

UNIVERSITY OF EDUCATION, WINNEBA

**STAFF PERFORMANCE APPRAISAL PRACTICES IN WINNEBA AND
TWIFO-PRASO COLLEGES OF COMMUNITY HEALTH NURSING IN THE
CENTRAL REGION OF GHANA**



**A THESIS IN THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION
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REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY
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JULY, 2018

DECLARATION

STUDENT'S DECLARATION

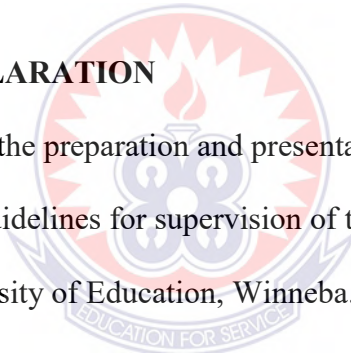
I, VICTORIA OFFEI, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole, for another degree elsewhere.

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SUPERVISOR'S DECLARATION

I/We hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by School of Graduate Studies, University of Education, Winneba.



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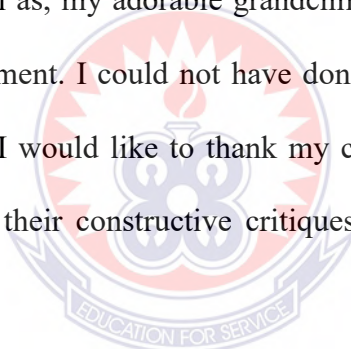
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DEDICATION

To my lovely daughters, Awo and Asabea



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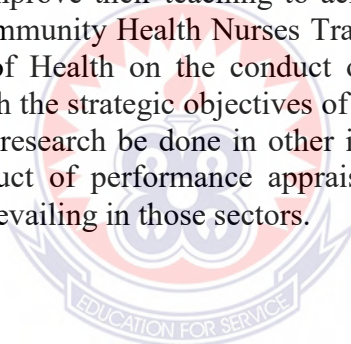
GLOSSARY

| | |
|-----|---------------------------|
| CIM | Critical incident method |
| HRM | Human resource management |
| MBO | Management by objective |
| MoH | Ministry of Health |
| PA | Performance appraisal |



ABSTRACT

Performance appraisal has been described as a management tool designed to encourage communications in an institution, improve the quality of work produced, and promote individual accountability. Managing employee performance is therefore an integral part of the work that all managers perform in any institution. This study explored staff performance appraisal practices at the Colleges of Community Health Nursing in Winneba and Twifo Praso, as well as, the support systems put in place. In order to achieve the purpose of the study, a sequential explanatory mixed method design was employed. The whole population of 40 tutors was used for the study through census technique for the quantitative phase. The quantitative data was analysed using descriptive statistics involving frequency, percentages, mean and standard deviation. A sample size of six tutors was selected from the tutors who had responded to the questionnaire, using the maximum variation technique. The qualitative data was used to support the discussion when the study revealed that, performance appraisal at the colleges consumes too much time and effort. It was also revealed that, supervisors hold discussion meeting with tutors after assessment to review their performance and they discussed ways of overcoming challenges identified during performance appraisal sessions. Among others, the study concluded that, staff performance appraisal should be a continuous process and not as an event, in order to help tutors improve their teaching to achieve their objectives. The study recommends that the Community Health Nurses Training Colleges should follow the policy of the Ministry of Health on the conduct of performance appraisal, which would be in harmony with the strategic objectives of the institution on regular basis. It is suggested that further research be done in other institutions, as well as, in private institutions on the conduct of performance appraisals in order to do comparative analysis on the system prevailing in those sectors.



CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Performance appraisal is one of the most important requirements for successful institutional and human resource policies implementation (Kessler, 2003). Employee appraisal systems help managers evaluate employee 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 employee (Kessler, 2003). Effective employee appraisal systems incorporate goals to help improve the performance of the employer, as well as, the employee, through the application of appropriate and timely feedback and training (Griffin, & Ebert, 2004).

Performance appraisal is described in diverse ways by different authorities. All the definitions capture similar elements. Dessler (2008) states that performance appraisal is any procedure that involves setting work standards, assessing employee's actual performance relative to standards set, providing feedback with the aim of motivating, eliminating performance deficits and reinforcing exceptional performance. Nzuve (2007) defines Performance appraisal as a means of evaluating employees work performance over a given period of time, and that, it is the formal assessment and rating of individuals by their managers at, usually, an annual review. Cascio and Aguinis (2011) and Grote (2002) have stated that performance appraisal is the process in which an organization defines responsibilities and assesses the performance of individuals or teams as a measure against performance standards set by the organization. The performance appraisal is a communication device for which managers and or supervisors can assess an employee's performance within the

organization towards the organizations mission and goals (Latham, Almost, & Moore, 2005).

Performance appraisal is also defined as the process of evaluating how well employees do their jobs compared with a set of standards and communicating that information to those employees (Robert, Mathis & Jackson, 2016). Performance appraisal (PA) is the systematic evaluation of a particular function on the basis of prescribed performance indicators and highlighting the areas for further development and growth of an individual employee (Armstrong, 2009; ChatterJee, 2009; Stone, 2010). The ideology of the performance appraisal process assumes an alignment of desired performance to rewards for motivation and that a clear future direction enhances employees' performance (Beer, Boslie, & Brewster, 2015; Fay & Thompson, 2001; Latham, Almost & Moore 2005). Besides these factors, performance appraisal encompasses feedback, coaching and objective assignment while effort should also be made not to overlook organizational contexts in which the assessment takes place. Performance appraisal (PA) acts as a pivot that guides multiple decisions (Carson, Tesluk, & Marrone, (2007).

The appraisal process therefore involves: setting work standards; assessing the employee's actual performance relative to these standards; and providing feedback to the employee with the aim of motivating that person to eliminate performance deficiencies or to continue to perform above par (Dessler, 2008). According to Dessler (2011), performance appraisal (PA) has been synonymous with performance review, performance evaluation, and other terms and combinations of terms. Performance Appraisal has, over time, referred to an instrument or form to assess an employee's job performance; an interview where an employee's job performance is

assessed and feedback is given to the employee; a system of setting employee job expectations and employee actual job performance, assessing that performance and giving feedback to the employee on the performance assessment, and how to improve it in the future, setting new goals and expectations for another period, or performance management with job performance appraisal (Dessler, 2011).

According to Delpo (2007), the basic intention of performance appraisal is to make the employees realize how their performance has been, and one of the effective ways to realize the aims of the performance appraisal is to look at it from the viewpoint of the employee, as well as, the employer. The focus of appraisal is the comparison of the actual performance to performance expectations (Barnes-Farrell, 2001). Traditionally, performance appraisal has been the responsibility of the immediate managers, following the belief that direct managers are the best source of performance feedback (Barnes-Farrell, 2001). According to (Griffin, & Ebert, 2004), there are a number of reasons that companies should be conducting regular appraisals with their staff; they show the employees they are value, they give them the chance to re-focus, they open up two-way lines of communication, and they provide employers and line managers with opportunity to assess the needs of their employees.

Ackah (2015) argues that performance appraisal practices are based on performance rating forms and corresponding instructions to evaluate staff. Performance appraisal and its outcome play a key role in employees' job activities and the organization (Thurston, & McNall, 2010). It is the process by which managers and supervisors evaluate an employee's job performance. According to Kurt (2000) as cited in Burns, and Grove (2011), one of the responsibilities of management is to ensure an organization functions effectively and efficiently. In order to achieve these, managers

must be able to determine and assess the performance levels of the organization as well as, the individual employees. Performance appraisal provides a good opportunity for managers to recognize the contributions and achievements of employees to the organization. It also ensures that a clear link is established and maintained between staff performance and reward. Thus performance appraisal is not to evaluate the job itself but the performance of the worker on the job.

Despite the fact that the evaluation of performance have benefits and they are very useful as a management tool in the workplace (Walsh, Fisher, 2005), there are problems which distort their usefulness. The problems with appraisals hinder their utility in the workplace and sometimes impacts workers' attitude, reaction, behaviour and performance in the workplace negatively. Furthermore, despite all these concepts of performance appraisal, Aguinis (2009) believes that there is a considerable gap between practical orientation of performance appraisal and the literature. This gap exists because researchers target other researchers as their audience rather than the organizations. According to Alam and Banerjia (2012), performance appraisals have not succeeded in India and the world over. A recent research conducted in the US indicated that 80% of the organizations are dissatisfied with performance appraisals. In spite of this dissatisfaction, no organization is willing to do away with them. Some organizations sought to modify the system of assessment and devised different formats for different occupations. In spite of all effort, disappointment is uniform across the population. Coens and Jerkins (2000) stated that performance appraisal is devastating to individuals and destructive to organizations. Appraisal rating system nourishes short-term performance, annihilates long-term planning, builds fear, and demolishes team work. It also nourishes rivalry, and politics. It leaves people bitter, crashed, bruised battered, desolate, despondent, dejected, feeling inferior, and some

even depressed and unable to comprehend why they are inferior. Still, many organizations express dissatisfaction with their appraisal schemes (Fletcher, 2011).

According to Fletcher (2001), this may signal a lack of success of performance appraisal as a mechanism for developing and motivating people. There is a general consensus among performance appraisal researchers and practitioners that assessment of appraisal reactions is important (Keeping & Levy, 2000). For instance, it is frequently argued that in order for performance appraisal to positively influence employee behaviour and future development, employees must experience positive appraisal reactions. If not, any appraisal system will be doomed to failure (Fletcher, 2001). Performance appraisal satisfaction is the most frequently measured appraisal reaction (Keeping & Levy, 2000). Aguinis (2009) opines that, one of the vital elements in measuring performance is the manifestations before and after the evaluation. Furthermore, performance appraisal should be free from biases, errors, ambiguities and effects (Keeping, & Levy, 2000). However, despite all the theoretical evidence, individual objectives and performance appraisal are commonly not aligned with organizational strategic goals (Stone, 2010).

Budworth and Mann (2011) report that, performance appraisal has been one of the most researched disciplines in papers published in the Journal of Psychology between 2003 and 2007. Evaluating employees' performance on pre-defined parameters (Armstrong, 2009) has been highlighted as a differentiating factor among the market leaders and survivors (Lawler & Worley, 2011). This difference has shown to be rooted in evaluation processes and their outcomes as these influence employee satisfaction and talent retention in an organization. In order to take leverage from the performance appraisal process, it needs to be synchronized with organizational

objectives and reward systems along with clear future strategic direction (Beer, Boslie, & Brewster, 2015). This should further ensure that proper feedback mechanisms are in place to address developmental gaps so as to improve future performance (Budworth & Mann, 2011). The findings of a study conducted by Musyoka (2015) indicated that, health services managers were not aware of policies on human resource management practices. Performance was minimally used for training and promotion, and also feedback was not used in rewarding. He suggested that health service managers needed basic training on performance appraisal among other human resource management practices, and that, performance appraisal should have been embraced as a staff motivation and tool and improved service delivery and not just a requirement of the Ministry.

In today's dynamic business environment, organizations have tended to become complacent with their performance appraisal practices leading to failure. Consequently, strategies need to be revamped along with the changes in macro-environmental situations (Coens, & Jerkins, 2000). For many organizations, this has created a need to reconsider their performance appraisal processes to be harmonized with the cultural, national and organizational factors. This becomes vital because employees develop negative perceptions about the performance appraisal process. On the one hand, the negative perceptions can be a root cause of problems for an organization; while on the other, these shortcomings can act as an impetus for an organization to develop a better future performance appraisal system to retain, motivate and satisfy their human assets. Despite all the evidence and research on the impact of performance appraisal on organizational success, employee satisfaction and motivation, the literature reveals that for the most part it is done casually and fruitlessly in organizations (Ghauri, 2012). Likewise, Fletcher (2001) states that

despite the evidence, research and recommendations, performance appraisal systems flaws are the most practical business challenges of the day. They added that, the important role performance appraisal can play in influencing organizational outcomes has led researchers to explore new horizons in this discipline in the 21st century.

With the need for increased workforce as a result of the expansion of the programmes at the Colleges, there is also the need for the performance of the staff to be appraised regularly in order to better achieve the goals of the Colleges. It is therefore crucial for the Colleges to have solid performance appraisal management skills. Staff performance appraisal practices at the College of the Community Health Nurses have not contributed much in identifying the strengths and weaknesses of the staff for improvement. It is perceived that the staff of the colleges sees the appraisal system only useful as a document for routine promotion interviews. Thus, it seems employees ask to be appraised only when they are due for the next promotion (Ackah, 2015)

A study by the Ghana Civil Service sought to discover the extent to which the Civil Servants consider the existing performance appraisal system as effective and efficient. Until quite recently, the Ministry of Health institutions did not have a staff appraisal system of their own but followed the National Civil Service System of the country in appraising staff, where standardized forms were used to appraise the staff annually. This system falls short of the opportunity for on-going evaluation of the progress or improvement of the job of the staff, but focused on its use for promotion of staff as a routine (Ackah, 2015).

The Ministry of Health and Ghana Health Services therefore developed their own Staff Performance Appraisal System in 2003, in order to focus more on performance improvement and less on promotion of staff which was piloted on quarterly basis. The

quarterly appraisal system though was found better than the Civil Service annual appraisal system, it was too cumbersome (Ackah, 2015). This was therefore reviewed three years later, and adopted across the overall health system. With the current staff appraisal practices, objectives are to be set by each staff for the year, and activities to achieve these objectives are reviewed by the middle of the year, before the actual appraisal is conducted by the end of the year. Health training institutions are key settings for appraising staff, but the practice of this system still seems to be a problem in these institutions (Ackah, 2015).

It is argued that, performance appraisals are probably the most powerful employment process managers have at their disposal for getting results, after employee selection, but widely detested by managers (Dessler, 2014). According to Redshaw (2008), overall, evidence suggests that appraisal systems are poorly implemented, and there is a lack of knowledge and experience around them. Duffin (2006) has suggested that health care, appraisal systems are inadequately implemented, with only six out of 10 NHS staff in England ever receiving an appraisal or personal development review.

In Ghana, apart from its well-known service reward management policy formulation functions, the Fair Wages and Salaries Commission Act, 2007 (Act 737) also charged the Commission with some Performance Management Evaluation responsibilities. Apart from these statutory requirements, a number of recent Government policy documents and pronouncements emphasise performance management, productivity improvement and monitoring and evaluation (Kwami, 2013). Section 4.6 of the Government White paper on the Single Spine Pay Policy makes the following observations: Government did not find any linkage in performance management and productivity in the Single Spine Pay Salary Structure. Government recognises that

improved compensation must be driven by improved performance or productivity (Kwami, 2013). Before the 1990s, performance of public service organizations in Ghana were assessed through Annual Reports and Financial Statements as audited by the Auditor General's Department. Individual employee performance was assessed through annual Confidential Reports. This system was fraught with problems and abuses that made its credibility and usefulness questionable (Ayee, 2001; Nkrumah, 1991) in Ohemeng (2009).

Although the Ghana Health Service tries to rationalize and improve staff performance appraisal practices, the case of Community Health Nursing Colleges in Winneba and Twifo Praso appear not to be improving. The employees in these institutions seem to fill their forms in a rush, and most often without supervision. There are indications in literature (Prah, 2015; Ackah, 2015) that, in order to unravel the nature and challenges of performance appraisal in the Nursing Colleges, a systematic inquiry would be needed. Kondrasuk (2011) has stated that if due care is not exercised performance appraisal will be fraught with problems and conflicts. While literature has focused on improving the performance appraisal process, making the review more positive, improving the contribution of the employee to the process, emphasizing goal-setting and applying procedural improvement, there is a gap between how it is practiced in different organizations, and there should be an attempt to fill this gap (Appelbaun, Roy, & Gilliland, 2011). This study examined the staff appraisal practices of the staff of selected Colleges of Community Health Nursing, and explore ways to improve on the practices to prevent problems and conflicts.

1.2 Statement of the problem

While much research on the forms and challenges of staff performance have been carried out in other countries, very little is known in literature on studies on staff performance practices in the Health Training Colleges in Winneba and Twifo Praso, despite the positive effect it has on organizations (Prah, 2015). Ayee (2000) and Nkrumah (1991) as cited in Ohemeng (2009) state that, the appraisal system in Ghana is fraught with problems and abuses that make its credibility questionable. Staff performance appraisals help contribute more to work, therefore, it is required that management conduct performance appraisal on regular basis with fairness and provide timely feedback to employees which will result in satisfaction of the appraisal practices. In spite of the importance of performance appraisal, its implementation is characterized by challenges and confusion in Winneba and Twifo Praso Colleges of Community Nursing.

Several studies (Broadt-Preston & Steel, 2012; Erdogan, 2012; Flesher, 2011) have established that linking rewards with performance leads to commitment of employees in the appraisal system. Mone and London (2010) found that unfair evaluation of employee performance makes them feel insecure or discouraged leading to the development of poor relationship between the employer and the employee. Health training institutions are key settings for appraising staff, but the practice of this system still seems to be a problem in these institutions (Ackah, 2015). This is supported by the findings of the study by Denkyira (2014) which revealed that, the current performance appraisal system in the civil Service does not fulfill the aspirations of the employees because it is characterized by certain flaws which need to be addressed. As a result of the widespread dissatisfaction associated with performance appraisals as typically practiced (Alam & Banerjia, 2012), there is the need for managers of

organisations to improve the practice of performance appraisal to yield the desired goal. The review of literature reveals gaps in the area of how staff performance appraisal really takes place in the Nursing Colleges, and the problems encountered (Ackah, 2015). It is based on this premise that this research intends to examine the staff performance appraisal practices in the two Colleges of Community Health Nursing in the Central Region.

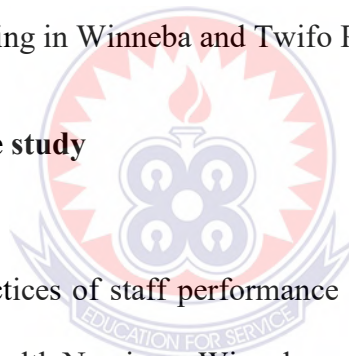
1.3 Purpose of the study

The purpose of the study was to examine staff performance appraisal practices, assess the perception of tutors on appraisal practices, identify the challenges for effective staff performance appraisal practices, and explore support systems at the Colleges of Community Health Nursing in Winneba and Twifo Praso.

1.4 Objectives of the study

The study sought to:

1. Examine the practices of staff performance appraisal at the selected Colleges of Community Health Nursing – Winneba and Twifo Praso
2. Assess the perception of tutors on appraisal practices in the selected Colleges of Community Health Nursing
3. Identify the challenges for effective staff performance appraisal practices at the Colleges of Community Health Nursing
4. Explore support systems of staff performance appraisal at the two Colleges of Community Health Nursing



1.5 Research questions

The following research questions were formulated to guide the study:

1. What are the practices of staff performance appraisal at the Colleges of Community Health Nursing in Winneba and Twifo Praso?
2. How do tutors perceive the performance appraisal practices in the two Colleges of Community Health Nursing?
3. What are the challenges of staff performance appraisal practices at the two Colleges of Community Health Nursing?
4. What are the support systems of staff performance appraisal practices in the two Colleges of Community Health Nursing?

1.6 Significance of the study

The limited research in staff performance appraisal practices on the health delivery system and its institutions of training in the country has motivated the researcher to conduct the research with the purpose of examining the performance appraisal practices at the Colleges of Community Health Nursing at Winneba and Twifo Praso. The study revealed that performance appraisal practices are not fair, not conducted regularly, and do not identify training and development needs of respondents. This study will therefore inform Principals of the Nurses Training Colleges to identify better ways to improve the conduct of staff performance appraisal practices in Winneba and Twifo Praso Colleges.

Additionally the information and conclusions derived from the findings may also be useful to Principals of the selected Community Health Nursing Training Colleges, to develop better ways of staff appraisal practices. Based on the findings from the study, the researcher has developed a conceptual framework that will guide both the tutors

and the supervisors of community nursing colleges to conduct effective performance appraisals. The study is also expected to help improve performance of the tutors, and encourage them to broaden their outlook and capacity on the appraisal process. The outcome of the study will also serve as a research basis on which further research in the area of staff performance appraisal can be built.

1.7 Delimitations of the study

The study only examined the practices of staff performance appraisal at the Colleges of Community Health Nursing at Winneba and Twifo Praso in the Central Region, excluding other regions with Colleges of Community Nursing. The purpose for choosing the two institutions was not to compare what exist in each of them, but used as one study population. The study population delimited community health nursing colleges in the Central Region and no other nursing colleges in the region. The findings may therefore not be described as a reflection of the general state of affairs in all Community Nurses Training Colleges in the country.

1.8 Limitation

The study, like other research works falls short of the ideal despite the achievement of its purposes. This study was limited by the level of detail provided by the participants in their responses to the items posed by the researcher especially in the interview. Some tutors may have been hesitant to reveal the real case on the ground as far as the performance appraisal issues at their colleges are concern.

1.9 Organisation of the study

This study was organized into six chapters. The rest of the study is organized as follows: Chapter Two deals with literature review, that is, the review of relevant literature on topics related to subject under study. Chapter Three presents the

methodology employed in the study. This details research design, researchers' methodological position, research setting, population, sample and sampling techniques, research instruments, issues of validity and reliability, pre-testing, data collection procedures, data analysis procedures, and ethical consideration. Chapter Four focuses on the report and analysis results of the study while Chapter Five captures the discussion of the findings. Chapter Six also presents a summary of findings, conclusion and recommendations based on the findings of the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section of the study centred on the review of related literature regarding the study. In view of this, the literature took due cognisance of the theoretical and conceptual framework, as well as, empirical studies underlying the research topic. It also focused on the concepts in the four research questions raised for the study. Accordingly, the literature dwelled on:

1. performance appraisal practices in selected community health institutions
2. the perception of tutors on appraisal practices
3. factors inhibiting effective performance appraisal and
4. support systems needed to improve performance appraisal in the two Community Health Colleges.

Literature was reviewed from books, journals, articles and the internet, as well as, published and unpublished theses.

2.1 Theoretical underpinning

Theoretical framework is the structure that can hold or support a theory of a research study. It introduces and describes the theory that explains why the research problem under study exists (Abend, 2008). Thus, the theories used in this chapter are theories that underpin the thinking of the researcher with regards to how he or she understands and plans to research the topic, as well as, the concepts and definitions from those theories that are relevant to the research topic (Grant & Osanloo, 2014). Acting as maps, theoretical frameworks guide the researcher to review literature, and focus on the research questions. Tightly tying all phases of the research process to a theoretical

framework automatically provides a theory-based result, increases credibility and fosters transferability to practice settings (Bronwynne, Coon, & Ume, 2011). This stance guided the researcher to explore issues of staff performance appraisal, provided opportunity for discussing innovative methods and identify gaps in the two Colleges which may support existing theories or come out with new knowledge. There are different theoretical models used in explaining the concept of staff appraisal. Prominent among these theories are the goal setting theory, the expectancy theories planned behaviour theory and Gregory's perception theory which formed the framework within which this research was conducted. According to Salaman, Storey and Billsberry (2005), there are two theories underlying the concept of performance management, which are the goal setting theory and the expectancy theory, and Ajzen & Fishbein, (2005) also proposed the planned behaviour theory and the perception theory which have some basis in performance appraisal.

2.1.1 The goal setting theory

The goal setting theory (proposed by Edwin Locke in 1968) suggests that individual goals established by an employee play an important role in motivating him for superior performance. This is because the employees keep following their goals. If these goals are not achieved, they either improve their performance or modify the goals and make them more realistic. In case when the performance improves, it will result in the achievement of the aims of performance management system (Salaman, Storey & Billsberry, 2005). Expectancy theory proposed by Victor Vroom suggests that individuals adjust their behaviour in the organization on the basis of anticipated satisfaction of valued goals set by them. The individuals modify their behaviour in a way that is most likely to lead them to attain these goals. This theory underlines the concept of performance management as it is believed that performance is influenced

by the expectations concerning future events (Salaman, Storey and Billsberry,2005). The theory assumes that behaviour results from conscious choices among alternatives whose purpose is to maximize pleasure and to minimize pain. Vroom stated that effort, performance, and motivation are linked in a person's motivation. The theory predicts that employees in an organization will be motivated when they believe that: putting in more effort will yield better job performance, and better job performance will lead to organizational rewards such as an increase in salary or benefits. He uses three elements; expectancy, instrumentality, and valence, to explain this.

2.1.2 The expectancy theory

Expectancy theory stresses that increased effort will lead to increased performance. This is influenced by the right resources available, the right skills to do the job, and necessary support to get the work done. Instrumentality is the belief that it is when one performs well that a valued outcome will be received. This means the degree to which a first level outcome will lead to a second level outcome. This is influenced by a clear understanding of the relationship between performance and outcomes (Salaman, Storey & Billsberry, 2005).

Valence is the importance that the individual places upon the expected outcome. For the valence to be positive, the individual prefers attaining the outcome to not attaining it. Thus, Vrooms theory of motivation is not about self-interest in rewards but about the associations people make towards expected outcomes, and the contributions they can make towards those outcomes. The implication of Vrooms expectancy theory is that people change their level of effort according to the value they place on the bonus they receive from the process, and on their perception of the strength of the links between effort and outcome.

2.1.3 Theory of planned behavior / reasoned action

The Theory of Reasoned Action [TRA] was proposed by Ajzen and Fishbein in 1975, 1980. The Theory of planned Behaviour is a theory that links beliefs and behaviour. The Theory of Reasoned Action suggested that, a person's behaviour is determined by his or her intention to perform the behaviour and that this intention is in turn a function of his or her subjective norm. The best predictor of behaviour is intention. Intention is the cognitive representation of a person's readiness to perform a given behaviour and it is considered to be the immediate antecedent of behaviour. The theory of planned Behaviour holds that only specific attitudes toward the behaviour in question can be expected to predict that behaviour. In measuring attitudes toward the behaviour, we also need to measure people's subjective norms-their beliefs about how people they care about will view the behaviour in question.

To predict someone's intentions, knowing his beliefs can be as important as knowing the person's attitude. Perceived behavioural control can also influence intentions (Moss, 2016). The general rule says that, the more favourable the attitude and the subjective norm, the greater the perceived control and the stronger should a person's intention to perform the behaviour in question. The theory of planned behaviour emphasizes that human behaviour is governed not only by personal attitudes, but also by social pressures and a sense of control (Moss, 2016). The theory of planned behaviour helps programme implementers design interventions that effectively address a particular behaviour. Using the theory of reasoned action to predict organizational behaviour and management on predicting work behaviour, Moss (2016) indicated that most reported studies emphasize positive work outcomes. To relate this theory to the topic under study, the way workers perceive the staff appraisal

practices at the workplace will determine whether they will show interest in appraisals.

2.1.4 Gregory's perception theory

Perception Theory was proposed by Gregory, a psychiatrist in 1970. He argued that perception is a contractive process which lies on top-down processing. For Gregory, perception involves making influence about what we see and try to make the best guess out of. Prior knowledge and experience have been found to be crucial in perception hypothesis.

Therefore, the brain has to guess what a person sees based on the past experiences. According to him, our perceptions of the world are based on past experience and stored information. Sensory receptors receive information from the environment which is then combined with previously stored information about the world we build up as a result of experience. He opined that we make our best guess of what we see based on expectations, beliefs, prior knowledge, and past experience.

Krishnanand (2017) also opines that perception is a process of the consciousness of an object. It is one of the means of valid knowledge in the world and consists in an inseparable relation of the perceptive consciousness with its content. The objects that are seen in the world are considered by the common man to exist outside his body and the senses, and he feels that the objects are reflected in his mind as perception. The object itself does not enter the eye, for example, in the act of seeing, but there is a transmission of vibration from the object, with which his consciousness comes in contact, which becomes a content of his consciousness, and on account of which he is said to know the existence of the external object. According to him, this perception is caused by the operations of a mind which exists as a mediator between the Atman

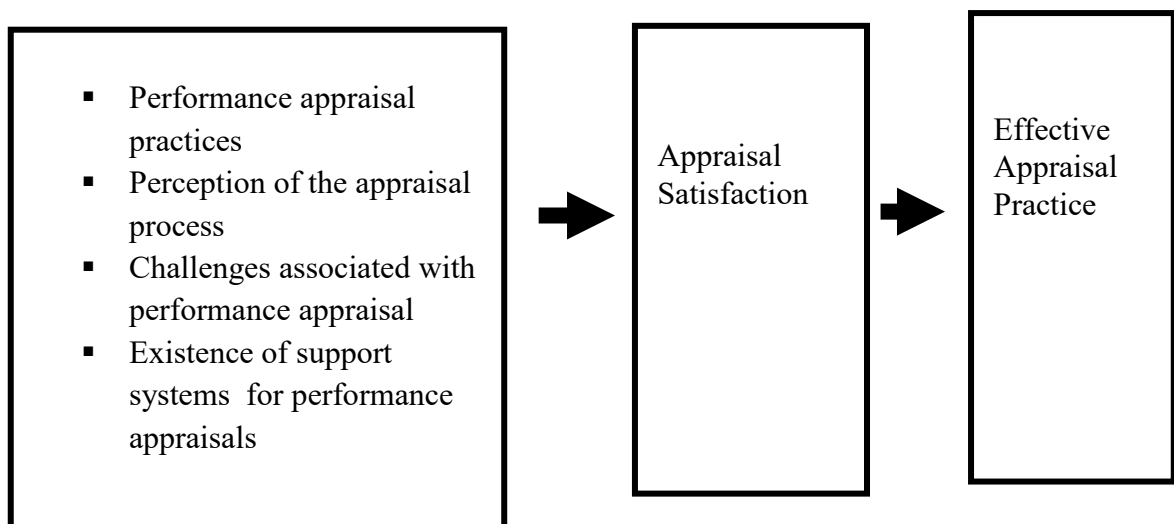
within and the object outside. Sense-knowledge is the product of the connection between the mind and the sensory organs. That is why there is no simultaneity of the knowledge of the impressions received through the various sensory organs (Krishnanand, 2017). He continued that, people's perceptions and attributions influence how they behave in their organizations. Perception describes the way people filter, organize and interpret sensory information. Attribution explains how people act, determining how people react to the actions of others as well. Accurate perception allows employees to interpret what they see and hear in the workplace effectively to make decisions, complete tasks and act in ethical manner. Faulty perceptions lead to problems in the organization, such as stereotyping, that lead people to erroneously make assumptions (Krishnanand, 2017).

These theories fit into this study because it is believed that performance is influenced by the expectations concerning future events (Salaman, Storey, & Billsberry, 2005). The study concluded that, staff performance appraisal should be a continuous process and not as an event, in order to help tutors improve their teaching to achieve their objectives. The findings support these theories in that, when the staff has a positive perception of the staff appraisal process, and when it is regularly done to help achieve set objectives, the tutors become satisfied with performance appraisal practices in the two Community Nursing Colleges of Winneba and Twifo Praso. This is further supported by the goal setting theory and the expectation theory.

2.2 Conceptual framework

McGaghie, Bordage, and Shea (2001) state that, a conceptual framework “sets the stage” for the presentation of the particular research question that drives the investigation being reported based on the problem statement. The goal of conceptual framework in research is to categorize and describe concepts relevant to the study, and map relationships among them. Thus, the conceptual framework guides the researcher to remain on track.

The conceptual framework of this study focused on the four research questions raised for the study. It is related to the performance appraisal practices, how people perceive the performance appraisal process, challenges associated with performance appraisal practices and the existence of support systems for effective performance appraisals in the two Community Health Nursing Colleges. Literature was reviewed on these factors. The concept explains how these factors influence appraisal satisfaction which consequently leads to effective appraisal practices as illustrated in figure 2.1



Source: Author (2018)

Figure 2.1: Conceptual Framework of Staff Appraisal Practices in Two Community Nursing Colleges in Ghana

Empirically, this study reviewed the studies of other researches related to the practice of staff performance appraisal, the level of perception of employees on appraisal system, factors that inhibit the conduct of staff performance appraisal, and support systems to improve staff appraisal practices in the two Nursing Colleges. The study attempted to answer the questions that other researchers have not yet explained. The key concepts in this study were: staff appraisal practices; the perception of staff; and the factors that inhibit the conduct of the appraisals. The study focused on the research objectives, as well as, the performance appraisal practices, how tutors perceive the performance appraisal process, challenges associated with performance appraisal practices and the existence of support systems for effective performance appraisals in the two Community Health Nursing Colleges.

The concept used for this discussion is derived from research question one, which is what are the practices of staff performance appraisal in the two colleges of community health nursing? Some of the factors that are inter-related to this question are the concept of staff performance appraisal; procedures involved, frequency of appraisal; methods used; how appraisal meetings are conducted and feedback. These concepts tried to answer the research question one.

2.3 Concept of staff performance appraisal

Heskett (2007) opined that all organizations evaluate the performance of their employees to find out their relative worth for the job they are doing. Effective performance for the organization means that output can be maintained with fewer numbers of employees. The primary objectives of appraisals are to assess staff

performance, identify training needs, set and agree on future objectives and standard, as well as, facilitate the achievement of these goals. According to Grote (2002), an effective performance appraisal process should involve both the supervisor and employee. The outcome of this two-way discussion, interaction, and planning process is to achieve a certain outcome that is beneficial to the employee and the organization. The performance appraisal process can greatly impact the relationship between the manager and his or her employees. Managers must properly prepare and plan for this process in order to create a high level of trust with employees they are developing (Grote, 2002).

It is argued that the purpose of reviews should be to drive better business results for the organization making sure that the daily efforts of employees directly contribute to both the goals of the staff, and the goals of the organization (Heskett 2007). Naturally, when people know that their performance is monitored and that their continued existence, promotion, pay rise, training and development are dependent on the results of their assessment, they would be motivated to work hard, (Mullins, 2010). The effective management of performance is not only vital for the survival of the organization but is also in the best interest of the employees. The underlying assumption of the performance management is that the individual employees can satisfy their needs and objectives by contributing to the attainment of the organization's objectives. This may result in employee's motivation and greater job satisfaction (Foot & Hook, 2008).

According to Gurbuz and Dikmenli (2007), the process of performance appraisal studies shows that there are many approaches for evaluating employee behaviour and performance with respect to job tasks and/or organizational culture. As a result,

various applications of performance appraisals have left many managers in a state of confusion and frustration with the employee evaluation process (Gurbuz & Dikmenli, 2007). This situation seems to negatively impact the popularity of appraisal practices in many organizations. Most people support the concept and purpose of performance appraisal, in spite of their concerns about the process and application of appraisal outcomes by managers (Grote, 2002). The biggest complaint from managers is that they are not given sufficient guidelines to assess people; and the biggest complaint from employees is that the process is not equitable and fair. Performance appraisal concentrates much in assessing past behaviours of employees, a situation some managers “exploit to victimize some employees (Bersin, 2008).

Brown, Hyatt, and Benson, (2010) analysed the relationship between performance appraisal quality measures by clarity, communication, trust, and fairness of the performance appraisal process and job satisfaction and commitment. Their study based on a sample of more than 2,300 Australian non-managerial employees of a large public sector organization. The study found that employees who reported a low performance appraisal quality (lowest levels of trust in supervisor, poor communication, and lack of clarity about expectations, perception of a less fair performance appraisal process) also reported lower levels of job satisfaction and commitment. Cleveland, Murphy, & Williams (1989), presented a classification of the reasons for conducting appraisals in organizations, and these included documentation, within-person decisions (feedback on strengths and weaknesses) and between-person decisions (who to promote) (Cleveland, Murphy & Williams, 1989). This is similar to Ostroffs (1993) conceptualization of the administrative performance appraisal purpose, where the developmental functions include the identification of individual

training needs, providing performance feedback, determining transfers and assignments, and the identification of individual strengths and weaknesses.

According to Mani (2002), performance appraisal (PA) is the process of evaluating how well employees perform their jobs when compared to a set of standards and then communicating that information to those employees. Performance appraisal is widely used for administering wages and salaries giving performance feedback and identifying individual employee's strengths and weaknesses (Mathias & Johnson, 2004). According to them, performance appraisal can be a primary source of information and feedback for employees which are often key to their future development. In the process of identifying employee strengths and weaknesses, potentials and training needs through PA feedback, supervisors can inform employees about their progress, discuss what areas they need to develop and identify development plans (Hartog, Boselie & Paauwe, 2004).

The manager's role in such a situation parallels that of a coach. A coach rewards good performance with recognition, explains what improvement is necessary and shows employees 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, organisations 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 employee activities with the organisation's strategic goals, furnish valid and useful information for making administrative decisions about employees and provide employees with useful developmental feedback.

Moreover, in some organisations, performance appraisal and Performance Management systems are treated as unnecessary or routine job. But the evaluation of employee's job performance is vital human resource function and of critical importance to the organisation. In work organisations, 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 organisation (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, PA 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 organisation, performance appraisal helps in the assessment of productivity of individuals and work units, validation of personnel selection and placement methods, means for recognising and motivating workers, source of information for training needs and an evaluation of the effectiveness of organisational interventions. How performance appraisal is used has been shown to influence rating behaviour and outcomes and to be an important predictor of employee attitudes toward their supervisor, the job and the appraisal process, (Patterson, West, Lawthom & Nickel, 2003). Mani (2002) noted that, performance appraisal serves certain purposes. According to him, PA helps in career development which provides an opportunity for discussions of career objectives and progress.

2.3.1 Procedures in performance appraisal

Performance is an outcome, or result of an individual's actions. An individual's performance therefore becomes a function of ability and motivation (Ainsworth, Booth, Pratt, Ekelund, Yngve, Sallis, & Oja, 2003). Performance Assessment (also performance appraisal, evaluation, measurement) becomes a continual review of the job related task accomplishments or failures of the individuals within the organization. A major consideration in performance improvement involves the creation and use of performance measures or indicators; which are measurable characteristics of products, services, processes, and operations the company uses to track and improve performance. Atiomo (2000) agrees with literature that performance appraisal is a system which provides organizations with a means of identifying not only what people's performance levels are but the areas those levels need to be improved if maximum use is to be made of the human resource. According to Atiomo, every organization should ensure that the individual is clearly aware of what his functions and responsibilities are to make performance appraisal effective. Typically, a formal appraisal interview is conducted annually.

Although, Fletcher and Perry (2001) links daily communication on performance to the effectiveness of appraisal, in practice, progress reports or feedback sessions, do not occur regularly (Coens & Jenkins, 2000). The manager's role is to gather evaluation materials and strive for agreement with the employee regarding the employee's performance and development priorities. The employee's role is to either accept the manager's assessment, or provide support for a different view of the performance level. The employee must also determine where he or she needs to improve. Following the appraisal, performance expectations are set for the coming year and an optional employee development plan may be created (Grote, 2002).

2.3.2 Frequency of performance appraisals

When it comes to the frequency of appraisal, there are findings that suggest performance appraisals can be carried out more effectively on employees, if carried out twice a year (Shepard, 2005.) Others emphasize that the best practice is for the evaluation of performance to take place on a more regular basis (Moulder, 2011; Gupta & Upadhyay, 2012). The importance of the performance management system is to continuously improve organizational performance, and this is achieved by improved individual employee performance (Macky & Johnson, 2000). Conducting appraisals once a year is often not enough to really grasp how well employees are performing, and how satisfied they are. Conducting appraisals correctly and frequently can have a really positive effect on the success of the team (Fawcett, 2015). The annual employee appraisal is not enough to build engaged and inspired team in businesses. The good news is that this is something that can be rectified (Shepard, 2005). He also suggested these three steps that can be used for improvement. The first strategy is to discover exactly what the employees want and how regular they will like it; the second is to understand the requirements and capabilities of the organization; and thirdly conducting effective employee performance appraisals and making sure they are beneficial to the employees.

Songstad, Lindkvist, Moland, Chimhutu and Blystad (2012) concluded in their study in Tanzania on assessing performance enhancing tools that, health workers respond to performance enhancing tools based on whether the tools are found appropriate or yield any tangible benefits. The key issues from the literature emphasized the identification of training needs of the staff setting and agreeing on objectives, and by involving all to ensure effective appraisal practices. Inadequate knowledge of supervisors, rater biases, and negative perception were stated as some of the

challenges faced with staff performance appraisal practices. The most productive employees are those that are constantly set performance goals. Setting achievable targets during the appraisal helps to motivate employees, and empowers them to feel more confident when they are achieved (Shepard, 2005). Since unclear standards will always create problems in performance management, managers should receive training in supervision skills, coaching and counseling, conflict resolution, setting performance standards.

2.3.3 Methods of performance appraisal

According to French (2007) there are certain procedures that have to be followed to obtain information from the employee which he presented as: preparing the employee by scheduling the session in advance; assessing the subordinate's performance in advance and coming to the appraisal session prepared; establishing a fair atmosphere so both the appraiser and the appraisee can communicate freely; the manager putting the employee at ease and making sure there are no interruptions; mentioning the purpose of the session at the outset of the process; encouraging the employee to participate; understanding or agreeing on the assessment of current performance as per the established goals by the organization or manager; agreeing on a future performance goal or goals; making sure the standard or performance goals are clear to both the employee and manager; creating a development plan; finalizing a written formal document that can be used to reach the stated goals; assessing achievement levels in the future appraisal sessions; and distributing a copy of the final report to the employee (French, 2007). Armstrong (2009) also identifies nine methods of conducting performance appraisals, namely: using rating scale, check lists, 360 degrees, work standards, management by objectives (MBOs) critical incidents, comparative methods, field review and the essay method. Stone (2010) also describes

eleven types to conduct a Performance Appraisals and adds the balanced score card and workplace surveillance to the aforementioned nine methods.

The most popular tools are described by Lopez (2015) and Drucker (2006) as Numerical Rating Scale, Management by Objective (MBO), 360-Degree Appraisal and Critical Incidence. The Numerical Rating Scale is one of the most widely used methods, and tends to be highly effective. It is beneficial because it can be customised to rate whatever employee traits of characteristics deemed important. It involves rating individuals on a scale with lower numbers being satisfactory and higher numbers being unsatisfactory. Management by Objectives (MBO) is where the manager and the employee sit together to determine objectives, then after a period of time set, the manager assesses whether the objectives have been met. This can create great opportunities for the employees and a good working relationship between the employee and the manager (Drucker, 2006). The heart of MBO consists of goals that are objectively measurable and mutually agreed on by managers and employees.

In action planning, the means are determined for achieving the ends established in goal setting, thus, realistic plans are developed to attain the objectives (Adofo, 2011). The 360 degree appraisal works by gathering feedback from multiple parties such as the manager, co-workers, and everyone that is familiar with the person. Lopez states that many employers prefer this method because of the unbiased data they receive and the multiple dimensional vantage points it creates (Lopez, 2015). According to Mathias and Johnson (2004), 360 degrees feedback recognises that the manager is no longer the sole source of PA information. Instead, various colleagues and constituencies supply feedback about the employee to manager, thus, allowing the manager to obtain input from a variety of sources. Mathias and Johnson (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 employees' different roles.

The Critical Incident Method (CIM) involves the manager identifying and describing specific events where the employee did something really well or something requiring improvement. Sudhir, (2001) indicates that, a critical incident means a significant act by an employee exceeding or failing, any of the requirements of his job. It denotes an exceptional behaviour of an employee at work, for example, resisted the implementation of change 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 employee's behavior which indicates effective or successful action and those which show ineffective or poor behaviour. This method looks at behaviours and that a list of critical incidents on a given employee provides a rich set of examples from which the employee can be shown which of their behaviours are desirable and which ones call for improvement.

They also argued that the method faces the same challenges as the essay since these do not lend themselves to quantification. According to Mathias and Johnson (2004), in this method, the manager keeps a written record of both highly favorable and unfavorable actions in an employee's performance during the entire rating period. According to them, when a critical incident involving an employee occurs, the manager writes it down. They also saw the method as having challenges since producing daily or weekly written remarks about each employee's performance takes considerable time. Again, they observed that employees may become overly

concerned about what their superiors write and begin to fear the manager's "black books".

The Behaviourally Anchored Rating Scale (BARS) described by Drucker (2006) works by looking at the interpersonal relationship of the employee. The method uses specific narratives to outline whether a behaviour needed to complete a job is good or poor. BARS method has received considerable attention by academics in recent years (Wayne, 1992). Wayne maintains that, these scales combine major elements from the critical incident and graphic rating scale approaches in that the appraiser rates the employee based on items along a continuum but the points are examples of actual behavior on the job rather than general descriptions or traits. BARS were developed as a response to the shortcomings of the graphic scale approach. According to Adofu (2011), the major aim of BARS is to provide a set of scales that is defined in a precise behavioral manner. Mathias and Johnson (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 them, BARS compare what the employee does with possible behaviors that might be shown on the job. This study will come out with the types of procedures and methods employed for staff appraisal in the two Community Health Nursing Colleges, and whether employees are satisfied or not with the methods used.

2.3.4 Conducting the appraisal meeting and feedback

According to Northcraft, Schmidt & Ashford (2011) a performance appraisal meeting is the most important component of a performance appraisal. After the rater uses the company's appraisal form to evaluate the performance of the ratee, both sides meet to discuss positive and negative instances of performance. Thus, the meeting serves as

the key medium through which the rater gives feedback to the ratee. The goal of providing performance feedback is to help the ratee solve performance problems and to motivate the employee to change behaviour. It is often stressful in conducting appraisal meetings for both parties, and training managers in providing performance feedback may be useful to deal with the stress of the managers as well as creating a more positive experience for both parties.

For effective appraisal meetings, feedback is presented in a constructive manner. Instead of criticizing the person, the focus should be on discussing the performance problems and aiding the employee in resolving these problems. By moving the focus of the conversation from the person to the behaviours, employee defensiveness may be reduced. When the supervisor is constructive, employees develop a more positive view of the appraisal system. Another approach to increasing the effectiveness of appraisal meetings is to increase employee participation. When employees have the opportunity to present their side of the story, they react more positively to the appraisal process and feel that the system is fair. Finally, supervisors should be knowledgeable about the employee's performance. When it becomes clear that the person doing the evaluation has little understanding of the job being performed by the employee, reactions tend to be more negative (Cawley, Keeping & Levy, 1998). It was revealed in the study that performance appraisals are not regular and are not reviewed periodically to ensure effectiveness.

Research question two: How do tutors perceive the performance appraisal practices in the two Colleges of Community Health Nursing?

The discussion is connected and tried to answer the question, how do tutors perceive the practices of staff performance appraisal in the two colleges of community nursing.

The factors reviewed are how employees view performance appraisal practices; commitment and involvement in the appraisal process; rater error and rater bias; and satisfaction of appraisal practices.

2.4 Perception of staff on the performance appraisal practices

According to Moradi, Mehraban, & Moennni (2017), researchers found that, to achieve an effective performance appraisal system, paying attention to employees' perceptions of the impartiality of the performance appraisal system and their reactions to this system are as important as the scores given by the assessor because the belief of partiality of the evaluation and dissatisfaction results in the failure of the evaluation system (Nikpeyma, Abed-Saeedi, Azargashb, & Alavi, 2014). Recently, scholars have begun to argue that employee emotions and perceptions are important in determining the efficacy of performance appraisal systems. Appraisal reactions such as satisfaction, acceptability, and motivation to use feedback, are cited as an important trend in the appraisal research during the past ten years in recent reviews of literature (Levy & Williams, 2004).

Research question two: How do tutors perceive the performance appraisal practices in the two Colleges of Community Health Nursing?

2.4.1 Commitment to and involvement in the appraisal process

Since Performance appraisal systems provides opportunity to communicate strategies, goals and vision, employees should experience higher levels of commitment to organizational goals and, therefore, become more effectively committed to the appraisal practices. Moreover, developmental performance appraisal is also about increasing employees' perceptions of being valued and being part of an organizational team, and perceptions that are central to affective commitment (Levy & Williams,

2004). Also, if performance appraisal satisfaction reflects perceived investment in employee development, employees will probably reciprocate by way of higher commitment to the process (Lee & Bruvold, 2003). Mani (2002) suggests that, organizational commitment is positively associated with the use of explicit evaluative criteria and openness to discussing the appraisal and negatively related to role ambiguity. Since performance appraisal satisfaction is enhanced by employee participation and perceived clarity of goals. This may also be positively related to affective commitment.

Performance appraisals are essential for effective evaluation and management of staff, and since perceptions influence people's judgement and attitudes towards a particular phenomenon, it could be expected that the staff of an educational institution might hold diverse opinions about performance appraisal practices in the institution (Boachie-Mensah, & Seidu, 2012). They conducted a study on employee's perception on performance appraisal biases, and to examine the implications for developing and implementing an effective appraisal practices in a Polytechnic in Takoradi, Ghana. Data was collected from 140 employees of the institution and a validated semi-structured interview schedule was used to interview the respondents. The data collected was analysed, using descriptive statistics, in order to address the research questions. The results of the study indicated that employees of the institution perceive that the performance appraisal practice of the institution are affected by subjectivity, and is influenced by some errors (Boachie-Mensah, & Seidu, 2012).

In Danku, Soglo, Dordor & Borkor (2015, most respondents believe that the performance appraisal exercise is not given the seriousness it deserved by both appraisers and appraisees. This undermines the integrity of the whole process. Other

findings from this study were that, most respondents were not educated enough and encouraged to understand and participate effectively in the appraisal process; some employees displayed a negative attitude towards the appraisal process; most respondents believe that the performance appraisal exercise is not given the seriousness it deserved by both appraisers and appraisees and this undermines the integrity of the whole process. Again, most respondents were not educated enough and encouraged to understand and participate effectively in the appraisal process; some employees displayed a negative attitude towards the appraisal process due to their perception of the process; further, failure to act on appraisal results is another of the many challenges suggested by most respondents. These describe the lack of commitment by authorities to the Performance appraisal system (Danku, Danku, Soglo, Dordor & Borkor, 2015).

2.4.2 How employees view the appraisal performance process

A good perception will create a positive working environment in the organization, while a negative perception will affect the organization performance. These perceptions depend on the actions and behaviors of manager or supervisor toward the employee. If performance appraisals are perceived as unfair, therefore, the benefits can decrease rather than increase employee's positive attitudes and performance (Aguinis, 2009; Mathias & Johnson, 2004). A study was set out by Boachie-Mensah and Seidu (2012) to investigate the perception of errors that employees have of the performance appraisal system of a Polytechnic in Takoradi, Ghana. The results revealed a negative perception that the employees held of the performance appraisal system; the system was affected by subjectivity, and was influenced by some major errors, the most common of which were the similarity and the halo effect biases; there was very little employee involvement in formulating criteria, and agreeing with

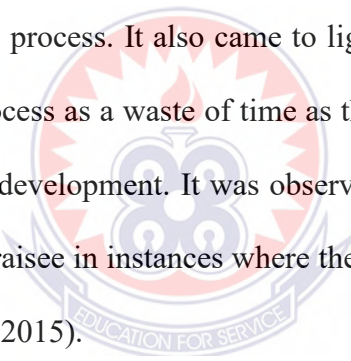
performance standards and objectives for the appraisal. In the study conducted by Danku, Soglo, Dordor & Borkor (2015) the case of Basic School Teachers in Ho Municipality on Performance Appraisal in the Ghana Education Service. The study found out that most respondents did not believe that previous appraisal results were a true reflection of their ability and so discounted the pertinence of the performance appraisal practices in identifying employee strengths and weaknesses. Again, there was no evidence to suggest the existence of effective structures that address weaknesses and reward performance systems in the study area.

Other studies have linked employees' perception to various activities in organizations. Kachero (2006) and Kiboi (2006) did a study on employee perception of staff promotion process, and undertook a study on management's perception of performance contracting in state corporations. Ochoti, Moronga, Muathe, Nyabwanga, & Ronoh (2012) carried out a study on the factors influencing employee performance appraisal system: a case of the Ministry of State for Provincial Administration and Internal Security, Kenya. The study findings revealed that 55.1% of the variation in performance appraisal system can be explained by the changes in implementation process, interpersonal relationships, rater accuracy, informational factors and employee attitudes.

A study was also conducted in Nairobi to assess employee perception of performance appraisal in the Department of Immigration. The findings of the study revealed that though performance appraisal on paper was built on solid principles, its implementation as relates to the scope of application, training as a direct result of performance appraisal, appraisal interviews, feedback process and the quality and the relationship between appraisal and performance, motivation, reward and sanction,

falls short and thus greater sensitization is required to harness its full potential and benefits (Nzuve & Ng'gedo, 2012).

Other researchers have made it clear how important it was to understand how employees might react to the appraisal system as there was increasing evidence which showed that there was interplay between the performance appraisal system and the reactions of its main users, that is, the rater and the ratee which had consequences for the organization (Ilgen, Barnes-Farrel, & McKellin, 1993; Landy & Farr, 1980; Murphy & Cleveland, 1991). The study by Danku Soglo, Dordor & Borkor (2015) also found that, the perception of employees on the appraisal process was mixed. 70% of respondents did not believe that feedback reflects their performance and questioned the need for the appraisal process. It also came to light that over 50% of respondents consider the appraisal process as a waste of time as they could not relate the appraisal process to their personal development. It was observed that there is mistrust between the appraiser and the appraisee in instances where there is communication gap (Danku Soglo, Dordor & Borkor, 2015).

The logo of the University of Education, Winneba, is a circular emblem. It features a central shield with a sunburst at the top and a book at the bottom. The shield is surrounded by a wreath. The text 'UNIVERSITY OF EDUCATION, WINNEBA' is written around the top inner edge of the circle, and 'EDUCATION FOR SERVICE' is written around the bottom inner edge.

Again, the study by Boakye-Mensah and Seidu, (2012) revealed a negative perception that the employees held on the performance appraisal system. That the system was affected by subjectivity, and was influenced by some biases, however, if employees have an opportunity to change their ratings or given simple rights to raise their voice against ratings which they perceive unfair (Gabris & Ihrke, 2000; Taylor et al., 1995) then this will result in fair perceptions of Performance appraisal practices. Vassetz, Marnburg, and Furunes (2011), postulate that, employees' perception of the fairness of the appraisal system is influenced by distributive, procedural, and interactional

justice. Without fairness the performance appraisal system, rewards, motivations and developments create negative impact and frustration (Gilliland and Langdon, 1998).

Distributive justice is the fair allocation of resources among members of a group. Employees expect outcomes to be commensurate with inputs in the form of experience, ability, and effort. Procedural justice refers to the fairness of the evaluation procedures used to determine the ratings (Maiese, 2003). Interactional justice refers to people's concerns regarding the quality of the interpersonal; treatment and communication they receive. It is important to mention that interactional justice focuses on how formal agents of the organization treat those who are subject to their authority, decisions and actions. According to Rowland and Hall (2013), interactional justice is sometimes divided into interpersonal justice (how people are treated) and informational justice (how people are informed of the reasons why outcomes are distributed and why particular procedures are used). The manner in which a line manager performs the appraisal process (procedural justice) and the personal communication between the line manager and employee during his process (interactional justice) influence how fair the employee believes that the appraisal process to be (Fandale & Kelliher, 2013).

Palaiologos, Papazekos and Panayotopoulou (2011) opine that the administrative purpose of performance appraisal is related to distributive justice and procedural justice. If organizations use the data recorded during performance appraisal to make decisions regarding payroll, increases in fringe benefits, promotion, and employment termination, they create a positive impression about the fairness of both the procedure and its outcomes. Their results also indicate that the development purpose of performance appraisal is related to interactional justice and shows a positive

relationship between employees' personal development and good interpersonal relationships. Furthermore, their results show that employees' perceptions of the various criteria used for the performance appraisal are positively related to procedural justice.

Employees' satisfaction was positively related to distributive justice and a positive relationship between interactional justice and satisfaction with the latter. The study found that most respondents did not believe that previous appraisal results were a true reflection of their ability of the performance appraisal system, and did not help in identifying employee strengths and weaknesses. Respondents could not relate change in employee attitude to performance appraisal process but rather suggested that employee attitude was more influenced by motivational policies and packages. (Patterson, West, Lawthom, & Nickel, 2003) concluded that fair appraisal is based on job related behaviours and not traits of persons. Employees must believe that in performance appraisals there is great opportunity for them. Without fairness the performance appraisal system, rewards, motivations and developments create negative impact and frustration.

Employees always anticipate that organization will appraise and reward their performance fairly without concealed purposes (Cawley, Keeping, & Levy 1998). Likewise, it is important that management should give full attention to employees' fairness perceptions of performance appraisal practices (Robertson & Stewart, 2006) to get users' view about the system. This will help management to design and implement the appraisal system according to desires of its users. Once organization has established a fair performance appraisal process, then responsibility for its

operation being just and consistent, lies on the shoulders of people who conduct appraisal (Cook & Crossman, 2004).

2.4.3 Rater errors and rater bias

As opined by Kuvaas (2006), there are differences of opinions between researchers and practitioners on performance appraisal. The practitioners are much more concerned with the impacts of appraisal on the superior-subordinate relations. The researchers on the other hand, tried to emphasize more on refining the rating procedures and the processes to make them more accurate and beneficial for the organization and the individuals. Public sector organizations are interested in the matter of raters' errors because the final decision and results of ratees' performance appraisal depends heavily on the raters' judgement (Choon & Embi, 2012). In other words, the raters' errors are errors in judgements that occur in a systematic manner when raters observe and evaluate their ratees' performance. The characteristics of subjective judgement are heavily influenced by considerations based on one's cognition of category structures, beliefs, interpersonal effect, and attributions. Hence it will influence the degree of raters' judgement, accuracy, consistency, and rationality (Choon & Embi, 2012). Indirectly, it brings implications in determining ratees' perception of fairness upon their performance appraisal results.

According to Kuvaas (2006) the effectiveness of the performance appraisal process can only be made possible if the ratings of the appraisal are accurate. In practice, there are many possible errors or biases in the performance appraisal process. Raters are usually blamed for most of these errors. They affect the objectivity of the appraisal negatively. One of the most common errors in performance appraisal is the halo effect. McEvoy (1990) discovered that the conduct of fair and objective performance

appraisal in public sector organizations is still at an unsatisfactory level, although some researchers and practitioners have committed an amount of time and resources to it. According to him, from time to time, various methods had been introduced and changes had been made in implementing a more ideal performance appraisal, but the element of subjectivity is unable to completely exclude from the process. Raters' subjective judgments are imperfect (Dreher & Dougherty, 2001) and this weakness is behind the controversy in performance appraisal. This is influenced by the rater's general impression on ratings of specific ratee qualities. The rater gives subordinates good grades although their performances are not worthy. Sometimes one prominent characteristic of the subordinate may colour the supervisor's perception of other qualities of the subordinate. This occurs because raters sometimes fail to evaluate the employee's other characteristics separately. From his review, several studies Lefkowitz (2000) conclude that positive regard for subordinates is often associated with the rater halo effect and better interpersonal relationship.

Horn effect is the opposite of halo effect. It means that the rater might give poor grade even though the ratee's performance is commendable. Some raters have tendencies to view negatively all behaviour or actions of a subordinate because the superior dislikes a particular behaviour or action of the subordinate (Lefkowitz, 2000). The leniency error is perhaps the second most common appraisal error (Tziner & Kopelman, 2002). Some managers are concerned about damaging a good working relationship with a subordinate by giving poor or negative ratings. For this reason, they have the tendency to give ratees higher ratings than they truly deserve. Lenient raters have the tendency to rate subordinates higher just because they do not want to adversely impact the future of the subordinate or risk being perceived as harsh superiors. Management psychologists claim that Performance appraisal ratings obtained for

administrative purposes (such as pay raises or promotions) would be more lenient than ratings meant for feedback or employee development purposes (Jawahar, 2006). The error of strictness occurs when raters give unfavourable or poor appraisal regardless of the actual performance level of the ratee. The tight raters set very high evaluation standards. And they might score subordinates' performance below maximum level of the scale.

In the view of Tziner and Kopelman (2002), the main reason for this error is that the rater may be uncomfortable that successful ratees may replace them in the future. It is also due to the fact that some raters want to create the impression that they are hard and perfectly placed, and are unwilling to give high ratings even if the ratee's performance is very commendable. Rather than give extremely poor or good ratings, there is a tendency on the part of some raters to evaluate all ratees as average performers even if actual performances of employees vary. Some raters want to rate employees in the middle of the scale rather than the extremes. According to Dessler (2000), this error (the central tendency error) is mostly committed for two main reasons: when the rater lacks adequate information and knowledge of the employee and, therefore, attempts to reduce the risk of wrong judgment; and when the rater is of the view that appraisal is a waste of time and, as a result, provides average ratings regardless of employee's actual performance value.

Generally, appraisal is conducted once or twice a year in most organizations (Bersin, 2008). The period between one appraisal and the next might be very long for the rater to remember detail information of all relevant performance key points achieved by employees. As a result, some raters only consider the ratee's recent noticeable behaviours or actions on the job regardless of actual overall performance. This is the

recency error. Moreover, the ratings may even become more misleading as some ratees attempt to score high ratings by working very hard and demonstrating good performance when appraisal time is approaching (Bersin, 2008). The contrast error occurs when an employee's evaluation is biased either upward or downward because of another employee's performance, evaluated just previously. Contrast errors are most likely when raters are required to rank employees in order from the best to the poorest. The probability for this error to occur is higher if the rater appraises many employees within a short period (Tziner & Kopelman, 2002).

In other words, an appraisal grade of a ratee may be affected by the grade of another ratee who gets appraised just before him or her. The similarity effect occurs when raters succumb to the tendency to give better rating to those subordinates similar to themselves in terms of behaviour, personality, or background (Pulakos & Wexley, 1983). Employees might also contribute to this error when they make efforts to demonstrate that their behaviours, tastes, and tendencies match those of the superior, or hide those not matching with the superior, with the intent to please the superior for more favourable ratings. The effects of similar to me error can be powerful, and when the similarity is based on race, religion, or gender, it may result in discrimination (Pulakos & Wexley, 1983).

Although training for raters may provide solutions to rater errors in some cases, it is ineffective in other instances due to a myriad of factors that distort ratings (Gilbert, 1994). Perception on effectiveness and fairness of performance appraisal of employees has not been emphasized by organizations. Fairness is one of the key components in the success of performance appraisal system. Perception of unfairness might reduce employees' motivation and efficiency.

Research question two: How do tutors perceive the performance appraisal practices in the two Colleges of Community Health Nursing?

2.4.4 Satisfaction of appraisal practices

In discussing employees' satisfaction with the Performance Appraisal process as a whole, the performance appraisal feedback, or employees' evaluation of the perceived quality, justice, and fairness of the performance appraisal regime are other contextual factors highlighted by (Greenberg, 1986; Blau, 1999; Pettijohn, Pettijohn, & Taylor 2000; Jawahar, 2006; Kuvaas, 2006; Lau, Wong, Eggleton; 2008; Sommer & Kulkarni, 2012; Gupta & Kumar, 2013). Khan (2007) defines employee satisfaction with job as how well one's personal expectations at work are in line with outcomes. Malik, Saleem and Ahmad (2010) explained that employee participation in the performance appraisal process is positively related to the satisfaction with the performance appraisal practices, perceived fairness, and acceptance of such a practice. Many researches pointed to the errors that supervisors often make during performance appraisal, which could be the main source of dissatisfaction. Such errors are very likely to affect employees' appraisal results by which the performance scores received by people may be inaccurate (Hartog, Boselie & Paauwe, 2004; Mathias & Johnson, 2004). It was revealed in this study that majority of the employees were well aware of the system of performance appraisal followed in the organization and were very happy with the system. However, they indicated that the system should be modified to do away with personal biases, likes, and dislikes of the appraisers. A study was conducted Mani (2002) revealed an above normal level of awareness and high levels of satisfaction of employees towards the staff performance system in the organization among participants.

According to Abed and Banan (2016), employee's satisfaction is considered key to organizational success. One of the factors that leads to job satisfaction is recognition and encouragement where an organization has a good performance appraisal system and the employee's work is recognized and then the employee is encouraged and motivated to continue contributing to the organization. Performance appraisal process is highly related to job satisfaction as the compensation decision, benefits and rewards are given according to the performance appraisal of an employee. If there is a difference in ratings due to any causes, it will affect the reward system of the worker and the compensation which will ultimately affect the job satisfaction (Abed & Banan, 2016). Fair performance evaluations and frequent performance feedback make up a crucial estimator of job satisfaction at the workplace and also lead to personal growth. Effective managers recognize performance appraisal systems as a tool for managing, rather than a tool for measuring subordinates. They may utilize performance appraisals to motivate, direct and develop subordinates (Ahmad, & Ali, 2004; Brown, Hyatt & Benson, 2010). Blau (1999) also argues that employees' satisfaction with various aspects of Performance Appraisal System, like, performance targets setting and performance feedback are related to fairness of appraisal system.

It is very important that administrators have the knowledge of the employees' feelings, which results in their reactions which could be positive or negative towards evaluations. Workers need an accurate and precise evaluation mechanism that provides feedback as regards to their performance. The mechanism can only be effective if it is viewed as fair and reflective of their actual individual's performance (Suliman, 2007). Employees are believed to show a positive reaction towards their jobs if they perceive fair treatment of the appraisal system in the workplace. Nikpeyma et al. (2014) found that nurses believed that, due to the lack of suitable

feedback on the evaluation results and identification of the strengths and weaknesses of the subsequent performance, the importance of the evaluation had decreased and individuals have become indifferent to it. The impression gathered from these studies is that communication processes, expectations of the staff, trust of the supervisor, perception and fairness of the appraisal process, appraisal feedback may have a lot of influence on level of performance appraisal satisfaction and commitment of the staff in an organization. In this study, most of the tutors were of the view that, they will be satisfied with performance appraisal when they can challenge unfair ratings, and when the appraisal processes are able to identify their training needs.

The following ideas were reviewed to answer research question three, which is factors inhibiting staff performance appraisal in the two colleges of community health nursing? These include lack of training; inactive involvement in the appraisal process; lack of reward or accountability for appraisals; inadequate appraisal feedback; unfair and inconsistent ratings; thread of appraisal to job security; attitude to the appraisal process.

2.5 Factors inhibiting effectiveness of staff performance appraisals

Performance appraisal helps to evaluate training needs, determine the equitability of compensation package and serves as a basis of executive maintenance, yet others think that different interpretations of the rating system and an employee's level of performance make the process ambiguous and subjective (Delpo, 2007). Murphy and Cleveland (1991) advise that the problems with currently available methods for evaluating performance appraisal systems represent some of the most pressing problems facing practitioners. Thomas and Bretz, (1994) state that, performance appraisal practices often suffer from design flaws. Managers receive poor training in

appraisal administration and are seldom rewarded for accuracy in appraisal. In addition, both managers and employees tend to approach appraisal feedback sessions with fear and loathing and rarely have any sense of ownership. They are not involved in the design or the administration of the system; they frequently are not trained to use the system, and their reactions to the system are seldom solicited and acted upon.

Additionally, managers do not like to deliver negative messages to people with whom they must work, and whom they often like on a personal basis; and employees do not like to receive them. Negative messages tend to generate defensive reactions and promote hostility rather than serve as performance feedback (Murphy & Cleveland, 1991). Moreover, Thomas & Bretz (1994) states that, both managers and employees recognize that delivering a negative message will adversely affect a person's career. Managers may be aware of the permanence of the documentation that follows formal appraisal and are often hesitant to commit negative feedback to writing even when they do not like the individual. According to them, there are few formal rewards for taking the appraisal process seriously and probably no informal rewards. There are many informal rewards for not delivering unpopular messages. Managers hesitate to give unfavorable appraisals for fear that the appearance of unsatisfactory work by subordinates reflects badly on the manager's ability to select and develop employees.

Danku, Soglo, Dordor and Borkor (2015) stated that respondents identified certain factors as challenges to an effective appraisal process in the educational sector. These included the unavailability of the needed resources to enhance the appraisal process, insufficient funding and failure by authorities to act upon results.

2.5.1 Lack of training in performance appraisal practices

In most organizations, managers are not trained on how to assess and give honest feedback. If the process includes career development component, it is even more likely that managers will not know how to enhance the career path of their employees (Sullivan, 2011). Most organizations assume that managers know how to conduct performance appraisals with the years of experience as managers. This usually leads to a number of problems in the appraisal process. Thomas and Bretz, (1994) state that, performance appraisal practices often suffer from design flaws due to inadequate training of supervisors. Both managers and employees tend to approach appraisal sessions with fear and loathing and rarely have any sense of ownership due to lack for the process. According to Richard (2017), performance appraisal falls short when managers are not trained to do them properly and there are no specific outcomes that can be tied to measurable results

2.5.2 Inactive involvement of appraisees in the process

Wragg, Haynes, Wragg & Chamberlin (2000) opine that, teachers are commonly not involved in the design or the administration of the system; they frequently are not trained to use the system, and their reactions to the system are seldom solicited and acted upon. Therefore negative messages tend to generate defensive reactions and promote hostility rather than serve as performance feedback. Further, failure to act on appraisal results is another of the many challenges suggested by most respondents. This describes the lack of commitment by authorities to the performance appraisal process (Danku et al., 2015). It came to light that over 50% of respondents consider the appraisal process as a waste of time as they could not relate the appraisal process to their personal development.

Research question three: What are the challenges of staff performance appraisal practices at the two Colleges of Community Health Nursing?

2.5.3 Lack of reward or accountability for appraisals

According to Wragg, Haynes, Wragg, & Chamberlin, (2000), there are few formal rewards for taking the appraisal process seriously and probably no informal rewards. Managers are seldom rewarded for accuracy in appraisal (Sullivan, 2011). Managers are also not held accountable for ineffective feedback. In many organizations, getting a merit raise, bonus or promotion is completely disconnected from an employee's performance appraisal score. When there is a weak link, employees and managers are not likely to take the process seriously. A lack of integration leads to missed opportunities (Sullivan, 2011; Wragg, Haynes, Wragg, & Chamberlin, 2000)

2.5.4 Inadequate appraisal feedback

Irregular and inadequate feedback hurts employee morale towards appraisal practices. The process of appraisal and result is not clearly explained and communicated to employees by the supervisor responsible, and this affects the organisation of performance appraisal in the education service (Danku, et al, 2015). Redshaw (2008) indicated in her study that, the nurses who expressed nervousness in appraisals had previously thought their appraisals were poorly delivered or had negative outcomes due to inadequate appraisal feedback. Managers generally do not like giving negative feedback because it may be construed as being nasty or insulting. Additionally, it is difficult to receive and handle feedback because of the possible effects of self-esteem. Kettner (2017) states that, falling short on timely feedback leaves employees without the knowledge that their performance must improve, or stifle their effort to change

due to lack of specific information on what will help them meet their expectations. Lack of appraisal feedback therefore does not motivate staff for the appraisal process.

2.5.5 Unfair and inconsistent ratings

When the criteria for rating are subjective and not based on any measurable performance outcomes. Waite and Stites-Doe (2000) relate it to the fairness in procedures and label it as procedural justice while distributive justice denotes fairness in the outcomes of a process. If the procedures are not perceived as fair, it is likely that the outcome will also not be perceived as fair. This implies that distributive fairness (justice) cannot be attained unless procedural fairness (justice) is prevalent in an organisation. This can further be inferred that positive outcomes of a performance appraisal process perceived as fair results in employee satisfaction. Employees' reactions and perceptions are not taken into account when analysing performance appraisal process in any organisation (Murphy & Cleveland, 1995), which is a basic variable in the success of this process (Bernardin & Beatty, 1984). Poor execution of performance appraisal can influence not only the outcomes of the process but also employee perceptions related to the fairness of the system (Dailey & Kirk, 1992). Employee perceptions about the fairness of the performance appraisal process comprise the whole process rather than a single step. Supervisors will sometimes rate employees more favourably than that of their true performance in order to please the employees and avoid conflict (Schraeder, Becton, & Portis, 2007)

2.5.6 Threat to job security

It is crucial to manage performance effectively but naturally, there are some complications and reasons that might stop the organization from managing their employee performance, or the managers from carrying out performance management

activities. Pulakos discusses some of the problems in her book. According to Pulakos (2009), a reason for not providing feedback to employees is that the manager does not want to risk ruining the relationships with the employees. Moreover, employees might not want to discuss their employment needs with the managers because they are afraid to jeopardize their salary and promotion. Employees might also think that the manager does not have the skills or knowledge to develop the employee's performance. One other major problem is that managers and employees are not aware of the benefits of performance management. Managers do not like to deliver negative messages to people with whom they must work, and whom they often like on a personal basis; and employees do not like to receive them. Additionally, managers do not like to deliver negative messages to people with whom they must work, and whom they often like on a personal basis; and employees do not like to receive them. Taylor (2010) suggested that a badly conducted appraisal is worse than no appraisal at all in terms of its adverse effect on motivation, job satisfaction, commitment and trust between managers and employees. Despite the difficulties of performance management, an organization should definitely manage its employees' performance because there are many great benefits of performance management (Pulakos, 2009).

2.5.7 Attitude to the appraisal process

Moreover, appraisals are expected to meet too many and conflicting objectives. In particular the evaluative uses of appraisal drive out real conversation and thereby reduce its potential developmental and motivational impact (Chub, Reilly, & Brown, 2011). Strebler (2004) points to the problems with performance appraisals with their multiple objectives of setting targets, giving performance feedback, assessing potentials, discussing development needs, and determining performance-related pay increase. These therefore, often require a considerable commitment in terms of

organizational resources to be able to implement the process effectively. Murphy (2004) equally recognizes that in many organizations, appraisals are expected to fulfill numerous functions including coaching, goal setting, skill development, pay determination, legal documentation, employee comparison and layoff selection. According to him, no performance can meet all these ends (Murphy, Cleveland, Skattebo, & Kinney, 2004).

Attitudes toward the appraiser are important, particularly because the person providing the performance appraisal is often the employee's supervisor (Milkovich & Boudreau, 1997). The feelings created during the performance appraisal may endure and affect the employee-supervisor relationship in general (Wendy, & Boudreau, 2000). These authors considered that evaluation may create negative feelings toward the appraiser (the immediate supervisor) and could arguably be detrimental to the relationship. This may be particularly true if the employee receives a low performance appraisal rating or perceives injustice. In the study conducted by Danku et al (2015) it was found that, the appraisal process has sometimes encountered resistance from the employees based on fear of victimization and negative ratings. The attitude of some supervisors was also mentioned by about 71% of respondents as a challenge to the appraisal process. In their opinion some supervisors only saw it as an opportunity to victimize some workers and usually would not give a true picture of the performance of some workers. About 78% of respondents suggested that usually resources were not available to enhance the process. Consequently, this affects the organisation of performance appraisal in their study area.

2.5.8 Skills and attitude of the appraiser

Traditionally, the rater has been the supervisor. Supervisors have more at stake when an employee is not performing well and they have access to greater resources that can be used to improve performance (Lawler, & Worley 2011). Managers need ample training to set realistic goals and provide meaningful feedback and coaching (Smitther & London, 2009). Armstrong (2009) found that many employees felt that their managers are not skilled enough to discuss their performance and coach them on how to improve their performance and that, attitude of managers and employees result in poor performance management. He further indicates that it is sometimes difficult for managers to give their employees a bad rating during the appraisal interview because they are unable to justify their criticisms, which may be an experience that managers do not want to go through. Therefore it is much easier for managers to simply give an average rating and hope the employee will improve somehow. According to Spence and Keeping (2013), evidences show that managers' value system is the best predictor of their method of evaluation. Accordingly, employees who give managers a sense of accomplishment are more highly rated.

Research question four states, what are the support systems of staff performance appraisal in the two colleges of community health nursing? In trying to answer the above research question, literature was reviewed on clear performance policies in organisations; employee participation in the appraisal process; preparation for performance appraisal; training of supervisors and supervisees; feedback of appraisal results; motivation for staff performance appraisal; minimizing biases and appeal procedure in staff appraisal practices.

2.6 Support systems of staff performance appraisal practices

There should be a clear policy on performance appraisal, and the process of appraisal and its purpose should be clearly explained and communicated to employees; and employees to be able to take the concern to the next level of supervision if not satisfied with their supervisors' response (Danku et al., 2015; Dessler, 2011). If they are not satisfied with the resolution, the employee should discuss the issue with a senior manager. If, after thorough discussion, they feel the concern is not resolved, the employee can refer the situation to human resources. The evaluation of individual work performance should be free from bias and errors. Evaluation made should be based totally on work performance, and not on employees' attributes and developmental programmes needed to be implemented for poor performance (Dessler, 2011). Danku et al. (2015) and Akuoko (2012) recommended in their studies that there should be effective communication supervisor and the employees; give much recognition for achieving their objectives; and motivate the employees to carry out appraisals.

In the study of Akuoko (2012) with the nature of the manager- subordinate relationship, the majority (99%) of the respondents said there was effective communication with their managers. Seventy eight percent point eight percent (78.8%) of the respondents also described their managers as tolerant even when targets were not met and 21.2% said managers were intolerant when they make mistakes. On how much recognition employees received from their supervisor for achieving their objectives, only 1.5% of respondents reported that managers did not show appreciation for the job done well. 98.5% said their managers were appreciative of their success. This meant that they either received verbal praises, letters of appreciation or some form of recognition from their managers for achieving

organizational objectives. Dilawari (2013) recommended in a study that the awareness of the system and its method along with objectives should be specified clearly in the orientation programme of the employees so that the employees clearly know what to do and how to send feedback in order to make the appraisal system more useful.

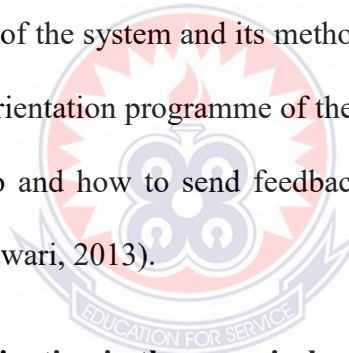
2.6.1 Clear performance policies in the organisation

Research on performance appraisal practices has done little to improve its usefulness as a managerial indecision-making tool (Mani, 2002; Sudhir, 2001). This argument was confirmed by Folger, Konovsky, and Cropanzano (1992), who concluded that many appraisal systems have failed to realize their full potential contribution to organizational effectiveness. The process of appraisal and its purpose should be clearly explained and communicated to employees by the responsible authorities (Danku et al., 2015). In order to achieve the objectives, businesses adopt appropriate strategies to excel in their performance. This prompts the question, why are some businesses more successful than the others? The difference between organisational success and failure is not that the strategies are wrong but “the right things are being done poorly and fruitlessly” (Drucker 1994, p. 95).

There is a large body of research on performance appraisal systems. The early literature was dominated by psychologists, and focused largely on the psychometric properties of appraisal, in particular the role of supervisors and the precision on their performance evaluation. Recent psychological literature has put more emphasis on worker reaction to appraisals, and the social context in which appraisal occurs (Keeping and Levy, 2000; Levy and Williams, 2004). Issues of employee satisfaction with performance appraisal systems are explored by Boswell and Benson (2000) and Brown, Hyatt, and Benson (2010), both arguing that individual involvement and

development opportunities play an important role for the success of performance appraisal systems.

Kuvaas (2006) investigates the relationships between performance appraisal on one hand, and employee outcomes in terms of performance, organisational commitment and turnover intention on the other. He finds that motivational issues play an important role for the efficiency of performance appraisal systems. The role of trust for the acceptance of performance appraisal has also caught extensive attention in recent research. Results from these studies clearly suggest that the level of trust between employee and leader is an important predictor for the general acceptance and advancement of performance appraisal systems. Dilawari (2013) recommended in a study that the awareness of the system and its method along with objectives should be specified clearly in the orientation programme of the employees so that the employees clearly know what to do and how to send feedback in order to make the appraisal system more useful (Dilawari, 2013).



2.6.2 Employee participation in the appraisal process

Narcisse and Harcourt (2008) found that „employee participation in setting standards are uncommon“, as many participants in their study complained that standards were lacking and wanted more involvement in standard setting. Employee participation in such discussions means that each employee knows what the standards are and performance limitations are taken into consideration when setting realistic targets. They explained that, many organizations are unable to examine the importance of participation in performance appraisal and that there are mixed effects because they fail to recognize the complexity of the phenomenon. Researchers indicate that managers must support their subordinates in self-determination and must understand

and acknowledge their needs, feelings, and attitudes. The study conducted by Akuoko (2012) revealed that 72% of the respondents indicated that they took part in setting job objectives while 22% did not participate in setting objectives which they worked to achieve. 92.4% of respondents stated that they evaluated their own performance.

In employee involvement in performance evaluation, the result of the study indicated that 92.4% of respondents took part in evaluating their performance. Only 7.6% of reported they did not take part in evaluating their work. This meant that 7.6% of respondents had their performance evaluated by someone else. Only 3% of respondents indicated that their performance was evaluated by their colleague, and 15% had their performance appraised from multiple sources. In employee participation in performance review interview, the result of the study indicated that 93.9% of respondents had opportunity to review interview after receiving feedback. This meant that they had the opportunity to challenge their ratings for possible adjustment of the results or at least discussed with management the reasons for their successes and failures. It was revealed that only 3% of respondents were not satisfied with their feedback while 81.8% reported they were satisfied. These show that the level of satisfaction with feedback among employees was generally high probably due to their involvement in the appraisal process (Akuoko, 2012).

The findings based on the performance appraisal system was that, the performance appraisal system in the organization was good and helped the employees to identify the areas of improvement. Previous research by Levy & Williams, (2004); Pichler, (2012) has broadly analyzed the impact of the social context of performance appraisals on employee reactions to these appraisals. One dimension focuses on the rater-ratee relationship comprising topics such as supervisor support, trust, rating

accuracy, and reliability as a precondition for the acceptance and usefulness of formal appraisal systems. Rating distortions, which are very prominent in organizations according to (Patterson, 1987), lead to less acceptance among employees and decrease the economic incentives to provide effort (Prendergast & Topel, 1996). These rating distortions may have very different reasons including strategic incentives of the raters such as favoritism or punishment or interpersonal motives (Murphy & Cleveland, 1995). Furthermore, it has been shown that raters' personality traits influence overall rating decisions (Krzystofiak, Cardy & Newman 1998).

Performance management has become a key element in modern public sector governance. As a result, many developing countries have introduced it as a means to measure organizational and individual efficiency in order to ensure that public sector organizations meet the needs of the public (Ohemeng, 2009). However, the implementation of performance appraisal systems in many of these countries has been affected by a number of institutional and capacity constraints such as culture, apathy, and leadership support, thus making it difficult for many of them to realize the benefits of such a system (Ohemeng, 2009). He published an article which examined these constraints with the focus on Ghana, utilizing information obtained from interviews of Chief Executive Officers of state-owned enterprises. The findings indicate that some MMDAs performance management systems are more effective than others and they tend to perform better (Ohemeng, 2009). This implies that while performance management may be a tool to ensure high performance culture among MMDAs, some Local Government authorities may not have the same capacity to succeed in this regard (Fryer, Anthony, & Ogden, 2009) due to technical and resource limitations (Ohemeng, 2009) to institutionalize performance management in their internal business process (Cavalluzzo & Ittner, 2004; Danku et al. (2015) stated that

respondents identified certain factors as challenges to an effective appraisal process in the educational sector. These included the unavailability of the needed resources to enhance the appraisal process, insufficient funding and failure by authorities to act upon results.

2.6.3 Preparation for staff appraisal process

Strebler (2004) argues that employees need to know what constitutes an acceptable level of performance, below which their organization will consider their performance wanting. This is not as simple as it seems due to the „variety of what they may receive from their employers about performance requirements“ (Chub, Reilly & Brown, 2011, pp. 33-34). To have an effective performance appraisal process that supports employee performance, development and success, there is the need to get everyone involved. The process should be clearly communicated to all staff. Performance review discussion is the key in performance appraisal. It requires managers reviewing employees“ responsibilities and performance, exploring what they have to do to improve their performance, and providing feedbacks to them. Generally, performance review discussion is conducted before the interviews (Stone, 2010). Before the interviews with employees, managers should make a sufficient preparation for the interview. They must review employees“ job description, goal, and performance, consult with other managers who also know the employees, and list important points that will be discussed in the interview.

In the interview, managers should be free and neutral, and encourage employees to talk about what problems they have and their ideas about the future work. Furthermore, managers should give a feedback to them. This helps employees identify what skills and knowledge they have to develop. According to Grote (2002) the

performance appraisal system should have an appeal process for employees who do not agree with their assessment: allow employees to openly challenge or discuss their performance with managers without any adverse impact or retaliation; encourage employees to provide a written version of their performance; and provide a formal appeal process for employees to challenge their evaluations. From a number of studies conducted by Erdogan (2012); Flesher (2011); Broadt-Preston and Steel (2012), they have established that linking rewards with performance leads to commitment of employees in the appraisal system.

2.6.4 Training of supervisors and supervisees

Research carried out in Iran in the field of performance appraisal by Moradi, Mehraban, and Moennni, (2017) showed that the current system of nurses' performance appraisal does not have the required objectivity, due to the appraisers' lack of knowledge of the execution methods (Nikpeyma et al., 2014). The results of another study showed that the main drawback of the performance appraisal system of hospital staff was its incorrect implementation due to a lack of manager training (Ansari, Fiss, & Zakac, 2010). Providing training to managers helps them conduct more effective employment interviews, performance reviews and daily management tasks (Duggan, 2014). According to Richards (2017), supervisors and managers do not automatically know how to conduct performance appraisals. Training should take place regularly to provide refreshers and updates on any changes to the process or the evaluation.

A study by Vasset Marnburg and Trude (2011), found that, while managers in the municipal health service in Norway have often undergone training in how they must implement performance appraisal, employees have not or have very rarely had any

training in performance appraisal (15% of the respondents have had performance appraisal training and 85% had not). The findings of the study also revealed that, the ratee and rater normally feel comfortable with the appraisal system because of the training acquired before the exercise. This is supported by scholars who have conducted research in the performance appraisal and training such as Keeping and Levy (2000), and Dessler (2011) who contend that supervisors and supervisees must be familiar with the appraisal system to enable them have comfort during its implementation. According to Adofo (2011), supervisors and managers do not automatically know how to conduct performance appraisals. Training should take place regularly to provide refreshers and updates on any changes to the process or the evaluation.

Furthermore, effective performance appraisal does not just happen and organizations should not assume that managers know how to conduct them effectively, even if they have many years of experience as managers. Since the process can differ from organization to organization, it is important that training is provided to introduce managers to the philosophy of performance appraisal at the organization, including a review of the forms, the rating system and how the data gathered is used. Training should take place regularly as a refresher both for new and experienced managers (Sualihu, 2014). A study by Vasset, Marnburg, and Furunes, (2010) found that, while managers in the municipal health service in Norway have often undergone training in how they must implement performance appraisal, employees have not or have very rarely had any training in performance appraisal (15% of the respondents have had performance appraisal training and 85% had not). Training of supervisors learn strategies of scheduling employee meetings, and learn how to engage employees in frank and candid dialogue about their performance. They also make learn best

practices for sharing both good news and bad news about employee performance during the performance meetings.

2.6.5 Feedback of appraisal results

According to Cardy and Leonard (2011), after gathering the results of performance appraisal, the next thing is to give feedback to the employees, which gives them the chance to improve their performance. They opined that people may think it is simple to give feedback, but there are certain rules when giving feedback. First of all, the feedback must focus on the assessment and improvement of the performance, not the assessment of the performer. It is likely that the employee does not accept feedback with the person focus and will rather cause conflict and mistrust among the supervisors and the workers (Cardy & Leonard, 2011).

Secondly, the timing and frequency of the feedback have to be considered. The feedback has to be provided as soon as possible in order to remain its accuracy and freshness. Furthermore, the quicker the employee receives the feedback the faster he or she can start improving the performance. The feedback should be frequent due to two reasons. The more often you provide the feedback, the more opportunities there are to discuss and improve the employee's performance. In addition, giving or receiving feedback has to be ordinary and a normal thing at work (Cardy & Leonard, 2011). When the feedback is delivered for the first time or it is not done frequently, it is likely that the emotional reaction of an employee will appear. On the other hand, if the feedback belongs to the work routine and it is ordinary to the employees, the evaluator effect can play a role in the process (Cardy & Leonard, 2011). Before the final delivery of the feedback, the supervisor should be aware of the evaluator effect which is likely to play a role in the process. Evaluator effect simply means that the

evaluator gives better or worst rating and feedback to the employee based on certain factors such as the assessor's mood or feelings toward the employee.

Fortunately, there are techniques to manage the influence of the evaluator affect. Having a clear criteria and common standards helps the evaluator to follow the rules easier. Moreover, recording the performance in a diary helps remember the true facts. Other techniques are for example, having an open-door policy at work which means being open-minded to the employees' concerns and opinions, self-awareness of the evaluator and the evaluation itself (Cardy & Leonard, 2011). The evaluator should also be prepared for the emotional reactions of the employee to the feedback. The person who is receiving the feedback can react in many ways including being surprised, defensive, shocked, angry, or just reject and ignore the feedback (Cardy & Leonard, 2011). In order to prevent the emotional reactions, (Cardy & Leonard, 2011) have brought up several steps and actions that can be taken to avoid them. Firstly, the evaluator must focus on performance and not the performer. Secondly, the feedback provided by the supervisor must be relevant and ethical without any discrimination about the age or gender.

The significance of feedback to the appraisal process, as well as, to the broader management process has been widely acknowledged. Feedback directs the whole staff toward desired goals and stimulates and maintains high levels of effort. Again, Danku, Soglo, Dordor, and Borkor (2015) report that, of the percentage that suggested that they are given feedback, 70% stated that feedback is usually not constructive but largely general comments that in their opinion made no impact or difference. Thirty percent (30%) however felt that feedback is usually constructive, raising pertinent issues that made significant difference in the performance subsequently. Finally,

evidence suggests that review of progress is largely absent in the basic schools in general. It was found that respondents are largely encouraged to participate in discussions. Also, 75% of respondents said that they are provided with feedback as is expected, although not regular. The remaining 25% suggested that they are not provided any feedback at all (Danku, Soglo, Dordor, & Borkor, 2015).

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 employee performance and a variety of attitudes and behaviors of interest to organizations. The central role of feedback to the appraisal process and the importance of examining ratees' satisfaction with appraisal feedback are widely acknowledged (Keeping and Levy, 2000). 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 (whether written or unwritten), the perceived fairness of the evaluation process and the degree to which the evaluation results are discussed with the employees being evaluated (Noe, Hollenbeck, Gerhart & Wright, 1996).

In the study by (Nzuve, & Ng'endo, 2012), the feedback received from appraisal was generally not productive according to 94% of the respondent group as there was no joint goal setting, problem solving and the forms were not filled together as envisaged in the performance appraisal system with only 6% feeling that the feedback was constructive to any extent. 48% felt that there was a level of confidentiality afforded by appraisal, 34% were not sure while the rest believed that there was no confidentiality. According to Aguinis (2009), a performance management programme that does not explicitly make clear the employee's contribution to the goals of the

organization is not a true performance management system. In the study by (Nzuve, & Ng'endo, 2012), the feedback received from appraisal was generally not productive according to 94% of the respondent group as there was no joint goal setting, problem solving and the forms were not filled together as envisaged in the performance appraisal system with only 6% feeling that the feedback was constructive to any extent. 48% felt that there was a level of confidentiality afforded by appraisal, 34% were not sure while the rest believed that there was no confidentiality. This study revealed that the appraisal process is cumbersome, and consumes a lot of time. It is also not regular to give them feedback and so does not help in performance improvement.

2.6.6 Motivation for staff performance appraisal

Organizations need motivated employees to survive in a highly competitive world. Managers must be able to understand what motivates employees however this function is very complex because that motivates employee today may not tomorrow ((McShane & Von Glinow, 2003). Motivated employees are those who work according to the clearly define goals and take their actions to achieve that goals. According to them, performance appraisal helps employees to be motivated by clearly defining their objectives and by setting future direction with providing training to fulfil the objective performance (Bach, 2005). There was the need to link the appraisal process more directly with reward or sanctions thus ensuring greater motivation (Nzuve, & Ng'endo, (2012).

An exploratory study was conducted by Sualihu (2014) on the effectiveness of performance appraisal system in KNUST. Among the findings were that, regarding the problems generated by the appraisal systems, we can distinguish five different

types of problems: An unfair perceived performance appraisal system, the use of inconsistent criteria which may lead to negative attitude toward the appraisal system, unskilled appraisers who lack communication skills and consequently are not able to conduct an effective performance feedback, absence of tools aiming to improve the performance appraisal system and finally the lack of the senior management support. The findings of the research also indicated many areas to be improved in the appraisal system such as the use of explicit evaluation criteria, an open and sincere feedback, a greater senior management support, a process perceived as being fair by employees and finally a structure in which improvements in performance appraisals may be facilitated.

It is also important to ensure that training needs or skills gaps identified from the appraisal process are addressed in a timely manner and feedback given as well to improve job performance. Training also needed to be done on how to conduct the appraiser interview and mechanisms put in place to ensure that this appraisal interview takes place. Greater sensitization was also required to ensure authenticity of results so that both all parties of the appraisal process jointly set targets at the beginning of the year, conduct continuous and midyear review and at the end of the year objectively report on actual results. Performance should be continuously monitored with milestones documented throughout the year to ensure adherence to the targets set with any negative deviations corrected in time (Nzuve & Ng'endo, 2012).

Nzuve and Ng'endo (2012) also concluded that, among the objectives of performance appraisal as identified in the guide, only linking individual performance with organizational performance and goals, enabling supervisors and appraisees to continually assess work progress, assessing on a timely basis the learning and

developmental needs of staff were seen as applicable while the rest, for instance, promoting accountability and communication and encouraging continuous feedback between appraisee and supervisor, setting the basis on which the officers performance is monitored, improving the quality of work through better planning and fair participation in appraisal and providing information for decision making on administrative and human resource issues needed to be strengthened (Nzuve, & Ng'endo, 2012). With the relationship between performance appraisal and performance, motivation and rewards management 55% of the respondents felt that there was no correlation between appraisal and performance. The targets set at the beginning of the period were forgotten as the year progressed and in most cases are set at the end of the review year while the performance indicators for actual results are fabricated, 40% were not sure whether there was any relationship. 5% indicated a positive relationship between performance appraisal and performance 56% of the respondents felt that there was no relationship between appraisal and motivation, 19% were skeptical that performance appraisal could actually motivate them while 25% were positive if had improved their motivation. 73% indicated they had no direct relation with either reward or sanctioning management, 25% were undecided while 2% felt that appraisal had been used to recognise or sanction performance (Nzuve, & Ng'endo, 2012).

Research from the Institute for Corporate Productivity in 2007, identified nine key practices for effective performance management: the performance management process includes developmental plans for the future; training is provided to managers on how to conduct a performance evaluation meeting; the quality of performance appraisals is measured; here is a system in place to address and resolve poor performance; the performance appraisal includes information other than that based on

the judgment of managers; the performance review process is consistent across the organization; employees can expect feedback on their performance more than once a year; 360 reviews are used to support the performance evaluation process; the performance management process includes ongoing goal review and feedback from managers.

Although negative feelings may upset the relationship between the evaluator and the individual being evaluated (Blau, 1999; Drenth, & Thiery, 2000), evaluation may lead to positive outcomes, such as pay increases or promotions, and ultimately a positive reaction toward the person providing the feedback. The respondents in the study by Vasset, Marnburg, & Trude (2011) indicated that, what they learned from feedback, goal setting and training had some significant effect on job motivation. The respondents were motivated by constructive feedback about their specific work situation.

Performance should be continuously monitored with milestones documented throughout the year to ensure adherence to the targets set with any negative deviations corrected in time (Nzuve, & Ng'endo, 2012). Nzuve and Ng'endo (2012) also concluded that, among the objectives of performance appraisal as identified in the guide, only linking individual performance with organizational performance and goals, enabling supervisors and appraisees to continually assess work progress, assessing on a timely basis the learning and developmental needs of staff were seen as applicable while the rest, for instance, promoting accountability and communication and encouraging continuous feedback between appraisee and supervisor, setting the basis on which the officers performance is monitored, improving the quality of work through better planning and fair participation in appraisal and providing information

for decision making on administrative and human resource issues needed to be strengthened.

2.6.7 Managing perception

According to Sillup and Klimberg (2010), when people in organizations find themselves in unfamiliar, ambiguous situations, they tend to have difficulty coping. Effective business professionals handle objections to their ideas by clearly stating the benefits of their position to all parties. By presenting a compelling case for their ideas, these people get approval for their proposed strategy even if opposed by apathy or confrontation. By actively recognizing people's perceptions and attributions, effective leaders build justifications for their approach and get support when needed. There should be clear linkages to components of performance management, such as rewards, and promotions, as well as, training and development opportunities. (Ainsworth, Booth, Pratt, Ekelund, Yngve, Sallis, & Oja, 2003). They claim that, organizational approach to selecting, designing, and utilizing Human Resource Management practices, send signals potentially influencing employees attitudes and behaviours. They therefore suggest effective communication, clear goal definition, and transparency to reduce poor perception of staff towards performance appraisals.

2.6.8 Minimizing biases

According to Mayhew (2017), performance appraisals that contain errors or are constructed from a supervisor's biased viewpoint can affect an employee's working relationship. Employees whose performance is ranked incorrectly or inaccurately may be on the verge of losing their jobs, or they may become disillusioned and exhibit signs of low morale and poor job satisfaction. Eliminating bias and error in performance appraisals is a critical responsibility for supervisors, managers and

human resources staff. Minimizing biases that distort attribution can help foster effective team work. Using tips, techniques, tools and resources available from websites such as the Cultural Navigator site, organizations can reduce the rate at which people selectively interpret events based on their experience, background and attitudes. Kokemuller (2017) states that, to eliminate bias the worker's assessment is based on measurable criteria, and not subjective perspective. According to him, several specific strategies help avoid bias, but they generally centre on structuring appraisals as objectively as possible and involving multiple people in the evaluation. According to him, another strategy that can minimize bias in performance appraisal is the use of the 360 degree feedback tool, where a given worker is evaluated by a combination of direct supervisors, peers, coworkers and client. This type of evaluation allows the manager to gauge the way people in varying roles feel about the employee's performance.

2.6.7 Appeal procedure

The appeal process is a means for employees and supervisors to resolve disagreements involving the performance evaluation process. There are instances where the supervisor does not pull all the relevant information in respect of the employee's work and marks the employee down. The employee will justifiably argue in such circumstances that the appraisal was not balanced and therefore unfair (Landau, 2009). The reason to challenge unfair appraisal is for job security, and building trust and confidence in the job,

Regarding the appeal procedure, findings by (Nzuve, & Ng'endo, 2012) shows that the appraisal process has only the second supervisor as an appeal option. 68% of the respondents indicated that they were not aware of any appeal procedure embedded in

the appraisal system, 27% were aware though they had never witnessed its application while 5% knew of it and had seen it being utilized with the appraisee eventually being victimised. 91% would hesitate to use this appeal option as they were not sure it would work and for fear of reprisals while 9% would use it but only when the appraisal outcome was severe enough to warrant such an action.

Redshaw, (2008) suggested the following to improve staff performance appraisal practices; Existing practice and systems should be reviewed to ensure up-to-date practice and awareness of government guidelines; the appraisal process should be carried out in a non-judgemental, unbiased manner to ensure positive delivery and increase staff motivation; consistent appraising and feedback is required to allow staff to prepare and accept appraisals as a support tool and not a paper exercise; the timing of appraisals and their content must be conducive to development and not used as an opportunity to discipline a staff member; in order to complete a satisfactory appraisal, a structured system must be used. The result should leave the appraiser and appraisee clear about the aims, plans and future development objectives, with specific dates for reviews set and adhered to. The Society for Human Resource Management also generally suggest strategies that may help improve staff performance appraisal practices as ensuring supervisors are well trained in appraisal issues, creating free atmosphere for staff during appraisals, fairness in the ratings by the supervisors, giving of feedback of appraisal results to staff and giving opportunity for staff to challenge their ratings where necessary.

2.7 Summary of literature review

All organizations evaluate the performance of their employees to find out their relative worth for the job they are doing. Effective performance for the organization

means that output can be maintained with fewer numbers of employees. The primary objectives of appraisals are to assess staff performance, identify training needs, set and agree on future objectives and standard, as well as, facilitate the achievement of these goals. An effective performance appraisal process should involve both the supervisor and employee. The outcome of this two-way discussion, interaction, and planning process is to achieve a certain outcome that is beneficial to the employee and the organization.

There are certain procedures that have to be followed to obtain information from the employee which he presented as: preparing the employee by scheduling the session in advance; assessing the subordinate's performance in advance and coming to the appraisal session prepared; establishing a fair atmosphere so both the appraiser and the appraisee can communicate freely; the manager putting the employee at ease and making sure there are no interruptions; mentioning the purpose of the session at the outset of the process; encouraging the employee to participate; understanding or agreeing on the assessment of current performance as per the established goals by the organization or manager; agreeing on a future performance goal or goals; making sure the standard or performance goals are clear to both the employee and manager; creating a development plan; finalizing a written formal document that can be used to reach the stated goals; assessing achievement levels in the future appraisal sessions; and distributing a copy of the final report to the employee. Research has identified nine methods of conducting performance appraisals, namely: using rating scale, check lists, 360 degrees, work standards, management by objectives, (MBOs) critical incidents, comparative methods, field review and the essay method.

It was found out that, to achieve an effective performance appraisal system, paying attention to employees' perceptions of the impartiality of the performance appraisal system and their reactions to this system are as important as the scores given by the assessor because the belief of partiality of the evaluation and dissatisfaction results in the failure of the evaluation system. Therefore, for the success of any organization, attention to its employees' perceptions is important. Employee reactions to appraisals can be an important condition to improve the employee's performance. Recently, scholars have begun to argue that employee emotions and perceptions are important in determining the efficacy of performance appraisal systems. Appraisal reactions such as satisfaction, acceptability, and motivation to use feedback, are cited as an important trend in the appraisal research during the past ten years in recent reviews of literature.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was adopted in carrying out the study. This is composed of the research paradigm, the research design, the population, sampling technique, the research instruments, data collection procedure, the trustworthiness criteria, and data analysis plan. It also discusses the ethical issues that were followed in conducting the study.

3.1 Research design

A research design is the conceptual structure within which research is conducted: it constitutes the blueprint for the collection, measurement and analysis of data (Kurt, 2004). Mixed method research draws on the strengths of both qualitative and quantitative. In this study, the researcher used the sequential explanatory mixed method design where two or more methods are used in a study in order to check the results of one and the same subject (Rothbauer, 2008). The sequential explanatory mixed method design was employed by the researcher. An initial phase of quantitative data was collected and analysed, followed by a phase of qualitative data and analysis. The initial data was collected using survey, and a second source of data was collected with an interview to collect in-depth data to give more explanation to the results of the quantitative data (Creswell, 2009; Kusi, 2012). This design fits into the study since it sought to capture dimensions of staff performance practices at the Winneba and Twifo Praso Nursing College in a more complete and comprehensive manner, and giving understanding of the research problem (Creswell, 2009; Kusi, 2012). The use of this design allows one to fully address the research questions in a more comprehensive manner. Some of its advantages are that it provides strength that offset the

weaknesses of both quantitative and qualitative research; provides more complete and comprehensive understanding of the research problem. However, it also comes with some disadvantages as it takes much more time and resources; may be difficult to plan and; and may also be unclear how to resolve discrepancies. This study tried to reduce these challenges by ensuring the instruments are simple and clear enough in order to elicit the responses the intended for the research.

3.2 Research paradigm

Research paradigm is the philosophical basis for undertaking a study (Cohen and Manion, 2017). The study was located basically in the pragmatic paradigm. Pragmatism is not committed to any one system of philosophy, but focuses on „what“ and „how“ of the research problem (Creswell, 2003 p.11). It advocates the use of mixed methods in research, and focuses on finding out the truth regarding the research questions of the study (Cline, 2017). This paradigm holds that reality is constantly renegotiated, debated, interpreted and therefore the best method to use is the one that solves the problem (Scotland, 2012). Pragmatism is outcome-oriented and interested in determining the meaning of things (Johnson & Onwiegbugzie, 2006) or focusing on the product of the research (Biesta, 2010). Pragmatism also addresses how our values and ethics, our politics and epistemologies, and our world-view as researchers directly influence our actions and methodologies (Morgan, 2007). This research fits into this paradigm since the researcher intends to provide a more complex understanding of the phenomenon that would otherwise not have been accessible by using one approach. The researcher therefore combined both quantitative and qualitative data to examine the system of staff performance appraisal practices of the study area.

3.3 The study setting

The study was conducted in two Colleges of Community Health Nursing – Winneba and Twifo Praso in the Central Region of the Ghana. The choice of these institutions is supported by Ackah (2015) who states that, health training institutions are key settings for appraising staff. However, the practice of this system still seems to be a problem in these institutions (Prah, 2015). Therefore, in order to unravel the nature and challenges of performance appraisal in the Nursing Colleges, a systematic inquiry would be needed. The choice of the two Community Health Training Colleges in the Central Region for the study out of ten in the country, is justified by time and resource constrains, and the fact that these two institutions seem to have similar characteristics. The two Colleges run the same nursing programmes for which they are likely to have tutors with similar categories, as well as, similar professional backgrounds and orientations. Additionally, these schools may be influenced by similar administrative factors since they are located in the same region. The choice of the two colleges was also based on research evidence (Prah, 2015; Ackah, 2015) that performance appraisal practices are encountering challenges in these institutions. In this research, the two institutions were studied as a single whole, and not for the purpose of making comparison between them. The target is also convenient for the study because of the perceived lack of adequate staff performance appraisal practices in those Colleges. However, the problem with the selection of these two colleges was that the results of the study cannot be generalized to Community Health Nursing institutions in the country, but will only relate to the two Colleges (Kusi, 2012).

3.4 The study population

According to Polit and Hungler (1999), the population of a study is the aggregate or totality of all the objects, subjects, or members of that which conform to the set of

specifications pertaining to the study. In other words, the study population is the entire set of individuals or objects having the same or characteristic. In this study, the population comprised all full-time tutors (teaching staff) of the two Colleges of Community Health Nursing - Winneba and Twifo Praso. The Colleges of Community Health Nursing, Winneba has a tutor population of 25, while Twifo Praso has 15. The total population for the study was therefore forty (40), comprising both 9 male and 31 female tutors.

3.5 Sample size and sampling techniques

Sampling is the process of selecting individuals from the population who will be studied (Burns & Grove, 2005). A sample is a selection of respondents chosen from the population in such a way that they represent the total population as much as possible. According to the Indian Journal Psychological Medicine (2013), it is important to understand that different methods of research study design need different methods of sampling size and one method cannot be used in all designs. At the quantitative phase of this study, all the forty (40) tutors who form the total population in the Colleges participated in the study. The whole population was used because it is small enough and enabled the researcher to do a comprehensive study. This strategy was adopted in order to reduce the risk of bias in the findings of the study since the entire population of study is represented. At the qualitative phase of the study, six (6) participants were sampled by the use of maximal variation strategy for the interview. This comprised three (3) from each category of tutors (the senior tutors and three (3) from the junior tutors). To give each tutor an equal chance of being selected for the interview, a simple random sampling was employed where inscription „include” was written on six pieces of paper which were folded and mixed with plain folded ones.

The tutors who pick the ones with the inscriptions were used to collect data for the qualitative phase.

This is informed by Morse, (2000) who advocates four to twelve cases, given the need for qualitative case study research to have cases in which data can be easily interpreted. This sample was also appropriate because the research population was homogeneous (Latham, Almost, & Moore, C. (2005).

3.6 Census technique

The census frame was used for the quantitative phase of the study. The use of the census frame is suitable when the population of study is not vast and the area of study is also not large. One of the greatest advantages of using the census frame is that all members of the population have the same opportunity to participate in the study, and is also more capable of yielding representative results (Simpson & Brown, 2008). The researcher employed the census method where all the forty (40) tutors in the Colleges who form the whole of the target population, responded to the questionnaire. The selection of participants in qualitative research was done based on clear rationale and fulfill the specific purpose related to the research question (Collingridge & Grant, 2008) and have in-depth understanding of the topic (Carlsen & Glenton, 2011). The researcher used the maximal variation strategy to select participants for the qualitative stage of the study for the interview. This sampling strategy enables the researcher to select people with different traits or characteristics, and collect data from them, compare and contrast their views to achieve respondent triangulation (Creswell, 2009; Kusi, 2012). This strategy was used in order to collect the views of tutors with positions from “Senior Health Tutor” and above in one category, and “Health Tutors” in another category. The first category “Senior Health Tutor” are tutors who have more experience and have served five (5) years and above as tutors; and the Health

Tutors are those who have relatively less experience and with less number of years (below five years) as nursing tutors in the Colleges. This was to ensure equal representation of tutors with all levels. Three (3) participants were selected from each of these groups from the same research population, for the interview session separately.

3.7 Data collection instruments

A structured questionnaire was designed by the researcher for the quantitative phase of the study. The structured questionnaire contained pre-determined standardized questions used to collect numerical data which was subjected to statistical analysis (Kusi, 2012). In designing research questionnaire, the question wording, form and order can all affect the type of responses obtained (Bowling, 2014). The researcher carefully designed the questionnaire to minimize these influences. The questionnaire was divided in to sections based on the research questions. The items were derived from the research questions and were categorised into six (6) sections, including demographic data: Section A consists of closed-ended questions to solicit general information (demographic data) from the respondents which included the gender, the position, and the number of years of working in the Colleges.

Section B consists of items that require the respondents to indicate the most appropriate statements concerning the performance appraisal process and tools used in the appraisal process; Sections C, D, E, and F, contained Likert scale items on the perception of tutors regarding performance appraisal practices, factors that inhibit the performance appraisal process on tutors, and the support systems of performance appraisal in the Colleges. The Likert scale consists of several declarative statements that express viewpoints on the research questions. Respondents are asked to indicate the degree to which they agree or disagree with the opinion expressed by the

statement, after which the responses are scored (Polit, & Hungler, 1999). According to them, the summation feature of Likert scale makes it possible to make fine discriminations among people with different point of views.

Data from the quantitative phase was used to develop a semi-structured interview guide for the qualitative phase of the study, to elicit explanation to some of the responses in the quantitative phase of the study. These were made of open-ended questions which were framed by the researcher to reflect the purpose of the study, as well as, responses from the results of the quantitative study. A face-to-face interview was conducted to ensure accuracy of information provided. A semi-structured interview is open, allowing new ideas to be brought up during the interview depending on what the interviewee says. The semi-structured interview generally has a framework of themes to be explored.

It is beneficial for interviewers to have an interview guide prepared which is an informal grouping of topics and questions that the interviewer can ask in different ways for different participants (Edwards & Holland, 2013). They added that interview guides help researchers to focus on the topics at hand without constraining them to a particular format. This freedom can help interviewers to tailor their questions to the interview situation, and to the people they are interviewing. This gives the interviewer flexibility and creativity, yet enough structure that he or she can stay on the right path (Ayers, 2007) gives opportunity for the researcher to seek clarification through probing and expand the responses of interviewees to ascertain their feeling and experiences (Kusi, 2012). The semi-structured interview guide of this research was designed based on the responses that were derived from the four (4) research questions (Kusi, 2012). Respondents were given a copy of the schedule prior to the interview, the time and place was agreed upon, informed consent was obtained prior

to conducting the interview, and the results of each interview was transcribed just after each interview session.

3.8 Validity of the quantitative instrument

Validity in research expresses the degree to which a measurement measures what it purports to measure (Bolanrinwa, 2015). Both face validity and content validity were ensured in the study. Face validity refers to whether the instrument appears as though it is measuring the appropriate construct ((Polit, Hungler, & Beck 2001).). The instruments were given to colleagues to examine whether they were in line with the research questions. The inputs of research supervisors are vital in determining content validity since it depends on expert judgment (Gay, Mills, & Airasian, 2009). The questionnaire for the quantitative stage of this study was therefore given to my supervisors for suggestions. The corrections were used to re-shape the instruments before they were employed.

3.9 Pre-testing of the instruments

The instruments were pre-tested on the tutors of the Akim Oda Community Health Nursing College since they have similar characteristics with the respondents of the actual study. The result, suggestions and comments were used by the researcher to improve the instruments (questionnaire and interview guide), before the actual data collection commenced. This was supported by some researchers who opined that, regardless of the method of data collection, all survey instruments should be pre-tested (Gay, Mills, & Airasian 2009). The pre-testing helps identify flaws in the instruments and also informed the researcher to determine how long it will take to complete the questionnaire or interview process (Berends, 2006; Polit & Hungler, 1999).

3.10 Reliability of the quantitative instrument

Reliability is the likelihood of obtaining the same or similar results when the instrument measures the same variable more than once, or when more than one person measures the same variable (Polit, Hungler and Beck, 2001). In ensuring reliability, the researcher presented the prepared instrument to the supervisor to check whether the items were consistent with the research questions. Internal consistency of the instrument was also ensured in this study since the study group is homogeneous comprising only tutors of the two Colleges, and because they were all literates, they were easily guided to identify any inconsistencies with the items. The pre-testing of the instruments was also done on Health Tutors of Akin Oda Community Health Nursing College in a different Region to find out whether the responses will be consistent with those from the main research in different Region. The questionnaire was also divided in to sections to reduce the likelihood of repeating questions. The reliability of the questionnaire was then determined with the help of the SPSS version 20. The Cronbach's Alpha reliability co-efficient obtained for the internal consistency of the questionnaire was 0.71. According to Atindanbila (2013) co-efficient of reliability value above 0.7 is considered reliable.

3.11 Dependability of the interview schedule

While in quantitative research, validity depends on the soundness of the research instrument adopted. In qualitative research, it depends on the ability and effort of the researcher since the researcher is a co-constructor of data (Golafshani, 2003). In the qualitative stage of this study, dependability of the interview guide was ensured by giving the participants a copy of the transcribed notes from the audio recording to enable them review the interview responses and verify the accuracy of the interpretation to ensure credibility. The interview guide was also given to colleagues

to check whether it lends itself to any biases. The accuracy of the research process was evaluated by an expert researcher who was not involved of the study, as well as, my supervisor, who confirmed that the findings, interpretation, and conclusions are supported by the data. The researcher also tried to be as neutral as possible during the interview sessions. The researcher also used maximal variation sampling to capture views from different categories of the research population, to minimize bias.

3.12 Data collection procedure

An introductory letter was collected from the Department of Administration and Management of the University of Education, Winneba, to the authorities of the study institutions for identification and permission. Permission was sought from the Principals of the Colleges of study before respondents were selected. Privacy was assured by collecting the data in the offices of the respondents. The researcher explained to the respondents the fact that the data will be used strictly for academic purposes.

At the quantitative phase, the researcher personally administered the questionnaire to the participants with instructions and the completed instruments and participants promised to complete the questionnaire in two (2) days and were all returned. The questionnaire was simple and easy to understand so participants were only guided to complete it without struggle and participants were free to give their own honest responses. The use of the Likert scale for the questionnaire also allowed the participants who are not sure of their opinion to respond (Hartley & Betts, (2013).

During the qualitative phase, the researcher used face-to-face interview to collect data from the participants. Two days were used to conduct the interview to all the sampled participants. The time and place for the interview were agreed by the researcher and

the participants to provide a more comfortable and relaxed atmosphere. Participants were interviewed separately to ensure privacy, and the average duration for each interview session was thirty (30) minutes which started at the time the researcher presented her opening questions. Participants were given instructions to the interview process and the researcher followed these instructions to ensure consistency between the interviews, and thus increased the reliability of the findings (Patton, 2002).

3.13 Plan for data analysis

Quantitative analysis was done with the questionnaire data in the initial phase of the study. Descriptive analysis of the quantitative data was employed at this phase. This was presented in tables, bar and pie chart, and analysis was done with the Statistical Package for Social Sciences [SPSS] software with the use of computer. These however, were interpreted in a way that links them to the research problem (Berends, 2006; Leedy & Ormrod, 2005). In the analysis, the researcher dichotomised the original 5-point scale of the questionnaire responses (1=strongly disagree, 2=disagree, 3=Neutral 4=agree, 5=strongly agree) by merging responses for 1 and 2 into disagree category, 3 as neutral, and 4 and 5 into an agree category to facilitate the analysis of data.

At the qualitative phase of the study, qualitative data was analysed after coming out with the results of the initial phase. This was done by building themes from the interview data, linked to purpose and research questions, as well as, responses from the questionnaire data that needed more explanation. These were formed into themes to make meaningful connections to the data presentation, the findings and framework used to support the problem and the purpose of the study. Themes are „similar codes aggregated together to form a major idea in a database“ (Creswell, 2009). Common themes were identified and sorted into piles of similar meaning into themes. The

themes were coded after sorting, and similarities and differences were compared in the views of the respondents (Kusi, 2012). Permission was sought from participants to record the interview sessions. All the taped recordings were used with for the actual collection of data for the analysis.

3.14 Ethical considerations

According to Roller (2015), ethical considerations are important in every research method involving human subjects, but they have added significance in case-centred research where the researchers often work closely with research participants over a period of time and frequently in the face-to-face mode.

Permission

Access to the study area and participants was sought by the researcher personally visiting the two Colleges to seek permission from the principals with a letter of instruction from the Department of Administration and Management of the University of Education, Winneba. Permission was sought from the Principals of the Colleges of study before respondents were selected. According to Kusi (2012), after securing permission from the authorities in charge of the research context, it is important to gain consent of the target participants of the participants. Informed is an agreement of the relevant individuals and organizations on the basis of appropriate information.

Voluntary participation and informed consent

Consent involves disclosing the various aspects of the research, emphasizing the voluntary component, promising to keep participants safe (Rowler, 2015). Polit, Hunler, and Beck (2001) explain research ethics as a system of moral values that are concerned with the degree to which procedures follow professional, legal, and sociological obligations of the study participants. Respondents were informed about the significance of the study and their consent was sought. Participants were informed

that their participation is voluntary, and they were permitted to refuse to respond to questions or withdraw from the study at any stage if they wished. However, the participants were encouraged after the purpose of the study was explained (Lewis-Beck, Bryman, Liao, 2002).

Anonymity

Anonymity requires that nobody could link a participant with any information given (Polit, Hungler, & Beck, 2001). A participant is therefore considered anonymous when the researcher or another person cannot identify the participants from information provided (Cohem, & Manion, 2007 cited in Kusi, 2012). This was ensured by the researcher not asking the participants to introduce themselves throughout the interview sessions. Instead, codes were assigned to the individual participants (Kusi, 2012) to help with data checking and management.

Confidentiality

Confidentiality occurs when participants are protected in the study such that individual information provided is not made public without their consent (Polit, Hungler, & Beck, 2001). Participants were assured that the information provided will not be shared with any other person, and will only be used for the purpose of the research. The responses on the interview guide were also kept under lock and key, and were accessible only to the researcher. Privacy is the control over the extent, timing, and circumstances of sharing oneself with others (Lewis-Beck, Bryman, Liao, 2002). Participants were therefore allowed to decide the time and place they wanted the interviews to be held. The interview sessions took place in their offices at the time convenient to each of them.

CHAPTER FOUR

DATA PRESENTATION

4.0 Introduction

This chapter presents the data, results and interpretation of the results of the study. The purpose of the study was therefore to examine staff performance appraisal practices, at the Colleges of Community Health Nursing in Winneba and Twifo Praso. A descriptive statistics (such as frequencies, percentages, mean and standard deviation) were performed on the participants' responses from the questionnaire using SPSS. The results presented in this chapter are based on the following research questions:

1. What is the practice of staff performance appraisal at the two selected Colleges of Community Health Nursing?
2. What are the perceptions of tutors on performance appraisal in the two selected Colleges of Community Health Nursing?
3. What are the challenges of staff performance appraisal practices at the two selected Colleges of Community Health Nursing?
4. What are the support systems of staff performance appraisal practices in the two selected Colleges of Community Health Nursing?

4.1 Qualitative results from the interview

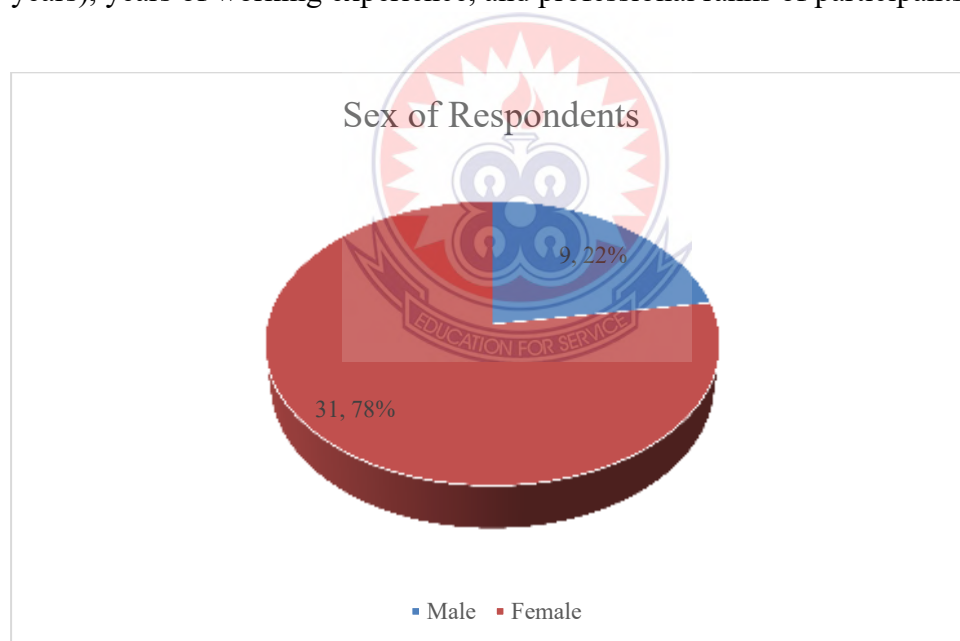
In the interview report, the narrative accounts of six respondents which were coded as TR1, TR2, TR3, TR4, TR5 and TR6 are presented after the questionnaire administration was completed. These interviews explore issues in the first phase of the study in 6 items which were based on the results of the questionnaire. These questions were prepared to quiz participants to express their views on how often they are appraised; the nature of relationship between them and their supervisor before and

after performance appraisal exercise; and whether they are able to express their grievances after appraisal. It also explored whether performance appraisal have an impact on their performance as teachers; and what limits the success of the appraisal system.

The first section of the data analysis captures the demographic characteristics of the respondents whereas the second section concentrates on research questions formulated for the study.

4.2 Demographic characteristics of respondents.

The demographic information considered in this section includes the sex, age (in years), years of working experience, and professional ranks of participants.



Source: Fieldwork data (2018)

Figure 4.1: Sex distribution of respondents

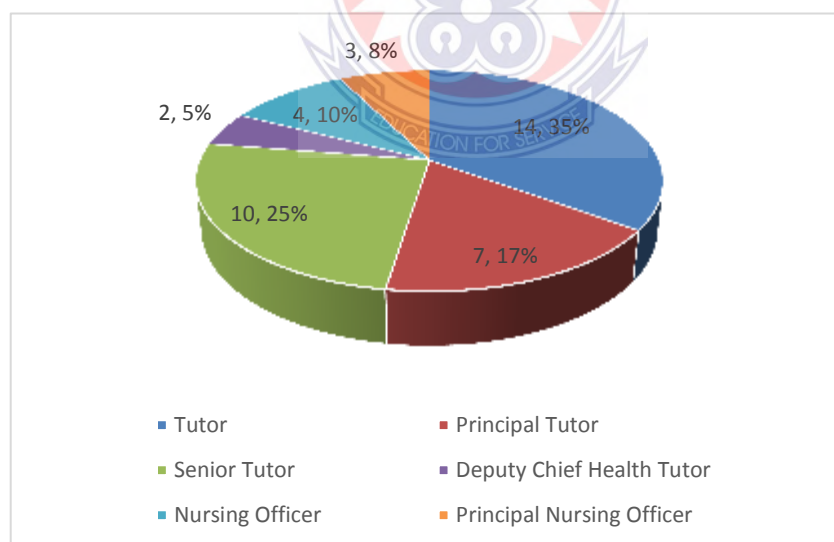
Figure 4.1 presents sex distribution of the respondents. The figure shows that 31 of the respondents were females whereas the remaining 9 were males. The indication here is that, there were more female respondents than we have males in the study.

Table 4.1: Age distribution of participants

| Variable | Category | Frequency | Percentage |
|-----------|----------------|-----------|------------|
| Age Group | 21-30 years | 4 | 10 |
| | 31-40 years | 28 | 70 |
| | 41-50 years | 6 | 15 |
| | Above 50 years | 2 | 5 |
| Total | | 40 | 100 |

Source: Fieldwork data (2018)

Age of the respondents is presented in Table 4.1. The results clearly shows that the modal age group was 31-40 (n=28, 70%) with the least represented age group 2 (5%) be above 50years. Also, 6 (15%) of the respondents were between the ages of 41 and 50 years whereas 4 of them representing 10% of the total participants were between the ages of 21 and 30 years. The distribution means that participants in the study were adults. Therefore, their views can be said to be reliable as tutors at the colleges.

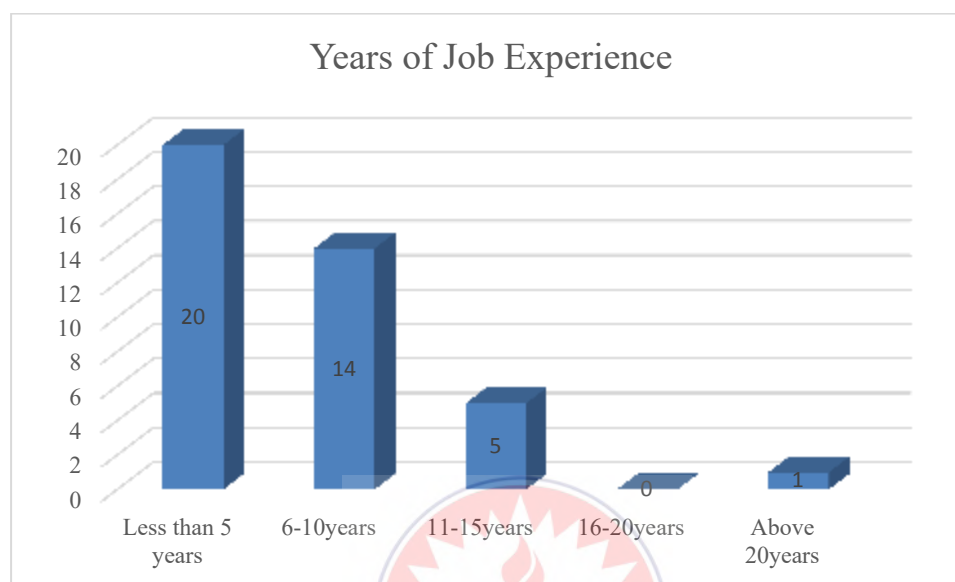


Source: Fieldwork data (2018)

Figure 4.2: Participants professional ranks

In regards to the participants' ranks within the profession, it was observed that 14 (35%) of the tutors representing the majority had attained the rank of nursing officer. Ten (25%) of the participants had also reached senior tutor rank while 7 (17%) of

them had reached the rank of principal tutor. From the demographic results in Figure 2, four (10%) of the participants had attained the lowest rank of tutor with 3 (8%) of them being in the rank of principal nursing officer. Two (5%) of the participants remaining had the rank of deputy chief health tutor representing the minority.



Source: Fieldwork data (2018)

Figure 4.3: Participants' years of job experience

From Figure 4.3, the data results revealed varieties in the number of years of teaching among the nursing college tutors. Twenty of the teachers forming the majority had taught for a period less than 5 years, 14 had taught for a period between 6-10 years while 5 taught for a period between 11-15 years. The remaining tutor had taught for 20 years and above with no one taught between 16-20 years. It could therefore be seen that, more of the tutors were found to have had some years of teaching experience that is not more than 5 years.

4.3 Quantitative results from the questionnaire

Research Question 1: What is the practice of staff performance appraisal at the two selected Colleges of Community Health Nursing?

In relation to the first research question, the study aimed at gathering data on the practice of staff performance appraisal at the two selected Colleges of Community Health Nursing using questionnaire. Table 4.2 details the results as follows:

Table 4.2: Practice of staff performance appraisal at the Colleges of Community Health Nursing

| Items | A | N | D | M | SD |
|---|-----------|-----------|-----------|------|-----|
| | F (%) | F (%) | F (%) | | |
| Performance appraisal (PA) consumes too much of my time and effort. | 32 (80) | 1 (2.5) | 7 (17.5) | 2.63 | .77 |
| Supervisor identifies those who have potentials for promotion to positions of greater responsibility to appraise. | 19 (47.5) | 7 (17.5) | 14 (35) | 2.13 | .91 |
| Performance appraisals are conducted only when staff are due for promotion | 15 (37.5) | 3 (7.5) | 22 (55) | 1.83 | .96 |
| Performance appraisal identifies those with potentials for training. | 18 (45) | 9 (22.5) | 13 (32.5) | 2.13 | .88 |
| Advance preparation is made with supervisor before the appraisal process | 13 (32.5) | 12 (30) | 15 (37.5) | 1.95 | .85 |
| Performance appraisal uses job description as measurable criteria. | 35 (87.5) | 2 (5) | 3 (7.5) | 2.80 | .56 |
| Feedback on performance appraisal is communicated to staff by the supervisor. | 21 (52.5) | 7 (17.5) | 12 (30) | 2.22 | .89 |
| Performance appraisal is regularly conducted to identify strengths and weaknesses of tutors for the needed support to be given | 26 (65) | 7 (17.5) | 7 (17.5) | 2.47 | .78 |
| The rater works to establish and maintain a positive relationship with the tutors | 25 (62.5) | 12 (30) | 3 (7.5) | 2.55 | .64 |
| Performance appraisal practice is periodically reviewed and changed to ensure its effectiveness. | 8 (20) | 13 (32.5) | 19 (47.5) | 1.72 | .78 |
| After assessment, discussion meeting is held with my supervisor to review my performance. | 18 (45) | 8 (20) | 14 (35) | 2.10 | .90 |
| The discussion with my supervisor focused on the contribution I make and my capability for my continuous development. | 24 (60) | 4 (10) | 12 (30) | 2.30 | .91 |
| The supervisor discusses ways of overcoming challenges identified during performance appraisal. | 20 (50) | 11 (27.5) | 9 (22.5) | 2.28 | .82 |
| These appraisal methods is (are) used in your College (such as numerical rating scale, management by objective, checklist etc.) | 31 (77.5) | 1 (2.5) | 8 (20) | 2.58 | .81 |

Source: Fieldwork data (2018)

Key: [A–Agree, D–Disagree, N–Neutral, F–Frequency, M–Mean, SD–Standard Deviation]

Table 4.2 presents participant's view about the practice of staff performance appraisal at the colleges. A cursory look at Table 4.2 indicated the range for the mean and standard deviation scores as 1.72 to 2.80 and .56 to .96 participants respectively. In a bid to find out from participants whether performance appraisal (PA) activity at their college consumes too much time and effort, table 4.2 revealed 32 (80%) of the respondents subscribed to the statement with 7 (17.5%) registering their disagreement. Only one (2.5%) of them was uncertain about the statement which attracted a mean of 2.63 and a standard deviation of .77. This indicates that, most tutors have discovered that performance appraisal (PA) activity at their college consumes too much time and effort.

It was indicated in the quantitative data that performance appraisal at the colleges consumes too much time and effort. In view of this, a question of what limits the success of appraisal of appraisal at the colleges was asked in the interview. One of the respondents commented in the following excerpt by respondent # 6:

Pressure of work sometimes makes them unable to avail themselves to be appraised even though they know performance is beneficial. Also, getting time to set objectives and meeting the supervisor for appraisal has always been a problem due to pressure of work since appraisal takes a lot of time.

It was again revealed that, 18 (45%) of the tutors forming the majority agreed that after assessment, discussion meeting is held with the supervisor to review their performance during the appraisal whereas 14 (35%) of them declined. Eight (20%) of the remaining were found not be covered in their response to the question and which yielded a mean of 2.10 and standard deviation of .90. This means that, supervisors hold discussion meeting with tutors after assessment to review their performance. On whether the supervisor discusses ways of overcoming challenges identified during performance appraisal, a mean score of 2.28 and a standard deviation score of .82

were obtained. The majority, 20 (50%) of participants responded that supervisors discuss ways of overcoming challenges identified during performance appraisal whereas 9 (22.5%) of them declined. Eleven (27.5%) of the tutors however declared their neutral position for the same statement. The indication here is that, majority of tutors disclosed that their supervisors discuss ways of overcoming challenges identified during performance appraisal sessions at the college.

The results from the analysis of participants' responses as presented in Table 4.2 again show a mean of 2.22 and a standard deviation of .89 for the statement „Feedback on performance appraisal is communicated to staff by the supervisor“. In relation to this question, 21 (52.5%) of the participants responded in favour whereas, the 12 (30%) participants responded otherwise. However, 7 (17.5%) of the respondents stated that they are uncertain about the question.

The questionnaire data indicated that, feedback on performance appraisal is communicated to staff by the supervisor but not regular, as declared by the majority of tutor participants. The researcher therefore explored through interview to elicit how often appraisal feedback is given in the colleges. Respondent # 3 mentioned that, “Yes feedback is good. It does help with continuous improvement, but in this school since the appraisal itself is not done regularly, feedback is also not regular. We continue to do the same things whether we are on the right path or not.”

As it is evident in table 4.2, nineteen (47.5%) of the tutor participants declined to the statement that performance appraisal practice in the college is periodically reviewed and changed to ensure its effectiveness. Only 8 (20%) of them registered their agreement with 13 (32.5%) being uncertain about the question. The statement however yielded a mean of 1.72 and standard deviation of .78. This therefore

indicates that supervisors normally do not review performance appraisal practice periodically to improve upon practice.

From the quantitative results, most respondents indicated that performance appraisal is regularly conducted to identify their strengths and weaknesses for the needed support to be given. In view of this, the researcher sought to gain insight on how often tutors are appraised at the colleges. It was revealed that respondents are only appraised when it is due for promotion. This is illustrated by the comments made by respondents # 1 and # 4 that:

It is supposed to be twice a year but we wait until it is time for promotion interview. So, it is usually between 3 to 4 years interval and that has come to stay that those who are due for promotion are the ones that avail themselves for appraisal. This sometimes occurs in a rush.

Infact, we are appraised when the Ministry of Health sends invitation to those due for promotion interviews. Ideally, it is twice a year but most times it is not done as scheduled.

In summary, it was revealed that tutors are only appraised when it is due for promotion despite the fact that many acknowledge its significant impacts on their teaching profession. Among the benefits, some tutors stated that performance appraisal helps them to identify their weakness and strengths and in turn work on it. Again, most tutors revealed that they are able to express their grievances and usually sort them out before their lesson delivery. Therefore, they described their relationship with the supervisor as cordial.

Research Question 2: What are the perceptions of tutors on performance appraisal in the two selected Colleges of Community Health Nursing?

In response to the second research question, the researcher used descriptive statistics to determine the frequencies, percentages, mean and standard deviation scores for

each of the 15 items on questionnaire constructed to address the issue the perceptions of tutors on performance appraisal. Results from the questionnaire data are presented in Table 4.3.

Table 4.3: Tutors' Perception of the Performance Appraisal Practices

| Items | A | N | D | M | S |
|--|--------------|--------------|--------------|----------|---------|
| | F (%) | F (%) | F (%) | | D |
| Employees participate actively in the appraisal process | 38 (95) | 1 (2.5) | 1 (2.5) | 2.9 3 | .3 5 |
| Staff performance appraisal practices help you realize what your performance has been with regards to objectives | 37 (92.5) | 1 (2.5) | 2 (5) | 2.8 8 | .4 6 |
| The performance appraisal practices of the Colleges should motivate me to work hard. | 20 (50) | 11 (27.5) | 9 (22.5) | 2.2 8 | .8 2 |
| Performance appraisal practices should be fair in the Colleges | 20 (50) | 11 (27.5) | 9 (22.5) | 2.2 8 | .8 2 |
| If I have a problem with my performance evaluation, the appraisal process should provide opportunity for me to communicate my concerns openly to my supervisor | 25 (62.5) | 10 (25) | 5 (12.5) | 2.5 0 | .7 2 |
| Good staff evaluation practices make me stay in the organization for longer periods. | 15 (37.5) | 18 (45) | 7 (17.5) | 2.2 0 | .7 2 |
| Inappropriate staff evaluation practices make me feel unsatisfied with the appraisal process. | 20 (50) | 13 (32.5) | 7 (17.5) | 2.3 2 | .7 6 |
| Staff Performance appraisal leads to improved staff performance in the organization. | 31 (77.5) | 7 (17.5) | 2 (5) | 2.7 2 | .5 5 |
| Performance appraisal identifies training and development needs | 30 (75) | 6 (15) | 4 (10) | 2.6 5 | .6 6 |
| Appraiser rates the staff based on the personal relationships with the staff. | 5 (12.5) | 11 (27.5) | 24 (60) | 1.5 3 | .7 2 |
| Tutors in the Colleges are satisfied with the results and feedback of performance appraisals | 15 (37.5) | 16 (40) | 9 (22.5) | 2.1 5 | .7 7 |
| The appraiser is qualified and knowledgeable in staff appraisal practices | 21 (52.5) | 13 (32.5) | 6 (15) | 2.3 7 | .7 4 |
| Appraisers and appraises should be adequately trained for the appraisal process in the College | 9 (22.5) | 16 (40) | 15 (37.5) | 1.8 5 | .7 7 |

Source: Fieldwork data (2018) **Key:** [A–Agree, D–Disagree, N–Neutral, M–Mean, SD–Standard Deviation]

Table 4.3 presents data on tutors' perceptions on performance appraisal at the Colleges of Community Health Nursing. From Table 4.3, it is indicated that the mean

and standard deviation scores ranges from 1.53 to 2.93 and .35 to .82 respectively. It is evident in Table 4.3 that, 38 (95%) of the total respondents agreed that employees must participate actively in the appraisal process whereas one (2.5%) disagreed with a mean score of 2.93 and standard deviation of .35. The one (2.5%) tutor remaining disclosed his/her indecision on the statement. This means that, majority of respondents believe that employees must participate actively in the appraisal process at the college.

On whether the performance appraisal practices of the colleges should be made to motivate tutors to work hard, a mean score of 2.28 and a standard deviation score of .82 were obtained. It was revealed that 20 (50%) of participants representing majority perceived that performance appraisal practices of the colleges should motivate tutors to work hard with only 9 (22.5%) of the participants declining to that perception. However, 11(27.5%) of the tutors are uncertain about this perception. The indication is that, most tutors hold the perception that performance appraisal practices of the colleges should be designed to motivate tutors to work hard. Also, concerning the question on whether performance appraisal practices should be fair in the colleges ($M = 2.28$, $SD = .82$), twenty (50%) participants conceded to the question with only 9 (22.5%) of them be in disagreement. Eleven (27.5%) of the tutors however were identified to hold neutral position of the said statement. The indication here is that most tutors hold the view that performance appraisal practices should be fair in the colleges.

From Table 4.3, it is revealed that, 5 (12.5%) of the participants declined to the statement that „If I have a problem with my performance evaluation, the appraisal process should provide opportunity for me to communicate my concerns openly to my supervisor“ with mean of 2.50 and standard deviation of .72. Meanwhile, 25 (62.5%)

of the participants forming the majority agreed to the statement that the performance appraisal process should provide them with the opportunity to express their grievances on the entire appraisal process openly to the supervisor. Ten (25%) of the tutors underscored their uncertainty about the stated position. This is an indication that, most tutors are of the view that the performance appraisal process should provide them with the opportunity to express their grievances on the entire appraisal process openly to the supervisor. It is again evident that, 30 (75%) of the tutor participants ascribed to the statement that performance appraisal should identify training and development needs of the supervisees with mean of 2.65 and standard deviation of .66. However, four (10%) of them disagreed whereas 6 (15%) remain neutral to the same statement. This means that, most of the tutors perceived that the performance appraisal activity should identify training and development needs of the supervisees.

It came out from the quantitative data that, there is a good relationship between tutors and supervisors of the colleges. The researcher through the interview further explored the nature of relationship that exists between tutors as appraisees and their supervisors before and after performance appraisal exercise. Participants disclosed that there exist cordiality between them and their supervisors, which is in line with the qualitative data. It was stated by respondent # 2 that “In this school, the relationship between staff and supervisor is already cordial so it does not change even before and after appraisal. We open up to each other.” Respondent # 6 also indicated that “I think it is cordial. Normally when I meet with my supervisors, I go through the objectives with her and I am guided to make changes where necessary. We also meet to have interview on the questions on the appraisal form.”

For the researcher to further inquire into the supervisor-supervisee relationship, a question was asked of whether respondents are able to express their grievances after appraisal. Most of the tutors stated that they are able to express their grievances and usually sort them out. Some of the respondents commented as follows: “Not quite. I don’t usually have grievances because we always agree on the final grading on my performance so, no issues.” (Respondent # 1) and “I usually don’t have any grievances since I sit with my supervisor to complete the exercise. Issues that come up are usually sorted out before we complete.” Respondent # 5)

In summary, most respondents are of the perception that, if they have problem with their performance evaluation, the appraisal process should provide opportunity for them to communicate their concerns openly to the supervisor. They also agreed to the perception that performance appraisal activity should identify training and development needs of the supervisees. Moreover, tutors believed that employees must participate actively in the appraisal process at the college. Again, they hold the perception that performance appraisal practices of the colleges should be designed to motivate tutors to work hard.

Research question 3: What are the challenges of staff performance appraisal practices at the two selected Colleges of Community Health Nursing?

In answering research question two, the study used questionnaire to gather data on the challenges of staff performance appraisal practices at the two selected Colleges of Community Health Nursing. The results are presented in the Table 4.4 below:

Table 4.4: Factors that inhibit performance appraisal in the colleges

| Items | A | N | D | M | SD |
|---|-----------|-----------|-----------|------|-----|
| | F (%) | F (%) | F (%) | | |
| Rater's evaluations are often subjectively biased by their cognitions and motives. | 6 (15) | 16 (40) | 18 (45) | 1.70 | .72 |
| Performance appraisal practices are not consistently effective. | 25 (62.5) | 8 (20) | 7 (17.5) | 2.45 | .78 |
| Supervisors do not have adequate skills in guiding appraisees in the appraisal process | 9 (22.5) | 17 (42.5) | 14 (35) | 1.88 | .76 |
| Appraisees do not sometimes have adequate understanding of the appraisal process | 23 (57.5) | 12 (30) | 5 (12.5) | 2.45 | .71 |
| Appraisees do not sometimes play active role in the appraisal process | 7 (17.5) | 11 (27.5) | 22 (55) | 1.62 | .77 |
| Feedback on appraisees performance is not always given so appraisees sometimes feel reluctant to avail themselves for appraisals | 20 (50) | 10 (25) | 10 (25) | 2.25 | .84 |
| The supervisor's personal values and biases sometimes replace organizational standards in the evaluation process. | 12 (30) | 13 (32.5) | 15 (37.5) | 1.92 | .83 |
| The validity of the ratings is reduced by supervisor's resistance to give actual ratings deserved by the appraisee. | 13 (32.5) | 9 (22.5) | 18 (45) | 1.88 | .88 |
| Poorly organized performance appraisal practices at the College do not reflect the actual performance of staff and therefore create fear. | 6 (15) | 14 (35) | 20 (50) | 1.65 | .74 |
| The existing performance appraisal practice in the Colleges is a tiresome process. | 11 (27.5) | 16 (40) | 13 (32.5) | 1.95 | .78 |
| Overly challenging performance appraisal goals can bring negative performance appraisal practice outcome. | 16 (40) | 11 (27.5) | 13 (32.5) | 2.08 | .86 |
| Performance appraisal is advantageous to quality improvement. | 31 (77.5) | 7 (17.5) | 2 (5) | 2.73 | .55 |

Source: Fieldwork data (2018) **Key:** [A–Agree, D–Disagree, N–Neutral, F–Frequency, M–Mean, SD–Standard Deviation]

Table 4.4 illustrates the challenges of staff performance appraisal practices at the college level. As it is evident in Table 4.4, the survey items were scored variously

ranging from standard deviation of 1.62 to 2.77. The mean score ranges between .55 and .88. This means that, majority of tutors on average conceded that the outlined factors actually inhibit performance appraisal in the Colleges. It is evident in table 4.4 that, 18 (45%) of the respondents declined to the statement that rater's evaluations are often subjectively biased by their cognitions and motives whereas the 6 (15%) agreed with a mean score of 1.70 and standard deviation of .72. Sixteen (40%) of the respondents stated that they are not certain with that assertion. This indicates that, majority of respondents believe that rater's evaluations on their performance are not biased. Again, 23 (57.5%) of the participants were found to agree with the statement that the appraisees do not sometimes have adequate understanding of the appraisal process with a mean score of 2.45 and a standard deviation score of .71. On the same statement, 5 (12.5%) of the participants representing minority disagreed with 12 (30%) of them being not certain. The indication is that, most tutors perceive the statement that appraisees do not sometimes have adequate understanding of the appraisal process as a challenge to effective performance appraisal.

Moreover, concerning the question that „Feedback on appraisees“ performance is not always given so, appraisees sometimes feel reluctant to avail themselves for appraisals“, 20 (50%) of the total participants agreed with 10 (25%) of them be in disagreement. Ten (25%) of the remaining tutors were neutral of this assertion which attracted a mean score of 2.25 and a standard deviation score of .84. This indicates that, most of tutors hold the view that the inadequate feedback from performance appraisal is a challenge to its success. It is also evident from Table 4.4 that, 16 (40%) of the tutor participants agreed to the statement that „Overly challenging performance appraisal goals can bring negative performance appraisal practice outcome“ with a mean of 2.08 and standard deviation of .86. However, 13 (32.5%) of the participants

declined to the statement while 11 (27.5%) were undecided. The indication here is that, most respondents are apprehensive of the overly challenging performance appraisal goals that can bring negative performance appraisal practice outcome.

From the quantitative results, it was revealed by the participants that among the challenges faced in the appraisal practice was lack of immediate feedback, and the fact that the appraisal system does not have positive impact what they do. Due to this, the researcher sought to explore more on what factors hinder appraisal system in the colleges through interview. Respondents shared their views with the following excerpts by respondents # 3 and 4 respectively.

The major limitation I think is that, it is used as a requirement for promotion interview and not as a tool for improving performance. Again, it is not regular so it does not help with continuous performance improvement which is not the best.

Well, I think it is workload. The pressure of work sometimes makes me unable to avail myself to be appraised even though I know performance. Also, getting time to set objectives and meeting the supervisor for appraisal has always been my problem due to pressure of work.

The interview data further explored the impact performance appraisal on teachers' teaching, despite the challenges. Respondent # 3 narrated that: "Personally, it helps me to identify my weakness and strengths so that, I can work on my weaknesses. But because it is not done regularly, the impact is not felt much."

Respondent # 1 also said, "it does have an impact, in the sense that it helps have a yardstick to guide my teaching. I am able to deduce whether I have been able to perform well or not, then I try to improve."

While some respondents reported that performance appraisal has impacted their teaching life positively, one of the participants disclosed:

Practically, I will say "no" because we wait for too long to be appraised. Most times we are appraised when we had completed the

semester so we do retrospective thinking to remember some of the things done. So for me, it has no impact on my performance. I do what I have to do.

In summary, it has been revealed that, lack of continuity, workload and time factor are some of the major challenges confronting respondents in their participation in the performance appraisal. Most respondents also conceded that, the rater's biases regarding performance evaluation is one of the challenging factors they encounter as appraisers. It was revealed again that respondents are apprehensive of the overly challenging performance appraisal goals that can bring negative performance appraisal practice outcome.

Research question 4: What are the support systems of staff performance appraisal practices in the two selected Colleges of Community Health Nursing?

The study, in response to the research question four gathered data on the support systems of staff performance appraisal practices at the two selected Colleges of Community Health Nursing using questionnaire. The results are presented in the table 4.5 below:

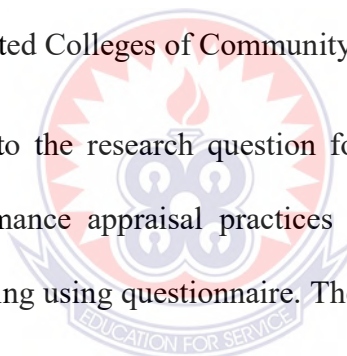


Table 4.5: Support systems of performance appraisal in the colleges

| Items | A | N | D | M | SD |
|--|-----------|-----------|-----------|------|-----|
| | F (%) | F (%) | F (%) | | |
| There is a clear policy on performance appraisal practices which is always followed in the College. | 16 (40) | 13 (32.5) | 11 (27.5) | 2.13 | .82 |
| Tutors are always actively involved in the appraisal process | 23 (57.5) | 10 (25) | 7 (17.5) | 2.40 | .78 |
| There is regular training for staff on performance appraisal development in the Colleges.- | 2 (5) | 11 (27.5) | 27 (67.5) | 1.37 | .59 |
| Performance Appraisal determines“ individual and organizational training and development needs. | 23 (57.5) | 10 (25) | 7 (17.5) | 2.40 | .78 |
| There is regular feedback on the performance of staff to generate and sustain their interest in the performance appraisal practices. | 19 (47.5) | 12 (30) | 9 (22.5) | 2.25 | .81 |
| The use of performance appraisal is supported and encouraged by management of the Colleges | 22 (55) | 16 (40) | 2 (5) | 2.50 | .60 |
| Supervisors recommend staff for further training based on appraisal results. | 23 (57.5) | 9 (22.5) | 8 (20) | 2.37 | .81 |
| Management offer employees moral support during the appraisal exercise. | 2 (5) | 12 (32.5) | 25 (62.5) | 1.43 | .59 |
| Supervisors provide adequate resources for the appraisers to achieve their objectives. | 10 (25) | 8 (20) | 22 (55) | 1.70 | .85 |
| The tutors are rewarded to motivate and develop their interest in performance appraisals. | 2 (5) | 14 (35) | 24 (60) | 1.45 | .60 |
| Perception of appraisees on performance appraisal is minimized by clarifying the purpose of the process. | 5 (12.5) | 20 (50) | 15 (37.5) | 1.75 | .67 |
| There is constant supervision of the work of appraisees in the Colleges for effective performance appraisal practices. | 5 (12.5) | 22 (55) | 13 (32.5) | 1.80 | .65 |
| Supervisors set goals with the staff to know their expectations, and reviews are always based on the objectives to increase fairness in the evaluation | 11 (27.5) | 14 (35) | 15 (37.5) | 1.90 | .81 |
| There is support from supervisors whenever a challenge is identified | 13 (32.5) | 19 (47.5) | 8 (20) | 2.12 | .72 |
| The supervisors of the Colleges provide opportunity for staff to challenge appraisal ratings/ results | 2 (5) | 9 (22.5) | 29 (72.5) | 1.33 | .57 |

Source: Fieldwork data (2018)

Key:[A–Agree, D–Disagree, N–Neutral, F–Frequency, M–Mean, SD–Standard Deviation]

Table 4.5 presents participants' view on the available support systems of staff performance appraisal practices at the colleges. Table 4.5 indicated the range for the mean and standard deviation scores as 1.33 to 2.50 and .57 to .85 participants respectively. In a bid to find out from respondents whether there is a clear policy on performance appraisal practices which is always followed in the college., Table 4.5 revealed 16 (40%) of the respondents who conceded to statement with a mean of 2.13 and standard deviation of .82. Eleven (27.5%) of the respondents declined whereas the remaining 13 (32.5%) were undecided. This is an indication that, a clear policy on performance appraisal practices in the college is perceived by most tutors as one of the support systems they have in ensuring appraisal success. On whether the use of performance appraisal is supported and encouraged by management of the colleges, a mean score of 2.50 and a standard deviation score of .60 were obtained with 22 (55%) of participants responded in favour while 2 (5%) stated otherwise. The remaining 16 (40%) participants did not decide on the statement. This means that, most tutors acknowledge the use of performance appraisal which is supported and encouraged by college management as one of the support system for performance appraisal.

From the quantitative data it was discovered that performance appraisal is supported and encouraged by management. Based on this finding, the interview explored whether the use of performance appraisal is supported and encouraged by management of the colleges. It was commented by respondent # 6 that:

Yes, I do receive support from my supervisor during appraisal sessions. When it is required of me, I set my objectives on a structured form and sent to my supervisor. Then I am invited later for the appraisal interview. My supervisor first goes through the objectives with me before the discussion and think that is how it should be.

Likewise, respondent # 1 stated that, “I will say yes because the supervisor encourages me to feel free to question and express any grievances. All issues that come up are resolved before completing the interview so I feel supported.

The results from the analysis of participants’ responses as presented in table 4.5 again show a mean of 2.82 and a standard deviation of 1.33 for the statement „The tutors are rewarded to motivate and develop their interest in performance appraisals“. In relation to this question, 24 (60%) of the tutor participants declined to the statement with only 2 (5%) of them conceding. Fourteen (35%) were found to be neutral in their position which yielded a mean score of 1.45 and a standard deviation score of .60. This is an indication that, tutors after performance appraisal are not rewarded in order to motivate and develop their interest/skills. The failure to reward performance has the propensity to derail the ultimate purpose of performance appraisal which is to improve practice. As it is evident in Table 4.5, twenty-nine (72.5%) of the participants agreed to the statement that supervisors of the colleges provide opportunity for staff to challenge appraisal ratings/ results with a mean of 1.33 and standard deviation of .57. Only 2 (5%) of the participants registered their disagreement whereas the remaining 9 (22.5%) tutors were uncertain. This indicates that, supervisors of the colleges do not provide opportunity for staff to challenge appraisal ratings/ results which can lead to professional conflicts. This is one of the key support system that every management can put in place to ensure the success of performance appraisal.

Even though the quantitative analysis revealed a higher frequency on the response that supervisors do not provide opportunity for staff to challenge appraisal ratings/ results which can lead to professional conflicts, it can be explained from the interview data that it is because the issues are usually addressed in the course of the interview to prevent conflicts: Respondent # 2 narrated that:

Oh, as for the opportunity to express my grievances it is there, just that I am always satisfied with my ratings since we agree on the ratings together. We usually arrive the final rating together so there is nothing to challenge.

Moreover, 19 (47.5%) of the tutor participants agreed to the statement that there is regular feedback on the performance of staff whereas 9 (22.5%) of them disagreed which attracted a mean of 2.25 and standard deviation of .81. The remaining twelve (30%) tutors were uncertain about the statement. This means that, most tutors perceive given feedback from performance appraisal as one of the support system put in place by the college management which is helping the entire appraisal process.

In summary, having a clear policy on performance appraisal practices in the college was counted by most tutors as one of the support systems they have in ensuring appraisal success. Giving feedback from performance appraisal was also considered as one of the support system put in place by the college management which is helping the entire appraisal process. Tutors disclosed that after performance appraisal, they are not rewarded in order to motivate and develop their interest/skills. Finally, most tutors acknowledge the use of performance appraisal which is supported and encouraged by college management as one of the support system for performance appraisal.

CHAPTER FIVE

ANALYSIS AND DISCUSSION OF FINDINGS

5.0 Introduction

In this chapter, significant findings on staff performance appraisal practices at the selected Colleges of Community Health Nursing are interpreted and discussed. The discussions highlight the major study findings based on the research questions, and the inferences made from them in view of findings from related previous studies.

These are:

1. Practice of staff performance appraisal at the Colleges of Community Health Nursing.
2. Perceptions of college tutors on performance appraisal.
3. The challenges of staff performance appraisal practices at the Colleges of Community Health Nursing.
4. The support systems of staff performance appraisal practices at the Colleges of Community Health Nursing.

5.1 Practice of Staff Performance Appraisal at the Colleges of Community Health Nursing

Effective practice of performance appraisal is not only vital for the survival of the organization but is also in the best interest of the employees. The underlying assumption of the performance management is that the individual employees can satisfy their needs and objectives by contributing to the attainment of the organization's objectives. This may result in employee's motivation and greater job satisfaction (Foot & Hook, 2008).

From the study, most tutors have discovered that performance appraisal (PA) activity at their college consumes too much time and effort. This is consistent to the findings of Cleveland, Murphy and Williams (1989) study which came to light that over 50% of respondents consider the appraisal process as a waste of time as they could not relate the appraisal process to their personal development.

It was also revealed that, supervisors hold discussion meeting with tutors after assessment to review their performance. This is encouraged to be done not judgmentally but rather in a way to appreciate the need for change or improvement. Chub, Reiley and Brown (2011) postulate that, the evaluative uses of appraisal in particular drive out real conversation and thereby reduce its potential developmental and motivational impact.

Moreover, it was discovered that supervisors discuss ways of overcoming challenges identified during performance appraisal sessions at the college. This is very crucial to the attainment of appraisal goals/objectives which is to improve practice. Strebler (2004) points to the problems with performance appraisals with their multiple objectives of setting targets, giving performance feedback, assessing potentials, discussing development needs, and determining performance-related pay increase.

Feedback is one of essential component of performance appraisal. Results from the study revealed that feedback on performance appraisal is communicated to staff by the supervisor. Kettner (2017) states that, falling short on timely feedback leaves employees without the knowledge that their performance must improve, or stifle their effort to change due to lack of specific information on what will help them meet their expectations. According to Pulakos (2009), a reason for not providing feedback to

employees is that the manager does not want to risk ruining the relationships with the employees or to a larger jeopardize their salary/promotion.

Furthermore, tutors' response indicated that supervisors normally do not review performance appraisal practice periodically to improve upon practice. This is however, one essential components of appraisal process that management have overlooked. Generally, performance review discussion is conducted before the interviews (Stone, 2010). Stone posits that before the interviews with employees, managers should make adequate preparation for the interview. Stone further stressed that, employers must review employees' job description, goal, and performance, consult with other managers who also know the employees, and list important points that will be discussed in the interview.

Every activity that is meant to develop the performance of employees of which performance appraisal seeks to do must be done on regular basis. From the study results, it was revealed that tutors are only appraised when they are due for promotion. As one respondent accounted during the interview that: "It is supposed to be twice a year but we wait until it is time for promotion interview. So, it is usually between 3 to 4 years interval and that has come to stay that those who are due for promotion are the ones that avail themselves for appraisal. This sometimes occurs in a rush. Macky and Johnson (2000) argue that, the importance of the performance management system is to continuously improve organizational performance, and this is achieved by improved individual employee performance.

5.2 Perceptions of College Tutors on Performance Appraisal

Individual's perception influences their way of life and how they respond to situation or activities. Nevertheless, employees' reactions and perceptions are not taken into account when analysing performance appraisal process in any organisation (Murphy & Cleveland 1995), which is a basic variable in the success of this process. From the results, it was revealed that majority of tutors believe that employees must participate actively in the appraisal process at the college. In the study of Narcisse and Harcourt (2008), it was found that employee participation in setting standards are uncommon, as many participants in their study complained that standards were lacking and wanted more involvement in standard setting. Employee participation in such discussions means that each employee knows what the standards are and performance limitations are taken into consideration when setting realistic targets.

Most tutors also hold the perception that performance appraisal practices of the colleges should be designed to motivate tutors to work hard. Every employee in an organization expects to be motivated either intrinsically or extrinsically in order to sustain his/her interest in the job performance. Research has expressed the need to link the appraisal process more directly with reward or sanctions thus, ensuring greater motivation (Nzuve & Ng'endo, 2012). However, managers are seldom rewarded for accuracy in appraisal (Sullivan, 2011).

It was also revealed that, most tutors hold the view that performance appraisal practices should be fair in the colleges. When the criteria for rating are subjective and not based on any measurable performance outcomes, it fails to result in satisfaction of the ratee. Waite and Stites-Doe (2000) relate it to the fairness in procedures and label it as procedural justice while distributive justice denotes fairness in the outcomes of a process. If the procedures are not perceived as fair, it is likely that the outcome will

also not be perceived as fair. Dessler (2011) asserts that, the evaluation of individual work performance should be free from bias and errors. Evaluation made should be based totally on work performance, and not on employees' attributes and developmental programmes needed to be implemented for poor performance.

Most tutors were found to be of the view that the performance appraisal process should provide them with the opportunity to express their grievances on the entire appraisal process openly to the supervisor. Dessler (2011) agrees by stating that, there should be a clear policy for employees to be able to talk with their immediate supervisor if they feel there is a concern. If they are not satisfied with their supervisor's response, or if for some reason they would like to override their immediate supervisor completely, they must take the concern to the next level of supervision. If they are not satisfied with the resolution, the employee should discuss the issue with a senior manager.

Moreover, majority of the tutors perceived that the performance appraisal activity should identify training and development needs of the supervisees. This is consistent with what Dipboye and de Pontbriand (1981) found in their study that, employees were more satisfied and had greater acceptance of the performance appraisal when employee development and performance improvement were emphasized in it.

5.3 The Challenges of staff performance appraisal Practices at the two colleges of community health nursing

In an attempt to effect positive change in the way things are wrongly done of perceived, challenges are said to be inevitable. Majority of tutors believe that rater's evaluations on their performance is not biased. According to Kuvaas (2006) the effectiveness of the performance appraisal process can only be made possible if the ratings of the appraisal are accurate. In practice, there are many possible errors or biases in the performance appraisal process. Raters are usually blamed for most of these errors.

Also, it was revealed that the appraisees' inadequate understanding of the appraisal process poses a challenge to effective performance appraisal. Most organizations assume that managers know how to conduct performance appraisals with the years of experience as managers. This usually leads to a number of problems in the appraisal process. Thomas and Bretz, (1994) state that, performance appraisal practices often suffer from design flaws due to inadequate training of supervisors.

Moreover, most of tutors hold the view that the inadequate feedback from performance appraisal is a challenge to its success. According to Pulakos (2009), a reason for not providing feedback to employees is that the manager does not want to risk ruining the relationships with the employees. Moreover, employees might not want to discuss their employment needs with the managers because they are afraid to jeopardize their salary and promotion

Furthermore, it was revealed that most tutors are apprehensive of the overly challenging performance appraisal goals that can bring negative performance appraisal practice outcome. Exploring more on the challenges of performance

appraisal, it was also revealed that, lack of continuity and limited time are some of the major challenges confronting tutors in their participation in the performance appraisal. As it was captured in an excerpt by one respondent as, “the major limitation I think is that, it is used as a requirement for promotion interview and not as a tool for improving performance. Again, it is not regular so it does not help with continuous performance improvement which is not the best.” When it comes to the frequency of appraisal, there are findings that suggest performance appraisals can be carried out more effectively on employees, if carried out twice a year (Shepard, 2005.) Others emphasize that the best practice is for the evaluation of performance to take place on a more regular basis (Gupta & Upadhyay, 2012; Moulder, 2011).

5.4 The support systems of staff performance appraisal practices at the two colleges of community health nursing

From the participants’ responses, it was revealed that a clear policy on performance appraisal practices in the college is one of the support systems they have in ensuring appraisal success. According to Danku, Soglo, Dordor and Borkor (2015), the process of appraisal and its purpose should be clearly explained and communicated to employees by the responsible authorities. They further argue that if the process of appraisal and result is not clearly explained and communicated to employees by the supervisor responsible, this can go a long way to affect the organisation of performance appraisal in the health service.

Again, most tutors who partook in study acknowledged the use of performance appraisal which is supported and encouraged by college management as one of the support system for performance appraisal. This implies that, college management makes good use of the results obtained from performance appraisal. Danku, Soglo, Dordor and Borkor (2015) emphasised that, failure to act on appraisal results is

another of the many challenges suggested by most respondents. They argue that, this describes the lack of commitment by authorities to the performance appraisal process.

Moreover, it was revealed that tutors after performance appraisal are not rewarded in order to motivate and develop their interest/skills. Meanwhile, Broadt-Preston and Steel (2012) have established that linking rewards with performance leads to commitment of employees in the appraisal system.

It was also disclosed that supervisors of the colleges do not provide opportunity for staff to challenge appraisal ratings/ results which can lead to professional conflicts. This however, contradicts what some of the tutors said in the interview that they are able to express their grievances and usually sort them out. According to Grote (2002) the performance appraisal system should have an appeal process for employees who do not agree with their assessment: allow employees to openly challenge or discuss their performance with managers without any adverse impact or retaliation; encourage employees to provide a written version of their performance; and provide a formal appeal process for employees to challenge their evaluations.

Last but not least, most tutors perceive giving feedback from performance appraisal as one of the support system that has been put in place by the college management which is helping the entire appraisal process. Redshaw (2008) indicated in her study that, the nurses who expressed nervousness in appraisals had previously thought their appraisals were poorly delivered or had negative outcomes due to inadequate appraisal feedback.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the summary of findings, conclusions and recommendations on the study.

This study examined staff performance appraisal practices at the Colleges of Community Health Nursing in Winneba and Twifo Praso, both in Central Region of Ghana. A mixed method approach was used to build understanding about staff performance appraisal practices at the colleges. A complete enumeration of 40 tutors was used for the study through census. The researcher used questionnaire and interview guide as the primary tools for collecting data. The questionnaire and interview guide were employed to collect quantitative and qualitative data respectively. The quantitative data was analysed using the SPSS version 20 whereas the qualitative data was thematically analysed.

6.1 Summary of key findings

1. The first objective of the study was to examine the practice of staff performance appraisal at the two selected Colleges of Community Health Nursing. From the study, it was discovered that performance appraisal activity at the colleges consumes too much time and effort. It was also revealed that, supervisors hold discussion meeting with tutors after assessment to review their performance and discuss ways of overcoming challenges identified during performance appraisal sessions. Moreover, study revealed that feedback on performance appraisal was communicated to staff by the supervisor. Furthermore, tutors' response indicated that supervisors normally do not review performance appraisal practice periodically to improve upon practice and that tutors are only appraised when it is

due for promotion. This is linked to Gregory's perception theory which explains perception to involve making influence about what we see and trying to make the best guess prior knowledge. This might influence how tutors respond to appraisal processes and how they think the process is marked with flaws at the Colleges.

2. The second objective of the study was to assess the perceptions of tutors on performance appraisal in the two selected Colleges of Community Health Nursing. It was revealed that majority of tutors believe that employees must participate actively in the appraisal process and that it should be designed to motivate tutors to work hard. This is affirmed by the expectancy theory which stresses that, increased effort can lead to increased performance. Tutors belief that, it is when they are motivated that they bring out their best in practice. This is influenced by the right resources available, the right skills to do the job, and necessary support to get the work done. It was also revealed that, most tutors hold the view that performance appraisal practices should be fair and at the same time provide them with the opportunity to express their grievances on the entire appraisal process openly to the supervisor. Also, majority of the tutors assert that the performance appraisal activity should identify training and development needs of the supervisees.
3. The third objective of the study was to challenges for effective staff performance appraisal at the two selected Colleges of Community Health Nursing. Results from the study revealed that the appraisees' inadequate understanding of the appraisal process poses a challenge to effective performance appraisal. Again, it was revealed that the inadequate feedback from performance appraisal is a challenge to its success. Moreover, it was revealed that most tutors are apprehensive of the overly challenging performance appraisal goals that can bring

negative performance appraisal practice outcome. The results further disclosed that the lack of continuity, workload and limited time are some of the major challenges confronting tutors in their participation in the performance appraisal.

4. The fourth objective of the study was to explore support systems of staff performance appraisal at the two selected Colleges of Community Health Nursing. Tutors disclosed that a clear policy on performance appraisal practices in the colleges was one of the support systems they have in ensuring appraisal success. This is confirmed by the goal setting theory proposed by Edwin Locke in 1968 which suggests that individual goals established by an employee play an important role in motivating him/her for superior performance. This is because the employees keep following their goals. The encouragement and support provided by college management for performance appraisal practices in the college was discovered as one of the support system for performance appraisal. Moreover, it was revealed that tutors after performance appraisal are not rewarded and also, supervisors of the colleges do not provide opportunity for staff to challenge appraisal ratings/results which can lead to professional conflicts. Giving feedback from performance appraisal was considered as one of the support system put in place by the college management to help the entire appraisal process.

6.2 Conclusions

Based on the findings of the study, the following conclusions could be drawn. This thesis identified and described a particular cornerstone of tutor appraisal, namely that it is a process and not an event, and therefore for it to be effective it has to be treated as such. The main purpose of tutor appraisal is to help the tutor to improve in his/her day-to-day duties of teaching and the facilitation of the students' learning. It is premised on the belief that a well-developed tutor performs his/her duties effectively and efficiently. The backbone of effective tutor appraisal is collaboration. There should be collaboration between the appraisee and appraiser, with regular meetings between the concerned parties to discuss and agree on issues to be looked into. From these meetings, achievable and realistic targets that are within the job description of the tutor should be discussed and agreed upon at each stage of the appraisal process. It is therefore very clear that tutor appraisal should recognize tutors as partners in the process and not objects to be developed by experts.

From both the literature reviews and the empirical findings, it emerged that participation, which basically is a democratic value is vital for the effectiveness of the appraisal process. In other words, both the appraisees and appraisers should be active participants in the appraisal process instead of one being a benefactor while the other plays the role of an expert. In a democratic country such as Ghana, it should be necessary to nurture such a principle among the people who are tasked with the human resources development in the institutions, and tutor appraisal can play a crucial role because it is based on collaboration. Finally, the evaluation of the current tutor appraisal with its conclusions and recommendations should help those who are responsible for managing tutors at the colleges and other higher institutions with very valuable data.

6.3 Recommendations

Based on the study results, the following recommendations could be made:

It was revealed from the study that the College management do not conduct the appraisal activity regularly. Therefore, it is recommended that the College Managements should to follow the policy of the Ministry of Health on the conduct of performance appraisal which would be in harmony with the strategic objectives of the institution. Also in order for the College Managements to get the full benefit from performance appraisal process, its practice should be intensified and conducted on regular basis.

The study revealed that supervisors normally do not review performance appraisal practice periodically to improve upon practice. The study therefore recommends that the college managements should review the entire appraisal process from time to time so as to get appraises abreast with the current trends in performance development.

The study also revealed that, tutors are not motivated at the end of the performance appraisal process. Therefore, feedback from appraisal process should be promptly given and properly discussed with tutors, a move that would enable them identify their strengths and weaknesses and the opportunities available for continuous improvement. This would also serve as a motivation to teachers who would in turn give off their best in their area of work

6.4 Suggestions for Further Research

It is suggested that more research work be conducted on the performance appraisal system being followed at the Colleges of Nursing in order to discover more facts about its conduct and further the course of providing scholarly materials for future references.

It is also suggested that more research be done to intensify education on performance appraisal as a tool to increase employee commitment in its conduct and to improve employee performance in organisations.

It is again suggested that further research be done in other institutions, as well as, in private institutions on the conduct of performance appraisals in order to do comparative analysis on the system prevailing in those sectors. This suggestion comes against the backdrop that the study has a limited scope thus, involving tutors of some selected College of Community Nursing.



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APPENDICES

APPENDIX A



UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

P. O. Box 25, Winneba, Ghana

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UEW/EAM/INT/24

March 27, 2018.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce Victoria Offei a student on the M.Phil. Educational Administration and Management programme of the Department of Educational Administration and Management.

Ms. Offei is working on a research project titled *“Investigation into Staff Performance Appraisal Practices in Two Community Health Nursing Colleges”*.

Please, give her the necessary assistance and co-operation.

Thank you.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Hinnah Kusi', written over a faint circular watermark of the university's logo.

Dr. Hinnah Kusi
Head of Department

cc: Dean, School of Graduate Studies

APPENDIX B**QUESTIONNAIRE ON STAFF PERFORMANCE PRACTICES FOR TUTORS****SECTION A. Your Demographic Background**

Please indicate your answers by **ticking** the appropriate response.

1. Sex Male Female
2. What is your age group? 21-30 years 31-40 years 41-50 years
Above 50
3. What is your rank within the profession?
4. How many years of experience do you have in your present job position?
Less than 5 years 6-10 years 11-15 years 16-20 years Above 20
years

SECTION B: Staff Performance Appraisal Procedures in the Colleges

The questions in the table below seek to assess staff performance appraisal practices of tutors in the two Colleges. Please tick [] to indicate your level of agreement or disagreement with each of the statements.

Strongly Agree (SA); Agree (A) Neutral (N); Disagree (D); Strongly Disagree; (SD).

| S/N | ITEM | SA 5 | A 4 | N 3 | D 2 | SD 1 |
|-----|---|---------|--------|--------|--------|---------|
| 1 | Performance appraisal (PA) demands too much time and effort from supervisors. | | | | | |
| 2 | Supervisor identifies those who have potentials for promotion to positions of greater responsibility to appraise. | | | | | |
| 3 | Performance appraisals are conducted only when staff are due for promotion | | | | | |
| 4 | Performance appraisal identifies those with potentials for training. | | | | | |
| 5 | Advance preparation is made with supervisor before the appraisal process | | | | | |
| 6 | Performance appraisal uses job description as measurable criteria. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 7 | Feedback on performance appraisal is communicated to staff by the supervisor. | | | | | |
| 8 | Performance appraisal is regularly conducted to identify strengths and weaknesses of tutors for the needed support to be given. | | | | | |
| 9 | The rater works to establish and maintain a positive relationship with the tutors | | | | | |
| 10 | Performance appraisal practice is periodically reviewed and changed to ensure its effectiveness. | | | | | |
| 11 | After assessment, discussion meeting is held with my supervisor to review my performance. | | | | | |
| 12 | The discussion with my supervisor focused on the contribution I make and my capability for my continuous development. | | | | | |
| 13 | The supervisor discusses ways of overcoming challenges identified during performance appraisal. | | | | | |
| 14 | <p>These appraisal methods is (are) used in your College</p> <ul style="list-style-type: none"> a. Numerical Rating Scale b. Management by Objective (MBO) c. Critical Incidence d. 360-Degree Appraisal e. Check lists f. Work standards | | | | | |



SECTION C: Perception of Tutors on Performance Appraisal in the Colleges

In this section the study seek to assess the perception of tutors of Winneba and Twifo Praso Nursing Colleges. Please tick [√] to indicate your level of agreement or disagreement with each of the statement.

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD).

| S/N | ITEMS | SA 5 | A 4 | N 3 | D 2 | SD 1 |
|-----|---|---------|--------|--------|--------|---------|
| 1 | Employees participate actively in the appraisal process | | | | | |
| 2 | Staff performance appraisal practices help you realize what your performance has been with regards you objectives | | | | | |
| 3 | The performance appraisal practices of the Colleges motivate me to work hard. | | | | | |
| 4 | Performance appraisal practices are perceived as fair in the Colleges. | | | | | |
| 5 | If I have a problem with my performance evaluation I can communicate my concerns openly to my supervisor | | | | | |
| 6 | Good staff evaluation practices make me stay in the organization for longer periods. | | | | | |
| 7 | Inappropriate staff evaluation practices make me feel unsatisfied with the appraisal process. | | | | | |
| 8 | Staff Performance appraisal leads to improved staff performance in the organization. | | | | | |
| 9 | Performance appraisal in the College identifies training and development needs | | | | | |
| 10 | Appraiser rates the staff based on the personal relationships with the staff. | | | | | |
| 11 | Tutors in the Colleges are satisfied with the results and feedback of performance appraisals | | | | | |
| 12 | The appraiser is qualified and knowledgeable in staff appraisal practices | | | | | |
| 13 | Appraisers and appraisees are sufficiently trained for the appraisal process in this College | | | | | |

SECTION D: Factors that Inhibit Performance Appraisal in the Colleges

The questions in the table below seek to assess the challenges of Performance Appraisal in Winneba and Twifo Praso Nursing Colleges. Please tick [√] to indicate your level of agreement or disagreement with each of the statement.

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD).

| S/N | ITEMS | SA 5 | A 4 | N 3 | D 2 | SD 1 |
|-----|---|---------|--------|--------|--------|---------|
| 1 | Rater's evaluations are often subjectively biased by their cognitions and motives. | | | | | |
| 2 | Performance appraisal practices are not consistently effective. | | | | | |
| 3 | Supervisors do not have adequate skills in guiding appraisees in the appraisal process | | | | | |
| 4 | Appraisees do not sometimes have adequate understanding of the appraisal process | | | | | |
| 5 | Appraisees do not sometimes play active role in the appraisal process | | | | | |
| 6 | Feedback on appraisees performance is not always given so appraisees sometimes feel reluctant to avail themselves for appraisals | | | | | |
| 7 | The supervisor's personal values and biases sometimes replace organizational standards in the evaluation process. | | | | | |
| 8 | The validity of the ratings is reduced by supervisor's resistance to give actual ratings deserved by the appraisee. | | | | | |
| 9 | Poorly organized Performance appraisal practices at the College do not reflect the actual performance of staff and therefore create fear. | | | | | |
| 10 | The existing performance appraisal practice in the Colleges is a tiresome process. | | | | | |
| 11 | Overly challenging performance appraisal goals can bring negative performance appraisal practice outcome. | | | | | |
| 12 | Performance appraisal is advantageous to quality improvement. | | | | | |

SECTION E: Support Systems of Performance Appraisal in the Colleges

The items in the table below seek to gather data on the support systems for tutor performance appraisal at Nursing Colleges. Please tick [√] to indicate your level of agreement or disagreement with each of the statement.

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD).

| S/N | ITEMS | SA 5 | A 4 | N 3 | D 2 | SD 1 |
|-----|--|---------|--------|--------|--------|---------|
| 1 | There is a clear policy on performance appraisal practices which is always followed in the College. | | | | | |
| 2 | Tutors are always actively involved in the appraisal process | | | | | |
| 3 | Appraisees are adequately prepared by supervisors before appraisal meetings | | | | | |
| 4 | There is regular training for staff on performance appraisal development in the Colleges. | | | | | |
| 5 | Performance Appraisal determines individual and organizational training and development needs. | | | | | |
| 6 | There is regular feedback on the performance of staff to generate and sustain their interest in the performance appraisal practices. | | | | | |
| 7 | The use of performance appraisal is supported and encouraged by management of the Colleges | | | | | |
| 8 | Supervisors recommend staff for further training based on appraisal results | | | | | |
| 9 | Management offer employees moral support during the appraisal exercise. | | | | | |
| 10 | Supervisors provide adequate resources for the appraisers to achieve their objectives. | | | | | |
| 11 | The tutors are rewarded to motivate and develop their interest in performance appraisals. | | | | | |
| 12 | Perception of appraisees on performance appraisal is minimized by clarifying the purpose of the process. | | | | | |
| 13 | There is constant supervision of the work of appraisees in the Colleges for effective performance appraisal practices. | | | | | |
| 14 | There is support from supervisors whenever a challenge is identified | | | | | |
| 15 | The supervisors of the Colleges provide opportunity for staff to challenge appraisal ratings/ results | | | | | |

APPENDIX C

INTERVIEW SCHEDULE TUTORS

1. How often are you appraised?
2. How would you describe the relationship between you as appraisee and the supervisor before and after performance appraisal exercise?
3. Are you able to express your grievances after appraisal?
4. Does performance appraisal have an impact on your performance as teacher? If yes, in what way?
5. What do you think are the limitations to the success of the appraisal system?



APPENDIX D

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

TOPIC: INVESTIGATION INTO STAFF PERFORMANCE APPRAISAL PRACTICES.

CONSENT FORM

I am carrying out a study on staff performance appraisal practices among tutors of two Nurses Training Colleges in the Central Region. This is purely for academic work and it is hoped that findings of this study will help both the staff and the Colleges to improve staff performance appraisal practices. It would be appreciated if the instructions for this questionnaire are adhered to in order to serve its intended purpose. You are kindly required to provide the most appropriate responses to the items. I wish to assure you of confidentiality and anonymity throughout this exercise. The time to spend in responding to this questionnaire is about forty (40) minutes.

Thanks for your cooperation.

Yours Sincerely,

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VICTORIA OFFEI