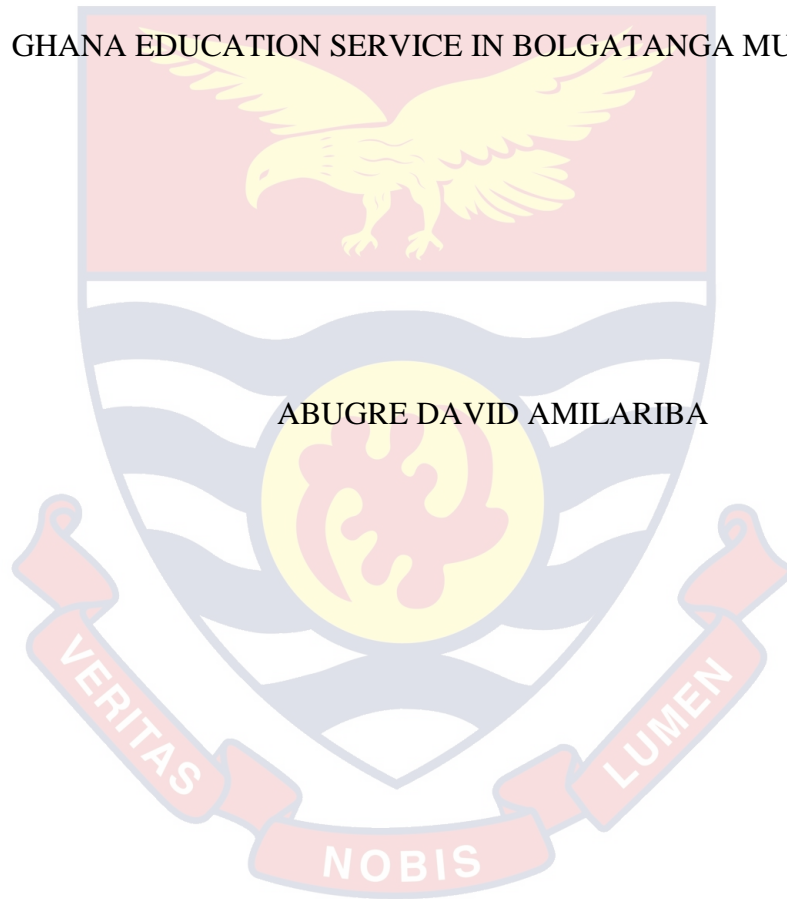


UNIVERSITY OF CAPE COAST

PERFORMANCE APPRAISAL AND EMPLOYEE PERFORMANCE IN
GHANA EDUCATION SERVICE IN BOLGATANGA MUNICIPALITY



ABUGRE DAVID AMILARIBA

2021

UNIVERSITY OF CAPE COAST

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GHANA EDUCATION SERVICE IN BOLGATANGA MUNICIPALITY



Dissertation submitted to the Department of Human Resource Management of the School of Business, College of Humanities and Legal Studies, University of Cape Coast in partial fulfillment of the requirements for the award of Master of Business Administration in Human Resource Management.

JULY 2021

DECLARATION

Candidate's Declaration

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

Candidate's Signature..... Date.....

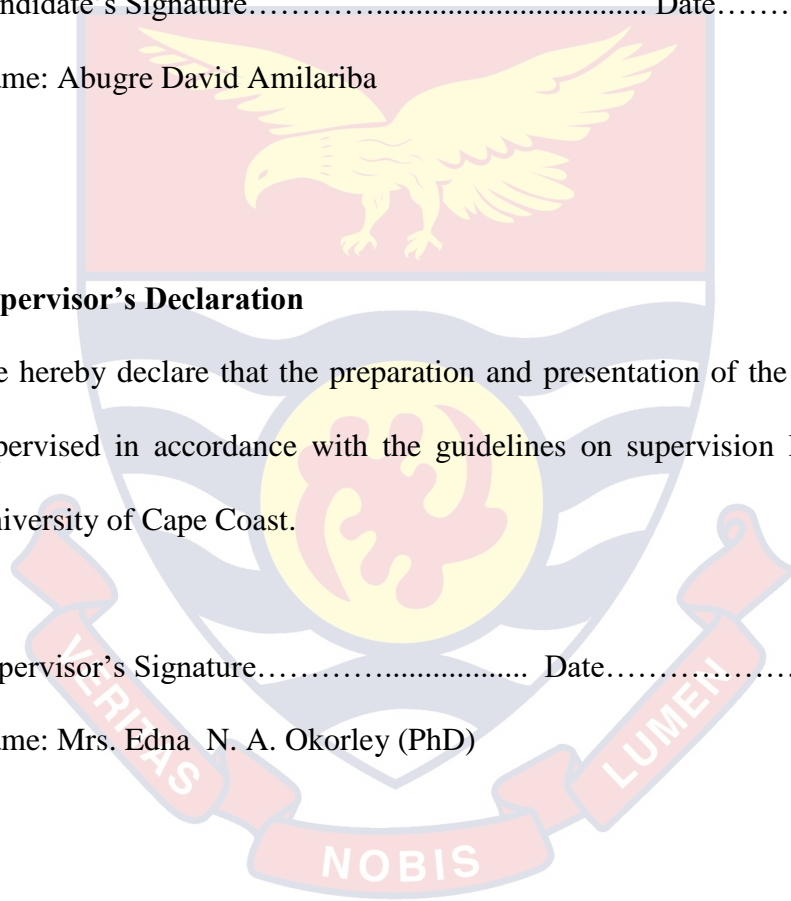
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Supervisor's Declaration

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

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

Name: Mrs. Edna N. A. Okorley (PhD)



ABSTRACT

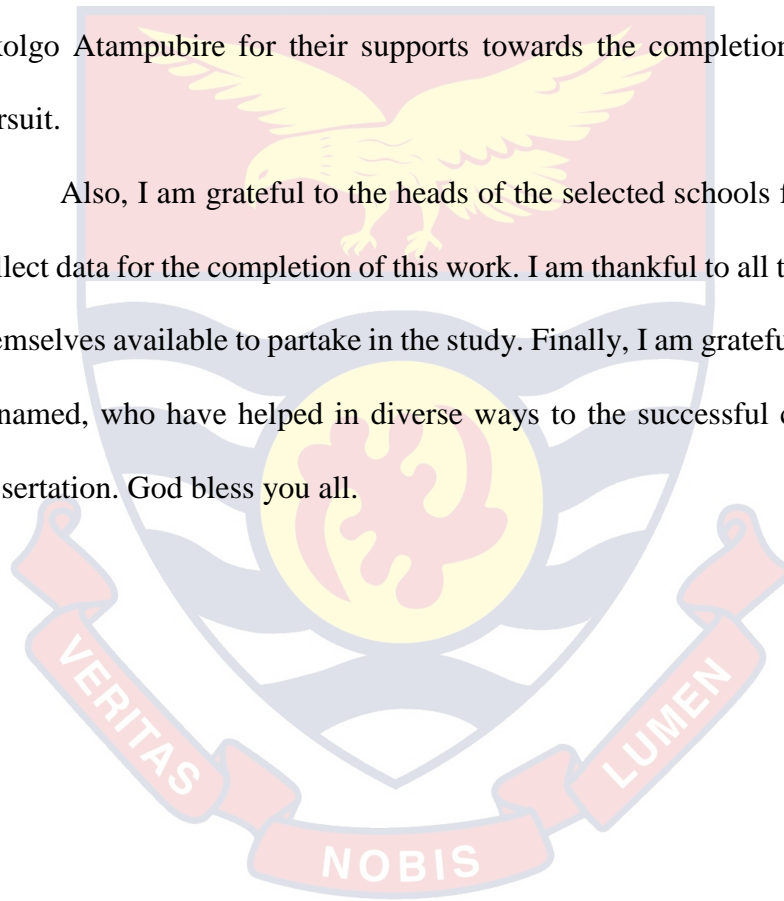
The study investigated the role of performance appraisal on employee delivery in Ghana education service in the Bolgatanga Municipality. Specifically, four research objectives were investigated. These are: to determine employee perception of performance appraisal at Ghana Education Service in the Bolgatanga Municipality; to examine methods of conducting performance appraisal at Ghana Education Service in the Bolgatanga Municipality; to ascertain the effects of performance appraisal on employee performance at Ghana Education Service in the Bolgatanga Municipality; and finally to assess the challenges associated with performance appraisal. The study relied on the quantitative approach and explanatory research design. A structured questionnaire was used to gather data from a sample of 196 drawn from a sample frame of 300. The data was then processed using the (IBM SPSS version 26). Both descriptive (mean and standard deviation) and inferential statistics (simple regression were used to address issues in the study. The study found that employees had varied perceptions of what performance appraisal constitutes. The study also found a statistically significant effect of performance appraisal on employees' performance at Ghana education service (GES) in the Bolgatanga Municipality. The also disclosed other challenges that entangle the conduct of performance appraisal. The study recommends that management of Ghana Education Service (GES) should occasionally hold dialogues with the employees to discuss issues of prominence such as the setting of performance standards and measuring performance so that collaboratively, the employees will feel involved in the performance appraisal process.

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DEDICATION

To my family and friends



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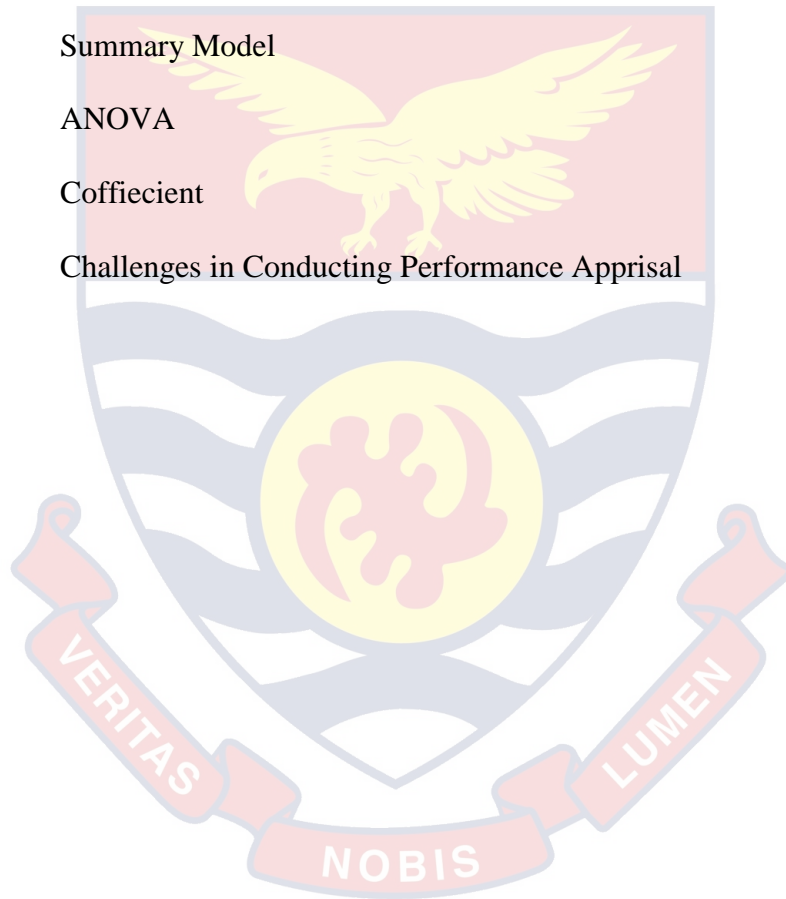
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CHAPTER ONE

INTRODUCTION

Organisations have long recognised human resources as the most strategic organisational resources. It thus suggests that no organisation can make it without harnessing the potential of employees. This is especially pronounced among service-oriented firms. Managers are confronted with the challenge of developing sustainable human resource strategies that are capable of optimizing business performance (Imran, Arif, Cheema & Azeem, 2014). To harness the potential of employees, organisations rely on human resource practices such a performance appraisal. The study examined the role of performance appraisal on employee performance in Ghana Education Service (GES) in Bolgatanga Municipality. This chapter provides information on the background and impetus for the study and the articulation of the study problem. The chapter also covered the specific objectives and research questions of the study, significance, delimitation and then concludes with the layout for the subsequent chapters of the study.

Background to the Study

Regardless of the frequent and numerous development of new technologies, rapidly increasing the world's globalization strategy and the design of intelligent robots is believed to probably replace human's capability in the future (Syed, Suriadi, Adams, Bandara, Leemans, Ouyang, & Reijers, 2020). Human resource still remains the most effective and important resource of an organisation (Karami, Farokhzadian & Foroughameri, 2017). Through this resource, an

organisation can improve its performance and achieve its objectives. However, for the effective and efficient use of this resource as well as for the improvement and achievement of the organisation objectives, a well-designed human resource management system such as performance management should be in place.

Performance management is an important human resource management process that provides the basis for the effective use of human resources that leads to an organization's performance improvement. According to Armstrong (2006), performance management is an organizational process that improves the performance of individual employees and teams systematically. According to Gassner, Gofen and Raaphorst (2020), performance management is a comprehensive process that brings together various actions that together contribute to the successful management of individuals and teams in order to attain high levels of organisational performance. The performance appraisal process is strategic in the sense that it addresses larger challenges and long-term goals, and it is integrated in the sense that it connects diverse areas of the business, people management, individuals, and teams.

A goal-oriented process aimed at ensuring that organisational procedures are in place to optimize the productivity of workers, teams, and, ultimately, the company (Munteanu & Newcomer, 2020). It plays an important role in achieving organisational strategy since it includes measuring and increasing the value of the workforce. An assessment, in relative to this performance, is an orderly system of measuring, reviewing, and assessing individual or team task performance (Armstrong. 2009). One of the fundamental aspects of every organisation that

pushes toward competitive advantage through continual performance improvement is employee performance (Kuranchie-Mensah & Amponsah-Tawiah, 2016). Performance appraisal is a tool to achieve results via knowledge and performance management within an agricultural framework of the intended aims, standards and skills requirements (Curzi, Fabbri, Scapolan & Boscolo, 2019).

In the absence of well-structured performance management, managers may have a tendency to judge employee work performance informally and arbitrarily (Deb, 2009). This according to author results in the absence of objective setting and feedback procedure, resulting in the performance appraisal being subjective and missing the core value of employee performance improvement and it's on employee performance (Munteanu & Newcomer, 2020). Performance appraisal is a management strategy that leverages employee feedback to achieve organisational. To put it succinctly, Ikemefuna and Chidi (2012), stated that employee needs regular and comprehensive information on how they are performing.

Performance appraisal has far-reaching implication for both employee and the organisation at large. For this reason employee performance must be evaluated and the appropriate feedback provided to the appraisee to make amends regarding their performance (Sharma & Sharma, 2017; Asamoah, 2012; Munteanu & Newcomer, 2020). The biasness of the assessor against the employee can have severe implication on the employees. Given the likelihood of the negative judgements about employee performance. According to Asamoah (2012), this occurs when assessors allow their preconceptions, prejudices and stereotypes to

impact the outcome negatively. Performance appraisal is one of the most difficult aspects of human resources practices (Maina, 2015). Performance appraisal should be related to strategic goals, focus on outputs, show the evidence available as a basis for measurement, and give a solid foundation for feedback (Mukanzi, 2013).

According to the goal setting theory employees are more motivated to perform when there is a reward at the end of the performance of a task or behaviour (Locke, 1979). Performance appraisal systems began as simple methods of income justification. That is, appraisal was used to decide whether or not the salary or wage of an individual employee was justified (Kuranchie-Mensah & Amponsah-Tawiah, 2016). The process was linked to outcomes. An employee whose performance is found to be less than ideal, suffers a cut in salary or remunerations. However, if an employee's performance is found better than the supervisor expected, a pay rise was in order. Performance appraisal results are used either directly or indirectly to help determine reward outcomes (Locke, 1979). That is, the appraisal results are used to identify the best performing employees who should get the majority of available merit, pay increases, bonuses, and promotions (Foss, Husted & Michailova, 2010). Also, appraisal results are used to identify the poorer performers who need training demoted or dismissed.

Performance appraisal is very important human resource practice because it makes employees to work hard and fulfil their responsibilities hence, contribute to the overall performance of the organisation (Maina, 2015). But, unless performance appraisal is performed effectively, it may not help the organization to achieve the objectives of conducting it in the first place that is, to improve organisational

performance (Rubin & Edwards, 2020). It worth emphasizing that are is no one best way of conducting performance appraisal. Organisations are opened to both the conventional approach and the modern methods in their quest to appraise the performance of their employees depending on the objective that the organisation seeks to achieve (Kuranchie-Mensah & Amponsah-Tawiah, 2016; Nutakor, 2019; Rubin & Edwards, 2020).

Employee Performance is a multi-dimensional construct, of which the measurement varies, depending on a variety of factors that comprise it (Foss, Husted & Michailova, 2010). Curzi, Fabbri, Scapolan and Boscolo (2019), also explained that employee performance is defined as the outcome or contribution of employees to make them attain goals (Rubin & Edwards, 2020). Performance therefore establishes a shared understanding about what is to be achieved and an approach to leading and developing people which will ensure that it is achieved (Bouskila-Yam & Kluger, 2011).

Conceivably, behaviours, results and upgrading are inseparable and interdependent variables and are all important in performance schemes (Mbonambi, 2016). Employee performance is referred to as being about doing the work, and about the results achieved (Andersen, Busi & Onsøyen, 2014). But although it has often been assumed that improving the individual performance would ultimately improve firm-level performance as well, establishing meaningful links between changes in individual performance and changes in organisational performance has been an elusive goal (Thurston & McNall, 2010; Sharma, Sharma & Agarwal, 2016).

Generally, one can say that performance appraisal is a method of evaluating the behaviour of employees in the work spot, normally including both the quantitative and qualitative aspects of job performance. Performance here refers to the degree of accomplishment of the tasks that make up an employee's job. It indicates how well an individual is fulfilling the work requirement. Often the term is confused with effort, but performance is always measured in terms of results and not efforts. Therefore with the help of the performance appraisal one can evaluate, identify gaps, suggesting improvements and rewarding good behaviour as well as outstanding performance of employees. It is against this background impetus that the present study is conducted to investigate the effect of performance appraisal on employee performance. The researcher seeks to establish whether performance appraisal influences employees performance or otherwise at Ghana Education Service in the Bolga Municipality.

Statement of the Problem

The attribution of employee as the most valuable resource of an organisation is underpinned by the way their performance is appraised, recognized and relevant motivation administered (Andersen, Busi & Onsøyen, 2014; Houldsworth, Marra, Brewster, Brookes & Wood, 2021). Many organisations have undergone significant reforms with right sizing efforts and now the performance contracts has become a yardstick through which employees' performance are measured (Solomons, 2006; Maimela & Samuel, 2016; Houldsworth, Marra, Brewster, Brookes & Wood, 2021). These among other changes have necessitated a study on influence of

performance appraisal on employee performance as it has not been established whether the reforms carried out by many organisations have influenced negatively or positively the performance (Thurston & McNall, 2010; Sharma, Sharma & Agarwal, 2016).

Furthermore, studies on the effect of performance appraisal on employee performance have focused on business entities (Mbonambi, 2016; Maimela & Samuel, 2016; Wigert & Harter, 2017; Zainon, Ismail, Ahmad, Shafi, Misman, Nawi, & Kadir, 2020; Houldsworth, Marra, Brewster, Brookes & Wood, 2021) neglecting public services (Kuranchie-Mensah & Amponsah-Tawiah, 2016). Besides, some studies found performance appraisal as insignificant predictor of employee performance (Manyaka and Sebola (2012; Maimela & Samuel, 2016; Kahya & Oral, 2018). Others (Wigert & Harter, 2017; Zainon, Ismail, Ahmad, Shafi, Misman, Nawi, & Kadir, 2020; Houldsworth, Marra, Brewster, Brookes & Wood, 2021) however found performance appraisal as a significant predictor of employee performance. These findings are contradictory. Which claim should be accepted? Conducting similar study could unfold the true state of affairs.

Correspondently, an anecdotal evidence suggest of employees performance at the Ghana Education Service in the Bolga Municipality has declined owing to the flexible performance evaluation measure (Kuranchie-Mensah & Amponsah-Tawiah, 2016). This raises a question regarding whether the performance appraisal measures do not exist or have not been properly implemented. Hence, research in this area is at a standstill. The aforementioned anecdotal evidence coupled with inconsistent findings in extant literature suggest that further research on the

influence of performance appraisal on the performance of employees required. It is therefore against this backdrop that the present study is conducted to examine the effect of performance appraisal and employee performance at the Ghana Education Service in the municipality of Bolgatanga in these contexts.

Purpose of Study

The general aim of the study was to investigate the effect of performance appraisal on employee performance in Ghana education service in the Bolgatanga Municipality.

Research Objectives

In order to achieve the overall goal of the study, the following specific research objectives were pursued.

1. Determine employee perception of performance appraisal at Ghana education service in the Bolgatanga Municipality
2. Examine methods of conducting performance appraisal at Ghana education service in the Bolgatanga Municipality.
3. Ascertain the effects of performance appraisal on employee performance at Ghana education service in the Bolgatanga Municipality.
4. Assess the challenges of conducting performance appraisal at Ghana education service in the Bolgatanga Municipality.

Research Questions

To achieve the specific research objectives, answers will be found for the following specific research questions.

1. How do employees perceive performance appraisal at Ghana education service in the Bolgatanga Municipality?
2. What are the methods of conducting performance appraisal at Ghana education service in the Bolgatanga Municipality?
3. What are the effects of performance appraisal on employee performance at Ghana education service in the Bolgatanga Municipality?
4. What are the challenges of performance appraisal at Ghana education service in the Bolgatanga Municipality?

Significance of the Study

The research findings will benefit many various stakeholders immensely. To start with, it is anticipated that the findings of this study will provide insights that the management of Ghana Education Service can rely on to make scientifically informed decisions as to how to manipulate the predictor's performance appraisal considered in the model to improve the level of employee performance. Similarly, the findings will provide enough evidence on how management can justify its investments in performance appraisal to improve employee performance. All insignificant indicators can be seen and worked on accordingly by Ghana Education Service. Again, the findings of this study may be useful for HR practitioners as it will provide information about the measurement of the constructs and how these

constructs could be manipulated to produce a desired state of output in work settings.

Students and researchers may also tap into the rich information that this study will bring on board to facilitate future researches. The study will serve as a source of literature regarding the interrelationship between performance appraisal and employee performance. It will also provide research gaps that can be exploited by students and researchers alike to better build knowledge concerning the association between performance appraisal and employee performance. Furthermore, the study may provide information that may contribute to theory building or justify existing supporting theories (considered in the study) in the African context. HRM practitioners may also see how the manipulation of the predictors can impact employee performance and this could serve as a guide to proposing solutions to other educational institutions where a similar set of conditions do exist.

Delimitation of the Study

The study is limited to the Ghana education service in Bolgatanga municipality; specifically, the study is restricted to the senior/technical schools in the Bolgatanga municipality. While a range of performance appraisal p are worth investigating, the study will focus on performance assessments in Ghana's education service in the municipality of Bolgatanga and the level of participation when the appraisal, training and effects of performance appraisal on on-line employment performance are considered worthwhile. There is no limitation to

inclusion based on demographic variables of gender religion, department of any special skills.

Limitation of the study

The researcher encountered some challenges in the process of conducting the study. Due to the outbreak of the COVID 19 in the early months of the year, data collection became cumbersome and has to take a long time before administering questionnaire to respondents. Apart from this constraint of the researcher, the study was focused on only four secondary schools in the Bolga Municipality out of over 800 in Ghana which seems small for a study like this for generalisation. The research should have included at least half of the secondary school in Ghana to allow for wider inclusion generalisation.

Definition of Terms

Motivation: Motivation is the excitement, intensity, direction and persistence of work over a period (Futrell 1999).

Performance Management: Performance management is an endless process by which persons and teams are identified, measured, developed and performance harmonized with business strategic goals.

Perception: Is a mode of apprehending truth and experience through the mind, allowing for the discernment of figures, shape, language behaviors, and action (Munhall 2008). Robbins, Judge, Odendaal and Roodt, (2013). Say that perception

is organized and interprets their sensory impression to give meaning to their environment.

Performance Appraisal: This is a management procedure in which the employee and the manager assess the extent to which the intended behaviors are shown and if the expected outcomes are attained.

Organisation of the Study

The study investigates the appraisal of the performance appraisal in the performance of employees, and organizes this dissertation into five major chapters. The chapter one captured information regarding the background and statement of the problem, research objectives and research question of the study, delimitation and limitation of the study, the significance of the study and how the subsequent chapters of the study are organised. The chapter two examined relevant literature, which examines the perception and identity of different academics regarding performance assessment and relationships, ratings accurate, recognition and objective determination and their performance contribution. The chapter three dealt with the methodological approaches employed for the study, population and sample size, sampling method, employed research tool, data collecting technics, and data analysis processes. In Chapter 4 the data gathered are evaluated and interpreted depending on the sampling and the method employed. Finally, in chapter five the researcher reviewed the results of the study and also made recommendations to help resolve the problem highlighted and as well provide suggestion for future research based on the limitation and results of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This literature review chapter examines the effect of performance management on employee performance at the Ghana Education Service in the Bolga Municipality. The review captures supporting theories underpinning the study and explaining the concept of performance appraisal and employee performance, the association between these two variables, an empirical review of various works done by other researchers that had bearing on the present study, as well as a conceptual framework explaining the nexus between the explanatory variables (employee performance) and the explained variable (employee performance) considered in the study.

Theoretical Underpinnings of the Study

The study is underpinned by the Goal Setting Theory proposed by Edwin Locke (1968). According to this theory, an employee's specific goals play an essential part in encouraging him to work well. The importance of goal setting is so well acknowledged that whole management systems, such as Management by Objectives, include goal setting fundamentals (Locke & Latham, 2004). This is due to the employees' continued pursuit of their objectives. Unless these goals are achieved, they either increase performance or modify the goals to be more realistic. If performance rises, the objectives of the performance management system will be achieved (Shoaib & Kohli, 2017). The setting of goals is usually regarded amongst

the most legitimate and helpful ideas for the motivation of psychological industry and organisation (Locke & Latham, 2019).

As a result, many people have learnt to create SMART goals, which are Specific, Measurable, Attainable and Relevant, and Time-bound (Locke & Latham, 2004). Inductively based on empirical study done for over forty decades, Locke and Latham's theory of targeting was one of the most effective theoretical models for motivations (Locke & Latham, 2019). It is based on the notion of the effects of conscious intentions (where goals are considered the object or aim of an action). While the theory of establishing goals is typically studied individually, its concepts at the organizational level are considered essential (Locke & Latham, 2004). Locke further argued that goal setting is useful for any job in which people have influence over their performance.

In this study, the relevance of this theory is based on the work of Lathan and Locke (1990), who highlight four related processes for performance appraisal. First, the goals focus on priorities; in other words, when particular goals are created for employees, they focus on the goals. Second, they promote effort, which means that people are encouraged to perform more efficiently and efficiently when they are tied to a certain incentive structure. Thirdly, they push people to apply their knowledge and skills to increase their chances of employee performance. Lastly, the more onerous the work, the more employees will use their whole severance package of their skill set. The mutual goal established between the supervisor and the subordinates given all the necessary resources helps to determine the level of employee performance for appropriate corrective measures if it occurs.

The Concept of Performance Appraisal

Performance appraisal is a formal, systematic method of monitoring and evaluating an employee's job performance (Bayo-Moriones, Galdon-Sanchez & Martinez-de-Morentin, 2020). The associated framework of a performance appraisal system is confusing due to the multiple metrics created by managers for analyzing outcomes in various settings (Idowu, 2017). Performance assessment is also seen to have a direct impact on employee job satisfaction and motivation (Selvarajan, Singh & Solansky, 2018). As a result, providing improved motivating strategies for high performance becomes a significant issue for human resource experts. In the modern day, every organization, whether public or private, requires a framework to evaluate the performance of its employees (Al-Jedaia & Mehrez, 2020). Managerial knowledge, ability, standards, dedication, and assessments may all have an impact on an employee's performance (Khan & Ikram, 2011)

According to DeNisi and Murphy (2017), asserted the performance appraisal system primarily used a merit rating was established via the close system for legitimizing employee salaries and performance. Actually, the management uses an employee performance appraisal system to enhance human potentials and therefore obtain the most advantage (Idowu, 2017). Performance appraisal is a tool that may be used to successfully manage an employee's performance. According to research, the performance appraisal framework establishes a link between supplemental pay and remunerates skilled workers, therefore increasing their inspiration and general dedication. (Giangreco, Doyle & Suter, 2012).

The performance appraisal may be defined as the methodical description of a person's job-related strengths and shortcomings in order to make a decision about the individual (Ahmad & Bujang, 2013). As a result, an appraisal framework might be seen as being highly dependent on crucial metrics that are neither appropriate nor acceptable, particularly for the representative whose performance is being evaluated (Aranda-Jan, Mohutsiwa-Dibe & Loukanova, 2014). According to the literature, performance appraisals are behaviors and outcomes that are used to identify how and why an employee is presently doing on the job and how the individual may perform more successfully in the future, benefiting the employee, the business, and society as a whole (Shabir, Nawchoo & Wani, 2017). To increase production, any organisation requires skilled employees. It is a conscious effort by the human resource department to appraise strengths and weakness (Goffin, Rothstein & Johnston, 1996).

The performance is not connected to the specific focal qualities, but rather to the relationship between the social and emotional surroundings (Bates & Holton, 1995). According to the current research, performance evaluation is critical for bringing professional allied conduct (Babin & Boles, 1996). Employees must believe that there is an examination system, improvements, awards, inspirations, and negative consequences and discontent in Performance management (PM). Employees who get a good mark on their exams are often motivated to do well and take care of their own performance (Colella, DeNisi & Varma, 1997). Performance measures explain specific work components and enhance the technique to assessing efficient or inefficient levels of work performance (Bernardin & Wiatrowski,

2013). In general, the incorrect items have been assessed and the improper approaches used by the firm have been (Shabir, Nawchoo & Wani, 2017).

The Concept of Employee Performance

Employee performance, according to Espinilla, de Andrés, Martíne and Martínez (2013), is split into two categories: task performance and contextual performance. A task performance refers to the outdated idea of a worker's ability to execute and accomplish a certain job (Motowidlo & Van-Scotter, 1994). Contextual performance is a type of performance that measures aspects of performance that are not related to specific tasks, such as undertaking, putting in extra effort, working together, adhering to the organisation's rules and procedures, and approving the organisation's goals that are critical in the job (Cook & Crossman, 2004). Employee job performance refers to an individual employee's degree of output in comparison to his or her colleagues on a variety of similar job behaviours and results (Sarwar, Ketavan & Butt, 2015). The performance of the employees may be described as an activity in which a person excels at his/her work under the normal limitations of an appropriate use of the available resources. Job efficiency is the result which differs between the effectiveness resulting from a certain degree of efficiency-related costs (Sarwar, Ketavan & Butt, 2015).

Performance standards are parameters for determining an employee's attitude at work. These standards cover more than just how an employee performs their duties. Employees are graded based on how successful and efficient they do their duties in comparison to a set of standards established by the employer, as

(Aguinis, 2009) states that the results of the employee's actions do not contain the results but simply their acts. According Rudman and Gustavsson (2012), employee performance is divided into four categories: general performance, human performance, technical performance, and administrative performance. Job performance is the result of three variables interacting skill, effort, and the type of work environment (Shabir, Nawchoo & Wani 2017).

Employees' skills are made up of their knowledge, talents, and competences; effort is the amount of motivation an employee puts forth in order to complete a task; and the nature of work conditions is the degree of adaptation made to the conditions in order to improve the employee's performance (Shabir, Nawchoo & Wani, 2017). The focus for the organizations is the performance of their employees regardless of the factors and conditions available. Some researchers (Appiah, 2010; Harrison & Harrison, 2000; Guest 1997) have shown that factors that in isolation and jointly affect employee performance include leadership, empowerment, coaching, participation, and organizational culture and training. From these factors, performance assessment can therefore be measured based on outcomes and the good organisation of services. This involves the regular measurement of improvement towards exact outcome on the customer-oriented process that focuses on make the most benefits and decreasing negative cost for customers of service and programs (Appiah, 2010).

Companies set employee performance criteria as a way to assess how an employee is performing and to offer training and coaching for performance development. Moore, (2017) also defined that in establishing the performance

standards, the quantity of work of an employee must directly affect how it is done. Employers demand high output and high excellence from their employees. If employees have work in excess, their performance will also be affected and if they do not have enough work to do, the business suffers. It is important to set achievable performance principles that are attainable while offering a task for the employee. But other studies have also assessed the performance of employees in particular (Purcell, Kinnie & Hutchinson 2003), while others saw this as an overview of organizational performance (Guest 1997). A study Shabir, Nawchoo and Wani (2017), described that efficient and timely execution of tasks given to employees by employers is seen as employee performance on the other hand; the two are connected in the sense that employee performance is a purpose of organisational performance. This is because employee performance impacts organisational performance in general.

Performance Appraisal and Employee Performance

According to Rudman and Gustavsson (2012), performance appraisal is an important component in an organization's capacity to enhance employee performance. Furthermore, there is a significant link between how businesses manage their people and the outcomes they accomplish. Human nature, according to Gilley, Gilley and McMillan (2009), is always in need of attention, and when it is given, whether favorably or adversely, it motivates people to accomplish more. The implementation of an effective Performance appraisal is one of the tools that managers use to inspire their staff (Performance Appraisal Policy). According to

Cook and Crossman (2004), when an employee's performance is being assessed, they generally get defensive. When an employee's performance is judged to be below average or below the level at which the employee sees his or her contribution, the manager is accused of bias. Disagreements regarding contribution and performance evaluations might lead to a tense scenario that lasts months (Mani, 2002).

According to Choon and Embi (2012), negative performance appraisal process feedback not only fails to inspire the average employee, but it might even drive people to perform worse. Employees with a high sense of self-esteem are more likely to be inspired to progress their performance by criticism (Sahoo & Mishra, 2012). It essentially describes what might be done better and how the employee could enhance their performance in the future. According to McDowall and Fletcher (2004), employees are more likely to perceive the Performance appraisal process as accurate and fair if the appraiser is knowledgeable and competent. Employees are more likely to be satisfied with their PA results if they can freely argue and discuss their work. Employees who understand how their occupations function within the framework of a team, according to Grund and Przemack (2012), may be able to contribute more successfully to the broader organisation.

The rest of the procedure depends on making the proper selection about which performance evaluation approach to employ (Hsu, Bhatt, Adolphs, Tranel & Camerer, 2005). The MBO or work-standards approach looks to be a great alternative for motivating employees by offering feedback on their performance

(Grund & Przemec, 2012). They are more likely to result in an inner commitment to higher performance if they entail genuine engagement. On the one hand, the MBO technique of performance assessment may alleviate some of the issues that occur when presuming that the personnel characteristics required for work success can be consistently recognized and assessed (Lepsinger & Lucia, 2009). The MBO approach focuses on actual outcomes rather than assumed attributes. These performance appraisal approaches can provide employees with a pleasant sense of independence and accomplishment (Choon & Embi, 2012). They can, however, lead to false expectations about what can and cannot be achieved in a reasonable amount of time. Numerous studies (Sahoo, & Mishra, 2012) have shown that goal-setting is a significant component in employee motivation.

Employees can be motivated by goals, which can help them concentrate their attention, persevere, and develop new and better methods to operate (Grund & Przemec, 2012). Traditional performance assessment, from the standpoint of Total quality management (TQM), can harm quality and teamwork by encouraging employees to compete against one another. Instead of assessing individuals, an alternative may be to rate teams (Grund & Przemec, 2012). Employees must be aware of how well they are doing at work and where they may improve. It is critical to understand that assessments are not the same as criticism. It may be essential to convey the necessity of meeting deadlines or modifying the way a work is completed. Unfortunately, many performance appraisals merely serve to irritate employees by adding additional duties to an already overburdened schedule (Armstrong, 1999). The introduction of electronic monitoring systems (including

performance appraisal software) is a recent development that should not be overlooked (Grund & Przemecck, 2012).).

Even though the entire system extends beyond just evaluating performance, it ought to be mentioned in this paper. It is utilized more than ever before, despite its harmful consequences on employees (Gilley, Gilley & McMillan, 2009). Managers fail to recognize that technological monitoring will never be able to completely replace the supervisory function. As a result, employee stress and work satisfaction are likely to grow. While more production is feasible, the quality and customer service are typically reduced (Dattner, 2015). Increased employee fear, severe weariness or exhaustion, sensation loss on the fingers, discomfort on the shoulder, and grief were found in a survey of monitored employee. In some situations, the tension connected with technological surveillance has real-world consequences. Employee stress may end up costing businesses more in medical costs in the long term.

Employee Perception on Performance Appraisal System

In line with its corporate strategy and functional goals, the performance appraisal system is how the company oversees its performance. The objective of this method is to establish a proactive, closed loop system that implements enterprise and functional strategies throughout all business activities, tasks and people and gathers feedback via a performance assessment system so that management choices are made accordingly (McDowall & Fletcher, 2004). However according to Gilley, Gilley and McMillan (2009), the phrase "performance appraisal" limits the

manager's capacity to work cooperatively with employees on their growth. This is due to the fact that the phrase appraisal is frequently regarded negatively, which can lead to defensiveness on the side of employees when participating in the review process.

According to Pulakos, Mueller and O'Leary (2008), managers and workers are hesitant to engage in frank talks of the performance of the company, and are seen to be a minimal administrative burden, rather than a successful approach in order to achieve business outcomes. A good performance appraisal process should establish a way for effective performance, provide performance feedback, and allow for a more equal compensation system. The performance method serves as the basis for assessing the performance and contribution of employees to the corporate goal of the organisation. It includes the projected outputs from personnel. The performance technique should be in accordance with the goals, relevant to the roles, explicit and quantifiable, within the authority of the workers, and understood and approved by the participants (Dattner, 2015).

According to Armstrong (2009), performance appraisal is not only a top-down procedure in which management communicate to their employees about their thoughts and create goals and conduct performance improvement initiatives. This isn't something to which individuals are exposed. As Buchner (2007) notes, an evaluation of performance should be carried out for individuals. However, performance evaluation is frequently an unpleasant, despised task that appears to elude expertise. Managers despise giving them, and employees despise getting them. Certain managers avoid feedback, encourage improved performance, make

sound choices, justify terminations, recognize requirements for training and development and defend staff decisions.

Performance appraisal serves various functions and better outcomes and efficiency in a globally competitive marketplace are becoming increasingly crucial. According to McDawall and Fletcher (2004), employee attitudes towards the appraisal process on the other hand bear some significance on creating appraisal's effectiveness. It is essential to decide the effectiveness of the appraisal process by understanding employee attitudes.

Methods of Conducting Performance Appraisal

There is a variety of approaches or performance appraisal methods. Selecting a single approach is rather complicated, and defining it as ideal. Such practices, according to Dexter (2005), can be loosely divided into two categories: traditional method and modern method. The traditional approaches are the performance appraisal methods which are relatively older. Those approaches are focused on observing the employees' personalities. They can include knowledge, initiatives, commitment, leadership, and judgment. Dexter (2005) claimed that there are two differences in the traditional performance appraisal method, that is organisational and development of employees.

According to Aggarwal and Thakur (2013), traditional (organisational or overall) approach focused mainly on the overall enterprise and invested in past success, while the modern approach regarded the employees as individuals and looked forward to using target setting. Performance appraisal using traditional

methodology has been used for recruitment purposes, employee reviews, and compensation decisions (O'Boyle, 2013; Sing & Vadivelu, 2016). The performance appraisal methods contributes to certain particular objectives, such as giving employees the chance to officially identify the path of an employee's desire, exhibit organisation, and encourage the employee who has attempted to perform effectively (Payne, Horner, Boswell, Schroeder & Stine-Cheyne, 2009). Certain conventional performance assessment methods, pair classification, critical incident and trait approaches, narrative or test assessment methods. Modern approaches include management by objective, behavioural anchored rating scales (BARS) and 360° feedback, 720° performance feedback etc.

Some Traditional Methods of Performance Appraisal

According to Sing and Vadivelu (2016), traditional methods are also referred to as trait methods because the appraisal process are structured to determine to what degree an individual exhibits certain quality such as competence, innovation, initiative and leadership that are deemed essential and desirable for the job and the company in general. Also, work-related features such as job experience, ability to complete a task, progress in carrying out plans, etc. can be added (Jaiswal, 2020). As there are different methods of rating people on the basis of such dimensions, there are several methods based on this approach. The reason that trait methods are the most popular is largely due to the ease with which they are developed (Fox, Bizman & Garti, 2005).

Essay/Statement Appraisal

This technique of performance appraisal requires management to write a narrative on an employee's performance (Jaiswal, 2020). The manager is frequently given instructions on what topics should be covered (Mehrotra & Phillips, 2013). The following is an example of a typical essay evaluation question: Describe this employee's performance in your own words, including amount and quality of work, job knowledge, and capacity to work with others (Sing & Vadivelu, 2016). Under this method the strength and weakness of the employee on the job are being appraised by his superior (Shaout & Yousif, 2014). Usually, the appraiser is instructed to describe the strengths and weaknesses of the employee, and to make recommendations for their development. Essay method is often used in conjunction with some other method of rating where the supervisor watches the subordinates continuously, and writes his assessment in the report (Segbenya & Bonsu, 2019).

Critical Incident Appraisal

The critical incidence appraisal demands management to keep an account of incidents involving employment behaviors which show the individual being evaluated to be both acceptable and unsatisfactory (Fox, Bizman & Garti, 2005). The events, as they occur over time, serve as a foundation for evaluating performance and delivering feedback to employees (Jaiswal, 2020). The primary disadvantage of this technique is that the management must keep track of occurrences on a regular basis, which may be tedious and time-consuming (Ijadi Maghsoodi, Khalilzade, & Hafezalkotob, 2018). Furthermore, the concept of a

significant occurrence is ambiguous, and various managers may interpret it differently (Sing & Vadivelu, 2016). This approach is believed to generate friction between the management and the staff if the employees think that the boss follows them (Shaout & Yousif, 2014; Jaiswal, 2020).

Ranking Methods

The ranking method of performance appraisal is usually employed when it is essential to compare the performance of two or more employees, the ranking technique of assessment is utilized (Jaiswal, 2020). The performance rating of one person is a result of the performance of other workers on the job, which distinguishes ranking techniques from other approaches (Farr, Fairchild & Cassidy, 2013). The superior in the order of their merit ranks his or her subordinates, starting from the best to the worst. It is the simplest and oldest method of valuing merit. Every employee as a whole is assessed without separating the levels from his results (Payne, Horner, Boswell, Schroeder & Stine-Cheyne, 2009). All the human resources department knows is that A is better than B. Neither the 'how' nor the 'why' are asked nor answered. There is no attempt to fractionalize what is measured into component elements. This method is subject to the halo and regency effects, although ranking by two or more raters is averaged to help reduce bias, but ease of administration and clarification. (Shaout & Yousif, 2014).

Rating Scales

Under this method, the scale at which a rater indicates the degree to which an employee possesses the trait or feature is represented by each trait or characteristic to be evaluated. This is the simplest and most popular technique for assessing performance of employees. The standard rating scale structure consists of several numerical scales, each reflecting a job-related performance criterion such as dependability, initiative, participation, efficiency, attitude and cooperation (Thurston & McNall, 2010). Under the rating scale appraisal method, each scale ranges from excellent to poor. On each criterion, the rater checks the appropriate performance level, and then calculates the total numerical score of the employee (Payne, Horner, Boswell, Schroeder & Stine-Cheyne, 2009). Subjectivity bias is reduced somewhat when the dimensions on the scale and the scale points are defined as precisely as possible. This can be achieved by training raters and by including descriptive appraisal guidelines in a performance appraisal reference packet (Andersen, Busi & Onsøyen, 2014).

Some Modern Methods of Appraising Performance

According to George (2016), one of the potential drawbacks of a trait-oriented performance appraisal or traditional method is that traits tend to be subjective and vague. One way to enhance a rating scale is by providing action explanations along a line, or spectrum (Goel, 2012). These descriptions allow the rater to readily identify the point at which a specific employee falls on the scale. Modern methods were developed specifically to describe what actions should or

should not be displayed on the job (Ail, 2016). Modern methods are also termed methods of behaviour and are often more useful in providing the developmental feedback to employees (Shaout & Yousif, 2014).

360 Degree Appraisal

The 360 grade appraisal is one of the evaluation procedures which in recent years has become quite important both for small and large companies (Deb, 2009; Lepsinger & Lucia 2009). By definition, the 360-degree evaluation approach requires an evaluation system combining various groups of reviewers' viewpoints who communicate with employees in the organisation. Examples include superiors (administrators and supervisors), colleagues and clients. The technique also requires a subjective view of the employee and its acceptance as a foundation for a multi-source and multi-rater appraisal (Grund & Przemek 2012). Horng Hsu, Liu, Lin and Tsai (2011) propose four main appraisal to be carried out through an examination of employees' skills, including a 360-degree appraisal framework. They include self- appraisal, direct supervision appraisal, subordinate assessment and peer appraisal.

The main idea behind a performance appraisal at 360 degree is that when multiple sources are used a considerable quantity of data may be collected about a single individual (Sahoo & Mishra, 2012). In other words, 360-degree appraisal systems allow for the acquisition of information on a person from various degrees and perspectives. Deb (2009) confirms these views by noting that it enables an employee to double-check its performance utilizing multiple evaluation sources.

The 360-grade approach to performance evaluation is also designed to help overcome defects in traditional techniques of evaluation including prejudices, subjectivity and halos (Hsu et al., 2005). According to Espinilla et al., (2013), when this assessment technique is used, even the boss is less inclined to condemn the employee.

Employees see 360-degree appraisal systems as more objective and reflective of their accomplishments, according to Sahoo and Mishra (2012). As such, accurate information may be used to analysis the training requirements of an employee is considered very successful. Despite the efficacy of 360 degree assessment methodology, a number of literary difficulties have been discovered that impede the performance of these systems. The use of a single domain category for 360-degree systems, such as numeric or linguistic, according to Espinilla et al., (2013) limits the capacity of reviewers to collection a plethora of data. Furthermore, it is challenging to correctly understand the final results since quantitative assessment does not always adequately reflect qualitative knowledge (Hsu et al., 2005).

Management by Objective (MBO) Method of Appraising Performance

Management by objective is characterized as one of the primary techniques of evaluation as a results-based evaluative system (Choon & Embi, 2012). From an MBO viewpoint, a range of main stakeholders, including managers, superiors, and workers, determine the performance appraisal program's goals. There are numerous stages to a typical MBO assessment methodology. Setting clear goals for the

employee is the first step in the cycle. Create an action plan that outlines how the objectives will be met. After that, the employee must carry out the action plan that has been developed.

It provides an unbiased method of measuring outcomes. In suitable situations, corrective action is done, as are new goals for the future (Sillup & Klimberg, 2010). The relevance and value of employee involvement is a basic aspect of the MBO, according to Huang et al. (2011). Peter Drucker, who said that objectives are vital in every field in which results and results affect the life of the firm directly, has promoted MBO in his philosophy (Armstrong, 2009). Drucker stressed the participatory objective setting and the self-evaluation as one of the main components of MBO, according to Armstrong (2009). While the MBO concept was pioneered by Drucker, the modernization of the concept was made by McGregor, one of the leading managers of the industry.

McGregor's approach to MBO reveals defects in traditional assessment techniques such as overemphasis on characteristics. Instead, McGregor supports a strategic approach whereby the subordinate generally establishes short-term goals and then analyses the progress towards these goals (Stein, 2010). The MBO model has proven that the firm and its workers have considerable efficiencies (Armstrong, 2009). The MBO method fosters fairness, double-way feedback and increases productivity of employees.

Similarly, Uduji (2013), stresses that the MBO technique helps to build an efficiency and fairness-based performance evaluation system when appropriately applied. Huang et al., (2011), while supporting the need for companies to use

MBOs, think that this approach is important for efficiency in the sense that staff stay adequate to achieve set goals. Employee adoption of organizational objectives is seen as one of the most significant motivators in the MBO process in this scenario. A detailed MBO literature survey still shows that such a performance assessment does not present any deficiencies. One of its main disadvantages is that there is no need to follow employees during their permanent job periods while dealing with any circumstances (Bipp & Kleingeld, 2011). In this case, the most effective use of the resources is maybe inadequate to attain the results by the employee in the evaluation. Bipp and Kleingeld (2011) nevertheless maintain that comparison assessments have been minimized by the MBO process, as no criteria are provided during the working cycle based on changing working conditions.

The Graph Rating Scale Method

In most companies, the graphical rating scale is the most widely used instrument for performance evaluation (Woods, 2012; Wirtz, 2004). In this sense, a graphical rating system is a quality checklist for performance evaluation. With the checklist, based on the aspect to be checked, the manager assesses the employee on an ordinary to outstanding scale. Woods (2012) has the option to use these scales on various jobs in combination with the renowned graphic rating. Often these scales take minimal money, effort and time to train. A number of characteristics of performance may be efficiently measured using the visual ratings (Panari, Guglielmi, Simbula & Depolo, 2010). To start, these scales can be used to assess the quality of the work of an employee. This scale assesses the employee's readiness

to satisfy circumstances, expectations and expected results consistently. Second, the scales may be used to assess if the available schedules, work time and planned tasks are utilised optimally for an employee. In addition, the working experience of the individual might be assessed. This comprises professional abilities gained via training, experience and on-the-job training (Panari et al., 2010).

Behaviourally Anchored Rating Scales

This type of performance evaluation is intended to examine behavioural perspectives in order to properly do a task. Despite their simplicity of use, graphical rating scales have a number of disadvantages that have been noted in numerous research. First, the scales' hierarchical architecture ignores the attribute pertinence features (Armstrong, 2009). In this case, Armstrong (2009) argues that some traits have to be deemed in various workplaces more necessary in certain occupations than others. In that way, the rating scales suffering from a structural benefit may be abolished, and thus the outcomes that the whole value of the staff cannot be achieved (Woods, 2012).

Challenges of Performance Appraisal

According to Cederblom and Pernerl (2002), managers and workers have mixed attitudes about performance assessment at best. Although most employees understand the perceived necessity of recording, discussing and establishing performance targets, many are dissatisfied that performance assessment in their businesses really benefits them (Longenecker & Nykodym, 1996). A typical

performance measurement method waste time and energy. It depresses and demotivates the human being, undermines trust and co-operation (Nickols, 2007). The results of different research on the problems of performance assessment are presented here as well as the repercussions of poor performance assessment. Oberg (1972) highlights three frequent problems in the assessment systems of performance: Too many supervisors and standards and ratings vary widely and occasionally unfairly; personal or prejudiced values can replace organizational standards, employees cannot be assessed because the communication fails and the validity of ratings can be reduced through monitoring failures, especially negative ratings and feedback, and employees can be interrupted. The groups continue to work to hamper the effectiveness of the review process (Bretz, Milkovich & Read, 1992).

The appraisal procedure takes little time, counselling is not educated and held responsible. In addition to potentially important sources of information on employee, colleague and subordinate performance, the function of an employee is ignored. Murphy and Cleveland (1995) discovered that an organization's performance assessment might damage in several respects. First, the system may highlight the individual's efforts and underline the team's work. Secondly, performance appraisal can frequently transmit conflicting messages regarding the most and least essential parts of work performance and the relevance of achievement. Third, performance assessment is typically a cause of dissatisfaction for managers and employees. Several implications of poor performance evaluations were highlighted in a study by Longenecker (2005).

The challenges involved are stifle performance improvement and a demotivation, a loss of confidence among managers, a loss of management attention to priorities, a breakdown in pay for performance systems, a reduction in management efforts for development, the creation of tension and ineffective goal-setting relations. In Longenecker's appraisal, it was determined to be a helpful approach for improving managerial efficiency. However, when done incorrectly, the organization is malfunctioning and has many unwanted repercussions. The idea of no individual feedback appears impractical as informal feedback from team leaders and co-workers is most likely to take place even without a formal evaluation and can be less systematic and more partial in nature.

Extant literature has shown that the process of performance appraisal is inherently defective that it cannot be perfected (Derven, 1990). On the other hand, there are many strong proponents of evaluation and some consider it to be an extremely essential element of organizational life (Lawrie, 1990). Roberts (1998) described both dissipation of performance assessment as being from blind advocacy to blatant dishonesty. There are several schools of thinking and opinion between these two extremes. While most individuals support the use of an assessment, many diverse perspectives exist on how and when the assessment is to be used.

Empirical Review

Egziabher (2018) looked at the impact of performance appraisal on staff performance. The study used a mixed research technique and an explanatory

research design. Explanatory and inferential statistics were employed to summarize and evaluate the obtained data. To assess the influence of the elements on the questionnaire, the survey was built using five point scale. The research was analysed using t-test, correlation, and regression analysis by SPSS version 20.0 data analysis software. The results demonstrate that all elements, since the accuracy of the rating is stronger and more important to impact the efficiency of employee performance, are important. The investigator advised that these variables be taken into consideration by organizations in order to accomplish the efficiency of employee performance and the aim of the appraisal.

Khan, Sattar Khan and Khan (2017) explored the link between performance appraisal and employee performance. The data indicate that there is a significant nexus between performance evaluation and the performance of Dera Ismail Khan commercial bank employees. A total of 150 bank workers were researched in Dera Ismail Khan, and it was determined that motivation, which is a moderating element, may affect employee performance and was regarded a decisive variable in employee performance. The results showed the interaction of performance appraisal and employee motivation as represented by more variance, but R^2 change =.006 is insignificant with $p = .168$ than just performance appraisal and employee motivation levels, which indicates that no moderation effects are observed between the performance appraisal and employees performance.

Idowu (2017) studied performance appraisal system's efficacy and its influence on employee performance. When the organization evaluates performance

as a motivating tool, the results of the study shown substantial beneficial results. Furthermore, the study revealed that the usage of more than one evaluation method contributes to better satisfaction and higher levels of motivation. The specific components of performance appraisal system that enhance motivation include connecting performance to rewards; utilizing performance appraisal system to assist in setting goals and benchmarks; and using performance appraisal to identify strengths and shortcomings for employees.

Wanyama Wanjala and Kimutai, (2015) undertook a study to examine the influence of the appraisal on bank workers' performance in ten selected commercial banks in Trans-Nzoia County, Kenya. The inquiry was conducted using a descriptive research technique. In 178 research participants from the target demographic, the stratified and simple random selection technique was utilized. The surveys were finished with a 67 percent response rate. In order to analyse the data descriptive statistics were employed, especially frequencies and percentages. The data were shown in frequency tables and the hypothesis was tested via a chi quarter method.

Mwema and Gachunga (2014) examined the impact of performance assessment on employee performance using the WHO as a case study. A descriptive research design was employed for the investigation. In order to determine the influence of performance appraisal on staff performance, a regression analysis was performed. According to the study's findings, businesses should often appraise their workers through the use of targets, achievements, organisational objective, time

management, and efficiency for performance appraisal reasons, as this would lead to an increase in employee productivity.

Iqbal, Ahmad, Haider, Batool, and Ul-ain (2013) researched on the effect of performance appraisal on employee performance as well as how motivation influences performance appraisal and employee performance. The study tests two hypotheses by selecting 150 workers as samples using a basic random sampling approach. A standard survey questions was used to obtain primary data for the study. The correlational study showed that there is a significant positive association between performance appraisal and employee performance. The study revealed a significant positive nexus between performance appraisals and employee performance when motivation was used as a moderator.

Daoanis (2012) investigated the state of Nass Construction Company's performance appraisal process and its effects on staff performance. This study's respondents were long-term workers. Respondents were chosen using the purposive sampling approach. Data was gathered using both mixed research methods. The major instruments utilized in this study were interviews, focus group discussions, and survey surveys. The study's findings revealed that the company's performance appraisal system is in place, connected with the institution's vision and goal, and accurate in terms of substance and purpose. The results, revealed that the company's performance appraisal process had mixed (positive and negative) effects on employees' performance.

Kuvaas (2006) explored the potential connections between satisfaction in the performance appraisal and results in self-reported work, affective

organizational commitment and desire to make turnover. A cross sectional study of 593 staff from 64 savings banks in Norway shown that the satisfaction of the performance assessment is directed towards emotional commitments and turnover intentions. The link between happiness and performance was nevertheless mediated and modulated by the employee's inherent motivation. Moderation was indicated for personnel with little drive and a favourable relationship for those with great motivation. Implications and recommendations for future studies are investigated.

Conceptual Framework

Based on the overall rationale for conducting the study, the proposed nature of interrelationships among the constructs, the theories supporting the study, this conceptual framework is being proposed. The interrelationship among the major constructs is presented in Figure 1.

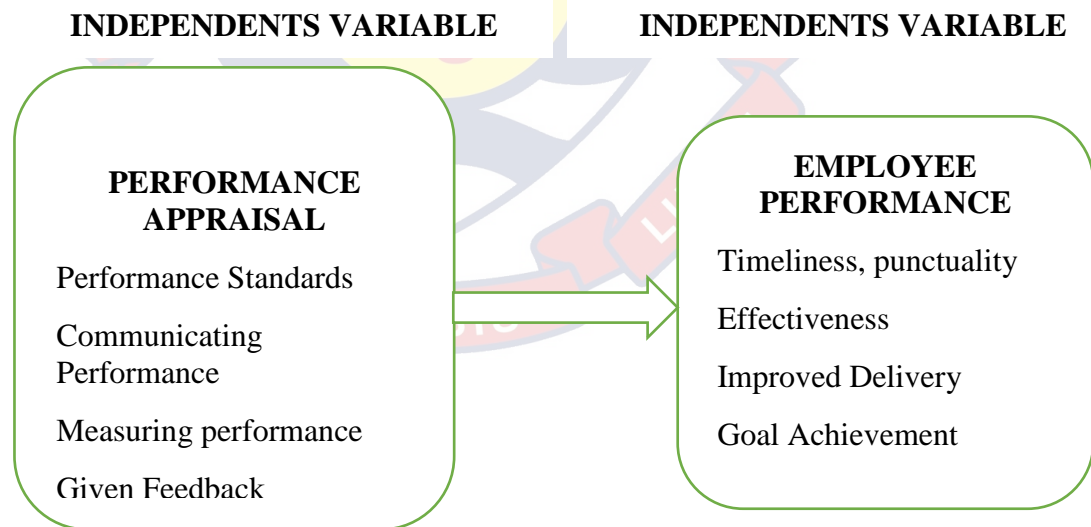


Figure 1: Conceptual framework

Source: Researchers' Own Construct (2021)

Conceptually, the study proposes that there is some relationship between the explanatory variable (performance appraisal) and the explained variable (employee performance). It also asserts that performance appraisal practice is potent predictor of employee performance. This notion is also held in the case of performance, thus, performance appraisal is proposed to cause a positive change (variance) in employee performance. On the other hand, deficiency in the predictors is also expected to reduce employee performance among Ghana Education Service workers in Bolgatanga Municipality.

Chapter Summary

In the chapter above, the literature on performance appraisal and employee performance was first reviewed and summarized; second, the relevant and applicable theory underpinning performance appraisal and employee performance were conscientiously reviewed and the perceptions of employees toward performance appraisal was thoroughly examined. Thirdly, an empirical review of studies done on the subject matter was thoroughly reviewed. Finally, the nexus between independent and dependent variables has also been established in a suitable conceptual framework.

CHAPTER THREE

RESEARCH METHODS

Introduction

The study examined the role of performance appraisal on employee Performance in Ghana Education Service in Bolgatanga Municipality. The chapter, therefore, deliberates the research paradigm, research design, population of the study, and data collection techniques that were used for this study. Also, to address concerns of reliability and validity, the chapter presents the results of the reliability and validity tests carried out for each. Further, the chapter offers a summary of the operationalization of the study variables and ends by explaining the data analysis procedures that were used to address the study objectives. Lastly, issues of ethics as far as this research is concern were duly adhered to.

Research Approach

The study employed a quantitative research technique based on the type of the study objectives, particular objectives, and the type of the main data to be gathered and evaluated. By definition, the structures were measurable and statistically sensitive. Creswell (2014) reports that the quantitative approach involves comprehending and interpreting phenomena through the collection of numerical data utilizing mathematical techniques (in particular statistics). A research technique that quantifies data gathering and analytics is the quantitative research approach (Bryman, 2012). The quantitative methods (used by deductive logic) look for regularity in life through separation of the social world into empirical

components called variables that can be numerically represented as frequencies or rating, with associations that can be analysed by statistical methods and accessed by stimulus and systemic measurement introduced by researchers (Ben-Shlomo, Brookes & Hickman, 2013; Rahman, 2016).

In general, this procedure starts with data collection based on a hypothesis or theory, and then uses descriptive or inferential statistics (Tashakkori & Teddlie, 2003). Quantitative methods are often deductive in that inferences from statistical hypotheses are widely assumed to be population properties. Quantitative approaches are usually described as asserting the existence of a singular “truth” independent of human experience (Lincoln & Guba, 1985). The quantitative results are likely to be generalized for a complete population or subpopulation since the bigger sample is picked at random (Carr, 1994). Some limitations of the quantitative method to research include the photography of quantitative research approaches: they do not take a detailed picture of an event and neglect experiments from test-takers and testers (Rahman, 2016).

Research Design

The design of research is a collection of rules and guidelines to handle the research problem (Leedy & Omrod, 2010). The research design, according to Zikmund (2000), gives a plan to specify the accurate data technique or strategy that the scientist uses in order to fulfil the study objectives. The general goal of research design is to link the conceptual research concerns with the relevant (and feasible) empirical research. It outlines the methods required for information to organize or

solve issues in marketing research. Because of the nature of the scientific investigation, an explanatory research design has been employed for the study because of the cause and effect relationship the study sought to investigate. As a consequence, research using performance assessments (independent variables) and employee performance drives the logic of links between cause and effect between variables of interest (Dependent Variable).

According to Zikmund, Babin, Carr and Griffin (2012), employed an explanatory design research to determine the degree and the kind of causal and effect connections. By its very nature, this research is causative. Explanatory studies examine a setting or a specific problem in order to explain patterns of variable relationships. Creswell (2014). The major goal of an explanatory research is to explain why events occur and to forecast future occurrences (Maxwell & Mittapalli, 2012). It is also influenced by the use of a quantitative approach to the issue that the data are statistically almost always necessary to use a statistical test in order to show how valid the relationships are.

Study Area

The study was carried out at the Ghana Education Service in the Bolgatanga Municipality in the Northern Region of Ghana. Act 506 of 1992 established the Ghana Education Service (GES). Teachers and non-teaching supporting employees in pre-tertiary, educational institutions in public systems; supervisors of educational units and their supporting staff; and other individuals who may be hired by the service comprise membership in the service. Ghana education service is mandated

or authorized to implement the government ministry of education educational policies such as 1987 and 2007 educational reforms, free compulsory universal basic education (FCUBE) girl-child education at pre-tertiary levels.

The specific mandate of the Ghana Education Service under its general function of implementing educational policies includes the following: construct and build syllabi for pre-tertiary school and institutions, co-ordinate work of the Ghana education service at the regional level, supervise pre-tertiary schools and institution in the country, provide vital statistical information on education for decision making by the ministry of education, disburse educational grants to schools and colleges, provide professional advice to the ministry of education, promotion of teachers below the grade of the principal superintendent, and register teachers and keep up to date register of teachers in the public system. The service is led by a director-general, who is supported by two deputy directors-general. The service's tasks are carried out through its directorates at the headquarters, regions, districts, and schools.

The Ghana Education Services' regional mandate is to inspect, supervise, provide, and train pre-service and teachers, collect and use educational data, appoint school boards and college boards, place teaching staff in secondary schools, coordinate the District Education Directorate's tasks, and audit. At Bolga Municipal, the Ghana Education Service has the following responsibilities: distribution of central government-supplied books and materials, employment, postings, transfer, and discipline of teachers in the municipality and those assigned by the Ghana Education Service, endorse teachers for promotions.

Population

The population of a study, according to Leedy and Ormrod (2010), is the target group for which the researcher is interested in gathering information and drawing conclusions. Robson (2002) further clarified that the term population refers to all of the instances under investigation. Robson went on to say that the term "population" may apply to a variety of things, including circumstances in which someone might be questioned, as well as periods and places. All Ghana education staff in the Bolgatanga municipality were the target group for this study. The accessible population was all teaching staff, namely: Bolgatanga Technical Institute, Bolga Girls Senior High School, Zamse Senior High / Tech, and Sirigu Senior High within the Bolgatanga Municipality. In the academic year 2019/2020, there were a total of 390 teaching personnel from four senior high schools within the Bolgatanga Municipality.

Sample Size and Sampling Procedure

A sample is a subset of some component of a larger population that shares some of the larger group's features (Zikmund, Babin, Carr & Griffin, 2013). According to Bambale (2014), a sample of a population is the fraction of the total number of units chosen for research. According to Gravetter and Forzano (2018). Sampling is the purposeful selection of a group of people who will supply the data from which inferences about those people may be derived. The sample size was determined using the Krejcie and Morgan sample size determination table (1970). Based on that a sample size of 196 was drawn from a sample frame of 390.

Thereafter a simple random sampling, which involves picking a sample randomly from a sampling frame using a computer, random number tables, or an online random number generator (Urbaniak & Plous, 2008; Saunders et. al, 2014). A simple random technique was employed to select 196 respondents. This is because the researcher intended to give an equal chance to all the respondents to partake in the study. Again, the reason for selecting simple random was also fuelled by the fact that all the respondents have a homogenous characteristic (Ben-Shlomo, Brookes & Hickman, 2013; Zikmund, Babin, Carr & Griffin, 2009). The study adopted the lottery method where numbers were assigned to the sampled schools. These numbers were scribbled on scraps of paper and shake together in a stack. After each shake, a number was picked at random from the box without replacement until the sample size of 196 was achieved.

These members represented the study’s entire population size and from which primary data was obtained. Table 1 shows the general population as well as the matched sample size of instructors from four selected secondary schools in the municipality of Bolgatanga.

Table 1: Summary of Population with their Respective Sample Size.

Schools	Total population	Sample size
Bolga Technical Institute	161	81
Bolga Girls Secondary	99	50
Zamse Secondary Technical	112	56
Sirigu Senior High	18	9
Total	390	196

Source: Field Survey (2021)

Data Collection Instrument

A structured questionnaire was used as the main primary data collection instrument in this study. A questionnaire is a series of questions that has been structured for the purpose of gathering data from respondents (Singer & Couper, 2017; Malhotra & Birks, 2007). According to Young and Javalgi (2007), surveys using questionnaires are perhaps the most widely used data-gathering method in research and may be used to measure problems that are essential to the management and growth of organizations (Malhotra & Birks, 2007). Closed-ended questions require respondents to choose from a restricted set of alternatives and to evaluate each option independently of the others.

Close-ended questions are included in the questionnaire. Causal studies are by their very nature highly organised (Maxwell & Mittapalli, 2012) necessitating the use of structured primary data collection methods. A closed-ended items included a checklist (a list of behaviours, features, or other things investigated by the researcher), a roster scale (more suitable for assessing conduct, attitude, or any other phenomena of continuum interest), dichotomous questions, and questions with multiple choices (Leedy & Ormrod, 2010). In general, McColl (2005) contends that employing questionnaires rather than interviews has unique advantages. When structured questions are utilized for initial data collection, data analysis becomes simpler and easier. Furthermore, an easy-to-use questionnaire lowers measurement error as well as the possibility of study participant nonresponse error (Singer & Couper, 2017; Mutepfa & Tapera, 2018). Sample Likert scale questions: strongly agree (SA), agree (A), neutral, disagree (D), and

strongly disagree (SD). These were assigned ratings of 1 to 5. A five point likert scale questionnaire item was employed to allow the researcher to rank order the opinions of the surveyed respondents regarding each statement on the data collection instrument.

The questionnaire, which was distributed to the teaching staff of senior high schools in the municipality of Bolgatanga, was divided into two parts. Part one dealt with the respondents' background information, which included their gender, age, number of years working with the service, classification, and so on. Section A of the questionnaire investigated staff perceptions of performance assessment methods in the Ghana education service in Bolga. Section B looked at several approaches to performance appraisal. Section C ascertained the effects of performance appraisal on employee delivery. Section D looked at ways to unveil the challenges of conducting performance appraisal and section E focused on identifying strategies for improving performance appraisal systems. The questionnaire was pre-tested for validity and reliability.

Reliability and Validity

When examining a certain instrument, two essential components to examine are reliability and validity. Survey administration should take into account the study's objectives, the population being studied, and the resources available to improve the study's validity and reliability (Mutepfa & Tapera, 2018). The reliability is concerned with the consistency of the instrument, and an instrument is regarded very reliable, according to Bless and Higson-Smith (2000), if the

measurement of an unchanging value can be reliably carried out accurately and constantly. If all Alpha values of Cronbach are more than 0,7, the scale may be considered trustworthy for the selected sample size (Ben-Shlomo, Brookes & Hickman, 2013; Pallant, 2010).

The reliability test results for the variables, as shown in Table 1, demonstrate that all of the constructs are extremely dependable, as the values are all greater than the minimal threshold given by Pallant (2010). These are the supporting facts: performance appraisal (Cronbach's Alpha = 0.897; Items 15), Employee performance (Cronbach's Alpha = 0.775; Items 10). Table 2 presents the summary of the reliability result for each construct. The validity of an instrument relates to how well it measures the specific idea it is meant to assess (Saunders et al., 2009). The authors went on to state that an instrument must be dependable before it can be valid, which means it must be consistently repeated; and that once this is done, the instrument may be assessed to determine whether it is what it promises to be. The researcher researched extra relevant literature to guarantee the validity of the questionnaires, which verified the instrument's concept. Some of the scales' items have been scientifically validated. Furthermore, before delivering the questionnaire to the respondents, the created questionnaire was sent to the project supervisor for vetting, modification, and approval before the commitment of the actual data collection.

Pre-Testing

The pre-test can give an idea of how the main research will turn out to be. It is generally done prior to the main survey to improve the instrument's validity and reliability. Before being utilized in the real study, a small-scale methodological test is typically done to confirm that the suggested techniques and procedures planned to be used in the study would function in actuality. Some selected service staff numbering 15 in Ghana Education Service were used for the pilot study, were excluded from the study. During the pre-test, the senior staff was also asked to make comments on the relevance and clarity of the questions. The responses received were analysed, revised and adjustments made to the questionnaire before the investment was made in the actual study.

Data Collection Procedure

The questionnaire was given to the respondents directly by the researcher. That was done during ordinary working hours. The primary goal was to target the bulk of them because they are easily discovered on their different campuses during working hours. This will ensure maximum cooperation and engagement from the respondents, as well as a high rate of questionnaire returns. A letter of introduction was received from the institution of the researcher which is the University of Cape Coast Department of human resource management. The letter's content disclosed the instrument's intent, confidentially ensuring the confidentiality of responses, and encouraged the participation of respondents. The researcher was granted permission to administer the questionnaire after following the proper procedure of

obtaining permission from the administration of the Ghana Education Service in the Bolgatanga Municipality and the heads of the selected schools.

The researcher next explained to the respondents the aim of the study as well as the technique for responding to the questionnaire. The questionnaire was constructed in such a way that it could be completed in around ten (10) minutes. Because the time available was limited, this served to encourage participation and minimize boredom.

Data Processing and Analysis

The act of editing, cleaning, transforming, and modelling data in order to highlight key information, ideas, conclusions, and decision support is known as data analysis (Adèr & Adèr, 2008). The application of analytics necessitates the transformation of complicated data into useful and actionable information (Johnson, Levine, Smith & Stone, 2010). For the analysis, questions were modified, coded and analysed with an analytical software known as the Social Science Statistical Package (SPSS version 26.0). This statistical tool is recommended for use in research in social science (Zickmund, 2000). For each of the components, composite variables were created, resulting in a more comprehensive approach to data analysis. In order to evaluate and comprehend information, descriptive statistical techniques such as mean, standard deviation, frequency count and proportion.

Descriptive statistics were used to measure demographic information, goals 1, 2, and 3. The nature of the findings impacted the use of any of these descriptive statistics (Leedy & Ormrod, 2010). To assess all of the objectives, descriptive

statistics were used. An inferential statistics (regression) was employed to address the objective three of the study it was analytically deemed appropriate and applicable. The findings were presented chronologically on Tables and Figures, making understanding and discussion of the findings easier and more direct.

Response Rate

A total of one hundred and ninety six (196) questionnaires was distributed to the targeted respondents. At the end of the data collection exercise, a total of 160 questionnaires were retrieved fully answered resulting in the attainment of an 81.6% response rate. According to the criteria set by Mugenda and Mugenda (2003), a survey with such a high response rate is great and suitable for further research, and it helps to guarantee that the survey results are representative of the target demographic. To obtain accurate and relevant findings, a survey must have a high response rate. According to Punch (2003) if the medium used for the data collection exercise was face-to-face and gave out a response rate of 80% to 85% it is rated as excellent. The remaining 36 questionnaires were a result of complete nonresponse or incompleteness of the questionnaire from the participants. Based on the criterion of the aforesaid researchers, the obtained response rate was appropriate and applicable in the study.

Ethical Considerations

No study may be considered credible if it is contaminated by an unethical quandary. The norms or standards of behaviour that govern moral decisions

regarding our behaviour and interactions with others are referred to as ethics (Saunders, Lewis & Thornhill, 2007). Formal permission has been requested from the authorities of the heads of the selected secondary schools in the Bolgatanga Municipality for the study to be conducted at their establishment. This was made feasible since an introduction letter from the University of Cape Coast's Graduate School was written, basically asking for permission to perform the study in the chosen location. A personal field visit was undertaken to that effect. This provided me with the opportunity to establish rapport with the principals of the chosen schools, which finally provided me with the opportunity to gather primary data from the respondents. The primary data gathering exercise was set for a specific time frame. The study's objective was explicitly disclosed to the respondents. The benefits that may accrue to the schools were once again highlighted to the interested parties.

The surveyed respondents were well aware of the sample technique, and the participants qualifying did not require but were urged to participate in the study. The questionnaire was also developed to make it easier to complete. The questionnaire's content was designed to preserve the participants' identity and privacy. Again, the responders' information was managed with the greatest secrecy. The collected data was processed as dully collected. As a result, no data modification was performed thereafter. Similarly, the results were presented in the order in which they were discovered following data analysis.

Chapter Summary

This chapter has provided information as to the research design appropriate for the study, how the primary data for the study will be collected, organized, analysed and presented for easy comprehension. This chapter also presents information on the scientific approach to adopt in terms of approach to data needs, statistical techniques and systematic enquiry into the investigation under consideration.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study was conducted to examine the role of performance appraisal on employee delivery in Ghana education service in the Bolgatanga Municipality. This chapter provides information concerning the findings of the study. Again, the findings were discussed in light of their managerial implications as well as how they relate to some empirical claims as enshrined in the literature review. The findings are presented in Tables reflecting the chronological order of the specific objectives stipulated. To achieve the overall purpose of the study, the study pursued four specific research objectives.

1. Determine employee perception of performance appraisal at Ghana education service in the Bolgatanga Municipality.
2. Examine methods of conducting performance appraisal at Ghana education service in the Bolgatanga Municipality.
3. Ascertain the effects of performance appraisal on employee performance at Ghana education service in the Bolgatanga Municipality.
4. Assess the challenges of conducting performance appraisal at Ghana education service in the Bolgatanga Municipality.

Demographic Data of Respondents

Before reporting on the main objective of the study as stipulated above, the study first assessed the demographic characteristics of the surveyed respondent such as age gender, level of education, marital status, and length of service. The section of the study gives information on the demographic data of the respondents that were surveyed. In this analysis, descriptive statistics such as frequency and percentage were used to quantify the findings. These measures were appropriate for such analysis.

Table 2: Demographic Characteristics of Respondents

Variable	Options	Frequency(N)	Percentage (%)
Gender	Male	90	56.25
	Female	70	43.75
Total		160	100
Age	Less than 25 years	14	8.75
	25-34years	46	28.75
	35-44 years	40	25.00
	45-54years	28	17.50
	55 & above years	32	20.00
	Total		160
Level of Education	Diploma	39	24.37
	HND	24	15.00
	First Degree	50	31.25
	Second Degree	34	21.25
	Ph.D.	3	1.88
	Others	10	6.25
Total		160	100

Marital Status	Married	70	43.75
	Single	42	26.25
	Divorced	25	15.63
	Widow/Widower	18	11.25
	Others	5	3.12
Total		160	100
Length of Service	1-5 years	20	12.50
	6-10 years	48	30.00
	11-15 years	24	15.00
	16-20 years	18	11.25
	21-25 years	22	13.75
	26-30 years	20	12.50
	31 years and Above	8	5.00
	Total		160

Source: Field Survey (2021)

The findings showed that the majority of the respondents of Ghana Education Service in the Bolgatanga Municipality were male (56.25%) whilst the remaining (43.75%) were female. The implications are that the service staffing structure at Ghana Education Service in the Bolgatanga Municipality is dominated by male employees although there is a considerable number of female employees as well. Again, the findings relating to the age of the employees indicated that the majority of the respondents were between the ages of 25-34 years (28.75%) although a relatively sizable were less than 25 years (8.75%). This age distribution of the respondents suggests that the institution has a relatively younger workforce and they have the potential to remain in the profession for a relatively long period. It is particularly peculiar for institutions of the economy to employ the youth

because they have the stamina to execute the hazardous tasks involved in the educational sector. On the levels of education, the study revealed that all the respondents were formally educated in higher educational institutions. The majority of the employees had a first-degree certificate (31.25%) whilst relatively (1.88%) had Ph.D. certificates.

This signifies that employees in the institutions are adequately educated and have the pre-requisite qualifications to work as such. This is a good finding as it proves only the educated and the learned can equally work to ensure the total development of the educational institutions across Ghana. Also, findings regarding the marital status of respondents revealed that the majority of the respondents are married 70(43.75%) whilst a relatively 5(3.12%) were in other marital relationship which does not fall under any of the marital designations. Finally, the study showed that the majority of the surveyed respondents had worked for 6-10 years representing (30.00%) whilst a relatively (5.00%) of the employee have worked for 31years and above. This signifies that employees in the Ghana Education Service in the Bolgatanga Municipality are equipped with employees who have more length of service in the educational sector.

Employee's Perception on Performance Appraisal System

This section was designated to analyse the first objective of the study. The first objective sought to determine employee perception of the performance appraisal system at the Ghana Education Service in the Bolgatanga Municipality. Preceding the analysis of the main objective, a preliminary assessment on the

normality of the constructs adapted to define the performance appraisal and employee performance was conducted. According to Pallant (2016), normality assessment is done to ensure that the data collected for further analysis is normal and that the distribution is not clustered at one side. According to the author, Skewness and Kurtosis values should not exceed ± 1 and ± 1.5 respectively. The result as reported in Table 4 showed that the normality assumption was not violated. To analyse the main objective, mean and standard deviation were employed and rating of the perception was done on a 5-Likert Scale from least agreement to very strong agreement, that is any mean score between 1.0 to 2.9 represents the least agreement while a mean score value of 3.0 to 5.0 represent the strong agreement of a variable as adopted by (Mwangi & Njuguna, 2019.; Tweneboah-Koduah, 2017; Harmini, Hakim & Wanusmawatie, 2021). Whenever measures of central tendencies are computed, there should be a corresponding measure of variations (Creswell & Creswell, 2017). The standard deviation shows the variations in the responses such that standard deviations closed zero (0) are more reliable than those far from zero. Table 4, therefore, presents the respondents' perception level toward the performance appraisal system at Ghana Educational Service in the Bolgatanga Municipality.

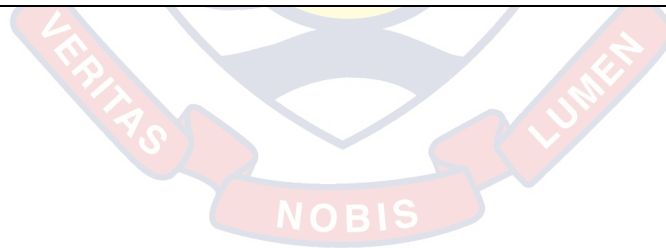
Table 3: Employee’s Perception on Performance Appraisal System

	Mean Statistic	Std. Deviation Statistic	Skewness		Kurtosis	
			Statistic	Std. Error	Statistic	Std. Error
Employee perceive appraisal as way of improving their performance	4.0988	.88612	-.443	.191	.753	.379
Performance appraisal is seen as a way individual career goals and development is enhanced	3.8704	.70613	-.740	.191	.665	.379
Appraisals are perceived as a ceremonial exercise conducted but never implemented	3.9630	1.02690	-.657	.191	-.437	.379
Employee perceived performance appraisal negatively and create defensiveness when engaging in the review process	3.6420	.96277	-.284	.191	-.484	.379
PA is regarded as an administrative burden to be minimized rather than an effective strategy	4.1852	.97307	-1.281	.191	1.269	.379
PA give performance feedback and enable a more equitable reward system	3.7284	1.14221	-.209	.191	-1.230	.379

Appraisals are mostly influenced by Superior/ rate - subordinate relationship issues	3.6667	1.12565	-.503	.191	-.487	.379
Performance Appraisal usually comes with associated errors.	3.6790	1.00096	-.259	.191	-.671	.379
There are multiple ways of approaching performance appraisal (traditional/ modern methods)	3.8542	.41755	.020	.191	-.186	.379
Performance appraisals are usually carried out yearly or annually	3.4507	1.00354	-.567	.191	1.246	.379

Valid N (listwise)

Source: Field Survey (2021)



A close observation of the findings in Table 4 shows that the surveyed respondents perceived performance appraisal as a way of improving their performance on the job ($M=4.0988$; $SD=.88612$), they also perceive strongly that performance appraisal is a way individual career goals and development is enhanced ($M=3.8704$; $SD=.70613$). Again, the respondents agreed strongly that appraisals are ceremonial exercises conducted but never implemented ($M=3.9630$; $SD=1.02690$). Further on this, employees perceived performance appraisal negatively and create defensiveness when engaging in the review process ($M=3.6420$; $SD=.96277$).

Again, the respondents agreed that performance assessment is a minimum administrative burden instead of an effective approach ($M=4.1852$; $SD=.97307$). Most respondents agreed on the evaluation of performance that provides feedback and a fairer method of compensation ($M=3, 7284$, $SD=1.14221$). For the superior-subordinate relationship in the appraisal, respondents averred that it influences appraisals result ($M=3.6667$, $SD=1.12565$). Also, most of them confirmed that performance appraisal usually comes with associated errors ($M=3.6790$, $SD=1.00096$). Respondents further agreed that there are multiple ways of approaching performance appraisal (traditional/ modern methods) ($M= 4.1852$; $SD=.41755$). Finally, respondents strongly submitted that performance appraisals are usually carried out yearly or annually ($M= 3.4507$; $SD= 1.00354$).

The findings imply that employees at the Ghana Education Service in the Bolgatanga Municipality have a dual perception towards performance appraisal.

That is employees are aware of all the constituents of the appraisal in terms of biases, associated errors, the intents, and the timing for the conduct appraisal. Per the findings, the above-mentioned perceptions regarding performance appraisal were delineated by almost all the surveyed employees from the Bolgatanga Municipality as characterizing performance appraisal system executed by the Ghana Education Service.

The study findings support Shafiq and Scholar (2014), assertion that the performance evaluation process is aimed at providing a pro-active, closed-loop system that uses the corporation's and functional strategies to support all business processes, activities, tasks and personnel. Pulakos, Mueller and O'Leary (2008) also received a similar revelation, claiming that the key issues of employee performance assessment are seen as a minimization of administrative burden rather than an effective strategy for the obtaining of business outcomes that gives managers and employees reluctant to engage in frank performance talks.

Furthermore, Gulzar, Gul, Dar, Shafi and Fayaz (2020), established that perception of the performance appraisal process are stronger and more important in guaranteeing efficiency of employee performance, rating accuracy is important. In order to guarantee the efficacy and fulfil the aim of the evaluation, the researcher suggested that organizations take these perception strongly into account. In addition, Mwangi and Njuguna (2019), felt that performance assessment was done to and with individuals. But performance assessment is frequently an unpleasant, unwanted and uncontrolled process.

Methods of Conducting Performance Appraisal

This section also provided findings relating to the second objective of the study which sought to examine methods of conducting performance appraisal at the Ghana Education Service in the Bolgatanga Municipality. Simple descriptive statistics such frequencies and percentage was employed to analyse this objective.

Table 4: Methods Conducting Performance Appraisal

Statement	Frequency (N)	Percent (%)
Does your institution conduct performance appraisal?		
Yes	160	100
Total	160	100
Which method does your institution employ in appraising performance?		
Traditional Methods	120	75
Modern Methods	30	18.75
Mixed Method (both traditional and modern)	10	6.25
Total	160	100
Specific Appraisal Methods (Traditional Methods)		
Essay appraisal,	20	18.18
Ranking methods	90	81.81
Total	110	100
Specific Appraisal Methods (Modern Methods)		
360-Degree Appraisal	10	20
Management By objectives	25	50
Graphic Rating Scales	15	30
Total	50	100
Grand Total	160	100

Source: Field Survey (2021)

From Table 5, all the sampled respondents disclosed that their institution conduct performance appraisal to assess their performance on the job 160 (100%). A follow-up question to this was on the specific appraisal methods employed by their institution in appraising performance. Here, the majority of the surveyed respondent averred that their institution employs traditional methods in assessing their performance 120 (75%). Also, about 30 (18.75%) of the sampled respondents claimed that their institution employs modern methods in appraising performance, while a considerable number of the respondent also disclosed that their institution blends both traditional and modern methods in appraising the performance of the employees 10 (6.25%).

Regarding the specific appraisal methods, 20 (18.18%) out of 110 of the respondents submitted that their institution employs essay/ statement appraisal method while the remaining 90(81.81%) also disclosed that their institution employees the ranking methods in assessing the performance of the employee's overtime. With the modern appraisal method 10 (20%) out of the surveyed employees disclosed that their institution utilizes 360-degree appraisal, 25(50%) averred that their institution uses management by objective (MBO), while the remaining 15(30%) claimed that their institution utilises graphical rating scale as appraisal methods in evaluating employees performance. The findings indicate that Ghana Education Service in the Bolgatanga Municipality relies heavily on the traditional appraisal methods specifically ranking methods, and statement appraisal, and sometimes employs modern appraisal methods such as 360-degree

appraisal, management by objective and graphical rating scale in assessing the performance of teachers on the job.

The findings support the assertion of Ahmad and Bujang (2013), claimed that that the best way of ascertaining employees performance on the job is to employ a mixture of both traditional and modern method to assess employees performance on the job there are two differences in the traditional performance appraisal method, that is organizational and development of employees. The findings also corroborate that of Khanna and Sharma (2014) also assert that there are a varied number of ways of conducting employee appraisal and that there is no one best method that fits all forms of appraisal. The best appraisal method to utilize depends on the objective or the goal the organisation sought to accomplish. In this case, both traditional and, modern methods can be employed to assess employee performance on the job. The findings also validate the claims of Kajgar (2020), who submitted that the effective way to conduct performance is by employing both traditional and modern methods given cognizant to the objectives the organisation seeks to achieve.

Effects of Performance Appraisal on Employee Performance

This part aimed at providing results on the third objective of the study on the impact of performance assessment on the performance of employees. The impacts of performance evaluations on staff performance at the Ghana Education Service in the municipality of Bolgatanga were evaluated with a regression analysis. A coefficient of determination shown by R-square assessed the regression

model (R²). This reflects the amount of variation in one variable that is represented linearly by the other (Cohen, 1992). Table 6, 7 and 8 provided the analytics utilizing SPSS software, and the result of the analysis.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.596 ^a	.355	.351	.73157

Source: Field Survey (2021)

Table 6 provides a model description of the output with performance appraisal as independent variables and performance of the employee as a dependent variable. The table shows R, R squared, R squared corrected and the default error. R is the Pearson coefficient of the product moment that shows the intensity and direction of the linear links between the dependent variable (performance of employees) and the independent variables (performance appraisal). Table 5 thus provides a good correlation between performance appraisal and employee performance and a significant connection at $r=596$. R squared, the determination coefficient is the percentage of variance explained by the regression model in the dependency variable. Therefore, a performance assessment explains roughly 35.5% of the variation in employee performance.

Table 6: ANOVA^a

		Sum of	Mean			
Model		Squares	df	Square	F	Sig.
1	Regression	58.256	1	58.256	108.848	.000 ^b
	Residual	105.970	159	.535		
	Total	164.225	160			

Source: Field Survey (2021)

Table 6 is the table of ANOVA that uses the F-statistic to indicate the test significance for R and R². The F statistics is the Middle Fourth Regression (MSR) divided by the Middle Fourth (MSE). The independent variable (performance appraisal) has an excellent job explaining the change in the dependent variables when the value of the F statistical is modest 0.05, then (employee performance). The value of μ is significantly below .05 ($T < .001$) in this investigation. It may thus be stated that R and R² is statistically significant between performance appraisal and employee performance, which means that performance appraisal favourably impacts employee performance

Table 7: Coefficients^a

		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.553	.285		5.452	.000
	Performance Appraisal	.659	.063	.596	10.433	.000

Source: Field Survey (2021)

Table 7 also gives information essential for understanding the equation of regression. The numerical value of the first row, labelled (constant), is the intercept value (a) in the regression equation for the indicated column, and of the unstandardized coefficient and sub-column B. The number value in the second row is the slope value (b) of the regression equation, which in this case is called Performance Appraisal (independent variables). On the basis of such data, the investigator may forecast employee performance on the basis of performance evaluation in the following regression equation; Y (performance employee) = $1.555 + 0.659X_1$ (Performance appraisal).

If the slope values and an intercept are taken into the resultant equation of regression, the researcher can make the following claims: That is from the intercept when there is no Performance appraisal, thus when it is zero, Employee performance will be 1.553, and again from the slope, Performance appraisal will lead to an increase in employee performance by 59.5%. Therefore, Performance appraisal has a statistically significant impact on employee performance. The findings of the study reveal that if the management of the Ghana Education Service in the Bolgatanga Municipality undertakes performance appraisal systems characterized by fairness, informed consent, and timeliness it has the potency of impacting employee performance positively. By implication, performance appraisal has the potency of enhancing the employee performance at Ghana Education Service in the Bolgatanga Municipality. This could be achieved through performance management and employee dialogue on matters that bother their performance.

The study findings corroborate that of Kajgar (2020), who found a significant relationship between performance appraisal and worker's performance. It echoes the claims of Mwangi and Njuguna (2019), who established positive effects of performance appraisal on employee productivity. The findings lead to the conclusion that organizations should appraise their employees often through utilized targets, accomplishments, organisational goals, time management, and efficiency for performance measurement purposes as it would lead to an increase in employee productivity. Similarly, Iqbal, Ahmad, Haider, Batool and Ul-ain, (2013) found a positive relationship between performance appraisal and employee performance. The study further found a positive nexus between performance appraisal and employee performance with motivation as the mediating variable. Also, Harmini, Hakim and Wanusmawatie (2021), study found that a performance appraisal system linked with the institution's vision, mission and content is accurate. But it has been shown that the performance appraisal has both a good and a negative influence on employee performance. Gulzar, Gul, Dar, Shafi and Fayaz (2020), also found that an assessment of performance is a key element in improving employee performance in an organisation.

Challenges in Conducting Performance Appraisal

The last objective of the study was to unveil the challenges of conducting performance appraisal at the Ghana Education Service in the Bolgatanga Municipality. The benefit variables were made up of ten (10) items. The responses to the items were measured with a five-point numerical Likert scale, such that one

(1) represents the least agreement to a statement while five (5) represents a very strong agreement to a statement. The main variables were evaluated in terms of descriptive statistics such as mean and standard deviation. That is any mean score value of 1.0 to 2.9 denotes the least agreement while a mean score value of 3.0 to 5.0 strong agreement respectively. The assessment proceeded with the checks on the normality of the data collected on the variable. A cursory glance from Table 9 shows there were no issues of normality or discrepancies in the data. This means that, the indicators were rated normal and that further analysis was granted. The main finding of the objective was presented in the same table, Table 9.

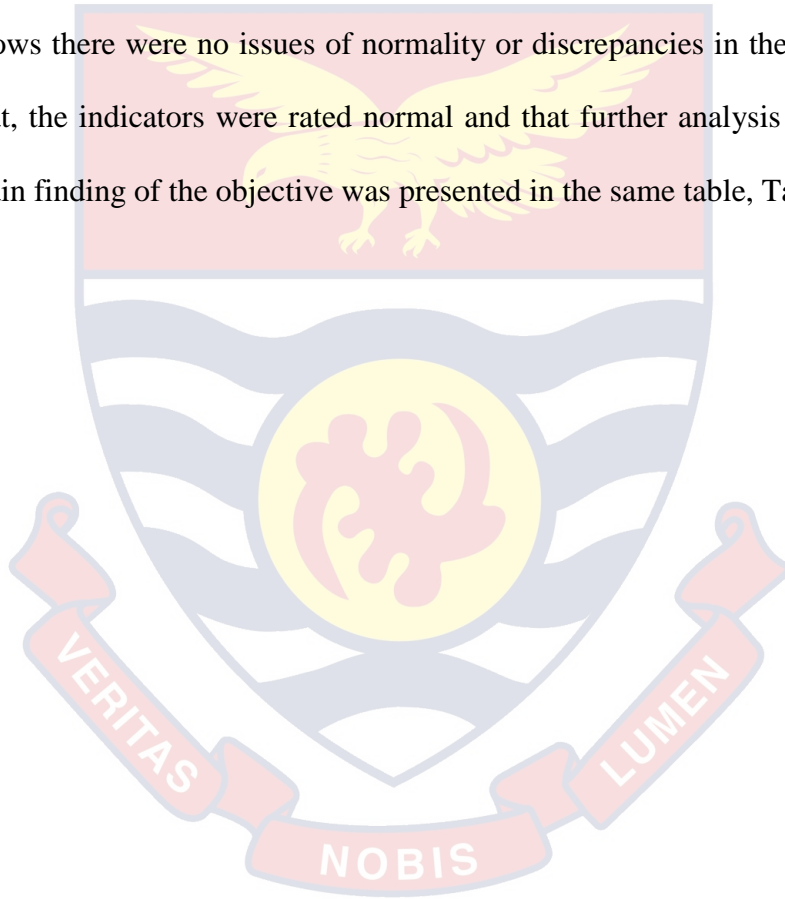


Table 8: Challenges in Conducting Performance Appraisal

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Inadequate definition of performance standard and outcome	3.5000	1.02908	.502	.191	-.302	.379
Negative attitude of appraisers towards appraises	3.7222	1.07628	-.697	.191	-.144	.379
Misunderstanding about performance standards	3.7346	.95744	.906	.191	.883	.379
Administrative problems (expensive nature of performance appraisal)	4.0185	1.1345	-.993	.191	.143	.379
Lack of feedback and corrective action on employee performance	3.7778	.95624	-.608	.191	-.128	.379
Non-implementation of performance appraisal results	3.3889	1.18085	-.246	.191	-.756	.379
An appraisal conducted by untrained appraisers	3.5617	1.05702	-.548	.191	-.219	.379
Lack of transparency of appraisal systems	3.5494	1.08664	-.496	.191	-.419	.379

Inadequate time allocated for the discussion of performance issues Valid N (listwise)	3.5741	1.14102	-.223	.191	-1.004	.379
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Source: Field Survey (2021)



As presented in Table 9, the majority of the respondent proclaimed that there is an inadequate definition of performance standard and outcome ($M= 3.5000$; $SD= 1.02908$). Further, the respondents asserted that the negative attitude of appraisers towards appraises is a challenge in performance ($M= 3.7222$; $SD= 1.07628$). Besides, the respondents claimed that the misunderstanding about performance standards poses a challenge in performance appraisal ($M= 3.7346$; $SD= .95744$). More so, it was revealed that administrative problems (expensive nature of performance appraisal) are a major challenge in performance appraisal ($M= 4.0185$; $SD= 1.14465$). It was discovered again that, the respondents strongly that lack of feedback and corrective direction on employee performance is a challenge in appraisal ($M= 3.7778$, $SD= .95624$).

Lastly, they asserted that non-implementation of performance appraisal results is a challenge in appraisal ($M= 3.3889$; $SD= 1.18085$). Again, the majority of respondents felt that assessments performed by inexperienced appraisers pose a risk to the appraisal process ($M=3.5617$, $SD= 1.05702$). Also, the majority of the employees concurred that the lack of transparency of appraisal systems is a challenge to the process ($M=3.5494$, $SD= 1.08664$). Respondents further disclose that inadequate time allocated for the discussion of performance issues is a major challenge to the performance appraisal process ($M= 3.5741$; $SD= 1.14102$).

The find echoes claims of Gulzar, Gul, Dar, Shafi and Fayaz (2020), who identified that factors such as the inadequate definition of performance standard and outcome, lack of transparency of appraisal systems, inadequate time allocated for the discussion of performance issues as some of the factors that constrain the

performance appraisal. Also, Sharma, Chaudhary, Bala & Chauhan (2013), in their study concluded that the negative attitude of appraisers towards appraisees, non-implementation of performance appraisal results, and lack of requisite training for appraisers also constrain the appraisal process. The findings are in line with the assertion by Liu and Dong (2012), who conjectured that a performance appraisal system devours staggering amounts of time and energy, depresses and demotivates people, destroys trust and teamwork, and, adding insult to injury, it delivers little demonstrable value at great cost. Iqbal, Ahmad, Haider, Batool and Ul-ain, (2013), also identified factors such as feedback and improper implementation of corrective actions taken on appraisal result and the cost involved in undertaking the performance appraisal exercise act as a barrier to the appraisal process.

Chapter Summary

This chapter presented the results from the analysis of the data following the specific objectives of this study. Data regarding respondents' demographic characteristics were analysed using descriptive analysis of frequency, percentages, etc. Whilst objectives one, two, and four were analysed using descriptive statistics such as means and standard deviation. Simple Regression was employed to analyse the third objective. The findings from the study showed that there is a statistically significant positive relationship between performance appraisal and employee performance. In this chapter, the findings related to the study's particular objectives were presented chronologically on Tables and Figures. The findings were then addressed and

backed up by previously experimentally verified statements made in the study's literature review sections.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The study sought to investigate the role of performance appraisal on employee delivery in Ghana Education Service (GES) in the Bolgatanga Municipality, Ghana. This section however presents information for the summary, key findings, conclusions drawn, and recommendations offered. The chapter also provided information about how further studies should be conducted.

Summary of Key Findings

The study was primarily designed to examine the effect performance appraisal on employee performance at Ghana Education Service (GES) in the Bolgatanga Municipality. To achieve the overall purpose of the study, the study pursued the following specific objectives.

1. Determine employee perception of performance appraisal at Ghana Education Service (GES) in the Bolgatanga Municipality.
2. Examine methods of conducting performance appraisal at Ghana Education Service (GES) in the Bolgatanga Municipality.
3. Ascertain the effects of performance appraisal on employee performance at Ghana Education Service (GES) in the Bolgatanga Municipality.
4. Assess the challenges of conducting performance appraisal at Ghana Education Service (GES) in the Bolgatanga Municipality.

The study was guided by four research objectives. The study employed the explanatory research design and approached the study through the quantitative research approach. The target population covers the total staff teaching from four secondary schools namely, Bolgatanga Technical Institute, Bolga Girls Senior High School, Zamse Senior High/ Technical, and Sirigu Senior High in the Bolgatanga Municipality. A sample of 196 respondents was selected using a simple random sampling technique. A self-administered questionnaire was used in soliciting the views of the employees on the stated objectives of the study. The questionnaire was made up of 58 items grouped into five sections covering demographic characteristics of the respondents, employee's perception of performance appraisal system, performance appraisal, employee performance, methods of conducting performance, and challenges of performance appraisal system. A five percent confidence level was used for the test of significance.

Summary

Concerning the first objective which sought to determine employee perception of performance appraisal. The findings indicated that the respondents of the surveyed institution had in-depth knowledge on what goes into performance appraisal process. Almost all the surveyed respondent indicated high levels of agreement to most the constructs that were adapted to measure the level of employee perception on performance appraisal in the study. In this assessment, means and standard deviation were employed as applied by previous scholars.

With the second objective, the study findings indicate that Ghana Education Service (GES) in the Bolgatanga Municipality relies heavily on the traditional appraisal methods specifically ranking methods, and free form easy appraisal, and sometimes employs modern appraisal methods such as 360-degree appraisal, management by objective and graphical rating scale in assessing the performance of teachers on the job.

The third objective addressed the effect of performance appraisal on employee performance at Ghana Education Service (GES) in the Bolgatanga Municipality. The study found a significantly positive effect of performance appraisal on employee performance.

With the last objective, the study result revealed that the annual performance appraisal exercise carried out at Ghana Education Service (GES) in the Bolgatanga Municipality has associated challenges that often shield the realization of the intended performance target. The employees indicated high levels of agreement to most of the constructs that were adapted to measure the challenges associated with performance appraisal in the study. This assessment was done using means and standard deviation as applied in extant literature.

Conclusion

Based on the key findings and implications drawn, the study made the following conclusions;

About the first objective, the study's result revealed that the employees perceived performance in a varied number of ways (positively and negatively). The

findings demonstrated that the respondents in one breath perceived performance appraisal as an effective tool in managing employee performance. Whiles in another breath they perceived it as a ceremonial exercise flawed with a lot of biases and mostly not implemented. In general, the findings revealed that employees had an in-depth perception of the performance appraisal process in terms of the timing, the purpose, associated errors, and benefit that accrue from the exercise.

Therefore, the study concluded that employees at the Ghana Education Service (GES) in the Bolgatanga Municipality perceive performance appraisal as a very instrumental tool in shaping their performance but flawed with other biases and errors which mostly taint its outcomes.

With the second the study concluded that the appraisal method employed by the Ghana Education Service to assess the performance of teachers in Bolgatanga Municipality is mostly done using the traditional appraisal methods specifically the essay statement and ranking method. In some cases, the educational office also employs some modern appraisal methods such as the management by objective, graphic rating scales, and 360-degree appraisal to assess the performance of their employees. The institute sometimes blends the traditional and modern depending on the objective the institution seeks to achieve.

The third objective concluded that there is statistically significant positive effect between performance appraisal and employee performance at Ghana Education Service (GES) in the Bolgatanga Municipality. This led to the conclusion that the elements of performance appraisal which were considered in the study predicted employee performance. The study, therefore, concluded that a

performance appraisal is an important tool used to assess employees' efficiency on the workplace and it usually takes the form of periodic review to evaluate work performance. Given this revelation, when Ghana Education Service (GES) carries out performance appraisal in a fair and unbiased manner it has the potency to impact the performance of employees positively. In the study, the dimensions of performance appraisal adopted did predict employee performance at Ghana Education Service (GES) in the Bolgatanga Municipality.

With regard to the last objective of the study, it was concluded that the performance appraisal process carried out by Ghana Education Service (GES) in the Bolgatanga Municipality is confronted with numerous challenges, which mostly causes stagnation in the realization of the intended purpose. Paramount challenges revealed in the study were administrative challenges, inadequate time and resource allocated for the conduct and discussion of performance issues, lack of transparency of the appraisal process and negative attitudes of the appraiser towards appraisees among other hampers the conduct of performance appraisal by the Ghana Education Service (GES) within the Bolga Municipality.

Recommendation

The following suggestions are made based on the strength of the study results and conclusions;

Employees should be given prompt and appropriate feedback so that they are aware of their strengths and flaws so that they may take remedial action and develop. The study also recommends that measures be taken to reduce the negative

perception that employees have towards the performance appraisal process. To achieve this, job evaluation and constant feedback mechanisms should be put in place to help identify the issues the employees face and address them.

More so, Ghana Education Service (GES) should occasionally hold dialogues with the employees to discuss issues of prominence such as the setting of performance standards and measuring performance so that collaboratively the employees will feel involved in the performance appraisal process. Ghana Education Service (GES) should also put in place appropriate measures to overcome all the challenges associated with the conduct of performance appraisal in the municipality this will enhance employee confidence which will translate into improved performance.

Management of Ghana Education Service (GES) in the Bolgatanga Municipality should institute appropriate measure (thorough consultation, proper training of appraiser, allocation of adequate time for the process, proper definition of performance standards and outcomes, timely feedback on performance) to deal with all the challenges associated with the process.

Suggestion for Further Study

The study was conducted to examine effect of performance appraisal on employee performance. Further researchers, therefore, should explore the influence of employee involvement in the performance appraisal processes on organisational performance. Also, further studies should look at job evaluation and constant performance feedback can impact the performance appraisal process and hence

improve employee performance. Future study should also concentrate on case studies from other industries and organisations in other locations, with an emphasis on performance evaluation mistakes and how to avoid them. Again, future researchers should consider a mixed method to investigating a phenomenon like this. This will provide a clearer understanding of the issues on the ground as the researchers through qualitative studies uncover the explicit views of the employees on performance appraisal and employee performance.



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APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF HUMANITIES AND LEGAL STUDIES

DEPARTMENT OF HUMAN RESOURCES

SCHOOL OF BUSINESS

Research Questionnaire

Dear Respondents,

I am an MBA student of the above-named institution. As part of the program, I am expected to present a dissertation on the topic “*Role of Performance Appraisal on Employee Performance in Ghana Education Service*”. This questionnaire has been designed for the above purpose. You have been selected as a trustworthy person in the Ghana education service to respond to the issues to the best of your ability. Information provided for the completion of this questionnaire will be treated with the utmost confidentiality. While I thank you in advance, I hope you would participate fully in this endeavor.

SECTION A: BACKGROUND CHARACTERISTICS OF RESPONDENTS

Instruction: please supply answer by ticking where appropriate

1. **Gender** a. Male [] b. Female []
2. **Age** a. less than 25 years [] b. 25-34 [] c. 35-44 [] d. 45-54 []
e. 55 and above []
3. **Marital Status** a. Married [] b. Single [] c. Divorced []
d. Widow/Widower [] f. Others []

4. **Educational Qualification** a. Diploma [] b. HND [] c. First Degree [] d. second degree [] e. PhD [] f. other specify.....
5. **Length of Service / Years of Experience** a. Less than 1 year [] b. 1-5 years [] c. 6-10 years [] d. 11-15 years [] e. 16-20 [] f. 21-25 years [] g.26-30 years [] h. 31 and above []

SECTION B: EMPLOYEE’S PERCEPTION ON PERFORMANCE APPRAISAL SYSTEM.

This part of the questionnaire seeks to evaluate how employee perceive performance appraisal system in Ghana Education Service. Please express your opinion on how employee perceive performance appraisal by indicating to what level you agree or disagree with the statements. Please tick [√] on one answer appropriately. 1 = Strongly Disagree (SD) 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA).

No	Items	1	2	3	4	5
1	Employee perceive appraisal as way of improving their performance					
2	Performance appraisal is seen as a way individual career goals and development is enhanced					
3	Appraisals are perceived as ceremonial exercise conducted but never implemented					

4	Employee perceived performance appraisal negatively and create defensiveness when engaging in the review process					
5	PA is regarded as an administrative burden to be minimized rather than an effective strategy					
6	PA give performance feedback and enable a more equitable reward system.					
7	Appraisals is mostly influenced by Superior/ ratee - subordinate relationship issues					
8	Performance Appraisal usually comes with associated errors.					
9	There are multiple ways of approaching performance appraisal (traditional/ modern methods)					
10	Performance appraisals are usually carried out yearly or annually					

SECTION C: PERFORMANCE APPRAISAL

This section of the questionnaire seeks to assess performance appraisal at the Ghana Education Service. Please express your opinion on performance appraisal by indicating to what level you agree or disagree with the statements. Please tick [√] on one answer appropriately. 1 = Strongly Disagree (SD) 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)

No	Items	1	2	3	4	5
	Performance Standards					
1	My organisation appraise performance in accordance with work performance and not personal opinion.					
2	My organisation determines the skills and outputs that will be evaluated during performance appraisal.					
3	My organisation align performance standards with employees' job description.					
	Communicating Performance					
1	My organisation gives employee the opportunity to discuss job-related matters and performance with supervisors.					
2	My organisation discusses and select appropriate performance appraisal methods with employees					
3	My organisation communicate appraisal results to employees in term of their strength and weakness.					
	Measuring Performance					
1	My institution uses specific performance indicators or critical success factors to monitor it performance					
2	My institution sets specific performance targets to differentiate good and bad performance					
3	My institution equally promotes and recognizes excellence in whatever shape or form it comes					

	Feedback					
1	My institution usually communicate performance appraisal results to employees					
2	My institution use performance appraisal reports to reward performing employee					
3	My institution uses performance appraisal to monitor what people do and don't do					
	Corrective Measures					
1	My institution has a laid down systems to correct deficiencies in employee performance (manage employee's talent)					
2	My institution always looks for ways to improve					
3	My institution provides constant opportunity for employees to learn and develop their skills					

SECTION D: EMPLOYEE PERFORMANCE

This section of the questionnaire seeks to assess how performance appraisal improves employee performance in the Ghana Education service. Please express your opinion on how performance appraisal impact employee performance by indicating to what level you agree or disagree with the statements. Please tick [√] on one answer appropriately. 1 = Strongly Disagree (SD) 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA).

No	Items	1	2	3	4	5
1	Performance appraisal has enables me to properly execute my task with the objectives of the company in mind					
2	Performance appraisal has modify my work behavior which has consequently increase my performance on the job					
3	Performance appraisal has helped me improve my performance than other educational workers.					
4	I think I do not depend on others before I execute my job					
5	There is massive improvement in quality of work performance at my school					
6	I have improved the amount of effort expanded on the job					
7	I have capability to plan my work					
8	With performance appraisal, recognition is given to workers for good work done					
9	There is massive improvement in the capacity of my work performance because of performance appraisal					
10	My overall performance has improved following performance appraisal					

SECTION E: METHODS OF CONDUCTING PERFORMANCE APPRAISAL IN GHANA EDUCATION SERVICE

This section contains questions relate to the methods of conducting performance appraisal in Ghana education service. Please express your opinion on the alternative methods used in appraising performance at Ghana education service. Please tick [√] on one answer appropriately. 1 = Yes and 2= No

1. Does your institution conduct performance appraisal?

Yes []

No []

2. Which method does your institution employ in apprising performance?

Traditional methods []

Modern methods []

Mixed method (both traditional and modern) []

3. Which of the specific appraisal methods does your institution employ appraising performance. Please kindly tick YES/ NO

No	Items	Yes	No
1	Essay statement appraisal		
2	Critical incidence analysis		
3	Ranking methods		
4	Trait Ranking methods		
5	360/multi-rater methods		
6	Management by objective		
7	Graphical Rating scale		

8	Production Standards		
9	Check list		
10	Behavior Anchored Rating scale		

SECTION F: CHALLENGES OF PERFORMANCE APPRAISAL SYSTEM

This part of the questionnaires concerns the challenges of performance appraisal system. Below are statements indicating the challenges. Kindly read each statement and show your opinion based on the following scale: Please tick [√] on one answer appropriately. 1 = Strongly Disagree (SD) 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA).

No	Items	1	2	3	4	5
1	Inadequate definition of performance standard and outcome					
2	Negative attitude of appraisers towards appraises					
3	Misunderstanding of about performance standards					
4	Administrative problems (expensive nature of performance appraisal)					
5	Lack of feedback and corrective direction on employee performance					
6	Non-implementation of performance appraisal results					
7	Appraisal conducted by untrained appraisers					
8	Lack of feedback on employees performance					

9	Lack of transparency of appraisal systems					
10	Inadequate time allocated for the discussion of performance issues					

THANK YOU FOR YOUR TIME

