailor- made to match Teachers and organizational characteristics and qualities. In the study made by Longenecker (1977) on 120 seasoned managers drawn from five different large US organizations entitled why managerial performance appraisal are ineffective, the majority (83%) of the respondents argued that managerial performance appraisal is destined to fail because of (among the many reasons cited) unclear performance criteria or ineffective rating instrument used. This mostly emanates from ambiguity on the job descriptions, goals, traits and/or the behaviors that will be the basis for the evaluation of the process to fail right from the start.

According to Deborah and Kleiner (1997) organizations need to have a systematic framework to ensure that performance appraisal is fair and consistent. In their study, "designing effective performance appraisal system", they conclude that that designing an effective appraisal system requires a strong commitment from top management. The system should provide a link between teacher performance and organizational goals through individualized objectives and performance criteria. They further argued that the system should help to create a motivated and committed workforce. The system should have a framework to provide appropriate training for supervisors, raters, and teachers, a system for frequent review of performance, accurate record keeping, a clearly defined measurement system, and a multiple rater group to perform the appraisal.

### **2.10.2 Raters' Problems in Performance Evaluation**

Even if the system is well designed, problems can arise if the raters (usually supervisors) are not cooperative and well trained (Ivancevich, 2004). This is often because they have not been adequately trained or have not participated in the design of the program. Inadequate training of raters can lead to a series of problems in completing

performance evaluations, including: problems with standards of evaluation, Halo effect, Leniency or harshness, central tendency error, -Recency of events error, contrast effects, personal bias (stereotyping); among others-

According to Cook (1995), Performance appraisals suffer from four major problems. These are biases, politicking, impressions management and undeserved reputation. Biases could be consciously or unconsciously because of age, ethnicity, gender, physical appearance, attitudes and fundamental values of the raters, and personal like or dislike. There is a growing body of evidence supporting the view that supervisors are often motivated to use rating inflation as a strategy to manipulate subordinates' reactions to the performance appraisals they receive. For example, on the basis of interviews with executive Longenecker, Sims and Gloria (1987) as cited in Fried et al. (1999) identified six major reasons why managers inflate ratings, they include: to maximize subordinates' merit raises, to avoid hanging dirty laundry in public; to avoid creating a written record of poor performance; to give a break to an Teacher who has shown recent improvement; to avoid confrontation with a difficult Teacher; and to promote a problem subordinate 'up and out' of the department. Many of these reasons can be interpreted as supervisors' attempts to elicit positive reactions from subordinates, such as increasing their work motivation and performance, as well as increasing subordinates' trust in, and cooperation with, their supervisors.

In addition to the aforementioned reasons for inflation, supervisors may also deliberately inflate ratings to minimize potential challenges from subordinates to their own performance ratings. Indeed, subordinates' opposition to their performance ratings is probably quite common because individuals typically overestimate their own performance level (Campbell & Lee, 2008) and thus the opposition is severed and more

likely when organizational rewards and punishments are contingent on performance appraisals.

Resistance to low performance ratings is associated with such subordinate reactions as lower work motivation, greater alienation from the work environment, increased conflict with the supervisor, and diminished belief in the leadership legitimacy and power of their supervisor (Fried et al., 1999). Thus, supervisors may inflate ratings to avoid creating an angry, demoralized, unmotivated, and unproductive work unit. Generally, rating inflation is a political strategy employed by supervisors to further their self-interest. Because managers' own work effectiveness is dependent on that of their subordinates, managers will tend to deliberately inflate ratings in an attempt to ensure favorable reactions or avoid unfavorable reactions from their subordinates to their performance appraisals. However, the strength of managers' motivation to inflate ratings is likely to vary according to a variety of personal and contextual variables. In the study of Fried et al. (1999) based on results from a sample of 148 supervisors from a variety of organizations supported that raters' tendency to deliberately inflate performance appraisal ratings of subordinates is associated with rater negative affectivity (the tendency of the rater to experience such negative mood states over time and across situations have been described as being in Negative affectivity) and the managers' ability to deliberately inflate ratings, if they desire to do so, may be contingent on certain aspects of the rating context.

The two contextual variables are: (a) the degree to which supervisors systematically document the work behaviors of ratees during the appraisal period and (b) the visibility of performance ratings among subordinates. The data collected from the supervisors in a variety of organizations indicated that the tendency to inflate ratings is associated with high rater Negative affectivity, low documentation of subordinates\*

work behaviors, and high appraisal visibility. From an organizational perspective, the study implied that the prevalence of deliberate inflation of performance ratings may hinder organization's effort to use performance ratings effectively for development, motivational or administrative purposes. For instance:

Supervisors who often inflate performance ratings may develop cynical attitudes towards their managerial position as well as low perceived integrity and work involvement; inconsistency among raters concerning their level of rating inflation may also adversely affect an organization's ability to effectively tie performance ratings to merit raises. This is because ratees may become skeptical about the legitimacy of the performance appraisal merit-raise link. For example, teachers from different departments with similar work experience and qualifications may be rated differently by their supervisors, in part because these supervisors differ on how much they tend to inflate performance ratings on the basis of such variables as documentation of work behaviors and appraisal visibility. This inconsistency in ratings may reduce subordinates' trust and confidence in the procedural and distributive fairness of the performance appraisals system (Taylor et al. 1995), resulting in lower work motivation and performance.

As Folger, Konovsky and Cropanzano (1992) cited in Susan (1995) there are three characteristics of due process appraisal system in order to settle fairness and justice in the performance appraisal system.

- adequate notice-in this context requires organizations to publicize, distribute and explain performance standards to Teachers to discuss how and why such standards must be met and to provide for regularly and timely feedback on performance.
- Fair hearing which requires a formal review meeting in which a Teacher is informed of a tentative assessment of his or her performance and how it was derived

by his or her manager, who should have a familiarity with the teacher performance based on sufficiently frequent observation of the individuals work. Teachers are permitted to challenge this assessment and provide their own commentary by conducting and presenting a self-appraisal. Finally, fair hearing requires that Teachers receive training in the appraisal process to ensure that they possess the knowledge needed to challenge assessments perceived to be unfair.

- Judgment based on evidence requires the organization to apply performance standards consistently across Teachers. The results of the study appear to suggest that organizations may help reduce the inflation phenomenon by promoting or enforcing documentation of teachers' behaviors and activities. Organizations may also help control the rate of inflation across supervisors and departments by standardizing the degree of appraisal visibility throughout the organization.

On the other hand, there is evidence uncovering the reasons why managers deliberately give low performance ratings to the subordinates:

- (a) to shock someone back on to a higher performance track;
- (b) to teach a rebellious subordinate a lesson;
- (c) to send someone a message that they should consider leaving the organization;
- (d) and to build a well-documented record of poor performance to speed up terminations. (Longenecker et.al.; 1987 as cited in Cook; 1995)

### **2.10.3 Rates' Problems in Performance Evaluation**

The problems of performance evaluation can also be attributed to the rates. For instance, their attempt to create unnecessary impression and work area ingratiation is one of the major problems with respect to rates. According to Mark Cook (1995), organizations occasionally exist in which subordinates gain credit for pushing ahead with management plans that are absurdly wrong, in pursuit of aims which are

completely pointless, stifling criticism either of purpose or of method with cries of commitment and loyalty. An extreme case of this trend may be termed the World War I mentality. As Wayne and Ferris (2000) cited in Cook (2005) there are three underlying types of ingratiating behavior, or -upward influence styles: Job-focused ingratiation entails claiming credit for things you have done and not done, claiming credit for what the group has done, arriving at work early to look good, and working late to look good. Supervisor-focused ingratiation on the other hand involves taking an interest in the supervisor's private life, praising the supervisor, doing favors for the supervisor, volunteering to help the supervisor, complimenting the supervisor on his/her appearance and dress, agreeing with the supervisor's ideas. Self-focused ingratiation involves presenting self to the supervisor as a polite and friendly person, working hard when results will be seen by the supervisor, letting the supervisor know that you are trying to do a good job. (Thibaut & Walker, 2016). Research suggests however that ingratiation does not always succeed in obtaining good Performance ratings. Unsubtle ingratiation may sometimes be too blatant to be credible, or palatable.

Ingratiation and other impression management techniques also contaminate appraisal ratings, and make them less accurate reflectors of true worth to the organization. Besides undermining performance appraisal, and selection research, this tends to be bad for morale, when staff see persons, whose true performance is poor, but who are good at ingratiating themselves, get merit awards, or promotion, or other marks of favor. On the other hand, defensiveness and resistance to evaluations are also major problems among workers. To many Teachers, performance appraisal can be a highly threatening experience.

This is because Teachers regard their performance much more positively than did his supervisor. Research showed that, Teachers may develop defensive mechanisms

and resistance in performance ratings to defend against threats to their self-esteem (Michael Beer, 2007; Campbell & Lee, 2008).

The defensiveness may take a variety of forms. Subordinates may try to blame their unsatisfactory performance on others or on uncontrollable events; they may question the appraisal system itself or minimize its importance; they may demean the source of the data; they may apologize and promise to do better in the hope of shortening their exposure to negative feedback; or they may agree too readily to the feedback while inwardly denying its validity or accuracy. The defensiveness that results may take the form of open hostility and denials or may be masked passively and surface compliance.

#### **2.10.4 Halo error**

Decenzo and Robbins (1993) note that the halo effect or error is a tendency to rate high or low on all factors due to the impression of a high or low rating on some specific factor. According to them, if a Teacher tends to be conscientious and dependable, the rater might become biased toward that individual to the extent that he will rate him or her positively on many desirable attributes.

Also, as per their observation in an institution, students tend to rate a faculty member as outstanding on all criteria when they are particularly appreciative of a few things he or she does in the classroom as compared to a few bad habits which might result in students evaluating the instructor as "lousy" across the board. Cleaveland, Murphy and Williams (1989) also postulate that the halo error is perhaps the most pervasive error in performance appraisal as raters who commit this error assign their ratings on the basis of global impressions of ratees.



According to them, a Teacher is rated either high or low on many aspects of job performance because the rater knows (or thinks he or she knows) that the teacher is high or low on some specific aspects.

### **2.10.5 Similarity error**

Decenzo and Robbins (2003) state that, when evaluators rate other people in the same way that the evaluators perceive themselves, they are making a similarity error. In this case, evaluators who see themselves as aggressive may evaluate others by looking for aggressiveness thus, those who demonstrate this characteristic tend to benefit while others are penalized.

### **2.10.6 Central tendency**

Beardwell and Holden (1997) note that central tendency is the reluctance to make extreme ratings (in either direction); the ability to distinguish between and among rates; a form of range restriction. According to them, raters who are prone to the central tendency error are those who continually rate all Teachers as average. In this case, if a manager rates all subordinates as 3, on a scale of 1 to 5, then no differentiation among the subordinates exists. As such, failure to rate subordinates as 5, for those who deserve that rating and as 1, if the case warrants it, will only create problems, especially if this information is used for pay increases.

## **2.11 The Concept of Feedback**

One of the most important conditions is to provide clear, performance-based feedback to Teachers (Carroll and Schneier, 2002; Ilgen et al., 1999; Larson, 1994). Almost 50 years ago, Maier (1998) highlighted the crucial role of appraisal feedback in the performance appraisal process. According to Levy and Williams (2004), if participants do not perceive the system to be fair, the feedback to be accurate, or the

sources to be credible then they are more likely to ignore and not use the feedback they receive. Indeed, the significance of feedback to the appraisal process as well as to the broader management process has been widely acknowledged (Bernardin and Beatty, 1994; Ilgen et al., 1999; Lawler, 1994; Murphy and Cleveland, 1995).

First, from the organization's point of view, feedback keeps both its member's behavior directed towards desired goals and stimulates and maintains high levels of effort (Lawler, 1994; Vroom, 1994). From the individual's point of view, feedback satisfies a need for information about the extent to which personal goals are met (Nadler, 1997), as well as a need for social comparison information about one's relative performance (Festinger, 1994).

Second, feedback potentially can influence future performance (Ilgen et al., 1999; Kluger & DeNisi, 1996). Third, it is believed to play a significant role in the development of job and organizational attitudes (Ilgen et al., 2001; Taylor et al., 1994). Performance feedback should include information on how to improve performance, along with information about what areas of performance need improvement. The frequency of feedback is also important. The rating scales should focus on results as much as on processes. Thus, feedback is not only important to individuals but also to organizations because of its potential influence on teacher performance and variety of attitudes and behaviors of interest to organizations. In summary, the central role of feedback to the appraisal process and the importance of examining rates' satisfaction with appraisal feedback are widely acknowledged (Ilgen et al., 1999; Keeping & Levy, 2000; Murphy & Cleveland, 1995). Some of the relevant characteristics that may influence the effectiveness of the appraisal process include the frequency of the appraisals, the nature of the appraisal (i.e., written vs. unwritten), the perceived fairness of the evaluation process (Huffman & Cain, 2000), and the degree to which the

evaluation results are discussed with the teachers being evaluated (Dipboye & de Pontbriand, 2001; Landy, Barnes, & Murphy, 1998).

Reactions to feedback are presumed to indicate overall system viability (Cardy & Dobbins, 1994) and to influence future job performance (Kluger & DeNisi, 1996), as well as job and organizational attitudes (Taylor et al., 1984). Satisfaction with appraisal feedback is one of the most consequential of the reactions to appraisal feedback (Dorfman et al., 1996; Giles & Mossholder, 1990; Keeping & Levy, 2000). Several researchers (Giles and Mossholder, 1990; Organ, 1998) have asserted that using satisfaction as a measure of teachers' reactions affords a broader indicator of reactions to appraisal feedback than more specific cognitively oriented criteria. In fact, cognitively oriented measures, such as perceived utility and perceived accuracy, are positively related to satisfaction with appraisal feedback (Keeping and Levy, 2000). In addition, because appraisals form the basis of several important decisions, satisfaction with feedback signifies recognition, status, and future prospects within the organization. These various implications of satisfaction with feedback make it a significant determinant of future behavior and job and organizational attitudes (Taylor et al., 1994).

The central role of the rater to the feedback process has been acknowledged by several researchers (Klein et al., 1997). Therefore, satisfaction with rater was included as a potential predictor of satisfaction with appraisal feedback. Maddox (1997) warns that never should unsatisfactory performance be ignored. The manager must be sure that unsatisfactory performance is identified and discussed. Experts believe that 50 per cent of performance problems in business occur because of lack of feedback. A teacher will see no reason to change performance if it appears acceptable to the supervisor and the organization.

Thompson (1990) further suggests that for the feedback to be effective, this one-to-one performance discussion must have: mutual trust (confidentiality, fairness, objectivity); recognition that the performance discussion is a mutual exploration to arrive at a solution ; two ways listening and a supportive behavior on the part of the manager to make it easier for the teachers to talk.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0. Introduction**

The chapter three comprised the methodology used for the study. This was made up of the research design, the sources of data, the research population, sample size and sampling techniques used in the study. Others included the data gathering instruments, data analysis and a brief outline of the organizational profile. The chapter contains research design, source of data, research population sample and sample technique.

#### **3.1 Research Design**

According to Creswell and Creswell (2018), a research design is the advance planning of the methods to be adopted for collecting relevant data and the technique to be used in the analysis.

The researcher adopted the descriptive survey design using the quantitative approach as questionnaire was used to collect data for the study. Descriptive survey research design is administering a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours or characteristics of the population (Creswell, 2012).

Quantitative data were used because they would help the researcher to provide an accurate and objective description of a picture of an ongoing situation or real-life situation with the aim of employing data to assess the condition.

Survey studies are conducted to gather detailed description on existing phenomenon with the intent of employing data to justify the current conditions or make more meaningful plans to improve them (Creswell, 2013).

### 3.2. Data Collection

This section considers the fundamentals about the data that were required for analysis. It considers the primary source of data needed for this research work, the method of data collection, that is, questionnaire used in acquiring the data and how they were analyzed for the purpose of this study.

### 3.3. Sources of Data Collection

Data were obtained from the primary sources. The primary source was derived from the information provided by the J.H.S. teachers in Kwabre East Municipal. Questionnaire was also used for data collection as the population of the study was literate.

### 3.4. Research Population

The population in research means the entire group of persons that have the characteristics that interest the researcher. The researcher considered a population of 90 junior high school teachers in the Kwabre East Municipal of the Ashanti Region. This population was chosen by the researcher because of the assurance of obtaining the relevant information from them. Table 3.1 shows the population of the study.

<b>Name of Junior High School</b>	<b>Total teacher population</b>	<b>Number of teachers selected</b>
Mampong R/C	16	16
Ahwiaa M/A	14	14
Wonoo M/A	18	18
Sarfo M/A	14	14
Fawoade M/A	16	16
Antoa M/A	12	12
<b>Total</b>	<b>90</b>	<b>90</b>

### **3.5 Sample and Sampling Technique**

A sample is a smaller group or sub-group obtained from the accessible population (Creswell & Creswell, 2018). This subgroup is carefully selected to be representative of the whole population with the relevant characteristics.

Census technique was used to select the school and the 90 teachers. Census technique was considered appropriate because the researcher collected and analyzed from all the teachers. Creswell (2012) opined that census sampling is used in schools to find out respondents opinions on possible issues. The procedure increases sample and it covers the whole population. A total of 90 respondents formed the sample for the study.

### **3.6 Data Collection Instruments**

The researcher used a set of questionnaires to obtain data for the study. It followed a pattern of questions which the researcher used to obtain the required data. A questionnaire may be defined as research data collection instrument which consists of a series of questions usually called items for the purpose of gathering information from respondents (Creswell, 2012). In this study, 90 questionnaires were used to collect key information from the teachers on the area under study. The questionnaires were used for the following reasons: its potentials in reaching out to a large number of respondents within a short time, its ability to give the respondents adequate time to respond to the items, offers a sense of security (confidentiality) to the respondent and it is objective method since no bias resulting from the personal characteristics (as in an interview) (Owens 2002). The questionnaires used by the researcher were related to the objectives as well as the research questions of the study. The researcher used close-ended questionnaires in which the questions permitted only certain responses on the 5-

point likert scale. Also, open-ended questionnaires were used. This made individual respondents make any responses they wished in their own words. The questionnaire was grouped into four parts. Part one covered the demographics of respondents, Part two took care of the methods of performance appraisal, Part 3 covered the challenges of performance appraisal and the final Part four considered the relationship between performance appraisal feedback and teacher commitment.

### **3.7 Pilot-testing**

Creswell and Creawell (2018) posited that the purpose for piloting instrument is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate. The questionnaire was administered to 30 respondents selected randomly from junior high schools in Tafo Municipality which was outside the study area but has similar characteristics as the area under study. The pilot-testing enabled the researcher to make the necessary changes to the items which were inappropriate and ambiguous. Cronbach alpha was use to analyse data from the pilot test and 0.78 alpha coefficient was achieved.

### **3.8 Validity of the Instrument**

Validity is the degree to which an instrument measures what it is supposed to be measuring. Thus, the validity of an instrument is the accuracy to which items fulfills the function it was designed to fulfill. The validity of the instrument was ensured as the researcher submitted the designed questionnaire to the academic supervisor for the necessary corrections and alterations to be made before it was finally administered to



the respondents. The unclear and ambiguities items in the questionnaire were either reframed or deleted. The supervisor found out whether the items on the questionnaire covered all the research questions.

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. The questionnaire was administered to the same group of respondents twice in the pilot study with a two week interval between the first and the second test and the coefficient of reliability from the two tests correlated.

### **3.9. Data Collection Procedures**

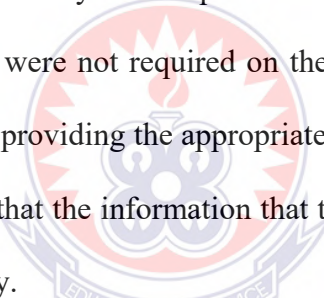
Prior to the commencement of data collection, the researcher obtained all the necessary documents, including an introduction letter from the Akenten Appiah Menkah University of Skills And Entrepreneurial Development, Kumasi. Upon getting clearance, the researcher in person distributed the questionnaires to the students and teachers. During the distribution of the instruments, the purpose of the research was explained. The researcher prepared and administered the questionnaires personally to the respective respondents. In all, 90 questionnaires were issued out to respondents to fill. It took the researcher a period of two weeks to successfully administer the questionnaire. All 90 questionnaires were fully completed with the researcher obtaining a response rate of 100%. The use of questionnaires eased the process of data collection as all the selected respondents were reached in time. To ensure the confidentiality of teachers, the names of their schools were not written on the questionnaire sheets or included in the analysis.

### **3.10. Data Analysis Plan**

The data collected through the questionnaire were edited, evaluated and classified according to the specific research questions to ensure their completeness, consistency, accuracy and relevance. The data from the questionnaire administered were coded and entered into the Statistical Package for Social Sciences (SPSS) and analysed using descriptive statistics such as frequencies and percentages to answer all the research questions. The results were presented in tables.

### **3.11 Ethical Consideration**

A written informed consent was sought from the head teacher and teachers to voluntarily participate in the study. The respondents were assured of confidentiality and anonymity as their names were not required on the questionnaire and this motivated them to be more honest in providing the appropriate responses to the instruments. The respondents were assured that the information that they would provide would be used for academic purposes only.

The logo of the University of Education, Winneba, is a circular emblem. It features a central shield with a book and a torch, surrounded by a wreath. The shield is set against a background of a sunburst. Below the shield is a banner with the motto "EDUCATION FOR SERVICE". The entire emblem is encircled by a border containing the university's name.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.0 Introduction

The purpose of the study was to find out about the perception of teachers on Performance Appraisal. This chapter presents (4.1) demographic characteristics of participants. In addition, the chapter present and discusses challenges of performance appraisal methods used by head teachers, and the effects of performance appraisal and feedback on commitment of teachers.

**Table 4.1: Demographic characteristics of respondents**

Items	Frequency	Percentage (%)
<b>Gender</b>		
Male	66	73.3%
Female	24	26.7%
<b>Age</b>		
40-44years	51	58.6%
45-49years	30	34.5%
50years and above	9	6.9%
<b>How long have you been in the school</b>		
Less than one year	9	10.0%
1-4 years	57	63.3%
5-9 years	21	23.3%
10 years and above	3	3.3%

(Source: Field Survey, 2022)

Table 4.1 gives a detailed presentation of respondents' demographic characteristics. The characteristics measured include gender, age, number of years headteachers have managed their schools and how often headteachers appraise their teachers. From Table 4.1, out of a total of 90 respondents, 66 representing 73.3% were male whiles 24 representing 26.7% were female. This indicated that majority of the teachers of the schools in the district were male. With respect to the ages of

respondents, 51 respondents representing 58.6% had their ages between the 40-44 age range, 30 representing 34.5% were within the 45-49 age range whereas six respondents representing 6.9% were 50 years or above.

Again, 57 respondents representing 63.3% had been in their schools for 1-4 years, 21 representing 23.3 had been in their schools for 5-9 years, nine respondents representing 10% had been in their schools for less than a year with only three respondents representing 3.3% had been in their schools for 10 years and above. However, 45 respondents representing 50% affirmed that heads appraised teachers once in an academic year, 18 respondents representing 20% said heads appraised teachers once in a term, 15 respondents representing 16.7% said heads appraised teachers as and when it is necessary to do so with the remaining 12 respondents representing 13.3% asserting that heads appraised teachers twice in a term. This gives a clear picture of the rate at which Headteachers of the schools in the district appraise their teachers; as few appraise teachers frequently.

**Research Question 1: What performance appraisal methods exist within JHS in the Kwabre East Municipality?**

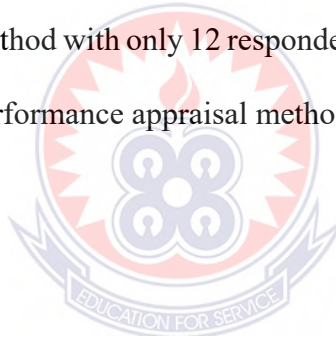
The respondents were first asked to indicate the types of performance appraisals head teachers used in the school. The result is presented in Table 4.2.

**Table 4.2 Types of performance appraisal methods**

<b>Appraisal Type</b>	<b>Frequency</b>	<b>Percentage</b>
Traditional method	36	40%
Modern method	42	46.7%
Both Traditional and Modern methods	12	13.3%
<b>Total</b>	<b>90</b>	<b>100</b>

(Source: Field Survey, 2022)

Table 4.2 depicts respondents' responses on the type of performance appraisal method used in their schools. Out of a total of 90 respondents, 36 representing 40% said heads used the traditional method, 42 respondents representing 46.7% indicated heads used the modern method with only 12 respondents representing 13.3% affirming to heads usage of both performance appraisal methods.



The respondents were first asked to indicate their responses on the forms of traditional and modern performance appraisals head teachers used in the school. The result is presented in Table 4.3.

**Table 4.3 Forms of performance appraisal methods**

Statement	Yes (F)	(%)	No (F)	(%)
<b>Traditional appraisal method</b>				
Assessment centers	36	40	54	60
Management	24	26.7	66	73.3
Behaviorally anchored rating scales	18	20	72	80
Cost accounting methods	-	-	90	100
360-degree appraisal	-	-	90	100
<b>Modern methods</b>				
Grading and Ranking	54	60	36	40
Critical incidence method	33	26.7	57	63.3
Checklist method	6	6.7	84	93.3
Forced choice method	3	3.3	87	96.7
Pairing comparison method	3	3.3	87	96.7
Forced distribution method	3	3.3	87	96.7
	-	-	90	100

(Source: Field Survey, 2022)

### Traditional Methods of Appraisal

Table 4.3 shows the performance appraisal methods adopted by headteachers in respondents schools. With reference to the traditional methods of appraisal, 36 respondents representing 40% affirmed to the use of assessment centers whiles 54 respondents representing 60% said no, 24 respondents representing 26.7% asserted that headteachers used management whiles 66 respondents representing 73.3% said

no. Eighteen respondents representing 20% affirmed to the usage of behaviorally anchored rating scales while 72 respondents representing said no. All respondents said no to the fact that heads used cost accounting methods or 360 degree appraisal methods.

### **Modern Methods of Appraisal**

On the modern methods of appraisal, 54 respondents representing 60% agreed that heads used grading method while 36 respondents representing 40% said no, 33 respondents representing 26.7% said yes to the usage of ranking method whereas 57 respondents representing 63.3% said no. However, three respondents each representing 96.7% said yes to the usage of forced choice, pairing comparison and checklist methods while six respondents representing 6.7% agreed to the usage of critical incidence method of appraisal. That notwithstanding, all respondents said no to the usage of forced distribution appraisal method. It was observed that the most predominantly used performance appraisal method was the ranking and grading methods. This in turn agrees with the view of Gobler et al., (2004) who posited that the ranking methods are easy to complete and also ranking completely avoids problems of central tendency or leniency. Perhaps the other methods are not used because of their complexities. Ranking and grading does not measure performance to set standards but compares to teachers with themselves; the researcher believes other forms of appraisal methods such as the trait-focused appraisal method and 360-degree method which are rarely used by headteachers. The rarely used ones with respect to the responses were the checklist method and pairing comparison methods which in the researcher's view could be agreed upon because they do not provide reliable data when a headteacher is to compare teacher performances with other teachers.

### 4.3 Research Question 2: What challenges are associated with performance appraisal within JHS in the Kwabre East Municipality?

**Table 4.4: Descriptive statistics on Challenges with performance appraisal**

Number of Challenges statement	SA (5)		A (4)		N (3)		D (2)		SD (1)	
	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	Mean	SD		
1. Some headteachers lack training to effectively appraise	36(40)	45(50)	6(6.7)	3(3.3)	-	4.27	731			
2. The lack of knowledge on the side of the appraisers impedes	36(40)	39(43.3)	9(10.0)	6(6.7)	-	4.17	864			
3. Most teachers have a misperception towards appraisal	27(30)	54(60.0)	6(6.7)	-	3(3.3)	4.13	810			
4. There is always a lack of timely communication of appraisal result	21(23.3)	57(63.3)	3(3.3)	9(10.0)	4.00	821				
5. Some head teachers show favour during the appraisal process	30(33.3)	30(33.3)	24(26.7)	3(3.3)	3(3.3)	3.90	1.017			
6. Head teachers lack of commitment to appraise teachers	9(10.3)	60(69.0)	15(17.2)	3(3.3)	-	3.86	632			
7. Performance is accompanied by the absence	21(24.1)	48(55.2)	6(6.9)	3(3.4)	9(10.3)	3.79	1.163			



8. There is a poor administration of the appraisal process	3(3.8)	45(57.7)	27(34.6)	3(3.8)	-	3.62	629
9. There is a poor relationship between preference appraisal methods tool and teaching activities	-	57(63.3)	24(26.7)	6(6.7)	3(3.3)	3.50	768
10. The appraisers are bias	12(13.8)	30(34.5)	30(34.5)	12(13.8)	3(3.4)	3.41	1.006
11. Performance devours time energy	6(6.7)	42(46.7)	18(20.0)	21(23.3)	3(3.4)	3.30	1.011
Total frequency (f)	18.3	46.1	15.3	6.3	2.2	-	-
Total percentage (%)	20.5	52.4	17.6	7.1	2.5		

(Source: Field Survey, 2022) N=90, SA = Strongly Agree, A= Agree, N== Neutral, D = Disagree, SD=Strongly

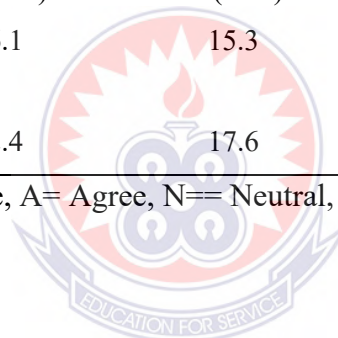


Table 4.4 indicates that more than half of the respondents, 90% agree that some head teachers lack training to effectively appraise teachers, 6.7% were neutral with 3.3% disagreeing to the fact that some headteachers lack training to effectively appraise teachers ( $M=4.27$ ,  $+SD= .731$ ). This means that when headteachers, front-runners of appraisal lack the requisite knowledge to do so, the issue of appraisal would not be effective. Again, 83.3% agreed to the fact the lack of knowledge impedes the appraisal process in schools. 10% were undecided while 6.7% disagreed with this assertion ( $M=4.17$ ,  $=SD= .864$ ). Also, 90% majority of the respondent agreed that most teachers have a misconception towards appraisal, 6.7% were neutral whereas 3.3% disagreed ( $M=4.13$ ,  $SD= .810$ ).

Over 86.6% of the respondents agreed that there is always a lack of timely communication of appraisal results, 3.3% were neutral, while 10% disagreed ( $M=4.00$ ,  $SD= .821$ ). It can be deduced that teachers who do not see the results of previous appraisals are likely not going to be involved in subsequent sessions. More than half of the respondent, 66.6% agreed that some headteachers show favours during the appraisal process, 26.7% remained neutral but 6.6% disagreed ( $M=3.9$ ,  $+SD= 1.017$ ).

In addition, majority of the respondent, 79.3% agreed that some headteachers lack commitment to appraise teachers, 17.2% remained neutral whereas 3.3% disagreed ( $M= 3.86$ ,  $+SD= .632$ ). Moreover, 79.3% of the respondent agreed that performance appraisal is almost accompanied by absence of reward, 6.9% remained neutral while 13.7% disagreed ( $M= 3.79$ ,  $+SD= 1.163$ ).

Further, on the evidence that there is poor administration of the appraisal process, 61.5% of the respondents agreed, 34.6% were neutral in their responses while 3.8% disagreed ( $M=3.62$ ,  $SD= .629$ ).

On the other hand, 63.3% of the respondents agreed that there is poor relationship between preferred appraisal method tool and teaching activities, 26.7% remained neutral whereas 10% of respondents disagreed ( $M = 3.50$ ,  $+SD = .768$ ).

That notwithstanding, 48.2% of respondents agreed that appraisers are biased, 34.5% were neutral while 17.2% of respondents disagreed on a mean score of 3.41 which indicates a neutrality in respondents' responses. Finally, just about 1/3<sup>rd</sup> of the respondent 48.3% of respondents agreed that performance appraisal devours time, energy and depresses or demotivate employees, 34.5% remained neutral while 17.2% disagreed ( $M = 3.3$ ,  $+SD = 1.011$ ).

From Table 4.4 one can conclude by saying that the respondents generally agreed to the various challenges as they impede the appraisal processes in schools in the district. According to Ivancevich (2004), even if the appraisal system is well defined, problems can arise if the raters (usually supervisors) are not cooperative and well trained. This is well supported by Cook (1995) who identified problems such as age, ethnicity, gender, physical appearance, attitudes and fundamental values of the raters, and personal like or dislike which directly or indirectly influences performance appraisal in organizations, most importantly schools. Fried et al., (1999) buttresses the above views stating that ratees resistance to low performance ratings is mostly influence by alienation from the work environment, increased conflict and diminished belief in the leadership legitimacy. DiCenzo and Robbins (2003) however highlighted the issue of favors in appraisal stating that if a teacher tends to be conscientious and dependable, the rater might become biased toward that individual to the extent that he will rate him or her positively on many desirable attributes.

#### 4.4 Research Question 3: What are the effects of performance appraisal feedback on commitment of teachers within JHS in the Kwabre East Municipality?

**Table 4.5: Descriptive statistics on the effects of performance appraisal feedback on commitment of teachers**

Statement	SA(5) F (%)	A(4) F (%)	N(3) F (%)	D(2) F (%)	Mean	SD(1) SD	
1. Performance appraisal ensures a positive attitude of work	39(43.3)	48(53.3)	3(3.3)	-	4.27	731	
2. it helps in the promotion of high performing teachers	15(16.7)	63(70.0)	12(13.3)	-	17	864	
3. Performance appraisal ensure strict supervision	18(20.0)	45(50.0)	18(20.0)	9(10.0)	4.13	810	
4. Performance promotes teacher motivation	6(6.7)	54(60.0)	21(23.3)	9(10.0)	4.00	821	
5. Performance appraisal helps schools to clearly define duties	3(3.3)	45(50.0)	30(33.3)	6(6.7)	3.90	1.017	
6. it ensures the retention of valuable teachers	6(6.7)	45(50.0)	21(23.3)	12(13.3)	3.86	632	
7. Performance appraisal helps school manage employee compensation	9(10.0)	18(20.0)	54(60.0)	6(6.7)	3.79	1.163	
8. Performance appraisal helps teachers pursue further training in their area of work	6(6.7)	33(36.7)	27(30.0)	21(23.3)	3.62	629	
9. performance appraisal helps schools improve conditions of work	6(6.7)	24(26.7)	39(43.3)	18(20.0)	3.50	768	
10. it ensures the dismissal of underperforming teacher	-	9(10.0)	24(26.7)	36(40.0)	21(23.3)	3.41	1.006
Total Frequency(f)	10.8	38.4	3.92%	24.9	11.7	3.9	
Percentage (%)	12.01%	42.67%	27.65%	13.00%	4.32%		

**Source: Field survey, 2022.** N=90, SA = Strongly Agree, A= Agree, N== Neutral, D = Disagree, SD=Strongly

Table 4.5. shows that majority of the respondents, 96.6% agree that performance appraisal feedback ensures a positive work, 3.3% were neutral ( $M=4.27$ ,  $_{+SD}=.731$ ). Again, 86% of respondents agreed that performance appraisal helps in the promotion of high performing teachers, 13.3% were neutral ( $M=4.17$ ,  $_{+SD}=.864$ ). Also, 70% of respondent agreed that performance appraisal ensures strict supervision, 20% were neutral whiles the remaining 10% disagreed ( $M=4.00$ ,  $_{+SD}=.810$ ). Further, 66.7% of respondents agreed that performance appraisal promote teacher motivation, 23.3% remained neutral whiles 10% disagreed ( $M=4.00$ ,  $_{+SD}=.821$ ).

Again, a little over half of the respondents, 53.3% agreed that performance appraisal helps schools to clearly define duties ( $M=3.90$ ,  $_{+SD}=.1017$ ).

Added to the above, 56.7% of respondents agreed that performance appraisal ensures the retention of valuable teachers, 23.3% were neutral whereas 20% disagreed ( $M=3.86$ ,  $_{+SD}=.632$ ). On the other hand, few respondents, 30% agreed that performance appraisal helps schools to manage employee compensation, 60% were neutral whiles 10% disagreed ( $M=3.79$ ,  $_{+SD}=.1163$ ). Also, 43.4% of respondents agreed that performance appraisal helps teachers to pursue further training in their area of work, 30% remained neutral whiles 26.6% disagreed ( $M=3.62$ ,  $_{+SD}=.629$ ).

It was also shown from Table 4.4 that 33.4% of respondents agreed that performance appraisal helps schools improve conditions of work, 43.3% remained neutral in their stance whiles 23.3% of respondents disagreed ( $M=3.50$ ,  $_{+SD}=.768$ ). Finally, 10% of respondents agreed that performing appraisal ensures the dismissal of underperforming teachers, 26.7% remained neutral whiles 63.3% strongly agreed with his assertion ( $M=3.41$ ,  $_{+SD}1.006$ ).

From Table 4.5, it can be evidently be said that respondents agreed that performance appraisal has enormous benefits not only to head teachers but the entirety

schools. According to Lawler (1994) and Vroom (1994), performance appraisal that inculcates feedback keeps both its member s behaviour directed towards desired goals and stimulates and maintains high levels of effort. This is supported by Nadler who posited that performance appraisal satisfies a need for information about the extent to which personal goals are met. Kluger and DeNisi (1996) buttressed this view. Stating that feedback potentially can influence future performance.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents summary of findings of the study, conclusion of the study based on the findings, recommendations based on the findings and suggestions for further study.

#### 5.1 Summary of the Study

The study was conducted to investigate perception of teachers on performance appraisal in JHS at Kwabre East Municipality. This was necessitated by the important role the performance appraisal had played and continues to play in the success of schools. The following research objectives guided the study.

1. To identify performance appraisal methods that exists within junior high schools in Kwabre East Municipality.
2. To find out challenges associated with performance appraisal within junior high schools in Kwabre East Municipality.
3. To establish the effects of performance appraisal feedback on commitment of teachers within junior high schools in Kwabre East Municipality.

The descriptive survey design was used for the study. The research population comprised 90 junior high school teachers in the Kwabre East Municipality. Census Sampling technique was used to select a sample size of 90 respondents for the study. Questionnaire with closed-ended items were used for data collection. Descriptive statistics such as frequencies, percentages and mean were adopted for the study. Cronbach alpha coefficient was estimated as 0.78.

## 5.2 Main Findings

1. The study revealed that majority of the headteachers organize performance appraisal for teachers once every year. Most headteachers however adopted the usage of the modern methods of performance appraisal with ranking and grading. (86.7%) being the most predominantly used performance appraisal methods, Moreover, majority of the respondents (75%) rated performance appraisal in their schools to be very good.
2. Again, majority of the respondents agreed that lack of training, lack of knowledge on the side of appraisers, lack of communication, biased judgment, lack of commitment and poor administration of the appraisal process hinders performance appraisal in schools in the Kwabre East Municipality (M=3.98)
3. The study also revealed that performance appraisal feedback ensures a positive attitude to work, promotes highly motivates teachers, ensures retention of valuable teachers, helps schools to clearly define duties, improves conditions of work and helps promotion of high performing teachers (M=3.92)

## 5.3 Conclusions

Based on the findings of the study as summarized above, the study concluded that headteachers do normally engaged in appraisal of teachers as majority of the teachers affirmed the organization of performance appraisal once a year. The major method used was the modern appraisal method with ranking and grading being used as the major techniques.

Performance appraisal had positive impact towards the performance of teachers in schools. This shows that performance appraisal acted as an intervention strategy which benefited both the teacher and the school in pursuit of quality education .



The study established that the most common hindrances to effective performance appraisal were: some teachers viewed the process of performance appraisal as a tool for victimization and intimidation, teachers were not ready to admit their weakness and instead they blame students, which should be addressed for effective performance appraisal.

### **5.3 Recommendations**

Based on the above findings, the following recommendations were made.

1. Headteachers should engage in frequent evaluation of teachers' performance  
This would help in supporting human resource activities such as promotions and identification of strengths and weakness of teachers.
2. School administrators and Ministry of education should play a major part in the improvement of performance appraisal process. This can be achieved by the Ghana Education Service organizing training workshops for headteachers on the need for performance appraisal feedback in the appraisal process.
3. The Ministry of Education through the teacher unions should also sensitize teachers and headteachers on the importance of performance appraisal in schools.

### **5.4 Suggestion for Further Studies**

The study was conducted to investigate perception of teachers on performance appraisal in JHS at Kwabre East Municipality. Therefore further study should be conducted to investigate perception of teachers on performance appraisal in the remaining junior high schools in the Ashanti Region to confirm or refute this findings.

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## APPENDIX A

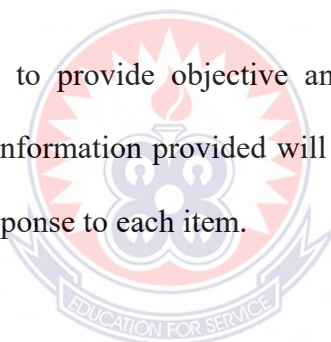
### AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT- KUMASI

#### COLLEGE OF TECHNOLOGY EDUCATION

### QUESTIONNAIRE ON PERCEPTION OF TEACHERS ON PERFORMANCE APPRAISAL

This questionnaire is part of a study aimed at: finding out views and challenges of Head Teachers on Performance Appraisal. Please your time and energy used in responding to this questionnaire are highly appreciated. Please you are assured that any information given shall be treated with confidentiality and anonymity.

You are please entreated to provide objective and dispassionate answers to the questionnaire items. The information provided will be treated confidentially. Please tick(✓) the appropriate response to each item.



#### SECTION A: Background information of Respondents

1. Gender: Male [ ] Female [ ]
2. Age: 40-44 years [ ] 45-49 [ ] 50 years and above [ ]
3. How long have you been in the school?  
Less than one year [ ] 1-4 years [ ] 5-9 years [ ] 10 years and above [ ]
4. How often do heads appraise employees or teachers?  
Once in a term [ ] Twice in a term [ ] once in the academic year [ ]  
As and when it is necessary to do so [ ]

## PERFORMANCE APPRAISAL METHODS

Please indicate your level of agreement whether the following performance appraisal methods exist in schools.

### 5. What form of Performance Appraisals methods do heads use in your school?

Traditional methods

Modern methods

Others, please specify

.....

.....

.....

### 6. Based on your response in the previous question, what form of traditional appraisal method do heads use?

Management

Behaviourally anchored rating scales

assessment centres

360-degree appraisal

cost accounting method

others, please

specify.....

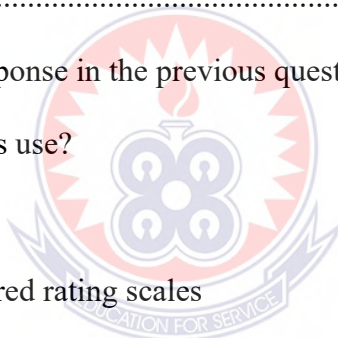
Multiple answers allowed.

### 7. Which of these modern appraisal methods do heads adhere to?

ranking method

paired comparison method

grading



- forced distribution method
- forced choice method
- checklist method
- critical incidence method
- others,pleas.....

**CHALLENGES ASSOCIATED WITH PERFORMANCE APPRAISAL**

Please indicate your level of agreement to the following statements on challenges associated with performance appraisal. Tick [√] as appropriate on a 5-point likert scale of 5-Strongly Agree (SA), 4-Agree (A), 3-Neutral (N), 2-Disagree (D), 1-Strongly Disagree (SD).

Statement	SA(5)	A(4)	N(3)	D(2)	SD(1)
Some headteachers lack training to effectively appraise					
The lack of knowledge on the side of the appraisers impedes					
Most teachers have a misperception towards appraisal					
There is always a lack of timely communication of appraisal result					
Some head teachers show favour during the appraisal process					
head teachers lack of commitment to appraise teachers					
Performance is accompanied by the absence					
There is a poor administration of the appraisal process					
There is a poor relationship between preference appraisal methods tool and teaching activities					



## EFFECTS OF PERFORMANCE APPRAISAL FEEDBACK ON COMMITMENT OF TEACHERS

Please indicate your level of agreement to the following statements on the effects of performance appraisal feedback on commitment of teachers. Tick [] as appropriate on a 5-point likert scale of 5-Strongly Agree (SA), 4-Agree (A), 3-Neutral (N), 2-Disagree (D), 1-Strongly Disagree (SD).

Statement	SA(5)	A(4)	N(3)	D(2)	SD(1)
Performance appraisal ensures a positive attitude of work					
Helps in the promotion of high performing teachers					
Performance appraisal ensure strict supervision					
Performance promotes teacher motivation					
Performance appraisal helps schools to clearly define duties					
It ensures the retention of valuable teachers					
Performance appraisal helps school manage employee compensation					
Performance appraisal helps teachers pursue further training in their area of work					
Performance appraisal helps schools improve conditions of work					
It ensures the dismissal of underperforming teacher					

**THANK YOU**