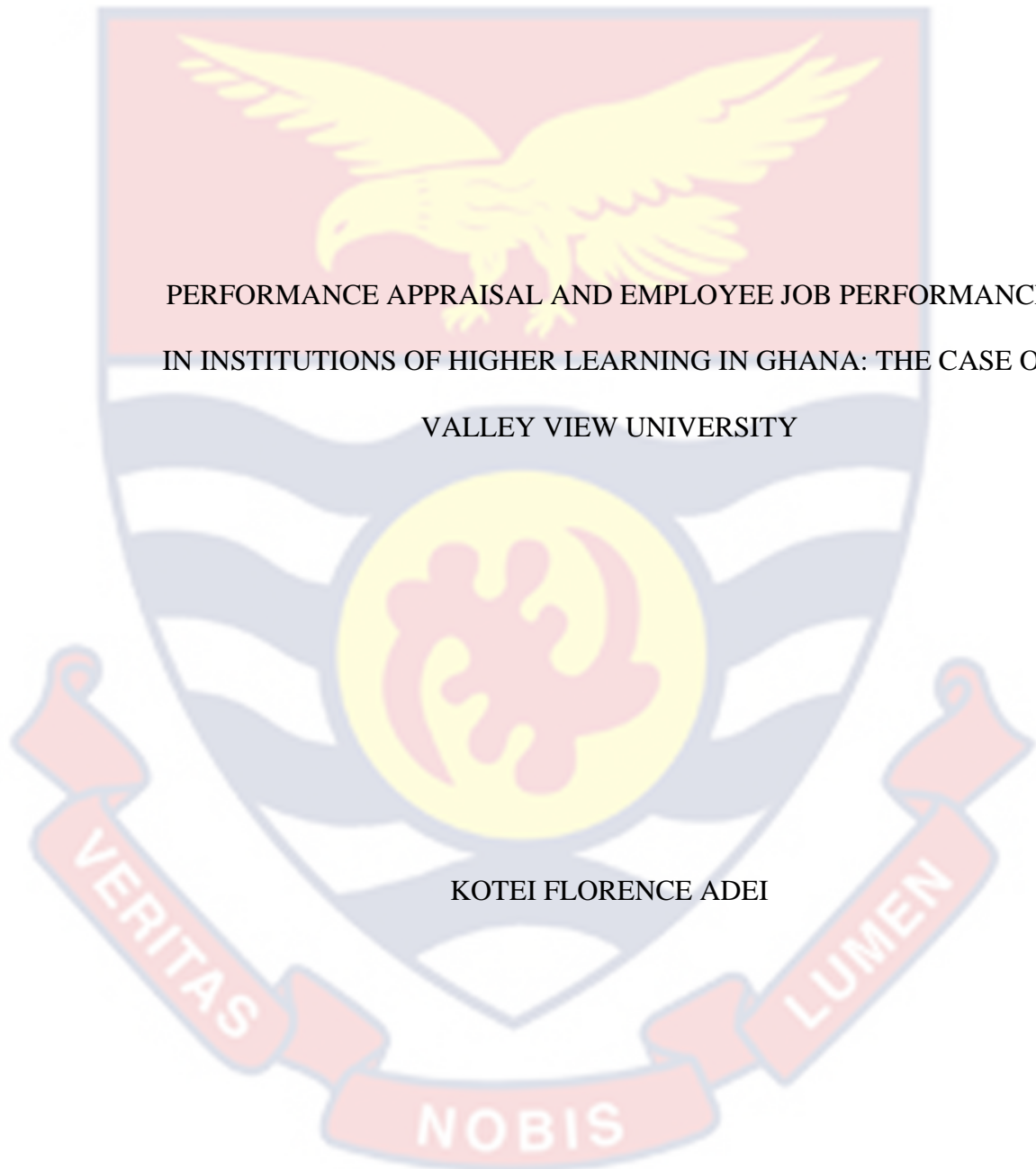UNIVERSITY OF CAPE COAST

PERFORMANCE APPRAISAL AND EMPLOYEE JOB PERFORMANCE

IN INSTITUTIONS OF HIGHER LEARNING IN GHANA: THE CASE OF

VALLEY VIEW UNIVERSITY

KOTEI FLORENCE ADEI

2020

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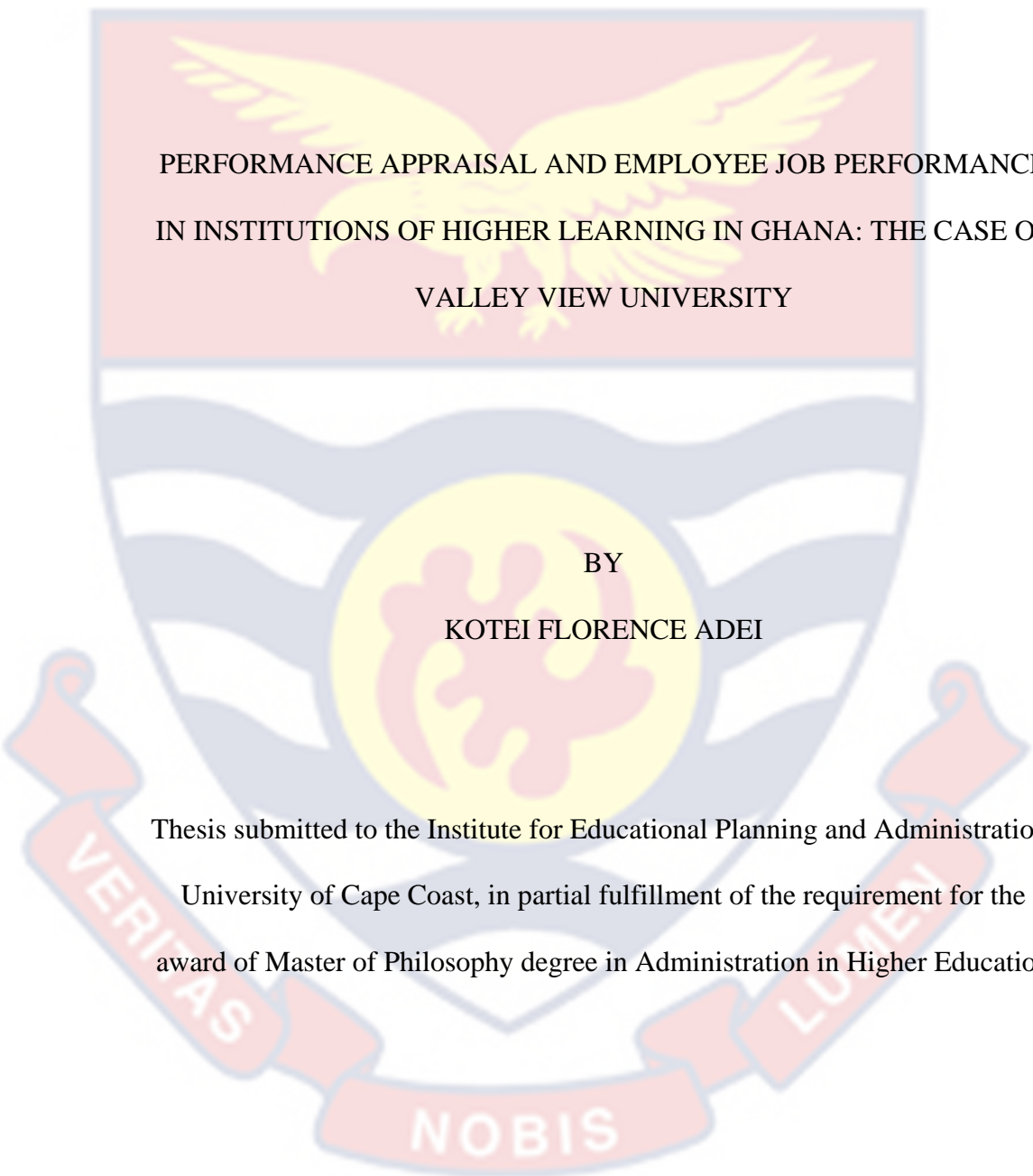
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IN INSTITUTIONS OF HIGHER LEARNING IN GHANA: THE CASE OF

VALLEY VIEW UNIVERSITY

BY

KOTEI FLORENCE ADEI

Thesis submitted to the Institute for Educational Planning and Administration,

University of Cape Coast, in partial fulfillment of the requirement for the

award of Master of Philosophy degree in Administration in Higher Education

JANUARY 2020

DECLARATION

Candidate's Declaration

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

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

Name: Kotei Florence Adei

Supervisors' Declaration

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

Principal Supervisor's Signature ……………………… Date …...…………

Name: Prof. Yaw Afari Ankomah

Co-Supervisor's Signature ……………………… Date …...…………

Name: Dr. Francis Ansah

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ABSTRACT

In recent years, Performance Appraisal (PA) has become a key feature of the drive by organization and institutions towards achieving competitive advantage through continuous performance improvement. Educational institutions have therefore used PA to clarify and define performance objectives and expectations, identify training and development needs, provide counseling and guidance, improve individual/team performance, motivate and control staff and to achieve cultural change. Owing to the role these factors play in attaining educational goals, a descriptive survey was used to investigate the effects of performance appraisal as a Human Resource tool for enhancing management and staff performance, using Valley View University (VVU) as a case study. Data for the study was obtained from 100 employees of the University, with an estimated population of about 900 employees. The data was analyzed using descriptive statistics (mean and standard deviation) and the results presented in tables. The findings suggest a positive relationship between performance appraisal and employee performance if effectively administered and feedback addressed properly. Based on the findings of the study and the resulting conclusions drawn, it is recommended that management should show more commitment and fairness in the implementation of performance appraisal by involving employees in the policy formulation or review. The study further suggests that a comparative study be conducted for other private Universities in the country.

KEYWORDS

Appraisal

Employee Job performance

Job performance

Performance

Performance Appraisal,

Employee Job performance

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This project owes its existence to the Vice Chancellor, the senior and junior members of (Valley View University) and others who willingly filled the survey questionnaires I used for the study and especially Dr. Yaw Adaboh, the Quality Assurance Director, for his help, support and inspiration.

Finally, I wish to thank the Lord for guiding and giving me the wisdom, intellect and strength to successfully complete the MPhil of Educational Administration Programme at the Cape Coast University. I do hope to use the knowledge acquired through the program to develop my career.

DEDICATION

To my daughter, Dorothy Opoku (Mrs.)

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LIST OF ABBREVIATIONS

BARS   Behaviourally Anchored Rating Scales

CG   Corporate Governance

GRS   Graphic Rating Scale

MBO   Management by Objectives

PA   Performance Appraisal

VVU   Valley View University

CHAPTER ONE

INTRODUCTION

Background of the Study

The success of an institution depends on the quality of its staff (Angelo & Robert, 2016). The staff plays a significant role in any institution as they are the backbone of the institution. Institutions cannot achieve their goals without them. However, for achieving goals for an institution, the staff needs to be motivated in a way at work time and again. According to Boon, Den Hartog and Lepak (2019), Human Resource Management (HRM) policies connect the mission and vision of the institution to the performance of the individual.

The concept of Performance Appraisal (PA) comes into play. Employee concert has usually been given prime focus by human resource administrators. As a result, a number of PA techniques have over time been devised to help establish employee's performance (Aguinis, 2017). According to Aguinis (2017), PA is a widely discussed concept in the field of performance management. Cappelli and Tavis (2016) noted that the importance accorded to PA systems in part arises from the nature of the current business environment, which is marked by the need to achieve organisational goals as well as remain relevant in intensely competitive markets through superior employee performance. Within this context, various studies suggest that organisations can hardly control the behaviour of their employees (Biron, Farndale & Paauwe, 2011; DeNisi & Murphy, 2017;

Gorbatov & Lane, 2018). However, organizations can control how employees perform their jobs.

According to Jeet and Sayeeduzzafar (2014), performance management research shows that a significant number of employees tend to have the desire to perform their jobs well as part of their individual goals as well as a demonstration of loyalty towards the organization. Arguably, the key to ensuring that employees perform well lies in the ability to provide them with the right working environment. Such an environment generally includes fair treatment, an offering of support, effective communication and collaboration. Kampkkötter (2016), these are the very qualities that are created by an effective PA system.

PA is a review and discussion of an employee's performance or assigned duties and responsibilities. The appraisal is based on results obtained by an employee in his or her job, not on the employee's personality characteristics. According to Patterson (2017), appraisal or performance review is a method by which job performance of an employee is evaluated, in terms of quality, quantity, cost, and time by the corresponding manager.

Again, PA is part of guiding and managing career development as well as the process of obtaining, analyzing and recording information about the relative worth of an employee to the organization. It can be termed as analyze employees' recent successes and failures, personal strengths and weaknesses and suitability for promotion or further training. The appraisal again measures skills and accomplishments with reasonable accuracy and uniformity. It provides a way to help identify areas for performance enhancement and to

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help promote professional growth. It should not, however, be considered the supervisor's only communication tool.

PA is an important element of life and is widely used in many organizations. It is often used for performance assessment, evaluation, and review of an individual or a department (Bos-Nehles, Renkema & Janssen, 2017). The success of an institution, therefore, depends on how the performance of every staff is and how effectively the staff is appraised and managed (DeNisi & Murphy, 2017). According to Escribá-Carda, Balbastre-Benavent and Canet-Giner (2017), PA is an important aspect of career growth in which there is a regular review of the performance of staff in the institute, and then feedback is given to them. Daoanis (2012) noted that PA should be seen as a continuous process of assessing and measuring the inputs of every staff and knowing their strengths and weaknesses and communicating the results of their efforts to the staff.

Arthur (2015) equally raised the importance of PA in an organization, since, in his opinion, maximizing performance should be a priority for institutions and organizations. This means that the desire of every employer should be that employees (staff and faculty) are up to their tasks. This Arthur further observed can be achieved through an effective appraisal system. PA systems are therefore put in place by institutions to check what the employees do (their work), how they carry out their tasks (their behaviour) and what they achieve (their results). In totality and practice, PA embraces all formal and informal measures adopted by the organization to increase team and individual effectiveness (Bansal, Soni & Mishra, 2018). This further suggests that PA is not static but an ongoing process in order not to deviate from the goals and

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objectives of the institution (Escribá-Carda et al., 2017; Mollel, Mulongo & Razia, 2017). It also suggests that employee performance needs to be reviewed at every stage of the performance process so that corrections can be made instantly (Mollel et al., 2017).

The Human Resource Department of an institution is therefore tasked with the responsibility of ensuring that the institution gets the best performance from its workforce in terms of levels of production and quality of output (Gorbatov & Lane, 2018). Once again, the importance of PA is raised, as the effective means of ensuring proper job placement and providing the needed skills for employees to ensure their effectiveness (Idowu, 2017). In any evaluation of the condition necessary for the growth and survival of an institution, the role of PA is a strategic factor (Feys, Anseel & Wille, 2013). According to Feys et al., (2013), both the individual and the institution need to know how well actual performance is contributing to the accomplishment of the job plans, the staffing plan, and ultimately the overall strategic plan of the institution. In addition, the employees require feedback relative to their own goals as well as that relative to management's expectations.

PA is one of the HRM policies that organizations endeavor to implement effectively. The effectiveness of performance appraisal (EPA) requires the support of top management by demonstrating commitment and translating organizational goals and objectives into individualized clear employee goals (Boice & Kleiner, 2007). Executing PA with no well-defined objectives can have severe effects such as employee dissatisfaction, decreasing productivity and organizational commitment (Maley, 2013). Human resource management (HRM) literature indicated that PA is an area that HRM

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researchers and practitioners have focused interest on because of its observed impact on overall organizational effectiveness (Robbins & Judge, 2009). Besides, it has also been reported that important positive job outcomes such as organizational commitment, job satisfaction, and work performance have an impact on the practice (Idowu, 2017, Kampkotter, 2016; Othman, 2014). Hence, effective EPA will reinforce the quality of the employee performance evaluation (Moradi et al., 2017), which might manifest on the overall employees' performance (Harrington & Lee, 2015; Kampkotter, 2016).

Extant literature (Atkins & Wood, 2008; Banks & Murphy, 2008; Schraeder et al., 2007) have demonstrated the failure of PA systems in some organizations, and this warrants a holistic approach towards ensuring the practice of an EPA system (Ikramullah et al., 2016). Specifically, the problems militating against EPA have been reported in numerous studies. For instance, unfair judgement on a good performance in appraisals (Egginton, 2010; Getnet et al., 2014), organizational politics (Rosen et al., 2017), as well as leadership (Tredrea, 2018) some of these issues. Similarly, the inability to consider the future by pursuing strategies that may produce better outcomes (Para-Gonzalez et al. (2018), as well as less or nonemployee participation (Roberts, 2007; Saad, 2014), makes the employees see the appraisal process as valueless and ineffective (Wright, 2008). Arguably, prior studies, apart from developing frameworks, focused on certain predictors as determinants of EPA (Abbas, 2014; Christopher et al., 2017; Hemans & Abena, 2011; Phin, 2015). Though, there are few studies that have investigated certain factors or variables to determine the EPA, yet, not much is known on how the variables for this study could establish EPA as the exploration of the area is still ongoing. Thus, the

uniqueness of this study shall increase knowledge by developing a framework that will determine whether organizational fairness, organizational politics, and transactional leadership may establish EPA with the moderating role of employee participation in that regard.

Prior studies on EPA and its predictors adopted a variety of measures from different sources for the purpose of their research. This study has similarly adopted different measures from a variety of sources to achieve its aim. Accordingly, this paper presents the results of the pilot test concerning the determinants of EPA among academics in Ghanaian HEIs. The aim is to ascertain the reliability as well as the validity of the constructs in diverse settings and context at large before proceeding ahead to the main survey. This is desirable to confirm the content validity and internal consistency of the measures adopted. It is important because validity measures the degree to which an instrument is assessing what it ought to be measured, whereas reliability determines the extent to which an instrument is devoid of error and consistent among different measures of the scale (Sekaran & Bougie, 2010).

In the area of educational institutions, PA is, therefore, an essential management tool for ensuring effective teaching and learning. According to DeNisi and Murphy (2017), PA is a formal system that evaluates the quality of an employee's performance. They reemphasized the fact that an appraisal system should not be viewed as an end in itself, but rather as an important process within a broader performance management system that links organizational objectives, day to day performance, professional development, and rewards and incentives (DeNisi & Murphy, 2017). An appraisal may be understood as the assessment of an individual's performance in a systematic

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way, the performance being measured against such factors as job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, cooperation, judgment, versatility, health and the like (Boon et al., 2019; Escribá-Carda et al., 2017; Mollel et al., 2017) Bansal et al., (2018) also suggested that the assessment should not be confirmed to past performance alone, but that potentials of the employee for future performance must also be assessed. Ombui and Kamenchu, (2011) also indicated that the achievement of the objective of the performance management system of individual and an institution's efficiency and effectiveness could not be possible without continuous development of knowledge, skills and competencies of staff.

Described as an indispensable aspect of an institution, PA continues to garner more interest among researchers and institutions alike due to the role it plays in the success of these institutions (Rasch, 2014). In Rasch's opinion, PA offers employees of the institution and opportunity to receive the necessary feedback on their performance, which in turn can help them to adjust accordingly According to Alamiri (2013), it is the effectiveness of PAs that lays bedrock for ensuring the success in matters relating to employees such as selection, training, and employee motivation practices. Alamiri opined that PA enables employees to build their own developmental goals which eventually culminate into an employee's personal growth, which is a motivation for employees to give off their best for the organization or institution.

Recent studies reveal a positive impact of PA on organizations and also emphasize the need for appraisal systems to be vividly understandable by

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employees and purposes explained to them (Powel, Dawson, Topakas & Fewtrell 2014). Consequently, PA has become a vital tool for measuring the frameworks set by any institution to its employees. It is therefore notable that most organizations use PA to track individual employee's contributions and performance against the institution's goals and objectives as well as identify individual strengths, weaknesses and opportunities for future improvement (Powel et al., 2014). There is the perception that PA is a tool used in identifying employees for promotions or awards (Liza, 2012). As a result, most employees see PA as an opportunity for supervisors to show "where power lies). This negative perception, according to Liza (2012), takes away the core purpose of the PA system, as it goes beyond promotions and awards. According to Akinbowale (2013), PA can focus each employee's mind on the organization's mission, vision, and core values. However, if PA is not done well, the process can become the object of jokes and the target of ridicule (Akinbowale, 2013).

According to Beer et al. (2008), PA serves a two-fold purpose generally, thus, to improve the work performance of employees by helping them realise and use their full potential in carrying out their firm's mission and also to provide information to employees and managers for use in making work-related decisions. More specifically, according to them, appraisals serve some purposes.

Firstly, they support personal decisions to promote outstanding performers in order to weed out marginal or low performers and train, transfer or discipline others as well as to justify merit increases. In short, appraisal

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serves as a key input for administering a formal organisational reward and punishment system.

Secondly, appraisals provide feedback to employees and thereby serve as a vehicle for personal and career development. Again once the development needs of employees are identified, appraisals can help establish objectives for training programmes. Also, as a result of the specification of performance levels, appraisals can help diagnose organisational problems. They do so by identifying training needs and the knowledge, abilities, skills and other characteristics to consider in hiring as well as provide a basis for distinguishing between effective and ineffective performers. Appraisal, therefore, represents the beginning of a process, rather than an end product.

In spite of the purposes of the PA system, it is beset by a lot of problems which inhibit its progress. According to the Mansis Development Corporation (2011), many organisations do not have clearly established corporate objectives for undertaking performance reviews. Many managers, particularly in large organisations, routinely complete the required forms which are then filled and the subject not mentioned again until the next review period, usually a year hence. Also, another problem in many organisations is that the process of performance evaluations lacks credibility. This is due to the failure of management to spell out clearly what aspects of the job are to be evaluated and to define the standards against which performance is to be measured. Lack of clearly defined measurements can lead to intellectual dishonesty in the evaluation, unfair ratings and loss of credibility of management and the appraisal process.

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Again, according to Gordon L. Simpson, Toronto Managing Partner of the Mansis Development Corporation (2011), a recent study of major United States corporations revealed that 40% of managers admitted to fudging performance data because it was obvious to them that the appraisal served no useful purpose in the way it was managed in their organisations. PA or coaching session is a way to give feedback and define behaviours for improvement. Managers committed to the success of their team, take the time to frequently coach and mentor employees. Providing guidance and input on employee performance encourages positive behaviour. The key to performance improvement begins with recognising employee contributions while helping plan for future development and growth. Also, performance discussions should be timely, informative and comprehensive. The effective use of performance reports can result in improved productivity and higher levels of job satisfaction. According to Entrepreneur.com, PAs are important because they boost motivation and help employees refine their competitive edge.

Statement of the Problem

The unique growth in the participation of the private sector in education, particularly, higher education has generated a lot of debate among stakeholders regarding the quality of staff and faculty members, and also the quality of services these institutions provide students. There is therefore the call on regulatory bodies to put in place appropriate regulatory frameworks with the objective of ensuring the quality of input and output in these institutions (Tang, 2013). In Ghana, the enactment of the National Accreditation Board (NAB) Act 2007 (Act 744) and subsequently,

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Regulations, 2010 (L.I. 1984) has been the Country's response to addressing issues pertaining to quality assurance in institutions of higher education. PA is a major tool used by many institutions of higher learning to assess their performance and the extent to which they are meeting their core objective of providing quality education for their students.

In recent years, PA has become a key feature of the drive-by Universities and other institutions of higher learning towards achieving competitive advantage through continuous performance improvement. Universities have therefore used PA to clarify and define performance objectives and expectations, identify training and development needs, provide counselling and guidance, improve individual and team performance, motivate and control employees and to achieve cultural change (Mathis & Jackson, 2014). According to Ahele (2012), PA can have a profound effect on levels of employee motivation and satisfaction as it is credited with encouraging employee loyalty, fostering teamwork, impacting other Human Resource functions positively.

Owing to the role these factors play in attaining organizational goals, many institutions of higher learning invest in PAs. For this reason, Valley View University (VVU) like many other institutions of higher learning in Ghana has an appraisal system for its faculty and staff. However, researchers such as Arthur (2015) and Ahele (2012) cite loopholes in the appraisal system and warn of the dangers it poses to management and their subordinates. Moorhead and Griffin (2012) also assert a seeming unanimous dissatisfaction with performance appraisal by employees and their supervisors alike. Since the adoption of the PA system by VVU before it became a fully fleshed

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University, there has not been any assessment of the effect of the system on the University employees' job performance. Moreover, unconfirmed reports of staff appraisals at VVU indicate that both appraisees and the appraisers did not understand the whole process of staff PA. In spite of the important role PA plays in the organization, employee evaluation has been frequently viewed not as a vehicle for growth and improving employee productivity, but rather as a formality that must be endured (Bach, 2015). As such, PA has been observed as an important step to avoid making the exercise look like yearly ended system (Agyenim-Boateng, 2006). In other words, PA has been seen as a tool with no objective to achieve but to fulfil public service management policy which requires staffs to fill every year with no evaluations.

Studies have confirmed this perception by employees and their supervisors that staff appraisals were not used for its intended purpose hence none of the immense benefits of staff PA has accrued to the institution (Angelo & Robert, 2016; Arthur, 2015; Ahele, 2012; Bach, 2015). This is even more alarming within the private sector where many employees perceive PA as a tool for witch haunting (Anne, Poti & Isaac, 2012; Anton, 2011; Longenecker, 2015). Available studies on PA tend to focus on organizations and firms, with very little studies on other areas like educational institutions (Anton, 2011; Arthur, 2015; Bansal et al., 2018). All these motivated the need for the study. The study, therefore, sought to assess the effectiveness of VVU PA system in contributing to its staff performance.

Purpose of the Study

The purpose of the study was to investigate the effects of PA on employee performance in institutions of higher learning in Ghana, using VVU

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as a case. It sought to identify the employee's perception about the policy, implementation and challenges.

Research Objectives

Specifically, the study sought to:

1. determine respondents' perception of PA administered at VVU.

2. assess the extent to which the VVU PA policy is achieving the desired objectives.

3. Identify any challenges with VVU PA policy.

4. Identify measures that could be put in place to reduce PA implementation challenges faced by VVU.

Research Questions

The study was guided by the following questions:

1 How do employees of VVU perceive the PA policy of the University?

2   How is the appraisal policy of VVU achieving the desired objectives?

3 What are the common challenges of the appraisal policy of VVU?

4 What measures could be put in place to reduce the challenges the appraisal policy is facing at the University.

Significance of the Study

Employee PA provides an opportunity to take an overall view of work content (loads and volume), and to look back at what has been achieved during the reporting period and agreed on objectives for the next planning period. To this end, it is believed that the findings of the study would add more information on PA within the education sector. It is further believed that the findings of the study will help clear the perceptions about PA being a tool for witch haunting, but rather a tool for enhancing organizational performance. It

is believed that the findings will also help develop confidence between employees and supervisors. The study is also expected to bring to the fore, the inherent strengths and weaknesses of the PA systems in the Universities and the effects on employees' job performance, thereby serving as an input to a managerial decision on staff assessment. In addition, the study will make significant contributions to the field of human resource management as it would highlight the relationship between PA and employees' job performance, particularly as a source of motivation, and for skill development.

Delimitations

The study explored PA from the perspective of junior staff, faculty and management of VVU. The study was delimited to assessing the effects of PA on VVU employees performance. The study only took into consideration the PA procedures, processes and implementation challenges. VVU was used as a case study since the focus is on institutions of higher learning, and the fact that very little has been done on PA in education.

Limitations

The study focused on only one university. VVU was purposively selected. Considering the fact that VVU was the first private university in Ghana, the PA policy of the VVU would cut across what pertains in the other private universities. Time constraint was yet another problem that affected the duration of the data collection. Furthermore, the study did not cover all aspects and dimensions of PA and therefore, might not be able to provide comprehensive empirical facts and evidence on the effects of PA on employee performance in all private universities in Ghana. Even so, it is believed that much of the issues regarding study centers on ensuring a high return rate,

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proper analysis of the data and ensuring that the data are obtained from the right people is a sure way of minimizing the effects of these limitations. Consequently, these limitations will not, in any way, affect the credibility of the findings of the study.

Organization of the Study

The study has been structured into five chapters. Chapter one introduces study, background, and statement of the problem, purose of the study, significance and scope of the study. It continues by presenting the research objectives, research questions and the structure of the study. Chapter Two reviews existing literature on the topic and present the nature of existing theoretical and empirical research on the key variables, performance appraisal and employee performance. Chapter Three discusses the research methods. Chapter Four presents the analysis of the findings of the main study in tabular forms and the discussion of the results. Chapter five, summary, concludes the whole report, makes recommendations and proposes future research areas.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses relevant literature to the study. Important concepts are discussed. The chapter further reviewed previous works of other authors relating to the present study. The chapter also discussed both the theoretical and conceptual frameworks.

Theoretical Framework

The Birth of Modern Performance Appraisal Process

Everyone has some experience with Performance Appraisal in some context. This can be traced back to thousands of years past. As we go through the history of Performance Appraisal, we can see that it is as old as mankind. In a formal sense, Performance Appraisal of an individual began as early as the third century in the Wei dynasty in China where an Imperial Rater appraised the performance of members of the official family (Locher, 2017). Furthermore, in 1648, it was reported that the Dublin (Ireland) Evening Post evaluated legislators by using a rating scale based on personal qualities (Jamieson, 2009).

In the 1800s, the New York City Civil Service in the USA introduced a formal Appraisal program shortly before the First World War. However, formal appraisal of employees' performance is believed to have started during the First World War when, at the instance of Walter Dill in the US Army adopted the "Man-to-Man" rating system for evaluating military personnel

(Ogunniyi, 2008). This early employees' appraisal system was called "Merit System". From the army, this concept entered the business world and was, at that time, applied to hourly-paid workers.

First Recorded Appraisal System in the Industry

The early application of the performance appraisal system in the industry was carried out by Robert Owen with the use of character books and blocks in New Lanark Mills in Scotland around the year 1800. The character books recorded each worker's daily report. The character books were coloured differently on each side to represent an evaluation of the worker's rating from bad to good, and they were displayed in each employee's workplace. Owen was quite impressed by the way the blocks improved the behaviour of workers (Dipboye, 2011).

During the 1920s, relational wage structures for hourly-paid workers were adopted in industrial units, and each worker was rated in comparison with others for determining wage rates. In the 1940s behavioural methods were developed using a motivational approach. These included behavioural anchored rating scales (BARS), behavioural observation scales (BOS), behavioural evaluation scales (BES) and critical incident and job simulation. All these judgments were used to determine the specific levels of performance criteria to specific issues such as customer service and rated in factors such as "excellent", "average", "need to improve" or "poor". Post-1945 developed into results-oriented approaches and led to the development of Management by Objectives (MBO) (Ubeku, 2009).

In the 1960s, the development of self-appraisal by a discussion led to a specific time and opportunity for the appraiser to evaluate the performance of

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a worker using discussion and interview approaches. In the 1990s, the 360-degree appraisal was developed occasioning the sourcing of information from a wider range of sources and the feedback was no longer dependent on the manager-subordinate power relationship but included groups appraising the performance of line managers and peer groups on individual performance (Stone, 2009). So since the 1940s, the philosophy of Performance Appraisal has undergone tremendous changes. The common terms used include merit rating, behavioural assessment, employee evaluation, personnel review, staff assessment, progress report and Performance Appraisal.

Pitfalls and Failures of Performance Appraisal

According to Appelbaum and Gilliland (2011), many researchers have published articles on the pitfalls and failures of Performance Appraisal. The researchers identified different results as to why Performance Appraisal fails. Psychometric errors are one of the main reasons why Performance Appraisals are done ineffectively within corporations. These errors include; leniency, halo effect, restriction of range, recency and contrast. These errors are attributed to the psychological predisposition of the appraiser during the appraisal process. Some researchers have suggested that one possible way of minimizing psychometric errors is by using a multi-rater system of evaluation (Beach, 2010). A self-performance appraisal is another method that can support the multi-rater system to reduce the presence of psychometric errors. However, most of the studies done on self-evaluation indicated positive results relating to the appraisal process. Donli (2011) stated that self-evaluation could increase the effectiveness of the appraisal system and results show a positive impact on employees' satisfaction with the evaluation and his perception of justice and

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fairness. Similar results were found by Jackson et al. (2007). Employees who have a chance to rate themselves became more involved and committed to their personal goals.

Eldman (2009), in his research into cognitive process in Performance Appraisal stated that Performance Appraisal is the outcome of a dual process. Attention, categorization, recall and information gathering are carried out via either automatic or controlled process. In an automatic process, aspects of an employee's behaviour are noted, and the employee is categorized without conscious monitoring. This process is dominant, except when decisions are problematic in which place a conscious categorization monitoring will take place. Subsequent recall of the employee is biased by the attributes of prototypes representing the categories to which the employee has been assigned. Categorization also biases any subsequent information search about the employee and interacts with tasks type of produce halo, leniency, stringent biases, and efficient use of its human resources.

Performance management, particularly performance appraisal aspect of it with regards to academics in institutions of higher education has not received enough attention from, policymakers and administrators of tertiary institutions in the past, hence, its contribution to enhancing institutional performance and quality appear to have been neglected. Consequently, universities adopted a laissez-faire approach to performance appraisal; thus, academic staff members were not closely monitored in terms of in-class effectiveness. The evaluation criteria used in evaluating the staffs in Ghanaian institutions today have failed to enhance the quality of performance and credibility of employees of institutions because such evaluation methods tend

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to give low priority to managers as noted by Oranu (2008) that describes the quality of managerial roles in Ghana as apparently poor, and attributed this to the fact that employees performance and other in-class behaviours are never recognized criteria when considering managers for promotion or reward. Emphasis is rather placed on research publications (Ofoegbu, 2007).

The writers of this paper contend that the use of research publications and paper presentation at conferences as the main performance indicators for managers while neglecting in-class effectiveness is counter-productive. This view is informed by the fact that the use of these criteria has resulted in the negligence of the primary assignment of an academic, which is excellent at the workplace.

According to Adomi (2007) employees are the direct consumers of services rendered by institutions; hence their views on all aspects of their higher education experiences are essential to the effective monitoring of quality in institutions (Hill, Lomas & MacGregor, 2007). In the USA, employee's evaluation of working is part of the senior staff member's performance evaluation (Emery, Kramer & Tian, 2007). This is also true of European countries (Curtis, 2008).

In Nigeria, employee's evaluation of working has not yet been introduced in institutions. Criteria for assessing academics for tenure and promotion in many Nigerian universities include qualifications, teaching, current research, publications, and service to the university/community. The promotion and reward systems for academics in Nigeria, however, are largely based on research excellence (Adomi & Mordi, 2003). Students in developed

countries participate in teaching evaluation. There is some literature on the traits lecturers are expected to exhibit.

Murray (1996) posit that university teachers are expected to possess content competence; pedagogical competence; the ability to deal with sensitive topics in an open, honest, and respectful way; the ability to contribute to the intellectual development of the student; the ability to treat students' grades, other academic records, and private communications with strict confidentiality; assessment of students that is valid, open, fair, and congruent with the course; and, respect for the institution. These are ethical principles, which should be taken into account along with other relevant conditions and circumstances, in the design and analysis of university-college teaching.

As opined by Priestly and Kerpneck (1977), university teacher needs broad knowledge and understanding of the subject as well as a deep knowledge and understanding of at least one substantial area of it. Since their primary business (and that of the university) is teaching, they must know a good deal about what they are teaching and a good deal about how to teach it. Hill, Lomas, and MacGregor (2003) in their investigation of what students in a number of disciplines perceive as quality education found that students appreciated lecturers who knew their subject, were well organized and were interesting to talk. They appreciated lecturers who provided feedback to students during the session and in assignments and also liked teachers who were easy to be with and helped them to learn.

It is on the basis of the aforementioned scenario that this paper draws the attention of academics and administrators of institutions of higher learning to the need to adopt an effective and efficient performance appraisal model

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that can add value to the effectiveness of the academic staff and thus, raise institutional growth measures that encompass increased graduate rates and quality, research output and quality of teaching. Besides, research has shown that higher education institutions are facing major challenges regarding the management of performance of academic staff. This paper also reviewed the procedure used to evaluate lecturers in Nigeria's tertiary institutions, including colleges of education and highlights the weaknesses of this procedure.

According to Armstrong and Baron (2007), issues of accuracy and fairness in PA are important issues of research. In the field of Human Resource Management (HRM), performance appraisal may be used as a means of measuring performance. The purpose of measuring performance is not to indicate where things are not going according to plan but also to identify why things are going well so that steps can be taken to build on success. The goal of PA is to access and summarize past performance and develop future work, performance goals and expectations. It is a process of systematically evaluating performance and providing feedback on which performance adjustments can be made. Cash (2009) indicates that from the employee's viewpoint, the purpose of PA is in four-fold: tell me what you want me to do, help me improve my performance, reward me for doing well. PA, therefore, is an important human resource function, which provides management with a systematic basis for effectively recognizing and evaluating the present and potential capabilities for human resource. PA should be a continuous function. The supervisors should continuously determine how effectively their subordinates are performing different tasks. Employees should be appraised at

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least once a year, as this will contribute to increased employee efficiency, productivity and morale.

Private universities in Nigeria have administrative and professional faculty performance appraisal system designed to provide documented, constructive feedback regarding performance expectations, spur growth and development as well as provide a fair and equitable means to determine rewards for contributions to the university, the "senior staff" and faculty. The appraisal process therefore offers a valuable opportunity to focus on work activities and goals as well as identify and correct existing problems, and to encourage better future performance. Thus, the performance of the whole organization is enhanced (Akinyele & Obamiro, 2010).

Concept of Appraisal

As a formal organization event, PA is undertaken for a number of reasons. It represents a strategic and integrated approach which is geared towards delivering organizational success by improving the performance capabilities of both individuals and teams (Agyenim-Boateng, 2006). Several definitions have been given to the concept. According to Angelo and Robert (2016), PA is a discrete, formal, organizationally sanctioned event, usually not occurring more frequently than once or twice a year, and which has clearly stated performance dimensions and criteria that are used in the assessment process. It is also described as a formal process of employee monitoring which usually involves the evaluation of performance based on the judgments and opinions of subordinates, peers, supervisors, other managers and even workers themselves (Arthur, 2015).

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The focus of appraisal for any reason is concerned with helping with individual employee growth and the collective growth of the entire workforce (Aguinis, 2017). According to Alamiri (2013), the exercise offers an opportunity for managers to hold discussions with their employees with regards to progress in their current positions, their strengths and areas requiring further development.

Concept Performance Appraisal

PA can be viewed as the process of assessing and recording staff performance for the purpose of making judgments about the staff that lead to decisions. It is undertaken to discover how productive an employee is and whether the employee can continue to perform in future to help achieve organisational goals. It constitutes an essential part of the HRM process and is a factor in determining the crucially important dimensions of employee and organisational effectiveness for success (Decenzo & George, 2013).

An appraisal evaluates not only the employees" performance but also the potential for development. The primary objectives of an appraisal are to assess part performance, identify training needs, set and agree on future objectives and standard as well as to facilitate the achievement of these goals. Jon Clemens, for example, argued that the "purpose of reviews should be to drive better business results for the organisation making sure that the daily efforts of employees directly contribute to both their team's goals and the goals of the organisation" (Heskett, 2007).

McGregor's Theory X postulates that the average person is lazy and has an inherent dislike for work. As a result of this, people must be coerced, controlled, directed and threatened with punishment if the organisation is to

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achieve its objectives. Naturally, when people know that their performance is monitored and that their continued existence, promotion, pay rise, training and development are dependent on the results of their assessment, they would be motivated to work hard (Mullins, 2012).

PA systems are a major issue for most employers, and different authors have put forward a wide range of responses on their essence and importance. Creamer et al. (2017) note that PA is not about a single event such as completing a standard review form but rather a process that is ongoing. Appraisal activities as an ongoing process should connect the process to organisational functions and have as their focus staff improvement and not simply salary adjustment and or disciplinary action. While a number of organisations continue to use informal and subjective performance evaluation practices to make reward decisions, there is evidence that objective performance evaluation practices are increasingly prevalent in the current times (Akinbowale, 2013; Anton, 2011). Akinbowale (2013) describe PA as the evaluation of an individual's work with the main aim of arriving at objective personnel decisions. It is also considered as the process of obtaining, analysing as well as recording information that revolves about the relative worth of the employee to the organisation (Bach, 2015). According to Ahele (2012), this takes place through the planned interaction between an organisation's supervisors and employees in which the former assess the performance of the latter. One of the main goals, in this case, is the identification of strengths and weaknesses that form the basis of recommending actions for improved employee performance (Anton, 2011).

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Cappelli and Tavis (2016) posit that PA systems began as a simple method of income justification. That is, the appraisal was used to decide whether or not the salary or wage of an individual employee was justified. Today PA is viewed as potentially the most crucial aspect of organizational life. To appraise is to determine worth and value, to determine the quality and usefulness of the staff working within the organization (Ahele, 2012). Boon et al. (2019), opined that PA is an observation and measurement of employee performance against pre-determined job-related standards, for purposes delineated by the organization. According to Bos-Nehles et al., (2017), PA is a structured formal interaction between a subordinate and supervisor, which usually takes the form of a periodic interview in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development (Agyenim-Boateng, 2006).

The term PA has been heard, but not everyone understands what it is, its function, and some of the problems inherent in PAs (Cameron & Trivedi, 2018). Daoanis (2012) defined PA as the process by which an employee's contribution to the organization during a specified period of time is assessed. Daoanis argued that performance feedback then let employees know how well they have performed in comparison with the standards of the organization. According to Powel et al. (2014), PA is the systematic evaluation of individual performance on the job and potential for development. Denning (2011), thought of PA as the process for the defined purpose that involves the systematic measurement of individual differences in employee's performance

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on their job. Boon et al. (2011) also see PA as a formal system and influencing employees in the conduct of their work.

Biron et al. (2011) speculated on the effect that the PA process could have on employee trust for the organization. They hypothesized that the use of self-appraisal in the performance evaluation system should be positively associated with trust. Furthermore, Biron et al., (2011) proposed that if the results of appraisals are fed back to appraises, the trust will be enhanced. Longenecker (2015) suggested that the acceptability of the PA system to both raters and rates is important to the system's effectiveness. He pointed out that acceptance by rates are a function of both the process and the outcomes of PA. The one avenue of assessing the impact of HR system on trust or trustworthiness is to measure the impact of changing the system on the perceptual and attitudinal. The appraisal system that clarifies and increases the perceived linkage between performance and rewards might be expected to affect all three of the factors of trustworthiness (Mathis & Jackson, 2014). According to Anton (2011), the informal appraisal has been going on for as far as people have been working together. There is a basic human tendency to make a judgment about work colleagues. These definitions, therefore, bring out the critical features of PA, even though each of the writers defined it the way they see it.

Perceived fairness practices concerning issues such as employee PA are of paramount importance to organizations (Trivellas & Kakkos, 2015). Thus, the trust employees have on the PA system fairness is very vital; otherwise, it may end up being of no value (Roberts, 2007). If employees' perceptions on PA are seen as unfair, this might influence the benefits that

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could be derived from it, an employee's positive attitudes and performance may deteriorate instead of rising (Getnet et al., 2014). It is observed that employees' views on all aspects of organizational fairness have an effect on their job performance throughout the PA process (Richter et al., 2016). Extant literature has indicated that various types of organizational fairness have been established (Colquitt & Cloninger, 2012). For instance, based on equity theory (Adams, 1963), it is argued that it consists of three dimensions which are; distributive fairness, procedural fairness and interactional fairness (interpersonal and informational) (Collins & Mossholder, 2017; Karkoulian et al., 2016). While some scholars (Trivellas & Kakkos, 2015; VouBem et al., 2016), argue that it has two dimensions which are distributive fairness and procedural fairness. Distributive fairness signifies the degree to which outcomes of appraisal are allocated fairly (Saad & Elshaer, 2017), as well as associated with the ratings of PA earned by employees (Abbas, 2014).

However, Procedural fairness concerns decisions about the procedure used to establish outcomes (VouBem et al. 2016), particularly the perceptions held by employees that procedures engaged by supervisors to evaluate their performances (Collins & Mossholder, 2017; Colquitt & Cloninger, 2001). Interactional fairness is conversely, a social in nature, denoting supervisor-subordinate relations as well as the extent to which employees are treated in the PA process (Collins & Mossholder, 2017; Greenberg, 2011). Scholars (Collins & Mossholder, 2017; Greenberg, 2011; Phin, 2015; Saad & Elshaer, 2017) recognize the concept has two different and precise types or dimensions; interpersonal and informational. These types or dimensions have

been reported as being particularly significant while studying relational phenomena (Collins & Mossholder, 2017).

Antecedence of PA

The antecedence of PA is quite brief. Its roots in the early 20th century can be traced to Taylor's pioneering Time and Motion Studies (Rudman, 2013). According to Rudman, the appraisal concept was adopted by US army during the First World War. The US army concept of appraisal was in the form of merit rating. It was a man-to-man rating system for the evolution of military personnel. According to Levy and Williams (2014), firms adopted the concept and modified in to suit the business environment. Levy and Williams explained that from the army, the concept entered the business field and was originally restricted to hourly-paid workers. During 1920 relational wage structures for hourly paid workers were adopted in industrial units, and each worker was used to be rated in comparison to other for determining wages rates (Levy & Williams, 2014).

Kemper (2015) posited that in the early days of the appraisal concept, it was called merit rating, and was firmly linked to material outcomes. Kemper explained that, if an employee's performance was found to higher than the supervisor expected, a pay rise was in order. Little consideration, if any, was given to the developmental possibilities of appraisal (Kemper, 2015). According to Kemper, the only required impetus for an employee to either improve or continue to perform well was linked to his or her. Therefore, PA was used as a tool for pay cuts or pay increases.

According to Kluger and Van Dijk, (2010), this basic system sometimes succeeded in getting the results that were intended, but more often

than not, it failed. Pay rates were important, but they were not the only element that had an impact on employee performance. Kampkkötter (2016) noted that performance literature suggested that other issues, such as morale and self-esteem, could also have a major influence on employee performance. This, according to Kampkkötter, was the basis of the general model of PA, as it is known today.

Modern Appraisal System

Today, PA is seen as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semiannual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weakness and strengths as well as opportunities for improvement and skills development. According to PA literature, for many organizations, PA results are used, either directly or indirectly, to help determine reward outcome. That is, the appraisal results are used to identify the better-performing employees who should get the majority of available merit pay increases, bonuses, and promotions (DeNisi & Murphy, 2017; Gorbatov & Lane, 2018; Kemper, 2015). By the same token, appraisal results are used to identify the poorer performers who may require some form of counselling, or in the extreme cases, demotion dismissal or decreases in pay (DeNisi & Murphy, 2017).

Historical Overview

The history of PA is quite brief. Its roots in the early 20th century can be traced to Taylor's pioneering Time and Motion studies. As a distinct and formal management procedure used in the evaluation of work performance,

appraisal really dates from the time of the World War II not more than 60 years ago.

Yet in a broader sense, the practice of appraisal is a very ancient art. In the scale of things historical, it might well lay claim to being the world's second-oldest profession. Dulewicz (2009) noted that there is a basic human tendency to make a judgment about that one is working with as well as about oneself. Appraisal it seems is both inevitable and universal. In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others, including subordinates, naturally, informally and arbitrarily. The human inclination to judge can create serious motivational, ethical and legal problems in the workplace. Without a structured appraisal system, there is little chance of ensuring that the judgment made will be lawful, fair, defensible and accurate.

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

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1950s in the United States, the potential usefulness of appraisal as a tool for motivation and development was gradually recognised. The general model of performance appraisal as it is known today began from that time.

In the view of Apekey (2006) PA in contemporary times gives supervisors and employees the opportunity to review the performance of the latter against set performance standards. This is to help identify their strengths and weaknesses in order to enable the supervisor's design or recommend a specific programme that will help employees improve upon their performance.

Performance Appraisal Process

The PA process consists of six inter-related steps as follows:

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┌─────────────────────────────────────────────┐
│     Establishing performance standard       │
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│    Communicating standards and expectations │
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│       Measuring the actual performance      │
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┌─────────────────────────────────────────────┐
│          Comparing with standards           │
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                      ⇓
┌─────────────────────────────────────────────┐
│     Discussing results (providing feedback) │
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                      ⇓
┌─────────────────────────────────────────────┐
│   Decision making (taking corrected reactions) │
└─────────────────────────────────────────────┘
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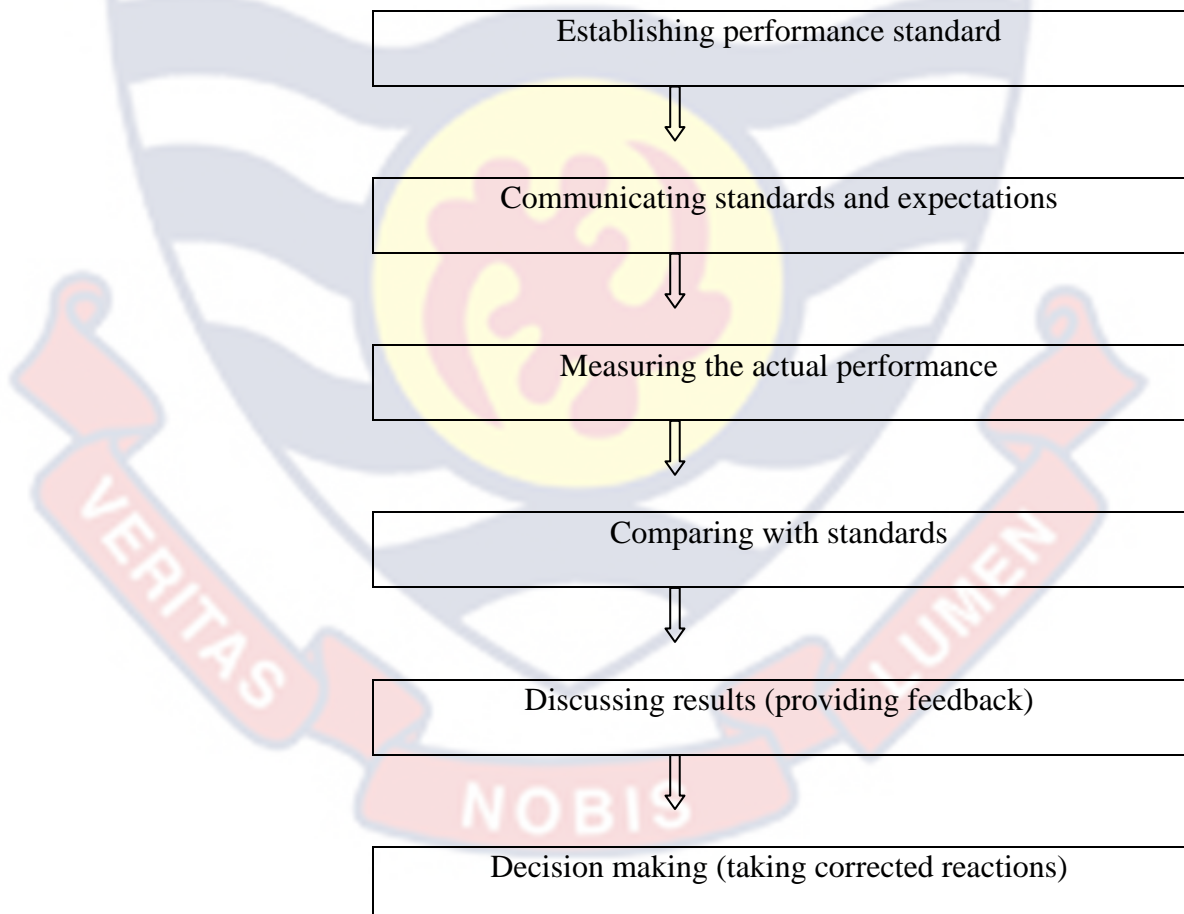
Figure 2.1: The PA process
Source: http://appraisals.naukrihub.com

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Establishing performance standards

The first step in the process of PA is the setting up of the standards which will be used as the base to compare the actual performance of the employees. This step requires setting the criteria to judge the performance of the employees as successful or unsuccessful and the degrees of their contribution to the organisational goals and objectives. The standards set should be clear, easily understandable and in measurable terms. In case the performance of the employees cannot be measured, great care should be taken to describe the standards.

Communicating the standards

Once set, it is the responsibility of the management to communicate the standards to all the employees of the organisation. The employees should be informed, and the standards should be clearly explained to them. This will help them to understand their roles and to know what exactly is expected from them. The standards should also be communicated to the appraisers or evaluators, and if required, the standards can also be modified according to the relevant feedback from the employees or the evaluators.

Measuring the actual performance

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

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Comparing the actual with the desired performance

The actual performance is compared with the desired or standard performance. The comparison tells the deviations in the performance of the employees from the standards set. The result can show the actual performance more than the desired performance, or if the actual performance is less than the desired performance, it depicts a negative deviation in the organisational performance. It includes recalling, evaluating and analysis of data related to the employee's performance.

Discussing results

The results of the appraisal are communicated and discussed with the employees on one-on-one bases. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem-solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the employee's future performance. The purpose of the meeting should be to solve the problems faced and motivate the employees to perform better.

Decision making

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

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Performance appraisal as a Management Process

According to Davis (2009), performance management is a joint process that involves both the supervisor and the members of staff, who identify common goals, which correlate to the higher goals of the institution. If employees are effectively appraised, then the organization will experience increased productivity and improved quality of output. When people are treated with care, shown trust, listened to and encouraged to do better, they reciprocate by being responsible and productive. For effective development and utilization of human talent, performance appraisal plays a key role since it enables an organization to identify the employee's strengths and weaknesses objectively. The organization will then be able to counsel the employees to improve the weak areas. This will help all the employees to contribute positively to the attainment of the institution/ organizational objectives.

Performances appraisal in most Nigerian companies involved supervisors merely filling out confidential forms for the last two years. The national production board of Nigeria started promoting open appraisal systems through a series of seminars. The appraisal of individual performance is undeveloped in the Nigerian organization, and teamwork and original identity are promoted. Performance feedback is smooth and indirect. Most private organizations make more great investment in people and in the skills necessary to be effective with others. It is also used for linking training, development, performance planning, and a tool to encourage employees.

The policy establishes general procedures for such evaluations and delegates oversight on specific formats and detailed procedures to the senior administrator of the campus. The criteria for such reviews will vary according

to the nature of the unit in which it is located, http// www.umn.edu/ohr/ policies/performance organization do utilize performance appraisal systems that suit their original strategies; therefore, appraisal systems vary from institution to institution.

Why Performance Appraisal

Meyer (2009) states that performance management is a joint process that involves both the supervisor and the employee, who identify common goals, which correlate to a higher goal of the institution. Levinson (2009) stresses the importance of the processes of identification of the employee with the manager. He also states several barriers which may come in the way of such legitimate process of identification as; lack of time, intolerance, of mistakes, a complete rejection of dependency needs repression of rivalry, and unexamined relationship. Levinson also suggests the development of the process of identification; it is necessary for the manager also to examine his own process and needs of interacting with the subordinates.

PA has become a key feature of an organization drive towards competitive advantage through continuous performance improvement and that it has resulted in the development of integrated performance management system (PMS) based on a competency framework (Akinyele & Obamiro 2007). Quchi (2007) indicates that many companies in Nigeria conduct PAs, regardless of their level of sophistication. But a number have not actualized the process. They are still learning the ropes, start by delinking the results of the appraisal from salary reviews. Put in place structures to manage the process. Get policies and procedures manuals and train the entire organization on target setting, monitoring and review. Mbiti (2009) proposed human

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temperaments as the reasons why we need to appraise employees. He classifies employee into four major vegetations and rejecters. Mbiti describes vegetations as people who care for nothing except their pay at the end of the month. They have no initiative; they will take the slightest excuse to be off duty; because this gives them pleasures than writing. They require constant supervision without appraising them; they will try to hide amongst others while they do nothing.

Design an acceptable, easy-to-use but reliable appraisal instrument. Insist on support and sponsorship by the highest office in the organization. One will most likely succeed where the process is tied to perform, improvement and employees development. Appraisals should not have footnotes in the corporate calendar. Companies that have moved to quarterly appraisals get more objective results. Managers may easily get away with subjectively if discussions on performance are not based on recorded facts and figures. This needs to be discouraged, the training required must often come as the appraisal, where there is a likelihood of bias, encourage a third party to attend such performance discussions. Phil (2009), gave the following point as the reasons for performance review. Administrative uses; performance appraisal system is the link between the rewards employees hope to receive and their productivity. The linkage can be thought of as follows.

Productivity- Performance- Appraisal- Rewards

The manager's role is to evaluate subordinate's performance, which leads to the manager's making compensation recommendations for employees. Development uses; performance appraisal can be a primary source of information and feedback for employees, which is key to their future

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development. When supervisors identify the weak areas and the training needs of the employee, this informs the employees what skills to develop and work out development plans. This reinforces individual behaviour. The combination of administrative and development purpose of performance appraisal reflect in a specific way; human resources management plays a larger role in integrating the individual with the organization. It is, therefore, necessary to have a formal appraisal programme with clearly stated objectives. Mzenge (2009) revealed that performance reports in Nigeria play a relatively minor role in influencing decisions regarding the general management of human resources. Mzenge found appraising to be based on personality traits, while actual job performance and ability to achieve goals given little emphasis. Thus it is important that PA roles be understood by the original managers. Gary (2009) establishes that change in behavior cannot be brought about in human beings through punishment or negative reinforcement, but only through positive reinforcement, influencing would involve providing encouragement and reinforcing success so that the person takes more initiative and is able to experiment and risk-taking. These are encouraged through positive reinforcement.

McGregor (2017) indicates that managers experienced the appraisal of others as a hostile and aggressive act against employees which resulted in feelings of guilt of employees. He asserted that the tension between appraisal as a judicial process and a supportive development process an has never been resolved and is likely to continue for some time to come. McGregor further says that making a judgment about an employee's contribution, value, worth, capability, and potential has to be considered as a vital dimension of a

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manager's relationship with employees, as it will influence the employee's performance or output. Most companies have modified their appraisal systems to better acknowledge the quality of performance in addition to teamwork and process improvement (Fowler, 2010). Harper (2009) suggests dropping the word "appraisal" because it puts employees in the defensive. He further recommended a shift towards future-oriented review and development, which actively involve employees in continuously developing ways of improving performance in line with needs for original attainment objectives.

The outcome could be a set of objectives to be achieved by individual employees such objectives may be concerned with immediate performance against current tasks and standards, but they might also be concerned with a variety of work and personal changes. He said that once employees are encouraged to pay attention to their progress at work, then the organization must be able to respond to their medium- and long-term career aspirations and the manager's role will resolve the inevitable tension that will result between individual goals and the manager's interpretation of organization goals. Clinton (2012) notes that the formal performance appraisal programme sometimes yields disappoint results. The primary reasons include lack of top management information and support. The main objective of the study was to evaluate the effectiveness of strategic marketing practice on the performance of oil and gas marketing companies in Nigeria.

If the support of top management is lacking, the appraisal programme will not be successful. Senior management should announce that effectiveness in appraising is a standard in which the appraisers themselves would be evaluated. Also, if the appraisal programme is used for salary review and at

the same is used to motivate employees the administrative and the development purpose will be in conflict. This might have little influence on the employees' future job performance. The content of performance evaluation influences employee performance and satisfaction specifically, performance and employee satisfaction are interested when the evaluation is based on behavioral result-oriented criteria when career issues are discussed and when the employee has the opportunity to participate in the evaluation.

Conceptual Framework

Figure 2: Conceptual Framework
Source: Researcher's construction, 2020

PA as a Personnel Function

Due to the role that PA plays in the personnel function, it is recognized by practitioners, researchers and psychologist as a vital function. This assertion is driven home clearly with a simplistic system model for the utilization of HRs developed by Michael J Kavanagh (Bach, 2015). According

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to Arthur (2015), the personnel function includes inputs conversion programmes and outputs. The input is the people available for employment within the organization. The conversion programmes involve four main personnel functions: Recruitment; Selection and placement; Training and Performance evaluation. These are aimed at eliciting job behaviours (output) from employees that will maximize organizational performance without alienating the individual members. These four functions are interrelated; hence the operation of one function has direct consequences on the others.

In general, the literature presents several benefits of PA. Mathis and Jackson (2014) list the following as potential benefits of an effective PA scheme to both the individual and the organization. These include the following: it can identify an individual's strengths and weaknesses. PA helps reveal problems, which may be restricting productivity through inefficient work practices. It can develop a great degree of consistency through regular feedback on performance and discussion about potential. This encourages better performance from staff. It can provide information for manpower planning, to assist succession planning to determine suitability for promotion and for particular types of employment and training. PA can improve communication by giving staff the opportunity to talk about their ideas and expectations, and how well they are progressing. Research by Longenecker (2015) sums these up in three main points as follows:

1. Timely feedback on performance

2. Input for key personnel decisions

3. Individual and organization planning

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Due to the role that PA plays in the personnel function, it is recognized by practitioners, researchers and psychologist as a vital function. This assertion is driven home clearly with a simplistic system model for the utilization of HRs developed by Michael J Kavanagh (Bach, 2015). According to Arthur (2015), the personnel function includes inputs conversion programmes and outputs. The input is the people available for employment within the organization. The conversion programmes involve four main personnel functions: Recruitment; Selection and placement; Training and Performance evaluation. These are aimed at eliciting job behaviours (output) from employees that will maximize organizational performance without alienating the individual members. These four functions are interrelated; hence the operation of one function has direct consequences on the others.

Types of Performance Appraisal

There are several types of PA systems, the traditional and the modern types. For the purpose of this study, only four types are discussed, Management by Objective (MBO), Graphic Rating Scale (GRS), Behavioural Anchored Rating Scale (BARS) and Human Resource Accounting Method (360-degree PA)

Management by Objective (MBO)

Management by Objective (MBO) was introduced by Peter Drucker in 1954, which change a manager's role from being a judge to a helper (Anne et al., 2012). Management by objective is an approach where employees are evaluated by how well they can accomplish their tasks and objectives which are important to be critical in the successful completion of their job (Rudman, 2013), MBO is a process which converts organizational objectives into

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individual objectives. It helps in goal setting, planning, self-review and performance review. In goal setting, the organizational objectives are used as guidelines through which the individual objectives are set up. Goals are set up between the managers and employees, which become the standard against which the employee's result, are evaluated. MBO is used in planning that is making the plan for carrying out the assigned goods. It includes identifying the proper activities necessary to accomplish the objectives. Self-control is another important step in MBO and as systematic monitoring of performance is done by the individuals so that they get a clearer picture of their performance. Rudman (2013) says that it is crucial to have very precise and well-defined objectives. This eradicates scenarios whereby the appraisal has to appreciate performance based on the unclear objective which will intend to affect objective.

The advantage of MBO lies in its result-oriented emphasis. It assists the management for planning and control functions and is considered as a result-oriented approach for PA because employees will know at least what is expected of them and that their evaluation will be based on their success in achieving their goal. MBO clearly defines employee goals and objective to be achieved in the organization. Although MBO has many positive features, its limitation needs to be understood. The primary issue that needs to be addressed by the organization is the high level of management commitment and time required to reorient the thinking of employees (Powel et al., 2014).

Graphic Rating Scale (GRS)

GRS is considered as the most popular and oldest of the appraisal systems and is used mainly in evaluating performance based on quantity and

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quality of work (Bansal, et al., 2018). A GRS is a rating scale consisting of a point on a continuum, is a generic label given to a broad category of rating formats (Jeet & Sayeeduzzafar. 2014). With the GRS, raters are presented with a description of a dimension on which the rates are to be evaluated and continuum with anchor point that demarcates levels of effectiveness along that continuum. In this scale the employee's ability to consistently meet the work requirements, expectations and desired outcomes are assessed (DeNisi, & Murphy, 2017). In this, the rating of an employee is done on some specific areas only. The rater has to mark the employee on the bases of certain skill which best describes the employee's performance in the organization. According to Escribá-Carda et al., 2017), GRS can be used in assessing productivity in terms of whether the employee makes good use of available plans, work time and completes assignments on schedule. In addition, the employee's knowledge of the job can be assessed. These include job- relevant skills that are gained through education, experience and on-job training (Cappelli & Tavis, 2016).

GRS constitute the most used method during PA in most organisations (Kampkkötter, 2016). A GRS in this context entails a PA rating checklist. The manager simply rates the employee on a continuum that may range from poor to excellent, depending on the aspect being evaluated. Woods (2012) attributes the popularity of graphical rating scales to the ability to use such scales for a variety of jobs. Such scales are also considered as requiring minimal cost, training effort and time. GRS helps in analysis employees on a quantitative scale and can help to compare and contrast the employee's behaviour on this

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scale. There is greater standardization of items, so comparability with other individuals in diverse jobs categories is possible (Anne et al., 2012).

Despite their ease of use, various studies highlight a number of limitations attributable to the graphical rating scales. The standardised nature of the scales overlooks the aspects of trait relevance (Mathias & Jackson, 2014). In their opinion, some traits are more relevant in some jobs compared to others, and hence specific workplace context ought to be taken into account. In addition, Longenecker (2015) noted that rating scales might suffer from the systemic advantage in which case relevant indicators of performance may be excluded and hence the inability to achieve results that reflect the employees' full value.

Behavioural Anchored Rating Scale (BARS)

Behaviourally Anchored Rating Scales (BARS) was introduced by Smith and Kendall in 1963 (Rao, 2014). BARS is a scale used to rate performance. BARS is normally presented vertically with scale point ranging from five to ten. It is an appraisal method that aims to combine the benefits of a narrative, critical incident, and quantify rating by anchoring a quantified scale with specific narrative examples of good, moderate, and poor performance (Rudman, 2013). BARS can be developed using data collected through the critical technique or through the use of the incident technique or through the use of comprehensive data about the task performed by a job incumbent, such as might be collected through task analysis. In order to construct BARS, several basic steps, outlined below are followed.

Examples of effective and ineffective behaviours related to the job are collected from people with knowledge of the job using the critical incident

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technique. Alternatively, data may be collected through the careful examination of data from a recent tax analysis. These data are then converted into performance dimensions. To convert these data into performance dimensions examples of behaviours (such critical incident) are sorted into homogenous goods definition. Each group of behaviour is then written to define as a performance dimension.

A group of subject matter experts are asked to retranslate the behavioural examples back into their respective performance dimension. At this stage, the behaviours for which there is no high level of agreement (often 50 to 75 percent) are discarded while the behaviours which were transmitted back into their respective performance direction with a high level of the agreement are retained. The retranslation process helps to ensure that behaviours are readily identifiable with their respective performance dimension. The retained behaviours are then scaled. These ratings are usually done on a five to nine-point Likert type scale. Behaviours with a low standard deviation (for example less than 1.50) are retained while behaviours with a high standard deviation are discarded. Finally, behaviours for each performance dimension, all meeting retranslation and criteria will be used as a scale anchor.

Human Resource Accounting Method (*360-degree Performance Appraisals*)

The performance of an employee is evaluated in term of contribution and cost of employees (Powel et al., 2014). The Human Resource Accounting Method could be carried out through 360-degree PAs. This involves the feedback of employee's performance by anyone who has contact with the

employee in the organization. The process also includes the employee's opinion about him/herself and hence its recognition as a multi-source, multi-rater and full-circle appraisal system (Grund & Przemeck, 2012). While on this context, Agyenim-Boateng (2016), through a similar study, identifies four key assessments that should constitute a 360-degree appraisal system. They include self-assessment; immediate supervisor assessment; subordinate assessment and peer assessment.

According to Mollel, Mulongo and Razia (2017), the underlying premise behind the use of 360-degree PA is that a significant amount of performance data about a given employee can be gathered when multi-sources are used. This means that the 360-degree appraisal systems allow for the gathering of information about an individual from different degree and angles. While supporting such views, Espinilla, Andres, Martinez & Martinez (2013) underscore that the use of multiple assessment sources helps ensure that an employee's performance is double-checked. Moreover, the 360-degree PA system is considered as one that helps in overcoming disadvantages such as prejudice, subjectivity and halo errors, which characterise traditional evaluation systems (Bach, 2015). Espinilla et al., (2013) for instance, notes that the use of 360-degree PA method makes it unlikely that the employee is criticised solely by the manager. Rao (2014) adds that systems of 360-degree appraisal are perceived by employees as more accurate and more reflective of their performance. They are thus considered as quite effective in providing comprehensive information that can be used to determine the employee's training needs (Walters, 2015).

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Despite the effectiveness of 360-degree appraisal systems, several issues have been identified in the literature that prevents the effectiveness of such systems. Espinilla et al., (2013) for instance notes that the use of a single type of expression domain such as numerical or linguistic in 360-degree systems limits the ability to gather the richness of information that reviewers provide. In addition, the correct interpretation of final results is hard as quantitative assessment does not always represent qualitative information accurately (Mollel et al., 2017).

Performance Appraisal Methods

Ranking Methods

According to Wayne (1992), simple ranking requires that a rater orders all employees from highest to lowest, from best employee to the worst employee etc. Alternative ranking requires that a rater initially lists all employees on a sheet of paper alternating them from the top to the bottom of the list until all employees have been ranked.

Grobler et al. (2015) also postulated that the ranking method is comparative; thus, supervisors or other raters judge employees" performances in relation to each other instead of against an absolute standard. Supervisors usually rank their employees from effective to least effective in total job performance. According to Grobler et al, (2015) the advantages of the ranking method are that it is easy to complete and also ranking avoids problems of central tendency or leniency. Again, they found some challenges with the ranking method. According to them, the method is seldom developmental since employees do not receive feedback about performance strengths and weaknesses or any future directions. Grobler et al. (2015) also pointed out that

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when ranking is used, there is no common standard of performance by which to compare employees from various departments because employees in each department are compared only with one another.

360 Degrees Feedback

According to Ward (2015), 360^0 feedback is the systematic collection and feedback of performance data on an individual or group derived from a number of the stakeholders on their performance. Three Hundred sixty degrees which are also called multi-source assessment or multi-rater feedback generates its performance data on an individual from their peers (team members or colleagues in other parts of the organization), supervisors (that one reports to), subordinates (those who report to the individual), customers, self and team. Also, according to Mathias and Jackson (2008), 360 degrees feedback recognises that the manager is no longer the sole source of PA information. Instead, various colleagues and constituencies supply feedback about the employee to manager, thus, allowing the manager to obtain input from a variety of sources. Mathias and Jackson (2014) again postulate that the sole purpose of 360 degrees feedback is not to increase reliability by soliciting like-minded views but rather to capture the various evaluations of the individual employees" different roles.

Essay Method

Wayne (1992) observed that the narrative essay is the simplest type of absolute rating system. Here a rater describes in writing, an employee's strengths, weaknesses and potentials together with suggestions for improvement. If essays are done very well, they have the tendency to provide detailed feedback to subordinates regarding their performance.

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Notwithstanding, comparisons across individuals, groups or departments are almost impossible since different essays touch on different aspects of each employee's performance. It then becomes difficult to use essay information for personnel decisions since subordinates are not compared objectively and ranked relative to each other.

According to Mathias and Jackson (2014), the format allows the rater more flexibility than other methods do, and this makes appraisers often combine the essay with other methods. According to them, one challenge with the method is that the effectiveness of the essay approach depends on the supervisor's ability to write. Some supervisors do not express themselves well in writing resulting in a poor description of employee performance.

Critical Incident Method

Sudhir (2011) indicates that a critical incident means a significant act by an employee exceeding or failing, any of the requirements of his job. It denotes the exceptional behaviour of an employee at work, for example, resisted the implementation of charge and refused to help a fellow worker to accept the management decisions. This method requires every supervisor to record all such significant incidents in each employee's behavior, which indicates effective or successful action and those who show ineffective or poor behaviour.

Torrington and Hall (1995) also upheld the method with the view that it looks at behaviours and that a list of critical incidents on a given employee provides a rich set of examples from which the employee can be shown which of their behaviours are desirable and which ones call for improvement. With the challenges concerning the critical incident method, Torrington and Hall

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argued that using this method is quite time-consuming and burdensome since appraisers are required to write these incidents down regularly. They also argued that the method faces the same challenges as the essay since these do not lend themselves to quantification.

According to Mathias and Jackson (2014), in this method, the manager keeps a written record of both highly favorable and unfavorable actions in an employee's performance during the entire rating period. According to them, when a critical incident involving an employee occurs, the manager writes it down. They also saw the method as having challenges since producing daily, or weekly written remarks about each employee's performance takes considerable time. Again, they observed that employees might become overly concerned about what their superiors write and begin to fear the manager's black books.

Behaviorally Anchored Rating Scale (BARS)

BARS were developed as a response to the shortcomings of the graphic scale approach. According to Harris (2017), the major aim of BARS is to provide a set of scales that is defined in a precise behavioral manner. According to Wayne (1992), BARS method has received considerable attention by academics in recent years. Wayne maintains that these scales combine major elements from the critical incident and graphic rating scale approaches in that the appraiser rates the employee based on items along a continuum but the points are examples of actual behavior on the job rather than general descriptions or traits. Grobler et al. (2015) also stressed that BARS are significant because they have clear standards as the critical

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incidents along with the scale help to clarify what is meant by extremely good performance, average performance etc.

According to Mathias and Jackson (2014), BARS compare what the employee does with possible behaviors that might be shown on the job. Harris, on the other hand, argued that the development of BARS is time-consuming than the other methods. Wayne also argued that BARS require considerable efforts to develop, yet there is little research evidence to support the superiority of BARS over the other types of rating systems.

Management by Objectives (MBO)

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

These goals are agreed upon and then become the standards by which the employee's results will be evaluated. According to Werther and Weihrich (1975), the heart of MBO consists of goals that are objectively measurable and mutually agreed on by managers and employees. In action planning, the means are determined for achieving the ends established in goal setting; thus, realistic plans are developed to attain the objectives. According to Mathias and Jackson (2014), MBO specifies the performance goals that an individual and his manager agree to try to attain within an appropriate length of time. They again emphasised that MBO should not be a disguised means for a

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superior to dictate the objectives of individual managers or employees. They observed that the MBO process seems to be most useful with managerial personnel and employees who have a fairly wide range of flexibility and control over their jobs.

Purpose of Performance Appraisal

PA is the process of evaluating how well employees perform their jobs when compared to a set of standards and then communicating that information to those employees. PA is widely used for administering wages and salaries, giving performance feedback and identifying individual employee's strengths and weaknesses, (Mathias & Jackson, 2014). According to them, PA can be a primary source of information and feedback for employees which are often key to their future development. In the process of identifying employee strengths and weaknesses, potentials and training need through PA feedback; supervisors can inform employees about their progress, discuss what areas they need to develop and identify development plans. The manager's role in such a situation parallels that of a coach. A coach rewards good performance with recognition, explains what improvement is necessary and shows employees how to improve. After all, people do not always know where and how to improve, and managers should not expect improvement if they are unwilling to explain where and how improvement can occur.

Noe, Hollenbeck, Gerhart and Wright (2016) noted that organisations use PA in many administrative decisions: salary administration (pay rise), promotions, retentions, termination, layoffs and recognition of individual performances. Again, the purposes of an effective appraisal system are to link employee activities with the organization's strategic goals, furnish valid and

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useful information for making administrative decisions about employees and provide employees with useful developmental feedback.

Moreover, in some organisations, PA and Performance Management systems are treated as an unnecessary or routine job. But the evaluation of employee's job performance is a vital human resource function and of critical importance to the organisation. In work organisations, performance measurement typically takes place in the form of formal performance appraisals which measure worker performance in comparison to certain predetermined standards.

Performance appraisals serve many purposes for the individual worker, for the worker's supervisor and the whole organisation (Cleaveland, Murphy & Williams, 2009). They noted that, for the worker, PA serves as a means of reinforcement, career advancement, information about work goal attainment and a source of feedback to improve performance. For the supervisor, PA serves as a basis for making personnel decisions, assessment of workers" goal attainment, opportunity to provide constructive feedback to workers and an opportunity to interact with subordinates.

Also, for the organisation, PA helps in the assessment of the productivity of individuals and work units, validation of personnel selection and placement methods, means for recognising and motivating workers, source of information for training needs and an evaluation of the effectiveness of organisational interventions. How PA is used has been shown to influence rating behaviour and outcomes and to be an important predictor of employee attitudes toward their supervisor, the job and the appraisal process (Jordan & Nasis, 2012).

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Shanafleur (2011) noted that PA serves certain purposes. According to him, PA helps in career development which provides an opportunity for discussions of career objectives and the creation of a strategic design to maximize career potential. It also provides an opportunity for career counselling, succession planning; training needs as well as develops individual abilities. He again emphasised that PA helps provide feedback which is encouraged in both directions as such; employees are encouraged to prepare ratings of the supervision. Also, PA provides a performance history which is not dependent upon human memory and which may be useful in the full range of personnel decisions, including compensation decision making. It also reviews past and present performance, identifies strengths and weaknesses.

Patterson (2017) observed that probably no other organisational function strikes as much terror in the hearts of extension agents as the annual performance appraisal. Also, as per him, PA documents criteria used to allocate organisational rewards, form a basis for personnel decisions including salary (merit) increases and disciplinary actions as well as provide the opportunity for organisational diagnosis and development.

Challenges of Performance Appraisal

The use of ratings and other techniques in PA assume that the human observer is reasonably objective and accurate, but rater's memories are quite fallible and raters subscribe to their own sets of expectations about people, expectations that may or may not be valid. Despite the fact that a completely error-free PA is only an ideal we can aim for, with all actual appraisals falling

short of this ideal, a number of factors that significantly impede objective appraisal have been isolated for discussion.

Halo Error

Decenzo and George (2013) note that the halo effect or error is a tendency to rate high or low on all factors due to the impression of a high or low rating on some specific factor. According to them, if an employee tends to be conscientious and dependable, the rater might become biased toward that individual to the extent that he will rate him or her positively on many desirable attributes. Also as per their observation in an institution, students tend to rate a faculty member as outstanding on all criteria when they are particularly appreciative of a few things he or she does in the classroom as compared to a few bad habits which might result in students evaluating the instructor as „lousy‟ across the board. Cleaveland, Murphy and Williams (2009) also postulate that the halo error is perhaps the most pervasive error in performance appraisal as raters who commit this error assign their ratings on the basis of global impressions of rates. According to them, an employee is rated either high or low on many aspects of job performance because the rater knows (or thinks he or she knows) that the employee is high or low on some specific aspects.

Similarity Error

According to Decenzo and George (2013), when evaluators rate other people in the same way that the evaluators perceive themselves, they are making a similarity error. In this case, evaluators who see themselves as aggressive may evaluate others by looking for aggressiveness; thus, those who demonstrate this characteristic tend to benefit while others are penalised.

Central Tendency

Beardwell and Holden (2017) note that central tendency is the reluctance to make extreme ratings (in either direction); the ability to distinguish between and among rates; a form of range restriction. According to them, raters who are prone to the central tendency error are those who continually rate all employees as average. In this case, if a manager rates all subordinates as 3, on a scale of 1 to 5, then no differentiation among the subordinates exists. As such, failure to rate subordinates as 5, for those who deserve that rating and as 1, if the case warrants it, will only create problems, especially if this information is used for pay increases.

The PA Format

Generally, appraisal of employees in the civil and public service focuses on seven major items, the leadership of the organization, dependability of the appraisal process and initiatives and resourcefulness of the appraisers and the organization. The rest is the teamwork spirit and cooperation of the appraisee, his or her job knowledge and skills and his or her level of communication (both oral and written) and finally the appraisee's comportment and discipline.

The appraisal system includes a promotion examination. This is usually for purposes of employee promotions. However, it does not make room for corrective measures or the opportunity for detail feedback. It gives the appraised the opportunity to get to know the general comments made by the appraiser. It thus lacks the ingredients of ensuring quality service delivery. Again, the objectivity of the appraisal could be compromised.

The Role of PA in the Organization

Competent appraisal of individual performance in an organization or company serves to improve the overall effectiveness of the entity. Anne et al. (2012) describe the three main functional areas of PA systems as administrative, informative, and motivational. According to Russell and Russell (2011), appraisals serve an administrative role by facilitating an orderly means of determining salary increases and other rewards, and by delegating authority and responsibility to the most capable individuals. The informative function is fulfilled when the appraisal system supplies data to managers and appraisers about individual strengths and weaknesses. When effectively used, PAs will also be seen to be playing a major role in helping employees, and managers establish goals for the period before the next appraisal (Powel et al., 2014).

Performance reviews give managers and employees opportunities to discuss how employees are progressing and to see what sort of improvements can be made or the kind of help that could be given to employees to build on their strengths and enable them to perform more effectively (Anne et al. 2012). Review of potential and development needs predicts the level and type of work that employees will be capable of doing in the future and how they can be best developed for the sake of their own career and to maximize their contribution to the organization. Reward reviews, on the other hand, determine the kinds of rewards that employees could get for their past work. The reward review is usually a separate process from the appraisal system, but the review is often assisted by information provided by the PA (Powel et al., 2014).

Advantages of PA

Appraisals can help to improve employees' job performance by identifying strengths and weaknesses and determining how their strengths can be best utilized within the organization and weaknesses overcome (Liza, 2012). PAs can help to reveal problems which may be restricting employees' progress and causing inefficient work practices. Appraisals can also provide information for human resource planning to assist succession planning and to determine the suitability of employees for promotion, for particular types of employment and training (Powel et al., 2014). In addition, they can improve communications by giving employees an opportunity to talk about their ideas and expectations and to be told how they are progressing (Anne, et al., 2012). This process can also improve the quality of working life by increasing mutual understanding between managers and employees (Rasch, 2014). PA helps the supervisors to fashion out the promotion programmes for efficient employees. In this regards, inefficient workers can be dismissed or demoted in case.

PA and Employees' Attitudes

As a management tool, the expectation is that PA will result in a positive attitude of employees and subsequently, an increase in their performance. There are, however, different opinions on how PA could affect the attitudes of employees in the organization. According to Liza (2012), employees' attitudes emphasize the need for feedback and rewards. Liza asserts that feedback after appraisal helps strengthen communication between supervisor and employees and also motivates the employee. Liza also underscores the role PA could play in guiding employees to work towards

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attaining the organizational goal. However, Liza cautioned of the negative effect if an appraisal is poorly undertaken.

Studies have also shown that PA system strongly affects the commitment and loyalty of employees in both positive and negative ways (Omboi & Shadrack, 2011; Anne et al., 2012). In a similar study, Liza, (2012) found that employee training, management by objectives and performance-based pay are the main factors that have an influence on the performance of employees. Anne et al., (2012) however noted that competence, assessment and development also influence employee's performance but to a relatively moderate extent. Since the PA system is enhanced by employee participation and perceived clarity of goals, it may also be positively related to effectively commitment. Moreover, developmental PA could have a positive effect on the attitude of employees since it is concerned with giving employees a sense of belongingness and that sense of being valued by their teams and the organization at large. This is vital in making employees more affectively committed to the organization (Walters, 2015). However, if the employees' roles in the organization are not clearly defined, it will have a negative impact on commitment (Powel et al., 2014)

PA and Related Variables

The process of PA is very complex. The main focus is on finding the strengths and weakness of staff and also on achieving the target levels. This information is used to train the staff and motivate them by giving them appropriate skills.

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Reward

The reward is an essential factor in an organization. It motivates workers to meet their goals. In every organization, especially the education sector, it is necessary to have the goals and objectives stated clearly, and the administrator have to define each person's role, communicate it reward them.

Training

Appraisals are a complicated and cumbersome process that requires precision and dedication. The use of an appraisal system is not innately known to the members. They need to be trained in their use to achieve maximum efficiency. This training will then serve as a means to allow such staff to acquire and obtain more and specific skills, capacities, knowledge, information, and talents that will be useful in his/her subsequent task.

Promotion

There has been a culture, especially in the education sector, that when the appraisal is done, either bonuses or promotion or both are given. It was also observed that the previous appraisal system did not ensure that high performing faculties were treated fairly with respect to both the appraisal and promotions. For an appraisal system for institutions, the management needs to see how the pay increases and promotions are given since studies have shown that if the staff is motivated, their efficiency increases in the workplace (Akinbowale, 2013).

Feedback

The PA system is a means for the management to evaluate and provide feedback on the faculty's performance and also ways to improve on their shortcomings as needed. The feedback mechanism acts as a means of

identifying the strengths and weaknesses of each faculty or a department. It is adduced that in order to improve the performance of an employee, it is important to discover his/her scope of improvement and weaknesses through feedback and support thereby ensuring the faculty's involvement in, improvement at and commitment to his or her performance (Arthur, 2015).

Mostly performance feedback for development or improvement may be given verbally, but it is considered crucial that a written summary of the individual's work performance be maintained whenever a pay increase or promotion (or demotion or termination) is enacted. For the alignment of the working of an educational institute with its goals, the administration needs to continually inform workers of their worth, values, strengths, recognize them for a job well done and set a record of open and fair-minded feedback. 360-degree feedback may as well be employed to evaluate the performance of an individual.

Challenges and Failures of PA

According to Liza (2012), many researchers have published articles on the pitfalls and failures of PA. These researchers identified different results as to why PA fails. Psychometric error is one of the main reasons why PAs are done ineffectively within corporations. These errors include; leniency, halo effect, restriction of range, decency and contrast. These errors are attributed to the psychological predisposition of the appraiser during the appraisal process. Some researchers have suggested that one possible way of minimizing psychometric errors is by using a multi-rater system of evaluation (Paauwe & Boon, 2009). A self-performance appraisal is another method that can support the multi-rater system to reduce the presence of psychometric errors.

However, most of the studies done on self-evaluation indicated positive results relating to the appraisal process.

Akinbowale (2013) stated that self-evaluation could increase the effectiveness of the appraisal system and results show a positive impact on employees' satisfaction with the evaluation and his perception of justice and fairness. Similar results were found by Jackson and Schuler (2013). Employees who have a chance to rate themselves became more involved and committed to their personal goals. Anton (2011), in his research into the cognitive process in PA, stated that PA is the outcome of a dual process, automatic or controlled processes. Attention, categorization, recall and information gathering are carried out via either automatic or controlled process. In an automatic process, aspects of an employee's behaviour are noted, and the employee is categorized without conscious monitoring. This process is dominant, except when decisions are problematic in which place a conscious categorization monitoring will take place. Subsequent recall of the employee is biased by the attributes of prototypes representing the categories to which the employee has been assigned. Categorization also biases any subsequent information search about the employee and interacts with tasks type of produce halo, leniency, stringent biases, and efficient use of its human resources.

1. **Strictness and Leniency**

Some individuals, when filling out rating scales on their employees, have a tendency to rate everyone quite strictly or harshly. A person prone to such a bias would tend to rate good employees as only average and average employees as poor. All of their ratings are lower or stricter than the actual

performance their subordinates warrant. Individuals who rate their employees in such a manner are said to exhibit a strictness or harshness bias in their ratings. Superiors with a leniency bias would tend to rate all their subordinates more positively than the subordinate's performance actually warranted. Such a bias is undesirable since it results in subordinates appearing to be more competent than they are (Anton, 2011).

2. Central Tendency

On the other hand, some raters are somewhat timid about using the extreme endpoints of rating scales. They dislike being too harsh with anyone by giving them an extremely low rating, and they may feel that no one is really good enough to get the highest possible ratings. The outcome of this sort of attitude can be everyone being rated close to average. Individuals whose ratings all converge near the midpoint of the rating scale are said to be exhibiting a central tendency bias. Everyone gets a rating between 3 points and 5 points. Powel et al., (2014) noted that the problem created by a central tendency bias is that it makes performance ratings almost useless for identifying either highly effective employee who is candidates for promotion on the one hand, or problem employees who require counselling and training on the other hand.

3. Halo Effect

The term "halo effect" refers to a phenomenon found during PA in which a person's impression of one characteristic of someone is so strong that it affects his impression of that person's other characteristics. Some superiors have a tendency when filling out performance rating scales to rate a subordinate very similarly on all of the dimensions or characteristics being assessed (Powel et al., 2014). Thus, the person who is rated high on the quantity of performance

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will also be rated high on quality, high on the initiative, and high on co-operation, and so on. This is not a problem as long as the person being rated really is high on all of the dimensions being assessed (or low on all of them, as the case may be). However, it is frequently the case that an employee may be very high on some dimensions, average on some, and low on others (Powel et al., 2014). A superior who rates such a person the same (whether high, medium or low) on all dimensions is said to exhibit a halo effect. Anton (2011) pointed out that, the problem created by a halo effect is that it makes it impossible to identify the areas of strength of employees who are generally weak and, conversely, the areas of weakness which need development for employees who are generally strong.

4. Decency

Ideally, the rating of employee performance should be based upon systematic observations of an employee's performance over the entire rating period (usually a year) (Anton, 2011). Unfortunately, it is often the case that a superior rating a subordinate is strongly influenced by the most recent events and observations of the subordinate's performance. Things that happened recently tend to be remembered more clearly and to be most salient in the mind of the rater (Anton, 2011). Thus, annual reviews tend to be inordinately influenced by what the rater has observed of the subordinate over the few weeks or months immediately preceding the PA.

5. Personal Bias

Some individuals are, unfortunately, prone to be personally biased towards others. Such bias may be based upon the past history of the relationship between two individuals, stereotypes regarding racial or ethnic groups, role

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stereotypes, and so on. Regardless of its basis or cause, personal bias is a source of error in PA for which it was designed.

6. Contrast Effect

Managers are frequently involved in appraising several subordinates within a fairly short time. When this is the case, the managers' appraisal of each subordinate can be influenced by the evaluation of the preceding subordinate. Thus, a subordinate whose true performance is only average, but who is evaluated immediately after some performance that is extremely poor, may receive a fairly positive rating. This can occur as a result of the contrast created in the mind of the entire person doing the appraisal between the very poor performance and the average performance (Powel et al, 2014). Exactly the opposite effect could occur if the average performer had the misfortune to be evaluated immediately after a truly outstanding performer (Powel et al., 2014).

Despite the above shortcomings in approaches to PA, the extant literature on performance management still indicates that PA, when undertaken in the right manner, can contribute significantly to employee motivation (Tuytens & Devos, 2012). When undertaken in the absence of clear goals, PA can, however, have serious ramifications in terms of employee dissatisfaction and consequently a reduction in productivity and organisational commitment (Maley, 2013). On the positive side, it has been argued that PA While a number of organisations continues to use informal and subjective performance evaluation practices to make reward decisions, there is evidence that objective performance evaluation practices an increasingly prevalent in the current times (Gardner, 2008; Sheilds, 2007). It provides an important

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avenue to recognise employees work efforts. Recognition, in this case, has been considered as a key employee incentive. Its importance is underscored by Samarakone (2010), who indicates that human beings in a number of instances prefer negative recognition as opposed to no recognition at all.

Employee's Job Performance

Every organization has been established with certain objectives to achieve. These objectives can be achieved by utilizing the resources like men, machines, materials and money. All these resources are important but out of this the manpower is the most important. It plays an important role in performing tasks for accomplishing the goals. The question arises that how these resources are utilized by manpower. Further, the business environment is changing drastically. The environmental factors are uncontrollable. These are beyond control of the management of the firms. One has to adjust with the external factors to do the business in the market. Every environmental factor like social, cultural, legal, political, economic, technology and competition get changed very fast. For effective work, the knowledge of these factors is must otherwise the plan with a misfire. In present situation, it is difficult to predict anything. It is uncertain to say that what will happen tomorrow. Again, the need for highly skilled and dedicated manpower is felt who can give the best output. Nowadays, the markets are also very competitive and there is cut throat competition. For every organization it is difficult to start, survive, stabilize and excel in the business. The firm that gets the advantage over other competitors through their talented and dedicated manpower can take the lead in the market. The contribution of employees on the job is the most important factor for development and excellence in business. The performance of

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employees on a different job in close coordination is needed for the success of the unit (Powel, et al., 2014).

Employees are performing different jobs in an organization depending upon the nature of the organization. They mainly perform tasks like production, storage, manufacturing, transportation, marketing, purchasing, distribution, promotion of business, finance and accounting, human resource, research and public relations. All these activities are inter-related to achieve the targets. These are to be performed by the employees properly so they can give their best output at the job. This will have a great impact on the total production, sales, profit, progress and market position of the company in the market. Various factor like skills, training, motivation, dedication, welfare, management policies, fringe benefits, salary and packages, promotion, communication etc. are responsible for encouraging people to work sincerely and give their best output. The importance of employees' performance must be understood by the management and sincere efforts must be put in that direction. The management of the company taking timely steps in that direction will be in position to develop and motivate the people to do so. Finally, the company may take the lead the market and grab the opportunities available in the market (Powel, et al., 2014).

PA helps identify the training needs of employees. Training facilitates the updating of skills and leads to increase commitment, well–being, and a sense of belonging, thus directly strengthening the organization's competitiveness (Acton & Golden, 2012). Top management must offer a workplace with effective performance feedback and opportunities for participation so that committed employees are less likely to leave for another

job and are more likely to perform at higher levels (Alamiri, 2013). So, in order to achieve a high-performance culture that ensures employee's commitment and contribution at work, management should initiate the following behavior–oriented steps (Kumar, 2006):

1. establishing clear work roles and performance standards;

2. communicate openly and honestly by making healthy criticisms which contribute more to productivity and productions;

3. knowledge sharing should be demonstrated through organizations;

4. creating a flexible work environment;

5. encouraging teamwork and self–managed team culture;

6. give training to employees in order to improve their skills and knowledge at the performance level;

7. provide supportively, motivate and trusting work environment to members for efficient performance; and

8. keep performance orientation simple and open to employees for verification and clarification.

Factors for a Successful PA System

If the PA is to meet its desired goals, there is the need to ensure that the appraisal system design provides a defined purpose for performing the PA. This purpose or objectives must be made known to all members. Members must clearly understand what the goals of the PA are and why it is being done. These predefined goals will help the management to select the right performance criteria and will thus increase the motivation of management to carry out the appraisals properly. Equally worth considering is the PA procedure. It is the importance that user-friendly and easy-to-understand

appraisal procedures are employed in conducting the appraisal. Various parameters, such as performance criteria, rating procedures, and feedback, should be unambiguous and understood clearly by both supervisors and their subordinates. It is important to emphasize that, for effective system design, supervisors and their subordinates need to understand their respective roles in the appraisal process. This requires them to have proper training and education. The above factors establish firm guidelines for creating an effective appraisal system.

Supervisors and faculties generally have ambivalent attitudes towards PA. Although most would recognize the perceived benefit, in principle, of documenting, communicating and setting goals in areas of performance, many are also frustrated concerning the actual benefit received from PA in their organization. The benefits and rewards of PA appear to be often overstated as in the typical PA system devours staggering amounts of time and energy, depresses and demotivates people, destroys trust and teamwork and adds insult to injury. It delivers little demonstrable value at great cost.

Chapter Summary

Employee job performance has always been the concern of the management of any organization. Several HR management tools are used to ensure employee performance. PA is believed to enhance workers' productivity in an organization. Modern organizations are increasingly taking the issue of PA seriously in view of its merit as a tool for increasing productivity in an organization. According to Angelo and Robert (2006), PA is a discrete, formal, organizationally sanctioned event, usually not occurring

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more frequently than once or twice a year, which has clearly stated performance dimensions and criteria that are used in the assessment process.

Akinbowale (2013) observed that while all organizations share some basic primary goal in their PA system, a tremendous amount of variety exists in the specific use that organizations make of the information obtained from PA of employees. It could be for employee motivation, employee development or for organizational planning. When an objective appraisal is carried out, the organization will be in a position to reward the performing employees. The exercise creates an opportunity for determining deficiencies in the performance of the workforce. Consequently, appropriate training and development programmes are designed to correct such deficiencies. There are several methods available to managers for appraisal. However, trust between the appraiser and appraisee is crucial in the appraisal. Managers in charge of appraising the performance of the subordinates should resist the temptation to be biased or subjective in the assessment of employees' performance no matter the odds in the relationship between that boss and the subordinates being appraised. Sound judgment and objectivity should be the watchwords of appraising managers in corporate organizations.

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CHAPTER THREE

RESEARCH METHODS

Introduction

The purpose of the study was to investigate the effects of PA on employee performance, with particular institutions of higher learning in Ghana. This chapter gives a brief description of the research method that was employed, the population (Study area) considered as well as discussions of the sample and sampling procedures. It also discusses the sources of data, the data collection procedures and the type of research instrument used. The method of data analysis is also discussed.

Research Design

A descriptive survey was used in conducting the study. A descriptive survey is one in which information is collected without changing the environment; nothing is actually manipulated. The design was considered appropriate for the study because the data collected had to do with current status of employees for the purpose of describing what goes on at VVU with regard to appraising employees. It also offers more control with regard to data organization.

Study Area

Valley View University was established in 1979 by the West African Union Mission of the Seventh-day Adventists. The University which was originally located in Bekwai, Ashanti Region later moved to Adentan, Accra in 1983 and finally to Oyibi, Accra in 1989. The University became the first

private institution in Ghana, first, to be granted accreditation in 1995 and then to be awarded a Presidential Charter in 2006 which enabled the University to award its own degrees in the various programmes of the University. The Valley View University is affiliated with the Griggs University, the Bauhaus University in USA and Germany respectively. Valley View University has a population of about 1900. However, the target population, which is made up of faculty (96) management (13) and junior staff (48) is made up of 157. This excludes non-permanent staff.

Sample and Sampling Procedure

Krejcie and Morgan Table for determining Sample Size from a given population were used to arrive at a sample size of 108 respondents (Krejcie & Morgan, 1970). The study actually used both stratified and purposive sampling. The population was grouped into three categories; management staff, faculty members and junior non-teaching staff. Attention was given to respondents that were willing to take part in the study, as many respondents were skeptical about the implications of their contributions to their job security, even with the assurance that the information was for academic purposes. According to Saunders, Lewis and Thornhill (2012), in situations of a limited number of people available as sources of primary data, the judgement of the research is critical in the selection of respondents. They explained that this would ensure critical areas of the population are represented, and the right people contacted.

It was on the basis of this that purposive sampling was used in selecting the respondents for the study. The choice of purposive sampling method of selecting the sample was to ensure that respondents with the right

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information were selected and that the various sections were all represented. Again Sarantakos (2013) opined that in quantitative studies with a confidence level of 95%, purposive sampling could be used, hence the appropriateness of the choice of the sampling technique. The break-down is as shown in Table 1.

Table 1: Breakdown of Sample Distribution

Category	Population	Sample
Management staff	13	9
Faculty members	96	68
Junior non-teaching staff	48	31
Total	157	108

Source: Field Research Data, (2019)

Instrument for Data Collection

Both primary and secondary data were collected for the study. A self-designed structured questionnaire was used as the instrument for the data collection. The questionnaire is also considered most appropriate since questionnaire reduces the level of researcher bias in the data collection and also provides animosity for respondents. Questionnaire is also considered most appropriate since the respondents can all read and write, because it saves time for both the researcher and the respondents.

Closed-ended items were considered. Most of the items for the study used a five-point Likert scale, which is used extensively in social science research (Saunders et al., 2012), with the following values: 5 = strongly agree or strongly significant, 4 = agree or significant, 3 = neutral, 2 = disagree or insignificant and 1 = strongly disagree or strongly insignificant. However, it is important to note that this was with regards to all positive statements. The

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negative statements were scaled in reverse order (5 = strongly disagree, 4 = disagree, 3 = neutral, 2 = agree and 1 = strongly agree) (Robson, 2002). The Likert scale measures opinions, beliefs and attitudes by showing varying degrees of agreement with, or endorsement of a statement (Sarantakos, 2013). A comprehensive range of answers were listed to minimize the risk of biased responses. In addition, space for more information and comments were provided at the end of the questionnaire.

Validity and Reliability of Instrument

The validity of a research instrument is the extent to which the instrument elicits the accurate response needed for the study. The reliability of a research instrument is the degree to which the instrument would measure a characteristic consistently when applied more than once to the same person(s) under similar conditions. In order to ensure the validity and reliability of the research instrument, the questionnaire was designed to reflect the research questions. The items were first given to friends to make the necessary corrections. Creswell (2015) indicates that the validating of an instrument is improved through expert judgment. Hence, the corrected version was given to seasoned lecturers for their comments on the level of language difficulty, the ambiguity of words, and whether or not the items properly addressed the research questions. After working on comments received, the edited version was presented to the supervisor for further scrutiny, after which the instruments was pilot tested and analyzed using Cronbach Alpha, which gave a reliability coefficient of 0.79. Lee Cronbach's (1970) (cited in Creswell, 2015), that Cronbach coefficient alpha is a measure of the internal consistency of items in a test, and that a coefficient alpha is ranging from 0 to 1.0, the

measure of scale reliability reflects the extent to which items are measuring the same thing. With a reliability coefficient of 0.79, it meant that the instrument was reliable and could be administered

Reliability Test

A measure is reliable to the degree that it supplies consistent results. Reliability is concerned with estimates of the degree to which a measurement is free of random or unstable error (Sarantakos, 2013). Therefore, the internal consistency reliability of the instrument was conducted. Cronbach's Alpha was used in the internal consistency reliability test in order to explain and interpret the reliability among the items surveyed (Creswell, 2015). In addition, Cronbach's Alpha is preferably used when there was an existence of multiple five-point Likert scale questions in the survey questionnaire (Creswell, 2015). Besides, Cronbach's alpha is range from 0.0 to 1.0, and it was used to check whether the construct was reliable or not.

Table 2: Rule of Thumb for Internal Reliability Test

Cronbach's Alpha Coefficient	Reliability Level
$\alpha \geq 0.9$	Excellent (High-Stakes testing)
$0.7 \leq \alpha < 0.9$	Good (Low-Stakes testing)
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Creswell, (2015)

Many researchers suggested that 0.70 is the most acceptable and suitable cutoff point for Cronbach's Alpha value (Creswell, 2015). Yet, there are different opinions too. According to Sarantakos (2013), 0.60 is the

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minimum acceptable value for Cronbach's Alpha reliability test, while Creswell (2015) stated that 0.65 is the minimally acceptable value. Table 2 shows a rule of thumb for internal reliability test developed by Creswell (2015), and this rule of thumb was applied in this research. According to Table 4, the result of Cronbach's Alpha is obtained from the Statistical Product for Service Solutions (SPSS), version16.0 were in the range of 0.700 to 0.898. Based on the rule of Thumb, Cronbach's Alpha shows the independent variables and the dependent variable, falls under good reliability due to the result of Cronbach's Alpha was within 0.7 to 0.8. Based on this, the instrument was considered reliable from the results in Table 3.

Table 3: Reliability Test for Pilot Testing

Constructs	Cronbach's Alpha	No. of Items
Respondents' perception of PA administered at VVU	0.815	6
Extent to which the VVU PA policy is achieving the desired objectives	0.773	6
Challenges with VVU PA policy and suggest remedial solutions.	0.807	6
Measures that could be put in place to reduce PA implementation challenges faced by VVU	0.802	6

Source: Field Research Data, (2019)

Data Collection Procedure

A letter of introduction was sent to the management of VVU, where the study was being conducted, seeking permission to collect data from the university, and also to assure them that the exercise was for academic

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purposes only. The instrument was personally administered to ensure a high return rate and to ensure that the instrument goes to the right people. The data collection lasted for two weeks as some of the key respondents were out of town.

Data Analysis

The data obtained from the study were first sorted out to identify errors, omissions and non-completion of some questions as well as identifying general gaps in the data collection. The data were then coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 17.0. Percentages and frequencies were used to present the results of the study. With regard to respondents' perceptions on issues, the statements were given the following values: 5 = strongly disagree, 4 = disagree, 3 = neutral, 2 = agree and 1 = strongly agree.

The means scores and standard deviations of Likert-type scales were used for the analysis. The mean scores represent the average responses for each item on the scale while the standard deviations represent the variations of responses with respect to the mean scores. The mean scores were rounded up or rounded down to the nearest whole number, using the specifications by Creswell (2015).

Ethical Considerations

There were a number of ethical issues that came, but were addressed. These included the privacy of respondents; participants' voluntary status and their right to withdraw partially or completely from the process at any time. Appropriate steps were taken to address the ethical issues. Permission was sought from the university management to use the University for the data

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collection. The purpose of the study was also explained personally to all participants. Respondents were also encouraged to participate but were allowed to withdraw when they found reasons for that.

Chapter Summary

This chapter dealt with the method used in conducting the study. The study employed a descriptive research design and the study was conducted at Valley View University. Also, the study employed the Krejci and Morgan's table of sampling for the sample procedure. Questionnaires were administered to the participants after successfully testing the reliability and validity of the instrument. The researcher used SPSS for the data analysis and all ethical issues were considered before data was collected.
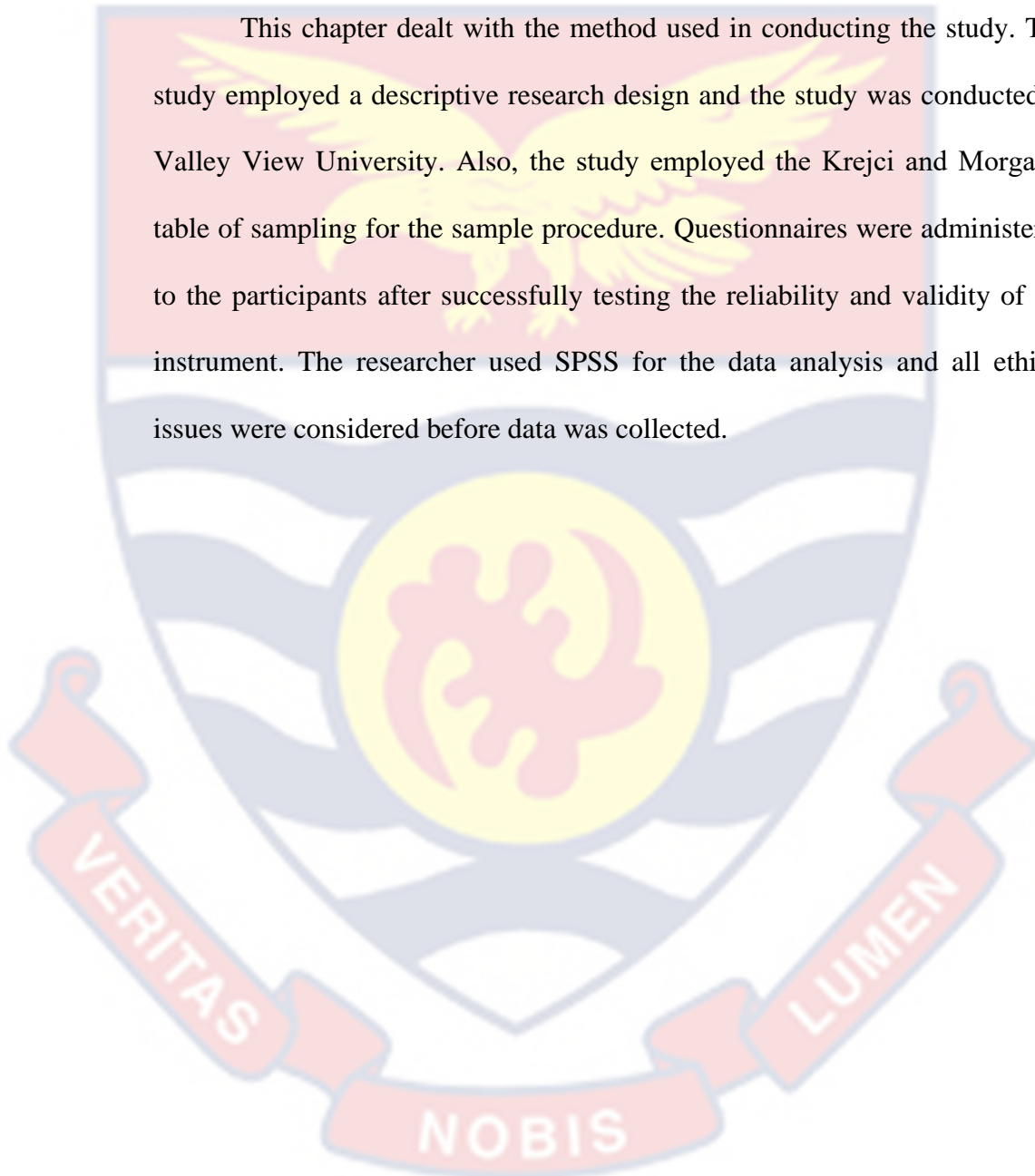
CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter presents the output of the data analysis. A hundred and eight (108) questionnaires were administered to the respondents; however, 98 were returned with 4 of them incomplete and therefore rejected. As a result, responses of ninety-four (94) respondents, representing 87% of the sample were used for the analysis.

Demographic Data of Respondents

Respondents' demographic data were gathered and analyzed. These included respondents' gender, age, highest education, status, and their work experience. The background information of respondents was deemed necessary because the ability of the respondents to give satisfactory information on the study variables greatly depends on their background.

Gender Distribution of Respondents

Out of the 94 valid questionnaires, forty-eight respondents (n = 48, 51%) were males with the remaining forty-six respondents (n = 46, 49%) being females (Table 5). The distribution portrays a near balanced representation of both males and females, supporting the call for gender equality in job opportunities.

Table 4: Gender Distribution of Respondents

Gender	Category	Frequency	Percentage
	Male	48	51
	Female	46	49
	Total	94	100

Source: Field Research Data, (2019)

Age Distribution of Respondents

The study also obtained details about the age groups of the respondents for purposes of understanding their age and possibly the experience they possess in their respective positions. Details of the results are shown in Table 6.

Table 5: Age Distribution of Respondents

Age	Category	Frequency	Percentage
	18 – 29	10	11
	30 – 39	32	34
	40 – 49	22	23
	50 – 59	12	13
	Above 59	18	19
	Total	94	100

Source: Field Research Data, (2019)

From the age distribution, it is evident that the majority of the respondents were within the age brackets of 30 and 39 years (n = 32, 34%) followed by those in the range of 40 and 49 years (n = 22, 23%). Respondents aged above 59 were eighteen (n = 18, 19%) representing 11%. It can, therefore, be concluded that the sample was made up of respondents who were matured enough to be able to understand the items and also provide the needed responses.

Highest Education Distribution of Respondents

Majority of the respondents had a Master's Degree (n = 42, 45%) this was followed by PhD and above holders (n = 26, 27%) with eight (n = 8, 9%) respondents being Professional Certificate holders (Table 7). This portrays a highly knowledgeable sample with a good appreciation for the importance of PA in the University.

Table 6: Highest Education Distribution of Respondents

Highest Education	Category	Frequency	Percentage
	PhD and above	26	27
	Master's Degree	42	45
	Professional Cert.	8	9
	Bachelor's Degree	18	19
	Total	94	100

Source: Field Research Data, 2019

Length of Service of Respondents at VVU

Majority of the respondents (n = 42; 45%) had been with the university for more than nine years, with 12 of them being with the university for less than a year. The results suggest that most of the employees stayed for with the organization long enough to have experienced some appraisal (see Table 7).

Table 7: Length of Service of Respondents at VVU

Experience	Category	Frequency	Percentage
	Less than a year	12	13
	1 – 3 years	10	10
	4 – 6 years	16	17
	7 – 9 years	14	15
	Above 9	42	45
	Total	94	100

Source: Field Research Data, 2019

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Appraisers and Appraisees Perceptions About PA at VVU

The study sought to find out appraisers and appraisees' perceptions about PA at VVU. This was necessary since respondents' appreciation of PA depended on their perception about the policy. On the bases of this, respondents were asked to rate their levels of agreement with issues relating to PA and how respondents perceived these issues, on a 5-point Likert Scale (1: Strongly Disagree; 2: Disagree; 3: undecided; 4: agree; 5: Strongly Agree). The study obtained the mean and standard deviation for each statement. The interpretation of the mean was as follows; 1 – 1.4 for Strongly Disagree; above 1.4 – 2.4 for Disagree; above 2.4 – 3.4 for Undecided; above 3.4 – 4.4 for Agree; and above 4.4 – 5.0 for Strongly Agree. This was meant to get some understanding of how performance appraisal was perceived by both appraisers and appraisees.

The results show a general understanding of the PA policy by respondents. Several views were expressed (table 9). While 38% of the respondents were of the view that the PA results were meant to be used to reward hardworking staff, 34% were undecided about that. However, the general view was that PA results were used to reward hardworking staff ($\bar{x} = 3.2;\ Std = 0.66$). Thus, the respondents believed that PA was a mean used for the selection of staff for rewards, particularly promotions ($\bar{x} = 3.3;\ Std = 0.65$) (see Table 6). This confirms Akinbowale et al., (2013) and Anton (2011) assertion that a number of organisations continue to use informal and subjective performance evaluation practices to make reward decisions.

The results further indicated that respondents agreed that PA was a tool used to obtain firsthand information for HR policy formulation ($\bar{x} = 3.8; \ Std = 0.67$), such as human resource planning ($\bar{x} = 4.1; \ Std = 0.69$). Respondents agreed that HR functions such as selection, recruitment, training and development relied to a large extent on PA feedback. They agreed that the selection of staff for training was based on PA results ($\bar{x} = 3.6; \ Std = 0.69$). Similarly, training needs identification was based on performance appraisal results ($\bar{x} = 3.6; \ Std = 0.64$).

In general, the picture from the results was that PA is an HR tool for identifying employees for motivation (rewards and promotion) or job placement or for training purposes. While focusing on PA as a motivational tool, the results support studies in this field, which strongly suggest that PA systems can be used to enhance motivation (Chen & Eldridge, 2012; Appelbaum & Gilliland, 2011). However, the link between PA and employee motivation has often been studied in a traditional or general manner, and hence the relationship tends to be blurred in nature. The findings are also in line with those of Tuytens and Devos (2012) that PA, when undertaken in the right manner, can contribute significantly to employee motivation and their desire to perform.

Table 8: Appraisers and Appraisees Perceptions About PA at VVU

Statements	5	4	3	2	1	$\bar{x}$	Std
PA results are used to reward hardworking staff.	18	18	32	16	10	3.2	0.66
Promotion depends on results of PA results.	20	34	30	16	0	3.3	0.65
Selection for staff for training is based on Performance appraisal results	29	34	24	10	6	3.6	0.69
Training needs identification is based on performance appraisal results.	34	20	14	16	10	3.6	0.64
Performance appraisal results are used for human resource planning.	34	34	26	0	0	4.1	0.69
A tool to obtain information on HR policy formulation	30	34	14	16	0	3.8	0.67

Source: Field Research Data, 2019

It is clear from the results that VVU employees were aware of the PA appraisal policy in the university and appreciated its contribution in enhancing their performance. In the views of VVU employees, PA appraisal system was a means by which the HR Department of the university obtained information to help formulate policies on other HR functions, such as HR planning, staff motivation and promotion. These findings are in line with Lillian, Mathooko, and Sitati (2011) view that information gathered from PA provides a basis for

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recruitment and selection, training and development of existing staff, and motivating and maintaining a quality human resource through correct and proper rewarding of their performance.

The findings are also in line with the findings of Lansbury (1998). Lansbury (1998) in a similar study on PA, found that effective PA system contributes significantly in meeting organizational goals, while at the same time benefiting the employees in terms of recognition, receiving feedback, catering for work needs, offering career guidance and deliver high-quality service.

The findings of the study fit in perfectly into McGregor's (1999) classification of the functional areas of PA, administrative, informative and motivational. Employees of VVU believed that management needed information about employees for planning and decision making, which believed was usually obtained from PA. The findings suggested that feedback from PA provided the basis for skill development, promotions and recruitment of some type of staff that could enhance the performance of the university. The results thus point to positive perception about PA at VVU.

Effectiveness of the Appraisal System Within VVU

The study also sought to assess the effectiveness or otherwise of the PA system at VVU. Respondents were therefore asked to rate the levels of agreement in response to statement pertaining to effective appraisal system on a 5-point Likert Scale (1: Strongly Disagree; 2: Disagree; 3: undecided; 4: agree; 5: Strongly Agree). The study obtained the mean and standard deviation for each statement. The interpretation of the mean was as follows; 1 – 1.4 for

Strongly Disagree; above 1.4 – 2.4 for Disagree; above 2.4 – 3.4 for Undecided; above 3.4 – 4.4 for Agree; and above 4.4 – 5.0 for Strongly Agree.

The results indicate a general agreement that the PA system at VVU was meeting its intended objectives (Table 10). In the first place, respondents generally agreed that they were aware of the objectives of the organization's appraisal system ($\bar{x} = 3.9; Std = 0.75$), since their awareness of the appraisal objectives provided the bases for their assessment. They indicated that feedback from the appraisal helped the appraisees to identify their strengths and weaknesses and therefore helped them to work to improve their performance continuously ($\bar{x} = 3.8; Std = 0.86$). Respondents also agreed generally ($\bar{x} = 4.0; Std = 0.97$), that the basis for skills development programmes was feedback from faculty and staff appraisal, a key function of the HR department of any university.

Appraisal Policy of VVU is Achieving the Desired Objectives or not

The results also showed a general agreement that the PA system encouraged employees to engage in healthy competitions with their tasks for purposes of promotion ($\bar{x} = 3.9; Std = 0.68$), and increased employee morale based on the feedback from PA ($\bar{x} = 4.0; Std = 0.59$). The results further showed a general agreement of respondents ($\bar{x} = 3.9; Std = 0.41$), that information from PA inform major HR policies at VVU.

Table 9: Whether or not the Appraisal Policy of VVU is Achieving the Desired Objectives

Statement	5	4	3	2	1	$\bar{x}$	Std
I am aware of the objectives of the VVU performance appraisal system	16	20	14	4	0	3.9	0.75
Feedback helps subordinates to improve the work	14	22	12	6	0	3.8	0.86
Training is provided for skill development based on information from PA	16	24	10	4	0	4.0	0.97
Subordinates strive for excellence to get promotion	16	22	12	4	0	3.9	0.68
There is a high level of employee morale based on the feedback from PA	14	30	8	2	0	4.0	0.59
Information from PA inform major HR policies at VVU	16	22	12	4	0	3.9	0.41

Source: Field Research Data, 2019

As a management tool, the expectation was that PA would result in a positive attitude of employees and subsequently, an increase in their performance (Williams, 2002). The results of the study indicated a general agreement that the PA system at VVU was meeting its intended objectives (Table 3). Employees were aware of the objectives of the university appraisal system. This was a positive sign since their awareness of the appraisal objectives provided the bases for their assessment of the effectiveness of the system (Williams, 2002). They indicated that feedback from the PA afforded both employees and management the opportunity to identify employees' weakness and strengths for management to put in measures for training, HR planning, and for employees to continuously work to improve their performance. The results further add credence to the findings of Liza (2012)

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who argued that an effective PA system has the support and confidence of both management and staff, and that feedback from the system must be of benefit to both the employee and the organization. He asserts that feedback after appraisal helps strengthen communication between supervisors and employees and also motivates the employees. He also underscores the role performance appraisal could play in guiding employees to work towards attaining the organizational goal. However, he cautioned the negative effect if an appraisal is poorly undertaken.

Providing employees with feedback regarding their performance is a common reality in most organizations. According to Kluger & Van Dijk (2010), this type of feedback is defined as actions taken by (an) external agent (s) to provide information regarding some aspect(s) of one's task performance This reflects the idea expressed by respondents that feedback is information or knowledge delivered to an employee in order to make him or her aware of the level of their work outcomes. The results also support Stanciu's (2015) assertion that workers are interested in performance feedback in order to know how close they are to fulfilling their job assignments. However, giving (and receiving) feedback seems to be a challenging task. According to Kluger and Van Dijk (2010), in contrast to the common view that governed the feedback literature, feedback does not necessarily always achieve its desired effect. The level of positivity or negativity of the feedback does not explain why some feedback interventions are effective, while others are not (Maley, 2013).

Challenges of the Appraisal Policy VVU

The implementation of any policy in an organization comes with some level of challenges. Even though respondents were of the view that the PA

system at VVU was meeting its intended objectives, the study sought to find out the nature of these challenges. This was with the view to providing ways of handling these challenges. Respondents were therefore asked to indicate their levels of agreements with statements on the issue of PA system challenges in the university. The results are presented in Table 11.

Respondents agreed (n = 21, 45%), that lack of training on the part of appraisers was a challenge that needed to be addressed. This was the general position of respondents ($\bar{x} = 3.8$; $Std = 0.58$). Respondents also agreed that the influence of interpersonal relationships posed a threat to the effectiveness of the PA system in the university ($\bar{x} = 4.0$; $Std = 0.55$), with a total of 42 (45%) of the respondents agreeing with the statement. Respondents held the same view with the perception of employees about the PA system. They agreed ($\bar{x} = 4.0$; $Std = 0.57$), that appraisers' perceptions about the appraisal system being used by some appraisers and management as a witch-hunting tool made them skeptical about the whole process. Even though the policy and the system had their merits, respondents were of the view that lack of visible connection between PA and benefits on the part of appraisers was a challenge ($\bar{x} = 4.0$; $Std = 0.58$), as employees accepted it as the university policy and not because they benefited from it. They also questioned the standards outlined in the PA policy as they agreed that the policy lack subordinates' involvement in setting performance standards ($\bar{x} = 3.7$; $Std = 0.58$), posed a serious change.

According to Appelbaum and Gilliland (2011), many researchers have published articles on the pitfalls and failures of PA. The researchers identified different results as to why PA fails. The current study sought to identify any

challenges associated with the PA system at VVU. Even though respondents were of the view that the PA system at VVU was meeting its intended objectives, there was still room for improvement, a sign that some measures needed to be put in place or rectified. The study identified a number of areas that could hinder the effectiveness of the PA system at VVU (Table 8). These included lack of training on the part of appraisers, the influence of interpersonal relationships, and employees' perceptions about the appraisal system being used by some appraisers and management as a witch-hunting tool, which makes them skeptical about the whole process.

Table 10: Challenges of the Appraisal Policy VVU

Statement	5	4	3	2	1	$\bar{x}$	Std
Lack of training on the part of appraisers	14	28	6	4	2	3.8	0.58
Influence of interpersonal relationships	16	26	8	2	2	4.0	0.55
Appraises' perceptions about the appraisal system as a witch-hunting tool	16	26	6	4	2	4.0	0.57
Lack of connection between PA and benefits on the part of apprasees	16	26	8	2	2	4.0	0.58
Lack of subordinates' involvement in the appraisal system	14	28	6	4	2	3.7	0.58

Source: Field Research Data, 2019

Measures to Improve VVU Appraisal Policy

Views or respondents were also sought as to what measures could be taken to address the challenges they identified and to improve the PA system at VVU. Respondents agreed to a number of suggestions, as indicated in Table

12. Respondents observed that the appraisal was not holistic in character; they generally recommended that during employee performance planning process, both behavioural and results expectations should have been set ($\bar{x} = 3.7; Std = 0.78$). They further agreed that there was the need to include in the rating leadership, quantity and quality of employee output, discipline, commitment to the work, and level of competencies($\bar{x} = 3.6; \sigma = 0.78$). Again, respondents agreed ($\bar{x} = 3.9; Std = 0.75$) that having effective, on-going faculty and staff performance conversations between management and employees were crucial in the PA assessment.

The results also show that respondents agreed that there was the need to make the university PA policy clears, easy to understand, feasible to achieve, motivating, time-bound and measurable for employees($\bar{x} = 3.8; Std = 0.73$). The results further indicated that respondents were of the view that appraisers needed to undergo training before starting the appraisal($\bar{\bar{x}} = 3.6; Std = 0.78$). Furthermore, a "multiple appraisal method" was suggested as a way of reducing appraisal biases($\bar{x} = 3.7; Std = 0.58$).

The findings are in line with the views of Akinbowale et al. (2013) and Obi (2016). In their view, Akinbowale et al. (2013) noted that since PA usually targets subordinates, it is only fair that their inputs into the formulation of any such policy be taken into consideration. They believed that having their concerns taken into consideration in formulating any appraisal policy subordinates will accept the policy and will derive the full benefits of the policy. In supporting the views of Akinbowale, et al. (2013), Obi (2016) noted that when all key stakeholders are consulted, and their views for the bases of the policy, issues of mistrust will be eliminated.

Table 11: Measures to Improve VVU Appraisal Policy

Statement	5	4	3	2	1	$\bar{x}$	Std
During employee performance planning process, both behavioural and results expectations should have been set	14	24	6	8	2	3.7	0.78
Having effective, on-going employee performance conversations between managers and employees is crucial in the PA assessment	14	28	4	6	2	3.9	0.75
Company objectives should be clear, easy to understand, feasible to achieve, motivating, time bound and measurable	16	24	4	8	2	3.8	0.73
Appraisers must undergo training before starting the appraisal.	12	24	6	10	2	3.6	0.78
"Multiple appraisal method" should be introduced to encourage objectivity and eliminate bias	14	28	6	4	2	3.7	0.58

Source: Field Research Data, 2019

Chapter Summary

The purpose of the study was to investigate the effects of performance appraisal on employee performance in institutions of higher learning in Ghana, using VVU as a case. Given this, the study sought to find out appraisers and appraisees' perceptions about PA at VVU. This was necessary since respondents' appreciation of PA depended on their perception about the policy. The results show a general understanding of the PA policy by

respondents. The results further indicated that respondents agreed that PA was a tool used to obtain firsthand information for HR policy formulation and that HR functions such as selection, recruitment, training and development relied to a large extent on PA feedback.

The study also tried to assess the effectiveness or otherwise of the PA system. The results indicate a general agreement that the PA system at VVU was meeting its intended objectives. They indicated that feedback from the appraisal helped the appraisees to identify their strengths and weaknesses and therefore helped them to work to improve their performance continuously. Even though respondents were of the view that the PA system at VVU was meeting its intended objectives, the study sought to find out what challenges existed. This was with the view to providing ways of handling these challenges. Views of respondents were also sought as to what measures could be taken to address the challenges they identified and to improve the PA system at VVU. Respondents observed that the appraisal was not holistic in character, the general view was that during employee performance planning process, both behavioural and results expectations should be set. Respondents also indicated that there was the need to make the university PA policy much assessable and understandable and that appraisers needed to undergo training before starting the appraisal.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter discusses the summary of findings from the study. It also draws some conclusions based on the findings of the study. It further offers some recommendations on how private universities could effectively take advantage of PA to enhance the performance of their faculty and staff.

Summary

In recent years, PA has become a key feature of the drive-by institutions towards achieving competitive advantage through continuous performance improvement. Universities have therefore used PA to clarify and define performance objectives and expectations, identify training and development needs, provide counseling and guidance, improve individual/team performance, motivate and control employees and to achieve cultural change. PA is credited with encouraging employee loyalty, fostering teamwork, impacting other HR functions positively and also positively involved in employee motivation.

Owing to the role these factors play in attaining organizational goals, many institutions of higher learning invest in PA. PAs reports of staff appraisals indicate that both appraisees and the appraisers did not understand the whole process of staff PA. The perception held was that staff PA was only for the promotional purpose meant for junior/senior officers. Reports also showed that staff appraisals were not used for its intended purpose; hence

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none of the immense benefits of faculty and staff PA has accrued to the university. A descriptive survey was therefore used to investigate the effects of PA as an HR tool for enhancing employee performance, using VVU as a case study. The study looked at respondents' perception of PA administered at VVU, the effectiveness of the appraisal system and any challenges with the policy. It also tried to identify measures that could be put in place to reduce PA implementation challenges faced by the university and ensure its effectiveness.

Key Findings

The results generally indicated that PA was an important HR function for identifying employee and organizational needs, developing strategic plans based on the feedback of PA exercises, and gathering information for both the employee and the organization for decision making and planning. It was also found that for an effective PA system, it was critical to involve both management and staff in setting the guidelines. There was also the need to build trust so that the system was not seen as a tool to witch-hand employees. Management could also use the information from PA to identify employees' needs so as to design programmes to address these needs. The findings suggest a positive relationship between PA and employee performance if effectively administered and feedback addressed properly. With the results of this study, it is hoped that both management and employees would appreciate the fact that it needed the combined efforts and appreciation of all of them to ensure positive benefits from PA.

Conclusion

In general, the findings of the study support existing literature, that if implemented well, PA could enhance employee performance and subsequently, the performance of the university. With an effective PA scheme to the employees' strengths and weaknesses could be identified and discussed with the individual employee and possible remedies taken. Again, an effective PA system has the potential of revealing problems, which may be restricting productivity through inefficient work practices. The system provides the needed information for the university management to ensure some degree of consistency through regular feedback on performance and discussion about potential. This encourages better performance from faculty and staff. It can provide information for manpower planning, to assist succession planning to determine suitability for promotion and for particular types of employment and training. It can improve communication by given faculty and staff the opportunity to talk about their ideas and expectations and how well they are progressing.

Recommendations

Based on the findings of the study and the resulting conclusions are drawn, it is recommended that:

1. University management should show more commitment and fairness in the implementation of PA. This should begin with ensuring that the faculty and staff take part in the formulation of the university PA policy.

2. Many employees become skeptical about PA because they cannot trust the appraisers. Some appraisers do not have the skills for conducting

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PA. It is therefore recommended that appraisers are given some form of training orientation to ensure that they are skillful and professional in undertaking PA.

3. PA policies and activities should be linked to the general objective of the university. Faculty and staff should be able to appreciate the role of PA in the attainment of the general objective of the university.

Area for Further Research

Future research could benefit from investigating if a larger research population would generate similar data. It could also be of interest to investigate if there are other constructs which could impact on employee's attitudes to PA and if an employee's age, gender, educational level and work experience would affect their attitude to changes in the university. A comparative study should be conducted for public and private universities in different areas of the country.
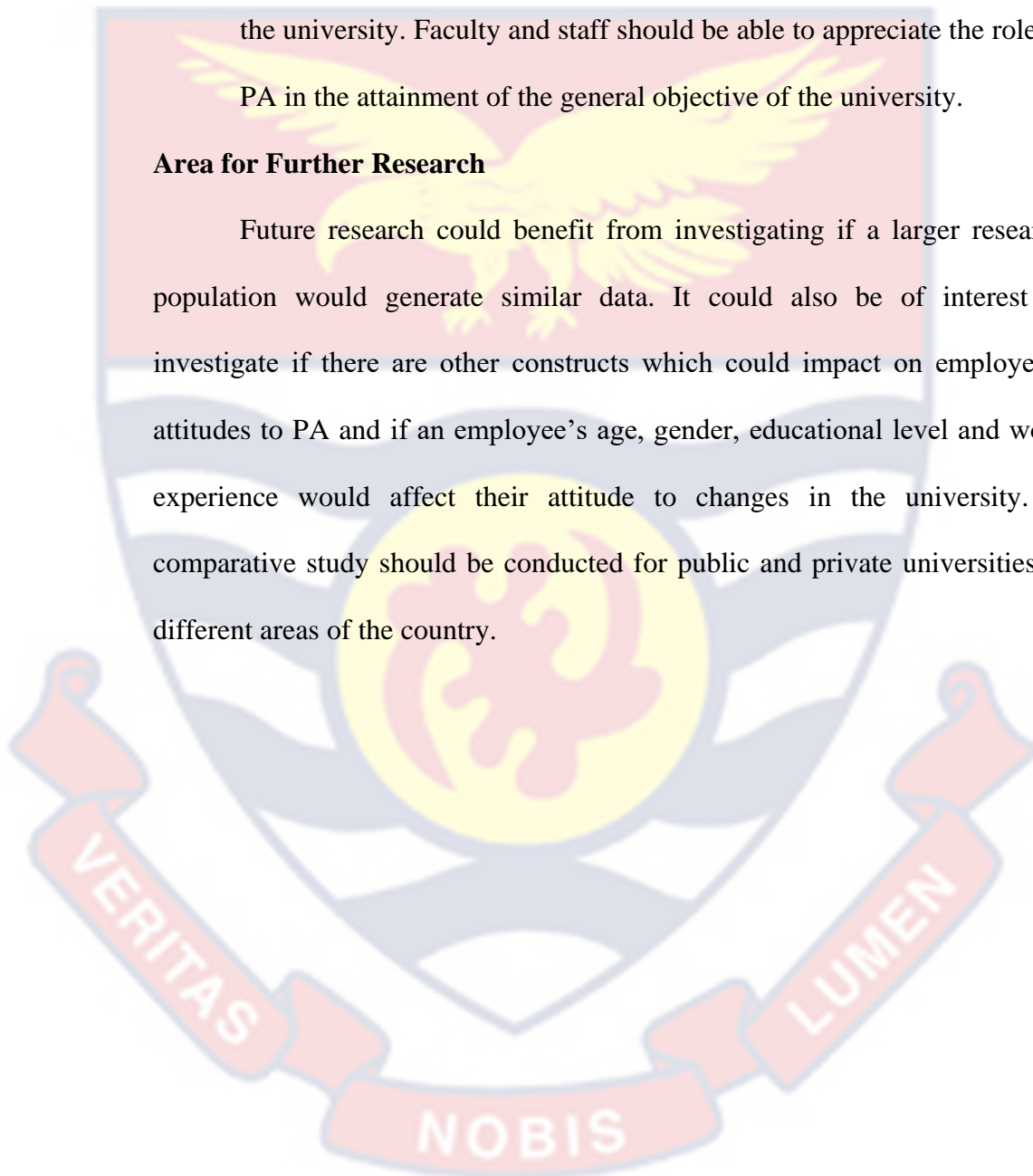
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APPENDICES

APPENDIX A

QUESTIONNAIRE

The researcher is an MPhil student in Educational Administration of the University of Cape Coast, conducting the study as a requirement for fulfillment of the award of an MPhil degree in Educational Administration. I would be very grateful if you could provide your candid opinion about the items in the questionnaire. The information would assist the researcher in her investigation on Performance Appraisal and employees' job performance in VVU.

You are assured that information provided would be confidential and would be used for the purpose of this study only. Answer the question by ticking **(√)** where applicable

Thanks for your cooperation.

SECTION A

Please tick [√] the appropriate column or fill I the space provided

Bio Data of Respondents				
Gender	Male [　]	Female [　]		
Age	< 26 years	26 - 30 yrs	31-35 yrs	36-40 yrs　|　>50 yrs
Highest Qualification	Diploma /HND [　]	First degree / Equivalent [　]	Master's degree or above [　]	Others (specify): …………………
Current position	Management [　]	Faculty [　]	Junior staff [　]	
Work Experience	<1 year [　]	1 – 3 yrs [　]	4 – 6 yrs [　]	7 – 9 yrs [　]　|　>10 years [　]

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SECTION B

Instructions: The following statements indicate how appraisers and appraisees perceive performance appraisal policy at VVU In a column one (1) to five (5) where one (1) is the least and five (5) is the highest; please indicate your level of agreement to each of the statements

Statement	5	4	3	2	1
PA results are used to reward hardworking staff.					
Promotion depends on results of PA results.					
Selection for staff for training is based on Performance appraisal results					
Training needs identification is based on performance appraisal results.					
Performance appraisal results are used for human resource planning.					
A tool to obtain information on HR policy formulation					

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SECTION C

*Instructions***:** The following statements indicate whether or not the appraisal policy of VVU is achieving the desired objectives. In a column one (1) to five (5) where one (1) is the least and five (5) is the highest; please indicate your level of agreement to each of the statements

Statement	5	4	3	2	1
I am aware of the objectives of the SIC performance appraisal system					
Feedback helps subordinates to improve the work					
Training is provided for skill development based on information from PA					
Subordinates strive for excellence to get promotion					
There is a high level of employee morale based on the feedback from PA					
Information from PA inform major HR policies at VVU					

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SECTION D

*Instructions***:** The following statements indicate challenges of the appraisal policy VVU. In a column one (1) to five (5) where one (1) is the least and five (5) is the highest; please indicate your level of agreement to each of the statements

Statement	5	4	3	2	1
Lack of training on the part of appraisers					
Influence of interpersonal relationships					
Appraises' perceptions about the appraisal system as a witch-hunting tool					
Lack of connection between PA and benefits on the part of apprasees					
Lack subordinates involvement in setting performance standards					
Lack of subordinates involvement in the appraisal system					

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SECTION E

*Instructions***:** The following statements suggest measures that could ensure that SIC appraisal policy improves the VVU and the employees job performance. In a column one (1) to five (5) where one (1) is the least and five (5) is the highest; please indicate your level of agreement to each of the statements

Statement	5	4	3	2	1
During employee performance planning process, both behavioural and results expectations should have been set					
Having effective, on-going employee performance conversations between managers and employees is crucial in the PA assessment					
Rating should include leadership, quantity and quality of output, discipline, commitment to the work, level of competencies					
VVU objectives should be clear, easy to understand, feasible to achieve, motivating, time bound and measurable					
Appraisers must undergo training before starting the appraisal.					
Multiple appraisal method" should be introduced to encourage objectivity and eliminate bias					

1. In your opinion, how would you assess the performance appraisal system at VVU? ……………………………………………………..

2. Suggest ways the system should be carried out to ensure it meets its intended objectives.…………………………………………………

Thanks for your cooperation

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